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The Literal Translation of Collocations and Its Impact on EFL Learners'

Speaking Skills

The Case of Master One Students at Mohamed Kheider University of

Biskra

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Declaration

I, Bouzid Toutia, do hereby declare that the work presented in this dissertation is mine , and has not been submitted to any other institution or university for a degree. This research was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

I dedicate this work first and foremost to the Almighty God who has been around all the time.

The completion of this work could not have been done without others' support and guidance

I dedicate this humble work to my husband who encouraged and supported me throughout the entire period of dissertation planning .

A special thank must go to my parents who were my source of inspiration and encouragement. I really cannot reward you enough for what you have done for me .

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Abstract

This study investigates the effects of literal translation of collocations on the speaking skills of EFL learners, focusing on Master One students at Mohamed Kheider University. Recognizing the pivotal role of speaking proficiency in effective communication, this research addresses the challenges learners face and examines strategies to enhance their speaking abilities. Emphasizing the importance of collocations in vocabulary development, the study explores varying perspectives on how literal translation influences speaking skills. Employing a qualitative methodology, data were collected through online questionnaires directed at students and face-to-face interviews with teachers. The findings reveal a consensus among educators on the need for practice, engagement, and authentic language exposure to improve speaking skills and collocations use. While opinions differ on the impact of literal translation, there is a strong emphasis on learning collocations within their authentic contexts. The results highlight the necessity of tailored instructional approaches to meet individual learning needs, offering significant insights for the field of language teaching.

Keywords: EFL learners, speaking skill, collocations, literal translation .

List of Acronyms

EFL: English as a Foreign Language

TL: target language

SL: source language

ST: source text

MT: machine translation

BBC: British Broadcasting Corporation

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General Introduction

Introduction

The literal translation of collocations and its impa1ct on EFL Learners speaking skills presents a nuanced area of study within this broader context. Collocations, which are habitual pairings of words that occur together more frequently than by chance, play a significant role in enhancing vocabulary and overall language fluency. However, literal translation of these collocations from a learner's native language to English can create both opportunities and obstacles in achieving fluency.

This thesis aims to explore the intricate relationship between literal translation of collocations and the speaking skills of Master One Sciences of Language students at Mohamed Kheider University. Through comprehensive analysis, this study seeks to uncover the perceptions of both teachers and students regarding the role of collocations in speaking proficiency, the challenges encountered, and the strategies employed to overcome these hurdles.

1. Problem Statement

In English as a Foreign Language (EFL) learners, despite acquiring a significant vocabulary in their second language, struggle to seamlessly combine words in a manner akin to native speakers. Essentially, EFL learners lack proficiency in collocations usage within the second language. Collocations, which refer to the natural pairing of words in a language, present challenges for English learners. Although two words may seem logically compatible when placed together, the resulting combination may often be considered unconventional in the target language. This suggests that collocations appear arbitrary to language learners.

The process of learning English as a Foreign Language (EFL) encompasses various linguistic components, each posing its own set of challenges for learners. Among these, collocations - the natural pairing of words within a language - hold a significant place in facilitating fluent and native-like language use. However, mastering collocations, particularly

in the context of spoken communication, remains a formidable task for many EFL learners.

Collocations are ubiquitous across various text genres and languages, manifesting in diverse forms. Furthermore, individuals worldwide utilize collocations to articulate their ideas, emotions, and opinions, each expressing themselves uniquely. In essence, the collocations employed not only facilitate expression but also offer insights into individuals' characteristics and identities. However, this research delves into the literal translation of collocations and its impact on the speaking skills of Master One Sciences of Language students enrolled in the English program at Mohamed Kheider University. Recognizing the pivotal role of speaking proficiency in real-life communication, this study seeks to shed light on how the process of literal translation of collocations affects the oral fluency, accuracy, and overall speaking performance of EFL learners.

2. The Research Questions and Hypothesis

2.1. Research Questions

Throughout the current study, the researcher seeks to answer the following raised questions:

1. Does literal translation of collocations pose a serious problem for EFL learners ?

2. How does the literal translation of collocations influence the speaking skill of Master One Sciences of Language students ?

3. Which types of collocations are the most difficult in translating collocations ?

4. How could we help students overcome this problem?

2.2. Hypotheses

1. H1: We hypothesize that literal translation of collocations can pose a serious problem for EFL learners .

2. H2: We hypothesize that literal translation collocations may hinder the flow of communication .

3. H3: We hypothesize that adjective +noun collocation is the most difficult type of collocations for learners .

4. H4: We hypothesize that more listening and speaking activities would enhance the learners' speaking skill .

3. Aims of the Study

- To gain insight**s** into the most challenging types of collocations faced by learners

- To provide recommendations for students in order to develop their skill when translating collocations .

4. Literature Review

- **Collocations**

Gabrielatos (1994, p.1) states that the 'term' collocations were first introduced by Firth in his book(1951) where he considered collocations as one level of meaning among other two levels which are the "conceptual or idea approach to the meaning of words" and "contextual meaning". Firth for example said that one meaning of the word night is its collocate dark and one meaning of the word dark will be its collocate night. (BZOUR , 2006, p. 18)

- **Translation**

Bell &Candlin (1991,p.5) define translation as "the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences".

- **Speaking skills**

Bygate (1987,p.51)defines speaking, as "Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self- corrections and under normal circumstances, and it disappears, leaving no record but traces in memory."

5. Research Methodology

The research methodology chosen for this study is a descriptive method . This approach allows for a comprehensive exploration of the influence of translating collocations on the speaking skill of EFL learners. Moreover ,the qualitative method will be employed to gather data on the frequency and effectiveness of translation strategies used by participants, as well as their proficiency levels in collocations translation and speaking skill. This will involve the administration of structured questionnaires and interviews designed to collect responses from

both Master One students and teachers at Mohamed Kheider University of Biskras:

6. Significance of the Study

The significance of this study is multifaceted and holds profound implications for both academia and practical language education. Firstly, by delving into the intricate relationship between translating collocations and the speaking skills of English as a Foreign Language (EFL) learners, this research addresses a notable gap in current understanding. While collocations play a crucial role in language proficiency, their translation and integration into spoken discourse remain relatively underexplored areas within the field of language education.

The study helps improve teaching by learning more about effective translation strategies for collocations and their impact on speaking skill, this study can benefit students, teachers, and those who make decisions about language education. Overall, this reseqrch is important because it helps us learn how to teach languages better and helps students become more confident and skilled speakers of English.

7. Limitations of the Study

There were various restrictions on this study. First , the sample size was small and might not accurately reflect the whole population of Master One Sciences of Language students at Mohamed Kheider University of Biskra .

Second, because the study was limited to one university, there was less opportunity to extrapolate the results to other academic settings. Furthermore, the use of self-reported data from interviews and questionnaires may introduce bias because participants may give answers that are socially desirable. Additionally, the study did not include performance-based or direct observation assessments of speaking abilities; instead, it concentrated primarily on the perspectives of teachers and students.

8. Dissertation Structure

In order to respond the research questions , the dissertation is divided into three main parts .

First ,chapter one provides a foundational understanding of speaking skills, detailing their definition, importance, criteria for assessment, types, goals of teaching, and the specific challenges faced by EFL learners. Second, chapter two delves into the concept of collocations, examining their definitions, classifications, characteristics, learning strategies, and the particular difficulties EFL learners face when translating them. Finally, chapter three presents an in-depth analysis of the data collected through interviews and questionnaires, offering insights into the practical implications of translating collocations on speaking skills and discussing tailored approaches to enhance EFL learners' communicative competence.

Chapter One: The Speaking Skills

Introduction

In foreign language education, teachers often strive to replicate real-life scenarios in the classroom to encourage students to display their speaking prowess. Their main aim is to equip students with the ability to effectively converse in the target language. However, achieving this goal is challenging without comprehensive understanding of the broader issues related to speaking skills, which are the central focus of this chapter. We will commence by defining and exploring various perspectives on speaking skills, followed by an examination of speaking characteristics and its types.

1.1.Definition of Speaking Skills

Throughout the history of language teaching and learning, speaking in a second language has held significant importance. In recent decades, it has taken center stage in the teaching process, eclipsing conventional methods that primarily emphasized structural aspects. Moreover, numerous authors have contributed various definitions of the speaking skills, reflecting its multifaceted nature.

Speaking plays a vital role in our everyday interactions, enabling us to share ideas and exchange information. It is regarded as a crucial skill alongside reading, writing, and listening. Many experts have defined the term «speaking» in various ways.

The (Oxford Dictionary of Current English, 2009)defines speaking as "the action of conveying information or expressing one's thoughts and feelings in spoken language."

According to Richards and Renandya (2002), "EFL learners need explicit instruction in speaking, which, like any language skill, generally has to be learned and practiced"

Bailey (2005) offers a relevant definition: "Speaking is the productive, oral skill, involving the creation of structured verbal expressions to convey meaning. Utterances are essentially what people say."

Chaney & Burk (1988) noted that speaking is "the process of building and sharing

meaning through the use of verbal or non-verbal symbols in a variety of contexts."

These skills empower us to communicate effectively by enabling us to convey information verbally in a manner that the listener can comprehend.

Also speaking entails actively negotiating meaning, drawing upon social knowledge of the context, topic, and fellow speakers. It necessitates learners of a second or foreign language to possess not only linguistic proficiency but also the ability to produce pragmatically suitable utterances (Martinez & Juan, 2006).

According to Ur (1996), speaking stands out as the most crucial of the four language skills since individuals acquiring a language are identified as speakers of that language. Mastery of speaking involves more than just knowing the technical aspects such as grammar, vocabulary, and pronunciation (which constitute linguistic competence). Learners also require an understanding of when, why, and how to use language, encompassing sociolinguistic competence.

In conclusion, the speaking skills entail the capability to generate speech for the purpose of communicating with others, conveying emotions and thoughts, and exchanging information, both verbally and non-verbally, within social contexts.

1.2. The Importance of Speaking Skills Performance

The significance of speaking skills for language learners cannot be overstated. Devoid of speech, a language becomes mere script. Language use occurs within the framework of our communities and spans various contexts. Whether in professional settings like medical or language laboratories, effective communication is essential for researchers to collaborate successfully. Any breakdown in communication leads to misunderstandings and complications (Qureshi, n.d).

Language is what holds society together, and speaking is at the heart of it. Without speech, language is just words on a page, like a play without actors. We use language to talk,

share ideas, and connect with others in different situations, whether it is at work or during leisure time. Good communication helps us understand each other better, while misunderstandings cause problems. Being able to speak well is key to effective communication, making it easier to express ourselves and interact with others (Shamim et al., 2020)

Speaking skills hold immense importance for learners. Consequently, English teachers must incorporate a range of techniques in their classrooms, selecting simple yet engaging materials to foster greater interest and attentiveness among English Language Learners (ELLs) towards developing their speaking abilities (Dilobar, 2022).

Speaking skills are indispensable regardless of one's profession, whether they are an architect, engineer, businessperson, scientist, teacher, or in any other field. Proficiency in speaking is essential for actively participating in communication and acquiring knowledge. For students, developing speaking skills is paramount, as it is considered one of the most significant factors for success in English. Thornbury (2005) highlights the importance of speaking by stating that it is often taken for granted as a part of daily life, underscoring its crucial role for everyone.

In addition, Speaking well helps us form relationships, influence decisions, and make changes happen. Without good communication skills, it is hard to succeed in work and life. Public speaking can be scary for many people. Why is it important to speak carefully and thoughtfully? It helps prevent misunderstandings. When working with a team, it is important to talk to others and listen to their ideas while expressing our own clearly and kindly (Schroeder & Epley, 2015).

In conclusion, the importance of effective speaking skills cannot be overstated. Mastery of speaking not only facilitates communication and fosters relationships but also enhances professional success and personal development. With the ability to articulate thoughts clearly

and persuasively, individuals can navigate various social and professional situations with confidence and competence. As such, investing in the development of speaking skills is essential for achieving success in both professional endeavors and personal growth.

1.3. Criteria of Speaking Skills

According to Brown (2004), speaking is a skill that we can directly see and evaluate. However, how we judge someone's speaking ability is influenced by how well we listen and understand what they say.

1.3.1. Fluency

The primary aim of teaching speaking skills is to cultivate oral fluency, which is the hallmark of effective communication. It involves expressing oneself clearly, logically, and accurately without excessive hesitation, as prolonged pauses can lead to listener disengagement and communication breakdown. To foster fluency, teachers should encourage learners to freely use their own language to convey their ideas, rather than relying on imitation or adherence to a specific model (Abdullaeva, 2018).

Fluency plays a vital role in effective communication, as extended pauses can hinder comprehension and involvement. It is crucial for teachers to empower learners to express their ideas confidently using their own language, rather than simply imitating others. Through promoting fluency, educators empower learners to communicate effectively and actively participate in diverse settings.

1.3.2. Pronunciation

Students should understand the various sounds of English and their articulation in the mouth. They should also grasp word stress patterns; know when to use rising or falling intonation, and how these factors contribute to effective English communication. Mastery of these aspects provides valuable insight into spoken English and aids in achieving better comprehension.

In summary, these criteria were utilized in assessing students' speaking skills in the research. Additionally, similar criteria, such as pronunciation, fluency, grammar, and vocabulary, were considered in the assessment of English modules at the university (Nguyen & Phan, 2021).

Understanding how to pronounce words correctly is important for speaking English well. It involves knowing the sounds of English and how to stress words. This helps in making sure others understand you. In assessments, pronunciation, along with fluency, grammar, and vocabulary, is often considered as an important factor in evaluating speaking skills.

1.3.3. Vocabulary

Vocabulary refers to using the right words in communication. If you do not have enough words to choose from, it is hard to communicate well, whether speaking or writing. Limited vocabulary also makes it difficult to learn a language. While grammar is important, vocabulary is essential because without words, you cannot convey any meaning (Anggini & Arjulayana, 2021).

So having a good vocabulary is important for speaking and writing well. Without enough words, it is hard to get your point across. Learning more words helps you communicate better and understand languages more easily.

1.3.4.Grammar

Grammar is crucial because it helps us understand how language functions. It categorizes the various types of words and phrases that compose sentences, not only in English but also in any language. Understanding grammar enables us to talk about language effectively. According to Gan (2012), some learners prioritize grammar before speaking to ensure accuracy. However, under time pressure, they may rely on intuition, leading to mistakes. This highlights how time constraints can affect learners' grammar and accuracy. Conversely, emphasizing fluency may result in smoother speech despite errors. Thus, achieving a balance between grammar accuracy

and fluency is essential in speaking skills.

1.4. Activities of Speaking in the EFL Classroom

In order to design speaking activities that enhance communicative skills, teachers should include a clear objective and create opportunities for exchanging information while allowing for diverse forms of expression. Here are some speaking activities suggested by (Kayi, 2006) to encourage speaking in the classroom:

1.4.1.Simulations : During simulations, students can enhance realism by bringing props to class. For example, if a student is role-playing as a singer, she can bring a microphone to sing, and so forth.

1.4.2.Information Gap: This activity involves students working in pairs, with one having information that the other does not. The partners then share their respective information to bridge the gap.

1.4.3.Reporting: Students are assigned to read a newspaper or magazine before class. They then share the most interesting news they discovered with their classmates.

1.4.4.Playing Cards: In this game, students form groups of four, with each suit representing a different topic.

1.4.5.Dialogue: is a fundamental form of verbal communication (Celce-Murcia, 2001). In language learning, dialogues are utilized to practice various language functions such as greetings, farewells, expressing gratitude, agreeing, seeking assistance, offering assistance, seeking attention, paying attention, and seeking information. In classroom activities, students receive a scripted dialogue, which they memorize and then perform in pairs or groups.

1.4.6.Role-play: In this method, the researcher acts as a facilitator of communication. Students are divided into groups, with two students assuming different roles within each group. The remaining students observe their performance and listen to their dialogues. Afterwards, the observing students provide feedback, fostering improvement in interpersonal skills and

collaborative learning. Receiving feedback from peers helps boost confidence and motivation for further learning. Roles assigned to students may vary, such as doctor-patient, teacher-student, parent-teacher (in a school meeting), or boss and subordinate in a meeting.

1.4.7.20 Questions Activity: This activity focuses on encouraging students to interact with each other. However, it works best with small groups of 2 to 5 people and is particularly suitable for beginners. In this activity, one person selects a character, place, or object for the rest of the class to guess. The entire class then takes turns asking questions, with a limit of twenty questions. The person holding the object can only respond with "yes" or "no." The student who correctly guesses the word gets to choose the next object (Alejandra, 2022).

1.4.8.Providing Feedback: Through feedback, teachers can assess their class's progress and identify language difficulties, which is a strong rationale for incorporating 'boomerang' lessons. Students can also gauge their proficiency in specific speaking tasks and understand areas for improvement. Engaging in speaking activities can significantly boost their confidence and sense of achievement. With careful guidance from teachers, these activities can motivate students to pursue further study (Harmer, 2001).

1.4.9.Pair Taping: Pair taping is a classroom activity that involves students recording themselves speaking freely in pairs. According to (Schneider, 1993), it is a fluency practice aimed at increasing student motivation and achievement. Similarly, (Kluge & Matthew, 2000)define pair taping as partner taping, where students record conversations outside the class weekly. This method emphasizes the development of fluency, provides additional practice hours, maintains a tangible record of progress, and fosters a sense of responsibility for learning. In essence, pair taping involves recording conversations between two students.

1.4.10.Storytelling: Students can share a summary of a story they've heard or create their own narratives to share with classmates. Storytelling encourages creative thinking and allows students to express ideas in a structured format, including the beginning, middle, and end, along

with characters and setting. Additionally, students can share riddles or jokes. For example, the teacher may invite a few students to share short riddles or jokes at the beginning of each class session to engage the class and improve speaking skills. This approach not only enhances students' speaking abilities but also captures the attention of the class (Kayi, 2006).

1.5. Types of Speaking Skills

Speaking is an observable and practical skill. It is one of the two productive skills emphasized in language teaching,(Brown, 2004)outlines six categories of speaking skills, and these categories include:

1.5.1.Imitative

This category involves practicing intonation and focusing on specific elements of language form, such as imitating words, phrases, or sentences. Pronunciation is a key focus here, often practiced through drilling exercises facilitated by the teacher. Through drilling, students have the opportunity to listen and repeat words orally.

1.5.2.Intensive

Intensive speaking performance focuses on practicing phonological and grammatical aspects of language. This typically involves pair or group work activities, such as reading aloud paragraphs, dialogues, or information from charts.

1.5.3.Responsive

Responsive performance entails interaction and testing comprehension, usually through short conversations, standard greetings, small talk, simple requests, and comments. Students provide brief responses to questions or comments initiated by the teacher or classmates, typically sufficient and meaningful for the context.

1.5.4.Transactional

This type of speaking involves exchanging specific information or conveying meaning through group or pair work activities like dialogues or interviews.

1.5.5.Interpersonal

The goal here is to maintain social relationships by using various language features such as styles, emotions, or colloquial expressions to keep a conversation going.

1.5.6.Extensive

In this case, students need a solid understanding of grammar, vocabulary, and pronunciation to deliver more complex oral presentations such as reports or summaries. The teacher often assigns these tasks in advance, allowing students to prepare and use language effectively (Martha & María, 2016).

All the types of speaking mentioned above aimed at enhancing and refining oral skills. However, it is crucial for teachers to determine when to employ each type, taking into account the learner's proficiency level in the second language. This ensures that students have an enjoyable and effective learning experience.

1.6. Goals of Teaching Speaking

The aim of teaching speaking English is to achieve fluency. Teaching English in the classroom presents several challenges for instructors. One of these challenges arises when teaching students linguistic competence, particularly in speaking skills.

Given the pivotal role of speaking skills across various aspects of life, it is crucial for EFL learners to prioritize and focus on honing this essential skills. Therefore, it is highly recommended that instructors incorporate effective techniques and activities in the classroom to facilitate the improvement of students' speaking abilities. Instructors should actively involve EFL learners in speaking activities to provide many opportunities for practice, through regular practice; EFL learners can significantly improve their speaking abilities over time.

Wenxia (2008) highlights the importance for teachers to view language teaching not merely as presenting language in specific contexts, but also as facilitating genuine communication between students.

Additionally, Harmer (2001) emphasizes that the objective of teaching speaking is to prepare students for effective communication. This entails designing activities that encourage students to use language authentically in real-life situations; here are ten compelling reasons to study English-speaking skills:

1. English is the most widely spoken language globally, with one out of five people being able to speak or understand it.

2. English is essential in various fields such as science, aviation, computers, diplomacy, and tourism, increasing job opportunities both locally and internationally.

3. English serves as the official language in 53 countries, offering many opportunities to interact with people worldwide.

4. Around 400 million people speak English as their first language worldwide.

5. English is predominant in the media industry, enabling direct access to books, songs, films, and TV shows without reliance on translations.

6. English dominates the internet, with many websites and forums being in English.

7. English utilizes a straightforward alphabet system, making it relatively quick and easy to learn compared to other languages.

8. Learning English brings satisfaction and a sense of progress, as each hour spent learning brings one closer to mastery.

9. With English being spoken in numerous countries, there are abundant educational institutions offering programs in English, providing opportunities for academic advancement.

10. Learning English is enjoyable and enlightening, offering insights into different cultures and fostering personal growth through understanding diverse values and ways of life.

1.7 .Speaking Skills Challenges

For English learners, speaking in English can be challenging, especially if they are not fluent. Confidence in English is often the main issue. Engaging students in speaking activities

requires their enthusiasm. Overall, factors that motivate students to participate in English activities can be intrinsic or extrinsic (Azlan, Zakaria, & Yunus, 2019).

Many learners find it quite challenging to learn English speaking because of the significant differences between the two languages. This difficulty in speaking has been highlighted by numerous scholars.

Ur (2000) categorized learners' speaking challenges into four primary groups: inhibition, lack of ideas, low participation, and reliance on the mother tongue. Inhibition refers to the psychological barrier that hinders learners from speaking. They often fear the speaking abilities of others, making mistakes in front of classmates, receiving criticism, or feeling embarrassed while speaking.

According to Jahbel (2017), there are obstacles or challenges encountered in learning spoken English:

1.7.1.Fear of Making Mistakes and Shyness

Many learners feel hesitant to speak in a foreign language in class, either due to fear of making mistakes or simply being shy about drawing attention to themselves. According to Jahbel (2017), anxiety is seen as an emotional factor that significantly affects the language learning process.

1.7.2.Lack of Motivation and Confidence

Some learners struggle to find things to say because they lack motivation to express themselves beyond a sense of obligation to speak. They may also have difficulty generating ideas, possibly because the topic chosen by the teacher is not relevant to them or they lack knowledge about it (Jahbel, 2017).

1.7.3.Lack of Vocabulary

One of the primary challenges students encounter when learning speaking skills is a lack of vocabulary. According to Dewi &Jimmi (2018), this occurs when students struggle to form

sentences due to a limited vocabulary.

1.7.4.Lack of Practice

Speaking a foreign language involves engaging in real-life interactions beyond classroom activities. Hence, teachers face challenges in enhancing this skill, as noted by Kusnierek (2015) . Moreover, many teachers observe that some learners' progress is hindered because they rarely utilize English outside the classroom.

In conclusion, the challenges faced by EFL learners, such as fear of making mistakes, lack of motivation and confidence, limited vocabulary, and insufficient practice, hinder their progress in speaking English. Overcoming these obstacles requires creating supportive environments that encourage, fostering intrinsic motivation, expanding vocabulary knowledge, and providing many opportunities for speaking practice. Through targeted interventions addressing these challenges, EFL learners can gain confidence and proficiency in speaking English.

1.8.The Role of Collocations in Speaking Skills

Collocations play a crucial role in enhancing the speaking skills of EFL learners by promoting fluency, naturalness, and accuracy in their language use. Mastery of common word combinations helps learners produce more native-like speech, expand their vocabulary efficiently, and improve comprehension and communication (Wray, 2002). Collocations also aid in expressing thoughts precisely, understanding cultural nuances, and reducing errors from literal translations (Nation, 2001). Therefore, focusing on collocations in language instruction is essential for developing proficient and effective speaking skills in EFL learners (Lewis, 2000). However , reliance on literal translation can disrupt the flow of speech, making it less fluent and more hesitant. Consequently, mastering the proper use of collocations, rather than relying on literal translations is crucial for EFL learners to develop effective and natural-speaking skills.

Conclusion

In conclusion, this chapter has provided a comprehensive overview of speaking skills in the context of English as a Foreign Language (EFL) education. We have defined speaking skills and underscored their significance in language learning and communication. Additionally, we have explored the criteria, activities, types, and goals associated with teaching speaking skills. Moreover, we have examined the challenges that learners may encounter in developing their speaking abilities. By understanding these aspects, educators can better tailor their teaching approaches to address the diverse needs of EFL learners and foster their proficiency in speaking English.

Chapter Two: The Literal Translation of Collocations

Introduction

Collocations are combinations of words that frequently occur together in order to express a certain meaning .Also, understanding collocations is essential for fluency and idiomatic language use ,as they convey meaning more precisely and naturally . However, the majority of EFL learners try to find the equivalent words for English collocation**s** in their native language .Therefore, this approach is the primary focus of this chapter .

2.1. Definition and Importance of Collocations

Firth (1957) introduced the concept of collocations as "the company that words keep," which remains the most famous definition for English collocations. Collocations refer to words whose meanings are linked by their frequent occurrence in close proximity to each other (Metwally & Hamad, 2023).

According to McCarthy &O'Dell (2005, p. 6) , collocations are "a pair of groups of words that are often used together". Robins (2000 , p. 64) argues that collocations are "the habitual association of a word in a language with other particular words in sentences".

Cruse (1986, p .40) stated that they are a "sequence of lexical items which routinely co-occur, but which still are fully transparent in the sense that each lexical constituent is likewise a semantic constituent" .

Bateni (2010) described collocations as combinations of words that occur naturally rather than simply frequently. Trang &All (2021) defined collocations as specific words that often occur together in a mutual relationship.

The challenge in establishing a universal definition of collocations arises from their inherent nature, which lacks fixed rules. This variability is evident in the diverse interpretations of the term, often coupled with the concept of formulaic speech across linguistic literature (Amarius & Fredriksson, 2021).

According to Gazala (2007) , collocations play a central role in enhancing the aesthetic,

expressive, and rhetorical qualities of language, contributing to its beauty. He argues that integrating collocations into language usage results in a more vibrant, colorful, and expressive communication style.

Hence, collocations warrant increased focus in language instruction. Language acquisition and usage primarily involve learning and employing chunks of language rather than isolated words. Native speakers possess an extensive repertoire of pre-established chunks, simplifying communication and reducing the need for lengthy phrases. Consequently, understanding collocations aids in developing not only linguistic proficiency but also the ability to communicate naturally and effortlessly (Habtoor & Al-Swaidan, 2019).

Applied linguistics scholars emphasize that proficiency in collocations, in both spoken and written contexts is essential for achieving natural fluency in English. Collocations represent a category of idiomatic expressions comprising two or more words that habitually occur together as a standard unit of meaning, such as "heavy rain" rather than "strong rain," and "many thanks" instead of "several thanks." The significance of collocations lies in their ability to lend naturalness and native-like quality to the English language (Rao, 2018).

2.1.1. Classifications of Collocations

Several linguists have put forward various criteria for categorizing different types of collocations. In this study, we have adopted the collocation classification, which distinguishes between lexical collocations and grammatical collocations.

2.1.1.1. Lexical Collocations

Lexical collocations are composed of two content words or open-class words, encompassing nouns, verbs, adjectives, and adverbs. Lewis has categorized lexical collocations into six types, as outlined below (Lewis, 2000, p. 133):

- adjective + noun : a difficult decision
- verb + noun :submit a report

- noun + noun : radio station

- verb + adverb : examine thoroughly

- adverb + adjective : extremely inconvenient

- noun + verb : the fog closed in

2.1.1.2 . Grammatical Collocations : fall into eight types (Trang & All, 2021).

- noun + preposition: pride on; apathy towards

- noun + to + infinitive: It was a problem to do it.

- 2.noun + that clause: We reached an agreement that I will help her.

- preposition + noun combinations: In my opinion

- adjective + preposition combinations: They fond of children.

- predicate adjective + to + infinitive: She is ready to work.

- adjective + that clause: I am afraid that I couldn't help

- 19 verb patterns: pattern D: verb + preposition (p. x-xxii)

The classification of collocations remains a subject of disagreement among researchers in the field, leading to varying interpretations and categorizations. One contentious issue among linguists is whether idioms should be included within the scope of collocations or if distinct boundaries need to be defined for collocations (Bzour, 2006, p. 31).

2.1.2. Characteristics of Collocations

Collocations, an essential aspects of vocabulary, exhibit specific characteristics that define their usage in language. Familiarity with these traits enhances comprehension of these concepts among textbook writers and teachers, enabling them to effectively and engagingly present materials to students. The fundamental characteristics underlying these linguistic phenomena include precision, creativity, conventionality, facilitation of grammar, triggering of fluency, non-reciprocity, and idiomaticity (Salman, 2017).

According to Kirkpatrick &Schwarz (1993) ,collocations are categorized based on three primary attributes: non compositionality, non-substitutability, and non-modifiability:

- **Non-compositionality** refers to the phenomenon where the meaning of a collocation cannot be derived directly from the meanings of its individual components. For instance, in the idiom "to kick the bucket," the overall meaning has no apparent connection to the meanings of "kick" and "bucket" when considered separately.

- **Non-substitutability** denotes that the elements of a collocation cannot be replaced even by synonyms. For example, one cannot substitute "fire strength" for "fire power."

- **Non-modifiability** indicates that many collocations do not permit additional lexical items. For instance, the expression "get a frog in one's throat" cannot be modified by an adjective to become "get an ugly frog in one's throat." Additionally, grammatical transformations, such as changing singular to plural, are typically not acceptable within the structure of a collocation (Bzour, 2006).

2.1.3. Collocation Learning Strategies

Language learning strategies encompass cognitive, metacognitive, and social strategies, which can target specific knowledge or skills, such as vocabulary or grammar learning. Strategies employed for learning collocations can be considered as a subset of vocabulary learning strategies. These are defined as conscious mental and physical actions that learners employ to aid them in the specific task of mastering collocations (Tabak & Takač, 2023).

2.1.3.1.Consciousness-Raising Strategy

The consciousness-raising strategy is strongly endorsed by Lewis (2000) who asserts that raising learners' awareness is crucial in language acquisition .

Similarly, Mclaughlin (1987) highlights the significance of consciousness in learning

within his monitor theory, consciousness is associated with "learning," whereas unconsciousness pertains to acquisition (Hamza, 2019, p. 32).

2.1.3.2.Reading for Collocation

Since reading serves as the primary means of encountering collocations, texts utilized in classroom reading exercises can also be leveraged for collocation learning or reinforcement through subsequent activities. Students may be tasked with scanning the text to identify any new collocations matching the patterns introduced earlier. Consequently, reading with a focus on collocations can prove to be an immensely effective technique for vocabulary enhancement. Moreover, students should be encouraged to actively notice collocations and even pause to jot them down while reading beyond the classroom (Stănescu, 2014).

2.1.3.3. Repetition and Overgeneralization

Another strategy commonly employed by EFL learners to acquire collocations is repetition. Through repetition, learners repeatedly use a limited set of familiar collocations. Additionally, repetition may stem from learners' reluctance to experiment with new collocations due to a lack of confidence or fear of unfamiliar combinations (Howarth, 1998). In essence, they may prefer to stick to combinations they are already familiar with to avoid potential errors.

2.1.3.4. Teaching Collocations through Highlighting and Noticing

Noticing is particularly significant due to various reinforcing factors. According to Lewis (2000, p.117),"noticing should be supported by homework assignments, collaboration, active participation, and motivation" . Additionally, other essential factors contributing to noticing include repetition and meaningful contexts, as affirmed by Kennedy (2003,p.484) who states that "systematic, repeated exposure to collocations in meaningful contexts is central to the teaching process" . Consequently, highlighting collocations for learners' attention within appropriate contexts facilitates their acquisition.

2.1.4. Challenges EFL Learners Face with Collocations

Researchers have identified several factors contributing to the challenges in acquiring collocations among learners. Boers et al .(2014) Highlight that one factor, learners' tendency to overlook collocations due to lack of attention. Also, many English verb-noun collocations and feature light verbs, which do not significantly contribute to the overall meaning of the collocations.

2.1.4.1. Lack of Collocational Competence

EFL learners often lack familiarity with the concept of collocational competence, leading to difficulties in appropriately combining chunks of language. This lack of collocational competence has been identified as a primary reason for mis-collocation in numerous previous studies, such as those conducted by (Unver, 2018)and(Darvishi, 2011). According to their findings, researchers assert that students lack collocational competence because they perceive words as individual units and acquire them separately.

2.1.4.2. Recognizing

According to Lanh and All (2022), collocations represent a form of systematic relationship, yet not all systematic relations are termed as collocations, particularly when words habitually co-occur and convey meaning through association. Consequently, identifying all collocations is not a straightforward task. The initial challenge learner's encounter when deciphering collocations is the ability to recognize them.

2.1.4.3.The Influence of Learners' Native Language

Evidences from various research studies indicates that native language/mother tongue transfer contributes to collocation errors between EFL learners (Wang Y. and Shaw P, 2008, p.32). It is undeniable that certain human situations and states share similarities, leading different languages to possess equivalent stable expressions that are syntactically and semantically parallel (Balaky & Jabrael, 2022).

2.1.4.4.Time

According to Abdaoui (2010) , the primary challenge in teaching collocations lies in the constraint of time, particularly when dealing with a large number of them. Hence, we believe that English language teachers should prioritize teaching the most common collocations used by native speakers, as they contribute to fluent and natural writing. Once proficiency in these collocations is achieved, teachers can gradually introduce less common ones, acknowledging that this may require additional time ,.

2.2. Literal Translation

This approach offers little assistance to speakers of the target language who seek to understand the meaning of the source text. According to Larson (1984), a literal translation often sounds nonsensical and carries minimal communicative value .

2.2.1.Definition of Literal Translation

A literal translation is a type of translation that aims to closely replicate the original text by translating words and phrases directly, preserving the exact lexical and syntactic structures of the source language in the target language.

Barkhudarov (1969) offers a relevant definition : "Literal translation is a translation performed at a lower level than that which is sufficient to transfer an unchanged content plan while respecting the norms of the target language" (p. 10).

According to Ordudari (2007), literal translation is such a translation in which "the source language grammatical constructions are converted to their nearest translation language equivalents, but the lexical words are again translated singly, out of context".

Vartina (2019) defines literal translation as " a translation technique that translates sentences or expressions word for word "

According to Postan (2023), Literal translation occurs when text is translated directly, word-for-word, from one language to another. This approach ignores the overall meaning of

the text, often leading to sentences that are difficult to understand and grammatically incorrect. It can also cause idioms to be translated in ways that make no sense in the target language .

2.2.2.Reasons for EFL Learners' Use of Literal Translation

EFL learners often use literal translation as a learning strategy due to several factors. According to Ellis (2008), literal translation helps learners initially comprehend unfamiliar vocabulary and apply grammatical rules from their native language (p. 92). This approach allows learners to bridge the gap between their existing linguistic knowledge and the new language they are learning, providing a scaffold for understanding and expression (Ellis, 2008).Moreover , EFL learners often rely on literal translation to transfer cultural and conceptual ideas from their native language to the target language (Kasper & Rose, 2002, p. 115). In addition, literal translation allows learners to apply familiar grammar patterns from their native language to the target language, aiding in initial comprehension and production (Ellis, 1994, p. 67).

2.2.3.Literal Translation Techniques

Literal translation techniques are commonly used in language learning and early stages of translation processes to build vocabulary and understand grammatical structures in the target language.

2.2.3.1.Direct Word-for-Word Translation

This technique involves translating each word in the source language directly to its equivalent in the target language, maintaining the same order and structure (Munday, 2008). For example, translating "He is a good boy" in English to " هو ولد جيد " in Arabic .

2.2.3.2. **Syntactic Structure Preservation**

In this approach, the grammatical structure and sentence order of the source text are kept intact, even if it results in unusual phrasing in the target language (Newmark, 1988). An

example of literal translation in Arabic is translating "أنا أدرس في جامعة القاهرة" to "I study at Cairo University" directly, without altering the word order or grammatical structure.

2.2.3.3. Literal Translation of Idioms and Fixed Expressions

This technique translates idiomatic expressions and fixed phrases word-for-word, regardless of whether the idiom makes sense in the target language (Baker, 1992). For instance, translating the Arabic idiom "يلعب بالنار" (yalʿab bi-l-nār) means "playing with fire," which is used to indicate that someone is taking a dangerous risk. If we translate it literally to English, it would be "to play with fire," which might be understood differently without the cultural context .

2.2.3.4. Exact Terminology Translation

Ensuring that technical or specialized terms are translated exactly as they appear in the source language, often using dictionaries or glossaries to maintain precision (Vinay & Darbelnet, 1958) .

2.2.3.5. Formal Equivalence

This approach strives for a close correspondence between the form and content of the source text and the translation, replicating the original style, tone, and structure (Nida, 1964). For example, translating a formal legal document from English to Arabic while maintaining the original legal phrasing and syntax.

2.2.3.6. Literal Translation of Compound Words

This technique involves translating each component of a compound word directly, preserving the original construction (Catford, 1965). An example is translating the Arabic

phrase "بيت النار" (bayt al-nar), which literally means "house of fire," into English as "house of fire" instead of the correct term "fire station."

2.2.4. Problems of Literal Translation of Collocations

Students encounter difficulties when translating collocations from English into Arabic, even when using machine translation (MT) systems, as they often relied on the literal translation method. The literature widely acknowledges that using appropriate collocations in the target language (TL) is one of the main challenges for translators (Hatim & Mason, 1990).

Due to the linguistic and cultural differences in collocability between the source language (SL) and the target language (TL), translators encounter significant challenges and hurdles when translating collocations (Baker, 1992).

Rabeh (2009-2010,as cited in Jabak et all .,2016) conducted a study on the challenges Arab students face when translating collocations between English and Arabic. His findings revealed that Arab students made significant errors in translating collocations. Two main reasons were identified for these mistakes: "First, students adopt literal translation as the main translation method. Second, students do not give enough importance to collocations which belong to another culture and language" (p. 4).

Ghazalla (1995) emphasizes that the literal translation of collocations demands significant attention from students. Text cohesion hinges on the idea that various internal forces typically 'hold together' a text. The undergraduate and EFL students often struggle to understand texts that seem to contain straightforward words and concepts, as they fail to identify cohesive ties (p. 20).

Husni and Newman (2015) highlighted that collocations often embody cultural or linguistic nuances, posing a challenge for translators. Consequently, second language learners may gradually lose the ability to differentiate collocations and instead interpret them literally, neglecting their connotative meaning. This tendency can impact the quality of translation

(Metwally & Hamad, 2023).

According to Brashi (2009), students should pay attention to which words frequently occur together in order to sound native-like when speaking a language. In essence, they should develop collocational competence to achieve linguistic proficiency, ensuring that their language use sounds natural and native-like.

According to Laurentia (2016) , most collocations possess distinct meanings. The meaning of a word often relies on its associations with specific collocates. When attempting to translate the meaning of a word in isolation, we typically contextualize it within its most common collocations; for that, the problems in translating collocations can arise due to several factors:

- **The Absorbing Influence of Source Text Structure:** Translators can become deeply immersed

in the source text, leading them to create unusual collocations in the target language without any clear rationale.

- **Misinterpreting the Meaning of a Collocation from the Source Language:** Translators can easily misinterpret a collocation in the source text due to interference from their native language. This occurs when it resembles a common collocation in the target language in form.

- **Culture-Specific Collocations:** Certain collocations are shaped by cultural contexts. If the cultural contexts of the source and target languages differ significantly, there may be occasions where the source text contains collocations that convey associations unfamiliar to the target reader. In essence, collocations are adaptable language patterns that permit various forms of expression.

- **Cultural Differences:** In addition to lexical and grammatical disparities, translation becomes challenging due to cultural differences. These differences encompass variations in worldview that are mirrored in language usage. Idioms, being fixed language patterns with limited variation in form, often serve as manifestations of these cultural distinctions.

Conclusion

In conclusion, this chapter has explored the intricate relationship between collocations and literal translation, shedding light on their definitions, classifications, characteristics, learning strategies, and the challenges faced by EFL learners in mastering collocations. Through an examination of translation, we have delved into its definition, various kinds, purposes, techniques, and the specific challenges encountered when translating collocations. It is evident that both collocations and translation play crucial roles in language learning and communication, with each presenting its own set of complexities and nuances. As learners strive to navigate the complexities of collocations and translation, it is essential to employ effective learning strategies, foster a deep understanding of linguistic structures, and remain attentive to cultural nuances to achieve proficiency in both areas.

Chapter Three : Field Work

Introduction

The methodological aspect of the current research project is covered in this chapter .First ,It aims to provide a concise written and spoken explanation of our research findings. Additionally, it incorporates textual and illustrative analysis of the collected data to obtain a thorough comprehension of the connection between the variables in our research. This section includes a thorough discussion and a summary of the results to verify the validity of the study hypothesis we have.

3.1. Description of the Present Study 's Methodology

The type of study has a significant influence on the research approach selected; In order to gather useful data , the current study is based on a qualitative research approach that supports the goals of our research. Thus, the qualitative study strategy would give us a thorough grasp of the research problem which is interested in how the research variables related to one another. As a result, the interpretation of the beliefs, values, attitudes, and interests of the participants would be feasible by means of the examination of the collected qualitative data.

3.1.1.Data Collection Methods

We have decided to use two primary methods of data collection in this investigation to get a variety of information from the perspectives of teachers through interviews and learners through questionnaires.

Thus, we will base our responses to the research questions on the information provided in the questionnaires for teachers and students.

3.1.1.1.The Teachers' Interview

In this research investigation, the viewpoints of the teachers are very important. Consequently, we create a survey so that we can get qualitative information from the teachers, whom the reading course is taught by.

Structure and Aim

The interview is structured to gather insights from five teachers on the challenges EFL learners face in developing their speaking skills and the influence of translating collocations on these skills. The aim is to delve into the teachers' perspectives on several key areas ; the importance of speaking skills in overall communication, common obstacles learners encounter, effective strategies to overcome these difficulties, the role of collocations in vocabulary expansion, the impact of translating collocations on speaking skills, and recommendations for improving the use of collocations in spoken English. The interview comprises six questions, blending open-ended and closed-ended formats, allowing teachers to share their experiences and beliefs freely. This structure facilitates a comprehensive understanding of the multifaceted issues affecting learners' speaking abilities and potential solutions to enhance their proficiency.

3.1.1.2. The Students' Questionnaire

In order to address the research questions, this questionnaire is thought to be the primary data collection tool. Following their study of collocations during the course of, the participating students are given this questionnaire in order to collect rich data.

Structure and Aim

The purpose of the questionnaire is to thoroughly examine the impact that translating collocations has on the speaking abilities of EFL learners among English majors in their Master One Sciences of Language at Mohamed Kheider University. It includes sections on demographic data, the context of teaching and learning, speaking techniques and difficulties, the function of collocations, and students' perspectives and opinions. The objectives are to learn about the students' backgrounds, gauge their satisfaction with the oral production modules, investigate how they bridge language gaps, pinpoint speaking challenges, and look at the kinds

and frequency of collocations. It also aims to collect opinions from students regarding the value of learning collocations and the effect of literal translations on fluency, with the goal of presenting solutions and insights regarding the difficulties involved in improving speaking abilities in an EFL setting.

3.2. The Interview Data Analyses

The interviews are conducted with five teachers who teach the   modules relevant to the topic. However, the individual interview is made of both open-ended and close ended questions which are intended to investigate teachers' perspectives on the challenges that are faced by the learners and the potential solutions to overcome those obstacles. Moreover, the interview comprises six questions in which teachers are allowed to answer freely according to their experience and beliefs.

Item 1: Do you believe that speaking skills are an important aspect of overall communication development?

-This question is intended to elicit the teachers' opinion about the importance of speaking skills in communication.

Teacher1: "There is no doubt …. communication based on how competent you are when it comes to speaking. So, it is very important."

Teacher 2: "Yes of course! I think that speaking skills are the most crucial ones."

Teacher3: "Yes, it is important. It is related to communication"

Teacher 4: "Yes, it is very important."

Teacher 5: "Yes for sure! They are very important."

The responses from the teachers clearly indicate an unanimous agreement on the importance of speaking skills in overall communication development. Teachers emphasize the significance of speaking proficiency in effectively conveying thoughts, ideas, and information.

Their responses highlight the essential role speaking skills play in facilitating communication and underscore the consensus among educators regarding its importance. The unanimous agreement suggests a strong understanding within the teaching community regarding the pivotal role of speaking skills in language acquisition and effective communication. This interpretation underscores the consensus among educators that speaking proficiency is a fundamental aspect of overall communication development.

Item 2: What are some common challenges learners face when it comes to developing their speaking skills?

This question aims to prompt the teachers to share their views on the obstacles learners face while speaking.

Teacher 1: "challenges related to the language such as poor vocabulary; poor grammar, and incompetence in style. Also, there are psychological challenges like: shyness, anxiety, embarrassment and all the negative feelings while speaking in front of the audience."

Teacher2: "usually, the intervention of their mother tongue and psychological part such as the fear of making mistakes and lack of practice. "

Teacher3:" fear of public speaking, lack of confidence, shyness …."

Teacher 4:"there are many such linguistic challenges (lack of vocabulary and grammar) and psychological ones (fear to speak in front people, lack of practice lack of exposure to the target language.) "

Teacher 5: "less motivation, lack of confidence and carelessness."

The responses from the teachers highlight a variety of common challenges learners face when developing their speaking skills. These challenges encompass both linguistic and psychological aspects. Linguistic challenges include poor vocabulary, grammar issues, and incompetence in style. On the other hand, psychological challenges such as fear of public speaking, lack of confidence, shyness, and anxiety are also prevalent. Additionally, the

intervention of the learners' mother tongue and the fear of making mistakes contribute to the obstacles they encounter. Lack of practice, exposure to the target language, motivation, and carelessness are further cited as hindrances to speaking skill development. Overall, the teachers' feedback underscores the multifaceted nature of the challenges learners face, highlighting the importance of addressing both linguistic and psychological barriers in fostering effective speaking skills.

Item 3: What are the strategies that are helpful in overcoming difficulties with speaking skills?

This question is designed to obtain the teachers' perspective about potential solutions to overcome the speaking difficulties.

Teacher 1 : ".......encouraging learners to talk openly ,joining them with more confident students , ……………starting gradually with brief conversations , learning helpful structures ,using scenarios , contextual situations like the language we use in the market , airport ……etc"

Teacher 2: "they should practice individually like talking to themselves in front the mirror or practice in groups. Also, they have to listen to the natives in movies or songs."

Teacher 3: "practice, because practice makes perfection. exposure to the target language and listening to natives.

Teacher 4: they should work on the psychological side and try to train themselves by talking in front the mirror.

Teacher 5: "engagement, commitment, listening and practice."

Based on the responses provided by the teachers to question 3, it is evident that they advocate for various strategies to overcome difficulties with speaking skills. These strategies predominantly emphasize the importance of practice, engagement, and exposure to the target language. Encouraging learners to engage in open discussions, joining them with more confident peers, and starting gradually with brief conversations are highlighted as effective

approaches. Additionally, practicing individually, such as speaking in front of a mirror, and listening to native speakers in movies or songs are recommended strategies. Furthermore, working on the psychological aspect, such as building confidence through self-talk in front of a mirror, is emphasized. Overall, the teachers' feedback underscores the significance of practice, engagement, and attentive listening in enhancing speaking proficiency and overcoming speaking difficulties.

Item 4: Do collocations contribute to the expansion of vocabulary among learners?

This question is intended to elicit the teachers' opinion about the role of collocations in enhancing the vocabulary acquisition of the learners.

Teacher 1: "Yes, sure! The learners usually learn one vocabulary item and when they can use collocations, the vocabulary might turn to five or six vocabulary items. "

Teacher 2: "Yes, of course! collocations enrich learners' vocabulary. "

Teacher 3: "Yes, they do."

Teacher 4: "Yes! When learners use vocabulary, they learn new words and how they work together to convey a specific meaning."

Teacher 5: Yes!

The responses from the teachers affirm a consensus regarding the positive impact of collocations on vocabulary expansion among learners. Teachers unanimously agree that collocations play a significant role in enriching learners' vocabulary. They emphasize that by understanding and using collocations, learners can enhance their vocabulary exponentially. Collocations enable learners to grasp multiple vocabulary items associated with a single word, thereby broadening their lexical range. Additionally, teachers highlight that utilizing collocations helps learners understand how words work together to convey specific meanings, further facilitating vocabulary acquisition. Overall, the teachers' feedback underscores the importance of incorporating collocations into language learning to facilitate vocabulary

expansion among learners.

Item 5: Does translating collocations influence learners' speaking skills? If yes, how?

The purpose of the fifth question is to obtain information about the influence of translating collocations on EFL learners' speaking skills.

Teacher 1: "Yes, translation is a very complicated issue ……………. Overall, I don't favor literal translation of collocations. I prefer students to learn English collocations as they are in their authentic context."

Teacher 2: "Yes, of course. It influences them negatively because translation never works mainly with collocations. Prepositions in English are not the same in Arabic. "

Teacher 3: "Yes, it does. Translation has some issues related to the cultural aspect of collocations. If we translate collocations and it happens, we didn't translate correctly, we might fall in this cultural related issue. "

Teacher 4: "In my opinion, translation helps me a lot. It enriches my vocabulary but collocations require a cultural understanding. So, it is somehow difficult to translate them."

Teacher 5: Yes, literal translation of collocations may hinder the learners' ability to communicate effectively. Some English words don't have direct equivalent in Arabic.

The responses from the teachers provide insights into the influence of translating collocations on EFL learners' speaking skills. While there is agreement among the teachers that translation of collocations has an impact, opinions vary on whether this influence is positive or negative. Some teachers express concerns about the limitations of literal translation, highlighting that it may hinder learners' ability to communicate effectively, particularly due to differences in prepositions and cultural nuances between languages. Others emphasize the importance of learning collocations in their authentic context to avoid potential misunderstandings related to cultural aspects. However, one teacher mentions that translation can enrich vocabulary but acknowledges the challenge of accurately translating collocations

due to their cultural nuances. Overall, the responses suggest that translating collocations poses challenges and complexities for EFL learners, potentially affecting their speaking fluency and communication skills.

Item 6: How can students improve the use of collocations in the spoken English?

This question is designed to elicit teachers' suggestions and recommendations   in order to help learners in improving the use of collocations in the spoken English.

Teacher 1: "Listening to natives could be the best way …………Also, there are course books that are helpful such Collocations on Use. However, the internet provides learners with huge, rich materials to improve any aspect of the language and collocations are not an exception. "

Teacher 2: "They need to learn vocabulary first. They should use academic resources or check websites such as British council or BBC for English. "

Teacher 3:" ……………. memorizing collocations and their use of speech. Also, they need to listen to dialogues or short stories, see videos …. etc."

Teacher 4:" Reading is the best way besides watching movies and documentaries."

Teacher 5: "in my opinion, listening to authentic scripts and watching authentic movies or videos is the best way to …………"

The teachers' responses to question 6 provide valuable suggestions for students to improve the use of collocations in spoken English. They unanimously recommend utilizing authentic materials, such as listening to natives, watching movies, documentaries, and videos, and reading books. Additionally, accessing online resources like course books specifically focusing on collocations or websites such as the British Council or BBC for English learning are suggested. Moreover, actively engaging in activities like memorizing collocations, listening to dialogues or short stories, and watching authentic scripts can enhance students' proficiency in using collocations in spoken English. Overall, the teachers emphasize the importance of exposure to authentic language materials and active practice in various contexts to strengthen

students' use of collocations in spoken English.

3.2.1.Summary of the interview data analysis

The interview data analysis reveals an unanimous agreement among teachers regarding the pivotal importance of speaking skills in overall communication development, emphasizing its role in effectively conveying ideas and information. Learners encounter a diverse array of challenges, ranging from linguistic issues like poor vocabulary and grammar to psychological barriers such as fear of public speaking and lack of confidence. To address these challenges, teachers advocate for strategies emphasizing practice, engagement, and exposure to the target language, including engaging in open discussions, practicing individually, and listening to native speakers. Furthermore, teachers unanimously affirm the significant role of collocations in expanding vocabulary, though opinions differ on the influence of translating collocations on speaking skills. Nonetheless, teachers stress the importance of learning collocations in their authentic context. To improve the use of collocations in spoken English, teachers suggest utilizing authentic materials, accessing online resources, and engaging in activities like memorizing collocations and listening to dialogues or short stories. Overall, the interview data underscores the multifaceted nature of developing speaking skills and highlights the importance of tailored strategies and authentic language exposure in fostering effective communication.

3.3. The questionnaire Data Analyses

The questionnaire is administered to Master One students at Mohamed Kheider University to thoroughly examine the impact of literal translation of collocations on their speaking abilities as EFL learners. Designed to capture a comprehensive range of data, the questionnaire includes sections on demographic information, the teaching and learning context, speaking techniques and difficulties, the role of collocations, and students' perspectives and opinions.

Part One: Background Information

1. Age?

	Frequency	**%**
21-25	16	80
26-30	01	05
More than 30	03	15
Total	20	100%

Table 01:

The data reveals that within a sample of 20 individuals, the majority (80%) fall within the 21-25 range, indicating this group is highly dominant. A small portion (5%) is in the 26-30 range, suggesting this category is not common in the sample. Meanwhile, 15% of the individuals are over 30, showing a minor yet notable representation. Overall, the data highlights a strong concentration in the 21-25 range, a minimal presence in the 26-30 range, and a moderate representation of those over 30.

2. Gender?

	Frequency	**%**
Male	17	85
Female	03	15
Total	20	100%

Table 02:

The data indicates that within a sample of 20 individuals, 85% are male and 15% are female. This shows a significant gender disparity, with males comprising the overwhelming majority of the sample. The stark difference in representation suggests that the male group is highly dominant, while females are considerably underrepresented. This distribution may reflect underlying demographic trends or biases within the sampled population.

3. Are you satisfied with the time allocated for studying the Oral Production module?

	Frequency	**%**
Yes	10	50
No	03	15
Not Really	07	35
Total	20	100%

Table 03:

The data shows that within a sample of 20 individuals, responses are distributed as follows: 50% answered "Yes," 15% answered "No," and 35% answered "Not Really." This indicates that half of the sample has a positive response, while a smaller portion (15%) has a negative response. Additionally, 35% are ambivalent or unsure, as reflected by the "Not Really" category. Overall, the sample displays a diverse range of opinions, with a predominant positive response but a significant amount of uncertainty or partial agreement.

4. in your opinion, why learning the speaking skill is so important?

	Frequency	**%**
To improve fluency.	09	45
Rules are not sufficient to be a speaker of a language.	11	55
Total	20	100%

Table 04:

The data reveals that within a sample of 20 individuals, 45% believe that improving fluency is important, while 55% think that knowing the rules alone is not sufficient to be a speaker of a language. This indicates a slight majority opinion that emphasizes the limitations of rule-based knowledge in language learning, suggesting that practical fluency and perhaps other aspects like practice and immersion might be considered more essential. The distribution highlights a balanced yet slightly divergent perspective on the key elements of effective language acquisition.

5. Do you agree with the saying "to learn a language you must speak it"?

	Frequency	%
Strongly agree.	13	65
Agree	05	25
Disagree	01	05
Strongly disagree	01	05
Total	20	100%

Table 05:

The data shows that within a sample of 20 individuals, 65% strongly agree, 25% agree, 5% disagree, and 5% strongly disagree with a given statement. This indicates a strong consensus, with 90% of the sample either agreeing or strongly agreeing. The minimal percentages for disagreeing (5%) and strongly disagreeing (5%) suggest that there is very little opposition to the statement. Overall, the distribution reflects a high level of agreement within the group, highlighting a predominant positive sentiment.

6. What are the most activities you prefer to practice in classroom?

	Frequency	%
Simulations	01	05
Information Gap	00	00
Reporting	00	00
Dialogue	08	40
Role-play	04	20
Questions Activity	04	20
Providing Feedback	02	10
Storytelling	01	05
Total	20	100%

Table 06:

The data shows the preferences for various activities within a sample of 20 individuals, with "Dialogue" being the most popular at 40%. "Role-play" and "Questions Activity" are each preferred by 20% of the sample, while "Providing Feedback" is chosen by 10%. Both "Simulations" and "Storytelling" are the least favored, each by 5%, and "Information Gap" and "Reporting" are not used at all. This distribution highlights a strong preference for interactive and communicative activities, with Dialogue leading significantly.

7. What do you use to avoid the language gap or failure in oral communication during interactions in classroom?

	frequency	%
Find synonyms or similar words to convey your meaning.	08	40
Use words from your native language if you do not know the English equivalent.	01	05
Switch between languages if necessary.	01	05
Try rephrasing your sentences to communicate effectively.	03	15
Avoid discussing topics where you do not have enough vocabulary.	07	35
Total	20	100%

Table 07:

The data indicates the strategies used by 20 individuals for communicating effectively in English. "Find synonyms or similar words to convey your meaning" is the most common strategy, used by 40% of the sample. "Avoid discussing topics where you do not have enough vocabulary" is chosen by 35%. "Try rephrasing your sentences to communicate effectively" is used by 15%. Both "Use words from your native language if you do not know the English equivalent" and "Switch between languages if necessary" are the least common strategies, each chosen by 5%. This distribution highlights a preference for adaptive strategies like finding synonyms and rephrasing, with a notable portion opting to avoid challenging topics due to limited vocabulary.

8. What are your main speaking difficulties?

	Frequency	%
Pronunciation difficulties	01	05
Grammar and Structure	04	20
Lack of practice	13	65
First language interference (The use of the mother tongue)	02	10
Total	20	100%

Table 08:

The data reveals the challenges faced by 20 individuals in learning English. The most significant challenge is "Lack of practice," experienced by 65% of the sample. "Grammar and Structure" is a challenge for 20%, while "First language interference (The use of the mother tongue)" affects 10%. "Pronunciation difficulties" are the least common challenge, reported by 5%. This distribution indicates that insufficient practice is the predominant issue, with grammar and first language interference also being notable but less widespread concerns. Pronunciation difficulties are relatively minor in comparison.

9. Could you please provide some suggestions to improve the speaking skill in the classroom?

The suggestions provided for improving speaking skills in the classroom encompass a variety of interactive and engaging activities, including playing oral games, incorporating role-playing and presentations with technology, facilitating open discussions and debates, encouraging communication with peers, providing opportunities for language exposure, utilizing various speaking-focused activities, fostering collaboration among students, and emphasizing the importance of practice and participation without fear of making mistakes.

These suggestions emphasize the need for active student involvement, practice, and confidence-building in speaking English. Overall, they highlight the importance of creating a supportive and interactive learning environment that encourages students to engage in speaking activities regularly and comfortably.

10. How often do you use collocations?

	Frequency	%
Always	05	25
Rarely	05	25
Often	08	40
Never	02	10
Total	20	100%

Table 10:

The data represents the frequency of occurrence for a certain behavior or event among a sample of 20 individuals. The distribution is as follows: 25% report experiencing the behavior "Always," while the same percentage report experiencing it "Rarely." "Often" is reported by 40% of the sample, and "Never" by 10%. This distribution suggests that the behavior is quite common, with 40% experiencing it often, while a significant portion experiences it rarely. However, a notable minority reports never experiencing it.

11. Does translating collocations pose a serious problem for you ?

	Frequency	%
Yes	12	60
No	08	40
Total	20	100%

Table 11:

The data indicates responses to a binary question within a sample of 20 individuals. 60%

of the respondents answered "Yes," while 40% answered "No." This suggests that the majority of the sample affirms the statement or condition posed by the question, while a significant minority disagrees with it. Overall, the distribution shows a clear difference in opinions or responses among the individuals surveyed.

12. Have you ever encountered situations where translating collocations led to misunderstanding or confusion in English conversations ?

	Frequency	%
Yes	10	50
No	03	15
Not really	07	35
Total	20	100%

Table 12:

The data illustrates responses to a question or statement within a sample of 20 individuals. 50% of respondents answered "Yes," while 15% answered "No," and 35% responded with "Not really." This indicates a diverse range of opinions or degrees of agreement within the sample. While a significant portion agrees, a smaller percentage disagrees, and a notable proportion expresses uncertainty or partial agreement. The distribution underscores the varied perspectives within the surveyed group.

13. Which types of collocations are the most difficult in translating collocations?

	Frequency	%
Verb-noun collocations	05	25
Adjective-noun collocations	00	00
Phrasal verbs collocations	08	40
Noun-noun collocations	03	15
Adverb-adjective collocations	04	20
Total	20	100%

Table 13:

The data presents the frequency of different types of collocations within a sample of 20 individuals. Among the respondents, "Phrasal verbs collocations" are the most common, reported by 40% of the sample. "Verb-noun collocations" follow at 25%, while "Adverb-adjective collocations" are reported by 20% of the individuals. "Noun-noun collocations" are at 15%, and "Adjective-noun collocations" are not reported by any individual in the sample. This distribution indicates a preference or familiarity with certain types of collocations over others, with phrasal verbs being the most frequently recognized or used.

14.Do you agree that EFL learners should prioritize mastering collocations to enhance their speaking proficiency?

	Frequency	%
Strongly agree	03	15
Agree	13	65
Disagree	03	15
Strongly disagree	01	05
Total	20	100%

Table 14:

The data depicts responses to a statement or question within a sample of 20 individuals. Among the respondents, 65% "Agree" and 15% "Strongly agree" with the statement, indicating a majority leaning towards agreement. Conversely, 15% "Disagree" and 5% "Strongly disagree," representing a minority dissenting from the statement. This distribution suggests a prevailing inclination towards agreement among the sample, with only a small portion expressing disagreement or strong disagreement.

15. In your opinion, how has the literal (word for word) translation of phrases affected your ability to speak fluently?

The opinions provided on the impact of literal (word-for-word) translation of phrases on speaking fluency vary. Some respondents believe that it can hinder fluency by making the learner less accessible for learning, causing difficulties due to different grammar structures, and leading to errors or lack of communication in certain conversations. Others suggest that while it may not directly affect fluency, it can impede speaking improvement, hinder learning, or make speaking smoother. Many emphasize the importance of understanding context and meaning rather than relying solely on literal translations to speak fluently in another language. Overall, there's a consensus that while literal translation may sometimes assist in vocabulary

acquisition, it often fails to capture the nuances and natural flow of speech in a language, potentially hindering fluency.

 3.3.1.Summary of The questionnaire Data Analyses:

The data compiled from various sources provides insights into different aspects related to language learning and communication within a sample of 20 individuals. It reflects a diverse range of perspectives, challenges, and strategies for improving speaking skills in English. The majority of respondents fall within the 21-25 age range, with a significant gender disparity favoring males. Opinions on various topics, such as the importance of fluency versus knowledge of language rules, speaking activity preferences, and challenges faced in learning English, vary among the sample. Strategies for improving speaking skills in the classroom include interactive activities, practice opportunities, and avoiding literal translation to enhance fluency. Despite differences in opinions and experiences, there is a common understanding of the importance of active participation, practice, and context comprehension in language learning and effective communication. Overall, the data highlights the complexity of language acquisition and the significance of tailored approaches to address individual needs and preferences.

Conclusion

This chapter focus on the methodological aspects of the current research project. It starts by delivering a clear and succinct explanation of our research findings, both in written and oral formats. Additionally, it feature a detailed analysis of the collected data, using both text and illustrations, to thoroughly understand the relationships between the variables in our study. This section also include a comprehensive discussion and summary of the results to validate our research hypothesis. On one hand , The data from a sample of 20 individuals highlights diverse perspectives, challenges, and strategies in language learning, emphasizing the importance of active participation, practice, and tailored approaches . On the other hand, the interview data reveals unanimous agreement among teachers on the importance of speaking skills in communication ,highlighting the common challenges faced by learners while speaking . Also, they advocate different strategies to enhance speaking skills .

Recommendations

Based on the analysis, several recommendations can be made to enhance speaking skills in English language learning:

1. Increase Practice Opportunities: Encourage learners to engage in regular speaking practice sessions, both individually and in group settings. Provide structured activities that promote active participation and conversation.

2. Expose Learners to Authentic Materials: Utilize authentic language resources such as movies, TV shows, podcasts, and news articles to expose learners to natural language usage and colloquial expressions.

3. Incorporate Collocation Exercises: Integrate specific exercises and activities focused on collocations into the curriculum to help learners understand how words naturally combine in English.

4. Provide Constructive Feedback: Offer constructive feedback on pronunciation, grammar, and vocabulary usage during speaking activities to help learners identify areas for improvement and build confidence.

5. Address Psychological Barriers: Implement strategies to address psychological barriers such as fear of public speaking and lack of confidence by creating a supportive and encouraging learning environment.

6. Promote Active Listening: Encourage learners to actively listen to native speakers through audio recordings, podcasts, and conversations to improve comprehension and pronunciation.

7. Avoid Literal Translation: Emphasize the importance of understanding collocations in their authentic context rather than relying on literal translation, which may lead to misunderstanding and hinder speaking fluency.

8. Offer Diverse Speaking Activities: Provide a variety of speaking activities such as role-plays, debates, presentations, and discussions to cater to different learning styles and interests.

9. Encourage Language Exchange: Facilitate opportunities for learners to engage in language exchange programs or conversation partners to practice speaking with native or proficient speakers.

10. Monitor Progress and Adjust Strategies: Regularly assess learners' speaking skills and adjust teaching strategies accordingly to address their evolving needs and challenges effectively.

Further Research

Future studies could gain a deeper understanding of the difficulties and solutions associated with translating collocations in EFL contexts by enlarging the sample size and incorporating more institutions. More reliable and broadly applicable results may be obtained by using a mixed-methods approach that blends quantitative performance evaluations with qualitative interviewing. Longitudinal studies that monitor students' development over time would also shed light on the long-term impacts of various teaching philosophies on speaking proficiency. Lastly, investigating how technology and digital tools can help with collocation learning and translation could offer creative answers to the problems this study has revealed. peaking . Also, they advocate different strategies to enhance speaking skills.

General conclusion

In conclusion, The study on the literal translation of collocations and its impact on EFL learners' speaking skills reveals significant insights. Literal translation often leads to awkward or incorrect expressions that hinder effective communication. This can affect the fluency, accuracy, and overall comprehensibility of learners' spoken English. By identifying common collocational errors and emphasizing the importance of learning collocations in context, educators can help learners develop more natural and effective speaking skills. However , the analysis of both interviews and questionnaire data provides valuable insights into the multifaceted nature of teaching and learning speaking skills in English language education. From the interviews with teachers, we gleaned a consensus on the pivotal role of speaking proficiency in effective communication and the significance of collocations in enriching vocabulary , as well as the diverse challenges learners encounter, ranging from linguistic to psychological barriers. Teachers emphasized the importance of tailored strategies, such as practice, engagement, and exposure to authentic language materials, in addressing these challenges. Similarly, the questionnaire responses from learners shed light on their perspectives, preferences, and experiences related to speaking skill development. The data highlighted a range of challenges faced by learners, including insufficient practice, grammar and structure issues, and literal translation of collocations. However, it also revealed their enthusiasm for interactive classroom activities and strategies to overcome language barriers. Overall, the data underscores the importance of adopting a holistic approach to teaching speaking skills, one that addresses both linguistic and psychological aspects while catering to individual needs and preferences. It emphasizes the significance of creating a supportive and inclusive learning environment, promoting self-assessment and reflection, and providing continuous and constructive feedback to facilitate learners' progress. Moreover, the

data highlights the value of collaboration among educators and ongoing professional development to enhance teaching practices.

In essence, effective teaching and learning of speaking skills require a combination of innovative strategies, personalized approaches, and a supportive educational ecosystem. By implementing the recommendations derived from the data analysis and fostering a culture of continuous improvement, educators can empower learners to overcome challenges, achieve their language learning goals, and become confident and proficient speakers of English.

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Appendices

Appendix A :The Teachers ' Interview Questions

Dear teachers ,

   This interview is designed to investigate the influence of translating collocations on EFL learners' speaking skills ;the case of Master One Sciences of Language Students at Biskra University .Please respond to the questions as honestly as possible . However , all the provided feedback will be kept private .

  Q1: Do you believe that speaking skills are an important aspect of overall communication development ?

  Q2: What are some common challenges learners face when it comes to developing their speaking skills ?

  Q3: What are helpful strategies to overcome speaking skills difficulties ?

  Q4: Do collocations contribute to the expansion of vocabulary among learners ?

  Q5: Does translating collocations influence learners' speaking skills ?

  Q6 :How can learners improve the use of collocations in the spoken English?

Dear students ,

This questionnaire aims to collect information about the speaking skills of EFL learners. Your responses will greatly assist us in our research. We , in advance appreciate your participation.

Section one: General Information

1. Age: ……..

2. Gender

☐   Male

☐   Female

Section Two: Perceptions Towards Communicative Activities

3. Are you satisfied with the time allocated for studying the Oral Production module?

☐   Yes.

☐   No.

☐   Not really

4. In your opinion, why learning the speaking skill is so important?

☐   to improve fluency .

☐   rules are not sufficient to be a speaker of a language.

5. Do you agree with the saying "to learn a language you must speak it"?

☐   Strongly agree.

☐   Agree

☐   Disagree

☐ Strongly disagree

6. What are the most activities you prefer to practice in classroom?

☐ Simulations

☐ Information Gap

☐ Reporting

☐ Dialogue

☐ Role-play

☐ Questions Activity

☐ Providing Feedback

☐ Storytelling

7. What do you use to avoid the language gap or failure in oral communication during interactions in classroom?

☐ Find synonyms or similar words to convey your meaning.

☐ Use words from your native language if you do not know the English equivalent.

☐ Switch between languages if necessary.

☐ Try rephrasing your sentences to communicate effectively.

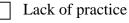☐ Avoid discussing topics where you do not have enough vocabulary.

8. What are your main speaking difficulties?

☐ Pronunciation difficulties

☐ Grammar and Structure

☐ Lack of practice

☐ First language interference (The use of the mother tongue)

9. Could you please provide some suggestions to improve the speaking skill in the classroom?

………………………………………………………………………………………………

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Section3 : challenges EFL learners face with collocations

10. How often do you use collocations ?

☐ Always

☐ Rarely

☐ Often

☐ Never

11. Does translating collocations pose a serious problem for you ?

☐ Yes

☐ No

12. Have you ever encountered situations where translating collocations led to misunderstanding or confusion in English conversations ?

☐ Yes

☐ No

☐ Not really

13. Which types of collocations are the most difficult in translating collocations?

☐ Verb-noun collocations

☐ Adjective-noun collocations

☐ Phrasal verbs collocations

☐ Noun-noun collocations

☐ -Adverb-adjective collocations

14 .Do you agree that EFL learners should prioritize mastering collocations to enhance their speaking proficiency ?

☐ Strongly agree.

☐ Agree

☐ Disagree

☐ Strongly disagree

15. In your opinion, how has the literal (word for word) translation of phrases affected your ability to speak fluently ?

…………………………………………………………………………………………

…………………………………………………………………………………………

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Résume :

Cette étude examine l'influence de la traduction des collocations sur les compétences orales des étudiants de troisième année en anglais à l'Université Mohamed Khider. Reconnaissant le rôle crucial des compétences orales dans une communication efficace, cette étude explore les défis auxquels sont confrontés les apprenants en anglais langue étrangère (EFL) et les stratégies employées pour améliorer leur maîtrise. La recherche souligne l'importance des collocations dans l'expansion du vocabulaire et examine les perspectives variées sur l'impact de la traduction des collocations sur les compétences orales. Les données recueillies par le biais d'entretiens et de questionnaires révèlent un consensus parmi les enseignants sur la nécessité de la pratique, de l'engagement et de l'exposition à une langue authentique pour améliorer les compétences orales. Malgré des opinions divergentes sur l'impact de la traduction, il y a une forte emphase sur l'apprentissage des collocations dans leur contexte authentique. Les résultats mettent en évidence la nécessité d'approches personnalisées pour répondre aux besoins individuels d'apprentissage, apportant des insights précieux dans le domaine de l'enseignement des langues.

Mots-clés : apprenants EFL, compétences orales, collocations, traduction .