| **RESEARCH ARTICLE**

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

Reima Al-Jarf

Full Professor of English and Translation Studies, Riyadh, Saudi Arabia

Corresponding Author: Reima Al-Jarf, **E-mail**: reima.al.jarf@gmail.com

| **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* يعتمد على, *apologize for/to* يعتذر لـ/عن , *interested in* مهتم بـ) ; (ii) cases where a preposition is used in the English collocation but no preposition is used in the Arabic equivalent (*wait for* ينتظر); (iii) cases where an Arabic preposition is used after a word but no such preposition is used in their English equivalent (*gave him tea* قدم له الشاي , *offered him a proposal* عرض عليه اقتراح , *stopped participating* توقف عن المشاركة , *lack something* يفتقر إلى). 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**

Word + preposition collocations, verb + preposition collocations, noun + preposition collocations, adjective + preposition collocations, phrasal verbs, complex prepositions, English-Arabic translation, interlingual errors, intralingual errors.

| **ARTICLE INFORMATION**

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.

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 propositions in general and *(on, at* and *in) in* particular. In Jordan, results of a test consisting of 20 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 fii) 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 fii' and ignore *'at'* and *'on'*, and tend to use *'between'* and ignore *'among'*, since *between* and *among* have the same Arabic equivalent (بين bayn). Such errors were found to be attributed to the effect of L1 (Arabic), i.e., negative transfer of L1 (Mohammad & Shwater, 2018).

Similarly, Algerian th*i*rd 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 (في in, على on) 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 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), Al-Jarf (1994), Al-Jarf (1995), Al-Jarf (1996), Al-Jarf (1998), Al-Jurf (2002), Al-Jarf (2011) and , Al-Jarf (2015b) English has numerous prepositions such as *about, at, from, for, in, of, off, on, to, with and others.* Similarly, Arabic has the following prepositions[1]: من إلى عن على في حتى، مع (يتفق مع)، حول (يدور حول)، الباء، الكاف، اللام. In addition, English and Arabic have complex prepositions. A complex preposition[2] is a word group as in "*along with*" or "*an account of*" that functions like an ordinary one-word preposition. Complex prepositions can be (i) two-word units or *compound prepositions* consisting of "a word + a simple preposition" such as *apart from,* من جانب آخر and *(ii)* three-word units or *phrasal prepositions* consisting of a simple preposition + a noun + a simple preposition) such as *by means of, in spite of.* Likewise, Arabic has compound prepositions (علاوة على) and phrasal prepositions such as. بالرغم من، بالإضافة إلى، بصرف النظر عن

When specific prepositions follow a verb, a noun, or an adjective, they are called collocations. Collocations are two or more words that often go together. Collocations are different from free combinations of words as in (*put the book on/under/by the table; take money from* الطاولة على الكتاب يضع). بشق ,في المشمش They are different from idioms as in *put up with, put off; give up, give in,* الأنفس, على ذمتك ,فوق السحاب ,يتفقون على شخص، في عهدته، تحت الطاولة، عجب له/منه. They are restricted collocabilities as in (*depend on* يعتمد على *; good at* ماهر في ; *interested in* اهتم به مهتم في، اهتم له، اهتم به، بكى منه, اهتم ,بكى عليه، بكى له), but not **interested for, *interested on,* اهتم عليه* ,اهتم منه*).

There are several types of collocations in both English and Arabic: (i) adverb + adjective: *completely satisfied* راض جدا، مقتنع جدا; (ii) adjective + noun: *excruciating pain* ألم مبرح، وضع متفاقم ; (iii) noun + noun: *a surge of* anger نوبة غضب; (iv) noun + verb: *lions roar* الديك صباح الأسد، زئير; (v) verb + noun: *commit suicide* يرتكب جريمة; (vi) verb + adverb: *wave frantically* يضحك بصخب ; (vii) verb + expression with preposition: *burst into tears*انفجر باكيا، انفعل بحدة (Al-Jarf, 1990, Al-Jarf, 1995; Al-Jurf, 2002).

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[3] as in*: admire for* بـ يعجب, *agree with* يتفق مع, *argue with* بتجادل مع , *believe in* بـ يؤمن , *escape from* يهرب من , *get rid of* من يتخلص, *help* (someone) *with* (something) يساعده بـ, *object to* يعترض على, *pray for* لـ يدعو , *plan on* لـ يخطط, *remind* (somebody) *of* (something) بـ شخصا يذكر , *suffer from* يعاني من . Although *verb + preposition combinations* appear similar to phrasal verbs, the verb and the preposition in these combinations cannot be separated like phrasal verbs. (ii) Adjective + preposition collocations as in: *interested in* بـ مهتم, *good at* من متمكن/في ماهر, *famous for* بـ مشهور, *skilful in* في ماهر, proud of بـ يفتخر. (iii) Noun + preposition collocations as in: *take a look at* على نظرة يلقي; *love for* لـ حب; *hatred for* لـ كره, *agreement with* مع/على اتفاق, access to إلى وصول, communication with مع تواصل (Al-Jarf, 2005a).

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).

---

[1] (mawdoo3.com) حروف الجر كاملة - موضوع

[2] Definition and Examples of Complex Prepositions (thoughtco.com)

[3] https://open.books4languages.com/english-b1-grammar/chapter/verbs-and-prepositions-collocations/

Table 1: A Comparison of Word + Preposition Collocations in English and Arabic

Group 1 Same Word + Preposition Collocations in English and Arabic	Group 2 English Word + Preposition Collocations with Word Only Arabic Equivalents	Group 3 Arabic Word + Preposition Collocations with Word Only English Equivalents
• Agree with/to يوافق على/ يتفق مع • Apologize for/to يعتذر لـ/ يعتذر عن • Apply for/to يتقدم بطلب لـ • Away from بعيدا عن • Complain to/about يشتكي لـ / من • Decide for يقرر لـ • Depend on يعتمد على • Deal with يتعامل مع • Far from بعيدا عن • Good at ماهر في • Interested in مهتم بـ • Speak to / with يتحدث مع/ عن • Think of / about يفكر في	• Wait for ينتظر • Fall off يسقط • Sort out يفرز • Asked for help يطلب المساعدة • Walk by يمر • Give to يعطي • Arrive at يصل البيت • add up يجمع • back away يتراجع • block off يحجب • blow up ينسف • bring up يفتح الموضوع • dress up يتأنق	• offer tea قدم له الشاي • offer a proposal عرض عليه اقتراح • propose اقترح عليه • (stop participating) توقف عن المشاركة • lack something يفتقر إلى • cheat احتال على • (defend) يدافع عن • start/begin بدأ / بدأ في • affect يؤثر في • get a job يحصل على عمل • approach اقترب من • escape فرّ من • conquer/overcome تغلب على

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 لـ & الى, 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 by Modhaffer & Sivaramakrishna (2017) in which they investigated prepositional verbs (verb + فى /fi:/ 'in'collocations) in Standard Arabic. They extracted those verb + فى 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 + فى collocations require one argument while others require an extra optional argument. While most of the translated verb + فى 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 + فى collocations. Modhaffer & Sivaramakrishna focused on verbs + فى 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

Types of Errors	Examples of Faulty Prepositions and Their Corrections[1]
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 الى زيادة ثابتة في خدمات مدرسية التي **لا تمت للبرنامج** (إلى البرنامج) مباشرة التعليمي التقليدي**.**
	3) The <u>initial response</u> was to appoint an employee to record the absence. وكانت **الاستجابة** المبدئية **عليها** (لها) هي تعيين موظف لتسجيل الغياب.
	4) Real authority and responsibility for education in all states have been assigned to local government unit **اوكلت** السلطة الحقيقية ومسؤولية التعليم في جميع الولايات **للوحدات (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, <u>in which case</u> it is called an endemic disease. وقد يتكرر حدوث المرض بين الاشخاص في منطقة معينة سنة تلو الاخرى **وبهذه الحالة** (وفي هذه الحالة) يدعى 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 تضمنه الدولة لكل منطقة تعليمية
	8) Another type of learning is done by trial and error يجرى نوع آخر من التعلم **عن طريق المحاولة** والخطأ (بالمحاولة والخطأ).
	9) Difficulty breathing (في التنفس) **وصعوبة بالتنفس**
	10) It's as if reality reveals how disconnected it is from the environment, and perhaps from traditional artistic genius وكأن يكشف الواقع عن مدى **انفصالها من** البيئة (انفصالها عن) وربما عن العبقرية الفنية التقليدية
	11) An epidemic disease is the one that appears from time to time and is suddenly common among people and infects a large number of people in a short period of time. المرض الوبائي هو الذي يظهر بين حين وآخر ويشيع فجأة بين الناس ويصاب به عدد كبير من الناس **يفترة زمنية** قصيرة (في فترة زمنية).

	12) Real authority and responsibility for education in all states were assigned to local government units اسندت السلطة الحقيقية ومسؤولية التعليم في جميع الولايات **للوحدات** (الى الوحدات) الحكومية المحلية .
	13) His method of education was used for centuries after his death. واستخدمت **طريقته للتعليم** (في التعليم) ولعدة قرون بعد وفاته.
	14) In order to provide a safe passage from traffic on the lower roads **وذلك لاجل** توفير **ممر** آمن **عن حركة** (لحركة) المرور في الطرق السفلى.
	15) About 150, 000 under Marshal Sir John French حوالى 150.000 **تحت قيادة** (بقيادة) المارشال السير جون فرنش
	16) U.S. patrol planes saw a huge Japanese fleet sailing east. شاهدت طائرات دورية امريكية اسطولا يابانيا ضخما يبحر **تجاه** الشرق (نحو الشرق/شرقا).
	17) Doctors knew that people have the potential to resist tuberculosis. عرف الاطباء ان الاشخاص لديهم **القدرة في** (القدرة على) مقاومة الدرن.
	18) It was designed to raise the level of young people in numerous professions. وقد صممت لرفع مستوى الشباب **بالمهن** (في المهن) المتعددة.
Inserting (adding) a preposition (13%)	19) In 1942 the US and British Air Force began intensive bombing to destroy German military factories. في عام 1942 **بدأت** القوات الجوية الامريكية والبريطانية **في حملة** (حملة) قصف مكثف لتدمير المصانع الحربية الالمانية.
	20) See the Renaissance article **انظر إلى** مقالة (أنظر مقالة) عصر النهضة
	21) The Rhine stems from the high Alps in central Switzerland. ونهر الراين ينبع من جبال الالب العالية **في وسط** (وسط) سويسرا.
	22) Ranked second in production only to the north of the coal Appalachian area in America تحتل المرتبة الثانية في الإنتاج فقط **لشمال** (شمال) منطقة الابلاش الفحمية في أمريكا.
	23) A third field is located in the far west of Germany near the city of Aachen وهناك حقل ثالث **يقع في اقصى** (يقع اقصى) غرب المانيا بالقرب من مدينة آخن.
Deleting a preposition (3%)	24) Food may lack certain substances needed by the body وقد **يفتقر** الطعام ^(إلى) مواد معينة يحتاجها الجسم
	25) The moon is exposed to varying degrees of high and low temperatures. **ويتعرض** القمر **لدرجات** حرارة متفاوتة ^(في) الارتفاع والانخفاض.

(1) Faulty translations are in bold type and their corrections are given in parentheses; ^ means a word is missing; * means faulty word or structure

Students' difficulties in translating word + preposition collocations from English to Arabia 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* إلى and لـ (16%)
   - Harmless substances can become toxic to a particular person who is allergic to certain substances فالمواد الغير ضارة
     قد تصبح سامة **الى شخص** (لشخص) 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 **الى درجة** (لدرجة) انه عندما انتقل سمك الرنكة الى بحر الشمال ...
   - In letters to Congress الرسائل **الموجهة للكونغرس** (إلى الكونغرس) وفي

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 الابلاش الفحمية في أمريكا
   - A third field is located in the far west of Germany near the city of Aachen.
     وهناك حقل ثالث **يقع في** اقصى غرب المانيا بالقرب من مدينة آخن
   - As the end of 1914 approached, fighting in the West reached a critical stage .
     وباقتراب (ومع اقتراب) نهاية عام 1914، القتال في الغرب **الى مرحلة** حرجة (مرحلة حرجة).

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

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

5) *In phrases that mean more than (7%):*
   - At a rate of more than one million students per year **يزيد عن** (يزيد على) مليون طالب سنويا بمعدل.
   - More than 300,000 British and French soldiers were transferred to England
     ونقل ما **يزيد عن** (ما يزيد على) 300.000 من الجند البريطانيين والفرنسيين الي 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...
     فحين **ملامسته لتلك** المواد (ملامسته تلك) فانه يصاب
   - And destruction of property (تدمير الممتلكات) **وتدمير للممتلكات**
   - Asking it to stop mobilizing its army **مطالبة** إياها **بإيقاف** (مطالبة إياها إيقاف) تحريك جيشها
   - despite signing a treaty (توقيعها معاهدة) **توقيعها لمعاهدة** وبالرغم من

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) , and when it is used without a preposition. In the former case it means "look at" as when it is used in cross references (انظر الى مقالة المنزل *See article*) and in the latter when it 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).*

- المغرب فرض نفوذه في (*imposing their influence in Morocco)* instead of فرض نفوذه على المغرب (*imposing their influence on Morocco).*

- وحدة من الحكومة (*a unit from the government)* instead of وحدة في الحكومة (*a unit of the government)*

- مفترض/افترض "*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.*
والذي كان **افترض له**/ **مفترضا به** ان يوجه ضد الحركة الشيوعية العالمية

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.
ومن ثم **الالتفاف** بسرعة **تجاه** (نحو) القنال الإنجليزي.
- as soon as they set off towards the German artillery
بمجرد **انطلاقهم تجاه** (نحو) المدفعية الالمانية
- a person who has an allergy produces antibodies against these substances from which he or she is allergic.
الشخص الذي لديه حساسية ينتج جسمه اجسام **مضادة *ضد** هذه المواد التي يكون لديه حساسية منها .
- by joining the coalition forces .
بالانضمام **الى *جانب** (بالانضمام إلى) قوى التحالف

4.4 Word + Preposition Errors Translation Error Sources
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 (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 **لمسافات** (مسافات) طويلة وتمتد جهة الجنوب الغربي.
- 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:*
- *affect* ويؤثر على (يؤثر في)
- *response to* وكانت الاستجابة عليها (الاستجابة لـ)
- *assuring its neutrality.* تأكيدات لحيادتها (تأكيدات على)
- *in this case* وبهذه الحالة (وفي هذه الحالة)

B) *Ignorance of Standard Arabic rules* for using prepositions *after certain verbs:*
- *we know/shown/proven/confident/ indicated that* نعلم /أظهرت/ اثبت/ على ثقة / أشار **بان** (أن) النمو
- *comes into contact with these substances.* فحين ملامسته **لتلك** (تلك) المواد
- *signing a treaty.* وبالرغم من توقيعها لمعاهدة (توقيعها معاهدة)

C) *Extraneous (redundant) error such as providing a preposition with the same meaning as the previous word:*
- *antibodies against* أجسام مضادة ضد

- As for Singapore, which is located at the **tip of the southern** Malay Peninsula

اما سنغافورة والتي <u>**تقع على قمة**</u> جنوب شبه جزيرة الملايو

- In order to provide a safe passage from traffic on the lower roads

<u>**وذلك لأجل توفير**</u> (لتوفير) **ممر** آمن<u>**عن حركة**</u> (لحركة) المرور في الطرق السفلى.

Moreover, the students in the present study overgeneralized the use of the Arabic preposition بـ, 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), 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 interlanguage 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 discriminately, 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. I t 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).

5) 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.

Conflicts of Interest: The authors declare no conflict of interest.
Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

[1] Abdalla, I. (2021). Difficulties in using correct English prepositions among EFL students. *JEES (Journal of English Educators Society), 6*(2), 197-209. https://doi.org/10.21070/jees.v6i2.1640

[2] Adamcová, S. (2020). Empirical research of collocations in foreign language learning. *Advanced Education, 14,* 75-83.

[3] Ahmed, M. (2018). *Investigating the Impact of prepositional errors on the sudanese university translation students' performance (English–Arabic).* http://repository.sustech.edu/handle/123456789/21538

[4] Aldahesh, A. (2013). Context sensitivity and language specificity of Arabic verb-preposition structure: The case of English learners of Arabic. *International Journal of Linguistics, 5*(3), 177-197.

[5]   Ali, M. & Badawi, A. (2021). Investigating the difficulties facing students of postgraduate diploma at university of Khartoum in translating prepositions from Arabic into English. *SUST Journal of Linguistic and Literary Studies, 22*(2), 1-14.

[6]   Al-Jarf, R. (2022a). A multiple-associations approach to teaching technical terms in English for specific purposes Courses. *International Journal of English Language Studies (IJELS), 4*(2), 56-66. DOI: 10.32996/ijels.2022.4.2.5. Google Scholar

[7]   Al-Jarf, R. (2022b). Challenges that undergraduate student translators' face in translating polysemes from English to Arabic and Arabic to English. *International Journal of Linguistics, Literature and Translation (IJLLT), 5*(7), 84-97.   DOI: 10.32996/ijllt.2022.5.7.10.

[8]   Al-Jarf, R. (2022c). Issues in translating English and Arabic common names of chemical compounds by student-translators in Saudi Arabia. In Kate Isaeva (Ed.). Special Knowledge Mediation: Ontological & Metaphorical Modelling. Springer. DOI: 10.1007/978-3-030-95104-7. Google Scholar

[9]   Al-Jarf, R. (2022d). Learning vocabulary in the app store by EFL college students. *International Journal of Social Science and Human Research (IJSSHR), 5*(1), 216-225. DOI: 10.47191/ijsshr/v5-i1-30. http://ijsshr.in/v5i1/30.php. **ERIC** ED618472. Google Scholar

[10]   Al-Jarf, R. (2022e). Mobile fiction apps for enhancing EFL college students' reading and appreciation skills. *International Journal of Linguistics Studies (IJLS)*, *2*(2), 15-23. DOI: 10.32996/ijls.2022.2.2.3.   ERIC ED618966

[11]   Al-Jarf, R. (2022f). Online vocabulary tasks for engaging and motivating EFL college students in distance learning during the pandemic and post-pandemic. *International Journal of English Language Studies (IJELS), 4*(1), 14-24. DOI: 10.32996/ijels.2022.4.1.2. **ERIC** ED617510. Google Scholar

[12]   Al-Jarf, R. (2022g). Specialized dictionary mobile apps for students learning English for engineering, business and computer science. *Journal of Humanities and Education Development (JHED), 4*(1), 1-10. E**RIC** ED618224 https://doi.org/10.22161/jhed.4.1.1 Google Scholar

[13]   Al-Jarf, R. (2021a). An investigation of Google's English-Arabic translation of technical terms. *Eurasian Arabic Studies, 14,* 16-37. Google Scholar

[14]   Al-Jarf, R. (2021b). Collaborative mobile ebook reading for struggling EFL college readers. *IOSR Journal of Research and Methods in Education. 11*(6), 32-42. DOI: 10.9790/7388-1106023242. ERIC ED618023

[15]   Al-Jarf, R. (2021c). Mobile audiobooks, listening comprehension and EFL college students. *International Journal of Research – GRANTHAALAYAH, 9*(4), 410-423. https://doi.org/10.29121/granthaalayah.v9.i4.2021.3868. ERIC ED616740.

[16]   Al-Jarf, R. (2020a). Arabic digital dictionaries. *Eurasian Arabic Studies, 12(December),* 16-42. Google Scholar
https://cyberleninka.ru/article/n/arabic-digital-dictionaries

[17]   Al-Jarf, R. (2020b). Issues in Interactive Translation Practice on Twitter. The 16th International Scientific Conference eLearning and Software for Education Bucharest, Romania. Volume 3 Pages 427-437. DOI: 10.12753/2066-026X-20-227

[18]   Al-Jarf, R. (2020c). Communication among language and translation instructors and students via Twitter. In Irena Vassileva, Mariya Chankova, Esther Breuer and Klaus P. Schneider (eds.) The Digital Scholar: Academic Communication in Multimedia Environment, Frank and Timme, pp. 265-280.

[19]   Al-Jarf, R. (2020d). Issues in translating English and Arabic plurals. *The Journal of Linguistic and Intercultural Education – JoLIE, 13*(1), 7-28. https://doi.org/10.29302/jolie.2020.13.1. Google Scholar

[20]   Al-Jarf, R. (2019). Translation students' difficulties with English and Arabic color-based metaphorical expressions. Fachsprache, 41 (Sp. Issue), 101-118. https://doi.org/10.24989/fs.v41iS1.1774. Google Scholar

[21]   Al-Jarf, R. (2018). Connecting graduate students across the world with research web-conferences. *Asian Journal of Education and e-Learning (AJEEL), 6*(5), October. https://doi.org/10.24203/ajeel.v6i5.5512. ERIC ED610938.

[22]   Al-Jarf, R. (2017a). Exploring online collaborative translator training in an online discussion forum. *Journal of Applied Linguistics and Language Research (JALLR), 4*(4), 147-160.

[23]   Al-Jarf, R. (2017b). Issues in translating Arabic om- and abu-expressions. *ALATOO Academic Studies, 3*, 278-282. ERIC ED613247. Google Scholar

[24]   Al-Jarf, R. (2017c). Technology integration in translator training in Saudi Arabia. *International Journal of Research in Engineering and Social Sciences (IJRESS), 7*(3) (March), 1-7. http://www.indusedu.org/IJRESS.php. ERIC ED613071

[25]   Al-Jarf, R. (2017d). *What teachers should know about online grammar tasks*. In Handoyo Widodo,Alistair Wood,Deepti Gupta,Winnie Cheng's (Eds.) Asian English Language Classrooms: Where Theory and Practice Meet. Taylor & Francis Group Pp. 113-130. https://doi.org/10.4324/9781315755243-8. Google Scholar

[26]   Al-Jarf, R. (2016a). *Issues in translating English technical terms to Arabic by Google translate*. 3rd International Conference on Information and Communication Technologies for Education and Training (TICET 2016), pp. 17-31. Khartoum, Sudan. Google Scholar

[27]   Al-Jarf, R. (2016b). *Translation of English and Arabic binomials by advanced and novice student translators*. In Larisa Ilynska and Marina Platonova (Eds) Meaning in Translation: Illusion of Precision (Pp. 281-298). Cambridge Scholars Publishing. Google Scholar

[28]   Al-Jarf, R. (2015a). A contrastive analysis of English and Arabic morphology for translation students. Google Scholar

[29]   Al-Jarf, R. (2015b). A Model for enhancing EFL freshman students' vocabulary with mind-mapping software. *Journal of Teaching English For Specific and Academic Purposes, 3*(3), 509–520. ERIC ED613122. http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/305.

[30]   Al-Jarf, R. (2015c). Enhancing reading and speaking skills in EFL through multicultural children's short stories. 7th International Conference, Building Cultural Bridges (ICBCB) titled: Integrating Languages, Linguistics, Literature, Translation, and Journalism into Education. Suleyman Demire lUniversity, Almaty, Kazakhstan. April 23-24, 2015. https://doi.org/10.2139/ssrn.3848464   **ERIC ED**610158.

[31]   Al-Jarf, R. (2014). *Online Arabic-English-Arabic specialized dictionaries*. In Miguel Ángel Campos and José Ramón Calvo's Investigating Lexis: Vocabulary Teaching, ESP, Lexicography and Lexical Innovations. Cambridge Scholars Publishing. Pp. 95-102. http://www.cambridgescholars.com/investigating-lexis. Google Scholar

[32]   Al-Jarf, R. (2013a). *Integrating Elluminate webconferences in EFL grammar instruction*. Second International Conference, Technologies of Information and Communications in Education and Training (TICET2013). 60-76. ERIC ED610560. https://doi.org/10.2139/ssrn.3842144.

[33]   Al-Jarf, R. (2013a). *Learning vocabulary in the app store*. Oman 13th International ELT Conference: "Changing Times, Emerging Opportunities for ELT". Sultan Qaboos University, Muscat, Oman. April 16-18. https://www.researchgate.net/publication/356833235

[34] Al-Jarf, R. (2012). *Teaching and learning languages with mobile technology*. In 1st International Conference on Information & Communication Technologies in Education and Training (TICET). Hammat, Tunisia. Google Scholar

[35] Al Jarf, R. (2011) Teaching English word-formation processes to translation students. *Komunikacija i kultura online: Godina II, broj 2,* 160-174. https://www.komunikacijaikultura.org/index.php/kk/article/view/179. Google Scholar

[36] Al-Jarf, R. (2010a). *Interlingual pronoun errors in English-Arabic translation*. International symposium on Using Corpora in Contrastive and Translation Studies (UCCTS). Edge Hill University, Ormskirk, UK. DOI: 10.2139/ssrn.3881789. ERIC ED614074. Google Scholar

[37] Al-Jarf, R. (2010b). *Translation students' difficulties with English neologisms*. Analele Universităţii "Dunărea De Jos" Din Galaţi Fascicula XXIV ANUL III (2), Romania. ERIC ED613253. Google Scholar

[38] Al-Jarf, R. (2008). *Online collaboration in translation instruction among students and instructors*. In Elena Croitoru and Floriana Popescu (Eds.) Translation Studies: Retrospective and Prospective Views. Year I, Issue 1. pp. 128 – 141. Galaţi University Press. Romania.

[39] Al-Jarf, R. (2007a). *Cultural issues in online collaborative learning in EFL*. In Meena singhal and John Liontas (Eds.). Second and Foreign Language Teaching and Research. 77-83. DOI:10.13140/RG.2.1.4523.2722.

[40] Al-Jarf, R. (2007b). SVO word order errors in English-Arabic translation. *META, 52*(2), 299–308. Google Scholar https://doi.org/10.7202/016072ar.

[41] Al-Jarf, R. (2007c). Teaching vocabulary to EFL college students online. *CALL-EJ Online, 8*(2), 1-16.

[42] Al-Jarf, R. (2006a). *Making connections in vocabulary instruction*. 2nd ClaSic Conference proceedings. Singapore. ERIC ED497939.

[43] Al-Jarf, R. (2006b). Teaching translation for specific purposes. 3rd conference of the Association of Professors of English and Translation at Arab Universities (APETAU). Amman, Jordan. https://www.researchgate.net/publication/348815104

[44] Al-Jarf, R. (2005a). English and Arabic word formation processes for translation students. https://d1wqtxts1xzle7.cloudfront.net/51914311/ Google Scholar

[45] Al-Jarf, R. (2005b). The effects of online grammar instruction on low proficiency EFL college students' achievement. *Asian EFL Journal, 7*(4), 166-190. Google Scholar

[46] Al-Jarf, R. (2000). Grammatical agreement errors in L1/L2 translation. *IRAL - International Review of Applied Linguistics in Language Teaching, 38*, 1-15. https://doi.org/10.1515/iral.2000.38.1.1. Google Scholar

[47] Al-Jarf, R. (1998). *Stylistics for translation students*. https://www.researchgate.net/publication/280931496. Google Scholar

[48] Al-Jarf, R. (1996). Contrastive *Semantics for Translation Students*. https://www.researchgate.net/publication/284177703. Google Scholar

[49] Al-Jarf, R. (1995). *Contrastive analysis for translation students*. King Saud University. Google Scholar https://www.researchgate.net/publication/268274970

[50] Al-Jarf, R. (1994). *Contrastive semantics for translation students*. https://www.researchgate.net/publication/281003229. DOI: 10.13140/RG.2.1.5182.1280. Google Scholar

[51] Al-Jarf, R. (1990). A contrastive analysis of English and Arabic morphology for translation students. https://www.researchgate.net/profile/ReimaAl-Jarf/publication/312193999. Google Scholar

[52] Al-Jurf, R. (1995). A contrastive analysis for translation students. King Saud University. Google Scholar

[53] Alqaed, M. A. (2017). Perceptions on L2 lexical collocation translation with a focus on English-Arabic. *Journal of Education and Practice, 8*(6), 128-133.

[54] Douida, M. (2017). *The misuse of the English prepositions (in, on, at) by student of English third year LMD, University of Mohammed Seddik Ben Yahia as a result of transfer from Standard Arabic into English*. M.A. thesis. Jijel university, Algeria.

[55] Al Yaari, S. & Almaflehi, N. (2013). The problem of translating the prepositions at, in and on into Arabic: An applied linguistic approach. *Journal for the Study of English Linguistics, 1*(2), 256-173.

[56] Dweik, B. S. & Abu Shakra, M. M. (2010). *Strategies in translating collocations in religious texts from Arabic into English.* ERIC ED510365.

[57] Futagi, Y., Deane, P. Chodorow. M. & Tetreault, J. (2008). A computational approach to detecting collocation errors in the writing of non-native speakers of English. *Computer Assisted Language Learning, 21*(4), 353-367.

[58] Girgin, U. (2019). Perceptions of Turkish EFL student teachers towards learning phrasal-prepositional verbs through corpus-based materials. *Language Teaching and Educational Research, 2*(1), 1-19

[59] Jalali, H. & Shojaei, M.(2012). Persian EFL students' developmental versus fossilized prepositional errors. *Reading Matrix: An International Online Journal, 12*(1), 80-97.

[60] Lam, Y. (2018). The acquisition of prepositional meanings in L2 Spanish. *Canadian Journal of Applied Linguistics, 21*(1), 1-22.

[61] Miyakoshi, T. (2009). *Investigating ESL learners' lexical collocations: The acquisition of verb + noun collocations by Japanese learners of English*. Ph.D. Dissertation, University of Hawai'i at Manoa. ERIC ED513117

[62] Modhaffer, M. & Sivaramakrishna, C. (2017). Prepositional verbs in Arabic: A corpus-based study. *Language in India, 17*(10), 154-174.

[63] Mohammad, A. & Shwater, B. (2018). The effect of 1st language on 2nd language acquisition: The acquisition of English prepositions by Arabic native speakers. *International Journal of Literature, Language and Linguistics, 1*(1), 34-45.

[64] Mohammed, A. (2018). A contrastive study of prepositions in English and spoken Arabic in lower Zab villages. *ADAB AL-BASRAH, 83*, 35-67.

[65] Peters, E. (2016). The learning burden of collocations: The role of interlexical and intralexical factors. *Language Teaching Research, 20*(1),113-138.

[66] Trang, N., Anh, K. & Khanh, T. (2021). The use of English collocations in written translation -- A case of university English-majored students. *International Journal of Higher Education, 10*(1), 252-272.

[67] Wolter, B. & Gyllstad, H. (2013). *Frequency of input and L2 collocational processing: A Comparison of congruent and incongruent collocations.* Cambridge University Press.

[68] Wolter, B. & Gyllstad, H. (2011). Collocational links in the L2 mental lexicon and the influence of L1 intralexical knowledge. *Applied Linguistics, 32*(4), 430-449.

[69] Zamin, A. & Abu Hasan, R. (2018). Errors in translation: A comparative study of noun phrase in English and Malay abstracts. *Advances in Language and Literary Studies, 9*(5), 17-23.

[70] Zughoul, M. & Abdul-Fattah, H. (2003). Collocational Strategies of Arab Learners of English: A Study in Lexical Semantics. ERIC ED479746.