Methods of translating war-related collocations: A case study of Yemeni undergraduates

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Received: 9 January 2024
Revised: 11 February 2024
Accepted: 3 March 2024

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Abstract:

The present research project aims to explore translation methods adopted by Yemeni undergraduates when translating war-related collocations from English to Arabic and vice versa. To collect the data, a translation test was given to 64 undergraduate students affiliated to the departments of English and Translation in five Yemeni public and private universities. The test consists of 20 English sentences including war-related collocations to be translated into Arabic, and 20 Arabic sentences to be translated into English. The translation methods used by the students were investigated. Excel statistical analysis software was used to analyze the selected collocations. Percentages were used to quantify the total number of Yemeni undergraduate students who translated the collocations in the translation test. The frequencies of the methods used for the selected collocations were represented as ratios. The findings revealed that the most frequent methods used by students in translating war-related collocations are modulation, paraphrasing, literal translation, and transposition. The findings of the study also highlight implications to be utilized by students and translators in the form of recommendations.

Keywords: *methods, translation, war-related collocations, Yemeni undergraduates*.

أساليب ترجمة المتلازمات اللفظية المتعلقة بالحرب: دراسة حالة للطلاب الجامعيين اليمنيين

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الملخص:

تهدف الدراسة الحالية الى استكشاف أساليب الترجمة التي يتخذها الطلاب الجامعيون اليمنيون عند ترجمة المتلازمات اللفظية المتعلقة بالحرب من اللغة الإنجليزية الى العربية والعكس.

لجمع البيانات قام الباحثان بأعداد اختبار في الترجمة مكون من أربعين متلازمة لفظية مركبة في جمل مفيدة ومن ثم توزيعه على عينة الدراسة المكونة من أربعة وستين طالبا وطالبة ينتمون لأقسام اللغة الإنجليزية والترجمة في خمس جامعات حكومية وأهلية والذين قاموا بترجمة تلك المتلازمات من اللغة الإنجليزية الى العربية والعكس.

لتحليل البيانات قام الباحثان باستخدام برنامجي الاكسل والإحصاء النسخة 18لتنفيذ العمليات الإحصائية. تم بعد ذلك استخدام النسب المئوية لتحديد العدد الإجمالي للطلاب الذين قاموا بترجمة المتلازمات اللفظية في الاختبار الذي أعطي لهم. وقد تم تمثيل معدل التكرار للأساليب المستخدمة في ترجمة المتلازمات اللفظية المختارة كنسب مئوية.

كشفت نتائج الدراسة أن الأساليب الأكثر شيوعا المستخدمة من قبل الطلاب في ترجمة المتلازمات اللفظية المتعلقة بالحرب هي أسلوب التعديل وإعادة الصياغة والترجمة الحرفية والابدال.

تسلط نتائج الدراسة الضوء أيضا على كيفية الاستفادة منها من قبل الطلاب الدارسين والمترجمين في شكل توصيات.

الكلمات المفتاحية: ***أساليب – الترجمة – المتلازمات اللفظية المتعلقة بالحرب – الطلاب الجامعيون اليمنيون.***

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https://doi.org/10.20428/jss.v30i1.2342

Introduction:

Collocation is a process of partnership of words that are expected to match regularly with some other words to form a meaningful semantic unit. The term collocation comes from the Latin for "place together" (Brashi, 2005, P.42). Collocations were first identified by Palmer (1933 as cited in Hassan, (2019, p. 43) as "a string of words that "must or should be learnt or is best or most conveniently learnt as an integral whole or independent entity, rather than by the process of piecing together their component parts". Newmark (1988, p. 213) argues, "collocations are language-specific and culture-bound". He adds, "translation is sometimes a continual struggle to find appropriate collocations, a process of collocating appropriate nouns with verbs and verbs with nouns, and, in the second instance, collocating appropriate adjectives to nouns, and adverbs or adverbial groups to the verbs". Baker (1992, p.16) proposes that translators should avoid carrying over source-language collocations that are untypical of the target language, "unless there is a very good reason for doing so".

Having a good knowledge of collocations plays a vital role, and is considered necessary for translators (Baker, 1992). Baker (1992, p. 17) also argues, "collocations are a wonderful part of language and shed on it an active spirit". They are indispensable for translators, and they exist in any context and at all times. Hence, vulnerability and frequent exposure to war-related collocations affect, to some extent, learner's translation competency and help to enhance their performance, and consequently, achieve native-like articulacy. AL-kasimi (1993) states that collocations in Arabic must be really understood by learners in order to translate English collocations by the same magnificence that they add to their language. It is also necessary to improve students' translation proficiency. She also states that collocation is a lexical relation, which is not governed by rule, but governed by tendency. The tendency of some words to co-exist regularly is based on arbitrary restrictions (some words collocate while others do not). Palmer (1933, p. 13) refers to collocations as "odd comings together- of words". Firth (1968:198) defines collocation as "you shall know a word by the company it keeps". Hassan (2019, p. 15) argues, "a collocation is a lexical unit that consists of two or more elements that frequently go together".

Collocations are customarily culture-specific, and war-related collocations are categorized under culture-specefic genre. " However, some cultural aspects in the source language (SL) cannot be found in the target language (TL) and require special skills and methods to aptly render the intended meaning. Hence, accuracy and faithfulness of the translation depend on the translator's familiarity with methods and strategies used in translating them. Therefore, it is expected that Yemeni undergraduate students will face many difficulties to translate collocations because they are unfamiliar with the appropriate methods and techniques.

In this paper, the researchers try to investigate the methods of translation used by Yemeni undergraduates in translating war-related collocations.

Statement of the Problem

There are terms with cultural aspects in the source language (SL) cannot be found in the target language (TL), therefore, students may not be familiar with the methods and strategies of translating them although they play an important role in everyday communication. ALKadari, (2022) pointed out that collocations consume a large portion of everyday language and add an additional source of flare and uniqueness to language, which increase the pleasure and fascination learners can obtain from adequate comprehension". Therefore, translating collocational expressions from Arabic into English and vice versa requires using various translation methods when translating them. Due to the importance of collocational terms in particular, this study aims to explore the methods undergraduate students adopt in translating war-related collocational expressions from Arabic into English and vice versa. The learners also lack the ability to use appropriate methods and strategies in translating collocations accurately. Consequently, the present study is an attempt to shed light on the methods Yemeni students use in translating collocations and propose some recommendations that will probably help them to select appropriate translating methods.

Questions of the Study

To restate the research problem, this study poses two questions:

How do Yemeni undergraduates deal with war-related collocations when transferring them to the target language ?

What are the methods of translation used by Yemeni undergraduates in translating war related collocations from English into Arabic and vice versa?

Contribution of the Study

No study on Yemeni undergraduates' translation of war-related collocations from English into Arabic and vice versa has been conducted. The present study can serve as a valuable addition to the existing literature in the concerned area. This study helps to enhance cross-cultural communication and promote a more accurate portrayal of war-related terms and concepts. The study offers insights into students' command of specialized vocabulary, idiomatic expressions, and the ability to convey the accurate connotations and nuances associated with war-related terms in both languages. The study may contribute to the field of translation studies, particularly in the context of war and conflict-related terminologies, through highlighting common challenges faced by translators and help develop strategies to overcome them. The findings have practical implications for understanding collocations in English and Arabic. This aids in accurate reporting, avoids misunderstandings, and ensures effective communication to diverse audiences.

Limitations of the study

This study is confined by the following limitations:

Topic: the study aims to investigate only the translation methods used in translating war- related collocations selected specifically from the all-out war taking place against Ghaza strip, Russian – Ukrainian war, and the wars and armed conflicts in Yemen and Sudan, that have an effect, not on the people of these countries, but on the whole world.

Population: the study is limited to fourth level students at the Faculty of Arts & Humanities, and Faculty of Education and Sciences in five Yemeni universities. The sample study community is restricted to two public universities, namely, Amran University for Science & Technology and Saba' Region University, and three private universities: Yemen and Gulf University for Science & Technology, Azal University for Human Development and ALNasser University.

Literature review

1. The concept of collocation

Etymologically, collocations were studied by Greek philosophers as a linguistic phenomenon in connection with lexical semantics as early as 2,300 years ago (Brashi, 2005). Collocation is a word or phrase that is often used with another word or phrase. According to Sinclair, (1991: 121), collocation is the concept of word-co-occurrence, where certain words appear predictably next to or within a certain number of words. The term collocation was first introduced to the linguistic technical terminology by Firth (1968). It refers to the lexical relationship among words (Mounassar (2021).

Collocations are defined by Jackson (1988) as "the combination of words that have a certain mutual expectancy". Gabrys-Biskup (1990) pointed out that collocations are either open or restricted. Collocations are open if they are free to collocate with many words within the syntax and semantics of the language like 'nice car', 'nice weather', 'nice perfume' or nice glasses'. Restricted collocations do not collocate as freely as open collocations; they collocate with a limited list of words. 'Have a walk', 'have a smoke', 'give a laugh', 'take a glance', and ' or 'make a move' are examples of restricted collocations.

Like English, Arabic is rich with collocations. Unfortunately this phenomenon has not been widely investigated by Arab researchers. However, there have been some attempts by Arab linguists to highlight this phenomenon in Arabic. AL-Jahidh (1948) recognizes the significance of collocations and the co-occurrence of a lexical item with certain lexical items, rather than with other ones, however, with no regard to any syntactic consideration (as cited in Balsam, 2010, p. 33). He considers that collocation stands as one of the meanings of certain lexical items, corresponding in this way to Firth's meaning by "collocation". AL-Jurjani (1978) recognizes the syntagmatic relation among lexical items, and that of contextual meaning (as cited in Balsam, 2010, p. 34). According to him, no lexical item can be meaningful in isolation. It is only meaningful when it is used in a certain context. Arabic collocations are to somehow similar to their English counterparts in nature.

Therefore, if the translator knows classifications, nature and types of collocations in various forms and structures in English and Arabic, he/she will be able to make his/her translation behave syntactically and morphologically in a way that allows him/her to indicate the words that collocate with each other properly and, certainly, select the right method of translation and produce accurate translation.

1.1 **Importance of collocations**

According to Hassan (2019), collocational processing knowledge is necessary to comprehend meaning. Firth (1957:11) pointed out that "we best know the meaning of a word not by examining it in isolation, but by the company it keeps". Harris (1968) pointed out that meanings of words are determined to a large extent by their collocational patterns. Newmark (1988) and Ghazala (2004) draw attention to the importance of collocation as a linguistic feature which is clearly touched by foreign language learners and translators. Collocation can be used to measure language proficiency of either a foreign language learner or translator.

2. War-related collocations

What is meant by war-related collocations, here are all terms and expressions used in the field of war, and commonly communicated in mass media reports and social media. Contextualization of war-related collocations cover a considerable range of areas such as military conflict, battle tactics, war strategy, combat zone, war effort, warfare technology, war propaganda, war crimes, war-torn region, war veterans, declaration of war, war resolution, war diplomacy, war zone, war casualties, war memorials, war aftermath, war refugees, and war atrocities.

Notwithstanding, the rendering of war-related collocations gains extra signification for the ideological implications and ramifications they entail. The production of meaning depends on the translator's subtle dealing with the functionality of the induced terminology. Like its diplomatic counterparts, collocations of war are selective jargons (they pass through a careful process of meaning selection defined by state authority, community, and politico-cultural and religious norms) that require careful examination during the process of production of meaning. They are distinguishable by their usage in military doctrine. War collocations include collocations such as temporary cease-fire ‘, هدنة (وقف لإطلاق النار) مؤقتة', 'aerial bombardment'(قصف جوي) Aircraft carrier (حاملة طائرات) (أسطول، سفينة), 'set an ambush' (وضع كمين) , 'air raid' (غارة جوية) and 'artillery weapons' (سلاح المدفعية).

3. Translating collocations

Collocation is a word or phrase that is often used with another word or phrase. It has different characteristics among world languages. "Collocation represents a significance area of research since the linguistic discrepancies between the characteristics of collocations among languages make this phenomenon a constant problem for the translator" (Balsam, 2010, p. 29). She attributed this problem to the difficulty the translator encounters to combine certain verbs with certain nouns, certain nouns with other nouns, certain nouns with other adjectives and so on. Using correct

https://doi.org/10.20428/jss.v30i1.2342

collocations expands the translators' proficiency and makes it much more effective. Therefore, more research of this topic is fundamental. Although, there is a good number of studies which have investigated collocations from different perspectives and contexts, focusing on EFL leaners' proficiency and fluency in learning collocations, research on the methods and techniques of translating collocations is still limited. Faris and Sahu (2013) argued that collocations are interesting to translate due to their importance to language, as they are indispensable for the coherence of the language. Thus, learning them is an obligatory task for translators. Collocation is characterized by vagueness of meaning, and it is one of the challenges that face translators. Some collocations are translatable whereas others are more complicated to translate (Hassan, 2019). Some Arabic collocations may not be made by other languages. For accurate translation of collocations from the source language (SL) to the target language (TL), the translator must choose the most suitable method, taking into account the peculiarities, functions, cultural specificity, semantic and structural unpredictability of these expressions (Kovacs, 2016). To translate collocations, especially the cultural and religious ones, the translators need to be more aware and sensitive to the implicit shades of meanings that words may have.

Translating collocations from Arabic into English and vice versa is not an easy task, and it may pose many issues for the translators in the translation process (Hvrankova, 2015). Therefore, translators should have sufficient knowledge of both source language (SL) and target language (TL), as well as their cultures. Scholars such as Newmark (1988), Nida (1964), and Vinay and Darbelnet (1995) developed various strategies and methods for translating collocations. According to Vinay and Darbelnet, (1995), Abdul-Fattah, (2011), and ALSughair (2011), several translation strategies can be applied to translating collocations. Vinay and Darbelnet (1995) identified two methods and seven strategies. Abdul – Fattah (2011) suggested eight strategies to translate collocations from Arabic into English: literal translation, assumed synonymity, substitution/paraphrasing, analogy/overgeneralization, idiomaticalness, quasi-metaphorical similarity, formal semantic association, and avoidance/abandonment. Similarly, ALSughair (2011) proposed eleven strategies to translate collocations from English into Arabic: calque, modulation, equivalence, deletion, literal translation, explicitation, transposition, paraphrasing, borrowing, addition, translation of collocation into non-collocation. According to ALsaadi (2022), translating collocations is concerned with adopting domestication and foreignization strategies. Obeidat and Mahdi (2020) pointed out that the most frequent strategy used in translating collocations was domestication strategy. Harhas (2019: 22) argued, "translators adopted the target-oriented approach in translating Arabic collocations into English". Mounassar (2021) pointed out that the most frequent strategies used by translators were literal translation and modulation.

There are many views and opinions in translating collocations. Some views propose that collocations should be translated by an equivalent collocation in the target

language. Others propose that faithful translation is necessary. Many argue that collocation should be re-expressed in terms of meaning not form. Hassan (2019) argues that there is no such a thing as a faithful translation. All translators are inevitably flawed. Thus, translating collocations is not a simple connection between pairs of languages, but rather a product of the dynamic process of communication. This confirms what forms a semantically correct meaning in one language, may not be the same in another. This generates a challenge for the translators from Arabic into English and vice versa.

Farghal and Obeidat (1995) pointed out that there are four strategies adopted by translation students and foreign language learners when translating collocations. These strategies are synonymy, avoidance, transfer and paraphrasing. They added when using synonymy in translating collocations by students, this is due to their unawareness of collocational restrictions.

3. 1. Major translation methods

Translators should know the nature of the texts and select the best method to be used in order to maintain and produce an accurate translation. The differences between the source language (SL) and target language (TL) involves the usage of the appropriate method and technique to avoid meaning loss. Accordingly, translators should adopt certain translation methods and techniques in such a way as to benefit from the conveyance of the exact meaning of the TL (ALrashidi, 2023). The following is a list of the major translation methods, according to ALabbasi (2021).

3.1.1 Rephrasing and paraphrasing

This is one of the most common translation methods whereby translators make the necessary restructuring and re-arrangement of the SL word order in the TL translated version. "Rephrasing is mainly conducted due to the grammatical differences between the SL and the TL" (ALabbasi, 2021:43). It is important to point out that rephrasing and paraphrasing process does not change the intended meaning of the SL text. For instance the respondents translated "theatre of war" (مكان الحرب-war place) This method appeared in a high statistical frequency in the data corpus of the present study. It was observed as the second frequent method. Twenty percent of the respondents employed this method.

3.1.2 Insertion and deletion

Translators resort to these two techniques due to the lack of precise and accurate equivalence between the SL and TL. Insertion is mainly used to avoid meaning loss or to minimize misunderstanding, miscommunication, or unacceptable forms or meanings in the TL.

https://doi.org/10.20428/jss.v30i1.2342

Table (1): Examples of Insertion and deletion

N	SL expression	TL Insertion and deletion
1	الزكاة	a. charity or almsgiving b. obligatory) charity (an annual portion (2.5%) of a Muslim's wealth to be given to the poor and needy according to certain distributing regulations.
2	وزارة التربية والتعليم	(a) ministry of education and teaching
		(b) ministry of education.

As shown in table 1, translation (a) of Zakat as charity is inaccurate because it doesn't produce the intended meaning, while translation (b) is more accurate. It seems that translation (a) is literal and inaccurate while translation (b) is acceptable and familiar. Deletion was observed in the respondents' performance but in a low statistical frequency.

3.1.3 Transposition

Transposition technique refers to the necessary change, which exists in the grammatical categories and structures of sentences due to the grammatical differences between SL and TL. Translators resort to this technique to make their translation seem natural and smooth in the TL. For instance, a verb can be changed into a noun, an adjective can be changed into a verb, and a passive voice can be replaced by active voice. For instance, the respondents translated "fealess warrior" (-لا يعرف الخوف - he doesn't know fear) This method was observed in the data corpus in a statistical frequency of (169) (7 %) as illustrated in figure (1) and table (6) below.

Table (2): Examples of transposition

SL expression	TL Literal translation	TL Transposition
Before she arrives, we can prepare dinner.	قبل أن تصل نستطيع أن نعد العشاء	نستطيع اعداد العشاء قبل وصولها.
He is a fast runner.	انه راكض/ انه عداء	انه يركض بسرعة
We are late.	نحن متأخرون.	تأخرنا

3.2.4 Mo1ulation

Modulation is a translation technique which refers to a change of the form of the text by changing the SL message perspective (point of view) and replacing it by another perspective (point of view) in the TL to establish acceptability and smoothness (ALabbasi, 2021). A SL situation is replaced by a TL situation. The views/images are different but the intended meaning is the same. For example, the respondents translated "-حرب ضـــروس-" - (anhiltating war). This method was observed in the data corpus of the present study as the most commonly-adopted method (50 %) as illustrated in table (7)

Table (3): Examples of modulation

SL expression	TL Literal translation	TL Modulation
Fireman	رجل الحريق	رجل الإطفاء .
He gave him his voice.	أعطاه صوته	انتخبه
I am hungry.	أنا جائع.	أريد طعاما.

Additionally, Newmark (1988: 45) proposed various methods of translation based on different strategies. These strategies include word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. Newmark emphasized communicative translation, where the translator aims to convey the contextual meaning of the original in a manner that is easily understood by the readership.

Larson (1984) suggests strategies for translating collocations, arguing that collocations in lexical items are composed of meaning components, discovered by contrasting one item with another. Most words have multiple meanings, called primary and secondary meanings. For example, 'run' in isolation means 'move rapidly', but in a computer, it collocates to operate.

6.4. Related work

The process of translating collocations has been widely investigated by many linguists (Newmark, 1988, Lorscher, 1991, Baker, 1992, Vinary and Darbelnet, 1995). Their studies focused on the relationship between the strategies employed by the translators and difficulties encountered in translation. Various researchers investigated collocations, importance of collocations in language learning, language acquisition, language production and comprehension. They made a survey of collocations effect in L2 naturalness. They also investigated the problems and difficulties of translating collocations from Arabic into English and vice versa. Despite the significance of these studies, there is no study that investigated the methods of translating war-related collocations, according to the researcher's knowledge. The present study focuses on the methods utilized by Yemeni undergraduate students when translating war-related collocations. The following are some related studies.

Ibrahim (2003) investigated the problems and strategies of translating lexical and non-lexical collocations from English into Arabic. The data corpus was collected from dictionaries and newspapers. The findings of the study revealed that Arabic dialects result in several equivalents in the target language of the same SL collocation. He concluded that literal translation is not considered a good translation strategy.

Moraes (2015) investigated the strategies used by subtitlers in subtitling collocation patterns in three children's animated movies from American English to Brazilian Portuguese. The results revealed that subtitlers faced various challenges in translating collocations. The first challenge is idiomatic collocations. The other

challenges are omission, explicitation, calque, shift, cultural substitution, paraphrasing with sense transfer, and situational paraphrase.

Shraideh and Mahdin (2015) investigated the problems and strategies of translating collocations in BBC political texts from English into Arabic by BA and MA students. The findings of the study showed that the most frequent strategies used by students were literal strategy and synonymy, whereas omission, elaboration and explicitation were not used frequently.

Bahumaid (2006) conducted a study to investigate the difficulty of translating English – Arabic/Arabic English collocations that are metaphorical and culture –bound. To collect the data the researcher used translation test distributed to four Arab university instructors who taught translation and did translation work for different periods of time.The results revealed that even competent translators may stumble over the translation of these types of collocations.

Qishta (2018) investigated the difficulties faced by Palestinian professional translators and the strategies used when translating collocations in political texts. The researcher used a translation test consisting of 58 English collocations selected from British newspapers and broadcasting websites. The findings of the study agreed with most previous results in which most professional translators faced problems when translating collocations. Qishta proposed that the reasons for these problems are related either to cultural differences or to the lack of knowledge of collocations. The results also showed that the synonymy strategy was their first strategy, followed by literal translation, approximation, omission, paraphrasing and elaboration and explication.

Salem (2020) investigated the impact of teaching collocations on the students' abilities in translation from English into Arabic. The quasi-experimental method was used in his study. The participants of the study are 40 Yemeni EFL students enrolled in the second level of translation program for the academic year 2017/2018. The findings of the study showed that students have knowledge about collocations, but they ignore their classifications. The researcher confirmed that students need to study English and Arabic collocations for their importance in translation and language acquisition.

Setiarini (2022) investigated the translation techniques used to observe the impact of translation techniques on the quality of translation in terms of accuracy, acceptability, and readability.. The data were extracted from a novel *Pride and Prejudice* and the three versions of Indonesian translated novels. The researcher implemented a documentary analysis of the collected data. The results of the study indicated that English clausal collocations are translated into Indonesian in the form of clausal extension, verbal extension, clausal enhancement, verbal enhancement collocations, and non-verbal collocation. The translation techniques used are generalization, established equivalence, modulation, amplification and discursive creation.

ALrashidi (2023) investigated the translation strategies used by Saudi undergraduate students when translating adjective plus noun collocations and verb plus object collocations in political texts from English into Arabic. She used an English proficiency test along with translation test to collect the data. The translation test consisted of 10 English collocations. The findings of the study revealed that literal translation technique was the most frequent technique used by the students. This indicates that students face certain obstacles in determining the correct equivalent in Arabic. The results also showed that a synonymy strategy was adopted more frequently in translating the verb-object collocations than the noun-adjective collocations.

All of the previous studies investigated the difficulties, problems of translating collocations, strategies of translating collocations from English into other languages, and the nature of collocations. However, the present study is the only one that aims at exploring the methods used by Yemeni undergraduate students when translating war related collocations. It is implemented in Yemen whereas all previous studies are implemented in Arab and non-Arab countries.

Methodology

According to Easterby-Smith, et al. (2018), selecting the most methodological and methods is still under discussion among researchers as implementing different methods will provide different perspectives on what is being studied. For Hassan (2019), the qualitative approach is appropriate, since it facilitated the use of different research instruments and enabled the collection of more – in depth date, which offered results with a greater perspective to address the research problem.

The present study adopts the analytical-descriptive method as the most appropriate method for such a type of studies. It analyzes and describes the current conditions of the data collected from the sample.

1. Population of the study

The population of the present study consists of 111 Yemeni undergraduate students (Level Four) majoring in English and translation. They are affiliated to five public and private Yemeni universities--Faculty of Arts & Humanities and Faculty of Education and Sciences, Saba'a Region University (public university), Faculty of Economic & Humanities, Yemen and Gulf University for Science & Technology (private university) Faculty of Administrative Sciences & Humanities, Azal University (private university), Faculty of Humanities, ALNasser University (private university) and Faculty of Humanities & Applied Sciences, Amran University (public university), as illustrated in Table (4) below.

Table 4: Demographics of the Population of the Study

University/college	Population	Sample (50%)	Male	Female

Faculty of Arts/Saba' region university	25	13	3	10
Faculty of Education and Sciences/ Saba' region university	30	15	3	12
Faculty of Economy & Humanities-YGU	8	4	1	3
Faculty of Adm. Sciences & Hum. Azal university	9	8	1	8
Faculty of Humanities/ALNasser university	15	9	3	6
Faculty of Applied sciences & Humanities, Amran university	24	15	5	10
Total	**111**	64	16	48

2. Study sample

The sample of this study consists of 64 level-four students, affiliated to five Yemeni public and private universities. (13) of them were selected from the Faculty of Arts & Humanities, , (3) males and 10 females), (15) students from the Faculty of Education & Sciences, Saba'a Region University (public university) (3) males and (12) females), (4) students (1 male and 3 females) from the Department of Translation in the Faculty of Economic & Humanities at Yemen and Gulf University for Science & Technology, and (9) students (1 male and 8 females) from the Department of Translation in the Faculty of Administrative Sciences & Humanities at Azal University for Human Development (private university). (15) students (10) females and (5) males, Faculty of Applied sciences & Humanities, Amran university. The participants can be categorized into 16 males and 48 females, as illustrated in Table 3. The selection of the sample is based on the number of males and females registered in level 4.

The participants have no previous translation experience. The selected sample from the Faculty of Education & Sciences did not study any translation courses. The participants selected from the Faculty of Arts & Humanities studied only three translation courses. Four students were selected from the Department of Translation and they studied 16 translation courses, while nine students studied 12 translation courses. Five students studied 26 courses. The researchers selected all of the students affiliated with the BA/B.Ed. programs in these five universities in Sana'a, Amran and Mareb. Their ages range between 21 and 23. Thirty-eight participants of the sample belong to the Department of English, whereas 26 of them belong to the Department of Translation in five private and public universities. The selection is based on the number of male and female students who attend regularly.

3. Instrument

For collecting the data, a translation test was constructed by the researchers.

The test is a one-setting complete test**.** The data corpus consists of 40 widely used war-related Arabic and English collocations in different contexts. In order to achieve the objectives of this study, the researchers conducted a translation test that was distributed to the selected sample during the second semester of the academic year 2023/2024. The test includes 40 war-related collocations in both Arabic and English versions, which are taken from various media reports, national and international channels, websites, and blogs related to Gaza war, Yemeni civil war and armed conflict, Sudanese civil war, and Russian-Ukrainian war. The respondents were allowed to use software dictionaries. The study aims to identify the methods used by Yemeni undergraduates to translate war-related collocations. Participants were asked to translate the given expressions from English to Arabic and vice versa. They have been given 40 minutes to complete the test.

Results and discussion

The present study has shed light on how Yemeni undergraduate students deal with war-related collocations when rendering them from Arabic into English and vice versa. It has identified the methods students adopt in translating the collocations. By deploying the descriptive method in the analysis of data, the researchers have developed a way of discussing and interpreting the results. The most frequently used methods have been determined as the most common ways of translating collocations.

The respondents employed five translation methods, which were adopted at various ratios and frequencies as illustrated in tables (5), (6), and (7) below.

1. Results related to methods of translating war-related collocations from English to Arabic

The translation method plays a fundamental role in rendering the accurate meaning of war- related collocations. To determine the translation methods employed by the respondents in translating this type of collocations from English to Arabic and vice versa, it is necessary to review each item one by one.

Table (5): Statistical analysis of translating war- related collocations from English to Arabic

Items	**Translation methods**									
	Modulation		**Lit. Trans**		**paraphrasing**		**Transposition**		**Deletion**	
Item1	Freq.	Percent	Freq.	Percent	Freq.	Percent.	Freq.	Percent	Freq.	Percent
	36	. 56.3%	13	20.3%	13	20.3%	1	1.6%	1	1.6%
Item2	28	43.8%	11	17.2%	13	20.3%	4	6.3%	8	12.5%
Item3	42	65.6%	2	3.1%	16	25.0%	2	3.1%	2	3.1%
Item4	28	43.8%	11	17.2%	13	20.3%	4	6.3%	8	12.5%
Item5	23	35.9%	10	15.6%	21	32.8%	8	12.5%	2	3.1%
Item6	46	71.9%	3	4.7%	11	17.2%	3	4.7%	1	1.6%

Item7	44	68.8%	5	7.8%	11	17.2%	2	3.1%	2	3.1%
Item8	15	23.4%	34	53.1%	8	12.5%	3	4.7%	4	6.3%
Item9	45	70.3%	5	7.8%	9	14.1%	5	7.8%	0	0%
Item10	48	75.0%	6	9.4%	5	7.8%	3	4.7%	2	3.1%
Item11	40	62.5%	10	15.6%	5	7.8%	4	6.3%	2	3.1%
Item12	9	14.1%	27	42.2%	16	25.0%	7	10.9%	4	6.3%
Item13	31	48.4%	7	10.9%	8	12.5%	17	26.6%	1	1.6%
Item14	14	21.9%	46	71.9%	3	4.7%	0	0%	1	1.6%
Item15	8	12.5%	49	76.6%	4	6.3%	1	1.6%	2	3.1%
Item16	41	64.1%	12	18.8%	10	15.6%	1	1.6%	0	0%
Item17	43	67.2%	6	9.4%	10	15.6%	3	4.7%	2	3.1%
Item18	39	60.9%	2	3.1%	4	6.3%	17	26.6%	2	3.1%
Item19	42	65.6%	5	7.8%	12	18.8%	3	4.7%	2	3.1%
Item20	26	40.6%	11	17.2%	15	23.4%	3	4.7%	9	14.1%

As shown in Table 5, a wide range of translation methods were used by the respondents to translate war-related collocations from English to Arabic. It has been observed that the most frequent method used by the respondents in translating collocation (1), "an all-out war," is the modulation method. Fifty six percent of the respondents (36 students) adopted this method, although it is one of the most complicated collocations and unfamiliar to them. It seems that the students used artificial intelligence techniques in translation, as the researchers observed the respondents in the classrooms. It is also necessary to point out that 20% of them employed the literal translation method. Some respondents translated it,(حرب خارجية- - outside war) and paraphrasing (an intense war –حرب شديدة) . In translating the second collocation, "fearless warrior," the modulation method is also the most frequent method. Many respondents translated it (fearless warrior- محارب جسور- محارب لا يخاف الموت) Fourty four percent of them (28 students) used it. The second frequent methods employed by the respondents are the literal translation method (محارب قليل الخوف- warrior with less fear) (محارب بلا خوف- - warrior without fear) and paraphrasing method (لا يعرف الخوف- - fearless warrior). They were applied by 17.2% and 20.3% of the respondents respectively. Transposition such as (الجندي الذي لا يقهر - the soldier who cannot be defeated) (لا يخاف الحرب- Doesn't fear from war).and deletion such as (لا يخاف- Doesn't fear) appeared in good statistical frequency (6.3%), and (12.5%) respectively.

Table 5 also illustrates that the modulation method is also observed as a more frequent method than the two previous ones in translating collocation (3), "mass massacres," which was utilized by 41 students (65.6%). (مجازر كبير - big massacres) This can be interpreted that this collocation is used frequently by social media and websites users. However, they used this method in a low frequency in translating collocation (4), "The Israeli armored divisions" (43.8%). The respondents showed a

clear tendency to employ literal translation (الانقسامات المدرعة e.g. - armored divisions) and paraphrasing methods, where they were observed in statistical percentages of 17.2% and 20.3%. Transposition and deletion appeared to some extent in good ratios of 6.3% and 12.5%. The same method was used as a less frequent method in translating collocation (5), "Innumerable massacres" (35.9%). Literal translation method (مذابح لا تحصى - countless massacres) and paraphrasing method (-مجازر كبيرة - big massacres) are also observed in 15.6% and 32.8% percentages respectively. In translating collocations (6), "demilitarized zones," and (7), "an ignominious/crushing defeat," the statistical frequencies of using modulation increased to 71.9% and 68.8%, respectively. The second frequent method is paraphrasing (17.2%). In translating collocation (8), "aerial bombardment," modulation appeared in a less frequency (23.4%). The most frequent method is literal translation (e.g. -عملية برية -ground operation) (53.1%). The respondents showed a clear tendency to use the modulation method to translate collocations (9-11), "aerial bombardment," "the outbreak of war," and "the horrors of war." They employed this method in statistical frequencies of 70.3%, 75.0%, and 62.5% respectively. The respondents showed a clear tendency to utilize literal translation (e.g. -سير الحرب war walk – قدم الحرب -war foot) (42.2%) and paraphrasing (e.g.– بداية الحرب -the beginning of war) (25%) to render the meaning of collocation (12) from English to Arabic, "on a war footing," . The second frequent method is the modulation method (14.1%). Paraphrasing and transposition were observed to some extent in good statistical frequencies (25.0%), (10.9%). Deletion was also observed in the data corpus but in a low statistical frequency (6.3%). The modulation method (e.g. – الحرب الجارية- the ongoing war) remains the most frequent method used by the respondents when translating collocation (13), "the ongoing war" (48.4%). The second frequent methods are transposition (–الحرب المستمرة- the ongoing war) (26.6%) and paraphrasing (e.g. -war continuation –استمرارية الحرب) (12.5%) .

It is also necessary to point out that 10.9% of the respondents employed the literal translation method (e.g. مسرحية الحرب -war play) as observed in the data corpus in Table 5. In translating collocation (14), "the theatre of war," the respondents used the literal translation method in a high percentage (71.9%) as the most commonly adopted method. The second frequent method employed by the respondents is modulation (e.g. ميدان الحرب - war field) (21.9%),. Paraphrasing was also observed in the data corpus but in a low statistical frequency (4.7%). They show a high tendency to use the literal translation method (e.g. الضرر الجانبي- side damage)(76.6%) to translate collocation (15), "collateral damage" from English to Arabic. They also used modulation(12.5%) and transposition (6.3%) as the second frequent methods. In rendering the meaning of collocations (16), "the course of war," and (17) "on the verge of war" from English to Arabic, the respondents preferred to utilize the modulation method in high statistical frequencies of 64.1%, and 67.2%. respectively. The second frequent method is the literal translation and paraphrasing, where they appeared in

https://doi.org/10.20428/jss.v30i1.2342

statistical frequencies of 18.8% and 15.6%. When translating collocation (18), "declared war," they tend to employ the modulation method in a high statistical frequency (60.9%). The second frequent method used by the respondents is the transposition method (26.6%). They also employed the paraphrasing method in a statistical frequency of (6.3%). The modulation method (e.g. – أثناء الحرب -during the war- ألغام مضادة للدروع- -anti-tank mines) continued to be employed by the respondents as the most frequent method in translating collocations (19) and (20) "On the state of war" "Anti-tank mines" They appeared in high statistical frequencies in the respondents' performance (65.6%), (40.6%) respectively. The respondents also employed literal translation (7.8%), (17.2%) and paraphrasing methods (18.8%), , (23.4%) in good statistical frequencies to render the meaning from English to Arabic.

Overall, the respondents displayed a clear tendency to use the modulation method in translating various collocations related to war. However, they also used literal translation, paraphrasing, transposition, and deletion methods in various frequencies. It is evident that the respondents, as novice translators, may lack solid translation experience in employing the appropriate method according to the type and nature of the collocations.

2. Results related to methods of translating war-related collocations from Arabic to English

Table (6) Translation methods employed by the respondents in translating war related collocations from Arabic to English

Items	**Translation methods**									
	Modulation		**Lit. Trans**		**paraphrasing**		**Transposition**		**Deletion**	
Item21	Freq.	Percent	Freq.	Percent	Freq.	Percent.	Freq.	Percent	Freq.	Percent
	35	. 54.7%	2	3.1%	23	35.9%	4	6.3%	2	3.1%
Item22	25	39.1%	0	0 %	32	50.0%	7	10.9%	0	0 %
Item23	42	65.6%	2	3.1%	15	23.4%	4	6.3%	1	1.6%
Item24	33	51.6%	4	6.3%	18	28.1%	4	6.3%	5	7.8%
Item25	43	67.2%	2	3.1%	15	23.4%	2	3.1%	2	3.1%
Item26	38	59.4%	1	1.6%	23	35.9%	1	1.6%	1	1.6%
Item27	44	68.8%	2	3.1%	14	21.9%	4	6.3%	0	0 %
Item28	40	62.5%	10	15.6%	9	14.1%	3	4.7%	2	3.1%
Item29	28	43.8%	20	31.3%	11	17.2%	1	1.6%	4	6.3%
Item30	14	21.9%	36	56.3%	10	15.6%	1	3.1%	3	4.7%
Item31	41	64.1%	7	10.9%	12	18.8%	2	3.1%	2	3.1%
Item32	32	50.0%	6	9.4%	19	29.7%	3	4.7%	4	6.3%
Item33	36	56.3%	11	17.2%	11	17.2%	5	7.8%	1	1.6%
Item34	20	31.3%	28	43.8%	11	17.2%	0	0%	5	7.8%
Item35	28	43.8%	19	29.7%	9	14.1%	3	4.7%	5	7.8%
Item36	27	42.2%	12	18.8%	19	29.7%	5	7.8%	1	1.6%

Item37	20	31.3%	9	14.1%	18	28.1%	14	21.9%	3	4.7%
Item38	28	43.8%	11	17.2%	15	23.4%	8	12.5%	2	3.1%
Item39	26	40.6%	19	29.7%	13	20.3%	3	4.7%	3	4.7%
Item40	38	59.4%	15	23.4%	7	10.9%	1	1.6%	3	4.7%

As illustrated in Table 6, the same translation methods (modulation, paraphrasing, literal translation, transposition, deletion) were employed by the respondents to translate war-related collocations from Arabic to English. Looking at Table 6, it becomes clear that the respondents' performance indicates that they utilized the modulation method, which was employed with high frequency statistics (54.7%) to translate collocation (21) "حرب استنزاف" (war of attrition) from Arabic to English. The paraphrasing method also appeared with a high statistical frequency (35.9%). Transposition and deletion methods were observed in the respondents' performance with statistical frequencies of (6.3%) and (3.1%).

To convey the meaning of collocation (22) "تصاعد الاشتباكات" (Clashes escalate) from Arabic to English, paraphrasing (e.g. rise of clash) was observed as the most frequent method with a statistical frequency of (50.0%). Modulation (e.g. clashes escalate) also appeared as the second most frequent method (39.1%). Transposition (e.g. escalation of clashes) was also adopted with a frequency of (10.9%). The respondents also employed the modulation method (e.g. a blood war) with a high statistical frequency (65.6%) to convey the meaning of collocation (23) "معركة دامية" (Bloody battle) from Arabic to English. Paraphrasing (e.g. strong battale) was the second most frequent method with a frequency of (23.4%). Transposition was also observed in the respondents' performance with a frequency of (6.3%).

To translate collocation (24) "حرب ضروس" (Interincine war) from Arabic to English, it can be noticed that the most frequent methods used by the respondents were modulation (e.g. fierce war) and paraphrasing (e.g.strong war) (51.6%), (28.1%) respectively. Transposition and deletion methods appeared in the data corpus, but in low statistical frequencies of (6.3%) and (7.8%).

To convey the meaning of collocation (25) "قافلة طويلة من الشهداء" (A long caravan of martyrs) from Arabic to English, the respondents tended to employ modulation (e.g. a long convoy of martyers) as the most frequent method (67.2%). This collocation is culturally specific in Arabic, with no equivalent in English, so the respondents resorted to changing the form of the Arabic language using this method. They also utilized paraphrasing method, which appeared to some extent with a high statistical frequency of (23.4%) in the respondents' performance.

To translate collocation (26) "جيشا لا يقهر" (An invincible army) from Arabic to English, the respondents used modulation (e.g. invincible army) and paraphrasing (e.g. army which cannot be defeated) methods with high statistical frequencies of (59.4%) and (35.9%) respectively. Literal translation, transposition, and deletion were also adopted, but in low statistical frequencies.

https://doi.org/10.20428/jss.v30i1.2342

To translate collocation (27) "يعاني من مأساة الحرب الدائرة حاليًا" (Suffering from the tragedy of the ongoing war) from Arabic to English, the modulation method such as (He goes through the tragedy of war).was employed by the respondents with a high statistical frequency (68.8%). Paraphrasing (e.g. confront a war tragedy) (21.9%) and transposition (e.g. sufferes from war tragedy) (6.3%) methods appeared as the second most frequent methods. This collocation has a simple structure and normal language, so the students translated it smoothly.

In Table 6, it is evident that the modulation method appeared with a high statistical frequency (62.5%) in the respondents' performance to convey the meaning of collocation (28) "النزوح المستمر" (The ongoing displacement). The translation "continuous displacement" was used in a high statistical frequency. They also used literal translation and paraphrasing (e.g.constant displacement) with good statistical frequencies of (15.6%), (14.1%) respectively. Transposition and deletion methods were also employed by the respondents, but in low statistical frequencies of (4.7%), (3.1%) respectively.

The modulation method was employed with a high statistical frequency (43.8%) by the respondents to translate collocation (29) "بالاستطلاع الجوي المستمر" (Continuous reconnassance) from Arabic to English. Literal translation (e.g. continuous air survey) was also observed as the second most frequent method (31.3%). Paraphrasing appeared with a statistical frequency of (17.2%). Transposition and deletion methods were employed by the respondents, but in low statistical frequencies of (1.6%), (6.3%).

The respondents' performance showed that the most frequent method was literal translation (e.g. anti-persnal field) (56.3%) when translating collocation (30), Modulation was the second most frequent method with a statistical frequency of (21.9%). The respondents also used paraphrasing (e.g. anti-soldier mines) as the third most frequent method with a statistical frequency of (15.6%). Transposition and deletion were also employed with low frequencies (3.1%), (4.7%) to convey the meaning of collocation (30) "حقل ألغام مضاد للأفراد" (Anti-personal minelayer).

The modulation method appeared as the most frequent method utilized by the respondents (64.1%) to translate collocation (31) "أهوال الحرب" (The horrors of war) from Arabic to English. They also showed a clear tendency to use paraphrasing (e.g. the problems of war) and literal translation methods (e.g. the fears of war) , which were observed with statistical frequencies of (18.8%), (10.9%) respectively. The respondents also employed the modulation method as the most frequent one (50.0%) to translate collocation (32) "ادانة الحرب" (Condemnation of war) from Arabic to English. Paraphrasing (e.g. disclaim the war) and literal translation methods (e.g. conviction war) were also employed with statistical frequencies of (29.7%), (9.4%). Transposition and deletion were employed by the respondents with low statistical frequencies of (4.7%), (6.3%).

The respondents showed a high tendency to employ the modulation method (e.g.timely cease fire) to translate collocation (33) "هدنة مؤقتة" (Temporary truce) from Arabic to English with a statistical frequency of (56.3%). Literal translation (.e.g. break temporary) and paraphrasing methods (e.g. provisory armission) appeared with the same statistical frequency (17.2%) as the second most frequent methods. Literal translation method (e.g.gathering of forces) appeared with a statistical frequency of (43.8%) as the most frequent method to translate collocation (34) "منطقة تجمع القوات" (troops assembly area) from Arabic to English. Modulation was observed as the second most frequent method with a statistical frequency of (31.3%). Paraphrasing (e.g. troop gathering) appeared as the third most frequent method with a statistical frequency of (17.2%). Deletion was also observed with a low statistical frequency of (7.8%).

The respondents also showed a high tendency to use the modulation method as the most frequent one, but not as frequently as in previous items, when rendering the meanings of collocations (35 – 39) "عمل عدائي" (Hostile action), "الأطرف المتصارعة" (conflict parties), "اشتداد المعارك" (battles intensify), "اجلاء المصابين" (Evacuation of the injured), "سلاح المدفعية" (Artillery) from Arabic to English. This method was observed with statistical frequencies of (43.8%), (42.2%), (31.3%), (43.8%), (40.6%) respectively. Literal translation was employed as the second frequent method in translating collocations (35) and (39) with statistical frequencies of (29.7%), (29.7%), and as the third most frequent method in translating the collocation (36) with a statistical frequency of (18.8%). Paraphrasing appeared as the second most frequent method in translating the collocations (36), (37) and (38) with statistical frequencies of (29.7%), (28.1%), (23.4%), respectively. The respondents also showed a clear tendency to use transposition in translating the collocations (36), (37), and (38) with statistical frequencies of (7.8%), (21.9%), (12.5%). Deletion method was also employed by the respondents when translating the collocations (35), (37), (38), (39), (40) with statistical frequencies of (7.8%), (4.7%), (3.1%), (4.7%), (4.7%), respectively.

In translating collocation (40) "سلاح متفجر" (Explosive weapon) from Arabic to English, the respondents' performance showed that the most frequent method was modulation, which appeared with a statistical frequency of (59.4%). The respondents also showed a clear tendency to use literal translation (e.g. volcanic arm) with a statistical frequency of (23.4%). Paraphrasing (e.g. dangerious arm) and deletion were also employed with statistical frequencies of (10.9%), (4.7%).

Summary of the results

The results of the current study, as shown in table 7, indicate that respondents utilized a wide range of translation techniques when translating war-related collocations between English and Arabic. Five specific methods were identified: modulation, paraphrasing, literal translation, transposition, and deletion. These methods were used with varying frequencies as observed in the data.

https://doi.org/10.20428/jss.v30i1.2342

Table (7): The statistics of translation methods (summary)

No	Translation method	Frequency	Percentage
1.	Modulation	1289	50 %
2.	Lit. translation	484	19%
3.	Paraphrasing	524	20%
4.	Transposition	169	7%
5.	Deletion	91	4%
Total		2557	100 %

The data revealed that modulation is the most common method used by respondents, with a frequency of 50% and 1289 responses. This method is preferred by participants when translating war-related collocations between English and Arabic to ensure the intended message is conveyed accurately. Paraphrasing is the second most utilized method, with 524 responses, as respondents make grammatical adjustments to bridge the gap between the two languages. Literal translation follows closely behind, with 484 responses, as participants aim to find equivalents in the target language. Transposition and deletion methods were also used in a few cases, with 169 and 91 responses, respectively.

Conclusion

As pointed out earlier, the aim of the present study is to investigate the translation methods utilized by Yemeni undergraduate students when translating war- related collocation from Arabic to English and vice versa. The corpus of the data was collected from departments of English and translation in five Yemeni universities (public and private). The study attempted to answer the questions: How do Yemeni undergraduates deal with war-related collocations when transferring them to the target language? The answer of the first question is that Yemeni undergraduate students dealt with war-related collocations in different ways. They selected various methods to render their meaning. The study reveals that Yemeni undergraduates use a variety of translation methods to translate war-related collocations from English to Arabic and vice versa. These methods include modulation, paraphrasing, literal translation, transposition, and deletion. Modulation is used to maintain the meaning of the target language (TL) due to cultural and linguistic differences. Paraphrasing fills the gap in the structure between the two languages, and the respondents use their own words to explain the meaning. Literal translation covers the target language's message while maintaining the SL form. Transposition is used to make necessary changes in grammatical categories and structures between the SL and TL. Finally, deletion is used to drop words when translating collocations. The study suggests that these five methods are the most frequently used by Yemeni undergraduates in translating war-related collocations from Arabic to English and vice versa.

To sum up, it is necessary to observe that the respondents lack the competency to recognize the type of collocation, and therefore, select the appropriate translation method to render its meaning.

Recommendations

Based on the results of the present study, the researchers proposed some recommendations, which will probably help Yemeni translation students to translate accurately. It emphasized on that students should be aware of different translation methods for war-related collocations. They also need to avoid over-source language collocation patterns unless necessary. They are recommended to understand that collocations are culture-specific terms and be aware of the linguistic features and cultural aspects of both English and Arabic . Attending translation process-oriented training workshops and profession-oriented training sessions are necessary for them.

Funding: This research received grant no. (136/2023) from the Arab Observatory for Translation (an affiliate of ALECSO), which is supported by the literature, publishing & translation commission in Saudi Arabia.

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Appendix

TRANSLATION TEST

Dear participants,

The researcher is conducting a research project entitled " ***Methods of translating war related collocations: A case study of Yemeni undergraduates*. Collocation** is a word or phrase that is often used with another word or phrase. The study aims to identify the methods utilized by Yemeni undergraduate students in translating war related collocations from English into Arabic and vice versa. The test consists of 40 war-related collocational expressions in both versions, Arabic and English. Your responses will contribute to achieve the goals of the research. Therefore, ***you are kindly requested to translate them from Arabic into English and vice versa.*** Your responses will be highly confidential and used only for academic and research purposes.

Thank you in advance for your cooperation.

Dr. Mohammed ALFattah: Researcher

Personal details

Name (optional):- …… **Age**:- …… **Gender**:- ……

University: …… **College**: …… **Department**: English/translation

No. of translation courses you have studied in BA/B.Ed. program (circle): 0 1 2 3 4

Years of translation experience (if any): 0 1 2 3 4

***Task one*: Translate the *underlined collocations* in each one of the sentences below from English into Arabic.**

No	ST collocation (English)	TT collocations (Arabic)
1	Russia is waging ***an all out war*** against Ukranian people.	
2	Yemeni soldier is a ***fearless warrior***.	
3	***Mass massacres*** in Ghaza are currently the main concern of the free international community.	
4	***The Israeli armoured divisions*** attacked Ghaza strip.	
5	***Innumeral massacres*** took place in Ghaza this month.	

6	The UN will probably propose ***demilitarized zones*** between Russia and Ukraine..	
7	The Iseraili army received ***an Ignominious / crushing defeat*** on October 7, 2023.	
8	Sana'a forces are currently conducting a ***ground operation/offensive*** against Mareb.	
9	Saudi military aviation launches violent ***aerial bombardent*** against Sana'a forces**.**	
10	At ***the outbreak of war***, most children were evacuated to the countryside**.**	
11	The country had just emerged from ***the horrors of war.***	
12	The Sudanese army had been placed on ***a war footing***..	
13	The international community denounces ***the ongoing of war*** in Yemen.	
14	These aircraft are designed to take troops and weapons to any ***theatre of war*** in the shortest time possible.	
15	The leadership needs to declare ***collateral damage*** of war.	
16	Some Sudanese leaders are unaware of ***the course of war***.	
17	Sudan is **on the verge of war**.	
18	The Israeli prime minister ***declared war*** against palstinians.	
19	***On the state of war*** people live miserable coditions.	
20	***Anti-tank mines*** are usually used in recent wars**.**	

***TASK TWO*: Translate the *underlined collocations* in each one of the sentences below from Arabic into English.**

TT collocations (English)	ST collocations (Arabic)	Item No
	حرب استنزاف تدور حاليا بين الطرفين.	**21**

22	هناك قلق دائم من ***تصاعد الاشتباكات*** في غزة	
23	تدور حاليا ***معركة دامية*** بين ما يسمى الجيش الوطني و قوات صنعاء.	
24	تدور ***حرب ضروس*** بين الجيش الإسرائيلي و مقاتلي حركة حماس.	
25	قدم الشعب اليمني ***قافلة طويلة من الشهداء***	
26	كان الناس يعتقدون أن لدى إسرائيل ***جيشا لا يقهر.***	
27	لا زال الشعب اليمني ***يعاني من مأساة الحرب الدائرة حاليا..***	
28	تسببت الحرب ***بالنزوح المستمر*** لملايين من الناس.	
29	تقوم إسرائيل ***بالاستطلاع الجوي المستمر*** في سماء قطاع غزة.	
30	اكتشف الجيش ***حقل ألغام مضاد للأفراد.***	
31	لقد خرجت البلاد للتو من **أهوال الحرب**.	
32	***ادانة الحرب*** واجب كل الأحرار في العالم.	
33	اتفق الطرفان على ***هدنة مؤقتة*** .	
34	***منطقة تجمع القوات*** تكون دائما مراقبة من قبل العدو.	
35	يتعمد الجيش الإسرائيلي القيام بأي **عمل عدائي.**	
36	طالب القرار الدولي ***الأطرف المتصارعة*** بهدنة فورية.	
37	***اشتداد المعارك*** يزيد عدد القتلى.	
38	لم تتمكن فرق الإنقاذ من ***اجلاء المصابين.***	
39	هو قائد شجاع في ***سلاح المدفعية***.	

have any comments?

……

End of the test **Thank you**

https://doi.org/10.20428/jss.v30i1.2342