Investigating Strategic Cognitive Behavior In Simultaneous Interpreting of Collocation

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Abstract

Simultaneous interpreting is regarded as a complex task as it entails comprehension of the source language, storage at the short-term memory and reproduction of the message according to target language norms. During SI, many concurrent cognitive processes take place to reflect the complex and demanding characteristics of the task. Due to this complexity, SI cause various problems for interpreters in all discourse levels which require online strategies to overcome these problems. The interpretation of collocations as being language-specific elements is considered among the major problems interpreters encounter during the interpreting task. The study aims at identifying the strategies applied by professional and student interpreters as well as studying the effect of directionality during rendering collocations in English-Arabic-English SI tasks. The study hypothesizes that collocations do not need much cognitive efforts if the interpreter is well acquainted with a great deal of them. Otherwise, s/he is very likely to face some difficulties and problems in translating them. The study is qualitatively analyzed according to Seleskovitch (1968)

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model which considers the transference of meaning is the interpreter's main concern rather than transferring the linguistic elements between SL and TL. It also used Lörscher's (1991) model to identify the strategies and the percentage of each strategy that was applied by the participants. The analysis showed that professionals were able to provide adequate renderings for collocations as they are ready made chunks that do not require great processing effort. Moreover, they used their experience and knowledge to apply the strategy of inference which was mainly used to derive the meaning of the collocation from the context while studentsresorted to literal translation and omitting the collocations which have negative effects on the their performance and consequently led to distort the process of interpreting.

Keywords: simultaneous interpreting, collocations, cognitive processes, problems, strategies

بحث السلوك الاستراتيجي الادراكي في ترجمة المصاحبات اللفظية في الترجمة الفورية

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الـمستخلـص

تُعتبر الترجمة الفورية مهمة معقدة حيث تتضمن فهم الكلام في لغة المصدر، وخزنه في الذاكرة لمدة وجيزة ثم اعادة تقديمه وفقًا لمعايير اللغة المستهدفة. خلال الترجمة الفورية، تحدث العديد من العمليات الإدراكية المتزامنة لتعكس الخصائص المعقدة والمتطلبات العالية للمهمة. نظرًا لهذه التعقيدات، تتسبب الترجمة الفورية بمشاكل متنوعة للمترجمين في جميع مستويات الخطاب، مما يتطلب استراتيجيات للتغلب على هذه المشاكل. تُعتبر ترجمة الكلمات والتعابير المتلازمة كعناصر محددة للغة من بين المشاكل الرئيسية التي يواجهها المترجمون أثناء أداء مهمتهم. تهدف الدراسة إلى تحديد الاستراتيجيات التي يطبقها المترجمون المحترفون والطلاب، بالإضافة إلى دراسة تأثير اتجاه الترجمة على ترجمة الكلمات والتعابير في المهام الترجمة بين الإنجليزية والعربية والإنجليزية. تفترض الدراسة أن ترجمة الكلمات والتعابير المتلازمة لا تتطلب جهدًا إدراكيًا كبيرًا إذا كان المترجم على دراية بالكثير منها. وإلا، فمن المرجح أن يواجه صعوبات ومشاكل في ترجمتها. تم تحليل الدراسة بشكل نوعي وفقًا لنموذج سيليسكوفيتش (1968)، الذي يعتبر نقل المعنى هو الاهتمام الرئيسي للمترجم بدلاً من نقل العناصر اللغوية بين اللغتين. استخدمت هذه الدراسة نموذج ليرشر (1991) لتحديد الاستراتيجيات ونسبة استخدام كل استراتيجية من قبل المشاركين. أظهر التحليل أن المحترفين كانوا قادرين على تقديم

ترجمات مناسبة للكلمات والتعابير المتلازمة كوحدات جاهزة لا تتطلب جهدا لتقديمها. وعلاوة على ذلك، استفادوا من خبراتهم ومعرفتهم لتطبيق استراتيجية الاستنتاج التي استُخدمت بشكل رئيسي لاستخلاص معنى الكلمات والتعابير من السياق، في حين أن الطلاب استخدموا الترجمة الحرفية وحذف الكلمات والتعابير، مما أثر سلبًا على أدائهم وأدى في النهاية إلى تشويه عملية الترجمة.

الكلمات الدالة: الترجمة الفورية، المصاحبات اللفظية، العمليات الادراكية، المشكلات، الاستراتيجيات

1. Introduction

One of the important modes of interpreting is simultaneous interpreting (SI), sometimes also called conference interpreting, which is a complex task that involves various mental processes which take place at the real time. In other words, during SI new chunk is continuously presented while the interpreter is simultaneously busy with understanding and analyzing that chunk and storing segments of it in memory. At the same time, an earlier chunk should be cognitively processed into the has to be processed target language and an even earlier chunk should be articulated (Gerver, 1976: 165). Similarly, Pöchhacker (2004: 10) defined interpreting as "a form of translation in which a first and final rendition in another language is produced on the basis of a one-time presentation of an utterance in a source language".

Compared to other aspects, the interpretation of collocations has not received much attention particularly in the field of interpreting studies. This aspect seems to include words, groups, or chunks that can be kept in pairs in memory which requires linguistic and extra-linguistic skills to be retrieved during a demanding task like simultaneous interpreting (Mohammed, 2015). The process of interpreting collocations could be more challenging during rendering between two languages that have different cultural systems such as English and Arabic.

2. Collocations

In linguistics, collocations can be defined as " a habitual co-occurrence of individual lexical items" (Crystal, 2008: 68). similarly, Herbst (1996: 380) defines a collocation as "a type of word combination, most commonly as one that is fixed to some

degree but not completely". In the same line Ghazala (2008:106) considers collocations as two or more words which always occur together in different language contexts and texts. Baker (2018: 54) believes that collocations play a vital role in language as they are considered the most beautiful part of it as their existence is inevitable in all types of texts. In the same line,Khalel (2019) describes the main characteristics of collocations as: a) it cannot be separated, b) no change or replacement in the parts of collocations even if they have the same meaning, c) the collocated elements are fixed (2019: 23).

Most of the collocation taxonomies were proposed on the basis of grammatical use relying on word classes and grammatical groupings that occur together in the language (Newmark, 1988; Ghazal, 2008, Nofal, 2012). Newmark (1988:213) believes that *"translation is sometimes a continual struggle to find appropriate collocations, a process of connecting up appropriate nouns with verbs and verbs with nouns, and, in the second instance, collocating appropriate adjectives to the nouns, and adverbs or adverbial groups to the verbs; in the third instance, collocating appropriate connectives or conjunctions".* This author presents a classification of collocations which includes three categories: adjective with a noun "raging storm" عاصفة هوجاء, noun with noun "loss of memory" فقدان الذاكرة, and verb with noun "pass a law" يسن قانونا.

Various studies focused on collocations particularly in translation between English and Arabic. To identify the difficulties of rendering collocations in English-Arabic-English and the strategies applied, Bahumaid (2006) conducts an experimental study for student and professional translators. The results reflect that collocations pose problems not only for the students but even for professionals during the translation of English and Arabic. These problems were expected to be related to the lexical differences between the SL and the TL.

In the same line, Faris and Suha (2013:1-16) investigates the problems of translating English collocations into Arabic and their solutions. The study shows that during English to Arabic translation of collocations, three problematic areas can be derived: a) the difficulty of generalization as in "seize the opportunity" which has its Arabic equivalent ينتهز الفرصة but "seize power" cannot be "ينتهز السلطة" while the correct translation is"يستولي على السلطة" . Thus, the word "seize" cannot be always translated into ينتهز. Hence,

generalizing the meaning of collocation is not possible due to the differences between collocations.

b) the existence of different corresponding English collocations with the same sense which can be replaced by only one single Arabic meaning as in "well and good"/ "hale and hearty"/ "right and proper" which only refer to one Arabic equivalent صحة وعافية. Therefore, translators render English collocations literally.

c) Cultural difference between the SL and the TL has significant effect on the translation of collocation as in "as pretty as a picture" which cannot be rendered into جميل كالصورة "a beautiful picture", but it should be أحلى من الصورة "more beautiful than the picture".

2.1. Problems of Rendering Collocations

Abdelaal (2020: 128-130) classifies the problems that may be raised during rendering collocations into the following:

a. The engrossing effect of ST patterning

During the rendering of collocations, translators become engrossed in the SL collocation which leads to provide odd collocation in the TL. In other words, translators resort to follow the SL collocation literally such as rendering "break the law" literally into يكسر القانون , while the adequate translation should be يخالف القانون. Similarly, translators should avoid literal translation when the English equivalent is available as in هجرة دماغية and "brain drain" and عسل قمر "honeymoon" respectively. In this respect, translators have to provide the TL equivalent and avoid as much as possible rendering collocations literally (Ghazal, 2008; Mustafa, 2010).

b. Misinterpreting the meaning of an SL collocation

The translator conveys different meaning of SL collocation when both SL and TL collocations have identical form but different meaning. In this context, Baker(2011, 62) provides the following example:

ST: The industrialist had been struck by his appearance as someone **with modest means**.

TT: رجل الصناعة مظهره ينم عن **التواضع والبساطة**

In this example, the SL collocation '**with modest means**' was rendered into **التواضع والبساطة**('modesty and simplicity'), which has the TL effect on the translation which led to inappropriate rendering. In order to preserve the meaning of the SL collocation during rendering this collocation, see the following renderings غير ثري او ذو دخل محدود ('poor/limited income').

c. The tension between accuracy and naturalness

Baker (2011) describes the situation when the translator experiences tension to prioritize either accuracy or naturalness as it is impossible to maintain both. It could be more difficult for the interpreter as he/she works under the cognitive load with time limits during the process of SI. This author provides this example of 'law', that could be 'bad' or 'good'. However, it could be naturally rendered intoقانون عادل/غير عادل('fair/unfair law'), which has different SL meaning. Moreover, the English collocation 'hard drinks' can be rendered into 'alcoholic drinks'. However, the structure 'hard drinks' does not refer to all alcoholic drinks as it only refers to spirits such as gin and whisky but it does not refer to other alcoholic drinks such as beer. The translator/interpreter has to prioritize either naturalness and renders 'hard drinks' intoمشروبات كحولية or accuracy to render this structure into مشروبات ثقيلة.

Farghal and Almanna (2015:74) mention that some verbs may acquire collocated meaning that is different from their original meaning as in the case of the verb 'pay' which may collocate with other words that are not related to money such as pay a compliment يقوم بزيارة "perform a visit", pay attention يعبر عن الاعجاب "express admiration", pay a visit يعير الانتباه "lend attention", and pay respect يعبر عن الاحترام "express respect". Therefore, it is hard to obtain semantic correspondence between English and Arabic in collocations that is derived from the primary meaning.

2.2. Culture-specific collocations

Some collocations are considered language specific structures that refer to particular culture which require extra effort to be rendered into TL. Otherwise, the literal translation will reflect different meaning of the SL collocation. Baker (2011, 66) provides

the following English collocation '**damaged, dry, and brittle hair**', which was translated into Arabic as

الشعر المقصف، المتأذي أو التالف، و أيضا للشعر الجاف أو الضعيف البنية او القابل للتكسر

The SL collocations are considered culture specific structure as the word hair in English can collocate with 'damaged', 'dry' or 'brittle'. In Arabic, on the other hand, it can be خشن، ناعم،متقصف('split-ends', 'dry', 'oily', 'coarse', and 'smooth'). According to Baker (2011) rendering, this collocation into Arabic literally could produce inappropriate rendering as translating SL collocations literally does not always consider accurate rendering.

2.3. Marked collocations in the source text

Marked collocations take the form of images that were created in the SL and they are also marked in their TL translation. For example, John Steinbeck used 'the sun sank', the Nobel laureate, in his novel *The Red Pony*. The writer in thiscase may find himself translating it literally as غرقت الشمس to create a similar unmarked collocation in the TL.

2.4. Strategies of rendering collocations

Seleskovitch (1978) assumes that there are three "techniques of analysis" that help interpreters understand the source speech: the pre-existing knowledge, the interpreter's stance, and visualization. In his Efforts Model, Gile (1995) considers conscious cognitive and non-automatic processes are involved in the process of interpreting. As opposed to unconscious or spontaneous reactions, he suggests a set of deliberate strategies or coping tactics intended to prevent or solve potential problems. In this regard, an interpreting strategy can be defined as a goal oriented and intentional act that is considered significant in the process of interpreting (Kalina, 1998). According to the same author, the use of particular strategy leads to its automation which reduces the cognitive load of interpreting.

Literature review shows that studying the strategies applied in rendering collocations in the combination of English and Arabic has not been investigated widely. However, problems of interpreting collocations and the interpreters' strategies were investigated by Mohammed (2015) and Aal-Hajiahmed (2022). In this context, Mohammed (2015) investigates the strategies applied by student interpreters when interpreting collocations in SI task from Arabic to English. This researcher used the Interpretive Theory of Translation as a parameter of her study to identify the strategies applied by the participants to render collocations. She used a questionnaire as an

instrument to quantitatively analyse students' reports and the transcription of their interpreting recordings to qualitatively analyse their interpretations of the collocations. The results of the study show that the students resorted to apply the strategy of finding TL equivalence while interpreting collocations. They also used partial omission when they merged the words to preserve the meaning of collocations, particularly during rendering collocations with semantic repetition. Moreover, the participants of this study used paraphrasing to render the Arabic collocations into English in addition to combining strategies to provide appropriate renderings for the English collocations.

Aal-Hajiahmed (2022) investigates in a pilot study, in addition to other elements, the problems of rendering collocations in English-Arabic-English SI tasks. He applied process (questionnaires and interviews) and product (participants' interpreting recordings) analyses to identify the problems of interpreting collocations for two groups of interpreters: 30 students and two professionals in English-Arabic-English SI tasks. The study revealed that the students encountered more problems with rendering collocations than professionals in the two SI tasks. In this regard, students resorted to omitting the collocations when they could not provide the accurate equivalent.

In this context, Barik (1975) found out that experts may resort to omit the redundant and unnecessary structures whereas,students and other bilingual groups tend to omit important information that affects negatively on the interpreting process. Furthermore, professionals used the strategies of relying on the context to provide the meaning of the SL collocations and self-correction while omission and literal renderings were the main solutions for the students (Liontou, 2011; Aal-Hajiahmed, 2022) Similarly, Chernov (2004: 57) refers to inference as a strategy that help interpreters to draw expectations regarding the SL messages based on linguistic and extra linguistic characteristics including the pragmatic dimension.

3. Research Methodology
 The research methodology of this study includes the following:
3.1. Data Collection

To study the strategies applied by professional and student interpreters during English-Arabic-English SI tasks, 30 student interpreters and 3 professionals conducted an experimental study at Princess Norah Bintu Abdurrahman University/KSA, College of

Languages, Department of Translation. The subjects first, filled in pre-task questionnaire asking general questions about age, languages, and training. They performed SI task from English to Arabic, and then filled in a pre-task questionnaire asking about the problems with rendering the collocations, and the strategies applied. A sample of 30 female student interpreters and 3 professional interpreters took part in the experiment. As for the students, their A language is Arabic and their B language is English, 3 students have French as their C language. The students are at fourth year of their academic year. Their ages range between 21-26 and only three of them received training courses in interpreting, namely, consecutive and sight interpreting. The professionals were members of the department staff and have experience in conference interpreting for 10-15 years. Their ages range between 33-35 and their native language is Arabic while English is their foreign language. Two professionals speak Spanish as their C language. Moreover, the professionals participated and supervised training courses in SI and CI inside and outside the KSA.

3.2. Model Adopted

The triangular cognitive model is developed by Seleskovitch (1962) to describe the cognitive processes involved in the process of interpreting is adopted in this study to investigate interpreters' ability to grasp the meaning of SL collocations and convey it in the TL during the SI tasks. This model regards comprehending and expressing the sense as part of a three-part process that was considered the basis of the Paris School (Russell, 2005). Seleskovitch (1977) describes interpreting as basically a transference of sense rather than the linguistic elements of the SL. She states: *"interpretation is not a direct conversion of the linguistic meaning of the SL to the TL, but a conversion from SL to sense, the intermediate link being nonverbal thought, which, once consciously grasped, can then be expressed in any language regardless of the words used in the original language"* (Diriker, 2015: 368- 369).

To achieve a successful interpretation, Seleskovitch (1978) considers the act of "deverbalization" as the main mental operation in the process of interpretation. In this context, Setton (2015: 265) adds that deverbalization refers to grasping the SL intended meaning and re-delivering it in the TL which entails skipping the linguistic conversion of SL segments. Russell and Takeda (2015) argue that, in Seleskovitch's model, the

interpreter can resort to transcoding only when rendering names and numbers otherwise conveying the SL meaning is the main aspect of interpreter's successful performance.

3.3 Materials used

The English speech was selected and adapted to be simultaneously interpreted from English into Arabic and which includes a group of grammatical and cultural English collocations; only 10 collocations are investigated in this study. The average time of the speech was 3 minutes and the average delivery speed of the English speech was 100-110 words per minute, which is considered a normal speed based on Schlesinger (2003). Similarly, the Arabic speech chosen for the study includes a bunch of grammatical and cultural collocations; only 10 are studied.As in the English speech, the duration of the Arabic speech was about 3 minutes with delivery speed rate of 100 (WPM). The speeches were used in this study were adapted to include different types of collocations that serve to achieve the objectives of this study.

3.4. Development of the Experiment

The study investigates the strategies applied when rendering collocation in SI in English and Arabic combination. The participants were informed before the day of experiment and got general ideas about the source speeches but they have not been accessed to them. The students' experiment was conducted at the Lab of the Department of Translation, College of Languages, University of Princess Norah Bintu Abdurrahman, during the summer training courses in July 2022. To avoid being fatigued and tired, they conducted the experiment in two different days; first English to Arabic task and then Arabic to English task. As for the professionals, they conducted the experiment in two different days during September 2022. The participants in this study performed an English-Arabic SI task, immediately after the task they answered interview questions to get information about the participants' cognitive processes when rendering collocations. After that they answered post interpreting questionnaire regarding the problems of interpreting collocations and the coping strategies used to solve the problems. On the next day, they performed another SI task Arabic into English with the same procedures. All the materials were delivered by email as the audio recordings were transcribed and analysed according to the methodology applied for this study.

3.5. Data Analysis

This study used retrospective protocols (questionnaires and interviews) as instruments to collect data from the participants regarding the interpretations of collocations as well as the participants interpreting recordings. The analysis of this study is based on the participants' reports (questionnaires and interviews) regarding the interpretation of collocations (process) which will be triangulated with analysing their interpreting recordings (product). The analysis includes both quantitative and qualitative procedures: quantitative analysis, on one hand, is based on Lörscher's (1991) model to identifythe number adequate and inadequate renderings and the percentage of each strategy applied by the participants when rendering collocations. Moreover, it can help to study the effect of directionality in the performance of both groups. On the other hand, the qualitative analysis includes analysing the participants' interpreting recordings regarding the interpretation of collocations based on Seleskovitch's Triangular Process Model (1968) which focuses on transferring the meaning of SL collocation rather than transferring the its linguistic elements.

4. Findings

The findings of this study can be divided into two parts:

4.1. Students' study

Students' study includes the analysis of two SI tasks.

4.1.1. English into Arabic task

The analysis of students' post interpreting reports (questionnaires and interviews) and the analysis of their interpreting recordings reflect that not all students were able to identify the problems with rendering collocations. In other words, some students did not report having problems with rendering collocations but the analysis of their interpreting recordings identified inadequate renderings of collocations in both SI tasks.

The analysis reflects that 15 students interpreted the English collocation literally "**hot temper**" into مزاج حار which is considered inappropriate because the adjective حار does not collocate with the noun مزاج in Arabic. However, 7 students interpreted it into مزاجي "moody" which does not reflect the intended meaning of the English collocation. Similarly, 4 students resorted to omit this collocation from their interpretations as they

reportedly could not recall its equivalent. On the other hand, 4 students used paraphrasing to render this collocation when they provided سيئ الطبع "bad temper" which is relatively close to the English equivalent.

Only 7 student successfully interpreted "**break the law**" into يخرق القانون. However, 7 students provided ينتهك القانون "violate the law" which has the same SL meaning. Similarly, 5 students could not provide the meaning when they rendered it into يعارض القانون "opposes the law". In the contrary, 9 students rendered it into يدمر القانون "destroy the law" and يدمر النظام " destroy the system" which are considered literal renderings that reflect different SL meaning whereas, 2 student resorted to omitting this collocation from their renderings.

The English collocation "**around the corner**" على الابواب was interpreted inappropriately as 9 students rendered it literally into في زوايا "in the corners" and في كل زاوية " in each corner" and 6 students provided wrong interpretations such as into في كل مكان "everywhere", حولنا "around us", and بعيدا "faraway". In the same line, 3 students omitted this collocation from their interpretations which affected the interpreting process. In contrast, 9 students managed to interpret it adequately when they provided the meaning على الابواب and على الاعتاب "by the doors" and "by the gates". However, 3 students used the strategy of inference when they rendered it into قريبا "is close" as they reportedly relied on the context.

Different interpretations were identified during rendering "**pay a compliment**" يعبر عن الاعجاب "to express admiration" as 7 students partially omitted this collocation when they rendered it into اعجب "admire". Another 7 students resorted to literal rendering as they provide يقدم اعجاب "present admiration" which reflects different meaning. In the same line, 6 students used partial omission with relying on the context when they interpreted it into احب "like", دعم "support" and رحب "welcome". Omitting the whole collocation was adopted by 5 students and another 5 students successfully provided the appropriate Arabic equivalent يعبر عن الاعجاب "to express admiration".

Literal rendering was the main aspect during interpreting "**heavy meal**" for 12 students who rendered it into وجبة كبيرة and وجبة ثقيلة "weighty meal, big meal" which do not reflect the intended meaning of the English collocation. Similarly, 5 students resorted to partial omission when they rendered it into الطعام ,الغداء "lunch, food" while 4 students

omitted the whole collocation from their renderings. On the contrary, 9 students to successfully provide adequate rendering وجبة دسمة "fatty meal" as most of them reportedly applied the strategy of inference when they relied on the context to grasp the meaning.

Most of the students did not convey the accurate equivalent of English collocation "**crowd of people**". In other words, 8 students preserved the meaning when they provided مجموعة من الناس "group of people" as they reportedly paraphrased it. Similarly, 8 students provided the Arabic equivalent appropriately حشد من الناس . On the contrary, 11 students applied partial omission when they rendered it into البعض and الناس "some people". Omitting this collocation from their renderings was adopted by 3 students as they reportedly could not understand it appropriately.

The students provided different interpretations for "**bad need**" as 8 students rendered it literally which conveyed inappropriate renderings حاجة سيئة, حاجة سيئة جدا, شيء غير مرغوب "bad need, very bad need, undesirable thing". Omitting the collocation was adopted by 4 students whereas, 7 students applied partial omission when they provided حاجة "need" only due to understanding issues. In contrast, 9 students successfully conveyed the accurate Arabic equivalent when they provided حاجة ماسة whereas, 2 students used paraphrasing when they rendered it into حاجة ضرورية and حاجة ملحة "urgent need" and "necessary need".

The collocation "**hit the books**" was interpreted differently as 10 students resorted to literal rendering امسك الكتب , ضرب الكتب " beat the books, catch the books" which reflects different meaning. Mishearing and misunderstanding this collocation were the main cause of providing inadequate interpretation for 7 students as they reportedly thought that the speaker meant "hit the box" ضرب الصندوق "beat the box". Similarly, 4 students provided inadequate renderings when they interpreted it into احضر الكتب, هيئ الكتب, نظر الى الكتب (looked at the books, prepared the books, brought the books). In the same line, 5 students resorted to omitting the whole collocation from their interpretations. In contrast, 4 students managed to successfully provide the correct Arabic equivalent يدرس بجد "studying hard" which reflect the intended meaning of the English collocation.

Most of the students could not provide the accurate equivalent for the "**keep the promise**" as 14 students followed this structure literally when they rendered it into يحفظ الوعد. However, 7 students paraphrased it and provided a TL structure which close to the original meaning when they interpreted it into يحترم الوعد "respect the promise'. In the same line, 5 students managed to successfully provide a TL equivalent يوفي بالوعد whereas, 4 students resorted to omitting this structure from their renderings.

The students did encounter problems with rendering "**make money**" as 21 subjects rendered it into ربح اموالا, حصل على المال, جمع المال "collect money, obtain money, win money" which maintain to the original meaning. However, 4 students rendered it literally into يصنع الاموال "manufacture money" which reflects different meaning. In contrast, 5 students resorted to omitting this collocation in their renderings. The majority of students reportedly did not encounter problems with interpreting this collocation.

4.1.2. Arabic into English task

The analysis of Arabic collocation **قطع عهدا على نفسه** "made a promise on himself" shows that the majority of students failed to interpret this collocation appropriately. In other words, 13 students rendered it literally into "cut a promise on himself" which is not accepted in English. Similarly, 3 students omitted this collocation from their renderings and 4 students provided incorrect renderings. However, 7 students paraphrased it as they used "promised himself" which reflects the original meaning. In the same line, 3 students managed to successfully provide the English equivalent. They reportedly related the difficulties with rendering this collocation to time pressure and the unavailability of the English equivalent.

Rendering **تكبد خسائر فادحه** "suffered heavy losses" was considered one of the problematic structures as 19 students failed to provide the English equivalent appropriately when they provided different renderings such as "big loss, huge loss, got lost a lot, great losses". In the same line, 4 students resorted to omitting this structure from their interpretations. On the contrary, 4 students used paraphrasing when they provided " suffered heavily" which relatively conveys the original meaning and 3 students rendered it appropriately when they provided the English equivalent.

The interpretation of القضاء والقدر "destiny/ fate" was also problematic for students as 18 students tried to provide both "destiny and fate " which is not acceptable in English and cannot be collocated together. Similarly, 4 students omitted this structure from their rendering whereas, 8 students successfully provided either "destiny" or "fate" which is considered appropriate interpretation.

Students faced difficulties with rendering التعاون الوثيق "close cooperation" as 15 students provided " strong cooperation, firm cooperation, connected cooperation" which are not accepted as collocations in English. In the same line, 8 students resorted to partially omit this structure as they rendered it into "cooperation", whereas, 4 students omitted the whole structure from their renderings. On the contrary, 3 students rendered it appropriately.

The students encountered problems with متعطش للسلطة "hungry for power" as 13 students interpreted it literally into "thirsty to power" which is not acceptable in English because "hungry" cannot collocate with "power". In the same line, 5 students resorted to omitting the whole structure from their renderings which has an effect on the interpreting process. However, 7 students tried to paraphrase it and provide "want power, need power, love the power" which are close to the original meaning. Moreover, 5 students managed to successfully provide the English equivalent.

The structure يضرب مثلا "to set an example" was interpreted differently as 11 students rendered it into "give an example" which is considered adequate rendering as the verb "give" collocates with "example" in English. However, 7 students tried to interpret this structure literally when they provided "hit or hitting an example" that is not acceptable in English. In the same line, 4 students reflect different meaning when they rendered it into "for example". Omitting this structure was adopted by 4 students whereas, 4 students succeeded to provide the English equivalent structure.

The majority of students rendered رأى حلما "had a dream" inappropriately as 14 students interpreted this structure literally into "saw a dream, witnessed a dream, watched a dream, considered a dream" which are not acceptable in English. In the same line 4 students resorted to omitting this structure from their interpretations. In contrast, 6 students used partial omission when they provided "dreamt" and another 6 students rendered it appropriately when they provided the English equivalent.

The students could not interpreted **قطع شوطا في** "made much progress in" adequately because 14 students could not understand the real meaning of this collocation when they literally rendered it into " cut a long way, cut the time, cutting the way to". In the same line, 11 students resorted to omitting the whole structure from their renderings whereas, 5 students paraphrased it and provided " progressed" which close to the original meaning.

The students encountered problems with rendering **شرب الحساء** "eat soup" as 18 students rendered it literally "drink soup" which is not possible in English as the verb "drink" does not collocate with "soup". In the same line, 5 students resorted to omit this structure from their renderings. In contrast, 4 students provided the meaning of the SL collocation when they interpreted it into "have soup" whereas, 3 students successfully managed to provide English equivalent.

The collocation **شاي ثقيل** "strong tea" is considered problematic for students as 14 students provided literal interpretation "heavy tea" which is not acceptable in English as the adjective "heavy" does not collocate with "tea". However, 6 students used partial omission to this structure when they provided "tea" only which could be close to the original meaning. In the same line, 4 students resorted to omitting the structure from their interpretations whereas, 6 students rendered it appropriately when they provided the accurate equivalent.

4.2. Professionals' study
The analysis of professionals' study includes the following:

4.2.1. English to Arabic Task

The interpretation of "**hot temper**" حاد الطبع was rendered differently by the professionals. The interpretation of P1 rendered states صعب المزاج "hard temper" which conveyed the original meaning. Similarly, P3 interpreted it into صعب التعامل "hard to deal with" whereas, P2 successfully provided the English equivalent. Two professionals rendered "**break the law**" into يخرق القانون which is the accurate equivalent of the SL collocation. However, P2 provided ينتهك القانون "violate the law" which is also close to the same meaning. Similarly, two professionals succeeded to render "**around the corner**" على الابواب "Lit. on the doors" which refers to their closeness. In the same line, P1 rendered it into على الاعتاب "by the gates".

The professionals resorted to convey the meaning of "**pay a compliment**" يعبر عن "to express admiration" when they provided يعجب "admire" as they partially الاعجاب omitted the collocation. However, they preserved the meaning when they relied on the context based on their reports. Providing close equivalent was clearly identified in the renderings of two professionals when they rendered "**heavy meal**" وجبة دسمة as they rendered it into وجبة شهية and وجبة لذيذة "delicious meal" while P2 provided the accurate equivalent وجبة دسمة.

In the same line, the professionals rendered "**crowd of people**" حشد من الناسappropriately. In other words, P3 rendered it accurately when they provided the equivalent. Similarly, P2 provided a close equivalent which has the same meaning مجموعة من الناس "group of people", and P1 successfully provided the accurate equivalent حشد من الناس. Two professionals managed to render "**bad need**" حاجة ماسةappropriately, while P2 resorted to partial omission when she rendered it into حاجة "need".

The collocation "**hit the books**" يدرس بجد "study hard" was interpreted differently as P1 rendered it into بدا بالدراسة "started to study", P2 interpreted it into انغمس بالكتب "dive into the books", while P3 provided كرس وقته للدراسة "dedicated his time to study" which is the closest structure of the accurate equivalent يدرس بجد. The professionals reportedly relied on the context to infer the original meaning. In the same line, the professionals succeeded to render "**keep the promise**" يحترم الوعد and يلتزم بالوعد as P1 and P2 provided يوفي بالوعد "respect the promise" and "adhere to promise", whereas P3 rendered it into يوفي بوعده which is the accurate equivalent. Similarly, all the professionals provided the accurate equivalent of "**make money**" يحصل على المال and يحقق اموالا "gain money" and "Lit. achieve money" respectively which have the same SL meaning.

4.2.2. Arabic into English task

The analysis of Arabic collocation **قطع عهدا على نفسه**"made a promise on himself" shows that the professionals focused on conveying the meaning rather than providing accurate equivalent. In other words, P1 and P3 applied partial omission when they rendered it into "promised" whereas, P2 used a close equivalent "committed himself". They reportedly relied on the context to convey the meaning of the SL collocation.

P1 applied paraphrasing when he changed the structure of تكبد خسائر فادحه "suffered heavy losses" into passive "heavy losses were detected". However, P2 focused on the meaning when she provided "he suffered great losses" while P3 successfully managed to provide the accurate equivalent. The interpretation of القضاء والقدر "destiny/ fate" was rendered adequately by professionals as P1 and P2 rendered it into "fate" whereas, P3 provided "destiny". Partial omission was identified during the rendering ofالتعاون الوثيق "close cooperation" as P2 and P3 provided "cooperation' whereas, P1 rendered it appropriately when she provided the accurate equivalent. Professionals rendered متعطش للسلطة "hungry for power" differently as P1 used "need power", P2 interpreted it first into "thirsty then she corrected herself and said "hungry for power".

Similarly, P3 rendered it into "hungry for power". Relying on the context, professionals rendered يضرب مثلا "to set an example" into "give an example" and also partially omitted this collocation when P2 provided "exemplify". Two professionals rendered رأى حلما "had a dream" into "dreamt" while P1 provided the verb and the noun "had a dream" which is the accurate equivalent. In the same line, two professionals renderedشرب الحساء "eat soup" into "have soup" while P1 corrected herself when she first rendered it into "drink" then she said "sorry eat". The collocation شاي ثقيل "strong tea" is rendered adequately when they provided the accurate equivalent.

5. Discussion and results

The analysis shows that student interpreters could not manage to render collocations appropriately as 68% of English collocations were inadequately rendered into Arabic whereas, 76% were considered inadequate renderings for the students in Arabic into English task. In contrast, professionals were able to successfully render collocations through providing the accurate SL equivalents and conveying the meaning of these elements.

Having said that, this study shows that student interpreters mainly resorted to literal translation when rendering collocations in both SI tasks. Rendering collocations literally particularly those were related to culture specific and language specificity can reflect different meaning and has a negative effect on interpreter's performance (Ghazal, 2008; Mustafa, 2010; Farghal and Almanna, 2015). As compared to other strategies, the

percentage of literal rendering for student interpreters is 61% in English to Arabic task whereas 52% is the percentage of the same strategy during Arabic to English task. On the contrary, professionals relied on their experience to convey the meaning from the context rather than following SL collocations literally (Aal-Hajiahmed, 2022).

Except in few cases, students could not develop the required strategies to overcome the problems of rendering collocations, therefore; they resorted to omitting the collocations from their renderings. In this regard, 25% of English collections were omitted when rendering into Arabic whereas, the students omitted 22% of the collocations when rendering into English. They reportedly related that to time pressure and comprehension aspects. In the same line, professionals avoided omitting the collocations as they carry important information (Barik, 1975).

Paraphrasing were applied by some students specially during Arabic into English task which helped them to convey the meaning and kept the interpreting flow. They reportedly related omitting the collocations to time pressure which prevented them from understanding the SL collocations appropriately. This strategy counts 10% of the total strategies used by the students (Mohammed, 2015). However, this strategy was not identified in the interpretations of professionals.

Professionals managed to provide SL equivalents for most of the collocations appropriately as they reportedly consider these elements as ready chunks that can be retrieved easily. However, they often applied the strategy of inference when they could not provide the accurate equivalent. According to their reports, professionals used their experience and skills to grasp the meaning of the SL collocations from the context. In contrast, students could not infer the meaning as they do not have the linguistic and extra-linguistic knowledge to get the meaning of SL collocations, therefore; in many cases, they resorted to omitting the collocations from the TL (Chernov, 2004).

Partial omission was used by some students when they could not provide the accurate equivalent as they interpreted part of the structure when itpreserves the meaning such as "crowed of people" and التعاون الوثيق "close cooperation" respectively were rendered into "people" and "cooperation". Similarly, professionals used partial omission when they tried to avoid unclear renderings for some Arabic collocations. They reportedly considered

rendering part of the collocation wouldpreserve the original meaning the collocation though it is not accurate equivalent. This strategy counts 13% of the total strategies used by professionals particularly during Arabic to English task (Mohammed, 2015).

Professionals applied self-correction strategy when they tried to correct themselves during rendering some of the Arabic collocations into English such as يشرب الحساء "eat soup" when P1 corrected herself as she first mentioned "drink" then said "sorry eat" Liontou (2011). However, students could not manage to correct themselves when they made mistakes with rendering collocations.

With regard to directionality, students encountered more problems with rendering Arabic collocations into English than into the opposite direction. Moreover, they applied more strategies in Arabic to English SI task than from the other direction. On the contrary, professionals managed to render collocations in both SI tasks without any effect of interpreting direction on the professionals' performance. Furthermore, students confirmed having more problems with rendering collocations when interpreting from Arabic to English as they reportedly related that to time pressure, comprehension problems and the difficulties of finding equivalents (Barik, 1973; Aal-Hajiahmed, 2022).

6. Conclusions

The analysis of retrospective protocols in this study reflects that interpreters have to comprehend the SL collocation linguistically and extra linguistically in order to be able to provide equivalent TL collocation or convey the meaning of the original collocation when performing SI between two semantically, syntactically, and culturally different languages such as English and Arabic. The results of this study shows that professional interpreters are able to provide accurate SL equivalents as these elements are ready made chunks that do not require much processing effort. The use of the strategy of inference helps interpreters preserve the meaning and keep the interpreting flow as it reduces the cognitive load and avoids interpreting problems with rendering collocations. To do that interpreters have to focus on getting the sense of the SL collocations from the context relying on their experience and skills rather than following SL collocations literally which may reflect different meaning due to semantic, syntactic, and cultural differences between English and Arabic.

Partial omission of SL collocations may relatively preserve the meaning of the collocation. However, omitting the collocations affects interpreter's performance and distort the interpreting process as it omits important information. In the same line, paraphrasing and providing close equivalents are considered useful solutions when rendering collocation particularly during a demanding task of SI. This study reveals that directionality has an effect on the interpretation of collocations particularly for student interpreters who encountered more problems with rendering collocations when rendering from their native language to their foreign language.

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