

Difficulties and Strategies in Translating Collocations in BBC Political Texts

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Abstract

This paper investigates the most common difficulties, the different types of strategies used by the BA and MA students when translating collocations in political texts into Arabic. A questionnaire of 20 collocations taken from BBC political texts was designed and distributed to a sample of 80 students from two Jordanian universities: the University of Jordan and Yarmouk University. The participants were asked to translate English collocations into Arabic. The findings reveal that many participants used *synonymy* and *literal translation* as primary strategies to render collocations followed by *paraphrasing* and *transposition* respectively. However, *approximation*, *elaboration and explication*, and *omission* occupied the lowest rank in terms of frequency of use. The findings also indicate that many MA students have a good knowledge of collocations, whereas most BA students show a lack of knowledge of collocations in both universities. More importantly, the findings show that there is a significant difference among the means of all the students' responses in the strategies they used in translating the collocations. The study concludes with some recommendations that can help students develop their competence of collocations.

Keywords: BBC political texts, collocations, difficulties, strategies, translating

Cite as: Shraideh, K.W., & Mahadin, R. S. (2015). Difficulties and Strategies in Translating Collocations in BBC Political Texts. *Arab World English Journal*, 8 (3). DOI: <https://dx.doi.org/10.24093/awej/vol6no3.21>

Introduction

The paper attempts to investigate the difficulties that BA and MA students in English and Translation Departments encounter in translating collocations in BBC political texts. More specifically, it aims at exploring the difficulties and strategies that BA and MA students encounter and employ when translating collocations. Besides, the used strategies and the differences in the types of strategies used by the students.

For this purpose, a questionnaire that included 20 sentences and their collocations related to BBC political texts were designed. It was distributed to a sample of 80 students from two Jordanian universities, the University of Jordan (UJ) and Yarmouk University (YU). The participants were asked to translate English collocations into Arabic.

More specifically, the study seeks answers to the following questions:

1. What are the difficulties that BA and MA students in English and Translation Departments encounter when translating collocations?
2. What strategies do BA and MA students use while translating collocations? What are the most used ones? Are there any differences in the types of strategies used by the participants?
3. Are there any significant differences due to the program (BA and MA) as well as the university (UJ or YU)?

Finally, this study will shed light on the issue of political translation and it will raise the awareness of the translator regarding this issue, as well as it will suggest some solutions. The study provides the domain with a variety of translations to selected collocations in BBC political texts from English into Arabic. Besides, it can be beneficial to students in translation departments and avail them the opportunity to come across such collocations and know how to deal with them while translating similar collocations in political texts from English into Arabic. Furthermore, the study shows the pitfalls of translation strategies used and common difficulties faced in rendering such collocations, and provide suggested translations.

Study Background

Translation has become one of the basic means for cross-cultural communication for human beings. It influences the way people communicate to understand other languages, cultures, and beliefs in conscious and unconscious ways.

According to Toury (1980:200), translation is considered as a type of activity which definitely involves at least two languages and two cultural traditions. Accordingly, scholars who question the possibility of translation (Nida, 1964:156; Toury, 1980:200; Baker, 1992:10; and Shunnaq, 1997:16) argue that language and culture are intrinsically connected; thus, cultural diversity makes translation a hard task. More specifically, Nida (1964:156) states that since no two languages are identical either in meanings given or in phrases and sentences, there can be no absolute correspondence between languages.

In addition, Shunnaq (1997:18) adds that variations between languages in terms of linguistic forms and cultural patterns may vary in scope depending on the cultural and linguistic gap between the two languages. This, in turn, leads to lack of synonymy of culture-bound expressions.

As for Translation Problems, translators should be aware of the problems that can be encountered during the translation process. Most of these problems are related to reading and comprehension ability in the source language. Therefore, Tricás (1995:19) characterizes the most frequent translation difficulties of a semantic and cultural nature of a text as linguistic untranslatability. This includes: **cognates** like *cotton* and the Arabic word *quTun*; **calque** e.g., the English phrase 'to lose face', taken from Chinese, institutional and standardized terms; **neologisms** e.g., 'quark' (the cry of the gull); and **aphorisms** e.g. 'there is more than one way to skin a cat', etc.

In addition, another source of difficulty is the cultural expressions that can be found in **proverbs**, e.g. *a bad tree does not yield good apples* which means if the source is bad, the results will also be bad; **collocations** e.g., *His work absorbed him completely*; **phrasal verbs** e.g. *look after*; and **figures of speech** such as metaphors. Besides, cultural untranslatability can be found in **idioms**, e.g. *it rains cats and dogs*; *sayings*; **jokes**; and **puns** e.g. 'You can *tune* a guitar, but you can't *tuna* fish'.

Moreover, it is sometimes difficult to find the exact lexical equivalents in the target language (TL), and to deal with the cultural aspects implicit in the source language (SL). In addition, conveying the intended semantic message from the SL into TL can be another difficulty that the translator needs to resolve.

As for Translating Political Texts, The theorists Hatim & Mason (1990, 1997) describe translation as "a communicative process that takes place in a social context". They claim that the translator is doing the work within a large social system that incorporates several dimensions. Social purposes, context and the relationship between the sender and the receiver play an important role in translation. More importantly, because each culture or country has its own political system, political language can be difficult to translate.

According to Newmark (1991:147-148), the political language contains many abstract concepts which may cause difficulties that, at first sight, seem to be easy to translate. Take, for examples, the words *democracy* and *communism* which exist in many languages. A direct translation of these words could turn out to be hard because conveying the intended meaning may not be straightforward. Such concepts often have different meanings in different countries since they are strongly influenced by the political tradition of their countries (Newmark, 1991: 142).

As mentioned earlier, translation is essential to understand global relations in terms of arts, science, law, economics, literature, technology and politics. Thus, politics is considered to be one of the problematic areas in translation since it is an important part of human daily life. It plays a key role in forming people's social, economic, philosophical and ideological thinking. Therefore, translating political texts from one language into another is not an easy task due to cultural differences between languages. As a result, in order to carry out the translation process successfully, translators should be familiar with SL and TL as well as with the subject itself.

On the other hand, the effective role of politics in humans' lives gives importance to the translation of political books and works. Consequently, the importance of translating political

texts and terms is drastically increasing due to the continuous emergence of new terms and expressions which require accurate translation without missing the senses of the expressions.

Collocations

The term collocation was originally introduced by Firth (1951:196): Collocation is an abstraction at the syntagmatic level and is not directly related to the conceptual approach of the meaning of words. He believes that *night* collocates with *dark*. Furthermore, he differentiates between collocation, on one hand, and the contextual meaning on the other hand. Halliday (1966:45) and Sinclair (1966:5) support this idea and introduce the idea that patterns of collocation can form the basis for a lexical analysis of language instead of the predominating grammatical analysis.

A collocation manifests the relationship between the requirements of terms on account of different words in the surroundings. Collocational behavior is very important to understand language learning concepts. While speaking and writing, native speakers of English use a set of grammatical rules, discrete words, as well as ready-made chunks (Robins, 1967: 21). These chunks are fixed, identifiable, non-idiomatic phrases, recurrent word combinations, or collocations (Benson & Ilson, 1997:54). In addition, native speakers generally use collocations instinctively and without resorting to vocabulary memory of conscious choice. Thus, they can combine words together in a great number of ready-made chunks and in various ways in different contexts.

On the other hand, inappropriate collocations are often produced by most non-native speakers due to the fact that English words are not linked in collocations in the non-native speakers' memory. Thus, words that are associated to each other and co-occur repeatedly in a prefabricated chunk are referred to as collocations. Thus a collocation is a combination of two or more words that always occur together in different contexts in a language. For example, *curdled* milk and *sour* milk are well-established collocations that are remembered and are used by native speakers as chunks. By contrast, *rotten* milk is not stored as a unit in a native speakers' memory and therefore, is not a collocation.

A collocation can also be seen as a multi-word expression that acts in the text as a unit or as a sequence of words which, as a group, has a meaning that is different from the meaning of its individual words. Most collocations consist of two words; generally a certain noun with a certain adjective, e.g. *blind confidence* 'ثقة عمياء' 'Θεα ἰαμια?'; a verb with a noun, e.g. *draw a sword* 'يَسْتَلُّ سِيفًا'; a noun with a noun, e.g. *brain drain* 'هجرة العقل'; etc. (Benson, 1985: 107).

In translation, the process of transferring the meaning of a collocation is not an easy task. It requires the translator to have a good knowledge of both texts and cultures under question. In addition, in the process of finding an efficient equivalent for the inter-lingual idiomatic pairs, a translator should be aware of the metaphorical meanings that a collocation may contain. Besides, collocations can include many cultural aspects such as religious beliefs, specific cultural items, superstitions, and different ideologies of people from diverse societies and nations. Because of the vital role of collocations, which reflects the culture of any nation in a language, translating them from the SL into the TL is an indispensable task that aims to understand the mutual contact among cultures, religions, and languages.

Therefore, many linguists and scholars have paid great attention to translating collocations. Many linguists have studied collocations intensively and thus have taken a collocational and conventional perspective on language rather than an analytical perspective (e.g. Firth, 1957:93; Sinclair, 1966: 32; Halliday, 1966:148; among others). Some scholars have studied collocations in non-native speakers' written performance (e.g. Zhang, 1993:11; Al-Zahrani, 1998:43), etc.

In case of importance of collocations, unlike grammar and vocabulary, collocations have not received widespread linguistic attention. According to Gitsaki (1999:23), studies on collocation to date have been insufficient. However, there have been few studies that tackled the necessity for Arab learners to study English collocations (e.g. Farghal & Obeidat, 1995: 318; Hussain, 1998; Liu, 2000: 165; and Mahmoud, 2005: 66). This emphasizes the need for more research on collocations since they are one of the challenges that adult language learners have to face as they learn English as a second or foreign language (Al-Zahrani, 1998:32). If learners acquire adequate collocational knowledge, they can reduce the collocational errors in their spoken language (Gitsaki, 1999:23).

Regarding collocational problems and difficulties, translating English collocations into Arabic constitutes major linguistic and cultural difficulties due to several reasons. First, the wide linguistic and cultural gap between English and Arabic led to lack of synonymy of specific-culture and bound collocational patterns. Since language is culture-oriented, a translator faces several problems in translating a text from one language into another because he/she does not translate only language but also culture, which carries different expressions, collocations, idioms, proverbs, etc.

More specifically, Al-Rawi (1994:3) argues that some difficulties could arise from the socio-cultural differences between the two languages. For him, both languages Arabic and English have collocations that may be used to make the cultural, social, political or economic life peculiar to a speech community. As an example, Arabic has *Sala:t al-dJumu'ah* صلاة الجمعة 'Friday prayer' as a collocation, while English has *Sunday Mass*.

Hatim & Mason (1990:204) and Newmark (1981:114) maintain that naturalness should be the goal of the translator; otherwise, the translation would be odd and just unacceptable. They mention that finding the exact equivalent in the TL has been one of the major problems faced by a translator. SL interference is a danger that may escape as unnoticed even for the experienced translators, and result in unnatural collocation. In addition, what is a natural collocation for one language user may be less acceptable for another. In this sense, collocations perceived in texts can be pointers to an intended meaning which is not made explicit by other means (Hatim & Mason 1990:204).

Translators resort to using different strategies to overcome the problems encountered through the process of translating collocations when they cannot find a corresponding TL equivalent for the SL lexical item. Strategies can be emerged as soon as the translation cannot be carried out automatically. Garcia (1996:64) states that different procedures for the translation are

implemented to achieve a partially successful transfer when difficulties in translation become unavoidable.

There are three main problems that appear upon translating English collocations: The first one is the difficulty of generalization; some English words collocate with one and the same word, but they do not necessarily do so in Arabic (Faris & Sahu, 2013: 64). For example, *seize the opportunity* has an equivalent collocation in Arabic, *'jantahiz al-furSah* *ينتَهز الفرصة*. However, Arabic speakers say *jastawli* *يستولي على السلطة* for *seize power*, i.e. *seize* is not always *jantahiz* *ينتَهز*. Therefore, students cannot generalize the meaning of a word which collocates with different words since it can be different from one collocation to another. The second problem lies in the variability of collocations (Faris & Sahu, 2013:64). In English, we can have different collocations for the same meaning, but in Arabic each collocation has one single meaning, e.g. *well and good/ hale and hearty/ right and proper* all equate to *biSiḥḥah wa 'afjih* *بصحة وعافية*. Students, in general, do not realize such a concept and they tend to translate them literally. Finally, cultural idiomatic collocations pose another problem (Faris & Sahu, 2013:64). Such collocations are specific to the English culture and people. However, most of them have similar similes in Arabic but in a comparative grammatical form of exaggeration. Thus, the collocation *as pretty as a picture* is not to be translated as *dʒami:l ka-S-Su:rah* *جميل كالصورة* as most of the students do, but as *ahla min S-Su:rah* *أحلى من الصورة*.

Literature Review

Theoretical Studies

Collocations are characterized by habitual placement of words. This indicates that if one word in a collocation is present in the text, the existence of the other word in that collocation can be assumed. Since, collocation represents an association between words; it has become a significant aspect in learning process. Halliday (1966:56) explains that collocations can feed in both lexis and grammar.

Many scholars have formulated lexical, semantic and structural approaches for examining collocations. The lexical approach is the oldest (Firth, 1951:195). It hypothesizes that a collocation is indirectly associated to the conceptual or idea approach to the meaning of words (Firth, 1951:195; Halliday, 1966: 56; and Sinclair, 1991: 170). On the other hand, the semantic approach seeks to answer those questions that are pertinent to collocation categories. The collocation of a lexical item is identified with the assistance of semantic possessions (Katz & Fodor, 1963:175). The structural approach, by contrast, focuses on grammar and lexis. The essence of this approach is that the two elements of a collocation are different from each other but they have some common aspects. Hence, they cannot be alienated from one another.

Benson (1985: 61-68) has classified the collocations based on grammatical categories of words. In addition, he examined that the dominant words are used in grammatical collocations e.g. verb- adverb: *argue heatedly* and *walk fast*. These words are usually nouns, verbs or adjectives.

Different scholars have been studied the collocations from different points of their views such as: Faruqi (1994: 117), Malkawi (1995: 28), Gitsaki (1996: 17), Nofal (2012), etc.

Empirical Studies on Collocations

Various empirical studies investigate the phenomenon of collocations by examining the difficulties faced by the translators in interpreting them from the SL into the TL. For example, Dechert & Lennon (1989:103) argued that acquiring collocation is not an easy task for non-native speakers of English. After examining the non-native speakers who are studying English for the last ten years and have widespread contact with native speakers, the researchers found that advanced English major participants did not have the capability to produce linguistic expressions that met the native language criteria.

Shokouhi & Misalari (2010: 3) also conducted a test on 35 Iranians. They gave two tests to the participants, an expertise test and multiple choice tests. Grammatical and lexical collocations were given in tests. The researchers found that there was no connection between the collocation information and the linguistic knowledge. Their results support Biskup's (1992).

Farghal & Obeidat (1995:152) examined the problems faced by the learners and the strategies used in translating collocations. They inspected the model of junior and senior students of English at Yarmouk University and some teachers of English at the Ministry of Education. Two questionnaires about twenty-two general collocations related to core topics such as food, colors and weather were designed. The first questionnaire was an English 'fill-in-the-blank' task and the other was an Arabic transformation version of the English one.

Fakhouri (1995: 47-48) conducted a research to measure the difficulty of translating collocations. He conducted a test and included nine MA students of translation, five males and four females from English and Literature Department at Yarmouk University. The findings were as follows: First, complexity relates to the interpretation process itself and its complications as it incessantly presents the source text without enough time to process the target message. Second, intricacy relates to the interpreter himself/ herself and how he/she utilizes the linguistic and extra-linguistic elements to render the natural message in the target message. She concluded that the major strategy was message desertion and the least strategy was the claue strategy, while the other strategies such as *approximation*, *compensation*, *filtering*, *paraphrasing*, *deletion*, and *synonymy* were also adopted according to the frequency of usage.

There are many researchers studied collocations empirically from different points of views such as: Biskup (1992: 87), Lennon (1996, 23–36), Vrbinc's study (2005: 10), Bahns & Eldaw (1993: 102), Abdul-Fattah (2011:12), Khanji & Hussein (1999:11), Abdul-Fattah & Zughoul (2003: 14), Brashi (2005: 13), Abu Naba'h & Al-Shara'h (2011), Mustafa (2010), etc.

Methodology

Population and Sample of the Study

This section determines the population as the BA and MA students from English and Translation Departments at (UJ) and (YU) during the academic year 2014/2015. The study reveals the difficulties that translators face as well as the strategies they follow in translation. Whereas, the sample of the study consisted of 40 BA and 40 MA students from English and Translation Departments at (UJ) and (YU) during the academic year 2014/2015. The sample consisted of

equal number of BA and MA students from each university. The students were asked to translate 20 collocations in full sentences taken from Online BBC articles about the Arab Spring Revolution.

Instrument of the Study

From a descriptive point of view, this study focuses on exploring the most appropriate translation strategies by examining the translation process and the translator's tendencies for translating collocations. Qualitative and quantitative methods were used to measure the achievement of the study objectives. The designed questionnaire aimed to elicit the most frequently used strategies for translating collocations found in a number of BBC articles. The questionnaire consisted of two parts: a demographic part (participants' gender and the program), and the translation test that consisted of 20 collocations. In addition, the questionnaire has five groups; each group consists of a core word that can collocate with other four words. For example, the verb *deepen* can collocate with *rifts*, *crisis*, *turmoil* and *misery*.

Reliability and Validity of the Study

In order to ensure the validity of the study tool, the questionnaire was initially distributed to three faculty members from English and Translation Departments at (UJ) and (YU). They generously provided feedback on the suitability of the tool for the study sample and the reliability of the language used in the questionnaire. Based on their remarks and notes, the questionnaire was subsequently modified by changing some sentences to be clearer and easier to read. In addition, the study questions were arranged in a way that makes the participants' task easier.

For the purpose of ascertaining the external validity of the tool, 15 students tried the questionnaire as a pilot study. Having made some remarks on lack of clarity of some questions, the tool was adjusted again. In order to ensure the stability of the tool, the reliability coefficient *Cronbach's Alpha* was measured using the statistical analysis SPSS. It was close to 0.823, which indicates that the tool enjoys high stability and a very good degree of consistency. Then, the questionnaire was distributed to the study sample through choosing some BA and MA classes randomly in the academic year 2014/2015 from both universities. In addition, the participants were given a short introduction about the questionnaire in order to facilitate the process of answering it.

Data Collection

The study was conducted under the supervision of two professors from English Department at (UJ) and two professors from Translation Department at (YU). Notably, the professors are used to teaching translation courses in their institutions. In order to achieve the objectives of the research study, the questionnaire was administered to those professors' students. The students were given a brief introduction to acquaint them with task. They were asked to translate the English collocations and to identify the strategies they used.

Data Analysis

There are two independent variables that the study intended to measure. These are: the students' *responses* of collocation translation and the students' level (*MA* vs *BA*). The dependent variables are: the *strategy* used in translating the given collocations (the strategies selected by the researchers), the responses were collected on an excel worksheet for analysis. To analyze and

interpret the collected data, the researchers used the statistical analysis SPSS software. In particular, the following were computed:

Percentages and ratios: *percentages* were used to describe the total number of students as well as the MA and BA in relation to answering each item of the questionnaire. The *frequencies* of the strategies used in the questionnaire for the given collocations were represented as ratios.

The t-test is used to test if there are significant differences between the UJ and YU in the mean responses of the total students, the BA students and the MA students in choosing the strategies they used in translating the given collocations in the questionnaire.

The Two-Way Analysis of Variance (ANOVA) technique is used to test the null hypothesis that there is no significant difference between the UJ and YU students' means of responses in terms of the strategies they used in translating the collocations. Moreover, ANOVA is used to test the hypothesis that there is no significant difference between the BA and MA students' means of responses at both universities in terms of the strategies they used in translating the collocations.

Results and Discussion

This section focuses on the findings of the analysis using the SPSS Software. The data is obtained from a field study on the students from English Department at the University of Jordan (UJ) and Translation Department at Yarmouk University (YU) in Jordan. More specifically, this study will highlight the translation strategies that the students used in the translation process. In addition, it examines the main difficulties that the students encounter when translating collocations, the strategies used, the differences in the type of strategies used by the participants from both universities and the best translation strategies used for translating collocations from English into Arabic.

Twenty collocations were used in the study and the participants were asked to translate them into Arabic. Table A1 (See Appendix) represents two samples of Translations Offered by the Survey Participants with their transliterations: one from the (U J) and the other from (YU):

The Translation of Collocations

The findings of the SPSS analysis are discussed based on the study questions by highlighting the translation strategies utilized by the BA and the MA students from both universities.

First, table 1 below displays the frequencies of the responses of all participants, BA and MA, from both universities for their translation of the collocation. It shows that the most strategy used by the participants is the strategy of *synonymy* with a percentage of 31.5 %, followed by *literal translation* and *paraphrasing* strategies with percentages of 23.9 % and 18.2 % respectively. However, *approximation* came fourth with 11.2 %. *Omission* and *transposition* strategies were close to 7%, and *elaboration and explication* shows the lowest percentage 1.1 %.

Col l. No.	The Frequency of the Utilization of Translation Strategies							
	Appro x	Liter. Tran.	Syno ..	Parap h.	Elabor. & Explic.	Trans p	Omiss.	No Tran. (out of 80)
1	13	12	31	12	1	0	2	9
2	6	25	7	16	1	17	2	6
3	8	28	11	7	0	0	7	19
4	9	3	18	8	2	35	2	3
5	10	15	11	20	0	13	5	6
6	7	24	26	11	1	1	4	6
7	8	25	16	12	0	2	4	13
8	6	15	27	20	3	2	1	6
9	3	14	44	7	1	1	2	8
10	2	32	0	22	1	1	1	21
11	9	32	12	13	0	0	7	7
12	10	9	40	3	0	0	14	4
13	5	16	31	13	1	8	1	5
14	3	10	20	19	1	2	14	11
15	6	8	33	18	0	4	2	9
16	10	20	9	10	2	0	16	13
17	12	12	9	25	1	2	3	16
18	5	20	12	5	0	5	8	25
19	16	11	35	6	0	0	1	10

20	8	2	46	6	0	3	3	12
Tot.	156	332	438	253	15	96	99	--
%	11.2	23.9	31.5	18.2	1.1	6.9	7.1	--

Table 1
The Frequency of the Utilization of Translation Strategies

In addition, through looking at the table below and calculating the number of collocations translated by each strategy, we abstract Table 2 which represents the ranks of the strategies that all students used in translating the collocations given in the test study.

Therefore, table 2 shows that the *synonymy* strategy formed the first rank in translating the given collocations. It was used in translating 50 % of the collocations. *Literal translation* came second and used in translating 35 % of the collocations. *Paraphrasing* was in the third rank with 10%, followed by *transposition* with only 5%. On the other hand, the other strategies have no ranks because they were rarely used in translating the given collocations.

Table 2
Ranking of the Strategies Used in Translating the Collocations by All Participants

Strategy	Collocations										Total	Percentage	Rank
Approximation											0	0 %	0
Literal Translation	2	3	7	10	11	16	18				7	35 %	2
Synonymy	1	6	8	9	12	13	14	15	19	20	10	50 %	1
Paraphrasing	5	17									2	10 %	3
Elaboration and Explication											0	0 %	0
Transposition	4										1	5 %	4
Omission											0	0 %	0
Total											20	100 %	

In addition, a t-test was conducted to test the difference in the mean responses of the strategies used between the two universities and between the two programs. The findings show that there was no significant difference in the mean responses between the two universities and between the two programs ($\alpha \leq 0.05$), since the p-values were 0.646 and 0.843, respectively. Also, a t-test (at $p \leq .05$) was used to find out if there are significant differences between the UJ and YU in the mean responses of all participants in choosing the strategies they used in translating the given collocations. The findings are summarized in table 3.

Table 3
The p-Value of the t-Test for Testing the Significant Differences between UJ and YU in the Mean Responses in All Strategies Used

Subject			
	All trainees	All BA trainees	All MA trainees
Approximation	0.655	0.027*	0.000*
Literal Translation	0.000*	0.396	0.000*
Synonymy	0.043*	0.000*	0.000*
Paraphrasing	0.012*	0.014*	0.885
Elabor and Explication	0.024*	0.541	0.175
Transposition	0.012*	0.269	0.001*
Omission	0.081	0.186	0.341

*Significant at 0.05.

The tests verify that there was a significant difference in the mean responses between the UJ and YU of all participants in the strategies: *literal translation, synonymy, paraphrasing, elaboration and explication, and transposition* since the p-value was less than 0.05 for each one of them. However, there was no significant difference in the mean responses between the UJ and YU of all participants in the strategies: *approximation* and *omission* since the p-value was more than 0.05 for each. Likewise, there was a significant difference in the mean responses between the UJ and YU of all BA participants in the following strategies: *approximation, synonymy, and paraphrasing* since the p-value was less than 0.05 for each one of them. By contrast, there was no significant difference in the mean responses between the UJ and YU of all BA participants in the following strategies: *literal translation, elaboration and explication, transposition, and omission* since the p-value was more than 0.05 for each one of them.

Finally, there was a significant difference in the mean responses between the UJ and YU of all MA participants in the strategies: *approximation, literal translation, synonymy and transposition* since the p-value was less than 0.05 for each one of them. On the other hand, there was no significant difference in the mean responses between the UJ and YU of all MA participants in the strategies: *paraphrasing, elaboration and explication, and omission* since the p-value was more than 0.05 for each one of them.

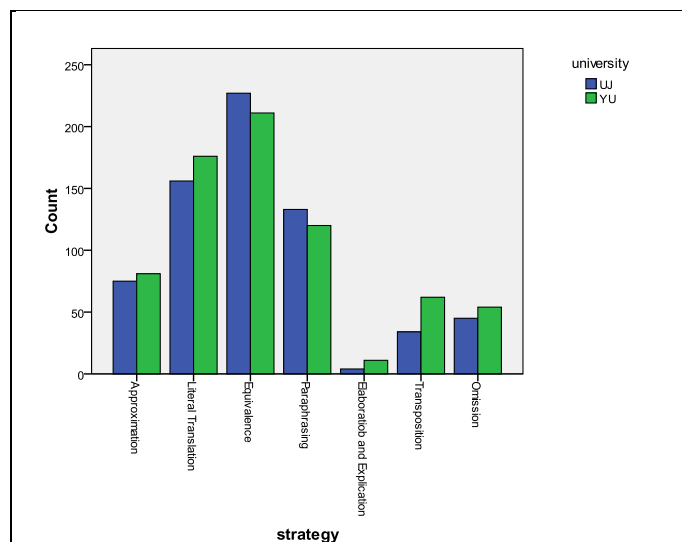
In the following subsections, the dependent variables of the study will be discussed in details.

Strategies Used by Participants

The frequencies of the total responses, the BA and MA students from the UJ and YU, in using different strategies for translating the collocations are shown in Table A2 (see Appendix) and Figure 1 below:

Figure 1

The frequencies of the translation strategies utilization by the students from the UJ and YU.



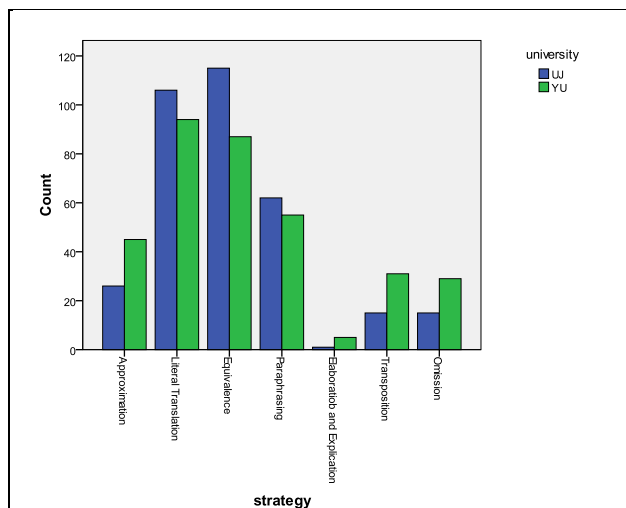
The above figure 1 shows that the students from both universities opt for using *synonymy*, *literal translation* and *paraphrasing* more often than the other four strategies. More importantly, this figure also shows that *synonymy* and *paraphrasing* strategies are used more frequently by UJ students compared to YU counterparts. However, YU students used the other strategies more often than UJ students.

Let's now illustrate the findings of each program separately to see if there is any difference between the graduate and undergraduate programs and to see if there is any difference within each program depending on the institution they study in. The frequencies of the responses of the total BA students, from UJ and YU, in choosing the appropriate strategies used in translating collocations are presented in Table A3 (see Appendix) and Figure 2 below.

Figure 2 show that the BA students from the University of Jordan used the strategies in the following order: *synonymy*, *literal translation* and *paraphrasing*. By contrast, the BA students from Yarmouk *approximation*, *transposition*, *omission*, and *elaboration and explication* more often than their UJ counterparts

Figure 2

The Frequencies of the Translation Strategies Utilization by the BA students at UJ and YU



Let's, now have a look at the MA students' responses, from the UJ and YU, to see the different strategies used in translating the given collocations. Table A4 (see Appendix) and Figure 3 below show the percentages of each strategy used by MA students from both universities.

Figure 3

The Frequencies of the Translation Strategies Utilization by the MA students at UJ and YU

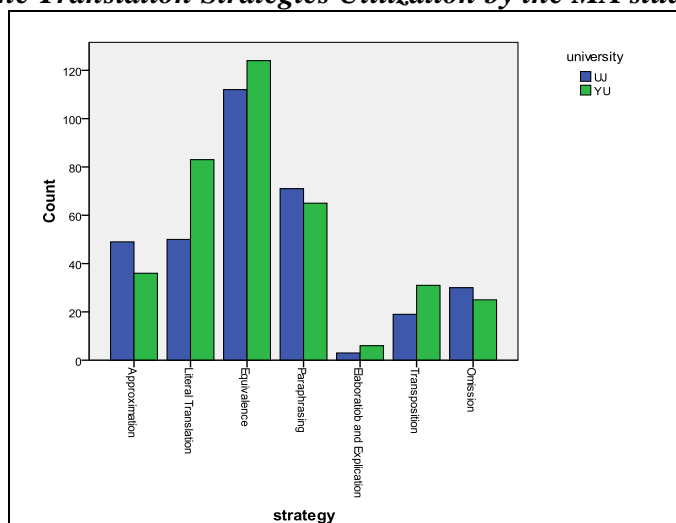


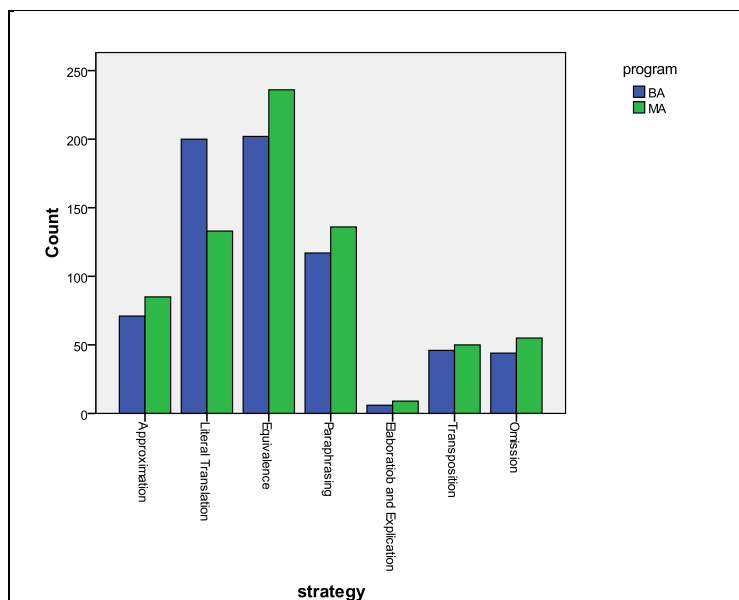
Figure 3 shows that MA YU students used *synonymy*, *literal translation* and *transposition* strategies more often than their UJ counterparts. On the other hand, *paraphrasing*, *approximation* and *omission* were used more frequently by the MA students at UJ than their YU

counterparts. This is due to the students experience and the resources they used through their study, as well as YU have Translation Department.

Figure 4 shows the frequencies of the total students' responses, BA and MA students, in using different strategies in translating the collocations (see also Appendix for Table A5):

Figure 4

The Frequencies of the Translation Strategies Utilization by BA & MA Students



It is evident from the above figure that MA students from both universities used all strategies more often than their BA counterparts except for *literal translation*. This could be attributed to the fact that they are more ignorant about most of these collocations, and therefore, the first thing to come to mind is to translate these collocations literally. The above results reveal several facts.

The first relates to the general weaknesses of the students from both universities in understanding, using, and translating English collocations.

The second relates to the discrepancies among the participants of the same groups. Some of them, particularly the BA students, were far less competent than expected, whereas the MA students have better competence in translating the given collocations.

The third shows that there is no consistency in the differences of the low performance of one and the same group in the twenty collocations. For instance, the number of errors made by the participants of the BA students from UJ and YU in the questionnaire is considerably higher than that of the participants of the MA students from UJ and YU. Translating collocations, at least from English into Arabic, is supposed to be more difficult for native speakers of Arabic.

One explanation is that the participants of the two groups, BA and MA, could have opted for a choice in the questionnaire by relying on conjecture rather than reliable knowledge. This non felicitous expectation is reinforced by the fact that, unlike the MA group, the participants of the BA group had more errors in the questionnaire.

Despite what have been said above about the differences among the BA and MA groups in understanding, using and translating English collocations, it is obvious that even the participants of the MA were not up to the level expected from MA students. Literal translation is evidently the most common strategy on which Arab students rely in collocation production in English. That is because learners often resort to translating literally when they cannot find the collocational patterns which contain the appropriate content words in the target language.

Results related to problems encountered by graduate students while translating collocations indicated that most of the students found it difficult to achieve the synonymy or the equivalent effect of the political collocations used in the test. This finding is congruent with Al-Dahesh (2008) who found that failure to achieve the synonymy is one of the most important problems translators encounter. The results also indicate that adopting and deciding the appropriate translation technique was another problem that students encountered. Many students either used literal translation or used glossing technique without giving any explanation for the reader.

It was also shown that in many cases the students depended on guessing technique which means depending on the context to figure out the meaning. Despite the importance of the context, unfortunately it might not be useful when it comes to political collocations because the words in a collocation are most of the time used totally out of context. The results also illustrate that lack of researching skills was a reason for the participants' inability to get the information needed for translating collocations. In addition, the huge gap between both languages was one of the reasons for their poor translation.

In what follows, we will discuss each of these strategies separately supported by the results of the statistical t-tests in table 3 above.

1. Synonymy

Synonymy is the mostly-used strategy. Almost 31.5 % of the responses offered by the participants used this strategy as shown in the previous tables. The strategy was used by 16.3 and 15.2 of the total students from UJ and YU, respectively. It was used more frequently by MA students (17.9 % MA vs 14.5 % BA participants) used it. Likewise, nearly 29.4 % and 33.5 % of the responses offered by the BA and the MA students respectively showed the use of this strategy. It was used by 16.8 % of UJ and 12.7 % of YU BA participants. On the other hand, it was used by 15.9 % and 17.6 % of the total MA students at UJ and YU respectively.

The fact that a good number of participants could get the proper Arabic equivalents indicates that they are familiar with such collocations. In addition, this implies that most of the students especially the MA students realize and have a good knowledge of collocations and strategies, as well, though the MA students at UJ showed more knowledge than their YU MA counterparts. For instance, *exerting pressure* was successfully translated into *muma:rasat DaKT*

إرتفعت *tension rose* by a BA student at UJ; *escalation in the tensions* was translated into *taSa:ʕud hiddat t-tawatura:t* by BA student at YU; *seized two new towns* was translated into *ʔistawla: ʕala baldatajn* by MA student at the UJ; and *seized two new towns* was translated into *ʔistawla: ʕala baldatajn* by MA student at YU.

The t-test showed that there is a significant difference between the mean responses of the UJ and YU for all students as well as for all BA and for all MA students in using this strategy since the p-values were 0.043, 0.000 and 0.000 respectively.

Here, we focus on the synonymy in meaning from the perspective of the reader of the target text. This means that we may sacrifice the synonymy in form, or we may have to choose something which is not exactly the same in the source text, but which is the closest get-to-it in the target language.

2. Literal translation

The strategy of literal translation is the second rank strategy utilized by the participants' translations in their attempts to render the collocations in the translation task. Nearly 23.9 % of the responses offered by the participants used this strategy as shown in the previous tables. *Literal translation* was used by 11.2 % of the UJ and 12.7 % of the YU students. In terms of the program the students are enrolled in, 14.4 % of the BA students and 9.6 % of the MA students used this strategy. By the same token, the findings of the analysis in tables (2, 3 and A2) reveal that the strategy of literal translation was highly used by the participants: 29.2 % and 18.9 % of the responses of the BA and the MA students respectively. The strategy was used by 15.5 % and 13.7 % of the total BA students from UJ and YU, respectively. By contrast, 7.1 % of the UJ MA and 11.8 % of the YU MA participants used this strategy.

Since some participants faced difficulties in translating political collocations, this led them to use this strategy more than the others, since the BA participants in both universities were not familiar with such collocations and were not aware of the other strategies; they resorted to using word by word translation. For example, a BA student at UJ translated *seize crossings* as *ju:qif l-maʕa:bir* instead of *jusajTir ʕala- l-maʕa:bir*; *seized two new towns* was translated as *ʔistawla l-bila:d* instead of *sajTara ʕala baldatajn*; *tension builds* was translated into *ʔistawla l-bila:d* by a BA student at YU; *tension builds* was translated into *jabni: t-tawattur* instead of *taSa:ʕud t-tawattur*; *Syria war exerts strain on Lebanon tinderbox* was translated into *ʔal-ħarb s-su:rijja tuma:risu DaʕTan ʕala barmi:l ba:ru:d lubna:n* instead of *ʔal-ħarb s-su:rijja taDʕaT zina:d l- ħarbfī: lubna:n* by a MA student at YU.

In addition, the t-test showed that there is no significant difference between the mean responses of the UJ and YU of all BA students in using this strategy since the p-value is 0.396. However, there is a significant difference between the mean responses of the UJ and YU for all students as well as for all MA students in using this strategy since the p-values were 0.000 for both groups.

When students fail to find any stored collocation that could be used, some would choose literal translation to transfer the thought from SL into TL. This strategy was employed to produce

either acceptable or unacceptable collocations. Moreover, when students decide to rely on their intuition to create collocations of their own, they would choose approximation strategy as a second option for translation.

The participants in this study used literal translation to a great extent. However, the results of the study revealed that this strategy could be both effective and ineffective. Therefore, literal translation should be employed with great caution and a new habit of translation should be formed. Instead of doing word-for-word translation all the time, we should try translating "chunk-for-chunk" (Lewis, 1993: 62) or "collocation to collocation" (Newmark, 1988: 69) seeking parallel equivalents in SL and TL.

3. Paraphrasing

Paraphrasing is the third most utilized strategy. Almost 18.2 % (9.6 % & 8.6 % of UJ and YU) of the responses offered by the participants showed the use of this strategy as shown in tables (3-5). MA participants used this strategy a little bit more than the BA participants (9.8 % MA vs 8.4 % BA). The findings of the analysis in the tables (2, 3 and A2) prove that the strategy of *paraphrasing* was utilized by both groups: 17.1 % and 19.3 % of the responses offered by the BA and the MA participants respectively. 9 % and 8.1 % of the total BA participants in UJ and YU respectively paraphrased collocations that they did not know. By contrast, 10.1 % and 9.2 % of the total MA participants in UJ and YU respectively utilized *paraphrasing*.

Paraphrasing suggests that BA and the MA participants at UJ and YU are aware, to some extent, of the strategies used in translation. They know that if they could not get the exact equivalent in the TL, they could paraphrase the text using their own words. Generally speaking, this strategy is not highly recommended in translating collocations because it does not bring the source text effects to the reader. For example, *exert influence* was translated as *muma:rasat ta?θi:r* ممارسة تأثير instead of *basTi nufu:ðiha* بسط نفوذها by a BA student from UJ; *rebel rifts deepen* was translated into *jataḡammaq tamarrudi l-munḡaqqi:n* يتعمق تمرد المنشقين instead of *tataḡammaq Pinqisa:ma:t l-mutamarridi:n* تتعمق إنقسامات المتمردين by BA student from YU; *tensions over Syria grow* was translated into *ḡiḡa sa:pat l-ḡawDaḡ* إذا ساءت الأوضاع by MA student from UJ; and *Israel prepares for the worst as tensions over Syria grow* was translated into *tastaḡiddu ḡisra:ḡi:lu lil-ḡaswaḡ bisabab t-t awattura:t l-lati: taḡummu ḡanḡaḡa su:rija* by MA student from YU.

Furthermore, the t-test showed that there is no significant difference between the mean responses of the UJ and YU of all MA students in using this strategy since the p-value was 0.885. By contrast, there is a significant difference between the mean responses of the UJ and YU for all students as well as for all BA students in using this strategy since the p-values were 0.012 and 0.014 respectively.

4. Approximation

As a strategy utilized in translating collocations, approximation is considered as a moderate strategy. Nearly 11.2 % of the participants' responses used this strategy (5.1 % of the BA and 6.1 % of the MA). It was fairly used by the participants as shown in tables (3-5). It was used by 5.4 % and 5.8 % of the total participants from the UJ and YU, respectively. In addition, the findings of the analysis in tables (2, 3 and A2) illustrate that 10.3 % and 12.1 % of the responses of the

BA and MA participants respectively used this strategy. This strategy was used by 3.8 % and 6.6 % of the total BA students from the UJ and YU respectively. By contrast, 7.0 % and 5.1 % of the total MA participants from the UJ and YU used this strategy respectively.

The responses of the participants illustrate lack in their knowledge of the translation theories and strategies as well as lack of collocational patterns' awareness regarding translating collocations especially the ones used in media. This explains why this strategy is used less than the others (compared to the *literal translation*).

More specifically, the students in both universities especially the BA students have barely come across all collocations except for collocation 4 for which they used *elaboration and explication, transposition and omission*. However, some students from both programs used this strategy because they realize that if they could not get the exact Arabic synonymy, they could use the closest correspondence in the TL. For instance, a BA student from the UJ translated *escalation in the tensions* into *ʔirtifa:ʕ fi-t-tawatura:t ارتفعت التوترات* instead of *taSa:ʕud hiddat t-tawatura:t تصاعد حدة التوترات*; a BA student from YU translated *tensions over Syria grow as ʔat-tawattura:at tazi:d* *تزيد التوترات*; An MA student from the UJ translated *deepen crisis* as *jazi:d min hiddatl-ʔazmah* *يزيد من حدة الأزمة*; and an MA student from YU translated *deepen crisis* as *juDaxxim l-ʔazmah* *يضخم الأزمة*.

Statistically speaking, there is no significant difference between the mean responses of the UJ and YU for all students in using this strategy since the p-value was 0.655. Nevertheless, there is a significant difference between the mean responses of the UJ and YU for all BA students and for all MA students in using this strategy since the p-values were 0.027 and 0.000, respectively.

The students in the present study evidently used approximation in English collocation learning. Put differently, they appeared to replace a word with another having almost a similar meaning. Although doing so may sometimes be successful, most studies reveal a drawback of such a strategy. As shown in the data, many participants relied on approximation as a strategy for using collocations in English. In particular, this learning strategy was employed more in lexical collocations than in grammatical ones.

For this reason, professors may find the results of this study useful. They are encouraged to highlight the notion of collocation in vocabulary classrooms. More importantly, teachers can also help to prevent students from inappropriately applying strategies with regard to collocation translation. For instance, teachers may clearly compare and contrast different usages of some sample pairs of synonyms, making it a point to them that words being semantically close are hardly interchangeable in all contexts. Therefore, an explicit explanation of the differences for certain collocations and even translating such collocations sometimes yields a more pleasant result than other teaching methods that ignore the cross-linguistic differences. In addition to that, lack of cultural awareness and lack of cultural interaction can stand behind those problems. Moreover, students' lack of knowledge of translation strategies and theories could also be one of the main reasons behind the problems they encounter.

Another reason is the lack of the students' communication with other cultures. People think that through technology our students are strongly in touch with the others cultures, but as a matter of fact, this is not enough. This makes students lag behind in understanding others' cultural contexts.

5. Omission

The findings of the study indicate that the strategy of omission occupied a poor rank in terms of use by the participants. Almost 7.1 % of the responses offered by the participants showed the use of this strategy as shown in tables (2, 3 and A2). This strategy was used by 3.2 % of UJ and 3.9 % of YU participants divided into 3.1 % BA and 4.0 % MA participants. Specifically, almost 6.4% BA and 7.8 % MA participants showed the use of this strategy: 2.2 % UJ BA and 4.2 % YU BA participants, 4.3% UJ MA and 3.6% YU MA participants.

Participants showed some difficulties in translating such collocations, because they were unaware of the best ways to translate collocation. For example, a BA student from UJ translated *rebel rifts deepen* as *ʔinqisa:ma:t l-mutamarridi:n* انقسامات المتمردين ; *exerts strain* was translated into *taDbaT* تضغط instead of *taDbaT zina:da l-ħarb* تضغط زناد الحرب by a BA at YU; *aim to exert pressure* was translated into *yahdif liD-DaʔTi ħala* يهدف للضغط على instead of *tahdif ʔila muma:rasati D-DaʔTi ħala* تهدف الى ممارسة الضغط على by MA student at UJ; and *aim to exert pressure* was translated into *tahdif liD-DaʔTi ħala* تهدف للضغط على by MA student from YU.

Finally, the t-test showed that there is no significant difference between the mean responses of the UJ and YU for all students as well as for all BA and for all MA students in using this strategy since the p-values were 0.081, 0.186 and 0.341, respectively.

To sum up, since the use of collocations is a matter of style, attempting to find a collocational expression in the TL will help to convey the style of the original in the SL. This important issue could be dealt with in translator training courses. The translators need to be familiar with SL collocations and learn ways to recognize the ones they do not know. Then, the different strategies for translating collocations could be introduced to them. The ultimate goal is teach those ways to find appropriate equivalents for collocational expressions.

6. Transposition

The findings reveal that the strategy of *transposition* occupied the fourth rank in terms of use by the study participants. 6.9 % of the responses offered by the participants involved using this strategy. It was, thus, moderately used as shown in tables (2, 3 and A2): 2.4 % from the UJ and 4.5 % of the YU participants divided into 3.3 % BA and 3.6 % MA. Specifically, 6.7 % BA and 7.1 % MA participants used this strategy: 2.2 % BA from the UJ and 4.5 % BA from YU; 2.7 % MA from UJ and 4.4 % MA from YU.

Participants showed some difficulties in their knowledge to determine the type of strategy they used. This implies that most of the participants had little knowledge of collocations especially in using the adjectives. They, in some cases, resorted to change the grammar from SL to TL, for instance, the change from singular to plural or the change of an SL verb to a TL word. For example, a BA student at UJ translated *seize crossings* into *ʔal-ʔisti:la:ʔ ħala maʔbar* الإستيلاء على المعابر instead of *jusajTiru ħala maʔa:bi r* يسيطر على معابر ; *seize crossings* was

translated into *ʔistawla: maʕbar* إستولى معبر instead of by *jusajTiru ʕala maʕbar* يسيطر على معبر by a BA student from YU; *deepen concerns about* was translated into *taza:yud l-qalaq ʕawala* تزايد القلق حول by an MA from UJ; and *escalation in the tensions* was translated into *taSa:ʕudan mutaza:jidan fi-t-tawattur* تصاعدا متزايدا في التوتر by an MA student from YU.

In addition, the t-test showed that there is no significant difference between the mean responses of the UJ and YU of all BA students in using this strategy since the p-value was 0.269. On the other hand, there is a significant difference between the mean responses of the UJ and YU for all students as well as for all MA students in using this strategy since the p-values were 0.012 and 0.001 respectively.

7. Elaboration and Explication

The findings of the study demonstrate that the strategy of *elaboration and explication* was poorly used by the students as shown in tables (2, 3 and A2). 0.3 % of the UJ and 0.8 % of the YU students used it divided into 0.4 % of the BA and 0.7 % of the MA participants. Specifically, 0.9 % and 1.3 % of the responses offered by the BA and the MA participants showed the use of this strategy. This translation strategy was used by 0.1 % and 0.8 % of the total BA participants from UJ and YU respectively: 0.4 % from UJ and 0.9 % of the YU MA participants. For instance, *tensions over Syria grow* was translated into *namat l-ʔiDTira:ba:t wa-zda:dat* نمت الإضطرابات وزادت by BA student from UJ; *seized control* was translated into *ʔistawla: ʕala wa sajTara* إستولى على وسيطر by BA from YU; *militants seize border crossings* was translated into *ʔaʕkamu l-qabDa ʕala maʕa:bir l-ʕudu:d* أحكموا القبض على سيطر مسلحون على instead of *jusajTir l-musallahuna ʕala l-maʕa:bir l-ʕudu:dijja* سيطر المسلحون على بالمعابر الحدودية by MA student from UJ; and *rifts deepen Gaza misery* was translated into *ʔal-xila:fa:t tazi:d fi: taʕmi:q l-buʔs* الخلافات تزيد في تعميق البؤس instead of *tazi:d ʔal-xila:fa:t l-buʔs fi: ʕazza* تزيد الخلافات البؤس في غزة by an MA student from YU.

Based on the statistical t-test, there is a significant difference between the mean responses of the UJ and YU for all students in using this strategy since the p-value was 0.024. However, there is no significant difference between the mean responses of UJ and YU for all BA students and for all MA students in using this strategy since the p-values were 0.541 and 0.175 respectively.

Differences among the Mean Responses of the Strategies Used in Translating Process

The Two-Way Analysis of Variance (ANOVA) was used to test the hypothesis that there is no significant difference among the means of all the responses in the strategies used in translating the collocations by all participants according to the *university*, UJ and YU. Moreover, the statistical analysis was used to test the second hypothesis; there is no significant difference among the means of all the responses in the strategies used in translating the given collocations by all participants according to their *programs*, BA and MA. The p-value, the actual minimum probability to reject the hypothesis when it is less than the significant level, is 0.05.

Through looking at tables (4 and 5) below, we conclude that there is a significant difference among the means of all responses of all participants in the *strategies* they used in translating the given collocations according to university since the p-value of the test was 0.000.

Note that there is no main effect of *university* on the strategies they used in translating the given collocations since the p-value was 0.553. In addition, the results show that there is no effective interaction between the *university* and *strategies* used since the p-value was 0.894.

Table 4

ANOVA Test: the Significant Differences among the Mean Responses in All Strategies Used by All Participants according to University

Source	D.F	S.S	M.S	F	P
Corrected Model	13	3395.318	261.178	15.346	0.000
Strategy	6	3350.943	558.490	32.814	0.000
University	1	6.004	6.004	0.353	0.553
Strategy * Univ	6	38.371	6.395	0.376	0.894
Error	266	4527.250	17.020	-----	-----
Corrected Total	279	7922.568	-----	-----	-----

Table 5

ANOVA Test: the Significant Differences among the Mean Responses in All Strategies Used by All Participants according to Program

Source	D.F	S.S	M.S	F	P
Corrected Model	13	3516.343	270.488	15.436	0.000
Strategy	6	3357.357	559.607	31.934	0.000
Program	1	1.157	1.157	0.066	0.797
Strategy * Prog	6	157.543	26.257	1.498	0.179
Error	266	4661.300	17.527	-----	-----
Corrected Total	279	8177.643	-----	-----	-----

Furthermore, there is a significant difference among the means of all the responses of all participants in the strategies they used in translating the suggested collocations according to *program* since the p-value of the test is 0.000. Note that there is no main effect of *program* on the strategies they used in translating collocations since the p-value of the test was 0.797.

Moreover, the results show that there is no effective interaction between *program* and the *strategies* used since the p-value was 0.179.

Conclusions

In conclusion, this study reveals that many participants used a variety of strategies. More specifically, *synonymy* and *literal translation* emerge as the first and the second ranked strategies utilized in the students' attempt to render collocations. *Paraphrasing* occupied a third rank followed by *transposition*. However, the strategies of *approximation*, *elaboration and explication*, and *omission* were not used frequently.

The students using the *synonymy* strategy did not show much difficulty in their knowledge to determine the right translation. This implies that most of the participants, especially the MA students, realize and have good knowledge of collocations. BA students from both universities showed a good knowledge of using this strategy when translating collocations as well. By contrast, using *literal translation* showed that the students had some difficulty to determine the meaning of the relevant collocations. The participants were not always fortunate enough to find the Arabic equivalents for the suggested collocations. Generally speaking, the findings indicate that most MA students in both universities have good knowledge of collocations, whereas a good percentage of BA students in both universities lack knowledge of collocations.

Results related to problems encountered by the BA students indicate that most of the participants found it difficult to achieve the *synonymy* of the collocations used in the test. This result is congruent with Newmark (1988:49) who states "the more culturally remote in time and space a text is, the less conceivable equivalent effect is unless the reader is imaginative, sensitive and steeped in the SL culture". A similar finding is also deduced by Al-Dahesh (2008:334) who finds that failure to achieve the *synonymy* is one of the most prominent problems students and translators usually encounter.

In addition, the responses of the students in using *transposition* showed some difficulty in their knowledge of collocations and in their knowledge to use the right strategy for translating the suggested collocations. For example, many students had some difficulty with collocations that involve a change of a SL verb to a TL equivalent, e.g. 'to **get** this aid' was translated as *li-l-ħusu:li ġala ha:đihi l-musa:ğada:t* للحصول على هذه المساعدات. They also had a difficulty in translating single and plural nouns in collocations, e.g. 'escalation in the **tensions**' was translated as *ħiddat t-tawattur* إزدیادا في حدة التوتر.

Failure to achieve the appropriate *synonymy* and failure to use the proper techniques in translation were remarkable mistakes that the students encountered while translating collocations. *Literal translation* resulted from the poor performance of the participants in the test. The researchers referred most the students' erroneous responses to *unfamiliarity* with both cultures and to the improper translation techniques and strategies. Almost all the participants in the test had agreed that familiarizing themselves with their own culture and the foreign culture is a must. This can be done by offering extra courses that deal with cultural situations and contexts and by providing chances for a better cultural interaction between native language speakers of both languages. In addition, the frequent exposure to the English culture through listening to

English programs and watching English movies play a key role in promoting the students' culture awareness.

The findings also show that YU undergraduate students used collocations more often than their UJ counterparts. Moreover, the MA students from both universities revealed that they do not often encounter such collocations in their studies.

In case of Testing the Hypotheses, one of the studies goals is to test the hypothesis that there is no significant difference among the means of all the students' responses in the strategies they used in translating the collocations in both universities. The findings show that there is a significant difference among the means of all the students' responses in the strategies they used in translating the collocations. Neither is there an effect of the universities on the strategies they used. In addition, there is no effective interaction between the *university* and the *strategies* used.

Similarly, the study aims at testing the hypothesis that there is no significant difference among the means of all responses of the total participants in the strategies they used in translating the collocations according to both programs, BA and MA. The findings show that there is a significant difference among the means of all responses of the total participants in the strategies they used in translating the collocations according to *program*. However, there is no main effect of the *program* on the strategies they used, neither is there an effective interaction between *program* and *strategies*.

Finally, in relation to testing whether there are significant differences between the UJ and YU in the mean responses of all students, and between BA and MA students in using the strategies to translate the given collocations, the findings are as follows:

- (1) There is a significant difference in the mean responses between UJ and YU of the total participants in the following strategies: *literal translation*, *synonymy*, *paraphrasing*, *elaboration and explication*, and *transposition*. By contrast, there is no significant difference in the mean responses between the UJ and YU students of the total participants in using *approximation* and *omission*.
- (2) There is a significant difference in the mean responses between the UJ and YU of all BA participants in the following strategies: *approximation*, *synonymy* and *paraphrasing*. However, there is no significant difference in the mean responses between the UJ and YU BA participants in the following strategies: *literal translation*, *elaboration and explication*, *transposition*, and *omission*.
- (3) There is a significant difference in the mean responses between the UJ and YU of all the MA participants in the following strategies: *approximation*, *literal translation*, *synonymy* and *transposition*. On the other hand, there is no significant difference in the mean responses between the UJ and YU of all the MA participants in the following strategies: *paraphrasing*, *elaboration and explication*, and *omission*.

In general, the research gives an idea about the students' level in translating collocations, in particular, the political ones. The performance of the participants from the two universities can

be considered to be acceptable although translation is not the field of specialty to many of them. Furthermore, the research shows that *lack of lexical competence* and *literal translations* are the main problems that most of the participants confronted. The students do not give up translating the collocations simply because they believe that they are able to guess the meaning from the context.

Recommendations

Based on the previous results, discussions and conclusions, the researcher proposes the following recommendations:

Firstly, since the present study is confined to analyzing the students' translations of collocations, the researcher recommends conducting more research dealing with syntactic difficulties in translating collocations in political texts.

Secondly, students should be aware of the main features of political expressions, texts and terms. This is crucial to produce effective translation of collocations in political contexts. Therefore, study plans at Arab universities need to incorporate courses related to specific fields of translation such as '*translation of political texts*'.

Thirdly, academia should introduce more courses on translating collocations in different texts in order to encourage students to follow and use collocations which, in turn, will help them have a high level of competency in language and culture as well.

Moreover, since there is a lexical shortage in monolingual and bilingual dictionaries that address collocations, translators face a difficulty in finding the exact synonymy in the TL. Since translators are not aware of these collocations, they are likely to render them in an arbitrary way. Therefore, it is recommended to prepare specialized dictionaries for this purpose in order to overcome the difficulties that could arise in translating collocations. Students of translation should be trained to use good dictionaries specialized in collocations. In addition, they need to be trained to improve their lexical competence through extensive training on the use of collocations in English and Arabic. There is, in fact, a need to improve free reading to gain good knowledge of new collocations.

Furthermore, collocations should be given more attention in teaching second language courses in the departments of English and Translation at the Jordanian universities. Thus, providing sufficient training and practice in translating different text types could be beneficial in rendering the target message properly and in enhancing the quality of translation by building good knowledge of collocations.

To conclude, students have to develop their competence of collocations because lack of such competence leads them to construct unsuitable long utterances as they do not know the exact (short) collocations which express what they want to convey. Teaching vocabulary to university students in the departments of English, especially through comprehension and composition classes, should focus on enriching the students' repertoire, collocations and idiomatic expressions. They need to be exposed to good quality of input to increase their sense of the TL.

Research is still needed to investigate why translators choose one strategy over the others. Research could be conducted in stages; in each stage, one strategy could be tested to verify the significant effectiveness of it in comparison with the other strategies.

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Appendix

Table A1

Sample of Translations Offered by the Survey Participants

No.	Collocations	Arabic translation (UJ)	Arabic translation (YU)
1	The tension in Aleppo rose steadily once the uprising started in 2011. About a year later rebels seized much of eastern Aleppo and the countryside around it.	ارتفع التوتر ʔirtafaʕa t-tawattur	ارتفع التوتر ʔirtafaʕa t-tawattur
2	Israel prepares for the worst as tensions over Syria grow .	تزايد التوتر taza:jada t-tawattur	التوترات التي تعم t-tawattura:t l-lati: taʕum

3	Press apprehension as Syria tension builds .	تصاعد التوتر taSa:ʔada t-tawattur	توتر سوريا tawattur su:rja
4	The last two days have witnessed a dramatic escalation in the tensions between Turkey and Syria.	تصاعد حدة التوترات taSa:ʔadat ħiddat t-tawattur	ازدياد حدة التوتر ʔizdija:d ħiddat t-tawattur
5	Sunni militants seize Iraq's western border crossings .	سيطرت على المعابر أو الحدود sajTarat ʕala l-maʕa:bir ʔaw l-ħudu:d	يسيطرون على المعابر jusajTiru:na ʕala l-maʕa:bir
6	Islamist militants in Iraq have seized two new towns , widening their control after threatening to move on Baghdad.	استولوا على مدن أو فروعها سيطرتهم ʔistawlaw ʕala mudinin ʔaw faraDu: sajTaratahum	قد استولى مسلحون اسلاميون على بلدين qad ʔistawla musallaħuna ʕisla:mijju:na ʕala baldatajn
7	Iraq has warned the UN that Sunni militants have seized nuclear materials used for scientific research at a university in the city of Mosul.	حازوا على مواد أو استولوا على مواد ħa:zu: ʕala mawa:dda ʔaw istawlaw ʕala mawa:dd	قد استولوا على مواد نووية qad ʔistawlaw ʕala mawa:dda nawawijja

8	Kurdish Peshmerga forces are said to have seized control of production facilities at Bai Hassan and Kirkuk.	سيطرت sajTarat	قد أحكمت سيطرتها على qad ?ahkamat sajTarataha ?ala
9	"I think the only way of turning this around and getting a political solution is exerting enormous military pressure on the regime, either through a Western attack or a massive influx of weapons to the opposition," says Mr Yazigi.	ممارسة ضغوط او فرض ضغوط Muma:rasat Du?u:T ?aw farD Du?u:T	بممارسة ضغوط عسكرية bimuma:rasat Du?u:T ?askarijja
10	Syria war exerts strain on Lebanon tinderbox.	ترهق turhiq	تمارس ضغطا على tuma:ris Du?u:Tan ?ala
11	The bankruptcy of U.S. and U.K. policy is proven by the desperation of their latest gambit. Asking the Syrian president to step down is meaningless because	تبسط نفوذها tabsuTu nufu?aha	حاولوا بسط نفوذهم ?a:walu: basTa nufu?ahim

	<p>both these countries have gone out of their way to marginalize Syria at every level of international relations. When they come now to exert influence, they find they have nothing but a failed record to rely upon.</p>		
12	<p>"The demonstrations in squares and campaigns of intimidation, which aim to exert pressure on the HPEC (Higher Presidential Election Commission), are rejected by most Egyptians and contradict the basics of democracy. Let us calm down," he said.</p>	<p>ممارسة ضغوط Muma:rasat Duḡu:T</p>	<p>لزيادة الضغوط lizija:dat D-Duḡu:T</p>
13	<p>Over the past few months, the armed forces have exerted tremendous efforts, both directly and indirectly, to contain the domestic situation and conduct national</p>	<p>بذلت جهود Baḏalat dḡuhu:d</p>	<p>بذلت القوات المسلحة جهودا Baḏalat l-quwwat l-musallaḥa dḡuhu:dan</p>

	reconciliation comprising all the political forces, including the presidential institution.		
14	Syria rebel rifts deepen as Islamist ranks swell.	تنزايد انقسامات المسلحين / المتمردين Tataza:jad Œinqisa:ma:t l-musallaħi:n / l-mutamarridi:n	انقسامات المتمردين في سوريا تتعمق Œinqisa:ma: t l- mutamarridi:n fi: su:rījja tataŒammaq
15	Sending weapons to Syria deepen crisis , says Brahimi.	يعمق أو يعقد الأزمة juŒammiq Œaw juŒaqqid l-Œazmah	يعمق الأزمة juŒammiq l-Œazmah
16	Floods, blockade and political rifts deepen Gaza misery .	تزيد من مأساة Tazi:d min maŒsa:t	الخلافات السياسية تعمق البؤس Œal-xila:fa:t s-sija:sijja tuŒammiq l-buŒs
17	Egypt's political turmoil deepens .	تعمق الإضطرابات tuŒammiq l-ŒiDTira:ba:t	تعميق الإضطراب السياسي في مصر tuŒammiq l-ŒiDTira:b s-sija:si fi: maSr
18	The harsh sentence will deepen concerns about democracy and free speech in Egypt, the BBC's Orla Guerin in Cairo reports.	تزيد المخاوف حول Tazi:d l-maxawif ħawl	يعمق المخاوف بشأن الديمقراطية juŒammiq l-maxawif biŒŒn d-di:muqraTijja

19	Deputy PM Nick Clegg said on Tuesday torture victims, elderly and disabled people would also get priority .	يحصل على الأولوية jaħSul ʕala l-ʔawlawijja	الحصول على الأولوية ʔal-ħuSul ʕala l-ʔawlawijja
20	While in Turkey I have been fortunate to meet some of the aid workers risking their lives to get this aid across the border.	نقل أو إيصال المساعدات Naql ʔaw ʔi:Sal l-musa:ʕada:t	الحصول على هذه المساعدات ʔal-ħuSul ʕala ha:ðih l- musa:ʕada:t

Table A2
The Frequency of Translation Strategies Used by All Participants

Coll. No.	The Frequency of Translation Strategies Used by All Participants																					No Translation (out of 80)
	Approximation			Literal Translation			Synonymy			Paraphrasing			Elaboration and explication			Transposition			Omission			
	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	
1	9	4	13	3	9	12	19	12	31	4	8	12	0	1	1	0	0	0	0	2	2	9
2	2	4	6	13	12	25	3	4	7	9	7	16	1	0	1	9	8	17	1	1	2	6
3	5	3	8	16	12	28	7	4	11	3	4	7	0	0	0	0	0	0	3	4	7	19
4	6	3	9	2	1	3	9	9	18	5	3	8	1	1	2	12	23	35	2	0	2	3
5	8	2	10	6	9	15	5	6	11	11	9	20	0	0	0	5	8	13	1	4	5	6
6	5	2	7	11	13	24	11	15	26	8	3	11	1	0	1	0	1	1	2	2	4	6
7	5	3	8	11	13	25	5	11	16	7	5	12	0	0	0	0	2	2	2	2	4	13
8	2	4	6	7	8	15	13	14	27	15	5	20	0	3	3	0	2	2	0	1	1	6
9	0	3	3	7	7	14	24	20	44	4	3	7	0	1	1	0	1	1	2	0	2	8
10	0	2	2	12	20	32	0	0	0	11	11	22	1	0	1	0	1	1	0	1	1	21
11	4	5	9	10	22	32	11	1	12	5	8	13	0	0	0	0	0	0	5	2	7	7

12	6	4	10	5	4	9	21	19	40	1	2	3	0	0	0	0	0	6	8	14	4	
13	1	4	5	7	9	16	16	15	31	7	6	13	0	1	1	5	3	8	0	1	1	5
14	1	2	3	5	5	10	11	9	20	8	11	19	0	1	1	1	1	2	7	7	14	11
15	4	2	6	7	1	8	12	21	33	9	9	18	0	0	0	1	3	4	0	2	2	9
16	3	7	10	8	12	20	3	6	9	8	2	10	0	2	2	0	0	0	10	6	16	13
17	5	7	12	8	4	12	4	5	9	12	13	25	0	1	1	0	2	2	0	3	3	16
18	1	4	5	10	10	20	8	4	12	0	5	5	0	0	0	1	4	5	3	5	8	25
19	5	11	16	6	5	11	21	14	35	2	4	6	0	0	0	0	0	0	1	1	10	10
20	3	5	8	2	0	2	24	22	46	4	2	6	0	0	0	0	3	3	1	2	3	12
Total	75	81	156	156	176	332	227	211	438	133	120	253	4	11	15	34	62	96	45	54	99	--
%	5.4	5.8	11.2	11.2	12.7	23.9	16.3	15.2	31.5	9.6	8.6	18.2	0.3	0.8	1.1	2.4	4.5	6.9	3.2	3.9	7.1	--

Table A3
The frequency of the utilization of the translation strategies in relation to BA participants from UJ and YU

Coll. No.	The Frequency of the Strategies Used by BA trainees in UJ and YU																					
	Approximation			Literal Translation			Synonymy			Paraphrasing			Elaboration and explication			Transposition			Omission			No Translation (out of 40)
	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	
1	5	3	8	2	5	7	10	6	16	1	3	4	0	0	0	0	0	0	0	0	0	5
2	2	3	5	8	5	13	3	2	5	2	5	7	1	0	1	2	1	3	0	1	1	6
3	1	2	3	13	5	18	1	2	3	0	2	2	0	0	0	0	0	0	0	3	3	11
4	2	2	4	1	1	2	4	4	8	4	3	7	0	1	1	6	9	15	0	0	0	3
5	2	1	3	5	6	11	1	3	4	8	1	9	0	0	0	3	5	8	0	3	3	2
6	1	2	3	10	7	17	4	6	10	4	1	5	0	0	0	0	1	1	0	0	0	4
7	1	2	3	10	7	17	0	4	4	3	2	5	0	0	0	0	2	2	0	1	1	8
8	1	3	4	6	5	11	3	3	6	8	1	9	0	2	2	0	2	2	0	1	1	5
9	0	0	0	2	6	8	15	9	24	1	2	3	0	1	1	0	0	0	0	0	0	4
10	0	1	1	9	11	20	0	0	0	2	4	6	0	0	0	0	1	1	0	1	1	11

11	3	1	4	7	11	18	5	0	5	1	5	6	0	0	0	0	0	2	2	4	3	
12	3	1	4	3	2	5	12	11	23	0	1	1	0	0	0	0	0	2	4	6	1	
13	0	2	2	3	4	7	6	6	12	5	5	10	0	0	0	3	1	4	0	1	1	4
14	0	0	0	3	4	7	9	1	10	2	8	10	0	1	1	0	0	0	3	4	7	5
15	1	1	2	4	1	5	5	9	14	7	5	12	0	0	0	1	0	1	0	2	2	4
16	0	4	4	6	9	15	2	4	6	5	0	5	0	0	0	0	0	5	1	6	4	
17	3	3	6	5	3	8	3	3	6	6	3	9	0	0	0	0	2	2	0	1	1	8
18	0	3	3	4	0	4	4	3	7	0	2	2	0	0	0	0	4	4	2	3	5	15
19	0	9	9	3	2	5	15	2	17	1	2	3	0	0	0	0	0	0	0	0	0	6
20	1	2	3	2	0	2	13	9	22	2	0	2	0	0	0	0	3	3	1	1	2	6
Total	26	45	71	106	94	200	115	87	202	62	55	117	1	5	6	15	31	46	15	29	44	--
%	3.8	6.6	10.3	15.5	13.7	29.2	16.8	12.7	29.4	9.0	8.1	17.1	0.1	0.8	0.9	2.2	4.5	6.7	2.2	4.2	6.4	--

Table A4
The frequency of the utilization of the translation strategies in relation to MA participants from UJ and YU

Coll. No.	The Frequency of the Strategies Used by MA trainees in UJ and YU																					
	Approximation			Literal Translation			Synonymy			Paraphrasing			Elaboration and explication			Transposition			Omission			No Translation (out of 40)
	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	UJ	YU	Total	
1	4	1	5	1	4	5	9	6	15	3	5	8	0	1	1	0	0	0	0	2	2	4
2	0	1	1	5	7	12	0	2	2	7	2	9	0	0	0	7	7	14	1	0	1	1
3	4	1	5	3	7	10	6	2	8	3	2	5	0	0	0	0	0	0	3	1	4	8
4	4	1	5	1	0	1	5	5	10	1	0	1	1	0	1	6	14	20	2	0	2	0
5	6	1	7	1	3	4	4	3	7	3	8	11	0	0	0	2	3	5	1	1	2	4
6	4	0	4	1	6	7	7	9	16	4	2	6	1	0	1	0	0	0	2	2	4	2
7	4	1	5	1	7	8	5	7	12	4	3	7	0	0	0	0	0	0	2	1	3	5
8	1	1	2	1	3	4	10	11	21	7	4	11	0	1	1	0	0	0	0	0	0	1
9	0	3	3	5	1	6	9	11	20	3	1	4	0	0	0	0	1	1	2	0	2	4
10	0	1	1	3	9	12	0	0	0	9	7	16	1	0	1	0	0	0	0	0	0	10

11	1	4	5	3	11	14	6	1	7	4	3	7	0	0	0	0	0	0	3	0	3	4
12	3	3	6	2	2	4	9	8	17	1	1	2	0	0	0	0	0	0	4	4	8	3
13	1	2	3	4	5	9	10	9	19	2	1	3	0	1	1	2	2	4	0	0	0	1
14	1	2	3	2	1	3	2	8	10	6	3	9	0	0	0	1	1	2	4	3	7	6
15	3	1	4	3	0	3	7	12	19	2	4	6	0	0	0	0	3	3	0	0	0	5
16	3	3	6	2	3	5	1	2	3	3	2	5	0	2	2	0	0	0	5	5	10	9
17	2	4	6	3	1	4	1	2	3	6	10	16	0	1	1	0	0	0	0	2	2	8
18	1	1	2	6	10	16	4	1	5	0	3	3	0	0	0	1	0	1	1	2	3	10
19	5	2	7	3	3	6	6	12	18	1	2	3	0	0	0	0	0	0	0	1	1	5
20	2	3	5	0	0	0	11	13	24	2	2	4	0	0	0	0	0	0	0	1	1	6
Total	49	36	85	50	83	133	112	124	236	71	65	136	3	6	9	19	31	50	30	25	55	--
%	7.0	5.1	12.1	7.1	11.8	18.9	15.9	17.6	33.5	10.1	9.2	19.3	0.4	0.9	1.3	2.7	4.4	7.1	4.3	3.6	7.8	--

Table A5

The frequency of the translation strategies used by all the BA and MA participants

Coll. No.	The Frequency of the Strategies Used by All trainees																						
	Approximation			Literal Translation			Synonymy			Paraphrasing			Elaboration and explication			Transposition			Omission			No Translation (out of 80)	
	BA	MA	Total	BA	MA	Total	BA	MA	Total	BA	MA	Total	BA	MA	Total	BA	MA	Total	BA	MA	Total		
1	8	5	13	7	5	12	16	15	31	4	8	12	0	1	1	0	0	0	0	2	2	9	
2	5	1	6	13	12	25	5	2	7	7	9	16	1	0	1	3	14	17	1	1	2	6	
3	3	5	8	18	10	28	3	8	11	2	5	7	0	0	0	0	0	0	3	4	7	19	
4	4	5	9	2	1	3	8	10	18	7	1	8	1	1	2	15	20	35	0	2	2	3	
5	3	7	10	11	4	15	4	7	11	9	11	20	0	0	0	8	5	13	3	2	5	6	
6	3	4	7	17	7	24	10	16	26	5	6	11	0	1	1	1	0	1	0	4	4	6	
7	3	5	8	17	8	25	4	12	16	5	7	12	0	0	0	2	0	2	1	3	4	13	
8	4	2	6	11	4	15	6	21	27	9	11	20	2	1	3	2	0	2	1	0	1	6	
9	0	3	3	8	6	14	24	20	44	3	4	7	1	0	1	0	1	1	0	2	2	8	

10	1	1	2	20	12	32	0	0	0	6	16	22	0	1	1	1	0	1	1	0	1	21
11	4	5	9	18	14	32	5	7	12	6	7	13	0	0	0	0	0	0	4	3	7	7
12	4	6	10	5	4	9	23	17	40	1	2	3	0	0	0	0	0	6	8	14	4	
13	2	3	5	7	9	16	12	19	31	10	3	13	0	1	1	4	4	8	1	0	1	5
14	0	3	3	7	3	10	10	10	20	10	9	19	1	0	1	0	2	2	7	7	14	11
15	2	4	6	5	3	8	14	19	33	12	6	18	0	0	0	1	3	4	2	0	2	9
16	4	6	10	15	5	20	6	3	9	5	5	10	0	2	2	0	0	0	6	10	16	13
17	6	6	12	8	4	12	6	3	9	9	16	25	0	1	1	2	0	2	1	2	3	16
18	3	2	5	4	16	20	7	5	12	2	3	5	0	0	0	4	1	5	5	3	8	25
19	9	7	16	5	6	11	17	18	35	3	3	6	0	0	0	0	0	0	0	1	1	10
20	3	5	8	2	0	2	22	24	46	2	4	6	0	0	0	3	0	3	2	1	3	12
Total	71	85	156	200	133	333	202	236	438	117	136	253	6	9	15	46	50	96	44	55	99	--
%	5.1	6.1	11.2	14.4	9.6	24.0	14.5	17.0	31.5	8.4	9.8	18.2	0.4	0.7	1.1	3.3	3.6	6.9	3.1	4.0	7.1	--