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A study on the type and frequency of unacceptable collocations in the English- Persian translations of Hemingway's Masterpiece: *For Whom the Bell Tolls*

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Abstract
Collocations are clusters of words that are acquired together and are subject to constraints in co-occurrence with their adjacent words. The inadequate acquaintance with collocations emerges into the formation of unacceptable collocations from the viewpoint of native speakers. The present study is a descriptive quantitative study of the translation of collocations in literary texts from English into Persin. The study sought to identify the most frequent types of unacceptable collocations in the Persian translated versions. For the purpose of the study, the four Persian translated versions of Hemingway's "For Whom the Bell Tolls" were investigated precisely and all the unacceptable collocations were compiled and clustered into English patterns based on Benson's theory, in an aim to decode the groups of patterns which are most frequently leading to bearing of unacceptable collocations in translation of English texts to Persian. A detailed SPSS analysis was conducted and the findings including frequency and percentage of each type of the unacceptable collocations were recorded. The most frequent types of unacceptable collocations spotted in the translated versions of the novel were as follows: 1. Adjective + Noun 23.3%, 2. Subject + Verb 11%, 3. Verb + Object 10.3% patterns.
Key words: acceptability, collocations, translation, unacceptable collocations

1   Introduction
The issue of collocations has always been a matter of concern for translators.

Considerable research in recent years has focused on collocations. However, the issue has sporadically been investigated in the translation of texts. The current study was an endeavour to detect the most frequent types of unacceptable collocations in the Persian translated versions to determine which English patterns are more frequently leading to unacceptable collocations in Persian translations.

Firth who is believed to be the 'father' of the term "collocation" describes collocations as a lexical phenomenon autonomous of grammar. Firth (1968) defines collocations of a given word as "statements of habitual or customary places of that word in collocational order but not in any other contextual order and emphatically not in any grammatical order" (Firth, 1968, p. 181). From the new linguists, McCarten (2007, p. 5) describes the collocation as the method in which two or more words are commonly used typically is called collocation.

Chang (2018) suggests that 'Acceptable' means the combinations were existing collocations and used in appropriate contexts.

Beekman and Callow (1974) put forward the idea that if a sentence presents a combination of words which does not sound accurate to the addressee (audiences), this may perhaps be due to an unacceptable colocation.

On the other hand, Larson (1984) claims that arrangement of words will habitually vary from one language to another language and concludes that what is flawlessly correct in one language may bring about collocational clashes or unacceptable collocations in another language.

In this regard, Zughoul and Abdul-Fattah (2003, p. 79) claims that Translation of collocations can pose complications since diverse languages have diverse patterns of collocation. As a result, some collocations may sound weird and be misinterpreted when translated.

Hoey (2005), proposes that in comparison to native speakers, non-native speakers exhibit different attitudes towards collocations.

In the light of the aforementioned statements, it is surmised that collocations are difficult for non-native speakers to translate, predominantly owing to their opaque nature and implausibility of being translated literally.

Benson et al. (2010) have discussed collocations and organized different types of collocations. According to Bensons' dictionary:

In any language, certain words regularly combine with certain other words or grammatical constructions. These regular, semi-fixed combinations, or collocations, are dividable into two groups: grammatical collocations and lexical collocations. Grammatical collocations are defined as the knowledge of the rules including, vocabulary and word-formation, pronunciation/spelling and sentence structure. Grammatical collocations consist of a dominant word — noun, adjective/participle, verb — and a preposition or a grammatical construction. Lexical collocations, on the other hand, do not have a dominant word; they have structures such as the following: verb + noun, adjective + noun, noun + verb, noun + noun, adverb + adjective, adverb + verb (Benson, 2010, p. xiii).

Amongst the variety of classification theories, Benson's theory is the most popular and outstanding one. The theoretical framework of the current study is based on Benson's theory, therefore, this theory will be elaborated clearly.

Benson et al. (2010) pointed out some steps that they believe should be taken to identify lexical collocations. These steps are as follows:

If there is a noun in the collocation, look under the noun; if there are two nouns, look under the second; if there is no noun, look under the adjective; if there is no noun or adjective, and look under the verb (Benson, 2010, p. xiv).

They designated eight types of grammatical collocations. They mentioned the first groups as collocations consist of 'noun + preposition' combinations. We do not normally include 'noun + of' combinations. Several English nouns can be accompanied with of, particularly to signify the concepts of 'direct object', 'subject', or 'possession'.

The second group of collocations consist of nouns followed by to + infinitive. They point out five syntactic patterns in which this construction is most frequently encounter; these patterns are:
1. It was a pleasure (a problem, a struggle) to do it.
2. They had the foresight (instructions, an obligation, permission, and the right) to do it.
3. They felt a compulsion (an impulse, a need) to do it.
4. They attempted (an effort, a promise, and a vow) to do it.
5. He was a fool (a genius, an idiot) to do it (Benson, 2010, p. xx).

The third type is explained as follows: "We include here nouns that can be followed by that clause. The Dictionary does not include nouns followed by relative clauses introduced by that, i.e. when that can be replaced by which ...Nor does it include nouns that can be followed by a clause only when they are objects of a preposition" (Benson, 2010, p. xxi).

The fourth group of collocations consists of "preposition + noun combinations. Examples are: by accident, in advance, to somebody's advantage, on somebody's advice, under somebody's aegis, in agony, on (the) alert, at anchor, etc." (Benson, 2010, p. xxi).

The fifth group of collocations is "adjective + preposition combinations that occur in the predicate or as set-off attributives (verb fewer clauses): they were angry at everyone — angry at everyone, they stayed home — my friends, angry at everyone, stayed home" (Benson, 2010, p. xxi).

The sixth group of collocations consists of established adjectives and a succeeding to + infinitive. Adjectives divide into two main constructions with infinitives.

The seventh group is explained as follows: "The seventh group adjectives (many of which are also in Group six) can be followed by 'that clause'. For instance, she was doubtful that she could pass the test; it was wonderful that they were able to play the piano. The current subjunctive follows a number of adjectives in formal English: It was vital that the doctor was there at that time; it is necessary that he is

fast in his job. Finally, the last group of collocations "consists of nineteen English verb patterns" (Benson, 2010, p. xxiii).

Benson et al. (2010) have listed nineteen English verb patterns for the last group of collocations that has been acknowledged by them. In the current study, a taxonomy based on Benson's theory was implemented to classify and represent types of collocations.

A few previous studies have dealt with the unacceptable collocations issue in translation. Shen (2009) attempted to identify collocational errors and their sources, along with the relationship between collocation and coherence in writing by Chinese students. Thirty non-English majors and 30 English majors participated in this study. The findings revealed that both groups made more errors in lexical collocations than grammatical collocations. Moreover, non-English majors tend to make "Preposition + Noun" type errors, whereas English majors' made more errors in "Verb + Noun" type.

Dastmard and Gouhary (2016), investigating patterns of common English Persian translation of collocations by Iranian EFL learners, focused on the EFL learners' difficulties in applying collocations. Researcher-made questionnaires involved 60 items including 10 collocation types translated into Persian were distributed among 20 intermediate and advanced level students to complete. The results indicated that there were meaningful differences between the two translations in 'verb + noun'; 'prepositions of time, place and manner; 'verb + adverb'; and 'adjective + preposition' correlations. In addition, the most frequently used strategy for translation of collocations in English-Persian and in Persian-English translations was literal translation. Findings showed that collocational differences between Persian and English are the main sources of errors in translations of Iranian EFL learners. Additionally, it was revealed that a considerable number of errors in translations were produced due to interfering of learners' mother tongue.

Hassan Abadi (2003), recommended that learning lexical collocations is easier than grammatical collocations; the performance of the participants is different in diverse subcategories of lexical collocations, and it is slightly in favor of Verb + Noun collocations. The order of diverse sub-categories of grammatical collocations are Participle + Adjective +Preposition, Verb + Preposition, Noun+ Preposition, and Preposition + Noun; similarity or difference of L1-L2 influences in learning of certain types of collocations (positive and negative transfer); and exposure or lack of exposure to a certain type of collocation influences the learning of that kind of collocation. A multiple-choice test of collocations was distributed among 55 English language learners to assess the awareness of Iranian EFL learners with lexical and grammatical collocations. Findings approved that there was a significant difference between the participant's awareness about different subcategories of lexical collocations. Among grammatical collocations, Participle +

Adjective + Preposition was very easy to learn, and Preposition + Noun was the most challenging (56%).

Karimkhanlui (2008), considering collocational clashes in English-Persian translations, focused on the importance of linguistic issues in translation. She sought to find how and to what extent Source Language collocations affect Target Language collocations; in what areas of translation clashes between two languages of English and Persian occur; how SL affects the selection of collocations in TL; and whether non-native speakers of English language are aware of the collocations in their language. In order to answer these questions, six Persian translations of two English novels were investigated. The unacceptable collocations were compiled and applied as a groundwork in two multiple-choice tests and distributed among the 40 students of non-English language majors, and 40 students of English language. The results were analysed, and findings indicated that some sources of collocational clashes were more common compared to other sources. The most common clashes were as follows: non- observance of collocational possibilities in TL, mistranslation, and typesetting errors.

Mollanazar (1990) carried out a study on the problem of 'unacceptable collocations' in the Persian translations of English texts, to find their sources, and to suggest useful solutions to prevent the repetition of this problem. Seven Persian translations of two English novels were investigated, and 371 cases of unacceptable collocations were found. Questionnaires containing collocations out of these translations were distributed among 150 students. Findings showed that the rate of recurrence of unacceptable collocations depends on three factors:
1) the translator's knowledge of the SL and the TL,
2) the volume and amount of the text, and
3) the degree of difficulty of the text.

In addition, it was concluded from the study that although the word-for-word method of translation is the main source of creating unacceptable collocations, there are other less important reasons including; morpheme-for-morpheme translation, transliterating, and the importation of foreign words.

Previous studies have generally approved the significance of collocation knowledge, and its great impact on reading comprehension, speaking, and writing skills of the second language learners, in particular on the quality of translated texts. The applied methods were almost the same: providing questionnaires based on different types of collocations, distributing among second language learners, and finally analysing the achieved data. Findings generally indicated that on one hand, there is a correlation between a satisfactory collocation knowledge and improved reading, speaking, and writing skills among students, or vice versa. On the other hand, the knowledge of second language learners and translators, in particular, novice translators in collocations is not generally sufficient. Respecting to all of the studies have ever been done on the collocations, few researchers have

investigated the impact of collocational differences on the issue of translation. Among the mentioned studies, the present study is consistent with those of Karimkhanluie (2008) and Mollanazar (1990). However, there are some differences too, firstly, the overall number of participants in this study were 184 students, which compared to Mollanazar's thesis with 150 participants and Karimkhanlui's thesis with 80 participants benefits more participants. The second difference was about the corpus of the study; the selected books to investigate were different.

2   Methodology
2.1 Corpus
The corpus of this study consisted of Hemingway's For Whom the Bell Tolls and its four corresponding Persian translations:
1. Ali Salimi, (1350 ,سلیمی), Sekeh Publication.
2. Reza Marashi, (1352 ,مرعشی), Javid Publication
3. Rahim Namvar, (1386 ,نامور), Neagh Publication
4. Kiomars Parsai, (1394 ,پارسای), Kaj Publication

The criteria behind the selection of this book were; It is a literal masterpiece and a praiseworthy work; it has been originally written in English; it has numerous Persian translations toward the objective of comparison; it has not been assessed in previous translation studies. Accordingly, Hemingway is one of the most famous American writers and For Whom the Bell Tolls is one of the author's renowned and award winner novels.

2.2 Data Collection
At the start, the four translated versions were read precisely to detect and compile all the collocationally unacceptable sentences. Then, the elicited sentences were compared with their alternative translations in other versions as well as the original English equivalent. Afterward, the unacceptable collocations were categorized according to Benson's theory.

2.3. Instrument
A list composed of 233 elicited sentences and phrases containing unacceptable collocations was organized. Then, they were reviewed by ten English and Persian language experts and the necessary modifications were made. The logic behind this point was that according to Lawsh Formula:

$$CVR = \frac{n_E - \frac{N}{\Upsilon}}{\frac{N}{\Upsilon}}$$

item CVR must not be lower than 0.99 unless it is known not to be valid.

2.4 Data Analysis

The unacceptable collocations congregated from the translated versions were grouped and classified according to Benson's classification theory. Data management and analysis were performed using SPSS software version 21, for descriptive data analysis, including frequency, relative frequency, and the percentage of occurrence of each type were achieved. As a final point, the most common types were acknowledged, and the results were tabulated and presented in tables and charts

3 Results

Table 2 displays the frequency and percentage of patterns which were most frequently leading to unacceptable collocations in order to take steps toward answering the research question.

Types of collocations	Total (n)	Percent
Adjective + Adverb	2	1.4
Adjective + Noun	34	23.3
Adjective + Noun phrase	3	2.1
Adjective + Prepositional phrases	2	1.4
Determiner + Noun phrase	5	3.4
Noun + Noun	11	7.5
Noun + of + Noun	13	8.9
Noun phrase	4	2.7
Preposition + Noun	3	2.1
Preposition + Noun phrase	5	3.4
Subject + Verb	16	11.0
Verb + Adjective	2	1.4
Verb + Adverb	8	5.5
Verb + Indirect object	7	4.8
Verb + Noun	5	3.4
Verb + Object	15	10.3
Verb phrase	2	1.4
Verb + Prepositional phrase	4	2.7

Types of collocations	Total (n)	Percent
Grammatical	5	3.4
Total	**146**	**100**

Tab. 2: Frequency and percentage of unacceptable collocations found in the four Persian translated versions of "For Whom the Bell Tolls" by four Iranian translators
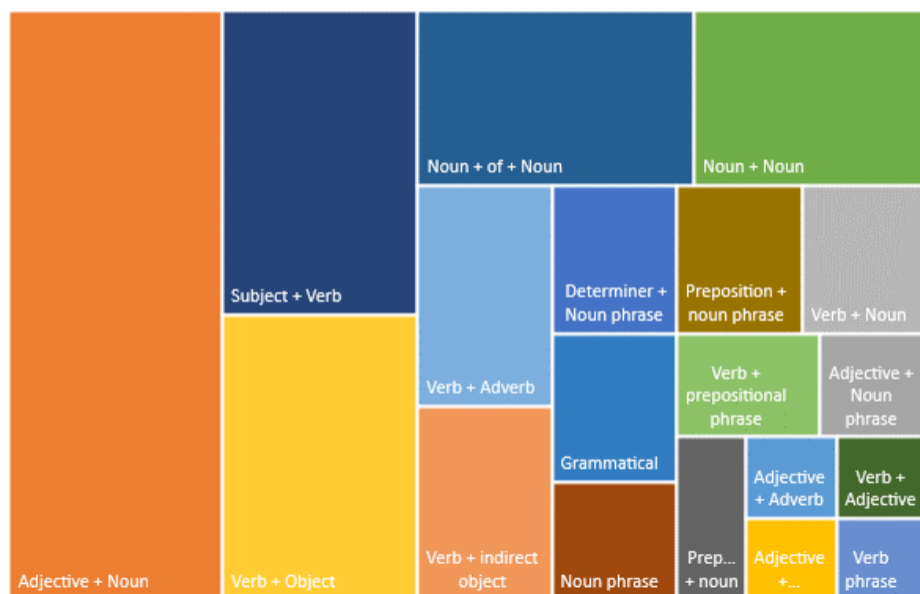

Fig. 1: Hierarchy chart of distribution of unacceptable collocation types found in the Persian translated versions of "For Whom the Bell Tolls" by Four translators
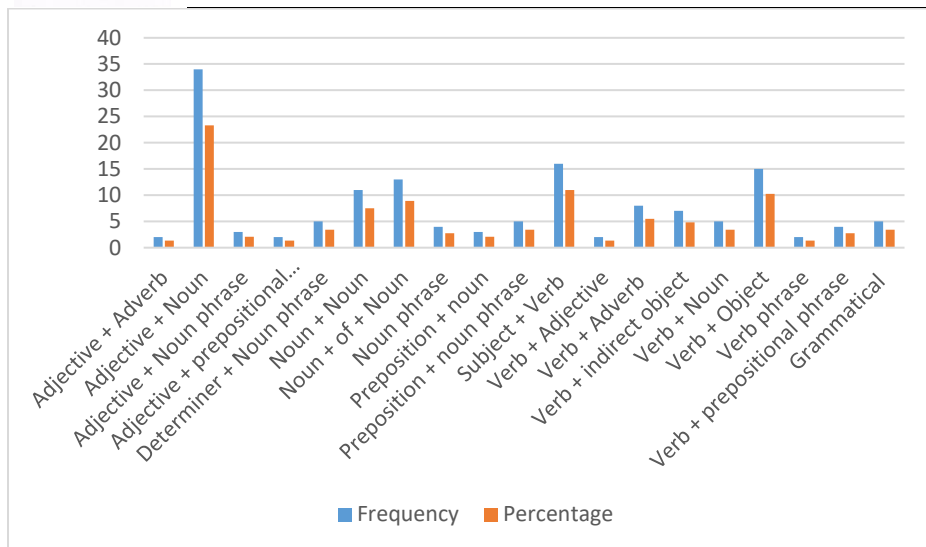
Fig. 2: Bar chart of distribution of unacceptable collocation types found in the Persian translated versions of "For Whom the Bell Tolls" by Four translators

Regarding the collocation-types, the most common unacceptable collocations found in the current study, as shown in Table 2, were as follows:

Adjective + Noun (34) 23.3%
Subject + Verb (16) 11%
Verb + Object (15) 10.3%
Noun + of + Noun (13) 8.9%
Noun + Noun (11) 7.5%

These collocation-types constitute more than 50 percent of all the unacceptable collocations found in this study. Taking the collocation-types into account, the most common unacceptable collocations found in the study of Mollanazr (1990) were as follows:

1. Adjective + Noun (90) 24.2%
2. Subject + Verb (61) 16.4%
3. Noun + of/'s + Noun (38)10.2%

In the same vein, the most common unacceptable collocations found in the study of Karimkhanlui (2008) were as follows:

1. Adjective + Noun (32)14.48%
2. Verb + Adverb (30)13.57%
3. Verb+ Preposition (38) 17.19%

These collocation-types constituted more than 50 percent of all unacceptable collocations found in this study.

1. Some Examples of the Most Common Unacceptable Collocations

1) Adjective + Noun
Impossible situation (p. 174)   مواقع باریک (Salimi, p. 211)
Irregular fighting (p. 383)   نبرد غیربرابر (Namvar, p. 225)

2) Noun +of +Noun
The patches of snow (p. 38)   پاره های برف (Salimi, p. 50)

3) Noun + Noun
Pounding roar (p. 79)   (غرش ضربان) هواپیماها (Salimi, p. 98)
A time waster (p. 22)   وجود من باعث هدر شدن زمان است (Namvar, p. 24)
Half a dozen cigarettes (p. 22)   شش هفت دانه سیگار (Marashi, p. 22)

4)Subject + Verb
The dusk was coming (p. 31)   کم کم تاریکی داشت میگرفتشون (Salimi, p. 41)
As far as I can think (p. 489)   فکر من جلوتر از این نمی تواند برود (Namvar, p. 358)
The voice hung there (p. 62)   صدا در هوا آویخت (Salimi, p.78)

5)Verb + Object
You all make yourselves a heroism (p. 309)   خودتون را قهرمان گرفته ین (Salimi, p. 372)
It should be possible to unite fifty rifles (p. 36)
پنجاه نفر تفنگدارتهیه کنیم(Namvar, p.31)
From their seed comes more with greater hatred. (p. 45)
تخم کینه را سرسبز کند (Namvar, p. 36)

6)Verb + Adverb
Dew had fallen heavily (p. 62)   شبنم فراوان درآمده بود (Salimi, p. 78)
He spread his scorn so widely (p. 386)
تحقیرش را چنان پردامنه بکار برده بود (Salimi, p. 459)
A properly organized possibility(p. 178)
امکانی که صحیحا پیش بینی شد(Salimi, p. 216)

7) Adjective + Noun phrase
The problem was all clear and hard and sharp (p. 168)
همه چیز واضح، جامد و تیز بود (Salimi, p. 204)
In the head you are very cold (p. 96)   سرت خیلی سرده (Salimi, p. 118)
He was not cynical when he talked (p. 245)
بدون کوچک بینی صحبت میکرد (Salimi, p. 295)

8)**Preposition + Noun phrase**

I have been waiting for the snow (p. 186)

(Namvar, p. 110) در انتظار فرود آمدن برف بوده ام

Since the planes there is much fear (p. 84)

(Marashi, p. 43) از وقتیکه هواپیماها درست شده اند ترس زیاد هم پیدا شده

9)**Determiner + Noun phrase**

His brown face was grinning (p. 84) (Salimi, p. 342)خنده ای بر پیشانی خرماییش نشسته بود

The way she is (p. 284) (Salimi, p.341) این مسلسل با موقعی که دارد

10)**Verb + Noun**

The bullbaiting in the square would be cancelled (p. 380)

(Namvar, p. 224)برنامه گاوبازی در میدان عمومی ده حذف شده

She was mimicking a visit to a bedside (p. 58)

(Salimi, p.73)ادای عیادت کردن بیمار را گرفت

The posts must be exterminated(p. 157) (Marashi, p. 53) تمام دیدگاه ها باید ویران شود

11)**Verb + Preposition phrase**

Going into unreality (p. 355) (Salimi, p. 424) لذت گریختن از واقع

We swim within the idiocy (p. 99) (Salimi, p. 122) تو این حماقت شنا می کنیم

4 Discussion

Despite that the concept of colocations has vastly been addressed in the second language acquisition, few studies have, however, endeavored to ponder upon the crucial role of collocations in translation. The earliest study of the role of collocations in translation in Iran was carried out by Mollanazar (1990), which is more in line with this study compared to other previously undertaken studies.

Mollanazar (1990) enunciated the issue of 'unacceptable collocations' in the Persian translations of English texts, to find their sources, and to put useful solutions forward with critical eye on preventing the repetition of this problem. Seven Persian translations of two English novels were investigated, and 371 cases of unacceptable collocations were found. Questionnaires containing collocations out of these translations were distributed among 150 students. Findings showed that the rate of recurrence of unacceptable collocations depends on three factors (1) the translator's knowledge (of the SL and the TL, the subject), (2) the volume and amount of the text, and (3) the degree of difficulty of the text. In addition, it was concluded from the study that although the word-for-word translation is the main source of creating unacceptable collocations, there are other; though, less important reasons including; morpheme-for-morpheme translation,

transliterating, and the importation of foreign words. The most frequent types of unacceptable collocations found in the study of Mollanazar were as follows:
1. Adjective + Noun
2. Subject + Verb
3. Noun + of/'s + Noun

On the other hand, Beekman and Callow (1974) in Translating the word of God assert the following collocations as the most common types:
 1. Adjective + Noun
2. Subject + Verb
3. Verb + Object

The findings of the present study are consistent with those of Mollanazar (1990), and Beekman and Callow (1974) who found the English patterns of Adjective + Noun as the most frequently leading pattern to unacceptable collocations. Karimkhanlui (2008) reviewed the matter of collocational clashes in translation. The concentration of the research was on how and to what extent source language collocations have an impact on target language collocations and in what areas of translation, clashes between the two languages of English and Persian are traceable. Along with these points were how the selection of collocations in target language can be affected by source language and whether natives and non-natives are cognizant of the collocations in their language. To answer these questions six Persian translations of two English novels were assessed, and the clashes of collocations were detected. The gathered data were employed in two multiple-choice tests that were prepared to show the essential causes which result in unacceptable collocations. The tests were distributed among the students of Persian literature and students of English language. The results were analyzed. In the course of this study, it was revealed that some sources for collocational clashes were more frequent as compared to other sources. The most frequent sources were: type-setting errors, mistranslation, and non-observance of collocational possibilities in target language. Besides, turning to the results, the most frequent types of unacceptable collocations found in the study of Karimkhanlui were as follows:
1. Adjective + Noun
2. Verb + Adjective
6. Subject + Verb + Adverb

Shahbaikiand Yousefi (2013), accomplished a comparative study of adjective-noun collocations in the famous novel Jane Eyre by Charlotte Bronte, and its two Persian translations in order to find the differences between English and Persian languages in translating collocations and to investigate different strategies applied

in translating collocations according to Vinay and Darbelnet's model of translation. The achieved results implied that: a) there are many differences between English and Persian in translating collocations. b) employed procedures in this study were equivalence, literal translation, modulation, and transposition. Equivalence appeared as the most employed procedure in translating collocations in Afshar's translation with the frequency of (52.5%). The literal translation was the most frequent one in Bahrami's translation with the frequency of (45%). In addition, the analysis and contrasting the achieved data of the two Persian versions revealed that Afshar's translation is a more appropriate and natural translation. Above all, findings showed that the practice of equivalence could be operative in the translation of collocations, and could produce the same context as the original in the target language; In contrast, the literal translation is not a proper procedure and fails to produce a natural translation. Besides, it has been concluded that occasionally, translators confront some problems in translating collocations; for instance, from time to time, they cannot make a distinction between collocations and ordinary words and translate them by the word-for-word method. Besides, in the translation of collocations, as a consequence of nature of any languages, which is totally different from other languages, sometimes a translator has to move away from the source text and change the form. Hence, a collocation of one type is translated into a collocation of another type or to a statement that is not a collocation.

Dastmard, and Gouhary (2016), investigating patterns of reciprocal English Persian translation of collocations by Iranian EFL learners, investigated the EFL learners' difficulties in applying collocations. Researcher-made tests involved 60 items including 10 collocation types translated into Persian, which were handed out among 20 intermediate and advanced level students to be filled out. The results pointed out that there were significant differences between the two translations in 'verb + noun'; 'prepositions of time, place and manner; 'verb + adverb'; and 'adjective + preposition' correlations. In addition, the achieved results demonstrated that the most employed strategy for translation of collocations in English-Persian and in Persian-English translations was the literal translation. Furthermore, collocational differences between Persian and English were found to be the main sources of errors in translations of Iranian EFL learners; moreover, a considerable number of errors in translations were stemmed from the interference of learners' first language.

Fanaee (2014) investigated the effect of task-based instruction on acquiring collocations. The participants were 25 students of a private language school in Isfahan, Iran, whose mother language was Persian. All the participants were 17-30 year- old females. In this study at the outset, a placement test was run to confirm participants' homogeneity in terms of language proficiency. Then, the pre-test was run before going through the instruction. The collocation test was prepared in the

form of cloze tests. The pre-tests examined the participant's collocational knowledge. At the end of the semester, a multiple choice and error correction post-test examined the participants' knowledge and overall achievement concerning collocations learned in the course of instruction. Findings showed that applying different kinds of the task was effective in increasing students' awareness of collocations, and learners' acquisition of collocations was enhanced by aforementioned task-based activities in EFL classrooms; in other words, task-based teaching was better and more effective than traditional methods of learning collocations.

5 Conclusion

Concerning English patterns that more frequently led to unacceptable collocations in English-Persian translations, the results of this study indicated that the most frequent English patterns leading to unacceptable collocations were as follows: Adjective + Noun, Subject + Verb, Verb + Object. Reviewing the results of some previous studies, the researcher found that these results match those observed in earlier studies. In other words, the 'Adjective + Noun' pattern of collocations, nearly, is one of the most frequent collocation patterns in most of studies concerned with unacceptable collocations. A possible explanation for this unexpected finding might be that the pattern 'Adjective + Noun' compared to other collocational patterns is more frequently employed in texts.

6 Pedagogical implications of findings

The findings of this study can undoubtedly be helpful for translators or translation studies students who are interested in learning more about the concept of collocation and its paramount role in translation. Via analysing the collocations of English language relying on the distinct categories presented in this study, the translators will get into the concern of collocations that can consequently help them to avoid unacceptable collocations. In keeping with findings, this study emphasizes the restrictions concerning words that can go with other words and therefore is a resource enlightening how to avoid unacceptable collocations.

 Taken together, the results can be helpful for novice translators or translation studies students who intend to learn the most frequent types of collocations and their correct translation.

An Implication of this study is that English language learners are prompted to get familiar with the notion of collocations and consequently, improve their overall language skills. In the meantime, translation teachers can devote part of class time to compare the collocations of words compiled throughout this work and teach the translation students how to deal with this issue in the translation process.

For material designers and developers, this research recommends that there is a tangible need to lay more emphasis on teaching collocations and devoting parts

of textbooks to this important issue. This issue has generally been overlooked in our textbooks.

The evidence from this research is helpful in choosing the masterful-quality translation for those who are intending to read Hemingway's masterpiece in literature, For Whom the Bell Tolls.

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