

# Arabic-English Subtitling of Collocations: The Case of the World Government Summit Held in the UAE

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## Abstract

This paper reports the findings of a study that investigates the difficulties the subtitlers of the World Government Summit face, and the strategies they use to solve these problems in translating Arabic collocations into English. The corpus consisted of 321 collocations collected from the Arabic speeches of the World Government Summit speeches held between 2016 and 2017. The Arabic collocations were selected from eight Arabic speeches and checked for their accuracy and frequency by using Sketch Engine tool. The results of the study showed that the subtitlers encountered some problems while translating the Arabic collocations into English. These problems include the lack of equivalence in the target language, the tendency of Arabic language to repeat and amplify, the ability to render the meaning of idiomatic collocations, marked collocations in the source text, and religious and culture-specific collocations. In addition, the results revealed that the subtitlers used several translation strategies in translating the Arabic collocations into English and the most frequent strategy used by the subtitlers was equivalence and the least frequent strategy was generalization. The study concludes with some implications for translators, subtitlers, and translation students.

**Keywords:** Collocations, Translation problems, Subtitling, Audiovisual translation (AVT), Translation strategies, World Government Summit

## 1. Introduction

With the advent of globalization, the world has become a small town. People need to understand other languages to communicate ideas, news, and knowledge. This necessitates translation, which has become an important tool to facilitate understanding movies, documentaries, and speeches delivered at conferences, which are produced in languages other than those spoken by particular language speakers.

Nowadays, adults and children spend much time watching movies, cartoons, documentaries, and speeches on televisions, cinemas, YouTube, and the Internet with the help of Subtitling or Audio-Visual Translation (AVT). The notion of “screen translation” has started to gain popularity since the nineties (Gambier 2003). Thus, AVT is considered a form of translation that is used to render the meaning from one language into another. According to Gonzalez (2009), Audio Visual Translation is “the transfer of multimodal and multimedial texts into another language and/or culture” (13). Audiovisual translation differs from other kinds of translation in that the translator of the audiovisual material does not only deal with written texts but also deals with the interaction between words, sounds, and images (Abuarrah & Salheb 2018).

Subtitling entails “presenting a written text, usually along the bottom of the screen, which gives an account of the original dialogue exchanges of the speakers as well as other linguistic elements which form part of the visual image or the soundtrack” (D áz Cintas, 2009, 5). Subtitlers change the oral dialogue into written subtitling, and in this process, they sometimes resort to omitting some lexical items from the original. Subtitlers may encounter difficulties in subtitling idioms, fixed expressions, and collocations (D áz Cintas & Remael 2014).

Since the main concern of the present research is subtitling of collocations, what is a collocation? A collocation, according to Cambridge English Dictionary (n.d.), is “a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives but might not be expected from the meaning.” In order to transfer a comprehensible text from the source language into the target language, subtitlers need to have adequate knowledge of the collocations of both languages.

Translating collocations from Arabic into English and vice versa is not an easy task, and it may pose many issues for translators in the translation process (Havrankova, 2015). Therefore, translators need to have adequate knowledge of both the source and the target languages as well as their cultures (Havrankova 2015). Faris and Sahu (2013) identified three main problems in translating collocations. The first problem is the difficulty of generalization; thus, the translator can find some English words that come together with one or the same word, but in Arabic, they do not collocate together. The second problem is the variability of collocations. Some collocations in English may have the same meaning, but they have only one meaning or one collocation in Arabic. The third problem is the cultural idiomatic collocations. Some collocations are related and specified to a particular language, culture, and

people, so they may pose problems in translating them. Baker (2018), similarly, listed some problems that translators face in translating collocations: the engrossing effect of source text patterning, misinterpreting the meaning of a source-language collocation, the tension between accuracy and naturalness, culture-specific collocations, and marked collocations in the source text.

To overcome the problems encountered by translators during the translation process, several scholars have developed their taxonomies of translation strategies that can be applied to translating collocation (Vinay & Darbelnet 1995; Abdul-Fattah 2011; Al-Sughair 2011). Vinay and Darbelnet (1995) identified two methods and seven procedures. The two main methods are direct and oblique translation. Abdul-Fattah (2011) proposed eight strategies used by MA students in translating collocations from Arabic into English: literal translation, assumed synonymy, substitution/paraphrasing, analogy/overgeneralization, idiomaticity, quasi-metaphorical similarity, formal\semantic association, and avoidance/abandonment. Similarly, Al-Sughair (2011) revealed that the strategies used in translating collocations in translate literary texts from English into Arabic are calque, modulation, equivalence, deletion, literal translation, explicitation, transposition, paraphrasing, borrowing, addition, translation collocation into non-collocation.

To the best of my knowledge and the extensive literature reviewed, no previous studies have examined the problems and the strategies that subtitlers encounter in subtitling collocations at conferences. Therefore, the aim of the present study is to find out the problems encountered in subtitling collocations used in the speeches delivered at the World Government Summit held in the UAE and the strategies used to render the English equivalence of these collocations. The data of this study consist of nine Arabic speeches subtitled into English. These speeches are selected because the focus of this study is only on the Arabic speeches subtitled into English. It is hoped that the findings of this study contribute to the existing literature on the subtitling of collocations.

### *1.1 Aims of the Study*

The aim of the present study is to find out the problems encountered in subtitling collocations used in the Arabic speeches delivered at the World Government Summit held in the UAE, and the strategies used to render the English equivalence of these collocations. The study will present some implications for translation trainees, and translators. The aims to answer the following research questions:

1. What are the problems encountered by the subtitlers during the translation process?
2. What are the subtitling strategies used to solve these problems?
3. What implications the findings of the present study will offer to translation students and translators?

## **2. Literature Review**

Worldwide, many scholars have investigated translating collocations, the difficulties encountered by translators during the translation process, and the techniques used to

overcome these difficulties. For example, Sarikas (2006) conducted a study on translating collocations from English into Turkish to explore the problems encountered in translating collocations and provided some techniques to overcome these problems. The researcher proposed some solutions to solve the translation problems encountered, such as understanding the relationships among words, the linguistic competence of the translator, and equivalence translation.

Adopting Pedersen's taxonomy of translation strategies, Moraes (2015) investigated the strategies used by subtitlers in subtitling collocational patterns in three children's animated movies from American English into Brazilian Portuguese. The findings showed that idiomatic collocations were considered the biggest challenge the subtitlers may face in subtitling. The study also showed that subtitlers used omission, explicitation, calque, shift, cultural substitution, paraphrase with sense transfer, and situational paraphrase to overcome the problems in subtitling.

Neškovska (2019) adopted a contrastive study to examine the translation of Macedonian lexical collocations into English in journalistic texts. The study aimed to explore if the lexical collocations were rendered correctly from the source language into the target language and to investigate the translation strategies employed in translating lexical collocations. The study results revealed that literal translation was the most frequent strategy used in translating the collocations. Moreover, most of the lexical collocations were rendered correctly into the target language, and only 21 out of 168 were rendered incorrectly. The latter was ascribed to the lack of adequate translation equivalent in English.

Several empirical studies were conducted on translating English collocations into Arabic. For instance, Ibrahim (2003) investigated the problems and the strategies in translating lexical and non-lexical collocations from English into Arabic. The corpus was collected from dictionaries and newspapers. The study revealed that various Arabic dialects result in several equivalents in the target language for the same SL collocation. The study also concluded that literal translation is not considered a good translation strategy. Shraideh and Mahadin (2015) explored the problems and strategies of translating collocations in BBC political texts from English into Arabic by BA and MA students. The results also showed that the most frequent strategies applied by students were literal translation and synonymy, while omission and elaboration, and explicitation were not used frequently. In examining the translators' ability to render idiomatic collocations in Quranic texts from Arabic into English, Obeidat and Mahadi (2020) showed that some translators were unable to translate idiomatic collocations since some of them were unaware of the idiomatic meaning of collocations.

Some other studies focused on translating Arabic collocations into English. For example, Al-Sofi et al. (2014) conducted a comparative study to investigate the problems that may encounter the translator in translating Arabic collocations from Quran into English. The findings revealed that the translators' difficulties in translating cultural collocations are mainly related to using literal translation. Moreover, some collocations are associated with the cultural meaning, which makes the process of translating harder.

Translation of collocations in literary texts was also the concern of some researchers. For example, adopting domestication and foreignization strategies, Obeidat and Mahadi (2019) analyzed religious and cultural collocations in literary texts from Arabic into English. The researchers collected the data from two different English translations of the Arabic novel “*Awlad Hartna*” and compared them. The findings of this study revealed that the domestication strategy was frequently used in the two English translations since the target readers' religious and cultural collocations are complex and difficult to understand. Similarly, Harhash (2019) studied the problems in translating Arabic collocation into English in a novel called "ثرثرة فوق النيل" and how these problems are solved. The study also investigated the strategies employed by the translators on translating collocations. It also aimed to explore the semantic loss in the English translation resulting from applying specific strategies. The study found that the religious and culture-specific collocations were the most problematic types of collocations. The study also found some semantic losses in the translated collocations. Furthermore, the study revealed that translators adopted the target-oriented approach in translating Arabic collocations into English and revealed the translation strategies that were used by the translators. Mounassar (2021) conducted a study to investigate the strategies employed by translators in translating lexical collocations in literary texts from English into Arabic. The study data consisted of 151 lexical collocations taken from 2 English literary works: *Heart of Darkness* and *Homage to Catalonia*. The findings showed that the most frequent strategies employed by the translators were literal translation and modulation.

Students' translation and the problems they encounter during the translation process have been examined. For example, Adam and Laki (2020) adopted the descriptive method to investigate the challenges that high diploma translation students faced in translating Arabic collocations into English and vice versa. The data were collected from 30 high diploma translations students from Bahri University. The study results showed that high diploma translation students face some difficulty, and they were unable to identify different types of collocations from Arabic into English and vice versa. The study also found that high diploma translation students were unable to translate English collocations into Arabic and vice versa

Abdelhamid (2021) conducted a study to explore the difficulties that Sudanese EFL university students encounter in translating English collocations into Arabic and vice versa. The study aimed to examine EFL students' awareness when rendering Arabic collocations into English and vice versa. The study data were collected by a diagnostic test consisting of two questions. The findings revealed that Sudanese EFL students struggled to translate collocations from Arabic into English and vice versa. The study also revealed the reasons behind these problems. Furthermore, most of the students depended on literal translation in translating the collocations

All the previous studies investigated the translation of collocations from Arabic into English, and vice versa collected their data using a questionnaire or a translation test that were directed to university students to be translated from Arabic into English or vice versa (e.g., Adam & Laki 2020; Abdelhamid 2021). As palpably found in the review of related literature, translation of collocations and strategies adopted in translating them have been the concern of

several researchers. Previous literature examined the translation of collocations from English into Arabic and vice versa in literary texts (Obeidat & Mahadi 2019; Harhash 2019; Mounassar 2021), the translation of collocations in political texts (Shraideh & Mahadin, 2015), the translation of collocations in dictionaries, newspapers, and journals (Ibrahim 2003; Neškovska 2019), subtitling of collocations in children's animated movies (Morales 2015), the translation of collocations in Quran (Al-Sofi et al. 2014; Obeidat & Mahadi 2020), and the translation of collocations through a questionnaire or a translation test (Abdelhamid 2021; Adam & Laki 2020). However, the literature review has shown that none of the previous studies has examined subtitling strategies used in translating a live congress as the current study has focused on doing. Thus, the present study fills a research gap by examining the difficulties the subtitlers faced and their strategies in subtitling collocations from Arabic into English in the World Government Summit held in the UAE between 2016 and 2017.

### **3. Method**

#### *3.1 Corpus*

To achieve this objective, the underscrutinized sample consisted of eight speeches taken from six Arabic sessions of the World Government Summits of 2016 and 2017. All the selected speeches were subtitled from Arabic into English. We included only the speeches delivered in Arabic and subtitled into English. These speeches were obtained from the 'World Government Summit' YouTube channel at (<https://www.youtube.com/user/GovSummit>). We selected these specific Arabic speeches because this study focused on English subtitles. These particular speeches (between 2016 and 2017) were selected because they were the only Arabic speeches subtitled into English (Appendix)

The World Government Summit Organization is a global, non-profit organization dedicated to shaping the future of governments (World Government Summit, n.d.). The World Government Summit has been an annual event since 2013. It takes place in Dubai, United Arab Emirates, under the patronage of His Highness Sheikh Mohammed bin Rashed Al Maktoum, Vice President and Prime Minister of the United Arab Emirates, Ruler of Dubai. In this event, leaders, managers, writers, and thinkers talk about governmental processes and how governments can be developed and improved. The selected speeches were delivered in Arabic, fitting with the study goal of finding strategies for subtitling collocations from Arabic into English.

#### *3.2 Data Collection Procedure*

The eight speeches were scrutinized to determine the collocational expressions used in these selected Arabic speeches. 321 collocational expressions were found and aligned with their English subtitles for the analysis. These collocations and their English subtitles were studied to find out the problems and the strategies subtitlers employed to solve these problems and render an appropriate equivalent to these collocations.

### 3.3 Collocation Identification Procedure

In the present study, one of the researchers watched the selected Arabic speeches and found out the Arabic collocations manually. Then, each collocation was checked for its accuracy and frequency using the Sketch Engine tool. We used ‘Word Sketch’ and ‘Concordance’ tools to find out if the selected words collocate or not. If the collocational expression was frequent and indicated 0.1 per million tokens or more, it was listed in the collocation list, which was analyzed to determine which strategy was used to translate this collocation. For example, the Arabic collocation "الأجيال القادمة" was frequently used 4.76 per million tokens. This shows that its frequency is high. So, it is categorized as an Arabic collocation whose translation should be examined.

The screenshot shows the Sketch Engine interface with the following data:

- Search ID: CQL [ws(2, 2187488488452)] • 39,585
- Frequency: 4.76 per million tokens • 0.00048%
- Navigation: Details, Left context, KWIC, Right context
- Results:
 

Rank	Source	Text
1	1scout.net	تدامة ل نا و <b>للالاجيال القادمة</b> , و تم خلال الجلسة مناقشة افضل الطرق ل حماية ها من التلوث حت
2	ccc.org.qa	ل ما حمل ه <b>للالاجيال القادمة</b> , و ان البحر يعني ل نا الكثير و ياتي ف ي استراتيجية دولة قطر . s/>
3	elaphblog.com	ل اولادي و <b>كلالاجيال القادمة</b> 00 تقبل تحياتي 0 اخ محمد , اشكر ل ك استمرار ف ي المرور على د

Figure 1. Sketch Engine results related to "الأجيال القادمة"

### 3.4 Data Analysis Framework

Based on the results of previous research conducted on translation strategies (Vinay & Darbelnet1995; Dinçkan 2010; Abdul-Fattah 2011; Dweik & Abu Shakra 2010; Al-Sughair 2011), the subtitles of collocations in the speeches delivered at the World Government Summit held in the UAE were analyzed, categorized, exemplified and discussed. Their typologies were used to categorize and analyze the subtitles of selected collocations.

## 4. Results and Discussions

### 4.1 Challenges of Subtitling Collocations

As mentioned earlier in this study, collocations are considered a source of difficulty for translators. The corpus showed that several of the subtitlers encountered some problems in subtitling collocations in the speeches of the World Government Summit held in the UAE. The challenges discussed and exemplified below are classified according to the source of the difficulty.

#### 4.1.1 Religious and Culture-Specific Collocations

The differences between a source language culture and a target language culture are some of the challenges a translator may encounter in translating collocations. Besides, because of the differences in the cultural settings, the source language collocation may contain culture-specific references or meanings that are unfamiliar or unexpressed to the target language readers or translators. Thus, translators and subtitlers need to be aware of these differences to find an appropriate equivalent to render the meaning of the source language collocation into a familiar collocation in the target language (Baker 2018, 109). In addition,

translating religious collocations demand ‘intensive care, rigorous research, deep linguistic knowledge and adequate precision’ (Hassan 2020, 303). The data analysis showed that the subtitlers encountered some challenges in translating some religious and culture-specific collocations as shown in the example below.

**ST:** المؤسس طيب الله ثراه في بداية تأسيس الدولة

**TT:** The founder of Emirates, may he rest in peace, upon the establishment of the state.

In this example, the Arabic collocation "طيب الله ثراه" is a culture-specific collocation that is commonly used in Arabic after someone dies. In this example, the translator translated the Arabic collocation into “may he rest in peace.” As noticed in the above example, to solve the problem encountered, the subtitler domesticated the meaning of the source collocation and used the English collocation “rest in peace,” which is considered a familiar and acceptable translation in the target language. Translators need to have adequate knowledge of the source language culture to understand the meaning and render it correctly into the target language.

#### 4.1.2 Marked Collocations in the Source Text

Speakers or writers sometimes tend to use marked collocations, which are considered unusual combinations of words to give an element of creativity and new images to the source text. The marked collocations need to be rendered into a similarly marked collocation in the target language. However, translators may translate the marked collocation using their way, considering the purpose of the translation and the target language constraints (Baker 2018). For illustration, see the example below:

**ST:** يجد وقتاً ليجلس مع الناس في ولائهم ويشاطروهم أفراحهم وأتراحهم

**TT:** He finds time to sit with people on their feasts and share their joys and sorrows.

In this example, the source language speaker tended to use a marked collocation "أفراحهم وأتراحهم" instead of the unmarked collocation "أفراحهم وأحزانهم" to provide an element of creativity to the Arabic text. In this example, the translator translated the Arabic collocation into “joys and sorrows,” considered a marked equivalent collocation in the target language instead of the unmarked collocation “joy and sadness.”

#### 4.1.3 Idiomatic Collocations

Some fixed expressions have meanings that differ from the words, such as idioms and collocations. Idiomatic collocations have a meaning other than the literal meaning of their components. Therefore, translators need to be aware of these collocations to be able to render them to the target language correctly. An idiomatic collocation is considered one of the challenges a translator/subtitler encounters in translating collocations from Arabic into English (Obeidat & Mahadi 2020). The example below shows the problem in subtitling idiomatic collocations.

**ST:** الرؤية بأن الشباب العربي يصنع نموذج عالمي في بناء الإنسان، الأوطان والتنمية بإحسان



**TT: That vision is for the Arab youth to be a global model in building the human, in building countries, and in development with excellence.**

The Arabic collocation "بناء الإنسان" is an idiomatic collocation that was translated into "building the human" in the target language. The Arabic speaker's intension was to say, "human development." However, the translator provided an incorrect English translation.

#### 4.1.4 The Tendency of the Arabic Language to Repeat and Amplify, Unlike English

In analyzing the data of this study, it has been observed that one of the problematic areas in translating collocations from Arabic into English is that Arabic language speakers tend to repeat some words and some cultural collocations, unlike English. Moreover, Arabic language speakers also tend to amplify and exaggerate surnames of famous, political, and important people, as show in the example below:

**ST: صاحب السمو هذا السؤال تكرر بصيغ عدة و بشكل متكرر**

**TT: This question was raised in many ways and many times.**

Similarly, the Arabic collocation "صاحب السمو" (Your Highness) was repeated many times as a polite marker, which is used in addressing Princes and Sheikhs in UAE. As noticed, the translator omitted the whole collocation in the target language and translated the sentence that followed the collocation because repeating it makes the translation redundant. However, if these are all deleted from the translation, this indicates disrespect to the prince or sheikh attending the conference.

#### 4.1.5 Lack of Equivalence in the Target Language

The problem of non-equivalence in the target language is also one of the difficulties translators/subtitlers encounter in translating collocations. Translators may choose certain equivalents that match their purposes. Therefore, they may put their ideas in the translation process to let the target readers get exposed to them to spread their own ideas and purposes. However, non-equivalence means that the source language collocation has no direct equivalence for it in the target language. This problem can be solved by providing a suitable translation strategy when translating collocations to render them correctly in the target language rather than relying on literal translation (Baker 2018). Translators, in this case, may render the Arabic collocation that has no direct equivalence in the target language using paraphrasing or non-collocation or other suitable strategies since they do not have an equivalence collocation in English. See the example below for illustration:

**ST: صاحب السمو الشيخ محمد بن راشد آل مكتوم الذي يؤمن بأن أفضل وسيلة لبناء المستقبل هي بسبر أغواره**

**TT: His Highness Sheikh Muhammed Bin Rashid Al Maktoum who believes that the best way to build the future is by exploring it.**

The Arabic collocation, in this example, has no direct equivalent for it in English since the Arabic collocation "سبر أغواره" is considered as a cultural collocation. Thus, the translator here faced a problem in rendering this collocation into English. Hence, he/she used the

paraphrasing strategy to explain the meaning of the source language collocation into the target language by adopting domestication.

#### 4.2 Subtitling Strategies From Arabic into English in the World Government Summit

The analysis of 321 collocations selected from the selected speeches taken from the World Government Summit held in UAE showed that the subtitlers used 321 strategies to render the meaning of the collocational expressions used. Table 2 below shows the frequencies and percentages of each strategy.

Table 2 shows that the most frequently used strategy by the subtitlers was equivalence, which registered 97 instances, accounting for 30.2% as the main strategy in rendering the collocation. This result indicates that the subtitlers tended to translate the collocations with their equivalents in the target language. The second most used strategy was calque, which was registered 76 times (23.6%) by borrowing the structure of the source language collocation and translating its elements literally into the target language. However, the least strategies the subtitlers resorted to in translating collocations were generalization and explicitation (0.9%, 1.2%, respectively). In the following sections, we will present the findings, explain and illustrate each strategy with examples taken from the corpus.

Table 2. Frequencies and strategies of subtitling used in World Government Summit held in the UAE

No.	Translation Strategies	Frequency	Percentages
1	<b>Calque</b>	76	23.6%
2	<b>Adaptation</b>	6	1.8%
3	<b>Mistranslation</b>	7	2.1%
4	<b>Near Synonymy</b>	27	8.4%
	<b>Deletion</b>	13	4.0%
5	<i>Partial Deletion</i>	9	2.8%
	<i>Full Deletion</i>	4	1.2%
	<b>Transposition</b>	18	5.6%
6	<i>Obligatory Transposition</i>	9	2.8%
	<i>Optional Transposition</i>	9	2.8%
	<b>Modulation</b>	21	6.5%
7	<i>Obligatory Modulation</i>	6	1.8%
	<i>Optional Modulation</i>	15	4.6%
8	<b>Paraphrase</b>	15	4.6%

9	Equivalence	97	30.2%
10	Explicitation	4	1.2%
11	Generalization	3	0.9%
12	Collocation into Non-Collocation	23	7.1%
13	Literal Translation	6	1.8%
<b>Total</b>		<b>321</b>	<b>100%</b>

#### 4.2.1 Adaptation

This strategy is used when the source cultural collocation does not exist in the target culture. Therefore, translators and subtitlers tend to use this strategy to change the cultural reference in the source culture into a familiar collocation or translation in the target culture. To illustrate more, here are some examples:

##### Example (1):

ST: السادة الحضور

TT: **ladies and gentlemen.**

In this example, the Arabic collocation "السادة الحضور" is unfamiliar and unknown in the English language. Therefore, the subtitler opted for the adaptation strategy to translate this Arabic collocation into English without causing meaning loss. The English translation is "ladies and gentlemen," which is the most acceptable collocation to the Arabic collocational expression because English native speakers always tend to use this collocation, and it is more familiar to the target readers.

##### Example (2):

ST: الله سبحانه وتعالى خلق الإنسان من مكونات عديدة. سبحان الخالق.

TT: **God Almighty created humans out of different elements. Praise be the creator.**

The subtitler, in the above example, opted for the adaptation strategy to translate the Arabic collocation "الله سبحانه وتعالى" into English as "God Almighty" because of the cultural differences between the two languages. The Arabic collocation "الله سبحانه وتعالى" is a cultural-specific expression; therefore, the subtitler opted for finding a collocation that has a close meaning to the one in the SL, and the closest was "God Almighty" since it conveys the meaning in the target language, and it is familiar to the target audience.

#### 4.2.2 Deletion

Deleting the collocation from the subtitle should be the last choice for a subtitler, and it should be used only when it is too difficult to paraphrase the meaning of the collocation. The data showed that the subtitlers deleted 11 collocations out of 321 collocational expressions in

the selected speeches. The subtitlers did not risk compensating for their lack of an equivalent target-language item for the SL collocation. Their deletion of the whole or some collocation elements may be ascribed to their inability to find an equivalent or their judgment that it is unnecessary to be translated for the target readers. The following are some illustrative examples that demonstrate the use of this strategy.

#### **Example (1): Full Deletion**

**ST:** الشيخ زايد طيب الله ثراه هو الي رجع مصر للصف العربي

**TT:** **Sheikh Zayed was the one who returned it to the rank of the Arab World.**

In this example, the Arabic collocation "طيب الله ثراه" is a cultural-specific collocation and it's oriented to the source language. Therefore, the subtitler opted to omit the whole collocation from the target language subtitle. This could be because it is unfamiliar in the target language, and he/she could not find an acceptable equivalent for it in English. The subtitler, as observed, decided not to translate the collocation; however, it did not affect the meaning of the message. However, an Arabic speaker may be upset or angry if such expressions are deleted, as this is culturally considered an important expression.

#### **Example (2): Partial Deletion**

**ST:** هذه المنطقة مهد الحضارة البشرية كلها

**TT:** **This region is the cradle of civilization.**

In this example, the Arabic collocation "الحضارة البشرية" needs to be translated into "Human civilization." Yet, the subtitler translated it into "civilization" and omitted the "human," which means "البشرية." Though deletion is partial, it affects the intended meaning because the target reader may not understand which civilization the subtitler refers to.

### 4.2.3 Literal Translation

This strategy was one of the least strategies used by the subtitlers to translate collocations. It was utilized six times only. Literal translation means word-for-word transferring of the source collocation into the target collocation in a grammatically and idiomatically appropriate way. Here are some examples to illustrate this strategy:

#### **Example (1):**

**ST:** وتتمحور أعمال المركز حول أربع مجالات تشغيلية رئيسية؛ إنتاج الكهرباء من الطاقة الشمسية

**TT:** **The center's activities will focus on 4 main operational aspects; the production of electricity using solar energy.**

In this example, the Arabic collocation "إنتاج الكهرباء" was translated into "the production of electricity." Hence, the subtitler used literal translation in rendering the source language collocation into the target language since he/she used word for word translation to render the meaning of the collocation into the target language. The subtitler could translate the Arabic collocation into "electricity production" instead of "the production of electricity."

**Example (2):**

ST: كل هذه التغييرات هي مدعاة لاجتماع أفضل العقول مع صناع القرار في هذه القمة لمحاولة صياغة إجابيات لتحديات كثيرة ومحددة ستمر بها حكومات العالم

TT: All these changes call for bringing the best minds together with the lawmakers in this summit to try to formulate answers to many challenges which the governments of the world will face.

The subtitler, in this example, rendered the Arabic collocation "حكومات العالم" into "the government of the world" instead of translating the collocation into "world government." The subtitler adopted a literal translation strategy in translating the source language collocation into the target language.

**4.2.4 Near Synonymy**

Near synonymy is a kind of semantic relationships among words. It could be defined as words that are almost synonyms but not very identical in meaning. The subtitlers employed the strategy of near synonymy to render the Arabic collocations into English. Here are some examples of the near synonymy strategy:

**Example (1):**

ST: درسنا وتعلمنا و كسبنا خبرات

TT: We've studied, learned, and acquired knowledge.

In this example, the subtitler translated the Arabic collocation "كسبنا خبرات" into "acquired knowledge" instead of "acquired experiences," which is the most suitable equivalent for the Arabic word "كسبنا خبرات". However, "knowledge" is a near-synonym to the English word "experiences," which delivered a comprehensible message to the reader/audience.

**Example (2):**

ST: تؤمن قيادتنا الرشيدة أن ترجمة سياستنا المستقبلية ستعتمد على إنتاج الأفكار المبدعة

TT: Our good leadership believes that translating our future policy will depend on producing innovative ideas.

As can be seen in this example, the subtitler employed a near synonymy strategy to translate the source language collocation into English. Hence, he/she used the word "good" instead of "wise," which is considered as a near-synonym for the former word. This resulted in "good leadership" instead of "wise leadership." This translation is considered acceptable and successful since it did not change the meaning completely and partially conveyed a similar meaning to the source language collocation.

**4.2.5 Paraphrase**

This strategy is used when the source text collocation does not have an equivalent in the target language or when the meaning of the collocation is opaque. The data showed that the subtitlers of the World Government Summit used paraphrasing to explain the source language

collocation or a description to produce an appropriate translation. The following are some examples illustrating the use of paraphrasing as a translation strategy to render the meaning of the collocations.

**Example (1):**

ST: المؤسس طيب الله ثراه في بداية تأسيس الدولة

TT: **The founder of Emirates, may he rest in peace, upon the establishment of the state.**

The Arabic collocation "طيب الله ثراه" is a cultural expression that is only used in the Arabic culture. In this example, the subtitler tended to paraphrase the Arabic collocation into English since there is no precise equivalent in English due to cultural differences. Therefore, the Arabic collocation was translated into "may he rest in peace" since this translation is familiar and more comprehensible to the target audience. As noticed, this translation conveys the meaning of the Arabic collocation adequately.

**Example (2):**

ST: صاحب السمو الشيخ محمد بن راشد آل مكتوم الذي يؤمن بأن أفضل وسيلة لبناء المستقبل هي بسير أغواره

TT: **His Highness Sheikh Muhammed Bin Rashid Al Maktoum who believes that the best way to build the future is by exploring it.**

As shown in the above example, the Arabic collocation "بسير أغواره" cannot be translated literally since the target language readers cannot understand the intended meaning of the Arabic collocation. Hence, the subtitler paraphrased "بسير أغواره" as "by exploring it" instead of "by digging deep into it" to convey the intended meaning of the source language collocation. This translation conveyed the meaning of the Arabic collocation successfully.

#### 4.2.6 Explication

Explication is used by the subtitlers when the collocation is rendered into the target language with extra information that is not presented explicitly in the source language collocation. The present research has shown that the subtitlers of the World Government Summit employed this strategy to render the meaning of some collocational expressions. The following examples are given to illustrate this strategy:

**Example (1):**

ST: حادث الحريق في رأس السنة مثله مثل كل الحوادث

TT: **That fire took place on New Year's Eve like all accidents.**

The Arabic collocation "رأس السنة" could be translated into "New Year." However, the subtitler added some explanation, which is not mentioned in the source text, to the Arabic collocation. The subtitler translated the Arabic collocation into "New Year's Eve." Thus, by

adding the English word “Eve” to the translation, which means "ليلة/ عشية رأس السنة" the translator made the collocation more comprehensible to the target readers.

**Example (2):**

**ST:** نحن ذهبنا إلى اليمن لإعادة الأمل و لإعطاء أصحاب الحق حقهم

**TT:** We went to Yemen to revive hope and to do justice to those who were wronged.

In this example, the Arabic collocation "أصحاب الحق" was translated into “to those who were wronged” instead of “the wronged.” The phrase “to those who” was not mentioned in the source text. However, the subtitler translated the Arabic collocation using a relative clause to explain the Arabic words to make the subtitle more explicit.

#### 4.2.7 Generalization

The findings of this study revealed that the subtitlers tended to employ the strategy of generalization to render the meaning of the collocations. Generalization was used by the subtitlers when they rendered the whole meaning of the collocation by using a more general word than required. The following examples illustrate how this strategy was used to translate collocations.

**Example (1):**

**ST:** دبي تتقدم دول العالم و تحقق نقلة نوعية في توظيف الذكاء الاصطناعي على خدمة الإنسان

**TT:** Dubai is moving ahead of the world's cities and achieving a paradigm shift in employing artificial intelligence in service of mankind.

The Arabic collocation "خدمة الإنسان" means “service of human” or “service of man.” However, in this example, the subtitler used a generalization strategy in translating the Arabic collocation into English. By doing so, he/she translated the Arabic collocation "خدمة الإنسان" into “service of mankind.” The word “mankind” means "البشرية", which is a general word than the Arabic word "الانسان". As a result, the subtitler succeeded in rendering the intended meaning of the source language collocation into English.

**Example (2):**

**ST:** قطاع التعليم والي هو أهم ما يمكن الإنسان من التقدم والتطور

**TT:** The education sector which is the most important thing for the progress of the human race.

In Arabic language, the collocation ‘التقدم والتطور’ are the considered synonyms. Therefore, as noticed in this example, the subtitler translated the two words with one general and non-collocational term ‘progress’ as a more general term for ‘advancement’ or ‘development’, which is the most suitable translation for the Arabic collocation. Nonetheless, the meaning is comprehensible to the readers.

#### 4.2.8 Transposition

Transposition is the change of the sequence of the words in translation. Transposition strategy could be divided into obligatory and optional. Obligatory transposition is used when there is only one choice, while the optional transposition is used when it is done for the sake of style. To opt for this strategy, the subtitler should know that it is possible to change a word category in the target translation while translating without changing the meaning of the source language collocation. Below are some examples to clarify this strategy:

##### **Example (1): Obligatory Transposition**

**ST:** يعني مثلاً، يظن الناس الآن بأن الحكم المسبق عبارة عن حالة نادرة:

**TT:** For example, people now think that prejudgment is rare.

In this example, the Arabic collocation "الحكم المسبق", which is a noun phrase was rendered into 'prejudgement'. The Arabic word "المسبق" was translated into the preposition 'pre-', which is considered a grammatical shift. The subtitler chose this technique, which can be said to be a successful strategy for rendering the meaning of the Arabic collocation. The subtitler made this grammatical shift because 'prejudgement' is the only equivalent for the Arabic word in English. Thus, the subtitler was obliged to make render the Arabic word "المسبق" into a preposition into the target language.

##### **Example (2): Optional Transposition**

**ST:** الشباب الإماراتي، سيدي، طلبتوا منهم الخدمة الوطنية ولاشك إقدامهم وسرعتهم ومثابرتهم وتلبية النداء كانت مثال يحتذى به

**TT:** The Emirati youth, Your Highness. You asked them to serve their country, and surely their courage, promptness, and perseverance in answering the call were exemplary.

In this example, the Arabic collocation "الخدمة الوطنية" was translated into non-collocation "serve their country." As noticed, there is a shift in this subtitle from a noun phrase into a verb phrase, which was made by the subtitler for the sake of style. The Arabic collocation "الخدمة الوطنية" should be translated into "National service." Using this strategy for the sake of style is an acceptable translation to render the meaning of the Arabic collocation mentioned above.

#### 4.2.9 Calque

Calque is considered a word-for-word translation from the source language into the target language. Translators borrow the source text's structure and literally translate its elements into the target language. The study's findings showed that subtitlers used the strategy of calque to translate the collocations. Calque helps to introduce new terms to the target language. In addition, here are some examples to illustrate the meaning of this strategy from Arabic into English:

##### **Example (1):**



ST: عندنا من النساء الي الوحدة بألف رجال، فالمرأة نصف المجتمع

TT: We have women who are worth a thousand men. So, women are half the society.

In this example, the Arabic collocation "المرأة نصف المجتمع" is a phrase that oriented to the source language. The subtitler translated it to "women are half the society." The subtitler borrowed the collocation from Arabic and translated its elements literally to convey the meaning to the target readers. It is noteworthy to mention that the subtitler successfully rendered the collocational meaning.

#### Example (2):

ST: هذه الفكرة هي استعادة الخلافة الإسلامية وبناء الخلافة الإسلامية من جديد

TT: The idea is bringing the Islamic caliphate back, and rebuilding it.

The Arabic collocation "الخلافة الإسلامية" is translated into English as "Islamic caliphate." Here, the subtitler borrowed this collocation and provided word-for-word translation since there is no equivalent in the target language. The translation is acceptable, but the subtitler added a footnote or an explanation for the word in English to familiarize the target reader with such a culture-specific reference.

#### 4.2.10 Modulation

Subtitlers resorted to the modulation strategy to make the translated collocation more familiar and favorable to the target reader by presenting a semantic or perspective change in the target text. Literal translation would have resulted in an unnatural or unidiomatic translation to the target audience or reader. Modulation at the lexical level is divided into obligatory modulation and optional modulation. Obligatory modulation is when the translator is obligated to use this strategy when literal translation results in a correct grammatical translation, but it is considered unidiomatic and awkward in the target language (Vinay & Darbelnet, 1995). Optional modulation means that the translator has more than one option, and they need to choose the preferred structure from more than one alternative available in the target language (Munday, 2008). The following are some examples exemplifying the subtitler use of this strategy in subtitling the World Government Summit.

#### Example (1): Optional Modulation

ST: يا أخوان، لولا نظرة المجتمع لكم العالمي الإيجابية إليكم وصورتكم الحسنة التي انتوا كنتوا فيها خير سفراء

TT: Brothers, it was the positive impression the international community has of you and your good image which made you the best ambassadors.

The Arabic collocation "خير سفراء" was translated into "the best ambassadors." Here, the subtitler adopted the optional modulation strategy to provide an acceptable and idiomatic translation in the target language. The Arabic word "خير" is a very common word, and its equivalent is "good"; however, the subtitler chose the English word "best" since it is more

favorable and more fit in this context than the former word. Consequently, the subtitler succeeded in providing a functional equivalent of the Arabic collocation.

### Example (2): Obligatory Modulation

ST: سيبقى الكيلو متر الأرقى في العالم بجهد الفريق الواحد

TT: **The finest one-kilometer stretch in the world will keep its status through the efforts of the united team.**

In this example, the Arabic collocation "الفريق الواحد" was translated into "the united team" instead of translating it literally into "one team" because this is not the intended meaning of the speaker in the summit, in example (4). The intended meaning of the Arabic collocation "الفريق الواحد" does not mean "through the efforts of one team" but it means "the efforts of the united teamwork." Therefore, the subtitler adopted the obligatory modulation since they found the translation of "united team" is more appropriate and correct translation of the Arabic collocation "الفريق الواحد". Accordingly, the translation of the Arabic collocation is rendered successfully.

#### 4.2.11 Collocation into Non-collocation

Translators sometimes rendered the source text collocation into a non-collocation (one word) in the target text. This could be ascribed to two reasons: 1) The non-collocation equivalent might be the most appropriate equivalent to the source language and the only equivalent available in the target language, and 2) The context, the purpose of translation, and the structure of the text can be the reason in rendering a collocation into non-collocation into the target language (Al-Sughair, 2011).

### Example (1):

ST: ثلاثين مليون عربي يعيشون تحت خط الفقر

TT: **30 million Arabs living in poverty.**

In example (1), the Arabic collocation "خط الفقر" was translated into a non-collocation word "poverty" instead of "poverty line." Thus, the translator in this example preferred to render the collocation into non-collocation in the target language.

### Example (2):

ST: لأن كثير من الشباب عندهم روح إيجابية كثير

TT: **Because many people have a lot of positivity.**

In this example, the translator rendered the Arabic collocation "روح إيجابية" into one word "positivity." Here, the subtitler translated the Arabic collocation into non-collocation in the target language. The translation of "positivity" is more familiar and common for the target readers than the translation of "positivity spirit," which is odd to English speakers. Therefore, the subtitler conveyed the meaning successfully to the target readers.

#### 4.2.12 Equivalence

Equivalence means that the same collocation can be translated into another language using different stylistic and structural methods (Vinay & Darbelnet, 1995). Translators use a collocation that is already established and available in the target language and has the same meaning as the source language collocation. The analysis of the collocations found in the corpus revealed that subtitlers adopted the equivalence strategy in rendering the source language collocations into the target language. The subtitlers used this strategy to find an equivalence of the Arabic collocation in the English language.

##### **Example (1):**

**ST:** تنظيم الوقت هو شيء مهم

**TT:** Time management is important.

In example (1), the Arabic collocation "تنظيم الوقت" was translated into "Time management" in English. The subtitler here used the equivalence strategy when he/she rendered the source language collocation into the target language. Therefore, the subtitler successfully translated the Arabic collocation into English since they rendered it equivalent.

##### **Example (2):**

**ST:** هي العقيدة التي إنبتت على القيادة الاستثنائية والمواطنة الإيجابية والاستثمار في الموارد البشرية و روح الفريق

**TT:** It's the doctrine that was based on exceptional leadership and on positive citizenship, as well as investing in human resources and team spirit.

In this example, the Arabic collocation "الموارد البشرية" was translated into "human resources." The subtitler adopted the equivalence strategy to render the Arabic collocation into English. As a result, the subtitler succeeds in rendering the Arabic collocation since they used an equivalent for the source language collocation, which is already available in the target language and has the exact same meaning.

#### 4.2.13 Mistranslation

The study findings revealed that some subtitlers rendered the collocation wrongly, which could be due to their lack of the target language equivalents or structures. The data showed that the subtitlers produced various incorrect translations. In the following examples, this strategy is illustrated.

##### **Exmple (1):**

**ST:** وفق تقرير استشراف المستقبل الذي اطلقتها أكاديمية دبي للمستقبل

**TT:** According to the state of Future report launched by Dubai Future Academy.

In this example, the Arabic collocation "استشراف المستقبل" was translated into "the state of Future," which does not give the intended meaning of the speaker and the Arabic collocation. An appropriate translation of "استشراف المستقبل" could be "envisioning the future" or

“foreseeing the future.” However, the English translation “the state of future” does not mean “foreseeing the future.” Therefore, the subtitler failed to render the intended meaning of the Arabic collocation into English.

**Example (2):**

**ST:** لما زعماء العرب رفضوا تكون مصر في الصف العربي

**TT:** When the Arab leaders refused to have Egypt among the Arab ranks.

In this example, the subtitler rendered the Arabic collocation "الصف العربي" into “Arab ranks.” The subtitler here mistranslated the Arabic collocation because they could translate it into “Arab fold” or “Arab alliance,” which are acceptable for the aforementioned Arabic collocation. However, the English translation “Arab ranks” is incorrect since it is not the intended meaning in the source language collocation.

## 5. Discussion and Conclusions

The findings of this study revealed the difficulties the subtitlers faced in translating Arabic collocations into English and some problematic types of collocations. One of the most encountered challenges is rendering the meaning of religious and culture-specific collocations. This finding is in line with Obeidat and Mahadi's (2019), Harhash (2019), and Al-Sofi et al. (2014) findings, which showed that religious and cultural collocations are complex and difficult to understand by the target readers and they are the most problematic to translators. The second problem is the tendency of the Arabic language to repeat and amplify, unlike English. This result supports the findings of Abdelhamid (2021), which showed that a lack of awareness about the differences between the two languages would lead to difficulties in the process of translating collocations. The third obstacle revealed in this study is the lack of equivalence in the target language. This finding is in line with the results of Harhash (2019) who revealed that many collocations have no equivalents in the target language. The fourth problem is the idiomatic collocations. The result of this study supports the findings of Moraes (2015), and Obeidat and Mahadi (2020), which showed that idiomatic collocations were the biggest challenge the translators face in translation since some of them are not aware of the idiomatic collocation. Finally, marked collocations in the source text is another challenge encountered the subtitlers. This problem was proposed first by Baker (2018). None of the previous studies mentioned earlier found this problem in their analysis of collocations.

The findings of the present research have uncovered the translation strategies employed by the subtitlers. The most frequent strategy is equivalence. This strategy was proposed by Vinay and Darbelnet (1995). None of the previous studies found this strategy in their analysis of collocations. The subtitlers' second and third most frequent strategies are calque and near synonymy. Shraideh and Mahadin (2015), have similar findings in revealing that synonymy was one of the frequent strategies used in their studies. The fourth strategy is collocation into non-collocation. This finding supports the results of Mounassar (2021), which showed that the translators rendered collocations into non-collocations in the target language. This study also showed that modulation and transposition (obligatory and optional) strategies were used by the subtitlers. Modulation in Mounassar's (2021) study was the translators' most

frequent strategy, unlike the present study. However, none of the previous studies used transposition strategy in their analysis. The subtitlers' seventh and eighth strategies are paraphrase and deletion (partial and full deletion). This finding is in line with Harhash (2019), and Moraes (2015), which found that omission and paraphrase strategies were used in rendering the collocations into the target language. Furthermore, the study showed that the subtitlers adopted mistranslation, adaptation, and literal translation. This finding supports previous research that revealed that adaptation is one of the strategies translators use to render the meaning (e.g., Harhash 2019). In most of the previous studies, literal translation strategy was the most frequent strategy used in rendering the collocations (e.g., Abdelhamid 2021; Neškovska 2019; Shraideh & Mahadin 2015; Mounassar 2021; Ibrahim 2003; and Al-Sofi et al. 2014). However, none of the previous studies used mistranslation strategy in their analysis. The subtitlers employed explicitation and generalization in Word Government Summit. Explicitation was the second least used strategy used by the subtitlers, This is in line with Shraideh and Mahadin (2015), who found that explicitation was not used frequently by the students. In addition, generalization was the last strategy the subtitlers resorted to in translating collocations, This result is similar to Moraes's (2015) study, which showed that the subtitlers did not use generalization in translating the collocational patterns.

### *5.1 Limitations for Further Studies*

The present study mainly focused on finding out the difficulties the subtitlers face, and the strategies they employed in the process of translating Arabic collocations into English. However, the followings are the limitations of the present research:

- The present study is limited to eight Arabic speeches only.
- I selected only 321 Arabic collocations for the analysis.
- The corpus of the study consisted only of the Arabic speeches that were subtitled into English.

## **6. Implications**

### *6.1 Implications for Translators, Subtitlers and Translation Students*

The findings of this research present some implications for translators, subtitlers, and translation students. Firstly, since most of the problems that the subtitlers encountered in subtitling collocations in the World Government Summit from Arabic into English was translating religion and culture-specific collocations, students and translators need to know both a source language and a target language, which would be easier for the translators to find an appropriate equivalence in the target language. Secondly, translation students and translators need to be aware of the cultural and religious collocations to render them correctly into the target language. Students need to be aware of the cultural differences between Arabic and English. Teachers need to familiarize the students with the nature of collocations to comprehend and render them correctly to a target language. Thirdly, subtitlers and translators should not resort to literal translation because a translator needs to understand the meanings of the collocation before translating it. Fourthly, the findings suggest that subtitlers should avoid omitting the whole collocation without compensating its missing meaning somewhere in the context. They can also use footnotes to explain the missing meaning in a target

language. Finally, subtitlers need to render the marked collocations into similarly marked collocations into the target language.

### 6.2 Implications for Syllabus Designers

The present study results suggest that syllabus designers need to be aware of the problems of translating collocations from Arabic into English or vice versa. Therefore, they need to expose the students and the teachers to other cultures by introducing other cultures in their syllabus to familiarize the students with the cultures of other languages. This would facilitate the process of translation and make it easier for the students or translators to understand the religious and cultural meaning of the source language collocations before rendering them into the target language. Moreover, collocations are used every day in conversations and all types of texts. Hence, syllabus designers need to encourage the students to look for more collocations in literary, political, legal texts to discover the strategies used in rendering the problematic types of collocations into the target language. Furthermore, it is recommended that the syllabus designers allow students and teachers to study how to translate all types of collocations, lexical and grammatical collocations from Arabic into English and vice versa.

### 6.3 Recommendations for Further Research

Since there are a limited number of studies conducted in this field, especially in subtitling collocations from Arabic into English and vice versa. The researcher recommends conducting research in the following areas:

- Conducting a study on investigating collocations in political speeches.
- Another study could be examining collocations in legalese (e.g., legal contracts)
- Translating collocations in live events in different fields could be a study that is worth being investigated.
- Analyzing collocations in the World Government Summit from English into Arabic.
- Subtitling collocations in live events from Arabic into English or vice versa to find out the strategies translators/subtitlers use in rendering their meaning.

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**Appendix. List of Speeches Selected From the World Government Summit**

No	Name of the Speaker	Year	Length of Speeches	Link of the Speech
1	H.H. Sheikh Mohammed bin Rashid Al Maktoum and Other participants	2017	1: 06: 51	<a href="https://rb.gy/q1jlyw">https://rb.gy/q1jlyw</a>
2	H.H. Sheikh Saif bin Zayed Al Nahyan	2016	33: 51	<a href="https://rb.gy/b3mgzb">https://rb.gy/b3mgzb</a>
3	H.H. Sheikh Mansour bin Zayed Al Nahyan and Other participants	2017	28: 47	<a href="https://rb.gy/gvblkj">https://rb.gy/gvblkj</a>
4	H.E. Mohammed Al Gergawi	2017	8: 56	<a href="https://rb.gy/uevxb1">https://rb.gy/uevxb1</a>
5	Abdulah Bin Bijad Al Otaibi	2017	15: 27	<a href="https://rb.gy/dw9yt8">https://rb.gy/dw9yt8</a>
6	Ibrahim Al Buleihi	2017	28: 12	<a href="https://rb.gy/5uoxib">https://rb.gy/5uoxib</a>
7	H.E. Matar Al Tayer	2017	24: 59	<a href="https://rb.gy/hxpg0v">https://rb.gy/hxpg0v</a>
8	Saeed Al Tayer	2017	16: 31	<a href="https://rb.gy/vohhic">https://rb.gy/vohhic</a>

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