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EFL learners' Literal Translation and Deficiency in Speech Collocation Use

A Dissertation Submitted in Partial Fulfillments of the Requirements for the Degree of Master in

Didactics of Foreign Languages

Submitted by

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Declaration

I hereby declare that the dissertation entitled "EFL Learners' Literal Translation and Deficiency in Speech Collocation Use," is my own work, and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Dedication

This work is dedicated to my dear parents;

My brothers and friends;

My whole family and loved ones.

Abstract

Collocations represent a challenging language aspect for both learners and teachers. Besides, literal translation is the primary strategy EFL learners use to express themselves even though it results in erroneous speech patterns. This study aims at shedding light on the relation between literal translation and the use of collocations in the speech of Algerian EFL students. It aims to point out the importance of collocation teaching/learning along with the downsides of literal translation and L1 interference in speech. The purpose of this research is to investigate to what extent students have acquired mastery of collocations in their spontaneous speech and what impact the overreliance on literal translation has on their language proficiency. To collect the necessary data for the study, a focus group with a sample of 20 EFL students at Mohammed Seddik Ben Yahia- Jijel University, Department of English, an assessment quiz was administered to the sample to measure their level of collocational awareness, an interview was conducted with two teachers in the Department of English Language. The research data and findings of the study revealed a remarkable deficiency in collocations use in this sample's EFL learners' speech. The students have given various responses to collocation use stimulation. Namely, avoidance is the most used lexical simplification by Algerian EFL learners due to the lack of vocabulary. In addition, word-for-word translation is a priority for them when they know the equivalent words in the target language. However, there are some common collocations that the students manage to use correctly.

Keywords: Literal translation, collocations, speech, deficiency, EFL learners

List of Abbreviations, Acronyms, and Symbols

EFL: English as Foreign Language

ESL: English as Second Language

L1: First Language

L2: Second Language

LMD: License-Master-Doctorate

SL: Source language

TL: Target language

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General Introduction

Background of the Study

Many research papers and studies were conducted concerning literal translation, collocations, and the translation of collocations (Farghal and Obeidat, 1995; Fanit, 2010; and Boussalia, 2010). Farghal and Obeidat (1995) conducted a study on senior and junior English majors at Yarmouk University and language teachers of English in which they administered two questionnaires about translating common topics' collocations from English into Arabic and vice versa to the subjects of the study. Their research revealed a serious deficiency in translating collocations, for students and teachers alike, which they compensate for with lexical simplifications such as synonymy, paraphrasing, and avoidance. In another study, Fanit (2010) ran a test on a sample of 30 randomly chosen students in the English Language Department, Mentouri University, Constantine. The test consisted of several questions gauging the general knowledge of the students about collocations and two translation tasks of 10 English expressions into Arabic and 10 Arabic expressions into English. His research has concluded that the students give little importance to foreign language collocations, and they use literal translation as the main method of translation. Quite similarly, Boussalia (2010) administered a translation task consisting of contextualized collocations along with an MCQ task. She marked a low performance from the students due to, according to her, unfamiliarity with collocations and ignorance of the English culture. What is missing in the previously mentioned studies is the investigation of the effect of literal translation on collocations in speech. The majority of studies deal with the literal translation in its written form, but the literal translation in speech, which can be called spoken literal translation, passes unnoticed by most researchers.

Statement of the Problem

It is clear to anyone who observes EFL learners' speech that there is a remarkable deficiency in vocabulary, especially when it comes to spontaneous speech. On top of that, collocations, which are one of the most important, yet neglected variables of language, are barely given any attention at all in the EFL syllabuses and classrooms. For learners to cover this deficiency, they resort to literal translation which can be sometimes very problematic. To save EFL learners from the trouble of being between the hammer of collocations and the anvil of literal translation, this study attempts to draw attention that collocations are the most affected language variable by the problematic outcomes of overrelying on literal translation in speech.

Research Questions

➢ How often do Algerian EFL students at the University of Jijel use collocations in their spontaneous speech consciously and correctly?

➢ To what extent does L1 literal translation affect collocations proficiency in their speech?

Research Hypothesis

The study hypothesizes that the overall vocabulary of Algerian EFL students at the University of Jijel is poor, so chances are: that their collocations use is at the same level. They rely mainly on word-for-word literal translation which may lead to semantic inaccuracy and unnatural production of speech i.e. non-native-like ways of speech that are generally incorrect and sound awkward.

Research Methodology:

Based on the nature of the research and to achieve its aims, a focus group, an MCQ quiz, and a teacher interview will be conducted to collect the necessary data. A focus group with a sample of 20 BA degree students at Mohammed Seddik Ben Yahia- Jijel University, Department

of English will be held. Random topics will be brought up, and the participants will be provoked implicitly to use collocations. The second instrument of the data collection process will be an MCQ quiz consisting of 20 three-words combinations with options of words that could possibly collocate with them. The last data collection technique is an interview with two oral expression teachers to discuss the frequency of collocations use in EFL students' speech, causes, and suggested solutions for collocation use deficiency.

Significance of the Study

This study aims at bringing awareness about the importance of collocations and pointing out how problematic is literal translation in EFL learners' collocations use. As long as vocabulary in general, and collocations on particular have little importance in EFL syllabuses, EFL learners will continue to rely on literal translation which will have detrimental effects on their speech proficiency.

Organization of the Dissertation

This study is divided into two chapters. The first one is the theoretical part which consists of two sections; the first one deals with literal translation, its methods, its problematic outcomes, and some suggested solutions. The second section is devoted to collocations, their types, their importance, and the disadvantages of collocational deficiency. The second chapter represents the practical part. It represents an analysis and discussion of the data collected from a focus group conducted with 20 students at Mohammed Seddik Ben Yahia- Jijel University, department of English as well as an MCQ quiz and an interview with teachers from the same institution.

Introduction:

Literal translation is a popular strategy employed by EFL students in their speech. It is their go-to coping method for dealing with insufficient vocabulary breakdowns. This method, however, produces unsatisfactory outcomes, particularly when it comes to collocations. Collocations refer to sequences of words or terms that co-occur more often than would be expected by chance (i.e., the statistically significant placement of particular words in a language), often representing an established name for, or idiomatic way of conveying, a particular semantic concept. In contexts where collocations proficiency is a must, literal translation generally results in non-native-like, semantically inaccurate, awkward, and misleading expressions. This study intends to draw attention to the importance of collocations, and to find out how often Algerian EFL students use collocations in their speech and how that is affected by the students' tendency to literal translation.

Section one: Literal translation

1. **Translation**

    1.1. **Definition of Translation**

    Bell (1991, p.5) defines translation as "the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences". Also, according to Catford(1965, p.20), it is "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)". "Translation generally refers to all the processes and methods used to render and/or transfer the meaning of the SL text into the target language as closely, completely, and accurately as possible" (Ghazala, 1995, p.1).

The common denominator between all these definitions is that translation is to render a text from a source language into a target language. The difference between them is the more emphasized aspect. Bell emphasizes meaning as well as style, while Ghazala emphasizes meaning only. Catford makes no discrimination between both style and meaning in his definition "the replacement of textual material in one into another". This divergence of emphasis on linguistic aspects brings about different kinds and methods of translation.

1.1. Kinds of Translation

Larson (1984, p.15) makes the distinction between two major categories of translation: literal translation and idiomatic translation.

1.1.1. Idiomatic Translation

This kind of translation is meaning-based. According to her, since texts have both form and meaning, there are two main kinds of translations. "Meaning-based translations make every effort to communicate the meaning of the source language text in the natural forms of the receptor language" Larson (1984, p.15). At first glance, it seems that this kind of translation would be more useful for EFL learners to express themselves.

1.1.2. Literal Translation

The second kind of translation is literal translation which Larson considers (1984, p.15) form-based. She argues that this kind of translation is "of little help to speakers of the receptor language who are interested in the meaning of the source language

text. A literal translation sounds like nonsense and has little communication value". Newmark (1988, p.46) states that, in literal translation, "The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved". Newmark (1988, p.69) subcategorizes the literal translation method into three different ways as follows;

1.1.2.1.   Word-for-word Translation

Each SL word is translated into an equivalent word in TL which is kept the same as, and in line with that of the SL. This method regards translation to be a translation of individual words. All the translator has to do is find the equivalent word in the TL for the SL word, regardless of differences in grammar, word order, context or special use. Moreover, the whole concentration is on the source language, whereas the target language should follow, imitate and mirror it blindly, perfectly and precisely. Hence, it is considered an easy, straightforward way of translation, which makes it common among students in particular.

1.1.2.2.   One-to-one Literal Translation

The one-to-one translation is, to Newmark(1988, p.69), "a broader form of translation, each SL word has a corresponding TL word but their primary (isolated) meanings may differ". It respects collocational meanings in their powerful context. This method of translation means translating each SL word or phrase into an identical word or phrase in the TL, with the same number, grammatical class and type of language. That is, a noun is translated into a noun, two nouns into two nouns, one

adjective into one adjective, two into two, and so on and so forth. similarly, an idiom should be translated into an idiom, a collocation into a collocation, a proverb into a proverb, a metaphor into a metaphor, etc. However, unlike word-for-word translation, one-to-one translation considers context. That is to say, it selects the right equivalent word for words that have multiple meanings in different contexts.

1.1.2.3.   Direct Translation

This type of translation tends to translate the meaning as closely, accurately, and completely as possible. It is also known as close translation. It is the translation of the meaning in context; it takes into account the TL grammar and word order. Metaphorical and special uses of language are also accounted for in the TL. In this sense; it can be described as the full translation of meaning.

2.   The Potential Problems of Literal Translation

If one observes EFL learners speech production process, he will find it a spitting image of the word-for-word translation method. However, this method could be considered problematic when considering the multiple differences between languages. Languages, especially those which belong to different language families i.e. languages related to a common ancestral language, have various grammatical, lexical, and stylistic differences such as words order, tenses use, word classes, and polysemy that if not respected, will create many linguistic errors throughout the course of translation. Since EFL learners are often tempted to adopt the method of word-for-word translation, and due to their insufficient knowledge about TL, syntax, figurative speech, terminology, and

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culture, many problems can be noted. There are grammatical, lexical, and stylistic problems that can occur, but the most recurring problems from students are the lexical ones. According to Ghazala(1995, p.5), word-for-word translation " has no respect for the context of words in a language and allows for words to be understood in isolation, not in combination with other surrounding words". In other words, polysemous words that have more than one meaning in a different context, especially those which have a collocational or figurative sense, will be most certainly mistranslated. For instance, the word 'break' in the two expressions 'coffee break' and 'prison break' hold two different meanings. He adds, "It cannot deal with the SL words that have no equivalents in the TL". This applies to languages that have a wider lexicon and vocabulary than others have more sophisticated words, or have an abundance of different words for the same notion with slight nuances between them. For example, the concept of 'love' has nearly thirty-three words in Arabic. It is quite clear that such a huge number of synonyms cannot be translated with one single equivalent word into another poor language without the need for additional explanation or description to convey the complete meaning. This problem can be dangerous especially when the translator does not have comprehensive knowledge about the target culture, because some synonyms might have different tones from others which can alter the course of speech completely. Another problem with word-for-word translation is the difference in sentence structuring in different languages. Newmark (1988, p.69) says that "word-for-word translation transfers SL grammar and word order, as well as the primary meanings of all the SL words, into the translation". The word order issue could be initially misleading for the translator, monitoring him/her to produce the TL text in a certain way. This implies that one of the stylistic problems is over-complexity. Using too many complex sentences is another error many students make. It

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detracts from the text's aesthetic appeal. It complicates the material of translation and makes it laborious to understand in a displeasing manner. Therefore it is preferable to use straightforward, basic language to prevent misinterpretation and errors in the content that needs to be translated. This stylistic problem can be attributed to the interference of Arabic EFL learners' mother tongue, since the Arabic language is known for its prominent redundancy.

3. The Difficulties of Translating Collocations

Providing a neat translation with no disruption or alteration of meaning has always been a challenge for translators. What makes it more challenging is the specificity and complexity of collocations. "Achieving appropriate collocations in the TL text has always been one of the major problems a translator faces" Hatim and Mason(1990, p.204). They add "there is always a danger that, even for experienced translators, SL interference will occasionally escape unnoticed and an unnatural collocation will flaw the TT" (1990, p.205). It is clear that collocations are considered a problematic area of translation due to a list of reasons.

3.1. Non-equivalence

Biguenet and Schulte (1989, p. xiii) observe that "some languages are richer than others in their word count ... An exact equivalence from one language to another will never be possible. This could be characterized as both dilemma and challenge for the translator". That is to say, the translator will find himself/herself in a dilemma of which word to choose when translating from a poor language into a richer language, from English into Arabic for instance. If it is the other way around, the translator sometimes will struggle to find the satisfactory equivalent to express the meaning

with a poor language starting from a richer one. What adds oil to fire is that "equivalent words in different languages rarely, if ever, have the same range of collocation" Hartmann and Stork (1972, p.41).

3.2.   Cultural Difference

The mutual influence of culture on language is out of question for the vast majority of linguists. Larson (1984, p.95) states that "different languages have different concentrations of vocabulary depending on the culture, geographical location, and the worldview of the people". This means that the translator has to deal with culture-specific items, which are concepts that are specific to a certain culture. For instance, *Downing Street* is literally rendered as داونينغ ستريت. This TL equivalent is not acceptable since it does not transfer the semantic message of SL collocation to TL readers, which is the residence of the prime minister in the British government.

3.3.   Untranslatability

Due to many linguistic differences, translation will always have "to cope with the reality of untranslatability from one language to another" (Friedrich 1992, p.11). Abdul-Raof (2001) notes that "the intrinsic syntactic, semantic, and pragmatic differences in languages lead to cases of both non-equivalence and untranslatability between languages; we are, therefore shackled by these limitations"(as cited in Ibrahim, 2003, p. 32). This means that the translator should provide more explanation for readers through footnotes namely or with more clarification when it is a speech event.

4.   Potential Solutions to Translating Collocations

EFL learners assume that for every word in their mother tongue there is a single equivalent word in the target language. However, mastering a foreign language requires learners to abandon

this misconception. Awareness should be raised for students that literal translation is impossible to apply in all cases. An English word could be translated into a whole phrase in Arabic namely. Similarly, an Arabic word could be translated into a whole phrase in English if the meaning was to be expressed accurately. This is why EFL learners find it difficult to translate collocations as Smadja et al (as cited in Ibrahim 2003, p.35) say, "collocations are notoriously difficult for non-native speakers to translate, primarily because they are opaque and cannot be translated on a word-by-word basis". As a matter of fact, Newmark (2001, p.64), states that "the unit of translation (UT, the segment of a text which is translated as a unit) ... in information texts is the collocation". That is to say, collocations are more bound to be translated chunk-for-chunk instead of word-for-word. With that being said, it becomes clear why some scholars favour the transmission of meaning over the structure of the source language. As Larson (1984, p.10) argues, " It is meaning which is to be carried out over from the source language to the receptor language, not the linguistic forms". Thus, translators should have extensive knowledge about the stylistic features of the TL through reading. Another technique used by translators is to focus on the main word in the collocation i.e. the dominant one. As a result, it becomes easier to find probable collocations with the equivalent of the dominant word.

Section Two: Collocation Use

1.   **Collocations**

  1.1.   **Definition**

There has been a huge disagreement about the definition of collocation due to the difference in describing this linguistic phenomenon The term "collocation" was first coined by Palmer (1933, p.1) as "a succession of two or more words that must be learned

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as an integral whole and not pieced together from its component parts". A collocation is often defined as "an arbitrary and recurrent word combination" (Benson, 1986, p3). In addition, the Oxford Learner's Dictionary defines a collocation more clearly as "a combination of words in a language that happens very often and more frequently than would happen by chance". Sinclair defines collocations as "the occurrence of two or more words within a short space of each other in a text" (1991, p.170). So, basically there is a consensus that collocations are a natural predictable combination of words with fluctuant fixedness that conveys a specific meaning. This concept has been called multiple appellations such as prefabricated units, prefabs, phraseological units, lexical chunks, multi-word units, or formulaic sequences.

1.2. Types of Collocations

Collocations can be classified into several types, but they are predominantly divided into two main categories. Benson (1985), (as cited in Svensen, 1993, p100) makes the distinction between collocations in terms of the status and contribution to the meaning of the whole lexical chunk. While the grammatical collocations consist of a dominant word and a function word, the lexical collocations usually consist of words having approximately equal status. In other words, a grammatical collocation consists of a dominant content word (a noun, an adjective, or a verb) and a subordinate grammatical structure (e.g., a preposition, an infinitive, a gerund, or a clause). On the other hand, a lexical collocation is combined by two content words that contribute almost equally to the whole meaning.

1.2.1. Grammatical Collocations

Some examples of grammatical collocations are:

1.2.1.1. Verb + preposition e.g. abide by, abstain from

1.2.1.2. Noun + preposition e.g. access to, advantage over

1.2.1.3. Adjective + preposition e.g. acquainted with, afraid of

1.2.1.4. Verb + noun e.g. make a mistake, have breakfast

1.2.1.5. Noun + verb e.g. an accident took place, a colour fades

1.2.1.6. Noun + Noun e.g. a stroke of luck, a spate of attacks

1.2.1.7. Adjective+ noun e.g. a big disappointment, a rich vocabulary

1.2.1.8. Adverb+ adjective e.g. absolutely delighted

1.2.1.9. Verb + adverb or prepositional phrase e.g. fully aware

1.2.2. Lexical Collocations

Some examples off lexical collocations are:

1.2.2.1. Noun + verb e.g. bells ring, bees buzz, birds chirp

1.2.2.2. Adjective + noun e.g. strong tea, sincere condolences

1.2.2.3. Verb + noun e.g. compile a dictionary, make an impression

1.2.2.4. Adverb + verb e.g. strongly suggest, deliberately attempt

1.2.2.5. Adverb + adjective e.g. totally acceptable, extremely odd

Another way to classify collocations is by the degree of restrictedness of words with each other. McCarthy and O'dell (2008, p8) divide collocations into three distinct categories

1.2.3. Strong Collocations

"A strong collocation is the one in which the words are very closely associated with each other"(McCarthy and O'dell, 2008, p8). It is when two words rarely

collocates with any other word. In other words, the collocation has a narrow range of words to substitute each while keeping the same or a close meaning. This type of collocation is quite common in the chunks that collocate with the verbs "to make" and "to do". For example, the word "mistake" is rarely seen to be used with another verb except "to make". If it is substituted with another verb, it will be "to commit". There is no way one can find it with other verbs. Another example is the word "homework". It is hard to find verbs other than "to do" or "to finish".

1.2.4. Fixed Collocations

"Fixed collocations are collocations so strong that they cannot be changed in any way" (McCarthy and O'dell, 2008, p8). The meaning of some fixed collocations cannot be guessed from the individual words. Crystal (1995, p.105) proposes that "the more fixed a collocation is, the more we think of it as an idiom, a pattern to be learnt as a whole, and not as the sum of its parts". In fact, a fixed collocation might lose its meaning if some of its components are substituted. However, fixed collocations have a slight difference from idioms. While idioms' meaning cannot be predicted from the normal meaning of their component words, fixed collocations can allude to their meaning by one of their components. In other words, idioms are entirely figurative, while fixed collocations have a degree of transparency.

1.2.5. Weak Collocations

"Weak collocations are made up of words that collocate with a wide range of other words" (McCarthy and O'dell, 2008, p8). This means that some words have a low degree of exclusivity to other words so much so that they can be used in a very wide range of lexemes. For example, the verb "to run" co-occurs with plenty of

words: company, business, river, water, let alone the numerous prepositions it can collocate with. Moreover, the word "nice" can collocate with any word one would want to associate with pleasantness, e.g. nice car, nice shoes, nice hair, nice house, etc.

2.   The Importance of Collocations

Before emphasizing the importance of collocations, the importance of vocabulary teaching should not be overlooked. Foreign language syllabuses and methodologies have variously focused on language forms and/or functions. Richards (1976, p.77) states, "The teaching and learning of vocabulary have never aroused the same degree of interest within language teaching as have such issues as grammatical competence, contrastive analysis, reading, or writing, which have received considerable attention from scholars and teachers". Undoubtedly, this has had a huge impact on EFL learners' speaking, especially in spontaneous real-life situations or daily conversations. Judd (1978, p.72) also declares, "because vocabulary has received secondary emphasis in the classroom, students, upon leaving the sheltered atmosphere of the ESL classroom, often find themselves at a literal loss for words in the uncontrolled English-speaking environment in which they encounter in the normal American university". Wilkins (1972, p.11) summarizes vocabulary importance by saying, "Without grammar very little can be conveyed, without lexis nothing can be conveyed". Newmark (1988, p125), drawing an analogy between a text and the human body says, "Grammar is the skeleton of a text; vocabulary, or, in a restricted sense, lexis, is its flesh; and collocations, the tendons that connect the one to the other". Indeed, collocations play a vital role in language. They are present and inevitable in any kind of text with no exception. Hence, the fruits to be reaped from mastering collocations are quite numerous.

2.1. Accuracy and Precision

An appreciation of collocations will help EFL learners use the words they know more accurately. In other words, they will make fewer mistakes. Using native-like collocations no doubt increases the accuracy of speech. Filling a collocational gap with an L1 translation, a rough synonym, or a paraphrase would certainly reduce the precision of vocabulary use (Bygate, 1987; Fulcher, 2003; Schmitt, 1998 as cited in Xu, 2018, p.261).

2.2. Natural Formulation

Collocations allow EFL learners to speak in the most natural native-like way: "smoking is strictly forbidden" is more natural than "smoking is strongly prohibited". They will not only be understood, but will also sound like fluent English speakers (McCarthy, O'Dell, p.6).

2.3. Variation and Eloquence

Collocations enable EFL learners to use alternative ways of saying something, which may be more colorful and expressive. They also enable them to improve their style. It is more appealing to say "we had a blissfully happy holiday in a picturesque little village surrounded by spectacular mountains" than "we had a very happy holiday in a nice little village surrounded by beautiful mountains", even though both sentences are perfectly correct (McCarthy, O'Dell, p.6). This gives speech more variety and makes it sound better.

2.4. Fluency

Collocations are necessary for fluency. Psycholinguists believe that the human brain tends to memorize more than to process. Collocations, as

prefabricated units reduce the processing effort and thus enable EFL learners to achieve fluency in speech. "The indications from neurophysiology and psychology are that, instead of storing a small number of primitives and organizing them in terms of a (relatively) large number of rules we store a large number of complex items which we manipulate with comparatively simple operations" (Ladefoged 1972, p.282). This applies also to comprehension, as the learners can understand the meaning of a passage of text without having to attend to every word (Hunston & Francis 2000, p.270).

3.   **The Potential Problems of Collocations Use Deficiency**

The problematic outcomes of the lack of collocation proficiency in EFL learners' speech are going to be the exact opposite of what has been previously mentioned about the importance of collocations. An EFL learner who lacks collocational competence will have an inaccurate, unnaturally produced, monotonous, and disfluent speech. For example, one of the widely spread semantic inaccuracy mistakes is the confusion between the verbs "to do" and "to make". Some students would say "do a transaction" instead of "make a transaction" or "do a mistake" instead of "make a mistake". Some mistakes are a result of L1 interference such as "drink the medicine" instead of "take the medicine".

4.   **Difficulties in Learning Collocations**

Subconscious acquisition of collocations takes place only rarely, as learners do not usually need much cognitive energy to process collocations when they are encountered, which means that the likelihood that they are able to recall them later is small (Schmitt & McCarthy 1997, p.3 as cited in Nesselhauf, 2005, p.252). Besides, language teaching materials and syllabi are still far from the development of a coherent

methodology and even further from a systematic treatment of collocations (Howarth 1996, p.168). Hence, EFL learners are left with many difficulties to face while learning collocations.

4.1. Arbitrariness

Foreign language learners tend to transfer negatively already known words and groups of words from Arabic into the target language due to interference. They do translate expressions from L1 into L2 due to errors of competence, which is a huge problem that hinders learners' performance in the target language.

4.2. Variation

Another problem facing students when learning collocations is the enormous number of collocations out there. Language teachers had better carry out a careful selection of the most practical collocations. "The teacher has the responsibility to direct learners' attention to the most useful collocations, those which hold a high priority in the context" (Lewis, 2000, p.74).

5. The Potential Solutions

5.1. Repetition and Constant Practice

Kahnemann states that "mental activities become fast and automatic through prolonged practice" (2013, p.21). He adds "The acquisition of skills requires a regular environment, an adequate opportunity to practice, and rapid and unequivocal feedback about the correctness of thoughts and actions" (2013, p.350). Mastering automatic native-like production of speech is no different. EFL learners should be given enough practicing

opportunities, along with their personal diligence, in order to achieve a satisfying level of language proficiency.

5.2. Extensive Exposure to Native Content

Acquisition of language is a natural, intuitive, and subconscious process of which individuals need not be aware (Krashen, 1982). Getting exposed to massive native content will provide the necessary input for learners. As a matter of fact, many linguists and language teachers point out the huge benefits of repetitive foreign language exposure so much so that they suggest the consideration of Content and Language Integrated Learning (CLIL). "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle et al., 2010, p.1). In other words, the learning process accomplishes two goals at once, which are learning the language along with learning a content of the learners' choice. It might be really motivating for students to learn content they like through the medium of an additional language or vice versa, i.e. learning an additional language through the medium of content they like. This model is deemed to be an excellent model since its introduction in the early 1990s by many educational theorists, especially with the increasing exposure of leaners to advanced technology in different forms: games, communication, education, entertainment, etc. this model can be systematically adopted by the policy makers or by the EFL learners themselves. Some good options they might consider would be talk shows and podcasts where language is produced in the most natural ways by native speakers. Also, articles in the different fields that attract the learners would be very beneficial as well. Nevertheless, this approach still needs further research in order to produce practical application of it.

Conclusion

This chapter has shown the different kinds and methods of translation while putting extra emphasis on the literal translation since it is the subject of the study. It, also, discussed the difficulties facing collocations translation and suggested some potential solutions. The second section of the present chapter dealt with collocations in terms of definition, types, difficulties of learning, and potential solutions for that.

Chapter Two: Fieldwork

Introduction

This chapter represents the practical part of the research. It tries to embody what has been mentioned in the literature review and answer the research questions on the ground. This part defines the research design in terms of sample, aims, and description. Additionally, it provides a detailed analysis of the results obtained through the questionnaire, the focus group, and the teacher interview. Taking into consideration the nature of the research and its aims, and to achieve the aim of this study, an MCQ quiz was administered to a sample of 20 students at the University of Mohammed Seddik Ben Yahia. A focus group was conducted with the same students, and several interviews were conducted with experienced teachers.

1. The Focus Group

1.1. The Sample

The sample of this study is 20 second-year LMD students at the University of Mohammed Seddik Ben Yahia, Department of English. The students were chosen randomly with no specification of age, gender, or English language level.

1.2. The Aims of the Focus Group

A focus group can be defined as "a carefully planned and moderated informal discussion where one person's ideas bounce off another's creating a chain reaction of informative dialogue. Its purpose is to address a specific topic, in-depth, in a comfortable environment to ellicit a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some common experience relative to the dimension under study" Anderson (1998, p212). Since the subject of the study is speech, a focus group would make a perfect choice to explore EFL

students' level of speech collocations proficiency. The focus group aims to stimulate EFL students' lexical repertoire so they could use some collocations while answering the questions while keeping them as spontaneous as possible.

1.3. Description of the Focus Group

The focus group is conducted in the form of a friendly, spontaneous conversation about random topics. The students dealt with two topics: household chores and travelling. These two topics were chosen because they have plenty of collocations to be used if someone wants to express themselves clearly about these topics. The students were asked questions that provoke them to answer using collocations that are most suitable to the chosen topics so their proficiency can be measured. The questions were:

Topic 1: Household chores

- What are some chore activities you do at home?

- What do you do when you have guests coming over on a special occasion?

Some expected collocations in this context are:

- Make the beds

- Sweep the floor

- Mop the floor

- Set the dining table

- Clean off/clear the table

- Do the laundry/hang the laundry/iron

- Do the dishes

- Polish the furniture

- Vacuum cleaning

- Take out the trash

Topic 2: Travelling

- Do you like travelling?

- What country would you most like to visit?

- If you got the opportunity to visit your favorite destination, how would you organize your trip?

Some expected collocations in this context are:

- Apply for visa

- Book the ticket

- Make a reservation at a hotel

- Pack the luggage

- Board the plane

- Take off

- Catch the plane

- Arrive at destination

- Sightseeing

- Buy souvenirs

- Try the food

- Explore the cuisine

While taking notes, the focus group was tape-recorded for later analysis.

1.4. The Focus Group Results Analysis and Discussion

Table 01: Students' Strategies in Collocations Use

Students' attitude / Expected Collocations	Avoidance	Literal translation	Correct collocation
Make the beds	10	0	10
Sweep the floor	10	5	5
Mop the floor	10	5	5
Set the dining table	10	10	0
Clean off/clear the table	20	0	0
Do the laundry/hang the laundry/iron	0	5	15
Do the dishes	0	5	15
Polish the furniture	10	5	5
Vacuum cleaning	15	0	5

Take out the trash	10	0	10
Apply for visa	10	0	10
Book the ticket	10	0	10
Make a reservation at a hotel	10	5	5
Pack the luggage	20	0	0
Board on the plane	10	5	5
Take off	0	0	20
Catch the plane	15	0	5
Arrive at destination	5	0	15
Go sightseeing	5	10	5
Buy souvenirs	10	5	5
Try the food	10	5	5
Explore the cuisine	20	0	0
The total number of responses	220	65	155
The percentage of responses	50%	15%	35%

**Figure 01: Students' Response to Collocations use Stimuli**
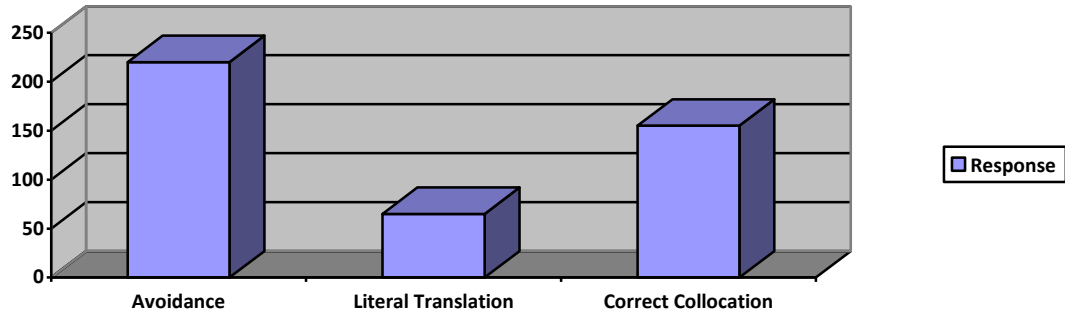
The table and the figure above indicate students' responses to questions that must be answered with a collocation. That is to say, the use of collocations is inevitable in this context. Three types of response have been noted: avoidance, literal translation, and correct collocation. Avoidance is a lexical simplification strategy of communication used to overcome the learner's confronted semantic voids and lack of vocabulary. According to Schachter (1974) and Kleinmann (1977,1978), avoidance in second language acquisition is defined as the choice to use one language feature over another, in order to avoid producing an error (as cited in Hsieh and Wang, 2020, p.200). The table shows that the most frequent response to collocations use stimulation by EFL learners at the department of English, Mohammed Seddik Ben Yahia University of Jijel is avoidance with a rate of 50%. Avoidance can be manifested in various forms. The most noticeable form is over-generalization. Students used general words that cover wider semantic goals. For example, they used the verb "to clean" with almost every single item that requires the meaning of cleaning with no regard whatsoever to the possibility of using prefabricated lexical chunks i.e. collocations. The verb "to clean" was used with the floor, the

dishes, the furniture, and the dining table. Undoubtedly, this strategy yields imprecise and inaccurate meaning sometimes, let alone the monotonous and boring style of speaking. Another form of avoidance is topic avoidance. In this case, learners totally avoid talking about topics for which they lack vocabulary. This strategy was recorded more with the second topic which is travelling. The students answered the first two typical questions and then remained silent when they were asked to go deeper into the conversation and elaborate. Besides, 15% of the students chose not to use general synonyms or avoid speaking despite their lack of correct collocations. So, they were left with the expected typical option; literal translation. Based on their mother tongue, which is Arabic, the students produced some non-native-like, unnatural-sounding lexical chunks. Some students used the verb "to wipe" with the floor based on the literal translation of their L1 expression "مسح الأرض". Some other awkward sentences are: "polish the dust" which is the literal translation of "مسح الغبار" instead of simply "dusting" or "polishing the furniture"; "prepare the table" which is the literal translation of "تحضير الطاولة" instead of "setting the table"; "washing clothes" which is the literal translation of "غسل الملابس" instead of "doing the laundry"; "taste the food" which is the literal translation of "تذوق الطعام" instead of "trying the food". It should be pointed out that some of these literally translated collocations can be correct, but other alternatives would be more natural and native-like. For instance, it is not wrong to say "I will taste the food of such and such country", but in the context of travelling, a better native-like option would be "try the food".

Although the majority of students did not succeed to produce correct collocations, 35% of them could make their way to expressing themselves in a correct way using correct collocations. However, the collocations that they could produce correctly were the most well-known and widely used ones solely. The figure below, concluding the focus group's results,

illustrates the overall speech collocation use performance for the students, as 64.8% collocation

use failure and 35.2 collocation use success.

Figure 02: Students' Speech Collocation Use Performance
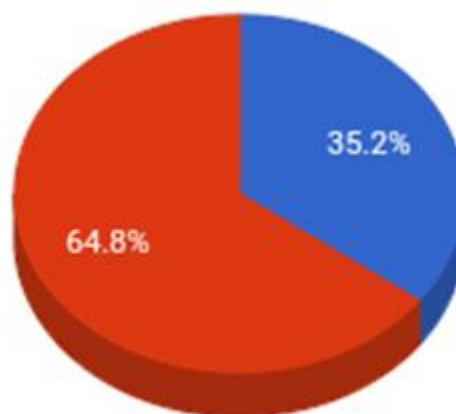
2. The Quiz

2.1. The Sample

This quiz was administered to a sample of 20 second-year LMD students at the University of

Mohammed Seddik Ben Yahia, department of English. The students were chosen randomly

regardless of their age, gender, or the English language level since these variables have no

impact on the course of the study.

2.2. The Aims of the Quiz

This MCQ quiz was carried out with the intention of, on the one hand, gauging the level

of knowledge of second-year LMD students at the University of Mohammed Seddik Ben Yahia,

department of English about collocations. On the other hand, the quiz was administered to the

students in a more comfortable environment. The goal behind that is to make a comparison

between their oral performance in the focus group in the classroom with a stranger interviewer

and in the presence of friends and other stranger classmates, and their performance in a more comfortable way, that is to say, answering the quiz all alone. In addition, the quiz is a written form of answer, while the focus group is an oral form of expression. Thus, the quiz enables the study to figure out whether the level of students in speech collocations use is going to be the same, or it is going to be different. In other words, the quiz will reveal whether there are other factors influencing the students' speech collocations use, or it is the mere knowledge of collocation that allows them to use it their spontaneous speech. The quiz will answer the question: do EFL second-year L MD students at the University of Mohammed Seddik Ben Yahia, department of English have the knowledge of collocations, yet they are unable to use them in their spontaneous speech, or they do not have that knowledge at all in the first place?

2.3. Description of the Quiz

This quiz is designed in a form of a multi-choice task. The task is to choose, from a list of different words, the correct word that collocates with all the words from a combination of three different words. There were twenty combinations. Ten of them were with the verbs to do, to have, to make, to take. The other ten combinations were with randomly chosen words. Some chosen words are more common than others in order to create a gradual difficulty for the subjects of the study. The question says: Choose the word often used with these words. The quiz was administered to the participants via the assistance of Google Form due to the convenience of the website and the acceptance of students to participate in quizzes that are delivered in such a sophisticated manner.

2.4. The Quiz's Results

The quiz revealed outstanding results about the EFL students' knowledge about

collocations. The results are presented in the figures below.

Figure 03: The Scored Points of EFL students in the Collocations quiz

| Average	Median	Range
14.3/20 points	14/20 points	6-20 points

Total points distribution
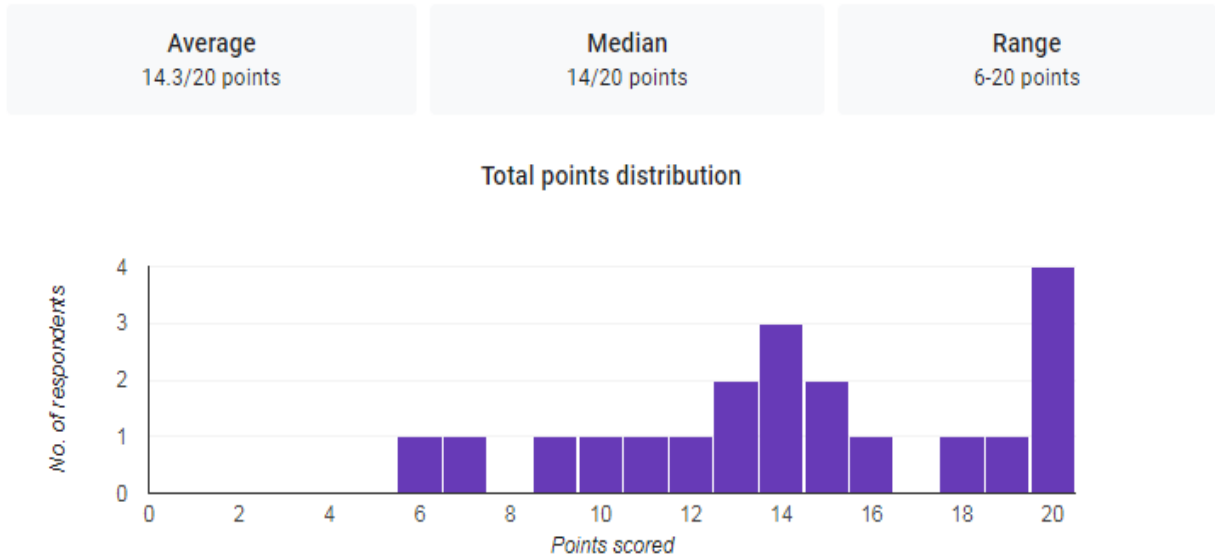
The figure above represents an illustration of the participants' overall performance in the

quiz. Their points range from 6 to 20. This means that some of them had a poor performance,

reflecting their poor knowledge about collocations that they have not even got the average. On

the flip side, some students have done good and excellent performance that indicates a decent

and satisfying knowledge about collocations. Generally, the sample did pretty well in the quiz,

scoring an average of 14.3 out of 20.

Figure 04: Combination 01

Choose the word often used with these words. Business/Hobby/Problem
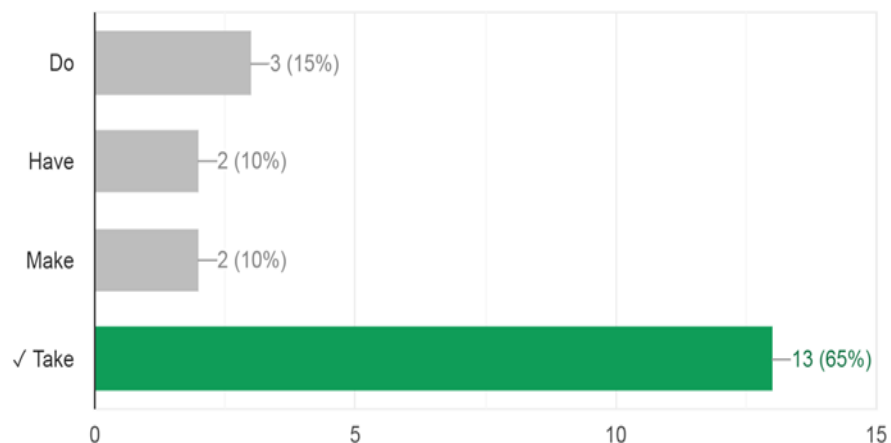
16 / 20 correct responses
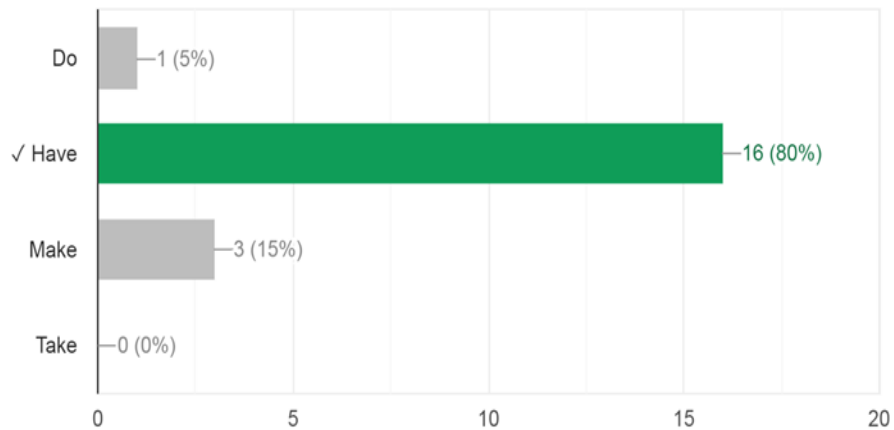
The figure above demonstrates that 80% of the sample was able to give the correct answer to the given combination, which is 'to have'. Only 20% of the students got confused and chose wrong answers for some potential reasons that can discussed in the next element. So, this percentage is considered a good start for students.

Figure 05: Combination 02

Choose the word often used with these words. Action/Bath/Exam

13 / 20 correct responses

The second combination was a bit tougher than the first one. However, the

students managed to score an above average mark.

Figure 06: Combination 03

Choose the word often used with these words. Excuse/Friend/Scene
17 / 19 correct responses
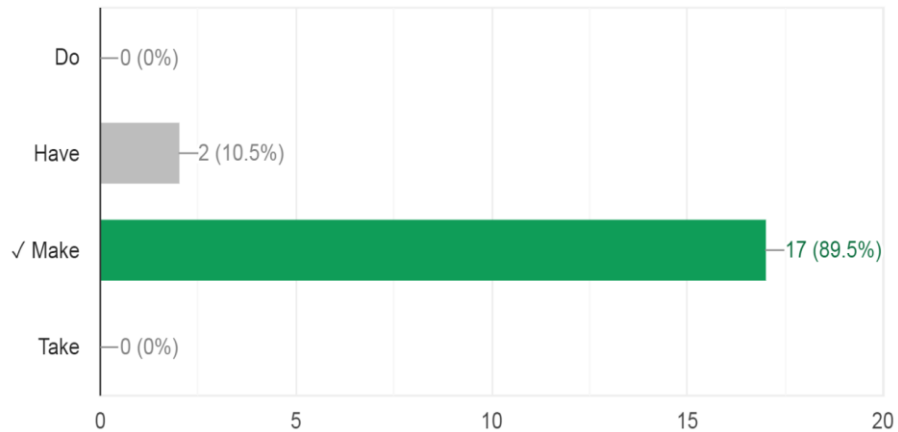
The third combination depicted in figure 06 seems to be easier than the two previous ones. This might indicate that the students are quite familiar with this combination of words which allowed them to answer correctly with a percentage of 89.5%.

Figure 07: Combination 04

Choose the word often used with these words. Experiment/Investment/List

9 / 19 correct responses

Do	—9 (47.4%)
Have	—1 (5.3%)
✓ Make	—9 (47.4%)
Take	—0 (0%)

In figure 07, the demonstrated combination seems to be very problematic for students. Less than the half of the sample, only, were able to answer correctly, while the rest of them chose the verb 'to do' over the correct one which is 'to make'. This can be attributed to some reasons that are going to be discussed later.

Figure 08: Combination 05

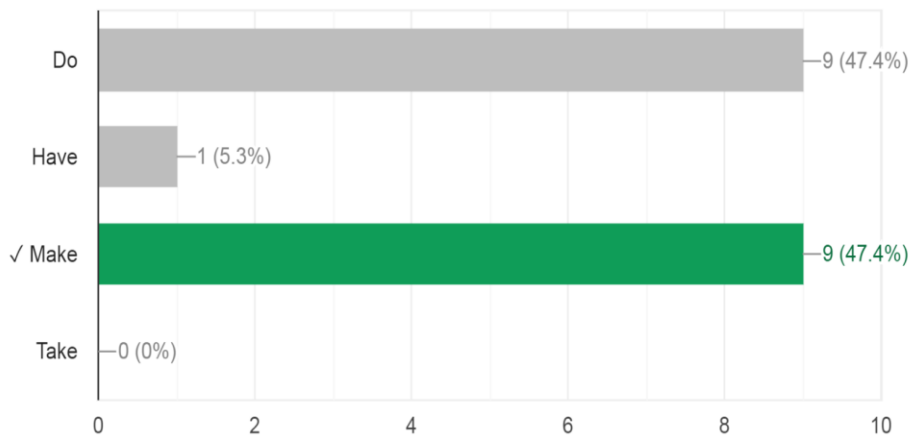Choose the word often used with these words. Call/Decision/Mess

18 / 20 correct responses

Do	—1 (5%)
Have	—1 (5%)
✓ Make	—18 (90%)
Take	—0 (0%)
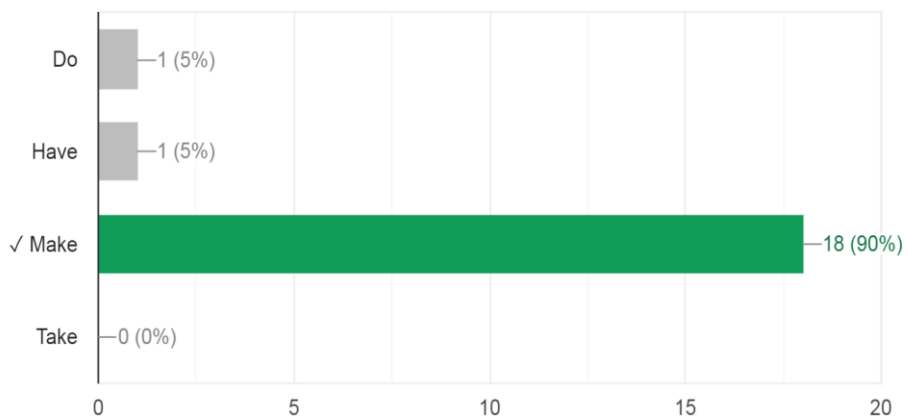
The figure above shows satisfactory results as 90% of the sample succeeded to pick the

right verb for this combination which is 'to make'.

Figure 09: Combination 06

Choose the word often used with these words. Drugs/Favor/Report
14 / 20 correct responses

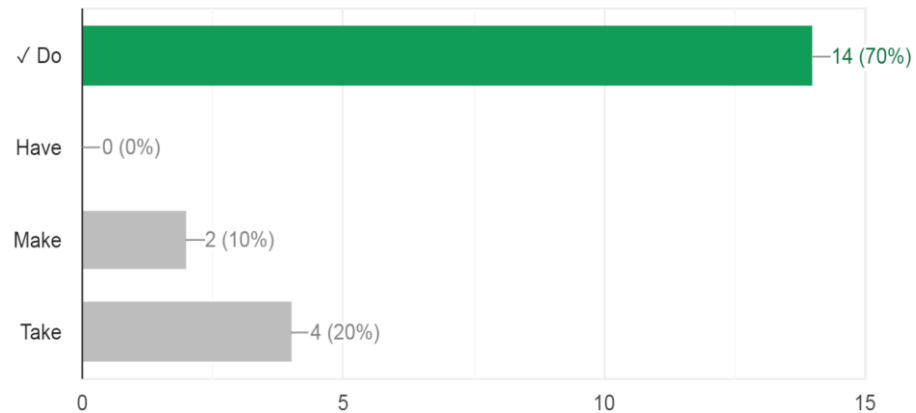|	
✓ Do	—14 (70%)
Have	—0 (0%)
Make	—2 (10%)
Take	—4 (20%)

Although a rate of the sample, which is 30%, answered erroneously, the majority of students went for the correct option which is 'to do', as figure 09 depicts.

Figure 10: Combination 07

Choose the word often used with these words. Chores/Math/Report
18 / 19 correct responses

✓ Do	—18 (94.7%)
Have	—1 (5.3%)
Make	—0 (0%)
Take	—0 (0%)
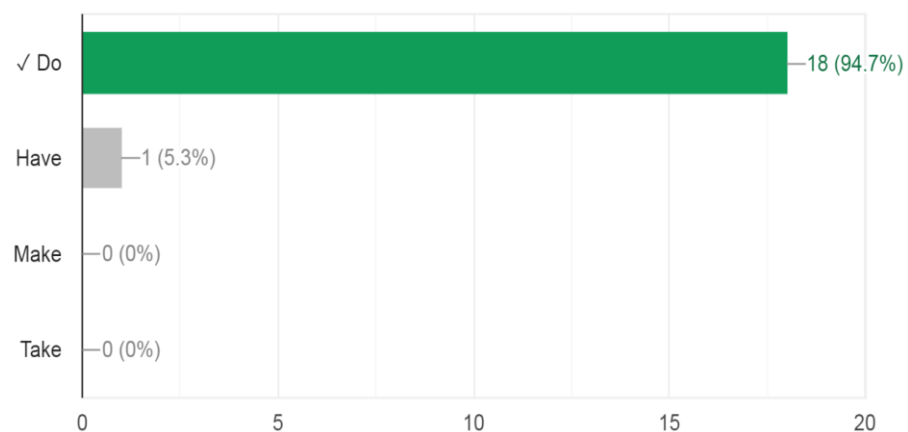
The seventh combination was quite easy for the participants. It appears clear from figure 09 that 94.7% of the respondents scored the point of this combination.

Figure 11: Combination 08

Choose the word often used with these words. Grudge/Laugh/Party
16 / 20 correct responses

Figure 11 demonstrates that 16 out of 20 answers were correct which is considered to be

a pleasant result.

Figure 12: Combination 09

Choose the word often used with these words. Nap/Risk/While
15 / 20 correct responses

In combination 09, although some participants got confused and picked the wrong

options, three fourths of the sample answered correctly by choosing the verb 'to take'.

Figure 13: Combination 10

Choose the word often used with these words. Argument/Interest/Snack
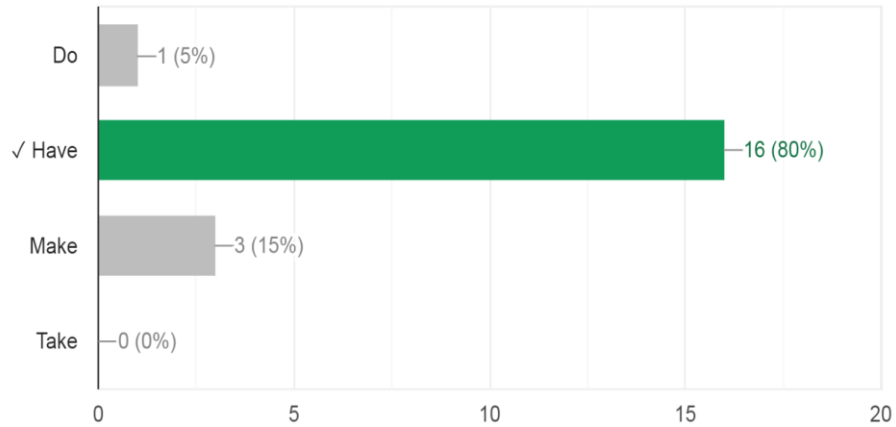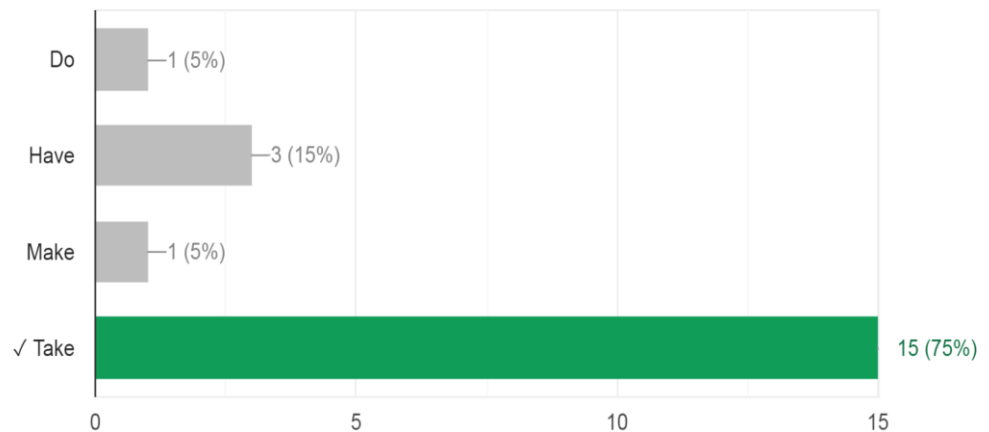
13 / 20 correct responses
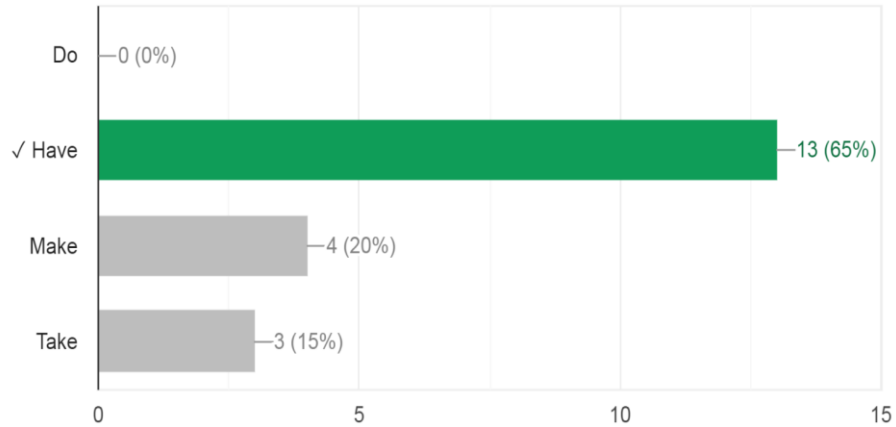
Figure 13 shows that combination 10 was a bit misleading for the participants. This caused 35% of them to err while 65% of the sample, which can be considered above the average, managed to opt for the right verb.

Figure 14: Combination 11

Choose the word often used with these words. Bad/Medical/practical

13 / 20 correct responses
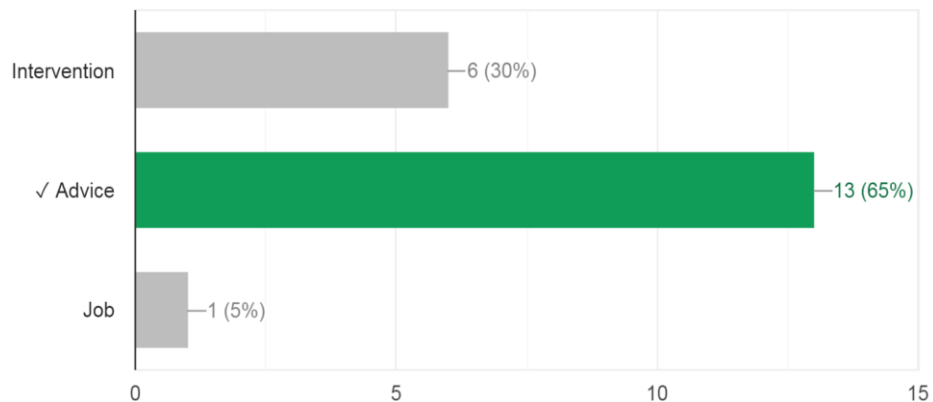
Unlike the previous ten combinations, and from figure 14 and on, the combinations will be mainly noun+noun collocations. The figure above shows average performance.

Figure 15: Combination 12

Choose the word often used with these words. Total/Absolute/Awkward

17 / 20 correct responses
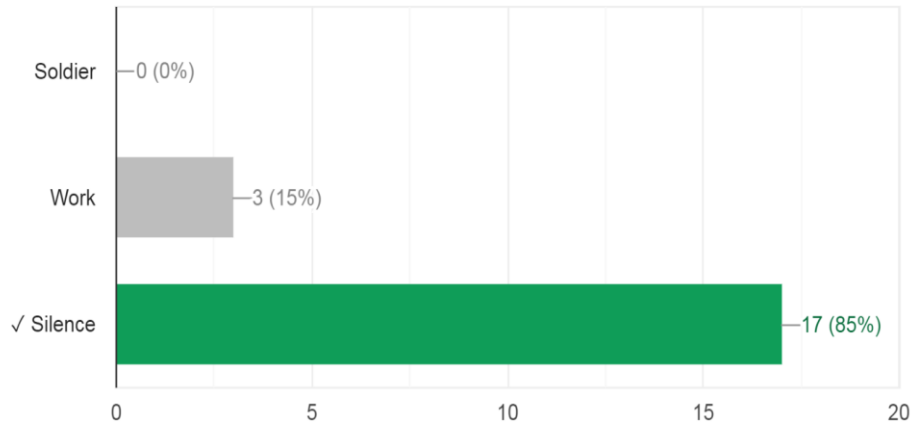
Figure 15 shows good very results in this combination as 17 out of the 20 participants could answer correctly.

Figure 16: Combination 13

Choose the word often used with these words. Business/Engine/Family

11 / 20 correct responses
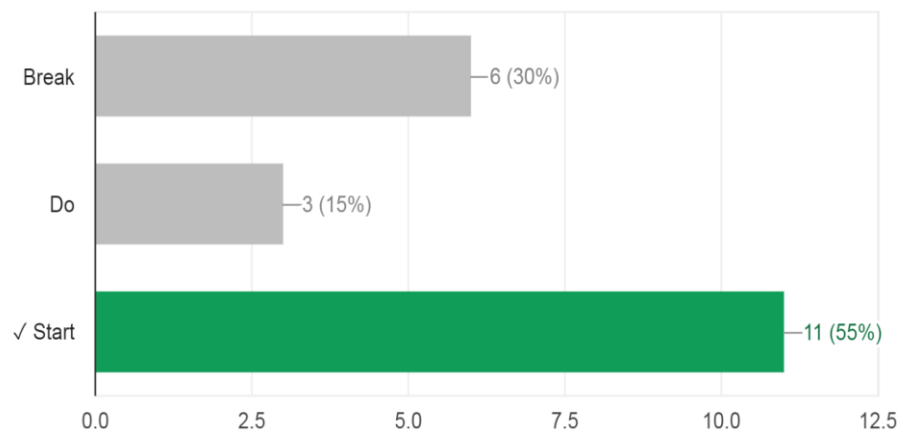
Combination 13, depicted in figure 16, seems to cause some confusion for the

participants. Indeed, some possibilities might go together with individual words from the

combination but not with every word of it. Hence, many students, almost half of them, have

fallen into the trap and chosen wrong answers.

Figure 17: Combination 14

Choose the word often used with these words. Food/Serious/Severe
8 / 19 correct responses
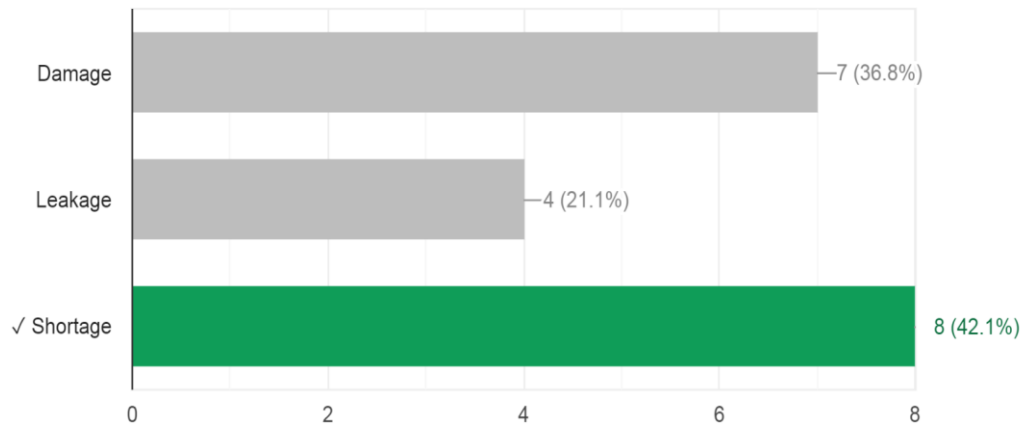
Combination 14 appears to cause the same problem to the participants. This time, more

than the half of the sample were not able to figure out which option is the correct one. As figure

17 demonstrates, only 42.1% of the students, which is below average, have chosen the correct

answer which is 'shortage'.

Figure 18: Combination 15

Choose the word often used with these words. Break/False/Keep

18 / 20 correct responses
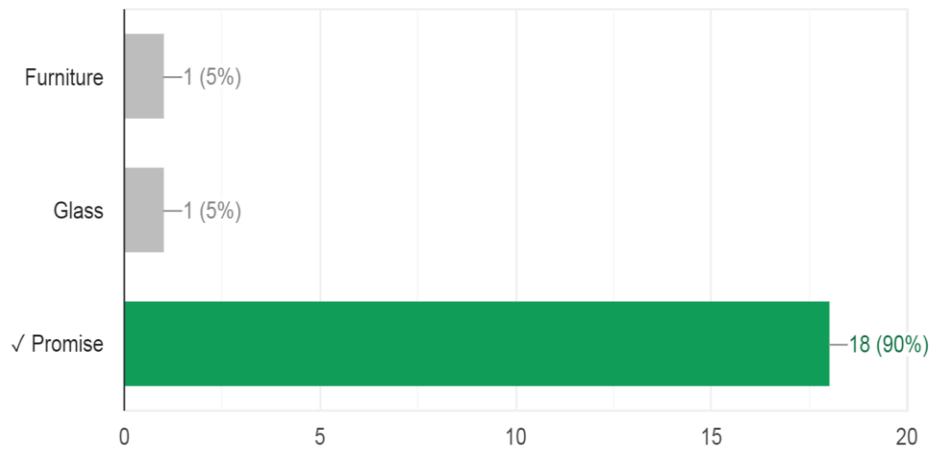
Figure 18 demonstrates the answers of the sample which were predominantly correct due to the familiarity of these collocations among any speaker of English.

Figure 19: Combination 16

Choose the word often used with these words. Bumpy/Fastest/Congested

12 / 20 correct responses
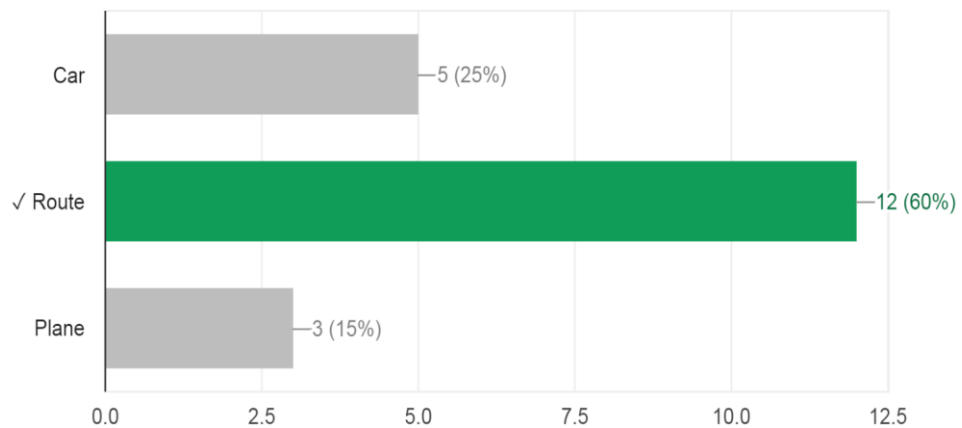
Combination 16, seemingly, represented a challenge for the students. As figure 19 shows, 60% of the participants, which is slightly above average, got the right answer while the others are not familiar with this expression presumably.

Figure 20: Combination 17

Choose the word often used with these words. Go to/Make/Put sb to
14 / 20 correct responses
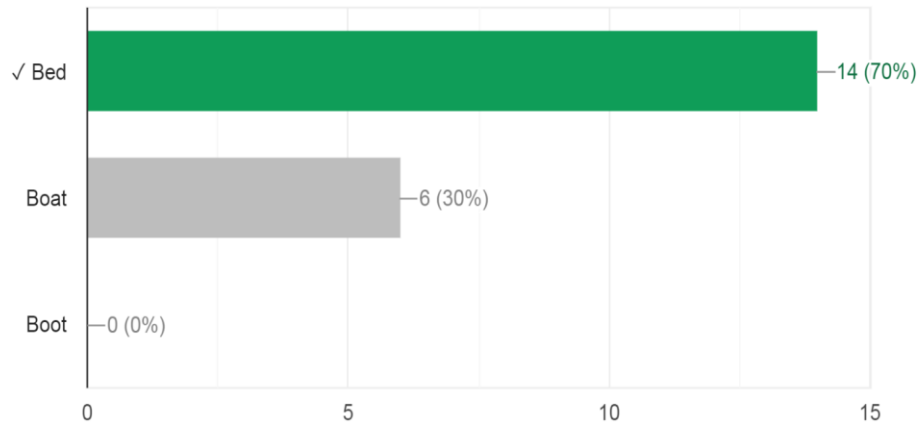
The figure above shows that 70% of the students answered correctly. However, this combination was tricky for some participants and caused them to make a naïve mistake by choosing 'boat' over 'bed'.

Figure 21: Combination 18

Choose the word often used with these words. Wind/Top/Steady
14 / 20 correct responses
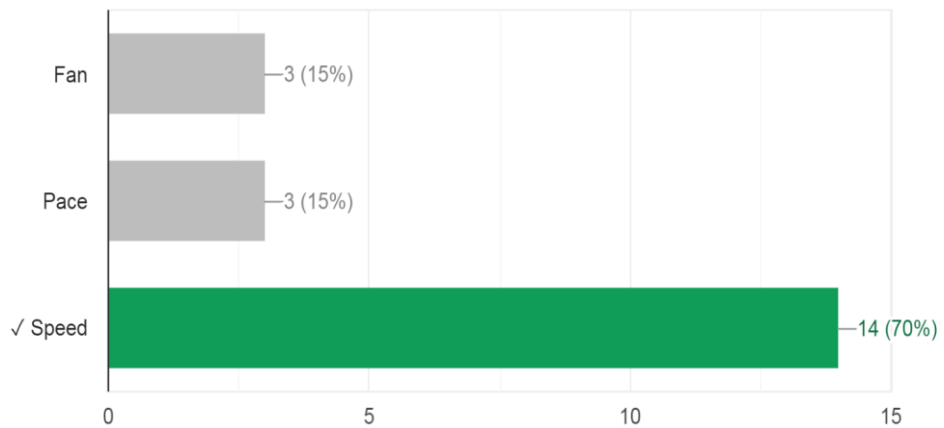
Combination 18, as depicted in figure 21, tricked once again the students to choose some wrong answers that do get used with one of the words in the combination but not with all of them. For example, one can say 'steady pace' but not 'wind pace' and 'top fan' but not 'wind fan'.

Figure 22: Combination 19

Choose the word often used with these words. Crisis/Growth/Sanctions
18 / 20 correct responses
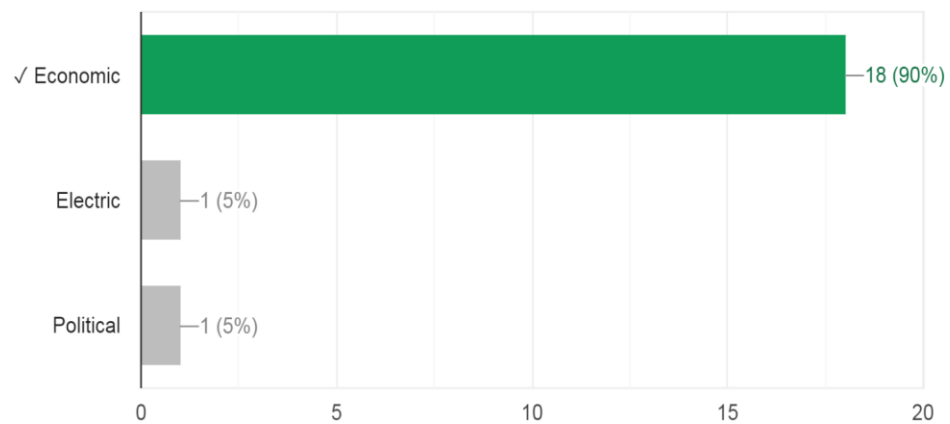
Figure 22 shows that combination 19 was pretty easy for the participants as 90% of them picked the correct answer.

Figure 23: Combination 20

Choose the word often used with these words. Catch/Seasonal/Treat

12 / 20 correct responses
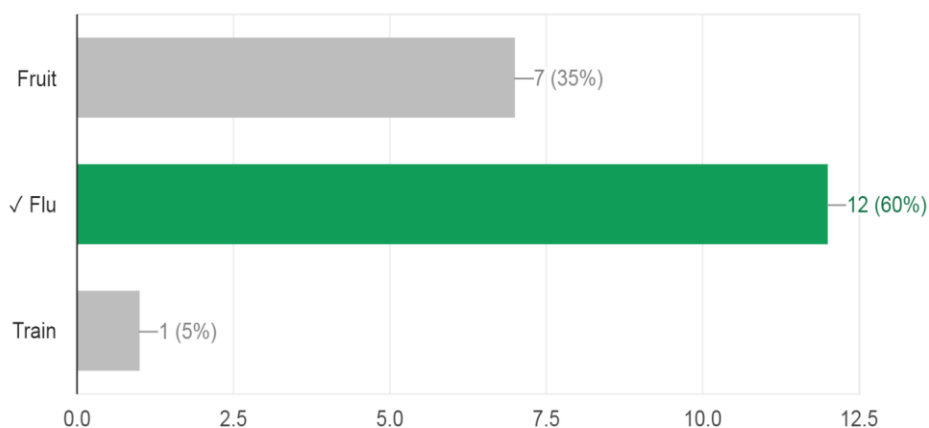
The students did not do well in the last combination as nearly half of them did not manage to pick the right answer.

2.5. Discussion of the Quiz's Results

The quiz has revealed valuable pieces of information that have an outstanding influence on the course of the study. The quiz shows that the majority of students have got above average to excellent points. Most mistakes were committed due to two main reasons: L1 transfer and confusion. For example, in the very first combination, some students chose the verb 'to do' with the words 'business, hobby, problem' instead of 'to have'. There is a clear influence of his/her mother tongue on the answer as the commonly used verb in Arabic with the equivalents of these words is in the sense of the verb 'to do'. "Doing" a hobby or a problem just does not sound native and natural, and native speakers will have a frown on their faces when they hear such a wrong combination. Another example is in the second combination where some students answered 'to do' with the words 'action, bath, exam' instead of the verb 'to take' which is the correct answer. It is mostly obvious with 'bath' and 'exam' that their answer was influenced by the Algerian dialect as the verb that usually runs around with the words of this combination is

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the equivalent of the verb 'to do'. Another instance to draw attention to is combination 04. A significant number of participants and a rate of 47.4% of students opted for the verb 'to do' once again instead of the verb 'to make' with the words 'experiment, investment, list'. This is a clear-cut literal translation from Arabic into English, or more correctly, from the Algerian dialect into English. Noticeably, most of these mistakes were in favour of the verb 'to do', so, one can argue that it is an over-generalization and an avoidance strategy that students utilize whenever they confront a word that carries the meaning of an activity. Another interpretation for these mistakes is the unfamiliarity of students with these words in their natural, contextual use.

The other aforementioned reason is confusion. What is meant by confusion in this quiz is when the participant finds a word from the provided options suitable to collocate with only one or two words from the combination. In this case, the participants might get deluded if they do not consider all the words and make mistakes. For instance, in combination 06, some students got confused between the verbs 'to do' and 'to take'. Since the words of the combination are 'drugs, favor, report', and the first word is 'drugs', the students automatically opted for the verb 'to take' while being heedless of the remaining words. Although the noun 'drug' does run around with the verb 'to take', it also collocates with 'to do' albeit with a different meaning which is the overuse or addiction to drugs. Thus, taking into consideration the two other words, which are 'favor' and 'report', would help the students avoid making such a mistake. Another mistake is in combination 13. The combination has the words 'business, engine, family'. Some students gave 'to break' as an answer even though the correct answer from the provided options is the verb 'to start', which collocates with all of the three words of the combination. Hence, it is very likely that the participants' eyes came across the word 'engine' which is commonly used with the verb 'to break', while neglecting the two other words. The last example to be provided is combination 14. In this combination, the wrong answer that many students have chosen is 'damage'. This

word does collocate with two words of the combination which are 'serious' and 'severe', but it does not go with the third word which is 'food'. Thus, the only correct answer is the noun 'shortage'. A likely interpretation of this recurrent mistake is the hastiness of students towards choosing words they find commonly used and are familiar with. Another probable justification is that some students have ignorance about the multitude of meanings of words when used in different contexts, as in the previously provided example with the expression 'take drugs' which means having treatment and 'do drugs' which means abusing them or having an addiction to them.

Despite the multitude of committed mistakes, some participants managed to attain good points and even ace the quiz and get the full mark. According to figure 03, statistically, the median of the scored points by the participants is 14.3 which represents an index of EFL second-year LMD students' acceptable level of collocation awareness.

Unexpectedly, EFL second year LMD students have made a decent in the collocations quiz. The reason behind not expecting the participants to do well in the quiz is that this knowledge is not apparent in their spontaneous speech. As figure 02 demonstrates, the focus group results were quite disappointing. One can anticipate a poor vocabulary level and little knowledge and awareness of collocations. Nonetheless, students' performance went against the odds displaying a pleasant but not excellent proficiency in collocations. There are numerous potential explanations for the gap between student's performance in the focus group and the quiz. One of the probable explanations is that the majority of students have a retrieval problem while speaking spontaneously. In other words, the students do have a collocational awareness in their minds, but they are unable to use it in fluent conversations. This can be attributed to a plethora of reasons. For example, a poor encoding process might cause poor retrieval later on.

Poor encoding can be represented in little to no practice, training, or repetition of the encoded material. An EFL learner may stumble across a collocation while reading an article or a book, watching a movie or a talk show and record it in his/her mind but they will not be able to produce it easily due to the fact that the learning process, in this case, was with no aid of repetition and practice that fortifies the encoding process and facilitates the retrieval procedure whenever it is needed. Hence, proper encoding and plenty of practice and repetition are highly recommended and indispensably required from teachers to speaking opportunities for the learners with extra emphasis on collocation use. Another factor undermining the EFL learners collocational performance is not related to collocation use itself, but rather it is related to other aspects of the language such as grammar and pronunciation. Some students find it extremely laborious to pay attention to grammar, and pronunciation, as well as looking for the appropriate vocabulary all at the same time.

During the process of speaking, there will be a deficiency in one or more of the aspects. It could be a mispronunciation of a word, a misuse of tense, or a lack of suitable vocabulary. All of these challenges combined have a disturbing impact on the speaking skill of EFL learners. The quiz helped to eliminate these difficulties in order to acquire a credible assessment of EFL second-year LMD students at the department of English, Mohammed Seddik Ben Yahia University.

In addition, the psychological aspect could play a subtle role in hindering the performance of EFL learners in expressing themselves inside the classroom. This aspect should not be overlooked as it might strongly affect the collected data. For instance, some students could easily feel shy to express themselves in the presence of strangers or even their classmates. It can be due to the fear of judgment or fear of making mistakes.

All in all, the quiz attained its aim, which is gauging the student's real collocational knowledge in order to have a clearer vision along with the results of the focus group.

3. Teacher Interview

3.1. The Sample

An interview is a specialized form of communication between people for a specific purpose associated with some agreed subject matter. It is a highly purposeful task that goes beyond mere conversation, Anderson (1998). The sample was two teachers at the Department of English, Mohammed Seddik Ben Yahia University of Jijel. The teachers have extensive years of experience at teaching oral expression. They would enrich the study by giving some insights about students' collocations proficiency, causes of deficiency, and potential solutions.

3.2. The Aims of the Interview

The goal of this interview is to answer the questions of the study from the point of view of teachers who are well acquainted with Algerian EFL students' level of speech proficiency.

3.3. Description of the Interview

The interviews were semi-structured i.e. it is quite clear where the course of the interview is heading but the tackled issues determine the course of the interview instead of predetermined questions. However, the interviewees were asked the research questions, which are considered open-ended questions to provide some insight and addition to the study.

Each interview took 15 minutes and was tape-recorded for later analysis.

3.4. The Teacher Interview's Results Analysis

3.4.1. The First Interview

Q1: What is your evaluation of Algerian EFL students' speaking proficiency in terms of vocabulary in general, and collocations specifically?

The teacher's answer was straightforward: "the vocabulary of the majority of students is poor unfortunately". The teacher said that the reason behind that is the students' neglecting of the importance of reading, especially with today's alluring technology. He noted that there should be a level of familiarity with different language variables like collocations, phrasal verbs, and idioms that can only be obtained through reading. In other words, familiarity with such language aspects enables learners to produce them later on in their speech. He also commented on the lack of collocations despite their utmost importance in EFL learners' speech by saying: "if any aspect of the language is missing from your speech, then you are not a good speaker of the language". The teacher declares that he hears collocations from the students "once in a blue moon". He adds on that collocations should be learned by being an active learner. There is no way students can learn collocations while waiting to be spoon-fed. Definitely, he made an exception for a minority of excellent students who might recall some collocation in the classroom and use them occasionally.

Q2: To what extent does literal translation affect Algerian EFL students' speaking proficiency?

The teacher responded that the majority of students, in addition to the poor vocabulary, tend to translate their mother tongue word-for-word with no consideration of the linguistic and cultural differences between the first language and target language. Thus, non-native-like, awkward style of speech is produced by the students.

Q3: Would you like to suggest some solutions to the problems of collocations deficiency and literal translation?

The teacher sees that the main solution to the problems of collocations deficiency and the literal translation is to do a lot of reading, especially contextualized vocabulary books.

3.4.2. The second interview

Q1: What is your evaluation of Algerian EFL students' speaking proficiency in terms of vocabulary in general, and collocations specifically?

The teacher believes that EFL students at the University of Jijel have an acceptable level of vocabulary since they are surfing the internet daily which means having comfortable access to all kinds of language sources. They are able to learn tons of words day in and day out. However, when it comes to actual speaking and communication inside the classroom with classmates and teachers, they use very little of that vocabulary. This can be justified by shyness, fear of being misunderstood, and fear of making mistakes. In terms of collocations, students' use of collocations in their speech is very rare, except for some collocations that are used in an informally. Nevertheless, few brilliant students are able to use collocations successfully in their speech.

Q2: To what extent does literal translation affect Algerian EFL students' speaking proficiency?

The teacher, talking about literal translation, confirms: "it really has a negative effect on their speech". She says that it is a prevalent issue that controls their speaking skill. She explains it by assuming that Algerian EFL students keep thinking in their mother tongue which is Arabic. Literal translation distorts their speech in general, but collocations are more affected by the negative L1 transfer since they have a certain level of restrictedness, unlike casual speech which could be more flexible and acceptable if literal translation is used to express it.

Q3: Would you like to suggest some solutions to the problems of collocations deficiency and literal translation?

The teacher suggested: "I think the use of short videos can help in teaching collocations". Multimedia is highly effective to compensate for the shortcomings of teaching at the university, since very few teachers give collocations their due importance.

3.5. Discussion of the Interview Results

It is noticed that both teachers agree with each other on several points. They agree upon the rarity of collocations used by Algerian EFL students at the department of English Mohammed Seddik Ben Yahia, university of Jijel. Also, they agree that they rely on the literal translation of their mother tongue to express themselves in English which is an unfavourable strategy to use especially with collocations. The points of disagreement were the level of the student at speaking. The first teacher claimed that Algerian EFL students at the department of English Mohammed Seddik Ben Yahia, university of Jijel have poor vocabulary and show a deficiency in speaking as well as collocation use. The second teacher says otherwise and thinks that they have an acceptable level of vocabulary. However, they do not succeed always in expressing themselves in the ways. Another point on which the two teachers disagree is the solution to the aforementioned problems. The first teacher suggests a classic way of acquiring vocabulary and learning collocations, which is reading, while the second teacher proposes the use of short videos as a means of learning collocations and vocabulary in general to achieve a good level of speaking proficiency.

Conclusion

This chapter tackled the practical side of the study at hand. It provided information about the population sample, the data collection tools, a detailed analysis of the focus group, the quiz and the interviews' results and it presented also the results' discussion. The obtained results of this chapter have led to the conclusion that the speaking proficiency of Algerian EFL students at the department of English Mohammed Seddik Ben Yahia, University of Jijel in unsatisfying due to their overreliance on literal translation, unawareness of the importance of collocations, and lack of using them in speech.

General Conclusion

This study was conducted to reveal the relationship between literal translation and collocation use in the speech of Algerian EFL students at the Department of English Mohammed Seddik Ben Yahia, University of Jijel, and how proficient they are in speech collocations. The literature review provided necessary information about literal translation, its types, and downsides along with a detailed statement of the meaning of what a collocation is, the types of collocations, the importance of collocations in EFL teaching/learning, and the difficulties of learning collocations. The fieldwork was represented in an MCQ quiz, in which the participants have shown decent theoretical knowledge of collocations with an average of 14.3/20 of correct answers. The focus group demonstrated poorer performance by the students as their collocation knowledge was put to oral test. Only 35.2% of the sample managed to provide correct responses. The remaining 64.8% is divided between inappropriate literal translation and avoidance of using collocations in spontaneous speech all together. The teacher interview induced valuable insight about the state of vocabulary, collocations, speech proficiency of EFL learners at the Department of English, Mohammed Seddik Ben Yahia, university of Jijel thanks to the experienced oral expression teachers. The interview revealed that the two teachers agree upon the rarity of collocations used by Algerian EFL students. Also, they agree that they rely mainly on the literal translation of their mother tongue to express themselves in English which is an unfavourable strategy to use especially with collocations. They claim that the students have a poor to acceptable level in collocations, while pointing that the problem is mainly in the expression and not in the theoretical knowledge.

The teachers suggested more exposure to native content through more reading,

making use of collocations dictionaries, and watching educative videos.

All in all, EFL learners do have a collocational deficiency at both levels: theoretical i.e. collocations knowledge, and practical i.e. using them in spontaneous speech, even though the speech deficiency is more apparent than the theoretical one. The suggested solutions to this problem are two sided duties. A part of the duty rests on the shoulders of the students themselves as they are demanded to attain sufficient exposure to native speakers' content such as talk shows and podcast in order to acquire the natural production of native-like formulated speech. In addition, collocations dictionaries are a very beneficial source of collocation use proficiency that teachers should raise awareness to their students to make use of. The teachers' part of the solution is to provide a wider time frame for the students to practice speech more often, with extra emphasis on collocations due to their importance.

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Resumé

Cette étude vise à faire la lumière sur la relation entre la traduction littérale et l'utilisation des collocations dans le discours des étudiants algériens EFL. Elle tente de souligner l'importance des collocations enseignement/apprentissage ainsi que les inconvénients de la traduction littérale et du transfert L1 dans la parole. Le but de cette recherche est d'étudier dans quelle mesure les étudiants ont acquis la maîtrise des collocations dans leur discours spontané et quel impact le recours excessif à la traduction littérale a sur leur maîtrise de la langue. Pour recueillir les données nécessaires à l'étude, un groupe de discussion avec un échantillon de 20 étudiants à l'Université Mohammed Seddik Ben Yahia-Jijel, département d'anglais. Par ailleurs, un entretien a été mené avec deux enseignants du département. Les résultats de l'étude indiquent une déficience remarquable dans l'utilisation des collocations dans le discours des apprenants EFL algériens.

Mots-clés : Traduction littérale, collocations, parler, déficience

ملخص

تهدف هذه الدراسة إلى إلقاء الضوء على العلاقة بين الترجمة الحرفية واستخدام المتلازمات اللفظية في خطاب طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر. يحاول هذا البحث الإشارة إلى أهمية تعليم وتعلم المتلازمات اللفظية والتنبيه على سلبيات الترجمة الحرفية والتحويل اللغوي للغة الأم عند الكلام. الغرض من هذا البحث هو التحقق من مدى إتقان الطلاب المتلازمات اللفظية في كلامهم العفوي وما هو تأثير الاعتماد المفرط على الترجمة الحرفية على إتقانهم للغة. لجمع البيانات اللازمة للدراسة ، تم القيام بمجموعة بؤرية مع عينة من 20 طالب وطالبة في جامعة جيجل قسم اللغة الإنجليزية. إلى جانب ذلك، تم إجراء مقابلة مع اثنين من المدرسين في نفس القسم. تشير نتائج الدراسة إلى نقص ملحوظ في استخدام المتلازمات اللفظية في خطاب متعلمي اللغة الإنجليزية كلغة أجنبية في الجزائر.

الكلمات المفتاحية: ترجمة حرفية ، متلازمات لفظية ، كلام ، نقص