



## **Translating Collocations: Difficulties Encountered by University Students in Libya**

**Abdul Salam Ali Hwas, Ramadan Ahmed Shalbag**

Lecturers, College of Education, Al Mergeeb University (Libya)

[reramshalbag@gmail.com](mailto:reramshalbag@gmail.com)

The primary goal of this study is to identify how the students translate the collocations; to find out the influence of the mother tongue in translating collocations; and to gauge the ability of students in selecting the suitable equivalents in Arabic for the English collocations. The study utilized the descriptive method of research and it involved twenty (20) students from the College of Education in Al Khoms University during the Academic Year 2010 – 2011.

Research results revealed that the students faced a number of problems and difficulties in translating the collocations due to the total dependence on the literal translation strategy; the influence of the mother tongue (L1); and the lack of recognizing and acquiring the available equivalent collocations in Arabic such as politics and law. Implications would tell that the students are, therefore, required to be sensitive to collocations, cautious and highly interested in spotting the proper collocations in Arabic.

Researchers recommend that teaching of translation should be introduced as early as possible in order for students to have background in various fields, thus, developing the students' ability in translating; acquiring references related to collocations in the library in order to enrich students with a great amount of knowledge; and utilizing of various strategies and techniques in order to improve translation skills.