

Appendixes

A Questionnaire for University EFL Teachers

Dear colleagues

This questionnaire is intended to collect data for a research paper entitled *Problems Encountered by EFL learners When Collocating English Adjectives of Quality with Preposition*. Indeed, the achievement of the objectives of the study depends largely on how the participants respond to the statements of the questionnaire. Hence, your significant contribution would be greatly appreciated.

Please, tick the responses you think most appropriate

Statements	Agree	To some extent	Disagree
1-Most of EFL university students do not translate lexical collocations properly.			
2-Most EFL university students always collocate noun plus noun wrongly in translation.			
3-The most problematic area with respect to lexical collocations in translations is noun plus noun.			
4-Most EFL university students mix between Arabic and English collocations with special focus on lexical collocations.			
5-Intensive exercises inside the classroom help in improving EFL university students performance in translating lexical collocations.			
6-Practice of lexical collocations in context enhances EFL university students' performance in translation.			
7-Including various and different types of lexical collocations will improve EFL university students' performance in translating.			
8-Effective teaching has a significant role in absorbing the concept of lexical collocations in translating.			
9-Memorizing words in isolation hinder learning English lexical collocations.			
10-Organized strategies help learners to perform well in translating lexical collocations.			
11-The mother tongue interference is one of the main causes which make deterioration in translating lexical collocations.			

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5- Systematic errors must be collected by the teachers, their causes should be explained and a lot of meaningful drilling should be conducted until the students overcome the problem in hand.

6-The syllabus designers should include a considerable number of exercises in students' text books.

7- EFL teachers have to encourage the students to listen to and watch authentic texts on radio and T.V respectively.

5-3Conclusion

The study aimed at finding out the performance of EFL university students in translating lexical collocations. The researcher chose (20) experienced EFL teachers at university level since.A questionnaire for EFL teachers is employed to elicit data from the subjects.

CHAPTER FIVE

FINDINGS, RECOMMENDATIONS AND CONCLUSION

5-0 Introduction

This chapter is assigned to the conclusion, findings and the recommendations of the study .

5-1 Findings

- 1- Most EFL learners at university level do not perform properly when using lexical collocations. (60%) Table (4-1-1).
- 2- Most students do not perform well in translating noun plus noun collocationally. (55%) Table (4-1-2).
- 3- The majority of the students mix between Arabic and English collocations with respect to lexical collocations (84%) Table(4-1- 3).
- 4-The mother tongue interference is one of the main causes which make deterioration in translating lexical collocations(75%) Table (4.1.11).

5-2 Recommendations

It is quite clear from the findings of the study that lexical collocations constitute a major area of problems for the learners at university level in translating. Hence, based on the findings, the following recommendations are provided:

- 1- EFL teachers should familiarize the students with the importance of noticing lexical collocations in translating.
- 2- EFL teachers should provide intensive and extensive practice in translating lexical collocations.
- 3- EFL teachers have to expose students to this structure in context.
- 4-EFL teachers should encourage students to have notebooks specifically organized forlexical collocations.

4.2.1. Hypothesis one

The first hypothesis is *Most students do not translate lexical collocations correctly*. Table (4.1.1) of the questionnaire indicates that (60%) of the respondents agree that *most EFL secondary school students do not perform well in translating lexical English collocations*. Table (4.1.2) of the questionnaire also reveals that (55%) of the respondents agree that *most EFL secondary school students always collocatenoun plus noun incorrectly*. Hence, these two results support the first hypothesis. Thus, the results of the questionnaire strongly support the first hypothesis.

4.2.2. Hypothesis Two

The second hypothesis is *A certain group of lexical collocations are more problematic in translation for university students*.

This hypothesis is strongly validated by table (4.1.3) which assures that (13) of the respondents (65%) agree that *the most problematic area with respect to lexical collocations in translation is noun plus noun*.

3.2.3. Hypothesis three

The third hypothesis is *Intensive practice of lexical collocations in context will improve EFL university students performance in translation*.

Referring to table (4.1.5) which reveals that (12) of the respondents (60%) agree that *intensive exercises inside the classroom help in improving EFL university students performance intranslating Englishlexical collocations* and Table (4.1.6) which states that (13) of the respondents (65%) agree that *practice of lexical collocates in context enhance EFL university students performancein translation* verify the third hypothesis.

4.2.4. Hypothesis four

The fourth hypothesis is *Certain suggested strategies can be effective in translating lexical collocation*.

According to table (4.1.8) which shows that (12) of the respondents (60%) agree that *effective teaching has a significant role in absorbing the concept of lexical collocation* and table (4.1.10) which reveals that (11) of the respondents (55%) agree that *well organized strategies help learners to perform well in translating lexical collocations*, the fourth hypothesis is supported.

The following chapter will include the conclusion and recommendations of the study.

Table (4.1.10) Help of well- organized strategies in improving performance

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Options	Frequency	Percent
Agree	11	55%
Agree To a large extent	7	35%
Agree To some extent	2	10%
Disagree	-	-
Total	20	100%

Referring to table (4.1.10) , (11) respondents (55%) well organized strategies help learners to perform well in translating lexical collocations, whereas (7) respondents (35%), agree to a large extent , (2) respondents (10%) agree to some extent, but there is no respondent disagrees with this option.

Table(4.1.11)The interference of the mother tongue.

Options	Frequency	Percent
Agree	15	75%
Agree to a large extent	4	20%
Agree to some extent	1	5%
Disagree	-	-
Total	20	100%

It can be seen from table (4.1.11), (15) of the respondents (75%) agree that the mother tongue interference is one of the main reasons which makes deterioration in translating lexical collocations whereas (4) respondents, (20%) agree to a large extent , only one respondent (5%) agrees to some extent and no respondent disagrees with this option.

4-2. Discussion of hypotheses of the study in relation to the results

In this section, the hypotheses of the study are tested in relation to the results of the questionnaire..

Table (4.1.8) Significance role of effective teaching

Options	Frequency	Percent
Agree	12	60%
Agree to a large extent	7	35%
Agree to some extent	1	5%
Disagree	-	-
Total	20	100%

It is noticed that in table (4.1.8) ,(12) of the respondents (60%) agree that effective teaching has a significant role in absorbing the concept of lexical collocations in translation whereas (7) respondents (35%) agree to a large extent , one respondent (5%) agrees to some extent while no respondent disagrees.

Table (4.1.9) Memorization of words in isolation as a hindrance in learning English lexical collocations.

Options	Frequency	Percent
Agree	7	35%
Agree to a large extent	7	34%
Agree to some extent	4	20%
Disagree	2	10%
Total	20	100%

Table (4.1.9) above indicates that (7) respondents (35%), agree that memorizing words in isolation hinders learning English lexical collocations in translating whereas (7) respondents (35%) , agree to a large extent, (4) respondents, (20%) agree to some extent while (2) respondents (10%) disagree.

Table (4.1.6) Enhancing EFL tertiary students performance through Practicingof lexicalcollocations in context

Options	Frequency	Percent
Agree	13	65%
Agree to a large extent	7	35%
Agree to some extent	-	-
Disagree	-	-
Total	20	100%

Considering table (4.1.6), (13) of the respondents (65%) agree that practice of lexical collocations in context enhance EFL university students performance in translation whereas (7) respondents, (35%) agree to a large extent, but no respondent has chosen option (3) or option (4) .

Table (4.1.7) Various types of lexical collocates for improving EFL tertiary students performance

Options	Frequency	Percent
Agree	9	45%
Agree to a large extent	9	45%
Agree to some extent	2	10%
Disagree	-	-
Total	20	100%

Regarding table (4.1.7), (9) of the respondents (45%) agree that including various and different types of lexical collocates will improve EFL university students performance in translating whereas (9) respondents (45%) agree to a large extent and two respondents (10%) agree to some extent and no respondent disagrees with this option.

Table (4.1.4) Mixing between Arabic and English lexical collocations.

Options	Frequency	Percent
Agree	15	75%
Agree to a large extent	4	20%
Agree to some extent	1	5%
Disagree	-	-
Total	20	100%

It can be seen from table (4.1.4), (15) of the respondents (75%) agree that most EFL university students mix between Arabic and English collocations with special focus on lexical collocations whereas (4) respondents, (20%) agree to a large extent , only one respondent (5%) agrees to some extent and no respondent disagrees with this option.

Table (4.1.5) Improving of EFL tertiary students' performance in English lexical collocations through intensive exercises inside the classroom.

Options	Frequency	Percent
Agree	12	60%
Agree to a large extent	7	35%
Agree to some extent	1	5%
Disagree	-	-
Total	20	100%

According to table (4.1.5), (12) of the respondents (60%) agree that intensive exercises inside the classroom help in improving EFL university students performance in translating English lexical collocations whereas (7) respondents, (35%) agree to a large extent ,(1) respondent (5%) agrees to some extent while, no respondent disagrees with this option.

Table (4.1.2) Using incorrect the lexical collocations noun plus noun

Options	Frequency	Percent
Agree	11	55%
Agree to a large extent	6	30%
Agree to some extent	3	15%
Disagree	-	-
Total	20	100%

Referring to table (4.1.2), (11)of the respondents (55%) agree that, most EFL university students always collocate noun plus noun wrongly in translation, whereas, (6) respondents, (30%) agree to a large extent, (3) respondents (15%) agree to some extent and no respondent disagrees with this option.

Table (4-1-3)Noun plus noun in translation being most problematic area for students.

Options	Frequency	Percent
Agree	13	65%
Agree to a large extent	5	25%
Agree to some extent	1	5%
Disagree	1	5%
Total	20	100%

Table (4.1.3) reveals that (13)of the respondents, (65%) agree that the most problematic area with respect to lexical collocations in translation is noun plus noun whereas, (5) respondents, (25%) agree to a large extent ,(1) respondent (5%) agrees to some extent and only one respondent disagrees with this option.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter is assigned for the analysis of the data collected from: a questionnaire. The results will be presented in tables which display the performance of the students in translating English lexical collocation.

4.1 The Results of the Questionnaire

The following tables display the responses given by EFL experienced teachers at universities in Greater Wad Mednai Locality to the *Performance of EFL University Students in Translating English lexical Collocation*.

Table (4.1.1) Poor Performance of the majority of EFL tertiary students in translating English lexical collocations.

Options	Frequency	Percent
Agree	12	60%
Agree to a large extent	6	30%
Agree to some extent	2	10%
Disagree	-	-
Total	20	100%

Table (4.1.1) shows that (12) respondents (60%) agree that most of EFL university students do not perform well in translating English lexical collocations whereas, (6) respondents (30%) agree to a large extent. And (2) respondents, (10%) agree to some extent, whereas no respondent disagrees with this option.

3.6. Validity of the Questionnaire

Before distributing the questionnaire to EFL experienced teachers, it was judged by three members of the staff of university of Gezira, Faculty of Education, Hantoub, Department of English language

3.7. Data Analysis

The data collected by a questionnaire, and it was analyzed by means of both frequency and percentage manually.

In the following chapter, the results of data analysis will be displayed and discussed in relation to the hypotheses of the study.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0. Introduction

This chapter is assigned for the discussion of the procedures followed in conducting the study .Sampling, tools of data collection and data analysis will be discussed in detail.

3.1. The Study methodology

The researcher adopted the descriptive analytical method for conducting the study. The researcher selected a sample from the study population to reflect the facts as they stand at the present time.

3.2.Sampling

The data was collected from a sample consisting of a group comprised (20) EFL experienced teachers from different universities in Greater Wad Medani Locality.

3.3. Study tools

The researcher used for collecting data: a questionnaire for EFL experienced teachers.

3.4. The Questionnaire

The questionnaire aimed at investigating the sources of the problems faced by the university students in translating English lexical collocations.

3.5. The procedures

The questionnaire was distributed to (20) EFL experienced teachers at universities in order to find out the suitable effective techniques for translating grammatical collocations.

frequent combination of adjective collocations. The result of this research is that the most frequent combination of adjective lexical collocations is *adverb + derivational adjective*. One of the recommendations of this study is to analyze other kinds of English lexical collocations such as English nominal lexical collocations and English verb lexical collocations which do not discuss in this research.

In the next chapter, the methodology of the study will be treated.

are in some way related to the present study. The first study was written by Mona El sayed University of Gezira, Faculty of education (2007) an MA study entitled *English collocations as a problematic Area for the students At secondary level*. The objectives of the study were, to measure the student ability in producing English collocations formed according to the most common patterns, to find out whether EFL students at Wad Medani secondary schools notice collocations and to find solutions to the problems encountered by the students at Wad Medani Secondary Schools when producing English collocations. The findings of the study reached are: learning English collocations is important to learn English however, most of the students cannot produce these collocations using the most common pattern, although noticing collocations is important to learn collocations, the majority of the students do not do that and the majority of the students memorize words in isolation which hinders learning collocations. The recommendations provided by the study are: teacher's should familiarize the students with the importance of noticing English collocations in learning English, The teachers should adopt the direct teaching of contextualized English collocations and their Arabic equivalents and lastly the exercises designed specifically for recycling collocations should be adequately considered in the Spine Series at the secondary level. The second study was done by Marzouq Nasser Alsulayyi, Anglia Ruskin University, England (2014) PhD study, *The Use of Grammatical Collocations by Advanced Saudi EFL Learners in the UK and KSA*. The study aimed at exploring the familiarity Saudi EFL learners in the UK and the KSA with grammatical collocations and measuring the knowledge of Saudi EFL learners in UK and the KSA through analyzing their errors when using grammatical collocation patterns in writing essays. The finding of the study showed that the participants tend to do grammatical collocations errors mostly on the noun + preposition pattern collocation (45.8%) out of total percentage of errors followed by the adjective plus preposition (18.7%), the preposition plus noun (14.5%). Whereas the literally translation into Arabic lead to negative interference from L₁ (58%). The recommendations of the researcher are: teachers need to choose carefully the activities that focus on the most problematic types of grammatical collocations, while the students can be asked to analyze text in order to draw their attention to grammatical collocations. The third study was by Siti Aisah, Gunadarma University (2009) an MA study entitled *The English Adjective Lexical Collocation*. The goals of the study were: to describe English adjective collocations and to describe the most

2.19 Some possible solutions

The above brief description of the nature of the English collocations seems so bewildering and unpredictable; furthermore, their numbers are endless. Many English teachers may think this aspect of vocabulary is indeed intimidating. Therefore, many of them prefer addressing them when they meet these word combinations as by-product of other skills they are teaching. When this is the case, teachers should not forget to introduce the combinations as lexical units, not as individual word. Usually teachers are very well aware of giving the grammatical collocation of phrasal verbs or prepositional phrases as lexical units, however when it comes to lexical collocations, they might be introducing a part of the combination or do not emphasize the collocationality of the word combination. It is very important for teachers to raise their advance-level students' awareness and sensitivity of word collocationality. Besides, when students look up new words in their dictionary (the most commonly used is the Oxford Student's Dictionary of Current English), they should be encouraged to also look at words that usually go with the word in question. Dictionary may immediately help for receptive task, such as reading comprehension, but when it comes to the learners' need to use collocation in a productive fashion, for instance in writing task, they need a dictionary which provides good coverage of collocation, such as The BBI Combinatory Dictionary of English or Collins Cobuild English Dictionary. Dictionaries are supposed to be useful resources, but very often learners cannot make much use of them, especially when it comes to collocation. First, the learners often do not know how to use the dictionary to meet their need; secondly, they do not know which collocation are most useful for productive purposes; thirdly, they do not know where to start to find the collocation they need, whether the first part or the second part of the collocations. A good bilingual dictionary can help but the learners should always be encouraged to check the expression in the monolingual L2 dictionaries with good collocational entries.

2-20 Previous Studies

The researcher has surveyed some Sudanese Universities to find the previous studies carried out in *Performance Of EFL University Students In Translating Lexical Collocations*. The survey has provided that there are no previous studies in the area of translating lexical collocations. However the researcher has found some studies that

Firstly, there may be a constant collocational relationship between the two words that collocate although several words go in between them. For example, collocation "collect stamp" can be separated as: They collect stamps; They collect foreign stamps; They collect many things, but chiefly stamps, Greenbaum, (1970) Carter and McCarthy, (1988:34).

Secondly, lexical collocation does not seem to depend on grammatical types. So, collocation "strong argument" can be expressed, for example: He argued strongly; or the strength of his argument: or His argument was strengthened.

2.18. Possible problems of Translating Lexical Collocations

Although lexical collocations seem more flexible, its greater possibility of formation may make learners feel they have the most freedom in combining words. Therefore collocational errors the learners are likely to commit are the transfers of L1 elements in their combinations which unfortunately are not always acceptable collocations. The following are possible L1 transfers:

a. Learners will transfer L1 verbs in English verb + noun collocation. For example,

: English 'make the bed' EFL learners will likely use 'clean' or more acceptable verb 'tidy up' to express the same meaning in Arabic but will hesitate to use 'make the bed', the English (start) can collocate with car = (turn on the engine) and collocates with family = (think about having the first child) but in Arabic language it can be used as (يقود السيارة و ينوي الإنجاب).

b. The transfer of L1 adjectives that collocates with nouns. Because the adjective: (pretty) collocates only with females in English language whereas, in Arabic the word (جميل) is used for both male and female. whereas 'strong coffee' is the acceptable English collocation but in Arabic language (ثقيل) is more acceptable than (قوي) Adjectives with similar and/or opposite meanings are also often confusing to learners when they have to combine them with particular nouns: should they choose 'light coffee' or 'mild coffee'? Should they choose 'weak dish' or 'mild dish' when their intention is that the food is not spicy, also it said in English language (rancid) only collocates with bacon and butter and blond hair not blond door. etc

The transfer of L1 noun, here in this case in English language (school) is acceptable with whales and (group) with people whereas, in Arabic language the word (مجموعة) can be used for both, the English word (flock) is collocates with sheep and (herd) collocates with cows but in Arabic language the word (قطيع) can be used for both.

more naturally. Besides revising what is learned regularly and practice using new collocations in context as soon as possible after learning them and checking the specialized dictionaries of collocations.

2.17 Lexical Collocations

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements. Benson, Benson, and Ilson (1986 in Bahns, 1993) list various combinations of lexical collocations:

Verb + noun (start a family; keep a secret);

Adjective + noun (good workstrong tea)

Noun + noun

This type of collocations indicates the unit that is associated with a noun larger unit to which a single member belongs. For example: a herd of buffalo, a bouquet of flowers ,etc

Adverb + adjective (heavily influenced, amazingly gorgeous);

Verb + adverb (walk slowly, laugh nervously).

In lexical collocations, too, there are fixed and loose combinations. Especially in verb + noun combinations, the combinations are fixed in which the choice of words that collocate each other is definite, such as (commit a murder), or (break the law) and the combinations: do a murder, or damage the law are unlikely. This fixed structure are idiomatic, however their meanings are still predictable from the elements of the combination. In comparison, in loose collocations the collocates are freely combined, such as: analyze/study/witness a murder and practice/study the meanings of loose collocations can still be derived from their individual words. In contrast, there are fixed combinations consisting of several lexical items which are relatively frozen expressions and whose meanings are sometimes hardly derivable from their component words, such as to scream blue murder ('to complain very loudly') or get away with murder ('someone who can do whatever they like') Nattinger, (1987:949); and lay down the law ('give other people order in a bossy way') or take the law into someone's own hand ('deliberately break the law') (ibid: 817). These fixed structures and meanings collocations are called idioms. The co-occurrence of two or more words in a lexical collocation has two important features.

adds that language production is based on piecing together readymade units appropriate for a particular situation.

Carter, (1987:112) perceives collocations as crucial factors of lexical coherence and stresses the need for teaching collocation at all levels of language proficiency, whereas the authors of *Oxford collocation Dictionary*, (2002:7) also stresses the role of collocations in language that it runs through the whole of a language to such extent that no piece of natural spoken or written language is totally free of collocation. Every student choosing the right collocation makes his /her speech more natural and more native speaker-like. Nattinger et al., (1992:176) mention that collocations are important to be considered by both teachers and learner's in their performance. They have underlined the importance and benefits of collocations stressing those collocations are essential for EFL learner's to boost their communicative competence, enhance their fluency, be native – like and maintain lexical cohesion. Besides, Lewis, (2000:82) points out that the use of collocations makes the addresser expressive enough in productive skills, then by expressiveness what is implied is the extent to which the speaker or writer is able to express an idea clearly with all detailed aspect.

2.15 Reasons for Learning Lexical Collocations

According to *Englishclub.com/vocabulary collocations*, collocation importance is presented in many points: the language will be more natural and more easily understood, alternative and richer ways will achieve and finally it is easier for brains to remember and use languages in chunks or blocks rather than as single words.

2.16 Teaching Lexical Collocations in Translation

Collocations must be treated as single blocks of language and must be thought of them as individual blocks or chunks, for example the words *strongly* and *support* must be thought as one unit (*strongly support*) not *strongly* + *support* individually. When a new word is written, the learner must write other words that collocate a new word, while words that collocate with it must be written. e.g. *remember rightly*, *remember vaguely*, *remember vividly*. Reading must be taken into consideration, because it is an excellent way to learn collocations in context and

1. To deliver a baby (English).
2. To deliver a woman (Arabic).

Baker mentions that English prefers to focus on the baby in the process of child birth whereas Arabic focuses on the woman She goes on to explain that to speak of delivering a woman would be un acceptable in modern English. Baker argues that this example suggests that differences in collocational pattern among languages are not just a matter of using a different verb that collocates with a given noun. The differences are rather involved in the different ways of describing an event and culture. This proves the effects of a culture with another across languages.

Baker, (1997: 41) says that differences in collocation patterning in different languages reflect the performance of specific language communications for certain modes of expression. Some collocations are a direct reflection of the material, social, or moral environment in which they occur. This explains why *bread* collocates with *butter* in English, but not in Arabic.

2.14 Role of Collocations in Second Language Teaching

The role of collocation plays in second language teaching is integrally related with a concept introduced in (1970s) by Firth according to which language is learned in a series of prefabricated blocks defined by Lewis, (1994:83) as unanalyzed wholes. Lewis, (1997: 96) points out that fluency in a foreign language is conditioned by the acquisition of a number of prefabricated chunks. He regards collocation as a central feature of a language production. Therefore, student's attention should be fully directed to it. Lewis, (2000:105) also claims that the number of collocations understood as word combinations are greater than the number of all words because the same words can occur in various collocations. Hill, (1999:123) suggests coining a term (collocation competence).Learner's have considerable difficulty developing collocation competence unless they are able to collocate words successfully. If in their lexical corpus there are no ready – made chunks at their disposal, they have to generate them from scratch on the basis of grammar rules. This leads to numerous mistakes. A wide range of meaningful chunks and collocations in the learner's mental lexicon makes it possible to quickly find the right word.Hill, (1999:123) mentions that collocations facilitate and accelerate the communication process.Nattinger,(1980: 93),

3. Collocations not formed in relation to what is seen in neither real life nor their range (cluster) of the node includes words which have some similar semantic features. For example the collocations whose node added collocate with brain and egg so that there are collocations which do not belong to a specific type. Palmer, (1981:79) also shows that rancid cannot collocate with all words which are semantically related: rancid can collocate with bacon and butter but not with milk and cheese. In addition, Crystal, (1985: 241) reveals that not all collocation are designed according to what is noticed in real life for instance, although the colour of milk is white, white and milk are not collocates. Moreover, Crystal, (1995:102) adds that words may form a collocation, yet they denote something not noticed in real life. e.g. envy has no colour but it collocates with green in green with envy. Robins, (1969: 65) shows that red and revolution in red revolution are collocates.

2.13 Collocation and Culture

Stubbs, (2000:161) mentions that the notion of a cultural keyword was first introduced by Williams (1970:136) who investigated the history of over one hundred keywords in English culture. Traditionally, culture keywords are understood to have obvious political or ideological meanings and are particularly revealing the value of a culture. However, other scholars believe that even the most common words in the language, such as (little) specifically when used in frequent phrases, can have strong cultural connotations.

Collocation is a lexical relationship between words; it is a language – specific phenomenon which has certain characteristics that differ from language to another and from culture to another. Culture is defined by Farghal and Shunnag, (1999:122) as " a complex whole which includes knowledge, beliefs, arts, morals, law, customs, ecology and habits, among other things acquired by a member of society". They argue that word collocations in any language of the world usually associate with its culture. Al- Rawi,(1994: 3) argues that collocations are completely different and this difference is " due to the differences in the beliefs and religions culture and background" Baker, (1992: 49) gives an interesting example of English culture and its equivalent in Arabic culture.

from grammar. In this new approach, both the lexical and grammatical aspects of collocation are taken into consideration whereas Kjellmer, (1990: 66) tries to establish to what extent individual word class is collocational or non-collocational in character. The results of his research show that article preposition singular and mass nouns as well as the base form of verbs are collocational in their nature whereas adjectives, singular proper nouns and adverbs are not. Kjellmer claims that English words are scattered across a continuum which extends from those items whose contextual company is entirely predictable to those whose contextual company is entirely unpredictable. According to his result, most words tend to appear at the beginning of the continuum which can also be described as scale of fitness of collocation. Then it extends from totally free, unrestricted combinations to totally fixed and invariable ones. Lewis, (2000:223) argues that most collocations are found in the middle of this continuum which means that there are very few strong collocations.

The other classification is provided by Lewis (2000:223) who makes a distinction between strong collocation e.g. avid reader, budding author and common collocation, which makes up memories word combinations e.g. fast car, have dinner, a bit tired the medium strong which refers to the largest part of the lexis a language learner needs; e.g. magnificent house, significantly different. Hill, (1991: 89) adds one more category, unique collocation, such as to foot the bill, shrug one shoulder, interims of the strength of collocation. It is worth noting that it is not reciprocal; which means that the strength between the words is not equal on both sides e.g. blond and hair 'Blonde' collocates only with a limited number of words describing hair colour whereas e.g. brown, long, short, curly, straight happen very often that the bond between the words is unilateral. Furthermore, Palmer, (1981:71) provides three divisions with respect to collocation.

1. Collocations whose denotations relate to things noticed in real life. For example *white paint* which everyone can notice whereas *green cow* is not a collocation because there is no green cow in real life.
2. Collocations whose node (root) can collocate with all words which are semantically related; the node pretty, buxom, slim can collocate with words denoting females and also the node handsome, stout can collocate with words, denoting males.

nerves and specific in denoting meaning; and lexis is the flesh". According to www. English Grammar today © Cambridge University Press, the study of word collocation has remained an important field of language research. The notion of collocation has achieved importance because many linguists have surmised that there are fixed forms of expression in every language that are stored in the minds or memories of native speakers as whole chunks of language forms; and not as single words. These fixed expressions are used in both speech and writing. Among these fixed expressions are collocations. Moreover the web site [grammar.about.com/od/c/g/collocation term, htm](http://grammar.about.com/od/c/g/collocation_term.htm), cf, Faerch et.al, (1984: 95) emphasize the importance of learning new words through common collocations. They propose that when new words are learned to learners, it may be very helpful to introduce the most common collocates of those words. They also say that "having words in one's vocabulary includes knowing the most frequent collocations of that word".

2.12 Collocations Classification

The web site [grammar.about.com/od/c/g/collocation term, htm](http://grammar.about.com/od/c/g/collocation_term.htm) mentions that every lexeme has collocations, but some are much more predictable than others as *blond* collocates strongly with *hair* and *flock* with *sheep* to *neigh* with *horse*. Some collocations are totally predictable such as *aspick* with *span* and *addled* with *brain*. Other collocations are less predictable e.g. *letter* collocates with a wide range of lexemes, such as *alphabet* and *spelling* and *in* (another sense) *box*, *post*.

Doubtless, many classifications of English collocations are provided. For instance, Sinclair,(1991: 92) divides collocations into two categories: firstly, *up word* which consists of words which habitually collocate with the words more frequently used in English than they are themselves e.g. *back* collocates with *at*, *down*, *from*, *into*, *on*, *all of* which are more frequent words than *back*. Secondly, *down word* which consists of words which habitually collocate with words that are less frequent than they are e.g. *arrive*, *bring* are less frequent occurring collocates of *back*. In addition, Sinclair makes a sharp distinction between those two categories, the elements of *up word* collocation are mostly prepositions, adverbs, conjunctions and pronouns which tend to form grammatical frames, while the elements of the *down word* collocation are mostly nouns and verbs. Sinclair, later on, slightly changes his attitude forming integrated *approach* and dismisses the previous idea that lexis is rigidly separated

transfer- , - interference - , and overgeneralization , they are correctly understood as several manifestations of one principle of learning the interaction of previously learned material with present learning event . Interference is almost as a frequent term as – overgeneralization- and both terms are the negative counterparts of the facilitating process of – transfer- and - generalization -.It is worth mentioning that there are two types of transfer, positive and negative transfer.

2.10 Importance of Teaching Translation:

The way of teaching translation in schools and universities is still subjected to rules formulated across time on what is mainly typified as description of good translation.It is unfortunate that some translation theories have taken the stand to declare that translation is a craft;ignoring the potentiality of creating a comprehensive theory of translation New Mark (1981:113) argues that.

Translation theory is an aid to the translator; it helps him to capture the sense and spirit of verbal and non-verbal elements in texts. So teaching translation without resorting to translation theory would fail to produce certain elements that are essential to the effectiveness and efficiency of texts .therefore there should be a like between translation theory and teaching translation practices ,as translation theory enriches the translator's knowledge of the text and that is providing insights into cross . Cultural semantics.

Gerding .Salei (2001:3) also states that the main aim of translation is to swerve across –cultural bilingual communication vehicle among people. It has developed in the last few decades because of rising international trade, increased migration, globalization and the expansion of the mass media and technology.

2.11 Significance of English Collocation

Firth (1957:290) says that it is important to learn collocations because they are important for naturalism of one's speech. Besides, they broaden ones scope for expression. It is also important and vital for the competent use of language. In addition, Newmark (1988: 213) stresses the significance of collocations by describing them as (nerves) of a text, "if grammar is the bones of a text, collocations are the

2.6 Interpretation

It is an oral translation practiced by an expert translator who masters the two languages and well –versed in the terminology of subject matter under consideration .The interpretation falls into main categories

a –Consecutive interpreting

It is usually practiced at a small private business meeting or guiding tourists . The interpreter renders his version of the original talk in short stretches while the speaker pauses intermittently.

b – Simultaneous interpreting:

It concerns large conferences either from inside a booth via a headset or by whispering speech. The interpreter listens to the original SL and at the same time renders his TL without the speaker of the original text making any pauses .

2.7 The Concept of Equivalence

It is the most important term in translating any text , when a text is translated from source language (SL) into the target language (TL) ,what is produced is equivalent to source text. Catford (1974:21) mentions that the obtaining of TL translation equivalents is the central problem.

2.8 Language Interference

In fact the theory of mother tongue is greatly discussed by Hubbard et al(1987:40) , pointing out that although young children appear to be able to learn a foreign language very effectively , most older learners confront difficulty in learning a foreign language ; the grammars of the first language impose themselves on the new language and this leads to faulty grammatical patterns .

2.9 Interference

This word is generally defined by Skiba -2008- , as the negative influence of one language over learning another language. Brown (1987 :82) states that there are three terms sometimes mistakenly considered to be separate processes , these terms -

2.3.8 Computer Assisted Translation

[http://en: Wikipedia .org /wiki/ culture](http://en.wikipedia.org/wiki/culture) states that: also called "computer-aided translation " machine –aided human translation –MAHT- interactive translation, is a form of translation where in a human translator creates a target text with the assistance of a computer programme. The term, however, normally refers to arrange of specialized programmes available to the translator, including translation – memory, terminology management, concordance and alignment programmes.

2.3.9 Adaptation Translation

This is the freest form of translation it is used mainly for plays – comedies- and poetry; the themes, plots, characters are usually preserved, the source culture converted to preserved to the target culture and the text written.

2.3.10 Word for Word Translation

Newmark (1988) stresses that: in this type of translation each word or – occasionally morpheme –in the source language is translated by a word or – morpheme- - in the target language. The result often makes no sense, especially, when idiomatic expressions are used, for example "it raining cats and dogs "

2.4 Literary Arabicization

This type should not be confused with Arabicization as a method of translating signified words (i.e. loan words) . It is an Arabisation of the literary text itself. Satti mentions the following as example of this type of translation is (The Count of Monte Cristo) novel into the Arabic film

2.5 Transliteration

Crystal (1990) points that when the source language is written in a different script from the target language, it is often necessary to provide a transliteration of an original words rather than a translation .Something commonly done with the names of people, places, institutions and inventions for instance:

AlimamALmahadi was born in (labab) .

2.3.3 Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership .For example SL " Add pence to pence for wealth " .

2.3.4 Free Translation or Creative

In this type of translation, the linguistic structure of the source language is ignored and equivalent is found based on the meaning it conveys. For instance: " Tell me where fancy bred "

2.3.5 Partial Translation

In partial translation some parts of the SL text are left untranslated; they are simply transferred to and incorporated in the TL. For instance

" A stitch in time saves nine "

2.3.6 Semantic Translation

According to Newmark (1988) semantic translation is more powerful and informative. Mistakes made by the writer of the original text must be pointed out only in foot notes, the unite of translating in semantic translation tends to be words, collocation and clauses its main concern is meaning.

2.3.7 Machine Translation

This type is a procedure where by a computer programme analyze a source text and produces a target text without further human intervention , in the form of pre-editing and post-editing.An exception to that rule might be , for example the translation of technical specifications strings of technical terms and adjectives using a dictionary – based machine – translation system

from meanings –DESPATE(1967:620). This concludes our highlights on grammatical structural and syntactical method of translation as being a major concern of this research .Semantics will be discussed in the following section as being a highly essential element of translating methods.

The translation theories enlighten the students with all what is involved in the translation process and provide the students and everyone who is interested in this area, with guidelines that enable to make the decisions and choices. "It has stop them making howlers like the title a periodical or mistakes of usages like translating a layman's term by a technical term" Newmark -1986: 36- . The following section will explain these theories:Philological theory of translation.Sociolinguistic theory of translation.The meaning theory of translation.

2.3 Methods of Translation

The theorists discussed various types of translation methods they might be very useful in teaching translation for the learning purposes; this will be showed in the following examples:

2.3.1 Literal Translation

In this type the text is usually translated sentence by sentence. The TL text conforms to its grammar style. The translator tries to pursue the author's thought progress. There for this type is "literal translation is correct and must not be neglected if it secures referential and pragmatic equivalence to the original "- Newmark: (1988.68)-, forinstance: SL" All that glitters is not gold .

2.3.2 Idiomatic translation

Idiomatic translation reproduces the message of the original but tends to distort nuance of meaning by referring colloquialism and idioms where they do not exist in the original .For instance " A woman's work is never done " means that a woman often woks longer hour than a man because the house works raising children are jobs that never end, the origin of saying comes from an old rhymed couplet. Man may work from sun to sun But woman's work is never done.

grammar and vocabulary of one language for the grammar and vocabulary of another " Shaheen(1995:31) i.e. translating is the replacement of SL grammar and lexis by equivalent TL grammar and lexis. Focusing on grammatical structure without considering the meaning is really anti mentalistic. Here translators work at the level of the language rather than parole, and this leads to literal translation. Thus contrastive grammar should not be considered solely in translating. In Chau's opinion : " translating is the search for the correct T L equivalent lexicon/sentence via grammar " Chau (1984:122) but still it is a method of translating or the sub substitution of one part of speech by its equivalent in the TL. Again the syntactical relegation in translating is essential element in approaching proper translation. Syntactical differences between two different languages should be considered when translating i.e. English – Arabic. For example: Arabic verbs cannot necessarily be translated into equivalent verbs in English. Differences in terms of definiteness, number and gender must be realized when translation from English– Arabic English. Such differences should be realized under the scope of contrastive grammar. Grammar translation approaches, although being criticized is still functioning as an essential component of translating .

Formal linguistic method of translating developed within the development of structural linguistics. It opposes the pre-scientific traditional grammar method. Formal grammar is based on the structural analysis of phonology, morphology and syntax. "Here the focus of attention has been laid on the arbitrary nature of grammatical forms in relation to their meanings " Shaheen (1995:34) Later anthropologist brought new insights in the study of language in relation to culture. A lot of compatibles of languages were brought including different classification of reality, different ways of analyzing experience and structural difference in terms of gender, number and cohesive devicesetc. Although new discoveries were brought by many linguists in concern of grammar, structure study, analysis, meaningetc, still contrastive grammar and replacement of SL structure by TL structure remain as dominant feature of translating and teaching translation. Catford's linguistic theory of translation represent formal linguistic method ,it gives priority to formal approach over textual translation, and i.e. he defines total translation as "the replacement of SL grammar and lexis by equivalent TL grammar and lexis (1965:19) Bloom-field thought " although forms cannot be separated from their meanings , we must start from forms and not

although traditional grammar was useful for describing many aspects of Indo-European languages, still it is insufficient , that since "the terminology is not unequivocal enough and the generalization are often missed " contrastive analysis second language learning.

2.2. Linguistic Theories of Translation

This theory revealed that " translation theory derives from comparative linguistics. It is mainly an aspect of semantics. All questions of semantics relate to translation theory. Besides all morphological and syntactic ambiguities are dealt within syntax " Newmark (1988:5)

According to Nida,linguistic theories of translation are based on comparison of linguistic structures of source and target texts (1976:69)Such theories developed as a result of development in modern linguistics and due to the new trend of studying the language on scientific bases. But the application of theories of linguistic structure and grammar against translation remained limited .Later linguistics and translation theories proposed that translation theory is mainly a matter of semantics (1981:5)Nida stated that the realization of focusing on surface structures or corresponding deep structures justifies the differences between various linguistic theories .Further sociolinguistic theories emerged as a major method of approaching translation and communication in general " Sociolinguistic theories of translating relate linguistics structures to a high level , where they can be viewed in terms of their function in communication " Shaheen(1995:8).

Nida and Taber recognized the influence of social factors e .g :age ,sex ,education level , occupation, social class and religious affiliation , as being accounted for in translating .Taber followed Martin Joos's style in his technical, form informal, casual and intimate categorization. This facilitates the realization of the nearest dynamic equivalence.

Nida believed that the prospective theory of translating " should be primarily sociolinguistics " that since translating always involves communication with the context of interpersonal relations Ibid (78) the grammar model of translating regard translating as a linguistic operation associated with grammatical transfer " Here language is viewed as grammar, and translating is no more than substituting the

grammatical and morphological analysis is sufficient for the interpretation of translation phenomenon. The interpretative school concentrates on considering the language as barrier to get the meanings. The objective of the translator in this case is to translate the meanings. The Rhetorical school of translation thinks that the function of translation is to understand and restructure the message carrying the targeted meaning that needed to be expressed. This means translation is a strategy for understanding, i.e. it enables the listener or the reader to understand the text.

Jackson thought that translation was made of three major types inter translation, which means translation within the same linguistic system, i.e. the exchange of linguistic signs by another linguistic signs in the same language and carrying the semantics, secondly, translation from one language to another language, and thirdly, translation from a certain system of signs to another system of signs. Here the message is conducted to be exchanged in another sign that differ from one message to another.

Peter Newmark defined translation as: the transfer of a text from a source language into a text in a target language, the objective being perfect equivalence of meaning between the two texts. Translation for Newmark is also a craft which attempts to replace a written message in one language by the same message in another language. For him also translation is a craft requiring trained skill continually renewed linguistic and non linguistic knowledge and a deal of flair and imagination, as well as intelligence and above all a common sense. Savory thought that translation means conveyance of meaning and style of S L text into T.L. text.

Catford sees that translation is an operation performed on languages. The source text is replaced by the target text on the basis more structural elements than the other or the reverse. In addition to that is the availability of much lexical gap in a certain language. That is mostly related to words that express socio-culture or technical aspects of a particular community and uneasy to describe in another language. Still what we need is to develop a model for linguistic description. For Coseriu (1972) traditional structuralist and transformation – generative grammar are in principle all equally useful. Both Krzeszowski (1972:75) and Salma – Cazacu (1979:22-40) and James (1980:35-60) discuss the inadequacies of traditional, structuralist and transformational generative grammars for contrastive purposes, i.e.

CHAPTER TWO

2.0 Introduction

In this chapter the researcher will show relevant literature to the research topic area after surveying a number of different resources and references.

2.1. Translation Definitions, Theories and Methodologies

There is no final agreed definition of translation. Definition ranges from considering translation as an art to taking it as a science or art science Arabs and Muslims defined translation in various forms of definition of Ibn-Mandhour in his book Lisan Al-Arab "The Tongue of Arabs" he said that the translation of speech is transferring from one language to another, the translator is the one who interprets the speech that was said by another Muslim Scholar called Abadi. The Arabic Council of Cairo considered translation to be "translation is to interpret and explain the speech " Ibn Al Nadeem thought that translation is to interpret, explain and make the speech clear. But generally translation is the transfer of meaning from a language to another .Some people thought it is the transfer of certain words from a language to an equivalent meaning of another words in another language. Whereas others said that translation of words is the interpretation of words. But still translation depends upon the transfer of meanings, since understanding is the problem of speech, and the language is only a means.It is communicating or reporting from one language to another language .E Moudwa considered translation as an art uneasy to acquire ,that science each nation's words differ from another nation, due to the differences of thinking methods.Again translation is not only the transfer of words from one language to another, but also a more complicated process .Philips said that the true translation does not look as a translated one. Also he said that translation is the transfer of speech product in one language to another speech product in another language, keeping the fixed content, i.e. the meaning.Different modern schools of translation have defined translation in various forms .Social Structuralism School led by George, France thinks that translation is the consideration of the meanings, and the use of words to express a psychological concept. For such a school translation is not only a linguistic process.

The linguistic School of Translation led by Lewis of Denmark, thinks that the language in itself is sufficient for the interpretation of thought and concepts and the

1.4. Hypotheses of the Study

- 1- Most university students do not translate lexical collocations correctly.
- 2- A certain group of lexical collocations are more problematic in translation for university students.
- 3- Intensive practice of lexical collocations in context will improve EFL university students' performance in translation.
- 4- Certain suggested strategies can be effective in translating lexical collocations.

1.5. Significance of the study

This study is expected to be very useful to those who are interested in the field of translation in general and to EFL students at tertiary level and teachers in particular. The study can be considered as an exploration of an area that may help novice teacher's map out their teaching and learning strategies to be developed professionally.

1.6. Methodology of the study

The following methods are used to collect the data:

1.6.1. Population and sample of the study

The descriptive analytical method will be adopted to carry out the study. The study will comprise (20) EFL teachers chosen from Greater Wad-Madani locality.

1.6.2. Research instruments

The data required for the study will be collected from EFL, teachers from Greater Wad- Madani locality. The data will be collected through a questionnaire. The data obtained will be analyzed manually by using the simple percentages.

1.7. Limits of the study

This study is limited to performance of EFL students in translating English lexical collocations. The study will be limited to (20) EFL university teachers from Greater Wad-Madani locality. The study will be conducted during the years (2018-2019).

CHAPTER ONE

INTRODUCTION

1.0. Background

As a matter of fact translation has an effective contribution to all fields of knowledge and it plays an essential role in the world of information and communication, currently almost all the syllabus designers tend to introduce translation courses in the EFL programmes. They are beginning seriously to consider the role of translation in teaching process. Translation emerged as a result of special interest and long experience in applied linguistics particularly language teaching regarding foreign learners of English, who face many problems and difficulties in translating in general and with special focus on translating lexical collocations. So teaching collocations to second language learners has gained importance during the last decade and it is as a tendency of lexical items to co-occur with one or other words. In addition, joining of words that are in principle semantically compatible does not always produce acceptable collocations. The EFL learners at tertiary level cannot benefit from collocations in translating without knowing the suitable way to make compatibility to each word. So lexical collocations is a problematic area for EFL students especially in translating lexical collocations. Choosing the most appropriate lexical collocations is very important in both academic life and even in everyday life, using correct lexical collocations will lead to more accurate natural language. Hence, collocations in language play an important role in the improvement of second language learners and make translation more accurate because they are regulatory in nature.

1.1. Problem of the study

It has been observed that EFL students at tertiary level performance is unsatisfactorily in translating lexical collocations. This will lead to poor performance in English languages in both written and spoken language. Using lexical collocations properly enables students to master the language and express themselves naturally.

1.2. Objectives of the Study

- 1-To explore EFL learners performance in translating lexical collocations.
- 2-To find out the most problematic area in translating lexical collocations.
- 3- To suggest strategies to improve the performance of EFL learners at tertiary level in translating lexical collocations.

1.3. Questions of the Study

- 1-To what extent do EFL university students perform appropriately in translating lexical collocations?
- 2-What are the most problematic areas in translating lexical collocations?
- 3-What are the suitable techniques that enable EFL learners at university level to improve their performance in translating lexical collocations?

أداء دارسي اللغة الانجليزية بالمرحلة الجامعيه بوصفها لغة أجنبية عند

ترجمة المفردات المتلازمة

دراسة حالة طلاب اللغة الإنجليزية بكلية النور للعلوم والتكنولوجيا

فاطمة بابكر أحمد بابكر

ملخص الدراسة

تُعد ترجمة المفردات المتلازمة بشكل صحيح من أهم عناصر اللغة الانجليزية حيث يتمكن المتحدث من خلال التعبير بها التحدث بصورة صحيحة وطبيعية. هدفت الدراسة إلي معرفة أداء طلاب المرحلة الجامعية عند ترجمة المفردات المتلازمة. اتبعت الدراسة المنهج الوصفي التحليلي . استخدمت الدراسة الاستبانة بوصفها أداة لجمع البيانات . تم اختيار (20) معلماً من معلمي اللغة الانجليزية ذوي الخبرة بالجامعات بمحلية ومدني الكبرى ولاية الجزيرة ، تم تحليل البيانات باستخدام النسب المئوية البسيطة. توصلت الدراسة لعدة نتائج من الإستبانة من أهمها (60%) من طلاب اللغة الانجليزية كلغة أجنبية لم يترجموا المفردات المتلازمة بشكل صحيح و(60%) منهم وافقوا على أن النشاطات المكثفة في الفصل في المفردات المتلازمة في سياق تساعد الطلاب في تطوير أدائهم في الترجمة. من أهم توصيات الدراسة: على معلمي اللغة الانجليزية بالمرحلة الثانوية تقديم تدريبات مكثفة في ترجمة المفردات المتلازمة، إحصاء الأخطاء المتكررة ومعرفة أسبابها ومعالجتها بالتدريبات المكثفة حتى يتغلب الطالب عليها فعليا، على معلمي اللغة الانجليزية بالمرحلة الجامعية تشجيع الطلاب لامتلاك دفاتر لتسجيل المفردات المتلازمة وعلى مُعدي المناهج تضمين تدريبات أكثر لصفات النوعية وحروف الجر تلازماً بالمناهج الدراسية.

Performance of EFL Students at Tertiary Level in Translating Lexical Collocations

**A Case Study of the Sstudents of Alnour college of Science and
Technology, Greater Wad Madani Locality, GeziraState, Sudan**

Fatima Babikir Ahmed Babikir

Abstract

Translating lexical collocations is one of the most important elements of English language which enables students to translate correctly and naturally, thus language learning can be accomplished successfully in terms of meaning and fluency. The study aimed at investigating the performance of EFL students at tertiary level in translating lexical collocations. The study adapted the descriptive analytical method. A questionnaire was used as a tool for data collection. A sample of (20) experienced EFL teachers from universities in Greater Wad Medani Locality, Gezira State .The data were analyzed manually by using the simple percentages. The main results of the questionnaire were: (60%) agreed that most students did not translate lexical collocations correctly and (60%)agreed that intensive practice of lexical collocations in context will improve EFL university students performance in translating. Based on the results, the study recommended the following: EFL teachers should provide intensive and extensive practice in translating lexical collocationsand systematic errors must be collected by the teachers, their causes should be explained and a lot of meaning full drilling should be conducted until the students overcome the problem in hand.

Performance of EFL Students at Tertiary Level in Translating Lexical Collocations

A case Study of the Students of Alnour College of Science and Technology.
Greater Wad Medani Locality, Gezira State, Sudan

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