

## The Conceptual Fluency in the Translation of Prefabricated Expressions (PEs):

### Empirical Perspective

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#### Abstract

This study is set to test the semantics and pragmatics of Prefabricated Expressions (PEs) such as '*take it or leave it*' in a bilingual context in relation to the possible translation teaching methods that could serve a more conceptual fluency and communicative accuracy. As the field of translation studies has shifted its focus towards investigating translation as a process within the psycholinguistic perspective, there has been an increased interest in examining PEs as a fully-fledged phenomenon. The present research designs and implements a systematic training program then statistically analyze the Pre-training and Post-training (correlations and significance). This research adopts the theoretical framework proposed by Fauconnier's (2002)

**Keywords:** Prefabricated Expressions; translation; training; conceptual fluency; communicative accuracy

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## الطلاقة المفاهيمية في ترجمة التعبيرات الجاهزة: زاوية تجريبية من منظور نموذج المزج التصوري

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### المستخلص

التعبيرات الجاهزة تشمل مجموعة متنوعة من الهياكل اللغوية التي تشترك في كونها تأتي كوحدة واحدة. تهدف هذه الدراسة إلى اختبار دلالية وبرجماتية التعبيرات الجاهزة في سياق ثنائي اللغة ضمن سياق دراسات الترجمة من حيث الوسائل التي تخدم الطلاقة المفاهيمية والوظيفة التواصلية فيما يتعلق باستخدامها و وقت الاسترجاع السريع لها. زاد الاهتمام بفحص التعبيرات الجاهزة كظاهرة مع تحول مجال دراسات الترجمة نحو التركيز على تتبع عملية الترجمة بضمن منظور اللسانيات الإدراكية. الهدف الرئيسي لهذه البحث هو دراسة تأثير برنامج تدريب منهجي معزز باستخدام تكرر للتعبيرات الجاهزة على تعزيز كفاءة الترجمة وتقليل الجهد الإدراكي عند ترجمة التعبيرات الجاهزة. يسعى البحث الحالي على تصميم وتنفيذ برنامج تدريبي منهجي ثم تحليل البيانات إحصائياً قبل وبعد التدخل (الارتباطات والدلالة).

كلمات مفتاحية: التعبيرات الجاهزة؛ الطلاقة المفاهيمية؛ المزج التصوري؛ الترجمة؛ تدريب المترجمين

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## **Introduction**

Prefabricated Expressions (PEs) like '*Good morning, Once upon a time, no pain no gain, etc*' are defined as "sequence, continuous or discontinuous, of words or other elements, [...] appear to be, prefabricated: [...], stored and retrieved as whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar" (Wray, 2002, p.9). Recent definitions strive for a more comprehensive portrayal, reflecting PEs' evolution within linguistics and translation studies. Scholars such as Schmitt (2010), Assassi and Benyelles (2016), and Davies (2014) adopt the definition provided by Wray (2002) as it embraces all facets of PEs. During the 1970s, PEs were approached from a psycholinguistic perspective and was referred to as "automatic speech" by Van Lancker (1975, p. 150). This study is grounded in discourse analysis, advocating PE as a form of automatic speech due to its association with specific idioms, manifesting a similarity based on conventionality. This work seeks to experimentally verify the challenges PEs pose on translation tasks. The present study investigates the contribution that teaching PEs affords for translation profession and the effects it exhibits on the enhancement of students' Translation Competence (*hereinafter, abbreviated as TC*). It proposes a PEs-directed syllabi that involves the usage-based incorporation of PEs within translation training as an instrumental tool that helps solves accuracy problems and enhance communicative fluency by lowering cognitive effort during any translation task.

The study was carried out at the university of Basrah, the Department of Translation. Our test battery was administered with the help of 24 students of both morning and evening studies. This study is limited to measure the accuracy and conceptual fluency when fourth year students attempt to translate PEs. Our corpus derives from a "Manga Book", i.e., expressions were extracted based on frequency, fixedness, and archaism measures. PEs range from 2 to 5 words per expression based on type in our specified corpus (Al-Husain, 2022).

### **Prefabricated Expressions (PEs): Features**

Different definitions have been proposed to encompass the various linguistic phenomena. Wray's psycholinguistic approach (Schmitt, 2010, p. 154; Davies, 2014, p. 223) offers a solid description of the main distinct features of PEs. She explains that these expressions may be continuous sequences, as seen in the example '*good morning*', or discontinuous, as in "*ca*

*have .... Please*". Furthermore, these expressions are stored in and recalled from memory as single units, and their constituent parts are not analyzed during usage by both the speaker and the listener who are familiar with the expression.

Wood's (2015) introduces a classification of PEs into: *collocation, idiomatic expressions, phrasal verbs, proverbs, compounds, congrams, metaphors, and lexical bundles*. These classes greatly overlap, congrams and compounds do not meet the sufficient criteria for an actual linguistic category, and are only related to whether the expressions appear as a connected or separated units. For Lexical bundles, they encompass two different categories which are *pause fillers* (Wray, 2002, p. 219) and *conversational speech formulae* (Van-Lancker, 1987, p.72), and therefore may be represented as two separate categories. Another linguistic category was introduced by McCarthy & O'Dell (2017) as a PEs category, i.e., *Adverbial phrases*.

Many scholars utilize native speaker's judgement to verify whether an expression is prefabricated or not (see, Fernando, Flavell, & Widdowson, 1981; Erman & Warren, 2000; Wray & Perkins, 2000); Hoey, 2005; and many others). In addition to native speaker's judgement, frequency of occurrence was another factor to verify whether an expression is prefabricated or not. While Wray's (2002) taxonomy depends on Native speakers' judgment, Frequency of Occurrence, and Fixedness. Authors often rely on examples and evidence to illustrate such unpredictability and lack of systematic identification procedures. For instance, Evans and Green (2006, p. 644) showcase the contrast between "*wide awake*" and "*narrow awake*." While the first PE can be interpreted to mean "completely awake," the second construction does not occur with an opposite meaning. This example underscores that the nature of these expressions defies predictable construction and is largely dependent on usage.

Wray (2002) provides another list of functions that instrumentally relate PEs to translation:

1. *Creating an effect on the listener to alter a situation/meaning*: Translators may intentionally or unintentionally change the meaning of a sentence through interpretative translation, which may carry an ambiguous meaning or replace it with a PEs that holds a similar meaning (Wray, 2002, pp. 93-102).
2. *Easier processing*: Despite our ability to analyze and deconstruct language units for meaning extraction, we tend to avoid doing so to prevent losing track of the speaker's or written text's information (Wray, 2002, pp. 265-267). Shinozuka, et al (2021) measured

brain functions when dealing with PEs and creative language expressions, concluding that the brain's handling and processing of expressions depend significantly on "language familiarity and proficiency" in a translation context. Processing PEs imposes minimal cognitive load compared to novel expressions, resulting in reduced mental strain.

3. *Speech fluency*: For second language learners, fluency is a crucial goal in producing written or spoken discourse, encompassing correct pronunciation, usage, and comprehension of expressions. Exposure to and usage of PEs can contribute to enhancing speech fluency (Nazzal, 2017, p. 10) as supported by Wray (2002, pp. 93-102).
4. *Stalling*: Some translators use PE as a strategy to buy time and facilitate the process of producing an accurate translation (Li, 2015).
5. *Discourse organization*: A good translation requires not only accuracy but also a smooth display of ideas in the discourse. Discourse organizers, such as "that led to," "in the end," "as a result of," and "as well as," are frequently found in the educational field and aid in maintaining cohesive and organized translations (Wray, 2002, pp. 93-102).

#### **PEs and Conceptual Fluency:**

For second language learners, speaking fluently and clearly is a primary goal. Conceptual fluency is an outcome of mastering language use and the optimal response time consumed in producing them, therefore, signifying proficiency in comprehending and manipulating concepts. PEs provide ready-made structures readily accessible for language speakers. Conceptual fluency is influenced by several factors, including familiarity, and exposure (Nerlicki, 2011, p. 185).

Schmitt (2010) emphasized the significance of PEs not only in written discourse but also in spoken discourse, which has been overlooked mostly. In the context of language mastery, Schmitt examined non-natives' behavior towards PEs and investigated three elements:

1. *Non-native use of PEs*: He refuted the public perception of non-natives lacking or using PEs insignificantly. Contrary to this assumption, multiple studies have asserted that non-native speakers use PEs extensively, even more than native speakers. Some PEs are used as "safe bets" (p.143) while others may be avoided due to the speaker's lack of familiarity or confidence in their ability to sound natural. The frequency of occurrence a PE plays a crucial role in determining its use by non-natives.

2. *Accuracy of use:* The TC that manifests in using PEs does not solely depend on the prefabricated string, as research demonstrated low error scores in the PEs string. However, overuse of PEs within discourse can be challenging and may sound awkward to native speakers.
3. *Automaticity of prefabricated language:* PEs can be misinterpreted when it comes to recognition, frequency intuition judgment, and appropriate contextual use. Native speakers exhibited higher levels of appropriateness, frequency intuition judgment, recognition, and usage.

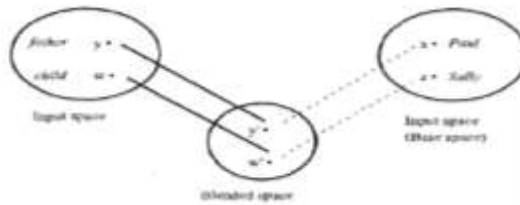
#### **PEs Compositionality and Semantic Structure:**

The notion of compositionality lies at the core of the prefabrication process of expressions. Meaning of words changes depending on how often they occur/collocate with other words and become fixed, that is confirmed to be prefabricated. (Evans and Green,2006;213). This feature is a key criterion that helps in detecting PEs. Adolphs, Schmitt, and Grandage (2004,128) demonstrate that a large percentage of PEs are recalled and “stored holistically” but not all of them, in fact this process depends on the individual. Tremblay and Baayen (2010) approached this claim from a psychological perspective. They illustrate that PEs are stored both as one and multi-unit constructions. Thus, two concepts affect this construction which are “frequency and probability” (p.6).

#### **Explaining PEs Compositional Meaning Construction:**

Fauconnier and Turner (2002), offer a dynamic account of meaning making and how our minds generate new meanings and ideas through integrating concepts of different domains to construct meaning in terms of mental spaces and mapping. Fauconnier's theory is based on the assumption that people have a capacity to combine mental spaces, that contain knowledge, concepts, and relationships. Mental spaces are “temporary knowledge structures constructed on the basis of ongoing discourse and can form the basis of an account for a range of phenomena including referential ambiguities, tense and aspect, and epistemic distance” (Evans and Green, 2006, p. 154). These mental spaces are created by *space builders*. The other concept is *mapping* which happens when generating two or more mental spaces. (Evans and Green, 2006, 371-396)

This cognitive mechanism operates universally across domains and underlies creativity in various fields. The authors embark on the journey to elucidate the conceptual integration model by dissecting "The Buddhist Monk" case. The riddle of the Buddhist Monk exemplifies features that transcend cultural and contextual boundaries, making it universally applicable to conceptual integration. The process of conceptual integration involves a sequence of steps: setting up mental spaces, matching across spaces, projecting to a blend, locating shared structures, projecting back to inputs, recruiting new structure, and running operations within the blend. These operations can occur simultaneously. Thus, reveals the profound interplay between conscious and unconscious cognitive processes.



*Figure 3.1: conceptual blending process of the sentence the secretary of the wife of the president* By bridging historical observations with contemporary insights, Fauconnier and Turner illuminate the hidden mechanisms that shape human cognition and creativity.

This model showcases that while blending might remain beneath the surface, its influence is far-reaching, impacting our perception, comprehension, and creative endeavors across cultures and contexts. It can help training students to understand the literal, metaphorical and emergent meanings of the compositional structures of PEs.

#### **PEs in Translation Teaching:**

A number of scholars approached PEs in translation either through introducing procedures and models that can aid the translation of PEs or through defining its challenging characteristics that are problematic in translation. Coulmas (1979, 241-242) study is among the early studies within this field. It discusses the challenges translators go through when translating PEs. He explains that these challenges take place due to the inability of compositional semantics to extract the rich meanings of PEs, and instead the pragmatic meaning of PEs should be investigated through

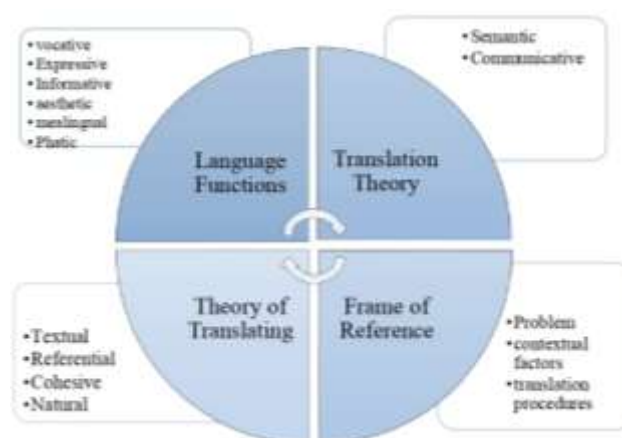
the use of the functional approach. While equivalence based models are proposed frequently by translation scholar to translate PEs, Siqueiros study (2004) falsifies the use of equivalence to convey the pragmatical meaning of PEs, he proposed interpretative translation that depends on the cultural and encyclopedic knowledge, and adds that translation of PEs and the strategies used by the translator reflects his English mastery level, his familiarity with the social/cultural expressions he is trying to render and the fixedness of expression he is rendering. This study also goes in lines with the Coulmas's (1979) work.

Shojaei (2012, p. 1228) studies the two processes in translation, extracting meaning and the actual translation of PEs. His study concluded that, translators face a number of challenges when translating PEs. First, PEs have no direct equivalence in the TL. Second, there might be an expression that holds the same form but different meaning. Third, PEs that show vagueness where it bears both interpretations of the literal and emergent meaning. Nazzal (2017) states that when translation students attempt to translate culture-specific idiomatic expression, the challenge is when the recipient society have no equivalent to that expression. When this occurs, translation students normally opt for translating the expression literally.

Shinozuka, et al (2021) measured the way human brain functions when dealing first with PEs and then the creative part of language. Their conclusion was that in a translation context, how brain handles and processes expressions depends largely on "language familiarity and proficiency". Processing PEs hardly ever motivates any brain activity, contrary to novel expression which exerts a relative pressure on the brain. We can then say that translating such expression requires the translator to be familiar and exposed to their emergent semantic meaning. One of the latest study was by Bestgen (2022, 101-104), he made a comparison between machine and human translations. Through this comparison, he concluded that the machine produced translated PE that had high frequency of occurrence, with a number of expressions translated literally. His study was related to the translation "effectiveness" in a highly prefabricated context, such as religious, political text. Translation effectiveness lies in his skill and precision in preserving accuracy, thus have a more direct impact on the translations in contexts that requires high accuracy. In other words, when dealing with texts that necessitate a high level of accuracy to the original meaning, for the translator it becomes a crucial to achieve the desired quality in translation.



Alison Wray's (2002) work on PEs offers a fresh perspective on the balance between prefabrication and novelty in language use, seemingly contrasting aspects of communication. Central to Wray's exploration is the tension between two cognitive systems during language processing: the analytic system and the holistic system. The analytic system constructs grammatical structures through rule-based combinations, enabling novel expression and interpretation. Conversely, the holistic system relies on PEs, which reduces cognitive effort by selecting familiar phrases. Wray highlights that while the analytic system is advantageous for handling unexpected input, the holistic system's efficiency in retrieving PEs should not be underestimated. Her insights challenge the traditional notions of communicative competence. She asserts that true competence encompasses not only rule-based construction but also the ability to employ a repertoire of partially pre-assembled patterns. This highlights the role of adaptation in effective communication, where speakers draw on both rule-based linguistic skills and frequent PEs to suit contextual demands. This comprehensive view of communicative competence highlights the importance of PEs in the linguistic toolkit. Alison Wray's work invites linguists and researchers to view PEs as dynamic and integral components of communication. Wray's work offers a nuanced perspective on the role of PEs in shaping communication strategies. Wray (2002, p. 262) states that Functional drive is the most essential aspect of PEs. Therefore, qualitative analysis will consider whether the acquired translations have transferred the PEs function or not? Newmark (1998, p. 20) asserts that the interval between academic knowledge and its real-world application can be bridged through naturalness. His scheme of a functional translation theory shows the steps of translation process, starting with categorizing the texts function.



*Figure 1: Newmark (1998, p. 20) A Functional Theory of Language.*

PEs, specifically, are linguistic constructs deeply rooted in culture, and they carry meanings that often transcend the sum of their individual words. This causes PEs to stand out as a difficult task for the translator. To develop a holistic model for translation competence, we draw upon the insights of three prominent scholars: Alison Wray and Gilles Fauconnier. By synthesizing their contributions, we aim to create a comprehensive framework that addresses the multifaceted nature of translation.

Wray's (2002) investigation explores how the analytic and holistic systems control our linguistic expressions, where rule-based creativity and the pragmatic use of PEs coexist. This relationship shows the complex operations observed in the Conceptual Integration Model proposed by Fauconnier and Turner. Just as Wray (2002) identifies the correlation between form, function, and meaning in PEs, the blending process shows the creation of the emergent meaning. Both approaches emphasize the importance of adaptation and the practicality of cognitive mechanisms, whether it is regarding selecting PEs for ease or unconsciously integrating abstract concepts. Wray's focus on the efficiency of linguistic adaptation using PEs that exhibit emergent meaning goes hand in hand with Fauconnier and Turner's exploration of the unconscious blending mechanism. This reveals the cognitive strategies that controls our language use, communication, and understanding of our world. Therefore, the 'blend' of these two models explains meaning construction of PEs in terms of conceptual integration of abstract and concrete concepts to extract meaning.

### **Main Questions**

Theoretically, this research seeks to answer the fundamental questions. These questions have come about based on a questionnaire piloted in the department of translation at university of Basrah to identify and list the problematic areas associated with PEs in translation. Translation professors in the Department of Translation at University of Basrah reported that PEs are more problematic to translate than other linguistic items for students. The question are as follows:

- What is the nature of PEs and their taxonomic distribution, for the obvious confusion and divergence on the understanding of their nature and definition?

- How does their emergent semantics (ES) come about with reference to the complex psychological reality of their compositionality?
- How do translators handle such complexity, maintaining a decent conceptual fluency and enhanced TC?
- How functionally central such challenges must be when two languages are involved in the course of learning process as in translation context?

**Hypothesis** Response Time and accuracy are important factors that measures both linguistic accuracy and conceptual fluency of translation process. It is hypothesized that PEs pose serious challenges in translation with reference to RT and accuracy factors covary with PEs structure and complexity (their structure and the emergent properties of their meaning) (Al Husain, 2022)If (I) is true then, a system of PEs-directed training program is need to form of translation to make translators more capable of performing the translation tasks with lower RT and more accuracy. Consequently, a subset of hypotheses become probable:

PEs are problematic to translate by translation students due to their inherent complexity and the difficulty of finding the appropriate equivalence in the TL conditioned by inadequate TC and lack of familiarity. A special training program could significantly improve their conceptual and linguistic fluency to make them capable of producing accurate translations of these expressions. A successful training program can only be effective if it is based carefully on an investigation of the complex and emergent semantic structures of PEs.

### **Methodology of the Study**

One of the main purposes of the current research is to position the effectiveness of PEs-directed translation training in classrooms to develop TC for translation students. This leads us again to our main aim which is to design a translation training program that can be used to develop Optimized linguistic accuracy, Conceptual Fluency and TC for students at all levels and classes, this in turn precludes investigating two important variables. The study employed a quasi-experimental research design to investigate the causal connection between goal-directed translation training and the enhancement of translation performance.

### **Variables of the study:**

#### **1. Response Time (RT)**

RT is utilized as a metric to assess the mental load or cognitive processing of students during their exposure to PEs. Key Strokes, being the primary tool employed in this study, facilitates the measurement of *Keystrokes Per Second* (KPS) and aids in gauging RT. To achieve this, students were requested to screen record their responses throughout the entire process. Students are instructed to utilize their phone's keyboard instead of their computers when providing responses. This measure is intended to ensure that any differences in typing speed associated with varying input devices are controlled or limited, thus enhancing the accuracy and reliability of the RT measurements. Evaluation or assessment of the accuracy of the translation provided by students will be performed in comparison to the translations provided by the experts and from Reverso-context corpus. Translations that are not the same as or similar to the translations provided by the experts will be evaluated according to Newmark (1998) model of analysis and Waddington (2001) TQA model.

### Participants

#### 1. Control group:

- This particular group consisted of 35 professionals, comprising 25 translators and 10 professors affiliated with Basrah University, aged between 30 and 60 years. Additionally, two English native speakers, one American and one British, within the age range of 25 and 27 years, were also included in the study. The two of the native speakers, who were active during the training were extensively trained for two weeks on what PE is, what it covers, and how is it possible to identify.

#### 1. Experimental group:

The participants in this group comprised 20 students enrolled in the Department of Translation at the University of Basrah, encompassing both morning and evening study programs. All participants were senior students, specifically in their 4th year, with ages ranging from 21 to 30 years. Of the total participants, 13 were female and 7 were male. Their first language was Arabic, and none of them had pursued studies abroad. According to Wray (2002, pp. 144-146), when studying PEs, it is essential to consider any significant variations among learners. The participants in this study were drawn from a random population of fourth-year students who voluntarily agreed to take part. Nonetheless, to ensure the accuracy of the results, factors such as their learning ability, motivations for participation - they were offered 5 marks each in

semantics for taking part, the methods through which they acquire the language, and other relevant aspects were duly taken into account.

### Data

The primary aim of this study was to obtain idiomatic expressions that met specific criteria, including precision, contemporaneity, and contextual relevance. This framework takes into account the linguistic elements being studied, their complexity, suitability for the intended recipients, and related variables. The study's corpus was specifically limited to PEs extracted from the Manga Book 'Asura's Bride,' originally written in English by a native speaker. By working with idiomatic expressions embedded within dialogues, we aimed to bridge the gap between theoretical knowledge and practical language application, preparing students to handle language intricacies in real-world translation settings.

Our decision to select dialogues featuring real-life interactions stemmed from the understanding that these students will not consistently and voluntarily engage in the translation or crowdsourcing of texts they find challenging. Consequently, our primary objective was to cultivate an engaging and enjoyable learning environment. The use of dialogues not only engaged students actively but also encouraged them to delve into the pragmatic meaning of PEs. This interactive approach allowed participants to decode the contextual nuances and communicative significance associated with idiomatic language usage. To ensure the quality and reliability of the data, we conducted a '*Data Reliability Test*' evaluated by subject matter experts. This test utilized a Likert Scale to assess compositionality, co-occurrence, collocability, fixedness, and idiomaticity of each PE instance. PEs receiving lower ratings were excluded from the study to maintain data homogeneity and research quality. Questionnaires were the primary data gathering instruments used in this study. A pre-training questionnaire was directed towards the control group, requiring them to translate more than 48 expressions from English to Arabic and assess their prefabricated nature based on a fixedness scale. The second questionnaire focused on examining the response time (RT) and translation competence (TC) of the experimental group before and after training. In addition to another questionnaire directed for the control group to provide the reference translation. Reference translations played a crucial role in this study, providing a structured approach to analyzing the target text. in addition to

these translations, another source was used to extract a reference translation, which are the English-Arabic parallel corpora, and Reverso context technology.

Quantitative analysis was conducted using the Wondershare Fillmore 11 app to collect data, which was subsequently processed using Microsoft Excel worksheets. Statistical tools such as mean scores and standard deviations were applied to analyze the collected data.

### **The Experiment**

The study was conducted in two stages: The Pre-Training stage and the Post-Training stage. In both stages, the same group of students performed a translation task. The quantitative and qualitative data acquired from the analysis will be utilized to highlight the underlying patterns pertaining to participants' RT, Accuracy and Optimized Conceptual Fluency. By employing a combination of quantitative and qualitative analysis, this research aims to gain comprehensive insights into the dynamics of the translation process and the effectiveness of the PEs-directed training provided. The findings derived from this investigation will play a crucial role in advancing our understanding of the phenomenon under study and ultimately lead to well-founded conclusions in line with the study's hypothesis.

### **Training**

A training program was designed to enhance the fluency of translation students when dealing with PEs. The central tenet of this program, inspired by Wood's (2015, p. 57) findings, emphasized the repeated exposure to lexical items as a key aspect of acquisition and automatic processing. The training program was built upon Wray's (2002) cognitive model, incorporating inferences drawn from the results of the qualitative analysis conducted during the initial part of the experiment (the Pre-training).

The training process spanned over a period of Eighteen weeks, with sessions conducted four to five days a week, each lasting for two hours. Each session comprised two parts: the first part entailed theoretical training, focusing on the identification of PEs and their various types, explanation of their problematic nature, and the reasons for their extensive usage in communication. Participants were provided with appropriate strategies to address these challenges. The second part involved active participation by the students.

During each session, specific problematic expressions and areas of PE were discussed. A native speaker provided assistance throughout the session, which encouraged students to actively

engage in translation exercises. Crowd-sourcing protocol was employed as a means for students to listen, explore and share translations and interpretations with their peers. Participants were presented with examples, and their primary task was to identify, interpret, analyze using Fauconnier's (2002) model and then attempt to translate these expressions using Newmark's translation strategies and notes on translation. The main objective of the training course is to develop a deep understanding of PE in translation, improve the ability to translate PE accurately and contextually, enhance pragmatic and communicative competence in translation, and apply translation strategies proposed by Peter Newmark effectively. The training program duration is 18 weeks. The 18-week syllabus provides students with more in-depth exploration of PE in various domains and allows for advanced translation practice. It also includes a research component to encourage students to delve deeper into the subject matter and present their findings.

**Statistical Analysis:** The accuracy analysis in this study serves to gauge the translation quality, as a measure of Translation Competence (TC), which reflects the proficiency level of translators, as discussed in detail in Chapter Two. In both the Pre-training and Post-training, translations and interpretations of the PE are provided by two sources: our control group and the Reverso Context AI-powered translation tool. These translations serve as the reference standards for the given expressions, and participants are tasked with generating translations from English into their respective mother tongues, a common exercise in classroom settings.

The accuracy analysis aims to apply Newmark's (1998) concept of functionality within the natural level, providing a relatively objective assessment of the research model. Given that the test involves the translation of culturally specific and pragmatically configured expressions, the primary focus is on identifying culture-specific and contextual errors. Superficial errors, such as those related to spelling, punctuation, or grammatical issues that do not impact the overall meaning, will be disregarded. The analysis will primarily scrutinize the type and frequency of errors made by translation students in both the Pre-training and Post-training, shedding light on their TC. Additionally, this analysis will help identify any recurring error patterns and offer potential strategies for their mitigation.

Quality assessment will be conducted using a Likert scale consisting of three points: a rating of 1 indicates an inaccurate translation, 2 signifies an interpretation, and 3 designates an accurate translation, as determined by experts in the field.

No.	Error type	Pre- training test results		Post- training test results	
		number	percentage	number	percentage
1	Mis-translation	69	47%	45	54.9%
2	Omission	16	11%	16	19.5%
3	Lexical choices	10	7%	9	11%
4	Function	18	12.3%	4	5%
5	Grammatical errors	27	18.5%	5	6%
6	spelling	1	0.7%	1	1.2%
7	paraphrase	5	3.5%	2	2.4%
total		146		82	

assessment will be a Likert scale consisting of three points: a rating of 1 indicates an inaccurate translation, 2 signifies an interpretation, and 3 designates an accurate translation, as determined by experts in the field.

**Results:**

**5.1. Accuracy in the translation of PEs:**

Accuracy assessment of translation accuracy embraced Newmark's comprehensive perspective, wherein accuracy adheres to a predefined scope of lexical items and structures. This perspective is crucial for comprehending the analytical lens through which the results are interpreted. The core of the analysis revolved around matching translations with the range of reference translations provided for respective expressions within their contextual framework. A critical observation is the diversity in the range of reference translations, due to relative flexibility within the scope of accuracy. We can notice that distribution in figure (1). Notably, the distribution of reference translations was influenced by the frequency of occurrence of PEs, an observation that assumes paramount importance in decoding the error patterns and improvements within the analysis.

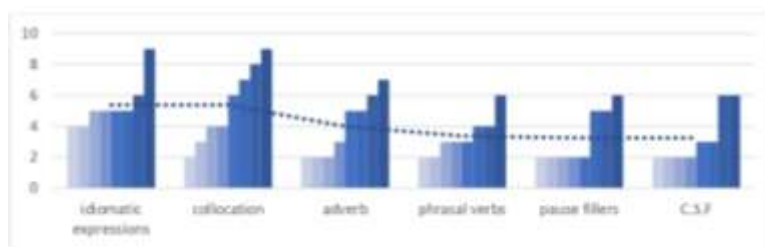


Figure 2: Comparing PE Categories with Reference Translation

This investigation drew upon Waddington's established translation quality assessment model, facilitating a nuanced categorization of errors into three pivotal points. These categories discuss errors impacting the comprehension of the original text, errors influencing the comprehension of the translated text, and errors that alter the function of the original text. The error



classification within this tripartite framework lays the foundation for an incisive analysis of the data, subsequently shedding light on the effectiveness of the training intervention in addressing these varied dimensions of error occurrences. We can see in the table 1 below that mistranslation and grammatical errors in the Pre-training and mistranslation and omission in the post-training form the majority of error occurrences made by participants. Through comparison of results, it is proved that some categories of PEs are more problematic to translate than others. Most expressions that are mistranslated or not translated occur under the category idiomatic expressions. Idiomatic expressions are the first category in terms of error occurrences with 59% in the Pre-training and 31% in Post-training results.

No.	Error type	Pre- training test results		Post- training test results	
		number	percentage	number	percentage
1	Mis-translation	69	47%	45	54.9%
2	Omission	16	11%	16	19.5%
3	Lexical choices	10	7%	9	11%
4	Function	18	12.3%	4	5%
5	Grammatical errors	27	18.5%	5	6%
6	spelling	1	0.7%	1	1.2%
7	paraphrase	5	3.5%	2	2.4%
total		146		82	

*Table 1: Pre and Post Results in Terms of Error Occurrences*

To explore error occurrences, Wray (2002) argues that frequency of occurrence for expressions has a great impact on the translation of these expressions. To test his observation, expressions were arranged according to frequency from the highest to the lowest frequency.



*Figure 3: Frequency and error occurrence*

We can notice two patterns in this categorization. First, expressions' error rate is low for high frequency expressions, and vice versa. Second, the spikes pattern in the figure above denotes

expressions with high fixedness which results in high rate of error, even with a relatively high frequency.

The pre-training RT data suggests variations in participants' engagement with different PE categories. Participants exhibited relatively higher RT for C.S.F and adverb categories, indicating potentially deeper cognitive processing or decision-making. The categories of collocation, phrasal verb, and idiomatic expressions displayed moderate RT, suggesting a balanced level of cognitive engagement. Pause filler and collocation categories exhibited relatively lower RT, possibly indicating familiarity or automaticity in processing.

In the post-training, participants continued to show distinct patterns in their RT across different PE categories. The RT for C.S.F and adverb categories remained relatively higher, indicating sustained cognitive processing or decision complexity. Collocation and phrasal verb categories demonstrated consistent moderate RT, indicating a steady cognitive engagement level. Similar to the pre-training, pause filler and idiomatic expressions displayed relatively lower RT, suggesting familiarity and exposure.

#### **Overall Analysis and Findings:**

We can summarize our findings from the previous chapter into six points:

- 1) PEs are problematic to translate by translation students due to their inherent complexity and the difficulty of finding the appropriate equivalence due to the processing time they consume for lack of familiarity and deficient TC.
- 2) A systematic training program could significantly improve participants' conceptual and linguistic fluency to make them capable of producing accurate translations of PEs.
- 3) A successful training program can only be effective if it is based carefully on persistent exposure and familiarizing translation students of the complex and emergent semantic structures of PEs.
- 4) High Frequency of occurrence and high fixedness have an inverse relationship in terms of affecting accuracy. While the first class decreases error instances the second increases it.
- 5) Cognitive load is also related to familiarity of the expression. RT cannot be lowered without exposure and familiarity, since the translator has to comprehend and interpret the PE not as a whole unit but through breaking it down, yet the training still lowered the cognitive load through. The translator was more aware of PE, its identification, strategies to translate it, and breaking it down using conceptual integration model when possible.

**5.2.1 Accuracy:** The present study investigated the impact of a systematic training on participants' TC in various language categories, including idiomatic expressions, collocations, adverbial phrases, pause fillers, phrasal verbs, and an C.S.F. The analysis of Pre-training and Post-training results revealed diverse patterns of change across participants and categories.

Overall, the findings suggest that the training had a positive influence on participants' accuracy, with improvements observed in idiomatic expressions, collocations, adverbial phrases, and phrasal verbs for a significant portion of the participants. The increase in accuracy across these categories indicates an enhancement in participants' TC and understanding of PEs. It is noteworthy that while some participants consistently demonstrated improved accuracy, others exhibited mixed patterns of change, potentially reflecting variations in individual learning trajectories and responses to the training.

The analysis of participants' performance revealed tangible improvements in TC across various categories following the training intervention. Notably, idiomatic expressions and collocations emerged as particularly challenging categories, where participants showcased remarkable progress. Adverbial phrases, phrasal verbs, pause fillers, and C.S.F also demonstrated enhanced competence, though with varying degrees of improvement. Furthermore, PEs that encompass cultural, social, political, religious, or legal references pose considerable challenges in translation unless the translator is well-acquainted with their contextual nuances. PEs can also foreground linguistic meaning with cultural background. The emergent meaning of such expressions deviating from their literal interpretations, leading to a significant gap that can only be bridged through exposure and familiarity. Consequently, translation accuracy is heavily influenced by the type, frequency, and degree of fixedness of PEs.

#### **5.2.2 RT:**

The observed RT patterns suggest varying cognitive demands and levels of familiarity with different PEs categories. The findings may reflect participants' cognitive efficiency, familiarity, and processing strategies when encountering these linguistic constructs.

RT provides a window into participants' cognitive processing dynamics when engaging with PEs. By understanding the correlation of cognitive processing with different PEs categories. Educators and researchers can refine instructional strategies and enhance participants' TC and linguistic proficiency.

Idiomatic expressions, renowned for their figurative meanings that often does not resemble the literal interpretations of individual words, emerged as a noteworthy area of consideration. The analysis revealed that participants exhibited varying RT when translating idiomatic expressions, reflecting the complexity of conveying their intended meanings accurately.

Collocations, which represent frequent word combinations with subtle semantic relationships, also posed challenges. While some collocations were relatively straightforward to translate, others required more time and cognitive effort due to their context-dependent nature. Phrasal verbs, presented an intriguing part of TC. The RT analysis indicated that participants encountered diverse levels of ease when translating phrasal verbs, emphasizing the need for a profound understanding of their often contextually bound meanings.

Similarly, pause fillers, which contribute to natural conversational flow, demonstrated varying degrees of ease in translation. The participants' RT highlighted the role of pause fillers in maintaining the rhythm and authenticity of speech, while also underscoring potential hurdles in achieving accurate equivalents in translation.

The analysis of C.S.F showcased the balance between familiarity and the need for cultural adaptation. Participants exhibited different RT when translating C.S.F, reflecting the challenge of retaining the colloquial essence while ensuring cultural appropriateness in the target language.

Adverbial phrases, recognized for their role in modifying verbs, adjectives, and other adverbial phrases, demonstrated a mix of ease and complexity in translation. While some adverbial phrases were swiftly translated, others demanded more time due to relative shift in their senses. The exploration of idiomatic expressions, collocations, phrasal verbs, pause fillers, C.S.F, and adverbial phrases underscores the multifaceted nature of TC.

In conclusion, the study sheds light on the potential of targeted training to enhance TC and proficiency in using PEs. By further investigating the factors influencing these changes and implementing pedagogical recommendations, educators can effectively support learners in developing their linguistic skills and achieving higher levels of TC. Instructors should consider implementing specialized fields within the translation department, thereby affording students the opportunity to specialize in a singular domain. This focused approach enables students to develop a deep familiarity with the technical lexicon, idiomatic expressions, and structural nuances specific to that field, ultimately leading to heightened translation accuracy.

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