FULL PAPER

Challenges and Obstacles in Translating Political Collocation Terms into Arabic
A case study: Qassim University

تحديات ومعوقات ترجمة المتلازمات اللفظية السياسية الى اللغة العربية

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Abstract

This study examines the typical challenges and varied strategies employed by undergraduate students in a translation program when translating political collocation texts into Arabic. A collocation assessment consisting of ten questions was created and administered to a group of thirty-six fourth-year students from the female division of Qassim University in Arrass. Students were instructed to convert English political collocations into Arabic. The test was scrutinized, and subsequently, the findings and deductions were provided. The findings indicated that the students exhibited a limited understanding of collocations and had a constrained ability to generate novel collocations. In addition, the study revealed that individuals occasionally employed synonyms, collocational words, and paraphrasing techniques, alongside code-switching to their native language. Furthermore, participants frequently committed errors, such as providing answers that were not relevant and leaving gaps in their responses. To summarize, the research unequivocally demonstrated the crucial necessity of offering instructional assistance to rectify these errors.

Keywords: Difficulties, translation strategies, collocation, politics
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المستخلص

يهدف هذا البحث إلى دراسة كيفية ترجمة المتلازمات اللفظية السياسية من الإنجليزية إلى العربية بالإضافة إلى استراتيجيات الترجمة المستعملة في المتلازمات اللفظية السياسية وما هي المشاكل التي قد يواجهها طلاب المرحلة الجامعية في برنامج الترجمة. ولتحقيق ذلك، تم تطبيق هذه الدراسة على مجموعة مكونة من 36 طالبة من طالبات السنة الرابعة جامعة القصيم- الرس تم عمل اختبار قصير للطالبات على عشرة جمل سياسية تحتوي على متلازمات لفظية ;حيث قمنا باستخراج مجموعة من المتلازمات اللفظية الإنجليزية لتحليلها ومقارنتها بترجمتها إلى اللغة العربية. ورغم تنوع تقنيات الترجمة المستعملة في ترجمة هذه المتلازمات تبقى الترجمة الحرفية وإعادة الصياغة هي المستعملة بكثرة. كما أنّ المترجم يواجه بعض المشاكل المعجمية عند ترجمة المتلازمات اللفظية السياسية وبعد ذلك تم تقديم النتائج والاستنتاجات. أشارت النتائج إلى أن المشاركات لديهن فهم ضعيف للمتلازمات اللفظية السياسية وقدرة محدودة على إنشاء متلازمات جديدة. علاوة على ذلك، وجدت الدراسة أن الأفراد يستخدمون في بعض الأحيان المرادفات واستراتيجيات إعادة الصياغة بالإضافة إلى العودة إلى لغتهم الأم. بالإضافة إلى ذلك، كثيرًا ما ارتكب الطلاب أخطاء مثل تقديم إجابات غير قابلة للتطبيق وترك فجوات بين إجاباتهم. وفي الختام أظهر البحث بوضوح ضرورة توفير الدعم التعليمي لتصحيح هذه الأخطاء.

الكلمات المفتاحية: الصعوبات، استراتيجيات الترجمة، المتلازمات اللفظية، السياسة

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1. Introduction

Political expression, particularly when translating between English and Arabic, poses distinctive difficulties because of the notable cultural, linguistic, and rhetorical disparities between the two languages. This context is crucial for comprehending the subtleties of translation in this domain. Cultural nuances: The terminology used in politics is strongly influenced by the cultural and ideological backgrounds of a country. English political speech frequently mirrors Western political philosophies, judicial systems, and historical allusions, which may lack direct counterparts in Arabic. Translators must possess cultural sensitivity, and a deep understanding of the connotations and consequences associated with terminology and phrases. As for the linguistic Structure: English and Arabic exhibit notable disparities in terms of syntax, morphology, and vocabulary. English is a language that follows a subject-verb-object (SVO) pattern and has a somewhat rigid word order. In contrast, Arabic is more adaptable and frequently employs a verb-subject-object (VSO) structure. This disparity can impact the translation of political collocations, necessitating modifications to preserve the original significance and demeanor. context in translation is paramount. Various factors related to the context must be considered when translating. The efficacy of a translation frequently depends on the context in which a political term or collocation is employed. In Political Discourse, English political vocabulary frequently employs political collocations, such as "peace talks," "economic sanctions," or "human rights violations." These phrases frequently carry distinct implications and are widely comprehended within their cultural framework. Nevertheless, discovering corresponding collocations in Arabic can be difficult, as literal translations may fail to express the same significance or may even be foreign to Arabic-speaking individuals. As it is a topic that needs a lot of skills and expertise, the researchers choose to discuss it and find effective solutions to tackle such translation problems, that Saudi B. A student might face.

1.1 The significance of the study:

As translating political collocations into Arabic is problematic for translators, the researchers try to focus on how students at B. A level in Qassim University will act to overcome the problem, and what strategies will they use. The study aims at finding perfect techniques that help the students to tackle such problems easily. Many challenges face instructors. In an educational setting, teaching the translation of political speech from English to Arabic requires instructing

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students to identify and comprehend the intricacies involved. Students must cultivate a profound comprehension of both languages and the political environments in which they function. In addition, translators need to possess the necessary expertise to effectively navigate the complexities associated with translating collocations and politically sensitive terminology, as these are frequently the most arduous components of political translation.

1.2 Research questions:

1. What are the many difficulties that Qassim University students face while deciphering collocations in political texts?

2. What methods do Qassim University students use to translate collocations in political writings?

3. Do all students employ the same techniques, or do they utilize different ones?

4. What are the primary causes of translation problems in political literature involving collocations?

1.3 Research Objectives:

1. To ascertain the challenges Qassim University undergraduate students have when translating collocations in political texts.

2. To closely examine if each student employs the same methods or if they vary from one another.

3. To determine whether the students' translation techniques are consistent.

4. To determine the causes of errors in collocation translation in political writings

2-Methodology of the study

 A group of (36) fourth-year students out of 42 students (the total class number) which represents (85.7%), of Qassim University's female section in Arrass, were given a ten-item collocation test. (see appendix). The researchers conducted their study using a descriptive-analytical methodology

The task assigned to the students was to translate political collocations from English into Arabic. The test's goal was to evaluate the student's ability to translate these terms into Arabic, as well as any deficiencies they may have had and how to remedy them. Once the translated terms from the students were received, the results and conclusions were made public. The findings revealed that

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both the student's knowledge and their ability to develop new collocations were limited. An overview of the translated material that forms the basis of the research, the parallel texts that were used, and the technique used are given in this paper. A written declaration makes up the translated content. Still, their main goal was to provide the translator with a comprehensive understanding of the political vocabulary. The translation process included reviewing an original copy of the source text (ST) and creating a new document containing the target text (TT).

. This draft report covers every cultural and stylistic difficulty that arose throughout the translation process. This study examines a few major passages from the Manifesto, focusing on significant stylistic and political elements. components.

2.1 Data Collection

Aside from the translations provided by the students, the researchers gathered data through alternative means, including the researchers' evaluation and a reference translation provided by a professional translator. The researchers are highly experienced and skilled faculty members at Qassim University - Department of English and Literature who specialize in teaching translation

2.2Translation Strategies:

A planned sequence of acts intended to accomplish a goal is called a strategy (The Dictionary of Contemporary English, 2009, p. 1743). On the other hand, when learning a second language, "... language learners employ both conscious and unconscious processes to acquire and utilize language, which is known as learning strategies and communication strategies" (Richards et al 1992, p. 355).

Translators must utilize diverse tactics, like borrowing, paraphrasing, or employing approximate counterparts, to overcome the linguistic disparity between English and Arabic. This procedure includes not just linguistically translating but also modifying the message to ensure it connects with the intended audience while maintaining the original purpose. Moreover, Translators must consider the political atmosphere, the target audience, and the intended objective of the message. For instance, the term "democracy" might have varying implications in Arabic-speaking nations, contingent upon the specific political circumstances and historical backdrop.

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3. Literature review

Numerous academics have attempted to define collocations; the term "collocation" was initially used by Palmer (1938). But the person who was frequently cited for saying "You know a word by the company it keeps" was R.Firth (1957: 11)." To collocate" means to come together, for example: "pretty" and "handsome" collocate with "girl" and "boy," respectively (Dickins et al., 2002, p. 71). According to Baker (2011, p. 20), collocation occurs when particular words frequently occur together in a language. A collocation refers to the regular occurrence of two or more words together in a language, creating a natural and familiar sound for native speakers. These combinations can be either fixed or semi-fixed and frequently possess precise meanings that may not be readily deduced from the individual terms. For instance, in the English language, the phrase "make a decision" is a frequently used combination of words, while "do a decision" would be considered improper, even though both "make" and "do" are verbs that might potentially be used in the sentence.

This indicates that a word in a language has meanings that may be inferred from terms that surround it rather than meanings that are exclusive to it. Nearly every word in a language has a meaning that is determined by its context. (Hatim and Munday:2004) confirmed that the co-text and context impacted meaning and translation. Benson (1990) describes an arbitrary and frequent word combination as a collocation. A collocation is a group of two or more words that appear together consistently in various linguistic settings. A collocation illustrates how the needs of terms relate to one another because of the many words present in the context. According to Halliday (1966:56), collocations can support grammar and lexis.

Understanding collocational behavior is crucial to comprehending language acquisition ideas. Collocations are overall known to be difficult for students of foreign languages (Devenyi, 2009, p.7). Native English speakers employ a collection of grammatical rules, specific words, and prefabricated pieces when speaking and writing (Robins, 1967: 21). These units consist of recurring word combinations, collocations, or fixed, recognizable, non-idiomatic phrases (Benson & Ilson, 1997:54). The cultural, linguistic, and stylistic distance between Arabic and English make translations from one language to the other challenging. As for translating collocations, the process becomes more difficult, even very experienced translators encounter

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difficulties when it comes to interpreting collocations (Baker 1992; Brashi 2005; Dewik and Abu Shakra 2011).

Translation Theories: - Nida's Dynamic Equivalence: Eugene Nida's idea of dynamic equivalence prioritizes the translation of meaning rather than a literal word-for-word translation. Nida contended that the objective of translation should be to elicit an identical impact on the target audience as the original material had on its audience. Within the realm of political collocations, this theory advocates for translators to strive to communicate the intended political message in a manner that aligns with the target culture, even if it necessitates departing from a literal translation.

Mona Baker's research on translation highlights the significance of comprehending both the textual and contextual elements of the original language to provide a precise translation. According to her models, translators must consider how collocations operate within the broader conversation and how they are influenced by the cultural and ideological contexts of both the original and translated languages.

 (Zughoul,1991) thinks that the mistranslation of collocations occurs because of heavy reliance on bilingual dictionaries and their limited exposure to English texts. The need for understanding the meaning of collocational items is increasing every day, with new collocations emerging in different contexts. Discussing the translation problems of English collocations used in political texts is crucial for students of English Language and translation, as Politics concerned with diplomacy and the relations between countries which mistranslation may disrupt it. Consequently, addressing students' collocational issues is one of the main duties of language teachers (Lewis, 1997).

Politics has its own language, As Newmark (1991:147-148) stated that the language of politics includes a lot of abstract ideas that could lead to problems. Political terminology cannot be examined separately, one must take the entire sentence and context into account. These terms serve to establish a relationship rather than to define something; this is what distinguishes them from other terms Hart (2000:104).

The study framework can be defined by integrating these theories and models to explore the translation of political collocations between English and Arabic. These theories provide a complete approach to understanding the intricacies of political translation by addressing the language, cultural, and cognitive challenges involved.

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3.1 Previous related studies

In this section of the research, relevant studies will be briefly discussed. Shraideh. K& Mahadin. R (2015) in their study conducted the most typical problems and various approaches that undergraduate students face while translating collocations Texts into Arabic. A sample of thirty-six students was given a questionnaire consisting of ten political collocations. Translating English collocations into Arabic was the task given to the students. The results indicate that a significant number of participants employed literal translation and synonymy as their main collocation methods, and most students demonstrated a lack of understanding of collocations.

Alrashidi. W (2023) In her paper tries to explore the methods employed by Saudi undergraduate students to translate verb plus object and adjective plus noun collocations from English into Arabic in political writings. The students' competence is tested by giving them a test that includes ten English collocations. According to the findings, collocations were translated mostly using the literal translation approach. This suggests that students have certain challenges when trying to determine the suitable Arabic equivalence. The data also shows that using a synonymy method is more common in translating verb + object than noun + adjective.

Mahieddinne. B (2019) in his study conducted Obama's Speech in Cairo and its Arabic translations. Specifically, a set of English collocations taken from the speech itself, analyzed and compared to their Arabic translations. The research's findings indicate that, while a range of techniques were employed, literal translation was the most frequently used method. The structure of collocations with identical meanings changes from English to Arabic, and certain types of collocations are dominant.

Amin. Z (2015) examined how English collocations are translated into Kurdish. Qualitative and quantitative methodologies are used in this study. Twenty students from the fourth year in the English Department -College of Languages-University of Sulaimani for the academic year 2014-2015, are taken as a sample for the study. Unfortunately, a lot of the survey's mistakes were unanticipated. The students mostly relied on literal translation when rendering the meanings from the foreign language. In certain cases, these mistakes occur because the students did not pay attention to the target language's syntactic requirements.

Neshkovska.S (2019) investigated the degree to which Macedonian translators are successful in translating lexical collocations from Macedonian into English in journalistic writings. The Study findings show that translators are very conscious of the importance of accurately expressing

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collocations. The core structures of TL and SL are also similar in many ways. Furthermore, since all the examined collocations were cross-linguistic and utilized in the political sphere, literal translation was the most used translation technique and most likely had favorable results.

Numerous researchers have experimentally investigated collocations from a variety of angles, including Abu Naba'h and Al-Shara'h (2011), Lennon (1996:23–36), Bahns and Eldaw (1993: 102), Abdul-Fattah (2011:12), Abdul-Fattah and Zughoul (2003: 14), Brashi (2005: 13), and Biskup (1992: 87). Faruqi (1994: 117), Malkawi (1995: 28), Gitsaki (1996: 17), Nofal (2012), and others.

3.2 Literature gap

This paper reveals a gap in the literature. It takes the example of Qassim University- English and literature department. B.A student at level eight. The study focuses on how those students deal with the problem of translating collocations that occur in political texts from English into Arabic. Those students are due to graduate, so the researchers try to find the loopholes in teaching translation to the undergraduate students at this institution, to help instructors be aware of it, and to get the best results our teaching translation. This problem has not been discussed before in this institution.

4. Discussion

4.1 Test Results

Based on research findings, students encountered multiple lexical and textual difficulties when translating a controversial political text from English to Arabic. The researchers' assessment and the language inferences drawn from the model translation formed the basis for the data analysis. The following table shows the test questions given to the students, their responses, and the suggested correct translation:

#	Statement (ST)	The majority of the students' answers	Suggested correct translation
1.	He entered politics when he was 16 years old.	دخل السياسة عندما كان عمره 16 عامًا/ حكم الامة عندما كان عمره 16 عاما/التحق بالسياسة	ولج مجال السياسة حينما كان عمره 16 عاما
2.	I am launching a campaign	سأفتتح حملة لانتخاب حزب	ساطلق حملة لانتخابات

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		العمال/حضرت حملة/باشرت حملة for labor party election	حزب العمال
3.	The country underwent economic boom last year	شهدت البلاد **طفرة** اقتصادية العام الماضي	شهدت الدولة ازدهارا اقتصاديا في العام الماضي.
4.	The minister cut public spending rate	قطع وزير معدل الإنفاق العام خفض الوزير معدل الانفاق العام	قام الوزير بخفض معدل الإنفاق العام.
5.	The force has pledged to hire 5,000more ethnic minority officers by 2009	تعهدت القوة بتعيين 5000 ضابط من الأقليات العرقية بحلول عام 2009.	تعهدت القوة بتوظيف 5000 ضابط إضافي من الأقليات العرقية بحلول عام 2009.
6.	The opposition party refused to fuel corruption.	رفض حزب المعارضة تغذية الفساد/يرفض افراد المعارضة لفساد الوقود/يرفض تمويل العادات السيئة	رفض حزب المعارضة ترويج الفساد.
7.	Their treaty was on shaky ground	كانت معاهدتهم غير أكيده/متزعزعة	كانت معاهدتهم على أرضية هشة
8.	We have a complete open-door policy at every level.	لدينا سياسة كامله مفتوحة على كل المستويات	لدينا سياسة الباب المفتوح الكاملة على كل المستويات.
9.	Long focuses on the social mobility of rural migrants who moved to towns for work.	يركز على الحركة الاجتماعية للمهاجرين الريفيين الذين انتقلوا إلى المدن للعمل التركيز الطويل على الحراك الاجتماعي للمهاجرين الريفيين الذين انتقلوا للمدن من أجل العمل.	التركيز الشديد على الحراك الاجتماعي للمهاجرين الريفيين الذين انتقلوا للمدن من أجل العمل.
10.	The political arena has been a source of acute discomfort for him since the days of the Orange Revolution**.**	كانت الساحة السياسية تشكل مصدرا للإزعاج بالنسبة له منذ أيام الثورة البرتقالية / كانت الساحة السياسية تشكل مصدرا للإزعاج بالنسبة له منذ أيام ثورة اوكرانيا	كانت الساحة السياسية مصدر ازعاج شديد بالنسبة له منذ أيام الثورة البرتقالية/ثورة اوكرانيا

4.2 Analysis of the student's performance:

The test given to the students, along with their performance and the percentage is shown below:

4.2.1"He underlined entered politics when he was 16 years old"

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The students rendered the underlined collocation into different equivalents. Twelve students (33.3%) translated it as دخل السياسة"dakhal Alsiyasa".Ten of them(27 .7%) translated it as " hakam Aluma"حكم الامة. Fourteen of them (38.9%)rendered it into "eltahg bi alsiyasa"التحق بالسياسة

4.2.2 "I am launching a campaign for labor party election"

Thirteen of the participants (36.1%) translated it into "Saftatih hamalah"سأفتح حملة

Five of them (13.9%) rendered it into " yahdar hamla"يحضر حملة . The other sixteen (50%) used " bashart hamlah"باشرت حملة

4.2.3 "The country underwent economic boom last year"

All the students, the thirty-six (100%) translated it into "tafrah"'طفرة اقتصادية'

4.2.4 The minister cut public spending rate

Ten students (27.8%) rendered it into " ghata muaadal alinfag"قطع معدل الانفاق.The rest of the 26 (72.22%) chose " khafad muadal alinfag "خفض معدل الانفاق as an equival

4.2.5 "The force has pledged to hire 5,000more ethnic minority officers by 2009"

All the participants, the thirty-six (100%) translated it correctly into "tahadat alguah bi tayeen 5000 تعهدت القوة بتعيين 5000 ضابط"

4.2.6 The opposition party refused to fuel corruption.

Eleven students (30.6%) translated it into "rafad hizbu almuaaradah taghzaiat alfasad" رفض حزب المعارضة تغذية الفساد. Nine of them (25%) rendered it into "yarafod afrad almuaradah lifasad alwagood"يرفض افراد المعارضة لتغذية الوقود . Sixteen of them (44.5%) chose" yarafod tamweel aladat alsayaa "يرفض تمويل العادات السيئة

4.2.7Their treaty was on shaky ground

Twenty of the students (55.6%) translated it into "kanat muahadatahum gheir akeeda" كانت معاهدتهم غير اكيدة، the other 16(44.4%) used "kanat muahdatahum mutazaza" كانت معاهدتهم متزعزعة

4.2.8 We have a complete open-door policy at every level.

All the participants 36(100%) rendered it into "ladaina syasa kamla maftuha ala kul al mustawayat"لدينا سياسة كاملة مفتوحة علي كل المستويات

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4.2.9 Long focuses on the <u>social mobility</u> of rural migrants who moved to towns for work.

Twenty-nine (80.6%) of the students rendered it into " yurakaz ala alharakah al ejtemaeyah lilmuahajreen al refein…" ,while the other seven(19.4%) rendered it into "Altarkeez altaweel ala alhrak alejtimay lilmuhagreen al reifeyeen";

4.2.10 The political arena has been a source of acute discomfort for him since the days of the <u>Orange Revolution</u>

Thirty-three **(91,7%)** of the participants chose to render it into "Kanat alsaha alsiyasia tushakil musdaran lilezag lhu munz althawara alburtughalyah " كانت الساحة السياسية تشكل مصدرا للإزعاج له منذ أيام الثورة البرتقالية

Three of them (8.33%) rendered it into "Kanat alsaha alsiyasia tushakil musdaran lilezag lhu munz thawarat ukrania. كانت الساحة السياسية تشكل مصدرا للإزعاج له منذ أيام ثورة أوكرانيا.

5. Findings

According to the findings, several students have given information in the TT that wasn't consistent with the ST. The translations above demonstrate how most of the students changed the meaning of the ST in the TT by providing information that was inconsistent with what it meant. The inability of many of the students to accurately translate the meaning of the ST into the TT can be linked to their lack of translation competency. Nonetheless, as demonstrated below, some pupils were able to understand the material correctly.

5.1 Lexical problems:

The translation performed by the students shows the most typical lexical issues that the study's participants encountered: Incorrect lexis or word choice. These mistakes relate to the student translator's use of a semantically incorrect word or phrase in place of the target sentence from the source language. These mistakes result in translations that damage the meaning of the target text (TT) by departing from the intended meaning of the source language (SL). Some students provided various translations for the lexical item. The usage of literal translation is dominant in most of the student's performance. The study contains various errors connected to collocation. Certain students, for example, translated "Long Focuses" word for word, which is unacceptable

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under any circumstances. Long looks at the social changes that occurred when rural migrants relocated to cities in search of employment. This is how "Long focuses on the social mobility of rural migrants who relocated to urban areas for employment" is translated into English above." An inaccurate translation of the Arabic term "التركيز الطويل" is being used. Both Arabic and English exhibit distinct linguistic configurations and modes of expression.   (Baker, 1992, Dickins et al, 2002).

5.2 Lexical repetition

Arabic lexical repetition posed a significant challenge for student translators. The translation of the Arabic lexical components متزعزعة وغير مستقرة by students serves as an example of lexical repetition. Some students chose more than one translation when rendering the political collocation into Arabic. This shows their uncertainty and hesitation about what to choose.

6. Conclusion

This paper tries to reflect the competence of some students, level eight at the Department of English &Literature -Arass female section -Qassim University. The paper tries to investigate the different techniques used by the students to render the political collocation terms into Arabic. The results show that few students can render the collocation terms into their perfect equivalence in Arabic.   Literal translation is applied by many of the students which is mostly incorrect and inappropriate, while others try to use synonymy.

The study shows that many students lack the necessary skills in rendering political collocation terms into Arabic, so they found literal translation easy to apply.

7. Recommendations:

Looking thoroughly at the students; performance, the researchers present the following recommendations: Firstly, the students at B. A level should be exposed to intensive political texts that contain political collocation terms, to be well-trained to solve the obstacles that may be faced in rendering these kinds of items, along with some political information that may help them to know the contexts, this may help them to find the perfect equivalent. Secondly, they should be given much knowledge about the demerits of applying literal translation blindly, especially in political texts, and that the translators' mistakes in such texts may lead to catastrophic endings.   Moreover, to be given some information about the sensitivity of such

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texts. Thirdly, the researchers recommend that a dictionary of political collocation terms is a great necessity, and it will help the students a lot in doing a perfect rendering of such items. Finally, the researchers recommend enhancing the students 'ability to make use of the different techniques, that will help them to overcome the difficulty of translating political collocation terms into Arabic, these strategies include borrowing, calque, transposition, and modulation, which will help a lot in finding the suitable equivalence and are especially effective in managing such linguistic phenomena. These processes can be utilized to effectively handle the intricacies of translating politically related phrases, particularly those that are culturally specific.

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Appendixes

Dear Respondent

The survey is part of a study on translating English collocations into Arabic. Participants are asked to rely on their knowledge, avoid searching for translations, and provide their responses in person, or by email. The information provided will be kept confidential.

Translate these sentences into Arabic:

1. He entered politics when he was 16 years old.

   ....

2. I am launching a campaign for labor party election.

   ....

3. The country underwent economic boom last year.

   ....

4. The minister cut public spending rate.

   ....

5. The force has pledged to hire 5,000 more ethnic minority officers by 2009.

   ....

6. The opposition party refused to fuel corruption.

   ....

7. Their treaty was on shaky ground.

   ....

8. We have a complete open-door policy at every level.

   ....

9. Long focuses on the social mobility of rural migrants who moved to towns for work.

   ....

10. The political arena has been a source of acute discomfort for him since the days of the Orange Revolution.

    ....

#	Sentence	Translation
1	He entered politics when he was 16 years old.	

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