

## Abstract

The purpose of this study is to investigate the problems faced by English Language students in Gaza City, Palestine, while translating collocations. The researcher answers the following questions: Do Gazan English language students face problems when they translate collocations? Which types of collocations are the most problematic for them in translation? The researcher found out that Gazan students face problems in translating collocations, and collocations of simile and adjective noun collocations are the most problematic type of collocations. Finally, the researcher gives some future recommendations to improve the students' skills while translating collocations.

## Introduction

Collocations seem to be ignored by EFL students in the translation process because of their unawareness of their importance in a language. They need to exert extra effort to find the Arabic equivalent for English collocations. Thus, they face a lot of problems in their translations. Therefore, this study can be a good source for translation instructors who wish to trace the problems that students face in translating collocations. In addition, it can be a good source for students and translators to know the common problems in translating collocations and the possible reasons behind committing errors. Furthermore, this study sheds light on practical solutions to translating collocations by providing some recommendations at the end.

## Definitions of Terms

- ❖ Collocations: the tendency of certain words to co-occur regularly in a given language (Baker, 1992: 285).
- ❖ EFL: English as a Foreign Language.
- ❖ TL: Target language.

## Literature View

Collocations, according to Bahumaid (2006: 138), are a "trouble spot" for translators. The lack of good training in handling collocations at translator training institutions in the Arab region and the absence of Arabic-English collocational dictionaries are the main causes for difficulties in translating collocations.

Learners need to pay serious attention to collocations; most of the problems that the learners face while translating collocations are grammatical, lexical and cultural problems. In addition, the problems are related to learners' competence of their native language, lack of vocabulary and having difficulty in understanding them, in addition to their reliance on literal and mechanism translation (Baharum, Salleh and Noor, 2017).

As cited in Altarabin (2018: 7), Hatem and Mason (1990: 204) state that "achieving appropriate collocations in the TL text has always been one of the major problems a translator faces." This indicates that the translator should know how the words combine with some specific words to give a good translation, so the reader understands what these words really mean.

Types of Collocation	Example
Adjective + noun	Fast asleep
Verb+ noun	Seize power
Noun+ noun	Nerve cell
Adjectives/ Adverbs	Well and good
Prepositional	A claim for
Collocation of similes	As pretty as a picture
Parts of countable nouns	A crowd of people

## Analysis & Discussion

The researcher finds that the students face problems when they translate English collocations. The researcher assumes that there are many reasons behind this problem. First, adopting literal translation while translating collocations leads the students to produce inappropriate translations. For example, they translate 'fast asleep' into نوم سريع while it should be نوم عميق. Second, the researcher thinks that the students lack knowledge of Arabic collocations; for example, 'نوم سريع' doesn't collocate in Arabic. Third, the researcher assumes that the students are unaware of English collocations in the first place. For instance, they translate 'in advance'; into مقدمًا/ في المقابل/ بالإضافة. Fourth, some students depend on paraphrasing when they can't find the proper collocation in Arabic. For instance, they translate 'as pretty as a picture' into جميلة كالصورة, instead of simply translating it into جميلة كالصورة.

The researcher finds that the collocation of similes is the most problematic type. This is perhaps due to students' ignorance of their equivalents in Arabic and their unawareness of collocations of simile in English. Also, they have problems in translating adjective noun collocations. The researcher postulates that this type is problematic because students are not knowledgeable of English adjectives, so it is difficult to find the Arabic equivalents for them.

## Recommendations

- ❖ Teaching translation should not be focused only on the word lexical level.
- ❖ Students should use a variety of sources including dictionaries and encyclopedias.
- ❖ Students should keep reading in both languages to develop their ability in dealing with the language and translation.
- ❖ Students should read more into this area, in addition to listening to native speakers, because this will increase their acquisition regarding collocations.
- ❖ Students should be extra sensitive to collocations, patient, cautious, and highly interested in spotting the proper collocation in Arabic, when available.
- ❖ Students need to comprehend Arabic collocations well.

## References

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