Difficulties in Translating and Employing Word Collocation for Undergraduate Students at Al-Baha University

صعوبات ترجمة المتلازمات اللفظية واستخدامها لطلبة البكالوريوس في جامعة الباحة

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الملخص: تهدف الدراسة إلى تقييم الصعوبات التي يُواجهها طلاب جامعة الباحة في استخدام المتلازمات و توضيح كيفية استخدام هذه المتلازمات في الترجمة التي قام بها 30 طالبًا جامعيًا عربيا يدرسون اللغة الإنجليزية كلغة ثانية في مقرر الترجمة، بالإضافة إلى تحديد العوائق التي تحول دون استخدام المتلازمات للطلاب في ترجمة النص كان ذلك خلال فصل الثاني العام الدراسي 2020–2021. و تم استخدام المنهج الوصفي التحليلي في هذا البحث. استخدم البحث اختبارًا يتكون من عشرين جملة عربية لتحديد موضوع البحث. يدرس الثلاثون طالبا حاليًا في الصف الثاني، تخصص اللغة إنجليزية بجامعة الباحة، ببلجرشي. وفقًا للبيانات، فشل الطلاب في ترجمة المتلازمات ويرجع ذلك إلى تنوع معاني المصطلح نفسه في لغة الأخرى بالإضافة إلى أن هناك العديد من المعاني في اللغة الإنجليزية، مما يجعل ترجمة المتلازمات أمرًا صعبًا؛ كما أن جهل الطلاب بالاختلافات بين المتلازمات العربية والإنجليزية هو سبب للصعوبات عند ترجمة المتلازمات. يجب إجراء مزيد من الدراسة عن المتلازمات التي لم تغطيها هذه الدراسة، مثل المتلازمات في الأسماء المعدودة و الأصوات و التشبيهات.

الكلمات المفتاحية: الاختلافات، الصعوبات، الطلاب، الترجمة، المتلازمات اللفظي.

Abstract:

The point of the study is to assess the difficulties that Al-Baha University undergraduate students face in implementing word collocation. The study aims to demonstrate how collocation was used in translations by thirty Arabian bilingual undergraduates in a translation class, as well as to identify barriers to using collocation with participants translating text during the fall semester of the 2020–2021 academic years. The descriptive analytical method was used in this study. In this research, descriptive and analytical methodologies are used. The research utilized 20 Arabic sentence exams to outline the research topic, and the 30 second-tier degree students, currently studying English at Al-Baha University in Beljurshi, participated. According to the data, students failed to translate word collocations because they employed the word-for-word translation technique, not comprehending that any word paired with another results in a distinct meaning of the collocation, a lack of social and cultural information in the language, and an inadequate awareness of each other. This is due to the variety of meanings of the same term in a language other than the mother tongue. There are many meanings in English, making collocation translation difficult, and students' ignorance of the differences between Arabic and an English collocation is blamed for the difficulties in translating collocations. Collocations that were not covered by the study, such as countable noun collocations, sound collocations, and simile collocations, should be researched further.

Keywords: Difficulties differences, students, translation, word Collocation.

1. Introduction

Newmark (1988: 19) states that the goal of translation is to convey a message in the target language that is as close to its natural counterpart as possible, both semantically and grammatically (1). Munday (2001:120) argues that, to translate the meaning of the source language into the target language, the translator must possess not just linguistic and cultural knowledge of both languages but also proficiency in both (2). According to Bassnett (2014:14) translation is the process of accurately conveying the meaning of a language text into a target language by means of linguistic conversion (3). Venuti (1995: 27) claims that the translator should generally avoid exact equivalency between meaning and style, as this will result in an inaccurate translation. There are frequently variances, which mean the translation will be inaccurate (4). Larson (1984:50) views translation as the process of accurately expressing a text's meaning in a different language as intended by the original author. To put it another way, translators must translate the author's meaning into the target language (5). According to Nation (1999: 20) collocations in foreign language instruction have led numerous scholars to the greatest resources that educators may offer students in order to help them expand their vocabulary and become more proficient in the language. Learners who possess a broad range of verbal collocation knowledge will be better able to articulate their desires. Communicate concepts clearly and concisely (6). Lewis (2000: 25) claims that the process of teaching a foreign language requires the development of several abilities, including speaking, reading, writing, and listening. These two skills—vocabulary and grammar—are crucial for students to use the language, even though they are taught independently during the educational process. Weak comprehension of linguistic vocabulary and the collocation connected to it is the cause of the difficulties in learning how to produce and receive information in a second language (7). Mohammad (2017:15) compares the translator's example of selecting and arranging words to that of an artist who mixes colors to create a beautiful painting. An interpreter is required to be accurate in selecting words and phrases and skilled in coordinating them so that their translation is eloquent and free of ambiguity, just as this artist would not have painted this wonderful painting unless he was skilled in mixing colors accurately and coordinating them well. To accomplish this, the translator must consider a variety of factors, including collocations, which are designed to pair a specific word with one or more other words. This collocation occurs in almost all languages (8). According to Gazalla (2007:50), collocations are a global linguistic phenomenon, which means that collocations with all of their

characteristics exist in all languages, including Arabic. If collocations were not employed, their Arabic translation would be weaker and less inspired than the original English (9). According to the current study, these challenges stem from the inability to discover an Arabic equivalent. As a result, the research is an attempt to identify problems and provide remedies. There is also a twenty-sentence test included. Each one suggests a pair of words. According to Baker, collocations are critical in speech (1992:55). They're a great feature of it, and they breathe new life into it. In all forms of literature, they are present and intricately intertwined (10). According to Al-Kasimi (1993:92), the Arabic translation must have the same elegance as the original English collocation. This means that ignoring the challenge of collocations leads to sloppy, depressed Arabic prose (11). According to Ibnu Manzor (1980:150), collocations are composed of grammatical structure, stylistic function, and the context in which they incorporate a variety of phrases. Some collocations can be translated literally, morally, or interpretively, while others may be difficult for the translator to comprehend (12). The work demonstrates the troubles that students experience when translating collocations, which can result in a mistranslation of the intended meaning of the text. The study is crucial since there is little research on the subject of collocation and translation from Arabic to English in the Kingdom of Saudi Arabia. This study could be useful for tutors, teachers, and students. They can use this study as a raw material to learn and understand more about collocation.

1.1. The Study's Significance

The significance of this paper is that it will add to the body of knowledge in the field of linguistic research. It will look into the nature of collocation in English as well as some of the related and interconnected fields of study that surround collocation. Up to this point, research has been limited, and there are knowledge gaps. As a result, it is hoped that this study will contribute new knowledge to this field of study while also validating and expanding on previous research. It will give a clear definition of collocation as well as a thorough analysis and description of how it is used in English studies. As an example, a study involving the use of English by native Arabic speakers will be presented. This study is significant because it is the first of its kind and one of the few studies of collocation issues among Saudi undergraduate students. As a result, it may be useful to students, teachers, translators, and curriculum planners.

1.2. Objectives of the Study

The goal of this study is to look into collocation translation by analyzing a set of collocations translated by

second-year English language students to see how successful they were in translating the collocations.

The present study must fulfill the following research objectives:
1. Identify the collocation problems in translation encountered by Saudi students.
2. Identify the causes of translation's collocation Problems.

1.3. Statement of the Study

The uses of proper lexical English collocations have consistently proven to be difficult for English learners. Because of the unusual instruments used, collations are considered difficult for foreign language learners. These problems are caused by the same characteristics shared by English and Arabic collocations. Non-native speakers may struggle to understand collocations. Some collocations will stand out due to unexpected syntactic or semantic highlights. In translation college courses, the researcher observed that students struggle with collocation. This study aims to provide an answer to the following problematic question: What are the difficulties that students at the Faculty of English Language face when translating collocation from Arabic into English? As the primary focus of translation, this necessitates a working understanding of collocation.

1.4. Previous Studies

Al-Husayni (2007) conducted research on linguistic collocation and its impact on determining semantics in the Noble Qur'an. The study is significant because the phenomenon of linguistic collocation has received little attention, according to the researcher. Despite its importance, it did not pique the interest of many students studying languages. If you look for this phenomenon among modern linguists, you'll only come across a few pages here and there. The researchers looked at the practical side of each of the accompanying words' lexical meaning in an independent study and then looked at the structure and the accompanying words in context, indicating the number of meanings received. The study concluded that the phenomenon of linguistic worms accompanying syntax does not stop at lexical meaning, but that the association between words, rather than the meaning, should be considered (13).

Alqaed (2017) did research on translating lexical collocations between English and Arabic. It starts with a quick summary of vocabulary, complete with citations to authoritative dictionaries. The author describes his findings from lexical collocation research, with a concentration on English-Arabic collocations (14).

Ibrahim (2018) looked into collocations in Arabic and English translation and investigated the techniques for translating collocations by analyzing a set of collocations. The goal was to see how well the English translation conveyed the Arabic collocations and the underlying ways in which the translator used different methods to translate the collocations. The researcher chose ten collocations and explained their translation methods (15).

According to Ibdah (2019), word collocation is a phenomenon in which one word is intended to link another word. Ancient linguists, who used it in their writings, knew the phenomenon of collocation but they lacked a term to describe it. Based on a variation of the term used by Firth in his linguistic studies, collocation has recently entered the field of linguistic study under various names. In the study blog, fixed verbal coins dominated speech, its brevity, and collocations (13) .

1.5. Science Related Improvement to the Current Study

Previous research and references benefited the researcher by guiding him to sources of information relevant to the research topic, such as general references and books. The previous research and references integrate comparable ideas and provide a critical examination of the research as well as a logical and consistent appraisal of the topic. When we compare the study results to the results of the previous studies reported at the beginning of the research, we notice that some of the researcher's results differ from those of the previous studies while others are consistent. The comparison and fresh scientific contributions provided by the research highlight the difficulties of using collocation. The majority of previous studies were on linguistic concerns, how to cope with the difficulty of using collocations for students, the solutions supplied by the researcher for these challenges, and the factors that differentiate them.

2. Methods

The researchers used a descriptive analytical method to analyze collocation issues in translation. The data was compiled using Arabic-language written materials.

2.1. Participants

A group of English students enrolled in a language education program made up the study sample. A sentence translation test was given to the students to assess their ability to translate and detect collocation issues. The group consisted of 30 undergraduates in total. They were second-year English majors enrolled in the second semester of 2020. The program is available at the College of Science and Arts in Baljurashi, Al Baha. Some of the participants had completed translation courses from English to Arabic and vice versa. As a result, they have all received the same education.

2.2. Instruments

The test was utilized in the research to gather evidence on the research subject under study and to provide answers to these issues. To assess the participant's translation ability, the process consisted of a sequence of sentences that had to be translated. The instrument was evaluated by a group of professionals to determine its reliability and validity.

2.3. Research Procedure

The information was divided into three categories. The first set of verb-noun Arabic collocations for respondents to translate into appropriate English collocations. The second is noun-adjective collocation, which will be translated into equivalent English collocations for the respondents. The third category included noun-noun collocations. The study's data was gathered through testing, and the Arabic sentences came from various sources. A group of experts evaluated this content and provided feedback, changes, and clarifications on some of the factors that were considered. They chose these sentences as a result.

2.4. Data Analysis

The process of identifying and describing the causes of challenges faced by research participants is referred to as "analysis." Although the participants came up with a wide range of issues, only collocation problems were examined. The research questions were addressed, and a thorough analysis of the prevalence of collocation issues was provided using SPSS. The following list contains the collocation issues in translation that have been identified, categorized, and mentioned after gathering the data required to complete the study.

3. Result and Discussions

This section presents the monitoring and evaluation stages of the surveys, which are classified according to the students' subject matter knowledge, and tabulates the students' translations for the examination in the class of subject matter knowledge. The statistical result presented the test data, and the outcome of the test to determine if there were substantial variations in the students' translation. The collocations that the students utilized are summarized in the table below. There are three different sorts of collocations.

1. What are the collocation problems that Saudi students confront when translating?
2. What are the causes of translation's collocation problems?

The study showed that the students surveyed struggled to use and develop collocation; 127 students gave incorrect answers to the first question in the collocation between verb and noun domain. In the second question on the topic of collocation in the noun and adjective, the percentage of errors reached 119, and in the third question on the topic of collocation in the noun, it reached 122. The survey results showed that among the suggested categories of collocation, the category "verb + noun" was the most challenging for these participants because they couldn't tell the difference between words connected to the noun and those connected to the verb.

The following collocation translations are provided as equivalents to the collocations found in the original sentences: Tables 1, 2, and 3 feature the difficulties that the participants confronted when utilizing the collocation.

Table1: The following table shows the difficulties students encountered in translating and employing word collocations in Verb-noun collocation.

Difficulties in translating and employing word collocations			
Verb-noun collocation			
Percentage	The number of translation errors of the collocation	English sentences	Arabic sentences
0	0	The teacher beat/ hit the student	ضرب المعلم التلميذ
7	9	The earthquake hit the place	ضرب الزلزال الأرض
15	18	He se tappointment	ضرب موعدا
16	20	He fire the cannon	ضرب المدفع
8	10	He travelled through the land	ضرب في الأرض
17	22	Shivered of cold	ارتجف بردا
16	21	He stared at his face	دقق النظر في وجهه
6	8	He wounded his finger	قطع أصعبه
15	19	Catch a cold	يصاب بالبرد
	127		

Table 2: The following table shows the difficulties students encountered in translating and employing word collocations in Noun-adjective collocation.

Difficulties in translating and employing word collocation			
Noun-adjective collocation			
Percentage	The number of translation errors of the collocation	English sentences	Arabic sentences
23	28	Candid camera	الكاميرا الخفية
23.5	29	A stale joke	نكتة بايخة
23	28	Stuffy flat	شقة فاسدة الهواء
22	27	Abject poverty	فقر مدقع
5	6	Fast sleep	سبات/نوم عميق
3.5	4	High mountain	جبل شاهق / شامخ
	122		

Table 3:The following table shows the difficulties students encountered in translating and employing word collocations in Noun-noun collocations.

Difficulties in translating and employing word collocations			
Noun-noun collocations			
Percentage	The number of translation errors of the collocation	English sentences	Arabic sentences
17	20	True copy	صورة طبق الأصل
24	29	Brain damage	هجرة الأدمغة
25	30	Willy and nilly	رغم انفه
24	29	twinkling of an eye	لمح البصر
10	11	Seize the opportunity	انتهاز / اغتنام الفرصة
	119		

According to the data, students had trouble with word collocations, with the verb and noun collocation domain having the highest number of errors, indicating that this domain has a significant problem, with an error rate of 127. In comparison to the preceding trials, this proportion has the greatest errors, suggesting that the verb is a significant barrier for students. The noun-adjective collocation domain came in second with a rate of 122 mistakes, suggesting that pupils struggle significantly in this domain. In the last domain, noun-adjective collocations, there were 119 errors.

The following statements are offered as instances of collocation difficulties.

3.1. Verb-Noun Collocation

ضرب المعلم التلميذ

This is a verb-noun collocation. The students had no difficulty translating this statement because the diagnosis was correct, which was due to the clarity of the term "beat" with the noun "student." Because the sentence had no other meaning other than to beat someone, the translation was limited to "beat" and did not include any other term.

ضرب الزلزال المكان

This is a verb-noun collocation. Some students merged the terms "beat" and "earthquake," despite the fact that

"beat" is used for beating someone or an animal and so cannot be used with earthquakes, but "hit" is the correct word for earthquakes. This inaccuracy could be due to the English language's unique use of terms that differ from those in other languages and are connected with a distinct connotation and meaning not found in other languages. As a result, the translation of the collocation is incorrect.

ضرب موعدا

This is a verb and noun collocation in which the verb comes first and the noun comes last. We discovered that the participants utilized the phrase "give a promise" while translating, the term "promise" refers to a date to meet or something similar, not a specific time. They also used the verb "give" rather than "set," which is associated with "appointment generalizations," exposing the overlap between the languages.

ضرب المدفع

We can observe that the students are more concerned with the general concept of the word than with the term and its context. Some students used the phrases "beat" and "hit," which do not match the word "cannon" and cannot be employed in denotation or meaning in connection with it; they used these words instead of "fire," which is associated with canon. When translating this sentence, the student realizes that the word "hit" in

general means "hit," as it does in Arabic, but that there is another appropriate word that goes with the word "cannon," namely "fire," and this blunder is related to the multiplicity of meanings of the same word in another language.

ضرب في الأرض

This is a verb-noun collocation. The students clearly translated the statement literally. They chose the literal term "dig" over the word "traveled," which is associated with the word "earth." Despite using a dictionary to determine the meanings of the words, the pupils were unable to translate the meaning of this phrase. According to these translations, the vast majority of Arab students struggle to translate collocations.

ارتجف بردا

The students chose the words "shaking" and "trembling" to translate this statement. These two phrases are identical to "shivered," but they can't be combined with "cold." As a result, this translation is judged to be insufficient.

دقق النظر في وجهه

This is a verb-noun collocation. Students gave general notions of the term "look." Because the term "look" indicates to naturally look at something, and "look attentively" denotes a close view with numerous meanings and implications, we infer that this translation is an inaccurate interpretation of the word collocated with it. It should be "starred" rather than "looked".

قطع أصبعه

The students took this sentence as "cut his finger." However, the Arabic equivalent, "cut," is not included in this distribution, and the word's meaning is "wounded" or "hurt." In English, for example, the statement may be translated as "he wounded or injured his finger." This is related to the Arabic language's capacity for linguistic collocation between words as well as a description of the semantic differences between semantic and superficially invasive words.

يصاب بالبرد

"It's both a verb and a noun." This phrase was interpreted as "he has a cold," "he suffered a cold," and "got a cold." Because the participants were unable to properly grasp these notions, they created new ones that did not collocate with the word "cold," as these words generally do collocate with the word "cold," as we know the word "catch" collocates with "cold." The difficulty in combining a verb and a noun is due to the multiple meanings of the same word in another language.

3.2. Noun-Adjective Collocation

الكاميرا الخفية

This sentence has a noun at the beginning and an adjective at the end. The students' translation of this sentence was "the hidden camera" and "the hidden camera." These translations are not correct. The students translated this sentence into its clear meaning, ignoring that it has another meaning, which is "the candid camera."

نكتة بايخة

This sentence has a noun at the beginning and an adjective at the end. The plurality of the participants' translations is literal translations of common phrases, which is worth noticing. The undergraduates, for example, mistranslated "a stale joke" as "bad joke," ignoring the fact that "bad" does not collocate with "joke," and the correct word is "stale."

شقة فاسدة الهواء

This sentence has a noun at the beginning and an adjective at the end. The participants didn't understand the concepts that went along with the phrase "stuffy flat," so their translations were "flat with dirty air" and "terrible flat air." This isn't correct. This error is similar to the distant limit in that the same term can have multiple interpretations and the collocated concept varies. This misinterpretation is related to diverse meanings in the English linguistic culture.

فقر مدقع/مزري

This sentence has a noun at the beginning and an adjective at the end. The students' translation is completely based on the concept associated with the word "poverty." The participants' interpretation differs significantly from this phrase. We can see that the translation was limited to "hard poverty" and "strong poverty," leaving out the word "poverty," which does not fit with this accompanying word, and that "abject poverty" is the correct translation.

سبات/ نوم عميق

Given the phrase's simplicity, the students' translations were correct, as was to be expected. The correct translation of this phrase may be due to the same "deep," which is concurrent in both languages and has the same meaning and concept.

جبل شاهق

This sentence has a noun at the beginning and an adjective at the end. The words "tall mountain" and "long mountain" were used to translate this sentence. The translation was inaccurate. The word "tall" can be repeated with terms such as man, plant, and road, but locating or connecting it with the word "mountain" is difficult. We say "a high mountain," but we mean "a high or lofty mountain."

3.3. Noun-Noun Collocation

صورة طبق الأصل

The students translated this phrase into "the same copy" and "the same picture." and the meaning may be close, but "a true copy" is a common meaning among the language's owners, so the students moved away from translating the correct phrase and resorted to the general translation.

هجرة العقول/ الأدمغة

The students translated this phrase as "brain migration" and "brain travel," but this is a linguistically incorrect translation because the word "minds" is incompatible with the word "drainage," not migration.

رغم انفه

The majority of students mistranslated this phrase since it is more idiomatic than a direct sentence. Because the two terms collided, some students mistranslated this statement as "despite his nose" or "with his nose." The correct translation is "Willy and nilly" This error occurs because this phrase is a fixed expression in English. The mistake was obvious, especially since the pupils employed a literal translation of the sentence.

لمح البصر

The students attempted to use a comparable English idiomatic expression that gives meaning in English. They did not, however, just translate it inappropriately. Some pupils translated "twinkling of an eye" as "as fast as the eye" and "the quick of the eye." This expression refers to anything that happens very quickly or in a single occurrence over a very short period of time. This means that using a translator was ineffective because it did not produce the intended meaning and its grammatical structure differed from Arabic syntax.

انتهاز / اغتنام الفرصة

In terms of collocation, several students translated this sentence as "take the opportunity" and "get the opportunity," despite the fact that these words do not accompany the word "opportunity," and linguists know that the word "seize" does.

Collocations of various types, according to analysis and discussion, are a hindrance to students because they refuse to accept straight understanding or appropriate translation. Along with the aesthetic, contextual, figurative, and declarative elements, the intended meaning must be maintained. The students were unable to convert these Arabic collocations into equal collocations because they lacked cultural awareness of the other language and knew how to deal with it effectively. The students translated unusual and incorrect English sentences that native English speakers would interpret as poor and insufficient English phrases. In sev-

eral cases, students used bilingual dictionaries to obtain broad definitions of phrases rather than interpretations based on the context or connotations associated with the phrase. Students who translated these sentences literally did not consider that English culture has its own peculiarities and special collocations in its language that are distinct from other languages, particularly the distinct culture of Arabic, and that the students did not account for these differences in their translation, thus ignoring the collocation.

4. Conclusion

As indicated in the research topic, this study is compelled to recognize the issues of collocation in translation that university students experience; it is also limited to students who were first-year teenagers majoring in English and enrolled in the academic session of 2020. According to the findings, students had difficulties translating collocations, this problem was related to the variety of meanings of the same term in another language; there are many meanings in English, making collocation translation difficult. Students' ignorance of the differences between collocations is blamed for the difficulties in translating them, and some of them were erroneously translated. The study suggests examining collocations not addressed in the study, such as countable noun collocations, sound collocations, and the collocation of similes. Like Alqaed (2017), this study reveals the students' lack of understanding of Arabic and English collocations; nevertheless, (16). Mahdi (2015) observed that errors were generated due to an inclination to render literally (17).

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