Undergraduate Student-Translators’ Difficulties in Translating English Word + Preposition Collocations to Arabic

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ABSTRACT
English and Arabic have different types of collocations, i.e., groups of words that go together. This study aims to explore the difficulties that Saudi undergraduate student-translators have in translating English word + preposition collocations such as verb + preposition, noun + preposition, and adjective + preposition collocations to Arabic. A corpus of faulty word + preposition collocations was collected from students-translators’ graduation projects to identify the types of translation errors, translation strategies, sources of translation errors and the contexts in which the translation errors occurred. A comparison of English and Arabic word + preposition collocations showed the following categories: (i) cases were the Arabic word + preposition collocations match those of their English equivalents in form and meaning (depend on, apologize for/to, interested in); (ii) cases where a preposition is used in the English collocation but no preposition is used in the Arabic equivalent (wait for, give him tea, offered him a proposal, stopped participating); (iii) cases where an Arabic preposition is used after a word but no such preposition is used in their English equivalent (يا حبيبي, عدم الاعتراف, فرحته, تعهد). Results showed that the students mistranslated certain prepositions in word + preposition collocations. In 84% of the errors, the students substituted a preposition in the translation by a faulty one, in 13%, they added a preposition after an Arabic word that does not require a preposition, and in 3% they deleted a preposition from a translation that requires use of a preposition. In addition, 19% of the errors were interlingual (transfer errors from English) and 81% were intralingual due to inadequate competence in L1 (Arabic). 44% were extraneous errors, 21% were due to ignorance of Arabic language rules of preposition use and 18% were due to faulty common use of the preposition in the students’ local dialect. 86% were syntactic; 11% were semantic and 3% were stylistic errors. Results are reported in detail and implications for translation pedagogy are given.

KEYWORDS

ARTICLE INFORMATION
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1. Introduction
Knowledge of ways in which words are combined with one another is an integral part of language learning. Many students learning a second/foreign language (L2) face problems with prepositions, prepositional phrases and ways in which verbs, nouns and adjectives collocate with prepositions. The difficulties that students have in learning prepositions in the second/foreign language (L2) and word + preposition collocations have been the focus of numerous studies in the literature.

For example, Lam (2018) examined how Canadian beginner, intermediate and advanced college students acquire the different meanings of the Spanish preposition “a”. Results of an oral story-telling task showed that the acquisition of prepositional meanings is not driven solely by cognitive mechanisms, but by non-conceptual factors such as collocational patterns, frequency, cross-linguistic transfer, and saliency.

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In Iran, Jalali & Shojaei (2012) analyzed the developmental and fossilized prepositional errors in lower-intermediate, upper-intermediate, and advanced EFL students’ compositions. The researchers found fifteen prepositional error types, with the wrong selection of prepositions before nouns as the most frequent, two errors as developmental and 12 errors as fossilized errors. Most of the students made fossilized errors, which shows the permanent retention of prepositional errors in their compositions.

At the University of Sydney, results of a multiple-choice and a translation test, given to twenty-five English learners of Arabic, revealed many difficulties encountered by English learners of Arabic when dealing with the Arabic verb-preposition structures. Language specificity and context sensitivity were the main two reasons behind these difficulties. Prepositions are context sensitive, i.e., their meaning cannot be determined from their lexical individual and decontextualized meanings without taking into account the surrounding textual and contextual factors. They are language-specific items as well, i.e., each language has its distinct and special way of using them which may or may not overlap with their usage in the other language(s) (Aldahesh, 2013).

Moreover, several studies explored the difficulties that Arabic-speaking students in different Arab countries have with English prepositions in general and (on, at and in) in particular. In Jordan, results of a test consisting of 24 multiple-choice items showed that Jordanian EFL secondary students face serious problems in using English prepositions especially in cases where one Arabic preposition corresponds to two or more English prepositions as in Arabic (في في) and English (on, at and in). It is difficult for Arab students to distinguish prepositions which have the same function. They tend to use ‘in’ which is the direct translation of the Arabic ‘في في’ and ignore ‘at’ and ‘on’, and tend to use ‘between’ and ignore ‘among’, since between and among have the same Arabic equivalent (بين بين). Such errors were found to be attributed to the effect of L1 (Arabic), i.e., negative transfer of L1 (Mohammad & Shwater, 2018).

Similarly, Algerian third year English students at the University of Mohammed Seddik Ben Yahia misuse the English prepositions (in, on, at) as a result of transfer from Standard Arabic to English. Results of a gap-filling preposition test comprised of twenty sentences revealed a negative transfer from Standard Arabic and the students’ local Algerian dialect and very few instances of positive transfer (Douida, 2017).

In the Sudan, two studies by Ali & Badawi (2021) and Ahmed (2018) investigated the difficulties that postgraduate diploma students at the University of Khartoum face in translating prepositions (على, في, على, في) from Arabic into English. Results of a diagnostic test showed that the students have a low proficiency level in English in general and make errors in translating prepositions. They confuse (in, on, at and by) the most. The students’ L1 (Arabic) affects their learning of prepositions in L2 (English) (Ali & Badawi, 2021). In the second study, translation students translated English prepositions from English to Arabic. The test and questionnaire results showed that the students made many prepositional errors in their assignments and that the differences between English (L2) and Arabic (L1) prepositional systems cause difficulties in translating English prepositions to Arabic (Ahmed, 2018).

In addition, studies conducted with Saudi students revealed similar problems in transferring simple prepositions from English to Arabic. EFL male and female students translated twenty sentences and phrases containing the English prepositions at, in, and on into Arabic. Results showed significant differences between male and female students. Female students scored higher. This means that female students acquire skills and abilities involved in translating prepositions better than their male counterparts (Al Yaari & Almaflehi, 2013). Likewise, EFL Saudi students in levels seven and eight at the Faculty of Sciences and Arts have problems in using the correct prepositions after certain verbs, i.e., identifying the correct prepositional phrase in written tasks and daily communication (Abdalla, 2021).

The above literature review shows some limitations of prior studies on Arab students’ problems with English preposition. Studies by Mohammad and Shwater (2018); Douida (2017); Ali and Badawi (2021); Ahmed (2018); Al Yaari and Almaflehi (2013); Abdalla (2021) focused on students’ weaknesses in distinguishing the same English prepositions in, on, at. Most studies used a multiple-choice or gap-filling test consisting of 20 sentences. In Ali and Badawi (2021) and Al Yaari and Almaflehi’s (2013) studies, the students’ translated sentences containing prepositions and prepositional phrases. There is lack of studies that examine students’ problems in translating word + preposition collocations (verb + preposition, noun + preposition, adjective + preposition collocations) in long texts. In most studies, the students are learners of English and in few they are translation major. Therefore, the present study aims to identify the problems that advanced undergraduate Saudi student-translators have with word + preposition collocations (verb + preposition, noun + preposition, and adjective + preposition collocations) in the translation of texts from English into Standard Arabic. It aims to describe the nature, frequency, and sources of deviant word + preposition translations; the strategies used by student translators in choosing faulty prepositions in the translation; and the possible cause of word + preposition collocation errors in English-Arabic translation, i.e., interlingual (transfer from English) and intralingual errors (areas of inadequate L1 competence). It also aims to describe the syntactic, semantic, and stylistic environments (contexts) in which the deviant word + preposition collocation translation errors occur.
A corpus of deviant word + preposition collocations will be collected and findings will be interpreted in the light of a comparison of English and Arabic word + preposition collocations where 3 cases exist: (i) cases were the Arabic word + preposition collocations match those of their English equivalents; (ii) cases where a preposition is used in the English collocation, whereas no preposition is used in the Arabic equivalent; (iii) cases where a preposition is used in the Arabic collocation but no preposition is used in their English equivalent.

Students of English as a foreign language (EFL) should be able to deal with collocations in their future profession (as translators or experts in EFL) after they complete their studies and should be able to actually implement their EFL competence in the future (Adamcová, 2020). Results of the current study will promote the acquisition of English language skills and communication in EFL, especially in using collocations and their translation from English to Arabic and Arabic to English. Knowledge of the weaknesses that students have in translating English collocations to Arabic will help translation instructors in devising creative and innovative teaching materials and instructional techniques that promote students’ linguistic and translation competence.

### 2. Theoretical Framework

#### 2.1 Prepositions and Word + Preposition Collocations in English and Arabic

According to Al-Jarf (1990, 1994, 1995, 1996, 1998, 2002, 2011) and Al-Jarf (2015b) English has numerous prepositions such as *about*, *at*, *from*, *for*, *in*, *of*, *off*, *on*, *to*, *with* and *other*.

Similarly, Arabic has the following prepositions:

1. من إلى عن على في حتى، مع *( intervene with)*
2. ب *(transitive)*
3. إلى *(intransitive)*
4. إلى *(transitive)*
5. إلى *(intransitive)*
6. إلى *(transitive)*
7. إلى *(intransitive)*
8. إلى *(transitive)*
9. إلى *(intransitive)*
10. إلى *(transitive)*
11. إلى *(intransitive)*
12. إلى *(transitive)*
13. إلى *(intransitive)*
14. إلى *(transitive)*
15. إلى *(intransitive)*
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30. إلى *(transitive)*
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39. إلى *(intransitive)*
40. إلى *(transitive)*
41. إلى *(intransitive)*
42. إلى *(transitive)*
43. إلى *(intransitive)*
44. إلى *(transitive)*
45. إلى *(intransitive)*
46. إلى *(transitive)*
47. إلى *(intransitive)*
48. إلى *(transitive)*
49. إلى *(intransitive)*
50. إلى *(transitive)*

There are several types of collocations in both English and Arabic: (i) adjective + noun: *completely satisfied*; (ii) adjective + noun: *excruciating pain*; (iii) noun + verb: *a surge of anger*; (iv) noun + verb: *lions roar*; (v) verb + noun: *commit suicide*; (vi) verb + verb: *wave frantically*; (vii) verb + noun: *intermediate at*.

In the present study focus will be on word + preposition collocations only and how these are translated from English to Standard Arabic by undergraduate students majoring in translation. Specifically, the study will focus on the following:

(i) Verb + preposition collocations as in: *admire for, agree with, escape from, object to, remind (somebody) of (something)*. The verb and the preposition in these combinations cannot be separated like phrasal verbs.

(ii) Adjective + preposition collocations as in: *interested in*. In Arabic, *interested in* is used in the Arabic equivalent; *match those of their English equivalents*.

(iii) Noun + preposition collocations as in: *take a look at*. In Arabic, *take a look at* is used in the Arabic equivalent.

#### 2.2 Comparison of English and Arabic Word + Preposition Collocations in Translation

A comparison of English and Arabic word + preposition collocations has shown three groups of collocations: In the first group, the English and Arabic word + preposition collocations are the same in form and meaning, especially in the preposition used. In the second group, the English word + preposition collocations are translated into a word only in Arabic, i.e., no preposition is used in the Arabic equivalent. In the third group, Arabic word + preposition collocations are translated into a word only in English, i.e., no preposition is used in the English equivalent (See examples in Table 1) (Al-Jarf, 1990).
Table 1: A Comparison of Word + Preposition Collocations in English and Arabic

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Same Word + Preposition Collocations in English and Arabic</strong></td>
<td><strong>English Word + Preposition Collocations with Word Only Arabic Equivalents</strong></td>
<td><strong>Arabic Word + Preposition Collocations with Word Only English Equivalents</strong></td>
</tr>
<tr>
<td>• Agree with/to يوافق على/ يتفق مع</td>
<td>• Wait for ينتظر</td>
<td>• قدم له الشاي offer tea</td>
</tr>
<tr>
<td>• Apologize for/to يعتذر عن</td>
<td>• Fall off يسقط</td>
<td>• عرض عليه اقتراح offer a proposal</td>
</tr>
<tr>
<td>• Apply for/to يتقاضى لـ</td>
<td>• Sort out يفرز</td>
<td>• اقترح عليه propose</td>
</tr>
<tr>
<td>• Away from بعيدا عن</td>
<td>• Asked for help يطلب المساعدة</td>
<td>• توقف عن المشاركة (stop participating)</td>
</tr>
<tr>
<td>• Complain to/about يشتكى لـ / من</td>
<td>• Walk by يمر</td>
<td>• يعتمد على lack something</td>
</tr>
<tr>
<td>• Decide for يقرر لـ</td>
<td>• Give to يعطي</td>
<td>• اعتقال على cheat</td>
</tr>
<tr>
<td>• Depend on يعتمد على</td>
<td>• Arrive at يصل البيت</td>
<td>• بدأ / بدأ في (start/begin)</td>
</tr>
<tr>
<td>• Deal with يتعامل مع</td>
<td>• add up يجمع</td>
<td>• يؤثر في affect</td>
</tr>
<tr>
<td>• Far from بعيدا عن</td>
<td>• back away يراجع</td>
<td>• يصل على عمل get a job</td>
</tr>
<tr>
<td>• Good at ماهر في</td>
<td>• block off يحبس</td>
<td>• اقترب من approach</td>
</tr>
<tr>
<td>• Interested in مهتم بـ</td>
<td>• blow up ينسف</td>
<td>• يفتكر في contribute</td>
</tr>
<tr>
<td>• Speak to / with يتحدث مع/ عن</td>
<td>• bring up يفتح الموضوع</td>
<td>• فتفرج من escape</td>
</tr>
<tr>
<td>• Think of / about يفكر في</td>
<td>• dress up يتأنق</td>
<td>• يقلب على conquer/overcome</td>
</tr>
</tbody>
</table>

3. Methodology

3.1 Subjects

Subjects of the present study consisted of 14 senior female students majoring in translation at the College of Languages and Translation (COLT), King Saud University, Riyadh, Saudi Arabia. All the subjects were in their final semester of the translation program and were all working on their graduation project in translation. They all had completed 66 hours of English language courses (listening, speaking, reading, writing, grammar and vocabulary building), 11 hours of linguistics courses, 15 hours of interpreting courses, 36 hours of written translation courses in 18 subject areas, 3 courses about the target culture (7 hours), and 18 hours of Arabic Syntax and morphology courses. They were all native speakers of Arabic, with Saudi Arabic as their vernacular and English as their target language.

3.2 Data Collection

The word + preposition collocation error errors collected from the subjects’ translation projects which consisted of at least 25 pages about a topic. Each student worked on a topic of her choice, i.e., students translated different articles such as article on “World War II”, “History of Education in America”, “Diseases”, “Germany” and others. All the subjects translated their articles from English (L2) to Standard Arabic (L1). They worked on their translation at home and were free to consult any dictionary of their choice.

A corpus of 550 faulty Arabic equivalents of word + preposition collocations in the English source texts was collected. The errors were collected from the first translation of the English texts. Deviant translations of word + preposition collocations are those in which a preposition is deleted from the translation; inserted (added) in a no-preposition Arabic equivalent or substituted by a faulty preposition in the Arabic equivalent.

Unlike prior studies, focus, in the current study, was in the faulty translation of English collocations with all kinds of prepositions.

Word + preposition collocation errors were judged to be deviant in relation to the rules of correct usage in Arabic. The deviant Word + preposition collocations were submitted to a panel of 3 professors of Arabic to verify the error data. Judgments of deviations were based on syntactic, semantic and stylistic criteria. In addition, judgments of deviations and correctness were verified by checking Al-Maany Dictionary (https://www.almaany.com).

Corpus analysis started by highlighting the faulty translated collocations, highlighting the faulty preposition and the word (verb, noun and adjective) preceding prepositions.

The faulty strategies that the students employed in transferring the meaning of word + preposition collocation to Arabic were classified into deletion, insertion (addition) or substitution of prepositions in the Arabic translation. Deviant translations of English
word + prepositions collocations are: (a) translations in which a preposition is deleted from the Arabic translation; (a) translations in which a preposition is added to an Arabic equivalent that requires no preposition; (c) Arabic translations in which a preposition is substituted by a faulty one.

Regarding the translation errors sources, they were classified into interlingual and intralingual. Interlingual errors are those due to transfer from English (L2), whereas intralingual are those due to inadequate competence in Arabic (L1). Intralingual errors cover instances where the students failed to identify the syntactic, stylistic, and semantic conditions in which a collocation requires a preposition or a not, and distinguishing collocations made up of a polysemous word + different prepositions which result in different meanings.

The contexts (environments) in which a preposition was deleted, inserted (added) or substituted in the Arabic translation of the English collocations were classified into syntactic, semantic, pragmatic and stylistic errors as in the following: Confusing ل & & ل، in adverbs of place collocations, in prepositional phrase expressions, after words followed by different prepositions, in "more than" equivalents, attempting to use a parallel structure by adding a faulty preposition, and using a preposition after a noun derived from a verb that does not require a preposition.

All errors made in translating English word + preposition collocations were categories and percentages of the deletion, insertion, substitution errors, interlingual and intralingual errors, the syntactic semantic, and stylistic context errors were computed. In addition, results of the analysis of the translation error data are reported qualitatively.

3.3 Reliability
Classification of the translation error types mentioned above was verified by a colleague who has a Ph.D. in translation. She went through the list of translation errors in the sample and had to make judgments as to whether each item fits in a particular category (errors type). Both classifications were compared. There was a 97% agreement between the two analysis. Disagreements were solved by discussion.

4. Results
4.1 Students' Difficulties with the Word + Preposition Collocation Types
With reference to the comparison of the translation of English and Arabic word + preposition collocations, the error data analysis has shown that word + preposition collocations that are identical in form and meaning in both English and Arabic were translated correctly. But translation errors occurred in translating English word + preposition collocations that differ in the use or absence of the preposition in one language but not the other. The substitution, insertion and deletion errors reported in the next section occurred in groups 2 and 3 in Table 1.

These results are partially consistent with findings of a study by Modhaffer & Sivaramakrishna (2017) in which they investigated prepositional verbs (verb + في fi: /in\'collocations) in Standard Arabic. They extracted those verb + في collocations from tagged text corpora of more than 106 million words. They analyzed the extracted collocations according to the valency of the structure and the correctness of the English translation of the original entries. Results showed that the majority of verb + في collocations require one argument while others require an extra optional argument. While most of the translated verb + في collocations retain the original preposition, the remaining ones either collocate with a different preposition or do not collocate with a preposition at all. Furthermore, results showed that active and passive mismatches are inevitable in translating verb + في collocations. Modhaffer & Sivaramakrishna focused on verbs + في collocations, whereas the present studies focused on the translation of English verbs, nouns, and adjectives collocating with different types of prepositions to Arabic.

Current results are also consistent with results of other studies by Al-Jarf on translating binomials, neologisms, om- and abu-expressions, and color-based metaphorical expressions, conducted with undergraduate student-translators at COLT. Al-Jarf (2016b) found that binomials that exist in both English and Arabic and are similar in form and meaning were easier to translate than those that exist in one language but not the other. Arabic "Om" and "Abu" and English "mother" and "father" expressions that share the same meanings were translated correctly but those that exist in one language and absent in the other were left blank or translated incorrectly (Al-Jarf, 2017b). Similarly, English and Arabic color-based metaphorical expressions that are identical in their conceptual basis and linguistic form were translated correctly, whereas those that exist in one language but have no equivalent metaphors in the other were translated incorrectly or left blank. Those that have the same conceptual basis in both English and Arabic but differ in their linguistic forms were translated literally (Al-Jarf, 2019).

Furthermore, data analysis showed that incongruent word + preposition collocations (i.e., collocations that do not have an equivalent in the first language) seem to be more difficult to translate than congruent collocations (i.e., those that have an equivalent in the first language). In this respect, Wolter & Gyllstad (2013) indicated that advanced L1 Swedish learners are highly
sensitive to frequency effects on the processing of congruent and incongruent L2 English collocations, which seems to support the idea that usage-based models of language acquisition can be applied to understanding the processes that underlie L2 collocational acquisition. Another study by Peters (2016) indicated that Incongruent collocations were more difficult to recall than congruent ones. Adjective-noun collocations were better recalled and recognized than (phrasal) verb-noun collocations. The students’ vocabulary size and word length of the individual constituents affected the learning process of collocations as well.

4.2 Types and Frequency of Word + Preposition Collocation Translation Errors

Analysis of the word + preposition collocation translation errors showed that student translators in the present study have rendered a total of 550 errors. In 84% of the errors, the students substituted the preposition in the Arabic translation with a faulty preposition; in 13%, they added a preposition after an Arabic word in the translation that does not require a preposition; and in 3% they deleted a preposition from the Arabic translation that requires a preposition (See Table 2 for examples).

Table 2: Examples of Preposition substitution, Insertion and Deletion Errors

<table>
<thead>
<tr>
<th>Types of Errors</th>
<th>Examples of Faulty Prepositions and Their Corrections(1)</th>
</tr>
</thead>
</table>
| Preposition Substitution (84%) | 1) Reports at the time indicated that it would continue to rise at a rate of more than 1 million students per year. 

واشارت التقارير في ذلك الوقت بأنه سيستمر في الارتفاع بمعدل يزيد عن (على) مليون طالب سنويا.

2) The growing demand has led to a steady increase in school services that are not directly related to the traditional educational program.

ادى الطلب المتزايد إلى زيادة ثابتة في خدمات مدرسية التي لا تمت مباشرة للبرنامج التعليمي التقليدي.

3) The initial response was to appoint an employee to record the absence.

وكان الاستجابة المبدئية عليها (الها) هي تعيين موظف لتسجيل الغياب.

4) Real authority and responsibility for education in all states have been assigned to local government unit.

وكلت السلطة التنفيذية ومسؤولية التعليم في جميع الولايات لوحدات (إلى الوحدات) الحكومية المحلية.

5) The tsar called on France to give assurances of its neutrality in the event of a conflict between Germany and Russia.

وقد طالب القيصر فرنسا باعطاء تأكيدات لحيادتها (على حيادتها) في حالة نشوب صراع بين المانيا وروسيا.

6) The disease may occur repeatedly among people in one area year after year, in which case it is called an endemic disease.

وقد يتكرر حدوث المرض بين الأشخاص في منطقة معينة سنة تلو الأخرى وفي هذه الحالة يُدعى مرض مستوطن.

7) But they usually include setting a minimum state-guaranteed educational program for each educational area.

ولكنها تشمل عادة تحديد حد ادنى للبرنامج (من البرنامج) التعليمي الذي تضمه الدولة لكل منطقة تعليمية.

8) Another type of learning is done by trial and error.

يجرى نوع آخر من التعلم عن طريق المحاولة والخطأ.

9) Difficulty breathing.

وصعوبة التنفس (في التنفس).

10) It’s as if reality reveals how disconnected it is from the environment, and perhaps from traditional artistic genius.

وكان يكشف الواقع عن مدى انتقالها من البيئة (انفصالها عن) وربما عن العبقرية الفنية التقليدية قصيرة (في فترة زمنية).

11) An epidemic disease is the one that appears from time to time and infects a large number of people in a short period of time.

المرض الوبائي هو الذي يظهر بين حين وآخر ويصيب فجأة بين الناس ويصاب به عدد كبير من الناس (في فترة زمنية).
Students’ difficulties in translating word + preposition collocations from English to Arabic are consistent with the difficulties that Vietnamese undergraduate students have in producing collocations in their writing. Trang, Anh & Khanh (2021) indicated that over half of Vietnamese fourth-year English-major students were able to find the correct English collocations in written translation. The two main lexical errors made by most students were noun-verb and a noun-noun collocations. The researchers concluded that most of their students were unaware of collocations in written translation and had difficulties in grammatical and lexical collocations.

Unlike the present study which found that substitution was the most common strategy in translating word + preposition collocations from English to Arabic, a study by Dweik, and Abu Shakra (2010) analyzed the strategies used in translating collocations...
in religious texts (The Holy Quran, Hadith and Bible), and found that deletion was the most obvious strategy in translating collocations in the Hadith from Arabic to English by Jordanian MA translation students. Intermediate and advanced ESL Japanese students made numerous verb-noun collocation errors, among which the insertion of unnecessary articles, and prepositions between verbs and nouns (Miyakoshi, 2009).

Similarly, Jordanian graduate and undergraduate students majoring in English employed twelve faulty translation strategies on a two-form translation test of 16 Arabic collocations among which were literal translation, substitution, and overgeneralization (Zughoul & Abdul-Fattah, 2003).

In translations of abstracts from English to Malay, Zamin & Abu Hasan (2018) found errors in translating noun phrases in which included added translation, dropped translation, inaccurate word order, inaccurate translation, and structure change.

4.3 Contexts in Which the Deviant Word + Preposition Collocation Translations Occurred
Since the errors occurred in translating word + preposition collocations in long texts, the error data revealed that the students had syntactic (86%), semantic (11%) and stylistic (3%) weaknesses. In 86% of the errors, the students failed to select the correct preposition in the following syntactic contexts:

1) **Confusing ل إلى (16%)**
   - **Harmless substances can become toxic to a particular person who is allergic to certain substances**
     - فالمواد الغير ضارة قد تصبح سامة إلى شخص (شخص) معين تكون لديه حساسية من بعض المواد
   - **This trade was so important that when the herring moved to the North Sea**
     - وكانت هذه التجارة هامة إلى درجة (الدرجة) أنه عندما انتقل سمك الرنكة إلى بحر الشمال ...
   - **In letters to Congress**
     - وفي الرسائل الموجهة للكونغرس

2) **Adverbs of place, time, and degree (13%)**
   - **The Rhine flows from the high Alps in central Switzerland.**
     - ونهر الراين ينبع من جبال الالب العالية في وسط (وسط) سويسرا.
   - **Ranked second in production only to the north of the coal Appalachian area in America**
     - تحتل المرتبة الثانية في الإنتاج فقط لشمال (شمال) منطقة الإبلانت الفحمية في أمريكا.
   - **A third field is located in the far west of Germany near the city of Aachen.**
     - هناك حقل ثالث يقع في أقصى غرب المانيا بالقرب من مدينة آخن.
   - **As the end of 1914 approached, fighting in the West reached a critical stage.**
     - وباقترب (ومع اقتراب) نهاية عام 1914، القتال في الغرب إلى مرحلة حرجة (مرحلة حرجة).

3) **In complex (compound) prepositions, i.e., set phrases (12%)**
   - **in this case (في هذه الحالة)**
     - من ولاية إلى أخرى (من ولاية لأخرى)
   - **from state to state (من ولاية لأخرى)**
     - بفترة زمنية قصيرة (في فترة زمنية)

4) **After polysemous words followed by different prepositions (12%)**
   - **See the home article (انظر مقالة المنزل)**

5) **In phrases that mean more than (7%)**
   - **At a rate of more than one million students per year**
     - بمعدل يزيد عن (يرتفع على) مليون طالب سنوياً.
   - **More than 300,000 British and French soldiers were transferred to England**
     - ونقلما (ما يزيد على) 300.000 من الجندي البريطانيين والفرنسيين إلى انجلترا.

6) **Attempting to use a parallel structure by imposing a faulty preposition (6%)**
   - **When in contact with these substances, he develops itching, runny nose and difficulty breathing**
     - فحين ملامسته لتلك المواد فانه يصاب بالحكة وسيلان الانف وصعوبة بالتنفس.

7) **Using a preposition after a noun derived from verb that does not require the use of a preposition (4%)**
   - **When he comes into contact with these substances, he develops itching...**
     - And destruction of property (إزالة الأضرار)
   - **asking it to stop mobilizing its army**
     - وتدمير الممتلكات (إزالة الأضرار)
   - **despite signing a treaty**
     - وبالرغم من توقيعها (توقيعها معاهدة).
In addition, the students made errors in selecting the correct preposition in contexts revealing semantic problems (11%). The students confused the following:

- the polysemous word انظر which can mean "look" and "see" when it is used with a preposition (انظر إلى). When it is used without a preposition, the former case means "look at" and the latter means "see".
- The change in meaning that takes place as a result of changing the preposition after ثأر as in ثأر من (take revenge from a person), and ثأر لـ (take revenge for something).
- ضرر نفوذه في المغرب (imposing their influence in Morocco) instead of ضرر نفوذه على المغرب (imposing their influence on Morocco).
- واحد في الحكومة (a unit from the government) instead of واحد في الحكومة (a unit of the government).
- "supposed to" with and without a preposition and when it is used with different prepositions as in: Which was supposed to be directed against the global communist movement?

Examples of stylistic problems (3%) are confusing تجاه & نحو, and using synonymous words next to each other as in:

- and then quickly turn around the English Channel.
- as soon as they set off towards the German artillery.
- a person who has an allergy produces antibodies against these substances from which he or she is allergic.
- by joining the coalition forces.

The word + preposition translation error data showed that 19% of the errors are interlingual, i.e., transfer from English (L2) as in the following examples:

- In central Switzerland في وسط سويسرا.
- to the north of the coal Appalachian area in America لشمال (شمال) منطقة الابلاش الفحمية في أمريكا.
- The southwest stretches for long distances وتمتد جهة الجنوب الغربي لمسافات طويلة.
- Under the command of Marshal French تحت قيادة (بقيادة) المارشال فرنش.
- Food may lack certain substances needed by the body وقد يفتقر الطعام (على) مواد معينة يحتاجها الجسم.

The above examples show literal translation of the prepositions in the English source text, although the Arabic equivalents do not require a preposition.

Unexpectedly, 81% of the errors were Intralingual, i.e., inadequate competence in L1 (Arabic) such as faulty common use (16%), ignorance of Arabic language rules for using prepositions after certain words (21%) and extraneous errors (44%) as in the following examples:

A) faulty common use by Arabic-native speakers in their local dialect:

- ويؤثر على (يؤثر في) وؤثر على (يؤثر في) effect.
- وكانت الاستجابة عليها (الاستجابة لـ) response to
- تأكيدات لحيادتها (تأكيدات على) assuring its neutrality.
- والهذه الحل (وفي هذه الحالة) in this case

B) Ignorance of Standard Arabic rules for using prepositions after certain verbs:

- نعلم /أظهرت/ اثبت/ على ثقة / أشار (أن) النمو we know/shown/proven/confident/ indicated that
- فحين ملامسته لتلك المواد (بالنضارة) kommt in contact with these substances.
- وبالرغم من توقيعها لمعاهدة (توقيعها معاهدة) signing a treaty.

C) Extraneous (redundant) error such as providing a preposition with the same meaning as the previous word:

- أجسام مضادة ضد

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C) Extraneous (redundant) error such as providing a preposition with the same meaning as the previous word:

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As for Singapore, which is located at the tip of the southern Malay Peninsula (-Am سيفاناَرة والتي تقع على حافة جنوب شبه جزيرة الملايو), an important feature is the provision of a safe passage from traffic on the lower roads (وذلك لأجل توفير (التي) ممر آمن لحركة المرور في الطرق السفلى).

Moreover, the students in the present study overgeneralized the use of the Arabic preposition ـ, which has a number of equivalents in English.

The prevalence of intralingual errors in translating word + preposition collocations reflects students’ inadequate competence in their native language (Arabic) as intralingual errors account for 84% of the total error corpus. This finding is consistent with findings of a study by Miyakoshi (2009) who reported that interference from the native language was the strongest indicators of difficulty of collocations for intermediate and advanced ESL Japanese learners’ use of verb-noun collocations.

As in the current study, faulty translation of polysemic words was found to be due to inadequate L1 competence and lack of proficiency in EFL, i.e., limited vocabulary knowledge. In translating polysemes from English to Arabic, the students tended to overgeneralize the equivalent they know to all contexts, not the one suitable for a particular context/domain. They also overgeneralized the same equivalents to all contexts. (Al-Jarf, 2022b).

By contrast, findings of other studies by Al-Jarf on the translation of other structures from English to Arabic revealed more transfer errors from English (L2) and literal translation of the English structures than findings in the present study. For example, in translating English and Arabic common names of chemical compounds, the students produced literal translations of the names of chemical compounds (Al-Jarf, 2022c). Al-Jarf (2000) noted that 62% of the grammatical agreement errors between nouns and verbs, adjective and modified nouns, referent pronoun and antecedent were interlingual (transfer from English) & 38% were intralingual. In translating om-and abu-expressions, the students translated less than 20% of the test items correctly, many items were left blank, and literal translation was the most common strategy, as in most expressions there is no on-to-one correspondence between Arabic expressions and their English equivalents (Al-Jarf, 2017b). In translating plurals, the students made more errors in translating Arabic plurals into English than in translating English plurals into Arabic. They made more interlanguage than intralingual errors, had more morphological than semantic difficulties in Arabic-English plural translation, and had more semantic difficulties in English-Arabic plural translation. They transferred a noun’s morphological features from the source to the target language regardless of whether the source language is Arabic (L1) or English (L2) (Al-Jarf, 2020d). They students transferred the English SVO word order to Arabic sentences although all the English stretches of discourse on the test required an Arabic translation with a VSO order. They tended to translate word-by-word rather than by meaning (Al-Jarf, 2007b).

In Al-Jarf (2010a), the sources of independent subject pronoun errors were both intralingual and interlingual. They were intralingual as they reflected students’ unawareness of the Arabic syntactic rule for independent pro-drop in verbal sentences and clauses. The students did not pay attention to the type and structure of clauses making up compound sentences and whether all clauses should have a verb + pronominal affix. The same errors are interlingual because the students just transferred the English (L2) word order which requires use of a subject pronoun in all sentences to Arabic (L1). Interlingual errors were common in translating English neologism to Arabic as well (Al-Jarf, 2010b).

In all of the above studies by Al-Jarf, conducted with different groups of student-translators at COLT, the students tended to translate imitatively rather than discriminatingly, and literal translation was the most common strategy.

The influence of students’ L1 intralexical knowledge on the translation of L2 intralexical collocations in the current study seems to be contrary to the influence L1 intralexical knowledge on the formation of L2 intralexical collocations in Wolter and Gyllstad’s (2011) study in which they assessed using collocations with translation equivalents in Swedish and English (L1-L2); collocations that were acceptable in English but not in Swedish (L2-only); and unrelated items for baseline data. It was reported that L1 may have a considerable influence on the development of L2 collocational knowledge. Non-native speakers processed and recognized L1-L2 collocations more effectively than L2-only collocations. However, the overall slower reaction times in this condition might have been linked to a lack of priming for individual items rather than slower reaction times for this condition as a whole.

Another explanation for the collocation errors was provided by Alqaed (2017) who indicated that second language learners’ errors when translating English lexical collocations to Arabic is due to inaccessible collocations dictionaries, and syntactic and semantic differences between the SL and TL.
5. Recommendations

Undergraduate student-translators in the present study have numerous difficulties in translating word + preposition collocations from English to Arabic. To develop students’ translation competence, the current study recommends the following:

1) Since knowledge of the similarities and differences between English and Arabic word + preposition collocations is crucial in meaning transfer, word + preposition collocations should be part of the Arabic language grammar courses and English grammar and vocabulary courses that the students take.

2) Raising students’ awareness of the similarities and differences between English and Arabic word + preposition collocations and how to translate them, when to give an Arabic translation that is identical in form and meaning to the English collocation, when to insert a preposition in the Arabic translation and when to delete it (Al-Jarf, 2006b).

3) Raising students’ awareness of the difference among free combinations of words + prepositions, idioms that consist of a word + preposition, and restricted collocabilities consisting of a verb/noun/adjective + preposition.

4) Since in some cases, there is no one-to-one correspondence between English an Arabic word + preposition collocations, the students need to check a monolingual English or Arabic dictionary such as Webster, Longman and Almaany Online Arabic dictionary to check whether a verb, noun or adjective in a collocation should be followed by a preposition, and when in doubt, which preposition to use (Al-Jarf, 2022g; Al-Jarf, 2020a; Al-Jarf, 2014).

4) Developing student-translators’ metacognitive skills, i.e., thinking about which preposition to use in the translation, whether to insert a preposition or delete it in the translation. The students should be trained to analyze the context around the word + preposition collocations especially in the case of polysemous words followed by different prepositions and examine the syntactic, semantic, and stylistic aspects of the text they are about to translate before they translate it.

6) Developing students’ grammatical and lexical competence and connecting English and Arabic word + preposition collocations and making associations in teaching and learning word + preposition collocations (Al-Jarf, 2022a; Al-Jarf, 2006a; Al-Jarf, 1998).

7) Enhancing students’ word + preposition collocations repertoire, and word + preposition collocation knowledge accuracy by listening to mobile audiobooks and using fiction, short stories and vocabulary apps and tasks. Teach the different collocations in context and use mind maps to connect examples of the three groups of word + preposition collocations in Table 1 and their translations (Al-Jarf, 2022a; Al-Jarf, 2022d; Al-Jarf, 2022f; Al-Jarf, 2022e; Al-Jarf, 2021b; Al-Jarf, 2021c; Al-Jarf, 2015b; Al-Jarf, 2015c; Al-Jarf, 2013b; Al-Jarf, 2012; Al-Jarf, 2006a).

8) If the students use Google Translate to get the equivalent of a word + preposition collocation, they should not take the translation for granted and should check some dictionaries to find out a meaning and a preposition that are suitable for a particular collocation. Sometimes, Google Translate gives faulty meanings of words and hence faulty collocations (Al-Jarf, 2021a; Al-Jarf, 2016a).

9) Engaging students in collaborative and interactive translation practice of word + preposition collocations from English to Arabic and vice versa using social media such as Twitter and Facebook, online discussions forums, online learning management systems, web-conferences, blogs, online tasks, and others (Al-Jarf, 2020b; Al-Jarf, 2020c; Al-Jarf, 2018; Al-Jarf, 2017a; Al-Jarf, 2017c; Al-Jarf, 2017d; Al-Jarf, 2013a; Al-Jarf, 2008; Al-Jarf, 2007a; Al-Jarf, 2007c, Al-Jarf, 2005b).

10) The use of corpus-based materials in English phrasal-verb learning which Turkish EFL student teachers found effective and helpful in learning the different aspects of vocabulary in English (Girgin, 2019).

Finally, researchers should avoid duplicating studies that focus on the same three preposition (in, on, at) investigated in other prior studies by Arab researchers in different Arab countries. They are advised to review the literature extensively and to explore new venues in preposition and collocation research such as identifying difficulties that student-translators might have in translating Arabic word + preposition collocations and Arabic prepositional phrases and Arabic idioms to English in long texts rather than a limited number of sentences on a text.

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