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**The Difficulty of Translating Verb (Have, Take, Break) + Noun Collocation into
Arabic:**

A Case Study of Third Year Students of Applied Language Studies

**Dissertation Submitted in Partial Fulfilment of the Requirements for a Master
Degree in Applied Language Studies**

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Dedications

To my parents;

To My grand parents:

Laiachi Baatache and Khrofa Melili

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Abstract

This research work is an attempt to study the difficulty of translating the verb + noun collocations from English into Arabic. A test for translation has been administered to a sample of third year students of English at the Department of English, University of Constantine. It consists of thirty sentences each of which including a verb + noun collocation. The results show that the majority of the students have encountered difficulties in translating this type of collocations. Some recommendations are made for improving the teaching of collocations and the way to translate them.

List of Abbreviations

EFL: English as a Foreign Language

LL1: First Language Learner

LL2: Second Language Learner

L2: Second Language

LL3: Third Language Learner

L3: Third Language

ST: Source text

TT: Target text

SL: Target language

TL: Target language

MT: Mother Tongue

List of Tables

Table 1: Translation of Sentence n°1 Collocation Part 1	22
Table 2: Translation of Sentence n° 2 Collocation Part 1	24
Table 3: Translation of Sentence n° 3 Collocation Part 1	26
Table 4: Translation of Sentence n° 4 Collocation Part 1	27
Table 5: Translation of Sentence n° 5 Collocation Part 1	28
Table 6: Translation of Sentence n° 6 Collocation Part 1	29
Table 7: Translation of Sentence n° 7 Collocation Part 1	30
Table 8: Translation of Sentence n° 8 Collocation Part 1	31
Table 9: Translation of Sentence n° 9 Collocation Part 1	32
Table 10: Translation of Sentence n°10 Collocation Part 1	34
Table 11: Translation of Sentence n° 1 Collocation Part 2	36
Table 12: Translation of Sentence n° 2 Collocation Part 2	37
Table 13: Translation of Sentence n° 3 Collocation Part 2	38
Table 14: Translation of Sentence n° 4 Collocation Part 2	39
Table 15: Translation of Sentence n° 5 Collocation Part 2	40
Table 16: Translation of Sentence n° 6 Collocation Part 2	41
Table 17: Translation of Sentence n° 7 Collocation Part 2	42
Table 18: Translation of Sentence n° 8 Collocation Part 2	43
Table 19: Translation of Sentence n° 9 Collocation Part 2	44
Table 20: Translation of Sentence n° 10 Collocation Part 2	45
Table 21: Translation of Sentence n° 1 Collocation Part 3	46
Table 22: Translation of Sentence n° 2 Collocation Part 3	47
Table 23: Translation of Sentence n° 3 Collocation Part 3	48
Table 24: Translation of Sentence n° 4 Collocation Part 3	49
Table 25: Translation of Sentence n° 5 Collocation Part 3	51
Table 26: Translation of Sentence n° 6 Collocation Part 3	52
Table 27: Translation of Sentence n° 7 Collocation Part 3	53
Table 28: Translation of Sentence n° 8 Collocation Part 3	54
Table 29: Translation of Sentence n° 9 Collocation Part 3	55

Contents

INTRODUCTION	1
CHAPTER I: : Difficulty of Translating English Collocations (V (Have+ Take+ Break) + N) Into Arabic	3
Introduction	3
I.1 Lexical Translation	3
I.1.2 Semantic Translation	3
I.2 Collocation	4
I.2. 1 Types of Collocations	4
I.2.1.1. Grammatical Collocations	4
I.2.1.2. Lexical Collocations	7
I.3 The Difficulty of Translating English Collocations	10
I.3.1 The Engrossing Effect of Source Text Patterning	10
I.3.2 Misinterpreting Source Language Collocations	11
I.3.3 Conflict between Accuracy and Naturalness	11
I.3.4 Cross Cultural Difficulties	11
I.3.4. 1 Religious Culture	12
I.3.4.2 Social Culture	13

I.3.4.3 Linguistic Culture	14
I.3.5 Marked Collocations in the Source Text	14
I.3.6 Generalization	15
I.3.7 Variability of Collocations	16
I.3.8 Flexibility of Collocations	1
I.3.9 Translation Task	17
I.3.10 Problems of Translation	18
I.3.11 Problems in Translating New English Collocations	18
I.4 Strategies Used by Learners in Dealing with Collocation	19
I.4. 1 Transfer	19
I.4.2 Avoidance	19
I.4.3 Paraphrasing	19
Conclusion	19
Chapter II: Description and Analysis	20
II. 1 Subjects	20
II.2 Research Tools	20
II.3 Analysis	20
II.3.1 First Part: The Verb ‘to Have + Noun’	22
II.3.2 Second Part: The Verb ‘to Take + Noun’	36

II.3.3 Third Part: Translation of 'Break + Noun'	46
II.4 Discussion of the Findings	57
II.5 Summary of the Findings	58
Conclusion	58
General Conclusion	59
Bibliography	61
Appendix	

Introduction

Statement of the Problem

When some Algerian EFL learners translate from English into Arabic, they encounter many difficulties in the translation of collocations among which are the verb + noun type such as 'have+ noun, take+noun, and break+noun'. Such difficulties are caused mainly by the lack of proficiency and lack of practice due to insufficient course materials. Some other difficulties are caused by the influence of the L1 on L2. Third year learners of English are considered future teachers/translators. However, they mistranslate the English collocation into Arabic. In addition, the cultural background of the L1 Learners influences their understanding of L2. Most and foremost, because of the constraint of time, teachers of translation practice do not deal with each component of translation separately. Among these components are phrasal verbs, idiomatic expressions, and collocations. The latter require, just like the rest of the components, adequate teaching and adequate classroom materials.

Aim of the Study

The aim of this research work is to outline the difficulties third year students have with the translation of collocations and to suggest some solutions in order to improve their teaching, learning, and, consequently, their translation in an adequate way. Among these solutions are that collocations should be learnt in many modules for instance in grammar, written expression and oral expression.

Research Questions

*What makes the third year learners/novice translators wrongly translate verb + noun collocations (have + noun, take + noun, break + noun)?

*To what extent does the mother tongue influence the translation of English collocation into Arabic?

Hypothesis

We hypothesize that the inadequate translation of English collocation that will be dealt with due to the cultural differences of the ST and TT language. This means that if the investigated learners translate verb + noun collocation inappropriately, the causes mainly refer to cultural background

Methodology

A translation test will be administered to students of third year English to measure their proficiency. It will consist of translating many sentences containing verb + noun collocations.

Structure of Research

This thesis will be divided into two parts. The first part, which consists of one chapter, is theoretical and will deal with lexical and semantic translation, defining and categorizing collocations, and the problems of translating them with particular emphasis on the verb + noun category in addition to the strategies that learners use when encountering difficulties in translation. The second part, which also consists of one chapter, is practical and will deal with the description and the analysis of the collected data as well as the results obtained to check the validity of the hypothesis made.

Chapter I

Difficulty of Translating English Collocations (V (Have, Take, Break) + N) into Arabic

Introduction

In this chapter, light will be shed on the notion of lexical and semantic translation since it is related to the main aim of this research, which is translation of English collocations into Arabic. Some definitions of collocations and the way in which this concept is understood are considered. Nowadays, among the difficulties EFL learners and novice translators encounter is the difficulty of understanding collocations and, consequently, how they can be translated.

I.1 Lexical Translation

It is the translation of individual words. According to Yowell and Lataiwish (1999), it is obvious when a first language learner (LL1)/ translator comes into contact with a second language text, he should know first the meaning of each word and he often finds himself asking the question: “what is the meaning of this word?” (ibid.). Zgusta (1971) (cited in Baker, 1995:12) states that “every word (lexical unit) has... something that is individual that makes it different from any other and it is just the lexical meaning which is the most outstanding individual property of the word”. Logically, the basic part of the sentence is the individual meaning of words that helps constitute a sentence. To translate a sentence such as ‘the sphinx saw a griffon’, the translator should know the meaning of each word independently. For instance, ‘sphinx’, ‘saw’, ‘griffon’ in addition to the definite article ‘the’.

I.2. Semantic Translation

It is defined as the translation on the basis of semantic knowledge. De Young (1999) argues that semantic translation is the result of using semantic data. He also argues that semantic translation gets benefits from semantics that chain meaning with individual

element in a dictionary to provide an exact meaning in L2. Here, one may ask the question; what is semantics and what does it have with the translation of collocations? To begin with, semantics is the scientific study of meaning. However, meaning is comprehended differently because concepts are perceived differently depending on the cultural settings; concepts that exist in one culture may not exist in another one. For example, kinship relationship is expressed differently in the English speaking world and Arabic speaking world; in English there is one word for the father's or mother's brother which is 'uncle' however in Arabic there is either *خال* or *عم*. The same for the Eskimo, they have different words for snow because they recognize different kinds of this term. However, in the Arabic culture, there is just one word which expresses snow *ثلج*. For this reason, some concepts in the source language are not lexicalized in the target language which is known as a lexical gap.

I.2. Collocations

Sarikas (2006) argues that the term collocation is of a Latin origin. It is derived from the verb 'collocare' which means 'to set in or arrange'. The study of collocations dates back to Palmer and Hornby in the 1930's in their "second interim report in English collocations". Cowie and Howarth (1996: 18) note that "Palmer and Hornby pioneered Phraseological research...and they can claim something like its present day sense, incidentally predating J. R. Firth's use of the term by 18 years". Yet, collocations in their linguistic sense were first introduced by Firth to define the occurrence of words which are chained together; for instance, the English collocation 'to break the law' is equivalent to the Arabic one *يخرق القانون* and not *يكسر القانون*. According to Palmer (1996: 94), Firth argued that a collocation is a word known by the other words which co-occur with it; he wrote "you shall know a word by the company it keeps". (According to McCarthy and O'Dell (2005:6), some collocations are powerful and specific. For instance, 'to take a photo' in which there is no other verb that can collocate with a photo and have the same

meaning. He exemplifies with the following: the adjective fast collocates with cars, but not with a glance". He adds "we say fast food but we do not say quick food". Here is another example: 'keep to the rules' the verb 'to keep' can be changed to 'to stick' without destroying the meaning of the sentence in both of which it is translated into Arabic as يلتزم بالقانون. Furthermore, identifiable non idiomatic phrases and constructions, combinations of words are known as collocations. According to the Oxford Dictionary (2002:7), "collocation is the way words combine in a language to produce-sounding speech and writing". To say it differently, Zingraf (2008: 93-94) characterizes collocations as "an arbitrary link between at least two lexemes (verbs, nouns, adjectives, adverbs), for example, *commit a crime*, etc. In addition, a certain degree of variability (substitution) at one or two points in the collocations such as exert+ power / control /influence/ authority". Newmark (1978:114) defines collocations as "the elements of systems in the lexis of language. It may be syntagmatic or horizontal, therefore consisting of a common structure; or paradigmatic or vertical, consisting of words belonging to the same semantic field which may substitute for each other". This definition is concerned with how words are placed together. That is to say, some combinations possibly occur while others do not. According to Martynska (2004:5), (Szulc, 1984) states: "collocation is an ability of lexical items to build steady, conventionalized syntagmatic relationship with other words, e.g. putrid, rotten rancid and addled are synonyms which designate rotten food but they collocate only with a limited number of words: *putrid fish, rancid butter/oil, addled eggs, rotten fruits*". Barlow (2004: 213) states that "collocations are the building blocks of language and are, in some sense, fundamental units of language in use". That is to say, collocations are one crucial part of English vocabulary. They are used spontaneously by native speakers. As McCarthy and O'Dell (2005) define collocations as a group of words which, combined together, look natural to natives. For Celce Muricia (1991, cited in Martynska, 2004) collocations are based on two notions 'frequency and acceptance'. That is, some words are

of habitual occurrence such as ‘tell a story’ and other combinations are unacceptable to occur; for instance, instead of saying ‘strong tea’, we say ‘powerful tea’.

I.2.1 Types of Collocations

According to Benson, Benson and Ilson (1997) collocations are divided into two main categories: Grammatical and Lexical.

I.2.1.1 Grammatical Collocations

They are co occurrences of prepositions with words such as a noun, a verb or an adjective; for instance, ‘by accident’, ‘account for’, ‘afraid of’. According to Benson, Bonson, Bonson and Illson (1997), a grammatical collocation includes words such as a noun, an adjective, a verb) plus a preposition or to + the infinitive or that clause. In contrast, Ghazala (1995) argues that all types of collocations are grammatical. Carter (1987, cited in Martynsa, 2004) sees that grammatical collocations are the result of the grammatical combination of lexical units such as verb + noun, noun + preposition.etc. Grammatical collocations fall into 8 main groups:

a. Noun + Preposition: It is the occurrence of a noun and a preposition such as:

<i>Play on words</i>	يتلاعب بالألفاظ
<i>A claim for</i>	إدعاء بـ
<i>A burst at</i>	قذيفة على (Ghazala, 1995:116)

b. Noun + to infinitive: It is the placement of noun plus to plus the infinitive together. For example:

He was a *fool to* believe that his father may hurt him.

c. Noun + that clause: for example:

she confessed by the crime that her friend committed

d. Preposition + noun: such as:

<i>By accident</i>	بالصدفة
<i>Under the patronage</i>	تحت رعاية

On call doctor طبيب مناوب

In return بالمقابل (Ghazalla, 1995:117)

e. Adjective + preposition: for instance:

Full of

Fond of

Angry at (Ghazalla, 1995:115)

f. Adjective + to infinitive such as in:

It is *necessary to* be at school

g. Adjective + that clause for instance:

They were *sure that* should succeed

- It is *imperative that* you would be home early

I.2.1.2 Lexical Collocation

It is made up of the combination of lexical words such as nouns, adjectives, verbs, adverbs together. They are divided mainly into 7 types:

a. Noun + Verb Collocation:

In this category, it is shown how nouns occur with verbs side by side in a given context. Let us consider the following examples:

Cats mew

Bees buzz

Bells rings. Ghazalla (1995: 115)

b. Adjective + Noun

They are specific adjectives used occasionally with specific nouns or attributive nouns used as an adjective such as:

Net weight

Raging storm

Fast sleep

Idle talk

Lukewarm reception

Black market (Ghazalla,1995:109)

c. Noun + Noun Collocation

Several collocations co-occur as in the following:

- **Noun + Noun:** *status quo, honey moon, poet laureate, attorney general.*(Ghazalla,1995:112)
- **Noun + Noun (the/a + noun + of + genitive):** *loss of memory, a sigh of relief* (Ghazalla,2002:112)
- **Noun + and + Noun Addition Collocation:** *means and ends, wonderments and bewilderments, bread and butter* (Ghazalla,1995:213)

d. Adverb + Adjective: often adverbs and adjectives collocate together such as in:

Happily married (Mc Carthy and O'dell,2005:12)

Fully aware

e. Adjective + Adjective

The occurrence of adjective plus adjective together: let us consider Ghazala's example (1995:114)

Wealthy and well

Alive and kicking

Well and good

f. Verb + Adverb

The combination of a verb plus an adverb together:

Answer shamelessly

Apologize sincerely

g. Verb + Noun

It is the natural placement of a verb plus a noun together. That is, the combination of certain mostly used verbs which are called delexical or as Gross (1981) calls them ‘support verb combinations’. That is, they do not convey meaning by their own. Such as ‘have’, ‘do’, ‘make’, ‘get’ and ‘take’. Let us consider the following examples:

Take a bus

Take a minute

Take the responsibility,

Take place

Take time

Take a pity

Take cover

Take actions.

Other examples given by Ghazalla (1995: 111)

Attend a lecture

Exert an effort

Pass a law

Run a company

Pay attention

Score a victory

Seize the opportunity

Draw a sword

In other words, the correct matching of words spontaneously is a proof of ‘advanced level’. According to Lewis (1997:17), “fluency is based on the acquisition of a large store of fixed or semi fixed prefabricated items”. James (1998: 152) also suggests that the

correct production of collocations “contributes greatly to one’s idiomatic and native likeness”

I.3 The Difficulty of Translating English Collocations

Among the difficulties the translator encounters is the translation of collocation. It is so difficult for a non native speaker to deal with because concepts differ from one culture to another and even grammar structures differ in addition to the difference of lexical patterning of the source language (SL) and the target language (TL). So, many researchers such as Baker , Ghazalla and others state the source of difficulty and the source of errors in translating collocations. Hence, the translation of English collocations into Arabic poses serious problems.

I.3.1 The Engrossing Effect of Source Text Patterning

According to Baker (1992), the divergence of (ST) and (TT) patterning of collocations results in crucial pitfalls and serious problems in translation some of which are difficult to be handled. Moreover, it is supposed that a collocation of a (TT) conveys the exact meaning of the one of the (ST). However, the problem of translating English collocations is not in its surface patterning but in its acceptance or not. This means the possibility of ranging the exact equivalent collocation from the ST to the (TT). For example, ‘to break the law’ cannot be translated literally in Arabic because it is understood in Arabic as ‘contradict the law’; the same applies to ‘keep a dog/cat’ which is impermissible in Danish because it is expressed as hold a dog/ cat. In many translated (TT), odd collocations are expressed with no reasons made by the translator. Baker (1992) states the following example: ‘back at the dull...*shoe repair*’. The French translation for the English collocation ‘shoe repair’ is ‘réparer ses chaussures’, which means it is translated literally though the verb ‘réparer’ in French just collocates with ‘machines’, ‘cars’ and so forth, but not with ‘shoe’ or ‘chaussure’(ibid).

I.3.2 Misinterpreting Source Language Collocations

The mother tongue (MT) plays an important role in the misinterpretation of collocations in the ST because a competent translator usually translates from L2 to his/her L1. That is, when the L2 is considered the ST the translator may misinterpret some notions of ST. So, it influences negatively his /her translation. Baker (1992:55) states that “this happens when a source language collocation appears to be familiar because it corresponds in form to a common collocation in the target language.”

I.3.3 Conflict between Accuracy and Naturalness

Baker (1992:56) considers “the tension between naturalness and accuracy” a source of difficulty the Arab translator of English collocations may encounter. That is, translating unmarked collocations from a ST into TT, the translator seeks to have a collocation which is specific or used in the TT in order to keep the same meaning of the ST. However, sometimes, there is no equivalent collocation which may be found in the target text which conveys the same meaning as the one in the ST does. In addition, in case the translator fails to find a collocation in the TL, then, s/he paraphrases the full meaning of the ST collocation into the TL. She says: “translation often involves a tension, a difficult choice between what is typical and what is accurate” in that the nearest, approximate, typical and acceptable collocation of the TT includes slight changes at the level of meaning. Those changes may be significant or insignificant: ‘a good/ bad law’ equals ‘just/ unjust law’ in Arabic; Hence, the two collocations have not got the same meaning. In such cases, to translate a collocation from L1 into L2, circumlocution is used whether to just find a typical collocation or to paraphrase the full meaning of ST collocations into TT.

I.3.4 Cross Cultural Difficulties

According to Baker (1992:59) the difficulty of translating some collocations refers mainly to the differences between SL and TL culture. She cites “some collocations reflect the cultural setting in which they occur. If the cultural settings of the source and target

language culture are significantly different, there will be instances when the source text will contain collocations which convey what to the target read will be unfamiliar associations of ideas”. That is, some ST collocations will be strange and impressive for TT readers. As cited in Vinuti (2000:126), Nida (1964) states “since no two languages are identical either in meanings given to corresponding symbols, or in ways in which such symbols are arranged in phrases and sentences, it stands to reason that there can be no absolute correspondence between languages no fully exact translation...the impact may be reasonably close to the original but no identity to detail”. That is to say, culture shapes languages and differentiates between them. Hence, what is meant exactly by culture? Or what does it imply? Simply, according to Yowell and Latawish (1999), it is the set of beliefs which directs the behaviours of a speech community. These beliefs involve religion, economy, society, politics, literature and language; in the translation of a given text, both ST and TT culture are concerned.

I.3.4.1 Religious Culture

Religion has a great influence on translation. It teaches people how to speak and behave especially in the oriental Arabic world in which Islamic religion is wide spread. The difficult collocations that are used to express religious concepts are: *خطبة الجمعة*, *الحجر*, *الاسود*, *بر الوالدين*, *تشميت العاطس*, *الاسود*. Most and foremost, the word ‘God’ has many denotations in different religions. For instance, Telya et al (1998) argue that, for Russians, conscience is understood as the existence of God in someone’s spirits; however, for the English it is the knowledge of good and evil. Hence, for the former, the concept is purely religious; however, for the latter, conscience relies on the English comprehension of what is good and what is evil. Furthermore, for Muslims, to do good means you are obedient to God; to do evil you are disobedient. Hence, conscience for Muslims is the total belief that God exists all the time and in all places even social concepts are governed by religion such as marriage, love, family, neighbourhood, brotherhood, and such concepts are understood

differently in different religions. For example, the image of love in Islam differs in Christianity or Judaism

I.3.4.2 Social Culture

According to Yowell and Latawish (1999), persons' thoughts and philosophies differ from one culture to another. In other words, people from different cultures perceive the world differently. These involve the behaviours of speech community towards love and marriage...etc. In fact, because of the diversity of cultures and the unawareness of people about those cultures, translation can never be accurate. Baker (1992) exemplifies:

a. 'Papers relating to the lesser known will be particularly welcome'.

Back – translated from Russian: "We intend to discuss separately questions concerning the so-called 'small', i.e. less widespread and 'big', i.e. more widespread languages". It is normal in the standard English to say 'lesser-known-languages' and 'major languages'. However, there are no similar collocations in Russian. Hence, the translator of the above version, the English collocation; when he did not find collocations in his mother tongue; he uses the inverted commas and explanations by using 'so-called'. So, the translator should know the differences between the SL and the TL. Baker (1992:60) cites: "unfamiliar associations of ideas cannot simply be introduced in a target text without giving the reader some hint as to how to interpret them". Let us consider the following example:

Source Text

Kolestral super is ideal for all kinds of hair, especially for *damaged, dry,* and *brittle* hair.

Target Text Arabic (Baker 1992: 60-1)

كوليسترول – سوبر هو مثالي لجميع أنواع الشعر خصوصا للشعر المقصف المتأدي وأيضا للشعر الجاف أو الضعيف البنية والقابل للتكسر.

Back Translation

kolestral- super is ideal for all kinds of hair, especially for the split ends hair, harmed or damaged hair and also for hair which is dry, of weak structure or liable to breaking.

Some translators still believe that when they translate, they should have the exact text in the TL like the one that is given in back translation. However, in the English speaking world, 'fine'; 'flyaway'; 'dry'; 'damaged', 'permed'; 'brittle' collocate with 'hair'; however; Arabic collocations for 'hair' are 'split-ends', 'dry', 'oily', 'coarse', and 'smooth'.

I.3.4.3 Linguistic Culture

According to Yowell and Latawich (1999), among the difficulties the learner encounters in translation between SL (English) and TL (Arabic) are number, gender, verbs, tense, pronouns, etc.

To summarize, the most difficult collocations for translation is culture- specific ones because of the different understanding of concepts which are understood differently by different linguistic groups.

I.3.5 Marked Collocations in the Source Text

New matching of words is sometimes used in the ST to create new images. Thus, marked collocations of the ST will be translated as marked collocations in the TT. For example:

Source Text

'Canada has chosen to entrench its dual culture heritage in its institutions and, as a result, official translation has taken from root'

Target Text

'Canada a choisi 'd'enchasser' - le mot hélas! à la mode- son double héritage culturel dans ces institutions et la traduction officielle y' est, par conséquent, solidement enracinée' (Baker1992 : 62).

To sum up, a language is not composed of words chained together arbitrarily. Certain words co –occur accurately and; this technique is known as collocability of words. In fact, some accurate combinations are culture specific

I.3.6. Generalization

According to Ghazalla (1995), Some English words co-occur with one and the same word. However, it is not always the case in Arabic. For instance: 'commit a mistake' has an equivalent collocation in Arabic which is يرتكب خطأ the verb 'to commit' cannot always be generalized to يرتكب because 'commit a murder' can be translated into يرتكب جريمة but the appropriate one is يقترب جريمة . However, it is inaccurate to say in Arabic يرتكب انتحارا for 'commit a suicide' but ينتحر is used instead. Hence, the verb 'to commit' is not always translated into يرتكب or يقترب. Likewise: 'fat' /سمين/ بدين collocates in both languages with 'man/ woman' رجل/امرأة. However, it is possible just to say in English 'fat salary/fat book' which are translated into Arabic as: راتب ضخم/كتاب ضخم and not سمين / كتاب سمين. In addition, the adjective 'soft' is regarded as ناعمة in Arabic. We say بشرة ناعمة for 'soft skin'. However, we cannot say مياه ناعمة for 'soft water', مشروبات ناعمة for 'soft drinks' but ماء عذب and مشروبات خفيفة respectively. Similarly, for 'soft soil' تربة خصبة not تربة ناعمة while 'soft ground' can be translated to either أرض ملساء or أرض ناعمة. At the end, here is an example showing the different collocability of the word 'bright' مشرق to produce various collocations of different meaning:

Bright beauty جمال متألّق /جمال فتان

Bright colours ألوان زاهية

Bright child طفل ذكي / طفل بارع

Bright remark ملاحظة بارعة

Bright voice صوت عذب / صوت رحيم

Bright wine خمر صاف / خمر راق (Ghazalla,1995:125)

I.3.7. Variability of Collocations

In English, there are various collocations for the same meaning such as ‘commit a mistake/ make a mistake’. However, in Arabic, There is one collocation which has one meaning for instance:

‘Go on a visit/pay a visit’ يقوم بزيارة

‘Hard task/daunting task’ مهمة شاقة

‘Empty talk/idle talk’ كلام فارغ (Ghazalla,1995:126)

Such English collocations have just one equivalent word with the same meaning in Arabic. However, in such cases, students may make mistakes. Let us consider the following example:

‘Deep sleep’: نوم عميق

‘Heavy sleep’: نوم ثقيل

‘Sound sleep’: سبات عميق

‘Fast sleep’ سبات عميق (Ghazalla,1995:126)

Hence, ‘deep’, ‘heavy’, ‘sound’, and ‘fast’ may substitute each others in order to express the same idea.

I.3.8. Flexibility of Collocations

According to Ghazalla (1995: 126-7), “some collocations are flexible”. That is to say, a collocation can be separated by a word in the middle. The categories below are often separated:

- a. Adjective + Noun e.g. ‘black market’ ‘Black illegal market’.

- b. Verb + Noun e.g. ‘*exert an effort*’ ‘*exert a great effort*’

بيذل جهدا عظيما

- c. Noun + Noun (the of – genitive) e.g. ‘*association of ideas*’ ‘*association of some ideas*’. تداعى بعض الأفكار.

- d. Noun + Verb (names of sounds) e.g. ‘*bees buzz*’ ‘*bees strongly buzz*’ نوي النحل القوي

- e. Verb + Preposition Collocations e.g. ‘*Long for*’ ‘*long so much for*’

يشتاق جدا كثيرا لـ

- f. Parts of Countable Nouns: e.g. ‘*A bouquet of flowers*’ ‘*a bouquet of red flowers*’ باقة ورد حمراء

- g. Parts of Uncountable nouns e.g. ‘*A pat of butter*’ ‘*a pat of Danish butter*’ مكعب زبدة نماركي

However, the other types of collocations are inflexible and cannot be separated.

I.3.9. Translation Task

Sarikas (2006) argues that the difficulty of translating collocations refers mainly to the difficulty of translation task itself. To begin with, many definitions are given to translation and what happens during translation; since our concern is about the problems and difficulties that the translator of collocations encounters. A brief definition is given by Roger (1993: 5): “translation is the expression in another language or (target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalence”. As Schleiermacher (1999 :17) states “ la traduction et l ‘acte qui permet d ‘adapter extérieur un langage extérieur, qui ne pas le mien, a ce lui que je maîtrise, j’ établis ainsi des correspondance- qui ne sont pas coïncidence- entre les présentations véhiculées par différents langages, entre l’organisation des concepts dans des langues différentes.” As it is understood from this definition, translation tries to substitute a

message from one code language into another one keeping the exact content. However, many factors result in the loss of meaning in translating task and make it more difficult to be handled. For instance, a word has different levels of meaning: primary, secondary, and figurative. The same is for grammatical forms which involve different functions: secondary and figurative. The basic loss refers also to two main methods used in the translation task that are ‘over translation’ which means giving more details in translation than it is needed; and under translation in which the translator generalizes the use of collocations in both ST and TT. That is, s/he replaces words in his/her L1 in order to have the exact collocations in L2. However, since translation occurs between two different languages which use different lexis and grammar structure; the translator should take those differences into account. Consequently, s/he should have enough knowledge about words order and patterning because what can occur in one language cannot occur in others and so forth.

I.3.10 Problems of Translation

It is quite sure that there is no exact equivalence/ synonymy in translation because of many reasons: one of which is that Arabic and English belong to two different origins/family groups. According to De young (2000) Arabic is of Semitic language origins. However, in 2010 it is cited that English, genetically, is regarded as one of the indo-European languages. Hence, it is not surprising for Arab EFL learners to face difficulties in translation, in general and fixed expression, in particular. Words that are possibly put together or ranged side by side in English cannot be so in all cases in Arabic; as Crystal (1983: 86) defines such a case as “the aim of translating is to provide semantic equivalence between source and target language. This is what makes translation different from other kinds of linguistic activity, such as adapting, abstracting...etc”. To conclude, there is no exact equivalence in translation and the translator should be aware of the differences between ST knowledge and TT one.

I.3.10 Problems in Translating New English Collocation

New English collocations which are made up of noun compounds or adjectives plus nouns, usually found in social sciences and computer language, are difficult to be handled. That is, they are difficult to be translated into another language especially Arabic. Newmark (1988:145) states some of these new collocations under one list. Such as: 'lead time', 'acid rain', 'sunshine industries', 'domino effect', 'walkman', 'norm', 'criterion reference testing' and so forth.

I.4. Strategies Used by EFL Learners in Dealing with Collocation

Because of the poor knowledge of collocation, EFL learners/ translators use some common techniques with collocations. These techniques are divided into three types:

I.4.1. Transfer

Generally, when second language learners (LL2s) fail to translate the wanted collocation into the TT, they escape to the mother tongue MT.

I.4.2. Avoidance

According to Bahns and Eldow (1993), Farghal and Obediat (1995) and Howarth (1998); in case the learners face a difficulty in translating collocations from the ST into TT, they use the avoidance strategy. That is, if they do not understand it, they do not translate it.

I.4.3. Paraphrasing

As a third strategy, learners paraphrase or give the exact equivalent to the ST collocations in the TT for those which they ignore.

Conclusion

This chapter has provided an overview of collocation in general, its definition, its different types (grammatical and lexical) with a main focus on the verbs (have, take, and break) + noun category. It has also presented the main sources of difficulties that make

learners make mistakes and the different strategies on which they rely when they encounter difficulties in translation.

Chapter II

Description and Analysis

Introduction

This chapter will be devoted to the knowledge of learners in translating collocations, in general, and the verb + noun category, in particular, in the context of the Department of English. The study attempts to show the causes of the weaknesses of EFL learners and mistakes that are made. A descriptive method has been used with the aid of a test as a tool to collect data.

II.1 Subjects

The subjects of this study are 20 students of third year English applied linguistic studies studying in the Department of English, University of Constantine. The analysis takes into account only the translation of vocabulary or lexical translation.

II.2 Research Tools

The test includes 30 sentences and is divided into three parts:

- Part one contains 10 sentences; each of which includes the verb to have + noun collocation.
- Part two includes 10 sentences; each sentence includes the verb to take + noun collocation.
- Part three is made up of 10 sentences; each sentence includes the verb to break + noun collocation.

II.3 Analysis

The translations of the three verbs (have, take, and break) + noun are given as they are translated exactly by the students themselves.

II.3.1 First Part: The Verb ‘to Have’ + ‘Noun’

Sentence n°1 Collocation	Translation by the Learners	Number of Learners	%
had a baby	وضعت مولودا	4	20%
	أنجبت طفلا	4	20%
	أنجبت مولودا	4	20%
	وضعت صغيرا	2	10%
	ولدت	2	10%
	أنجبت ولدا	1	5%
	وضعت رضيعا	1	5%
	أنجبت طفلة	1	5%
	أنجبت صغيرا	1	5%

Table 1: Translation of Sentence n°1 Collocation Part 1

The table above shows the translations made by the sample for the expression ‘had a baby’. A ‘baby’ is translated as: رضيع, طفل. In addition, 2 other students (10%) have translated it as صغيرا which is unacceptable because صغير in English is used as an adjective to describe someone who is young in age. Two students (10%) have translated the expression ‘had a baby’ as ولدت. However, one of the subjects (5%) has translated a baby as طفلة which is unacceptable because in Arabic a new born baby is called رضيع أو مولود .

In fact, to translate into ولدت means in English ‘to give birth to a baby’. Another one (5%) has translated ‘a baby’ as ولدا : to do so means to precise the sex of the baby ; ولدا ; boy in English. However, the remaining students have succeeded in its translation. They have translated ‘a baby’ as رضيعا, مولودا, وضعت/ أنجبت. The causes that make some students translate ‘had a baby’ in unacceptable ways are: first of all, the difficulty of the task of translation. That is to say, when the learners translate, they seek to keep the exact meaning of the ST, to do so; they have adopted word for word. However, the translation of

collocation needs a large knowledge about Arabic and English because collocations cannot be translated separately like what the learners do with 'had a baby' in that they distort the meaning. Moreover, English and Arabic belong to different language families which exist within two different cultures. As a result, the learners have understood and expressed concepts differently according to the atmosphere of their culture. In addition, those who have translated the collocation correctly have transferred positively to their MT. That is, the influence of the MT was positive. As a conclusion, learners have not known the collocational patterning of the TT, for this reason they have failed in translation.

Sentence n°2 Collocation	Translation by the Learners	Number of Learners	%
Have an attack of bronchitis	7	35%
	لدي مضاد للحساسية	2	10%
	لدي أزمة في القصبات الهوائية	1	5%
	أصبت بزكام حاد	1	5%
	مصاب بالالتهاب رئوي	1	5%
	أعاني من ضيق في التنفس	1	5%
	مصاب بالالتهاب في القصبات الهوائية	1	5%
	أعاني من صعوبة في التنفس	1	5%
	أصبت بنزلة برد	1	5%
	لدي أزمة برد	1	5%
	أصبت بالحساسية	1	5%
	تعرضت لنزلة برد	1	5%
	لدي نوبة حساسية	1	5%

Table 2: Translation of Sentence n°2 Collocation Part 1

The table above shows that the English collocation ‘has an attack of bronchitis’ is paraphrased by most learners, and others have translated the meaning or have tried to give the equivalent collocation in Arabic. However, among 20 students, 7 students (35%) have not translated the given collocation; they have used one of the strategies we have talked about before which is known as ‘avoidance strategy’. That is, when the learner does not know how to translate a given collocation, s/he avoids its translation; instead of translating, s/he leaves an empty space. For instance, ‘to have’ is translated as: مصاب, أعاني, لدي. In such a case, another technique is used which is known as ‘transfer’ or the influence of MT because learners are used to comprehend ‘to have’ as أعاني أو لدي in all cases. It is unacceptable to translate to ‘have’ as لدي in that لدي in Arabic means ‘own’ or ‘possess’

something, whereas, 'have' in the context above expresses 'to suffer from' simply as the remaining students have translated it as مصاب , أعاني . Hence, we notice another criterion which shows to what extent English and Arabic are different. In addition, there are different translations that are made for the word 'bronchitis'. It is translated as follows: التهاب رئوي, نوبة حساسية, الحساسية, زكام حاد, نزلة برد, مضاد حساسية, ضيق التنفس, صعوبة في التنفس, أزمة في القصبات الهوائية. In fact, according to a bilingual dictionary, 'bronchitis' is translated as أعاني من التهاب القصبات الرئوية. Hence, 'have an attack of bronchitis' can be translated as أعاني من التهاب القصبات الرئوية or simply 'أعاني من ضيق أو صعوبة في التنفس' but not the other suggestion as الحساسية أو نزلة برد. As a result, the poor translation of 'bronchitis' in general, and 'had a bronchitis' in particular shows the ignorance of the learners of the L2 rules in addition to the poor usage of L2 specific terms/ expressions which are more used spontaneously by native speakers. Thus, translating English collocations into Arabic is a difficult task which needs a competent translator.

Sentence n° 3 Collocation	Translation by the Learners	Number of Learners	%
have a game of cards	عندك لعبة الأوراق	7	35%
	لديك لعبة الأوراق	5	25%
	لديك لعبة الورق	3	15%
	لديك أوراق للعب	1	5%
	لديك لعبة من الورق	1	5%
	هل لديك لعبة	1	5%
	عندك أوراق للعب	1	5%
	تملك لعبة الأوراق	1	5%

Table 3: Translation of Sentence n°3 Collocation Part 1

The table above shows that 7 informants (35%) have translated ‘have a game of cards’ as عندك لعبة الأوراق which is acceptable; 5 students (25%) have translated it as لديك لعبة الأوراق, 3 students (15%) have translated the collocation into لديك لعبة الورق. 1 student (5%) has translated it as لديك أوراق للعب. 1 student (5%) has translated it as عندك لعبة الأوراق. ; 1 student (5%) has translated it as لديك لعبة من الورق; this last translation is unacceptable because it means a game is made up of cards. However, ‘a game of cards’ is the name of the game. Another student (5%) has translated ‘had a card game’ as هل لديك لعبة which is completely unacceptable because the collocation in the sentence is not a question. Another student (5%) has translated it as عندك أوراق للعب. The problem here is not in the verb ‘to have’ or in the phrase ‘a game of cards’ because both are easy to understand, but in the whole expression itself in addition to the ST and TT patterning. That is to say, combinations that can occur in one language cannot exist in another one

Sentence n° 4 Collocaion	Translation by the Learners	Number of Learners	%
has a trade relationship	للسارق علاقة تجارية	5	25%
	له علاقة تجارية ب	4	20%
	لديه علاقة تجارية	3	15%
	على علاقة تجارية	3	15%
	للسارق علاقة تجارية	2	10%
	عنده علاقة تجارية	1	5%
	لديه علاقة ب----	1	5%
	على علاقة وطيدة ب----	1	5%

Table 4: Translation of Sentence n°4 Collocation Part 1

The table above shows the translation of the English collocation ‘has a trade relationship’. To say ‘has a trade relationship with’ in Arabic can be translated as تربطه علاقة تجارية ب. However, 80% of the students have translated ‘has a trade relationship’ as follows: ‘has’ like على أو عندي، لدي، because they are used to generalize the rule whenever they find ‘to have’ they do not distinguish if it is found as an auxiliary or as a main verb or combined with a noun which is used as a collocation. An exception is 1 subject (5%) who has translated it as على علاقة وطيدة ب; s/he has tried to translate the implied meaning of the collocation, but unfortunately s/he has failed to provide a meaningful collocation in the TT. So, the TT collocation has not the same effect as the ST. So, learners should be aware of the patterning of the source text and the target one.

Sentence n° 5 Collocation	Translation by the Learners	Number of Learners	%
have a breakfast	تناول الفطور	5	25%
	نتناول فطورنا	5	25%
	نتناول وجبة فطورنا	3	15%
	أخذ الفطور	2	10%
	نأخذ فطور	1	5%
	الإفطار	1	5%
	أخذ وجبة الفطور	1	5%
	تناول فطورك	1	5%
	تناول وجبة الفطور	1	5%

Table 5: Translation of Sentence n°5 Collocation Part 1

The table above shows the translations made by the learners. They prove that the sample has understood the meaning of the collocation. They have translated 'have breakfast' as follows: 5 students (25 %) have translated it as تناول فطورنا. 5 students (25 %) have translated it as تناول الفطور. 3 students (15%) have translated as تناول وجبة الفطور. 2 students (10%) have translated it as أخذ الفطور. 1 student (5%) has translated it as تناول فطورك, 1 student (5%) has translated it as تناول وجبة الفطور, 1 student (5%) has translated it as أخذ وجبة الفطور. Finally, it is proved that the 20 students show that the English collocation 'had breakfast' is well interpreted by the learners.

Sentence n° 6 Collocation	Translation by the Learners	Number of Learners	%
have a look	القوا نظرة	8	40%
	راجعوا	6	30%
	قاموا بنضرة	2	10%
	ألقى نظرة على	1	5%
	راجع الطلاب	1	5%
	يراجعون	1	5%
	قاموا بمراجعة	1	5%

Table 6: Translation of Sentence n°6 Collocation Part 1

The table above shows how the sample has translated ‘have a look.’ Through the table, it is obvious that the learners do not know what ‘have a look’ means because 8 students (40%) have translated it القوا نظرة which is acceptable. In addition, 6 students (30%) have translated it as راجعوا which means ‘revised’; however, it is unacceptable because ‘to revise’ may take time; however, ‘have a look’ does not take a period of time. Two students (10%) have translated the collocation above into قاموا بنضرة. The previous translation is not found in standard Arabic. Another student (5%) has translated it as راجع الطلاب. One student (5%) has translated it as ألقى نظرة على ; another student (5%) has translated it as قاموا بنضرة ; such a combination, in Arabic, is unacceptable. In Arabic, it is said ألقى نظرة which is equivalent to ‘had a look’ and not قام بنظرة. 1 student (5%) has translated ‘have a look’ as يراجعون while another student (5%) has translated it as قاموا بمراجعة. Hence, what might be said is that the learners have not known the equivalent ST collocations. All these lead to paraphrasing the meaning of the ST collocation into TT one. So, the mistranslation of the English collocation results from the differences between source and target culture. To conclude, the ST verb +noun collocation is sometimes paraphrased to TT Verb + Noun collocation or sometimes just a verb.

Sentence n° 7 Collocation	Translation by the Learners	Number of Learners	%
had a problem	لديها مشكلة	8	40%
	لديها مشكل	5	25%
	عندها مشكلة	2	10%
	لديها مشاكل	2	10%
	لها مشكلة	1	5%
	لديه مشكل	1	5%
	تعاني من مشكل	1	5%

Table 7: Translation of Sentence n°7 Collocation Part 1

Table n° 7 shows that the learners face no problem in finding the appropriate verb or noun to substitute ST collocation into TT one. So, though they have paraphrased ST collocation, or their translation has been influenced by the MT, the proposed Arabic collocation is acceptable. 8 students (40%) have translated it as *لديها مشكلة* ; 5 students (25%) have translated 'had a problem' as *لديها مشكل* . In fact, *لديها مشاكل* has been translated by 2 students(10%) . 1 student has translated the above collocation into *لديه مشكل*. 2 students (10%) have translated it as *عندها مشكلة* , 1 student (5%) has translated it *لها مشكلة* . The last student (5%) has translated it as *تعاني من مشكل*. In all cases, the learners have conveyed the exact meaning. So, no problems are faced in translating 'had a problem'.

Sentence n° 8 Collocation	Translation by the Learners	Number of Learners	%
have time	لدي الوقت	14	70%
	لدي الوقت الكافي	3	15%
	عندي وقت	2	10%
	لديك الوقت	1	5%

Table 8: Translation of Sentence n°8 Collocation Part 1

The table above shows that most learners have translated 'have time' correctly though it is paraphrased to *لدي أو عندي وقت* in which 14 students (70%) which means the overwhelming majority of the informants have translated as *لدي الوقت*. In addition, 3 students (15%) have translated it as *لدي الوقت الكافي*. 1 student (5%) has translated it as *لديك الوقت*. Finally, 2 students (10%) has translated the collocation above as *عندي وقت*. As a conclusion, when the learners have not known the patterning rules or the vocabulary, they would not be able to translate.

Sentence n° 9 Collocation	Translation by the Learners	Number of Learners	%
Has a deadline	لديها وقت محدد	8	40%
	-----	4	20%
	لها موعد محدد	2	10%
	لديها موعد	1	5%
	عندها وقت محدود	1	5%
	لديه الوقت المحدد	1	5%
	عندها الموعد النهائي	1	5%
	لها الموعد النهائي	1	5%
	لديها موعد نهائي	1	5%

Table 9: Translation of Sentence n°9 Collocation Part 1

As the table above shows, the verb ‘to have’ has not always meaning by its own. The problem in ‘had a deadline’ is not just in ‘had’ but in ‘deadline’ too in that most students ignore its meaning. To begin with, deadline means آخر أجل. So, to choose موعد for ‘deadline’ is unacceptable as the majority of learners have done. In addition to the eight students (40%) who have opted for an avoidance strategy and have not translated the collocation because they have not known its meaning. Let us consider the following: 5 students (25%) out of twenty seem to have misinterpreted the English collocation 'has a deadline' because they have not translated it. Hence, by doing so; they have applied the avoidance strategy. 1 student (5%) has translated it as لها موعد نهائي which means s/he has translated the collocation separately (i.e.) ‘have’ and ‘deadline’ as separate words. Another student (5%) has translated it as لها موعد which means ‘she has an appointment’, and this translation is unacceptable. Hence, either the student has not known the meaning of the ST

collocation or s/ he has not known the equivalent TT collocation. 8 students (40%) have translated it as لديها وقت محدد and it is acceptable, the same for 1 student (5%) who has translated it as لديه الوقت المحدد. However, the rest of the sample has translated 'deadline' as موعدا نهائيا أو محدد. For example, 1 student (5%) has chosen عندها الموعد النهائي. For this translation we may say, 'has' cannot be translated as عندها because it means 'she possesses something'. 2 students (10%) have translated it as لديها موعد محدد ; 1 student (5%) has translated it as لديها موعد نهائي which means 's/he has a final appointment'. Consequently, it is not equivalent to 'has a deadline'. Some of the learners have applied the avoidance strategy. The others have transferred to the MT and have tried to find an equivalent collocation in Arabic.

Sentence n°	Translation by the Learners	Number of Learners	%
10			
Collocation			
Had an orange drink	شربت عصيرا البرتقال	5	25%
	لديها مشروب البرتقال	3	15%
	أخذت عصير البرتقال	2	10%
	لديها شراب البرتقال	2	10%
	تناولت عصير البرتقال	2	10%
	لديها مشروب برتقالي	1	5%
	لديها عصير البرتقال	1	5%
	لديها عصير لونه برتقالي	1	5%
	عندها عصير البرتقال	1	5%
	لديها شراب برتقالي	1	5%
-----	1	5%	

Table 10: Translation of Sentence n°10 Collocation Part 1

The table above shows the different understanding of the English collocation ‘had an orange drink’ which causes difficulty to LL3 because they are used to understand the verb ‘to have’ as ‘لدي، عندي، املك’ which is not always the case in English. Moreover, even ‘orange’ is mistranslated because some of the learners have understood it as a color ‘برتقالي’ and not as a type of fruit ‘برتقال’. As it is mentioned in chapter one, the verb ‘to have’ is considered a delexical verb which does not carry meaning by itself. Normally, ‘had a drink’ literally is understood ‘to drink an orange drink’. However, such a collocation is understood only by native speakers or advanced LL3 because there is not an equivalent

collocation in Arabic. According to the sample, 5 students (25 %) have translated it as
البرتقال لديها شراب; 3 students (15%) have translated it as لديها شراب البرتقال which indicates
that they have misinterpreted the meaning of ‘had an orange drink’. 1 student (5%) has
translated it as لديها عصير البرتقال. Another student (5%) has not translated the given
collocation; s/he has used a blank in the place of the translation because s/he has not
understood it. We conclude that most learners have misinterpreted the meaning of the
collocation ‘had a drink’. Consequently, they have mistranslated it. Furthermore, ‘had a
drink’ is a culture specific collocation which is understood only by native speakers or
advanced 2LL because there is not an equivalent collocation in Arabic. Hence, learners
have used the three strategies dealt with before, which are transfer, avoidance or
paraphrasing each time they have encountered difficulties or misinterpreted the meaning of
the collocation. To put it differently, students who have translated ‘had an orange drink’ as
عندي أملك ، لدي، أو
عندي , لدي, املك, means that they are either influenced by the MT, because they are used to
comprehending ‘have’ as , or when they have failed to find the appropriate
collocation in the TT, they have paraphrased the meaning of the ST in addition to the
avoidance strategy which is used by one student who leaves an empty blank instead of
translating because s / he has not comprehended the meaning of the collocation. So, the
poor knowledge of learners about the English collocations leads to their mistranslation.

II.3.2 Second Part: The Verb ‘to Take + ‘Noun’

Sentence n° 1 Collocation	Translation by the Learners	Number of Learners	%
take a joke	يمزح	5	25%
	-----	3	15%
	يمزح	3	15%
	يأخذها كمزحة	2	10%
	تقبل المزحة	2	10%
	يأخذها بمزحة	1	5%
	المزاح	1	5%
	يتقبل المزحة	1	5%
	تعمل المزحة	1	5%
	أن يأخذ الأمور كمزحة	1	5%

Table 11: Translation of Sentence n°1 Collocation Part 2

The table above shows the overall translation of the English collocation verb+ noun into Arabic. First of all, ‘take a joke’ has been translated as تقبل المزحة. However, the sample in question has translated it differently. In fact, 5 students (25%) have translated it as يمزح. However, 3 students (15%) among twenty have not translated ‘take a joke’ because they have either misinterpreted the ST collocation or ignored the TT one. In addition, 3 students have translated it as يمزح which means in English make jokes and not accept jokes as the English collocations aims to say. Three other students have translated the collocation into يمزح. Thus, verb + noun ST collocation has become verb TT collocation. Two other informants (10%) have translated the given collocation as أن يأخذها كمزحة. In this situation, the translation of ‘take a joke’ is unfamiliar to LL3. Moreover, the main source of

misinterpreting this collocation is the different patterning of S and T collocations in addition to the difficulty of the task of translation itself. Finally, the remaining students have translated the collocation in question follows: 1 student (5%) has translated 'take a joke' as ياخذها بمزحة ; one has translated simply as "المزاح" which means s/he has translated the verb + noun English collocation into noun Arabic collocation.

Sentence n° 2 Collocation	Translation by the Learners	Number of Learners	%
take sugar	وضعت السكر	7	35%
	تضع السكر	6	30%
	تشرب الشاي مع السكر	2	10%
	تريد مزيدا من السكر	1	5%
	تأخذ الشاي على السكر	1	5%
	تشرب الشاي بالسكر	1	5%
	أضع لك السكر	1	5%
	تأخذ سكر في شايبك	1	5%

Table 12: Translation of Sentence n° 2 Collocation Part 2

The table above shows how the 20 students have translated the English collocation 'take sugar' in Arabic. 7 students (35%) have translated 'take sugar' as وضعت السكر; 6 subjects (30%) have translated it as تضع السكر. 2 subjects (10%) have translated the collocation above as تشرب الشاي مع السكر which literally means 'to drink tea with something' and not 'to put sugar in tea', 1 subject (5%) has translated it as تريد مزيدا من السكر; another one (5%) has translated it تأخذ الشاي على السكر which is logically unacceptable to say 'we take tea on sugar'. 1 informant (5%) has translated it into تأخذ الشاي بالسكر which means that 'to take' is translated into تأخذ without taking the context into consideration; Another one

(5%) has translated it as أضع لك السكر ; 1 student (5%) has translated it as تأخذ سكر . Normally, 'have sugar' is so easy to translate, however the inadequate translation of the learners is caused by their unawareness and lack of knowledge.

Sentence n° 3 Collocation	Translation by the Learners	Number of Learners	%
take my advice	تأخذ بنصيحتي	15	75%
	تعمل بنصيحتي	3	15%
	تأخذ بنصائحي	1	5%
	تعمل نصائحي	1	5%

Table 13: Translation of Sentence n°3 Collocation Part 2

Table n° 3 shows that almost all the translations made by the subjects are acceptable. 15 students (75%) have translated it as تأخذ بنصيحتي which is nearly equivalent to تعمل بنصيحتي ; 3 students (15%) have translated it as تعمل بنصيحتي; another one (5%) has translated it as تأخذ بنصائحي except the last student (5%) who has translated the collocation into تعمل نصائحي which is inaccurate and unacceptable in Arabic.

Sentence n° 4 Collocation	Translation by the Learners	Number of Learners	%
takes a bus	استقل الحافلة	6	30%
	أخذ الحافلة	3	15%
	يأخذ الحافلة	2	10%
	يركب الحافلة	2	10%
	ركب الحافلة	1	5%
	يعتمد على الباص	1	5%
	يأخذ الباص	1	5%
	ركب الباص	1	5%
	استقل الباص	1	5%
	اقل الحافلة	1	5%
	يستقل الحافلة	1	5%

Table 14: Translation of Sentence n° 4 Collocation Part 2

Though the translations of the verb + noun collocation are different, they convey the same meaning. For instance, 6 students (30%) have translated ‘takes a bus’ as استقل الحافلة which is an acceptable collocation; 3 other students (15%) have translated it as أخذ الحافلة; 2 students (10%) have translated as يأخذ الحافلة, 2 students (10%) have translated into يركب الحافلة; 1 student (5%) has translated it as ركب الحافلة ; another student (5%) has translated it as يعتمد على الباص which is unacceptable because يعتمد على means ‘rely on’. The remaining students has also paraphrased the meaning in unacceptable way like 1 student (5%) has translated it as يأخذ الباص ; 1 student (5%) has translated it as ركب الباص which is to some extent acceptable in meaning, the same is applied for استقل الباص which is translated so by 1 student (5%). In addition, 1 student (5%) has translated it as يستقل الحافلة which is the exact and the equivalent collocation. It is concluded that when the learners

know the vocabulary and the accurate patterning of the ST and TT, they will face no problems.

Sentence n° 5	Translation by the Learners	Number of Learners	%
take a first road	تبع الطريق الأول	5	25%
	خذ الطريق الأول	4	20%
	اسلك الطريق الأول	3	15%
	اسلك الشارع الأول	3	15%
	اتجه الطريق الأول	1	5%
	امشي خذ الشارع الأول	1	5%
	اتبع الشارع الأول	1	5%
	اذهب في الطريق الأول	1	5%
	استدر يسارا	1	5%

Table 15: Translation of Sentence n°5 Collocation Part 2

The table above shows the translation made by the subjects: 5 subjects (25%) have translated 'take a first road' as اتبع الطريق الأول; 4 subjects (20%) have translated it as خذ الطريق الأول; 3 subjects (15%) have translated it as اسلك الطريق الأول; 3 other subjects (15%) have translated it as: اتبع الشارع الأول; 1 subject (5%) has translated it as: اتجه الطريق الأول. 1 subject (5%) has translated the collocation as: امشي أخذ في أول الشارع.; one subject (5%) has translated it into اذهب في الطريق الأول; the verb اذهب means 'go' which is not as strong as 'to take' in this context. The last subject (5%) has translated 'take a first road' as استدر يسارا. All in all, all the translations are acceptable to some extent because the informants have been familiar with the collocation under discussion

Sentence n° 6 Collocation	Translation by the Learners	Number of Learners	%
she took photos	التقطت صورا	9	45%
	أخذت صورة	3	15%
	أخذت صورا	3	15%
	التقطت صورة	3	15%
	التقطت الصور	1	5%
	سأخذ صورا	1	5%

Table 16: Translation of Sentence n° 6 Collocation Part 2

The table above shows that the informants have not faced any difficulty in translating ‘she took photos’ which means in Arabic التقطت صورا. 9 students (45%) have translated the collocation above as التقطت صورا and this is the equivalent collocation in the TT. 3 informants (15%) have translated it as أخذت صورة which means that they have just used the equivalent of ‘to take’ in Arabic which is أخذت. The rest of the students have translated it as follows: 3 informants (15%) have translated it as أخذت صورا, 3 students (15%) have translated it as التقطت صورة ; one informant (5%) has translated it as التقطت الصور, the remaining sample has translated ‘took photos’ as سأخذ صورا. Finally, at the level of lexis no problems are found; learners have rightly interpreted the ST collocation and have found the TT one; however, at the level of grammar some errors have emerged. To conclude, it is noticed that when the learners are familiar with the given collocation and with its vocabulary they face no problem. When it is otherwise, the subjects fail in translation.

Sentence n° 7 Collocation	Translation by the Learners	Number of Learners	%
take a bath	الاستحمام	9	45%
	يأخذ حمام	4	20%
	أخذ الحمام	3	15%
	تستحم	3	15%
	أخذ حمام	1	5%

Table 17: Translation of Sentence n°7 Collocation Part 2

The table above shows the following data: 9 informants (45%) have translated 'take a bath' as الاستحمام. 4 students (20%) have translated it as تأخذ حمام. 3 students (15%) have translated it as أخذ الحمام which is unacceptable by adding (الـ) the sentence in Arabic would mean 'taking the bathroom somewhere'. 3 subjects (15%) have translated 'take a bath' as تستحم. In other words, they have replaced the ST verb + noun collocation into just TT verb collocation. One of the subjects also has translated 'take a bath' as أخذ حمام which is considered an acceptable collocation in Arabic. The learners are already familiar with the collocation 'take a bath'; for this reason, the majority of the students have translated it correctly. So, when learners ignore the rules of L2, they will not be able to translate appropriately. Consequently, if they know the rules; the vocabulary, they translate perfectly and this is the case of our sample.

Sentence n° 8 Collocation	Translation by the Learners	Number of Learners	%
takes notes	يأخذ الملاحظات	4	20%
	4	20%
	يدون ملاحظات	2	10%
	يسجل ملحوظات	2	10%
	تعود على أخذ النقاط المهمة	2	10%
	يأخذ معلومات	1	5%
	يأخذ رؤوس أقلام	1	5%
	تسجيل ملاحظات	1	5%
	يقوم بأخذ نقاط	1	5%
	يدون ملحوظات	1	5%
	يأخذ نقاط	1	5%

Table 18: Translation of Sentence n° 8 Collocation Part 2

The table above shows the various translations of ‘take notes’. First, ‘take notes’ means in Arabic يدون رؤوس أقلام, however, none of the students has translated it in an acceptable way. The investigated learners have ignored that there is an equivalent collocation in Arabic. Let us consider the subjects’ translation; 4 subjects (20%) have translated the collocation above as يأخذ ملاحظات which means that the learners have paraphrased the meaning of the ST collocation into TT. Moreover, 4 subjects (20%) have not translated the collocation because they have ignored its meaning. However, 2 subjects (10%) have translated it as يدون ملاحظات which indicates that the learners have understood ‘notes’ as ملاحظات ‘remarks’ which is unacceptable. 2 other subjects (10%) have translated it as يسجل ملحوظات. In addition, 2 subjects (10%) have translated it as تعود على أخذ النقاط المهمة; this translation does not reflect the real meaning of the ST. Moreover, 1 informant (5%) has translated it as: يأخذ معلومات; another student (5%) has translated the

collocation above as يأخذ رؤوس أقلام; 1 student (5%) has chosen تسجيل ملاحظات; the remaining students have translated it as follows: one subject (5%) has translated the collocation in question as يقوم بأخذ نقاط; 1 informant (5%) has translated it as يأخذ نقاطا; the last student (5%) has translated the collocation into يدون ملحوظات. In most cases, it is noticed that the inappropriate verb or noun is used because the learners under investigation have not know the collocation in the TL. To sum up, the misinterpretation of the ST collocation and the lack of knowledge of the TT one reflect the bad translation of the learners.

Sentence n° 9 Collocation	Translation by the Learners	Number of Learners	%
take place	يعقد	12	60%
	تأخذ	4	20%
	يكون	3	15%
	ستجري	1	5%

Table 19: Translation of Sentence n°9 Collocation Part 2

The table above shows the informants' translation of 'take place'. The majority of the subjects have ignored the equivalent collocation in Arabic. It is shown that among 20 subjects, 12 students (60%) have translated 'take place' as يعقد; 4 students (20%) have translated it as تأخذ. In the previous translation one technique is used which is 'paraphrasing'. However, 3 students (15%) have translated it as يكون. That is, the students have not understood the meaning; so, they have tried to paraphrase the meaning or give an equivalent collocation in TT. Moreover, the table above shows that 1 informant (5%) has translated it as ستجري which is acceptable because it has the same meaning as ستعقد. So, most of the informants have used سيعقد while others have used ستجري because they have

thought that they are synonyms. Though the majority has translated the collocation correctly, one cannot deny that other students are still facing the problem of mistranslating them in the TL.

Sentence n° 10 Collocation	Translation by the Learners	Number of Learners	%
took the advantage	اغتنم وجوده	5	25%
	-----	5	25%
	كان له الأسبقية	2	10%
	انتهاز الفرصة	2	10%
	اغتنم فرصة	1	5%
	استفاد من رحلته	1	5%
	استغل فرصة	1	5%
	استغل تواجده	1	5%
	أخذ الأفضلية	1	5%
	له الأفضلية	1	5%

Table 20: Translation of Sentence n° 10 Collocation Part 2

The table above proves that translating English collocations is not an easy task because of the different grammatical patterning of ST and TT. Let us deal with the translation of the sample under discussion: 5 subjects (25%) have translated 'took the advantage' as اغتنم وجوده; 5 other subjects (25%) among 20 subjects have not translated the collocation in question; this technique is known as avoidance strategy. In addition; 2 other subjects (10%) have translated it as كان له الأسبقية which is unacceptable because it does not express the wanted meaning; 2 subjects (10%) have translated it as انتهاز الفرصة; 1 subject (5%) has translated it as اغتنم فرصة. Whereas, the remaining students have translated it as follows: 1 subject (5%) has translated it as استغل تواجده, 1 subject (5%) has translated it as

أخذ الأفضلية. Finally, the hypothesis is confirmed because in each time learners prove that when they have not understood the collocation they do not translate it appropriately.

II.3.3 Third Part: Translation of 'Break + Noun'

Sentence n° 1 Collocation	Translation by the Learners	Number of Learners	%
breaks the rules	عصى أوامر	7	35%
	خالف قواعد	5	20%
	خالف قوانين	3	15%
	أسعد قواعد	1	5%
	يخالف قواعد	1	5%
	قام بمخالفة قواعد	1	5%
	اخترق الحدود	1	5%
	لا يطيع	1	5%

Table 21: Translation of Sentence n°1 Collocation Part 3

The table above shows how the subjects have translated the English collocation 'break the rules' into Arabic which means يخترق القانون . 7 subjects (35 %) have translated it as عصى أوامر; such a translation is acceptable and permissible though the meaning is paraphrased; 5 subjects (25%) have translated it as خالف قواعد which is unacceptable because it does not convey the same meaning. In addition, 3 subjects (15%) have translated it as خالف قوانين; 1 subject (5%) has translated it as اسعد قواعد; it is an unacceptable collocation because it is meaningless. Surely, the learner has not understood the meaning of the ST collocation. Another student (5%) has translated it as اخترق الحدود , which means 'go beyond the limits'. It is unacceptable. The last subject (5%) has translated it as لا يطيع which means 'disobey'. To conclude, 'break the rules' is a culture specific collocation. The reason for the inappropriate translations by the two last subjects may be their lack of

knowledge of English and Arabic collocations. The table above shows to what extent the translation of a collocation depends on ST and TT knowledge.

Sentence n° 2 Collocation	Translation by the Learners	Number of Learners	%
broke the glass	يكسر الكأس	7	35%
	كسر الزجاج	3	15%
	قام بتكسير الصحن	3	15%
	كسر الأواني	1	5%
	يكسر كاس	1	5%
	قام بكسر الزجاج	1	5%
	-----	1	5%
	اكسر الزجاج	1	5%
	قام بكسر الصحن	1	5%
	قام بتكسير	1	5%

Table 22: Translation of Sentence n°2 Collocation Part 3

The table above shows that ‘broke the glass’ has been translated differently by the subjects. Some of the subjects have failed in translating ‘glass’ because of their unawareness. In addition, they have not taken the context into consideration. 7 subjects (35%) have translated it as يكسر الكأس which is considered an acceptable translation. However, 3 subjects (15%) have translated it as كسر الزجاج. Such a translation indicates that learners have not been aware enough that ‘glass’ has two meanings which are كأس and زجاج. 3 other students (15%) have translated ‘glass’ into صحن ; such a translation expresses the inadequate knowledge of the English collocation. Moreover, 1 informant (5%) has translated ‘the glass’ into الأواني. It cannot be said that they have been confused because if they had been so, they would have either put كاس أو زجاج but not أواني ‘dishes’. The remaining subjects have translated ‘glass’ as كأس أو زجاج except one subject (5 %) who

follows the avoidance strategy; when s /he has failed to find an equivalent collocation in the TT, s/ he has left a space and has not translated it at all. Whenever the learners do not know the TT collocation or do not interpret the ST one, they fail in translation.

Sentence n° 3 Collocation	Translation by the Learners	Number of Learners	%
breaks the news	جلب الأخبار	4	20%
	نقل الأخبار	4	20%
	أفشى الأخبار	2	10%
	أعلم أصدقائه	2	10%
	أفسد النهار	2	10%
	قام بإخبار	1	5%
	أخبر أصدقائه	1	5%
	أفشى السر	1	5%
	يكذب الأخبار	1	5%
	كشف السر	1	5%
	فصل الأخبار	1	5%

Table 23: Translation of Sentence n°3 Collocation Part 3

‘Break the news’ is translated into Arabic as أفشى الأخبار. However, the table above shows the different translations of the subjects in which many techniques are used. For example, 4 students (20%) have translated it as نقل الأخبار ; 4 subjects (20)% have translated it as جلب الأخبار which is ‘report the news’. Hence, both are not acceptable because they are not to TT collocation. In addition, 2 students (10%) have translated the above collocation into أفشى الأخبار. The same is said for 2 subjects (10%) who have translated the collocation above as أعلم أصدقائه which is an unacceptable collocation. 2 other informants (10%) have

translated 'breaks the news' as أفسد النهار which has nothing to do with 'breaks the news'; one subject (5%) has translated it as قام بإخبار ; 1 subject (5%) has translated it as اخير which is totally wrong because 'news' does not mean in English أصدقاء 'friends'. The same applies to 1 subject (5 %) who has translated 'break the news' as: أفشى السر it is unacceptable too because it means 'reveals the secret' and not 'break the news'. Moreover, 1 subject (5%) has translated it as كذب الخبر which has nothing to do with 'break the news'. Such a translation proves that the subjects have misinterpreted the ST collocation or ignored the TT one. Consequently, they have mistranslated it.

Sentence n° 4 Collocation	Translation by the Learners	Number of Learners	%
breaks her journey	ألغت رحلتها	5	25%
	-----	2	10%
	أفسدت عليها اليوم	2	10%
	قطعت يوم	2	10%
	أفسدت الرحلة	2	10%
	قطعت الرحلة	2	10%
	أقطعت رحلتها	1	5%
	أضاعت صبيحة	1	5%
	مضت يومها	1	5%
	أفسدت نهارها	1	5%
	أفسدت النهار	1	5%

Table 24: Translation of Sentence n° 4 Collocation Part 3

The table above shows how the translation of the investigated learners is inadequate. Normally, the meaning of 'break the journey' is قطعت عليها يومها, however, various unacceptable collocations are done: let us take them one by one: 5 investigated

students (25%) have translated it as ألغت رحلته, 2 investigated students (10%) have left the place of translation empty. That is, they have avoided its translation because they have not comprehended it. 2 students (10%) have translated it as: أفسدت عليها يوما, 2 students (10%) have translated it as قطعت يوم , 2 other students (10 %) have translated it as أفسدت الرحلة, 2 students (10%) have translated it as قطعت الرحلة; 1 learner (5%) out of twenty has translated it as أفسدت النهار, 1 informant (5 %) has translated it as انقطعت الرحلة, another student (5%) has translated it as أضاعت صبيحة which is completely wrong because this is not what is meant by 'break her journey'. 1 student (5%) has translated it as مضت يومها which means 'she spends her day' which is not the case too. What can be said here is that the translation of the informants differs from one informant to another depending on each one's own capacities to interpret the collocation. Moreover, some students have found that the difficulty lies in the verb; others in the noun. At the end, it may be said that translations of the above collocations have been inadequate.

Sentence n° 5 Collocation	Translation by the Learners	Number of Learners	%
Breaks the habit	توقفت عن عادة	7	35%
	أقلعت عن عادة	7	35%
	حطمت عادة	1	5%
	خرجت عن عاداتها	1	5%
	اخترق العادة	1	5%
	توقفت	1	5%
	أخذت هوايتها	1	5%
	خالف عادة	1	5%

Table 25: Translation of Sentence n° 5 Collocation Part 3

'Breaks the habit' in Arabic is *أقلعت عن عادة*. To begin with, the table above shows the translation of the students in which approximately half of the students have translated it correctly; for example, 7 informants (35%) among twenty have translated it as *توقفت عن عادة*. 7 students (35%) have translated it as *أقلعت عن عادة*. For most students, the confusion is in the verb 'break'. However, the rest of the sample has found difficulties in transferring the whole expression in the TL. For example, one of the sample (5%) has translated the collocation into *حطمت عادة*; it means s/he has generalized the rule. That is, whenever s/he finds 'to break', s/he has translated it immediately into *حطمت*. In addition, another technique is used which is 'paraphrasing strategy'. 1 student (5%) has translated it as *اخترق العادة* which means 'abnormal or extraordinary'. The previous translation indicates that learners have ignored the meaning of ST collocations. 1 subject (5%) has translated 'break the habit' as *أخذت هوايتها* which is totally unacceptable because the meaning of the ST is distorted. The last sample (5%) has translated it into *خالف عادة*. The diversity of translating 'break a habit' indicates that (65%) of learners have failed in translating the collocation

because of the engrossing effect of the ST patterning, in general, and the difference between English and Arabic in combining words, in particular.

Sentence n° 6 Collocation	Translation by the Learners	Number of Learners	%
breaks the power	-----	7	35%
	كسر قوة	3	15%
	شنت وحدة عمال	3	15%
	فرق قوة	1	5%
	انتزع	1	5%
	أضعف قوة	1	5%
	يحطم قوة	1	5%
	قام بمخالفة	1	5%
	أبطل مفعولا	1	5%
	تعد على السلطة	1	5%

Table 26: Translation of Sentence n° 6 Collocation Part 3

The table above shows that most subjects have not translated the collocation; among 20 students, 7 students (35%) have not translated the collocation in question because they have not understood its meaning; 3 subjects (15%) have paraphrased it by translating it into كسر قوة; 3 students (15%) have translated it into شنت وحدة العمال ; In this case, neither the verb nor the noun are correct. Another one (5%) has translated it into فرق قوة; 1 student (5%) has translated the collocation under discussion as انتزع. The last four students (5%) have translated as يحطم قوة، قام بمخالفة أبطل مفعول، تعد على السلطة respectively. The table shows how EFL learners are so weak in translating the collocation. Whenever the learners ignore the vocabulary ; the collocational patterning of the TT collocation, or

the context in which the collocation occurs, they fail in translation. All in all, the difficulty lies in the miscomprehension of the ST collocation.

Sentence n° 7 Collocation	Translation by the Learners	Number of Learners	%
broke the news	-----	6	30%
	نقل الخبر	3	15%
	أفشى السر	2	10%
	قام بكشف السر	1	5%
	أخبره بالسر	1	5%
	نشر الأخبار	1	5%
	قام بنشر الأمر	1	5%
	أفشى الخبر	1	5%
	قام بإفشاء الخبر	1	5%
	أذاع الخبر	1	5%
	قام بإفشاءه	1	5%
	فشى الأخبار	1	5%

Table 27: Translation of Sentence n° 7 Collocation Part 3

First of all, 'broke the news' means 'أفشى الخبر أو الأخبار'. However, most students have been unable to comprehend the English collocation in which 6 students (30%) have failed in translation. In a collocation like 'broke the news', learners encounter difficulties in finding the appropriate TT collocation. For example, 1 subject (5%) has translated it as أفشى الخبر; another one (5%) has also translated it into قام بإفشاءه; 1 student (5%) has translated it as أخبره بالسر and so forth. All in all, the collocation 'broke the news' cannot be translated as الأمر، نشر، أذاع، نقل، السر، الأمر because no other equivalent noun in Arabic can substitute the noun 'news' than الخبر أو الأخبار. We conclude that the number of those who have not translated the collocation and those who have not translated it correctly reaches

half of the students, which means that the level of most students is the same. It is concluded that half of the students has failed in translation or has not translated because of their lack of knowledge or miscomprehension of the English collocation.

Sentence n° 8 Collocation	Translation by the Learners	Number of Learners	%
breaks the ice	تصالح	4	20%
	-----	2	10%
	أنهيا الخصام	2	10%
	تجاوز الخلاف	1	5%
	كسر الحاجز	1	5%
	تخطى الحواجز بينهما	1	5%
	ذوب الجليد	1	5%
	كسر الجليد	1	5%
	طوى صفحة الماضي	1	5%
	تخلصا من مشاكلهما	1	5%
	تجاوز المشاكل	1	5%
	تجاوز خلافاتهم	1	5%
	أخذت الثلجات	1	5%
	انهار الجليد	1	5%
أذاب الجليد	1	5%	

Table 28: Translation of Sentence n°8 Collocation Part 3

‘Break the ice’ means ‘to conciliate with someone after quarrel’, but there is an equivalent collocation in Arabic which expresses the same idea which is ‘أذاب الجليد’; however, the majority of learners have not found the appropriate collocation; 2 students (10%) have avoided translating the collocation because they have not known its meaning;

For example, the remaining students have translated it as وانهار الجليد ، واذاب كسر ، نوبا in addition to those who go far and understand it as: أخذت المتلجات which has nothing to do with the collocation under discussion.

Sentence n° 9 Collocation	Translation by the Learners	Number of Learners	%
breaks the promise	أخلفت وعدها	4	20%
	أخلف الوعد	3	15%
	خلفت الوعد	2	10%
	خالفت وعد	1	5%
	أخلفت الوعد	1	5%
	----	1	5%
	خانت الوعد	1	5%
	أخلفت	1	5%
	نقصت العهد	1	5%
	نكثت العهد	1	5%
	أخلفت بالوعد	1	5%
	لم تف بوعددها	1	5%
أخلفت بوعددها	1	5%	

Table 29: Translation of Sentence n° 9 Collocation Part 3

The table above shows that 95% of students have translated the collocation differently but correctly except 1 student (5%) who has avoided translating the collocation because it seems that s/he has not understood it. Even if the overwhelming majority has translated it correctly our hypothesis is still valid because translation relies on the comprehension of the collocation. What is interesting is that ‘break a promise’ has many

possible translations as the sample has done. For example, نكثت العهد، لم تف بوعدھا and so forth.

Sentence n° 10 Collocation	Translation by the Learners	Number of Learners	%
breaks silence	-----		25%
	لزم الصمت	5	20%
	أجبره على الاعتراف	4	10%
	أجبر على قول الحقيقة	2	5%
	أنهى سكوت	1	5%
	أوقف سكوت	1	5%
	أرغم على التكلم	1	5%
	أخرج عن صمته	1	5%
	جعل الصامت يتكلم	1	15%
	لزم الصمت	1	5%
	كسر صمت	1	5%
	إخراج ----من سكوته	1	5%

Table 30: Translation of Sentence n° 10 Collocation Part 3

‘Breaks silence’ in English means ‘to make someone speak after a long silence’. That is أخرج فلان عن صمته. However, the table above shows that almost all learners have not known the equivalent collocation in the TT in which some have paraphrased the collocation into Arabic; others have avoided its translation, while only the minority has comprehended the given collocation. Let us consider their translation: 5 subjects (25%) have relied on the avoidance strategy. That is, since they do not know the meaning they

have not translated. 4 subjects (20%) have translated it as اجبره على الاعتراف, 2 subjects (10%) have translated 'broke the silence' as أجبر على قول الحقيقة which means 'to oblige someone to tell the truth' which is not the case. The remaining students have translated the collocation in question as follows: 1 learner (5%) has translated it as أوقف سكوت; another one (5%) has translated it as لزم الصمت or 'he kept silent'. In fact, this can be understood as the learner has misinterpreted the collocation in English or s/he has ignored the equivalent one in the TL and the same is applied to the other subjects. 1 investigated learner (5%) has translated it as أرغم على الكلام; 1 subject (5%) has translated it as أنهى سكوت which is not equivalent to 'break the silence' because neither the verb nor the noun in the TT can substitute that of the ST. Thus, they do not convey the same meaning. 1 subject (5%) has translated the collocation in question as اخرج عن صمته. 1 subject (5%) has translated it as جعل الصامت يتكلم; 1 investigated learner (5%) has translated it as كسر صمت which means that the learner has paraphrased the meaning. To sum up, the learners' translation shows their full lack of knowledge and misinterpretation of the English collocation.

II.4 Discussion of the Findings

The results obtained from the data analysis show that most students have encountered difficulties in translating the English verbs (have, take, and break) + noun collocations. Most sentences have been translated into unacceptable ways. Sometimes wrong or unacceptable verbs or nouns are chosen, and some sentences are left without translation. It can be noticed that when learners do not know the equivalent collocation in the TL, they look for the equivalent individual words and consequently the meaning is lost. Furthermore, in most cases learners have generalized the rule especially with the verb 'to have'. That is, whenever they find 'have', they translate it always as: عندي أو لدي أو لي . Moreover, many investigated learners have paraphrased the meaning of the SL collocation into TL.

II.5 Summary of the Findings

To sum up, the data analysis has shown the unawareness of learners during translation in addition to their weak knowledge of the L3 collocational patterning rules. The translations provided by most students imply:

- Lack of experience in dealing with collocation.
- Misinterpretation of the English collocation.
- Poor vocabulary possessed by the learners

Therefore, our hypothesis that the inadequate translation of English collocation that will be dealt with due to the cultural differences of the source and target language. This means that if the investigated learners translate verb + noun collocation inappropriately, the causes mainly refer to cultural background

Conclusion

This chapter has shed light on the translation of verb +noun collocations done by 3rd year learners of the department of English (University of Constantine) to measure their capacity of translating some English verb + noun collocations into Arabic. The translation of the investigated learners demonstrates their misunderstanding of collocations which results in mistranslation in addition to their ignorance of collocational patterning rules of Arabic language. As a conclusion, the test that has been used shows that most translations are inadequate

General Conclusion

Translating fixed expressions or native like expressions such as ‘collocations’ are one of the problems that learners of English encounter. English as an L3 is a complex language for LL3 since Arabic and English are different, genetically, linguistically and grammatically. Learners/ translators should be aware of their choice of the appropriate collocation in the TL. In addition, they should be aware that the English patterning of collocation differs from that of Arabic.

The present study has been conducted in order to examine the capacity of LL3 of the department of English (University of Constantine) in translating verb + noun collocation into Arabic. In other words, it is to investigate to what extent EFL learners are able to translate the English collocations into Arabic.

We have hypothesized that misunderstanding of culture influences negatively the translation of collocation that has been studied. That is to say, if the investigated learners are unaware about the culture of ST and TT and unaware of the collocational rules of Arabic they will not be able to translate perfectly.

The analysis of the data shows:

- The limited vocabulary of EFL learners in the L3.
- The lack of experience in translating English collocations into Arabic
- The unawareness of the students during translation in which they make grammatical mistakes such as in the tense of the verb, the gender and number of the subject.
- The lack of knowledge about the collocational patterning of both languages.

All in all, the cultural background of learners in translation, in general and in translating verb + noun collocation, in particular is too limited and needs more efforts to be improved. In short, the inadequate knowledge of 3rd year learners, the negative influence of MT, the lack of proficiency which is resulted from the kind of teaching materials used on

the performance of learning, the unawareness of LL3s result in a weak translation to 'have+ noun', 'take+ noun', 'break + noun' collocations.

Based on the findings of this study, we might end up with the following recommendations:

- The use of collocation should be acquired at earlier learning stages.
- At the university level, collocation should be taught in oral expression and in grammar in order to know how collocations are patterned together logically and grammatically.
- EFL learners should enrich their vocabulary by listening to native speakers and reading as much as they can in order to improve their level in English as a L3 which helps them in translation.

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Student's Translation Test

This translation test serves as a data collection tool for a research project. I will be so grateful if you share with me your experience by translating the sentences below. Your input is very important and will be of great help for this research work.

Part One

Translate the following sentences:

1. Jill had her baby yesterday

.....

2. I have an attack of bronchitis

.....

3. You have a game of cards

.....

4. They discover that the thief has a trade relationship with the owner.

.....

5. Shall we have breakfast later?

.....

6. They have a look at linguistics before the exam.

.....

7. She had a problem with her mother.

.....

8. I have time to revise for the second exam.

.....

9. She has a deadline to meet.

.....

10. She had an orange drink.

.....

Part Two

Translate the sentences below:

1. The teacher could take a joke and did not punish his student.

.....

2. I know you never take my advice.

.....

3. Do you take sugar in your tea?

.....

4. Jack takes a bus into town.

.....

5. Take the first road on the left.

.....

6. I took photos with a Chinese woman.

.....

7. She used to take a bath every morning.

.....

8. A talented journalist always takes notes in press conferences.

.....

9. The conference will take place on July.

.....

10. He took the advantage of being in the States and went to see the Statue
of Liberty.

.....

Part Three

Translate the following sentences:

1. The employee breaks the rules of his boss.

.....

2. When Jim was washing the dishes, he broke the glass.

.....

3. Alex breaks the news for his friends.

.....

4. Her mother breaks her journey by asking her to return.

.....

5. She breaks the habit of telling lies.

.....

6. He breaks the power of the workers' union.

.....

7. Though we asked him to keep it top secret, he broke the news.

.....

8. Alex and Helen break the ice and become friends.

.....

9. He asked her not to tell his mother that he smokes; she promised him, but she broke the promise.

.....

10. The policeman breaks the silence of the thief and obliges him to tell the truth.

.....

Résumé

Cette étude traite de la difficulté de traduire les collocations verbe + nom de l'anglais vers l'arabe. A cet effet, un test est administré à un échantillon d'étudiants de troisième année anglais à l'université de Constantine. Il consiste en trente phrases, chacune comprenant une de ces collocations. Les résultats montrent que la majorité des étudiants ont des difficultés à traduire ce type de collocations. Des suggestions d'ordre pédagogique sont émises afin de parer à ces difficultés et améliorer le potentiel des apprenants à traduire les collocations.

يتناول هذا البحث المشكلات التي تعترض الطلبة في ترجمة المتواردات التي تتألف من فعل واسم من اللغة الإنجليزية إلى اللغة العربية. يتم في سبيل ذلك اختبار عينة من طلبة السنة الثالثة إنجليزية بقسم اللغة الإنجليزية، جامعة قسنطينة. يتكون الاختبار من ثلاثين جملة تحتوي كل منها على متواردة من المتواردات المذكورة آنفا. وتظهر النتائج أن أغلبية الطلبة يواجهون صعوبات في ترجمة هذا النمط من المتواردات. في ختام البحث هناك توصيات بيداغوجية من أجل تحسين تعليم المتواردات وطريقة ترجمتها.