Rendering Collocations in Arabic/English Simultaneous Interpreting

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Abstract:

This paper seeks to determine the strategies used by interpreters to render collocations in simultaneous interpreting. The interpretive theory of translation (ITT) is adopted in this paper as a theoretical framework. Derived from the ITT, two main parameters, i.e. comprehensibility and transferability are underscored and treated to test the participants' strategies to render collocations in their interpretations. Drawing on the ITT, two types of data (qualitative and quantitative) are analyzed: transcribe data from a practical experiment carried out with 12 interpreting students and data from 33 interpreters of questionnaire conducted to reach the aim of this study. Both results show that interpreters manage collocation easily, as the retrieval of these readymade chunks is usually not difficult. In addition, interpreters try to use the equivalence strategy in simultaneous interpreting while rendering collocations. Partial omission through the merging of words is a strategy used by interpreters to keep the sense of collocations, especially when these collocations have semantic repetition. Paraphrasing is another strategy used by interpreters when rendering collocations. Finally, combination of strategies is utilized to render some collocations as these strings of words are above word level.

Key words: collocations, simultaneous interpreting, strategies, interpreters, interpretative theory of translation.

1. Preliminary of Interpreting

Interpreting is not a newly born activity. It dates back thousands of years, possibly to the end of the Pyramids' Period when interpreters played a vital role in mediating between the Nubians and Egyptians (Pöchhacker and Shlesinger, 2002). Enhancing communication is one of the main functions and purposes of interpreting. Therefore, interpreting is defined as "interlingual, intercultural oral or signed mediation, enabling communication between individuals or groups who do not share, or do not choose to use, the same language(s)" (Pöchhacker and Shlesinger, 2002: 3). As Interpreting has developed, it has expanded to serve many different aspects of modern life such as courts, medical sectors, businesses, and conferences, the need to study this activity theoretically and practically has also increased. Thus, many papers, dissertations and theses focus on and attach great importance to Interpreting Studies (IS), to study this activity linguistically, semantically, syntactically, psychologically and in relation to other disciplines.

Simultaneous interpreting (SI), which is one type of interpreting, is defined by Seleskovitch (1978: 125) as:

In simultaneous interpretation, the interpreter is isolated in a booth. He speaks at the same time as the speaker and therefore has no need to memorize or jot down what is said. Moreover, the processes of analysis-comprehension and of reconstruction-expression are telescoped. The interpreter works on the message bit by bit, giving the portion he has understood while analyzing and assimilating the next idea.

Although many studies have focused on different aspects of simultaneous interpreting, collocations has not yet received much attention. Admittedly, there is a growing agreement in the literature that a great deal of collocations, which by its very nature consists of strings of words, is stored in memory in pairs, groups or chunks. However, the retrieval of such a huge lexicon

when conducting a simultaneous interpreting exercise or task requires a host of linguistic and extra linguistic skills. This means that the interpreter is at his or her best when the sense of collocation is well-managed. Thus, rendering collocations is to a large extent a matter of interpretive manipulation stimulated by what we store and retrieve from memory into verbal output.

2. Collocations

Linguistically, a collocation can be defined as "a term used in lexicology by some linguists to refer to the habitual co-occurrence of individual lexical items" (Crystal, 2008: 68). According to Herbst, "collocations are seen as a type of word combination, most commonly as one that is fixed to some degree but not completely" (Herbst, 1996: 380). With reference to translation, Dickins, Hervey, and Higgins (2002: 71) describe a collocation as "an occurrence of one word in close proximity with another". Ghazala's definition, in line with Herbst's, is "a combination of two or more words that always occure together consistently in different texts and contexts in language" (Ghazala, 2008: 106). Some examples of collocations include: *خبر عاجل* 'breaking news', *يرأب الصدع* 'bridge the gap', *اضطراب سياسي* 'political turmoil', 'eminent gathering' *جمع مميز*, 'untiring efforts' *جهود حثيثة*, 'avert the danger' *درء الخطر* and 'huge burdens' *أعباء ثقيلة*.

Collocations play a major role in improving the style of translation (Gramley & Pätzold, 2004). Nesselhauf elaborates on the importance of learning collocations for non-native speakers, emphasising that "enhancing fluency through reducing processing effort must be of particular interest for non-native speakers, as they naturally need more processing effort to convey their intended message" (Nesselhauf, 2005: 2). In a similar vein, Zhang (1993), focusing on the relationship between language proficiency and collocation use, finds that the use of collocations can improve

proficiency, thereby confirming that collocation knowledge saves time and effort in processing the accurate choice of words. One of the most essential skills for interpreters is continual improvement of fluency and proficiency. This prerequisite has been underscored pedagogically by Zhang and Nesselhauf, who attach a high priority to learning collocations to make interpreting immaculate. Consequently, Nofal (2012) encourages prospective interpreters to undergo extensive training that takes learning collocations into consideration. By the same token, Farrokh (2012: 70) outlines the significant role of learning collocations in enhancing communication, noting that "preparing students to use collocations effectively and appropriately will contribute to efficient communication". For instance, knowing collocations like إثارة قلاقل 'spell trouble', زرع الخلاف 'cause dissent', ماضي تليد 'glorious past', 'devote effort' تسخير جهود, 'flout the convention' يخرق العرف, 'bloodshed' حقن الدماء, 'dire consequences' عواقب وخيمة will help interpreters in their assignments.

As far as Baker (2011) is concerned, variation in collocations is fairly permissible. For example, مصاعب جسيمة can be variably rendered using different alternate collocating adjectives such as 'considerable', 'enormous', 'extreme', 'grave', 'great', 'major', 'serious', or 'severe' difficulties. However, not all collocations are flexible in rendering. ألغيت المعاهدة 'the treaty was abrogated', for example, cannot be rendered as 'the treaty was cancelled', as this is not the proper collocation in political or legal discourse.

3. Strategies of Rendering Collocations in Translation

There are no written rules concerning the use of collocations in a language. However, one immediately recognises an unusual collocation in one's native language. Finding the appropriate collocations is a "continual struggle" as stated by Newmark (1988: 213). Baker (2011) argues that rendering collocations is

not an easy task, as there are many factors such as register, genre and culture specificity which play a vital role in choosing the correct collocations. McKeown and Radev (2000) state that collocations are often language-specific and cannot be rendered compositionally in most cases. Ghazala (2008) offers the example of 'Job's patience' as a case in point, as this is best rendered as صبر أيوب (literally: Ayoob patience), since this is a religious collocation.

Equally, Newmark (1988) states that one of the fundamental issues involved in rendering a collocation is the need to find an appropriate one in the target language. Good examples of this possibility include 'brain drain' هجرة الأدمغة, 'honey moon' شهر العسل and 'status quo' الوضع الراهن. Likewise, Ghazala (2008: 107) encourages finding the equivalent collocation in Arabic because "an English collocation is better rendered into an appropriate collocation in Arabic". Nevertheless, he calls to render the sense of collocations at hand correctly and suitably if there is no equivalent in Arabic. Therefore, he suggests that it is acceptable to render 'hard labour' as أعمال مضنية (literally**:** strenuous works) rather than أعمال شاقة (hard works), 'raging storm' as عاصفة هوجاء (tornado) rather than عاصفة غاضبة (literally: angry storm) (ibid).

Baker (2011) argues that certain collocational combinations give the combination a meaning different than that of its individual components. This is true as كبش الفداء'scape-goat' and 'smell a rat' في الأمر إنَ. The former, كبش الفداء 'scape-goat' has nothing to do with sacrifice or any sort of goats. The collocational meaning derived from the componential combination is metaphorically formed to simply mean كبش الفداء'scape-goat'.

Thus, Dulay and Burt (1973) state that many non-native speakers of English rely on their native language in rendering collocations. Many Arab translators, for example, depend on the lexicon of their native language to find appropriate collocations (Al Daqs, 2011).

However, Dickins, et al. (2002: 71) state that some collocations are conventionalised that they are frozen chunks and should not be revised. "An important area for collocation is the use of conjoined phrases on the pattern X and Y". For instance, English tends to say 'do's and don'ts' rather than 'don'ts and do's', 'more or less' rather than 'less or more'. They also state that some collocations behave very much like idioms. For example, الربيع العربي 'The Arab Spring' has a metaphorical or idiomatic connotation rather than collocational patterning because "some collocations of this kind have established idioms" (ibid).

Nofal (2012: 75) mentions that interpreter cannot capture a collocation in the SS if he or she is not capable of calling up its counterpart in the TS. Indeed, "the interpreter's failure in such an endeavor usually results in his adoption of strategies of lexical simplification, namely, reduction, synonymy, compensation, paraphrase and transfer".

As mentioned earlier, collocations are directly affected by many factors such as register, culture-specificity, and the different strategies adopted by scholars depending on the text type. Al Sughair (2007) reports some strategies that can be useful in dealing with literary discourse. She notices the most frequent strategy is calque translation, which means rendering a collocation through a direct translation of its elements. She also suggests other strategies such as modulation (passive to active), equivalence, deletion, literal, explicitation, transposition (verb to noun and adverb to verb), paraphrasing and resort to a combination. However, Ibrahim (2003) describes a literal rendering from one's first tongue would result in unacceptable collocation. Thus, it is unacceptable to interpret 'pay a visit' literally as يدفع زيارة, rather, it is يقوم بزيارة/يزور Similarly, interpreting 'run a business' literarily would sound awkward. Likewise, زرع الخلاف cannot be 'planning dispute', but 'cause dissent' sounds natural. Nevertheless, literal interpreting of collocations might work in some cases, as in ينهي

معاناه 'to end the suffering', *تعبئة الجهود* 'mobilizing efforts', *العون اللازم* 'assistance needed'.

4.   The Interpretive Theory of Translation (ITT)

The theoretical framework adopted in this paper for approaching the research is the *Interpretive Theory of Translation* (ITT). There are many reasons for selecting this theory as a framework. First, the Arabic language in general, and the speeches of the Arab leaders in particular, tend to use emotive and honorific language which is often full of collocations (Barkho, 1987, cited in Al-Hamad & Al-Shunnag, 2011). Therefore, interpreters focus as much as possible on conveying the intended meaning of the speakers when they encounter formulaic language, and this focus is the crux of the ITT. Secondly, the validity of the ITT in translation and interpreting is unquestionable, as it has been used as a theoretical framework by many researchers such as Hanqing (2011), Qiaoying (2010), Henriksen (2007) and al-Zahran (2007). Last but not least, the ITT is important in the field of interpreting.

No matter how genetically unrelated two languages may be, looking for the sense can surely bring them as close as one can imagine. What makes interpreting overlap in two cultures is when there is a sense that all people agree upon. Therefore, the ITT is adopted as the bedrock for the hypothesis of this research. Moreover, the ITT helps demonstrate that the sense theory is what makes interpreting possible, even between two languages that are totally different from each other at the cultural and sociolinguistic levels.

In the ITT, the process of interpreting is understood as passing through three main phases, namely, understanding sense, which includes language meaning and cognitive complements, deverbalization which means the process through which words of the source language lose their linguistic shape,

generally within a few seconds, as the mind of the interpreter works to convey their non-verbal sense into his/her mother language (Seleskovitch 1977) and, finally, reformulation of the sense into another language (Seleskovitch & Lederer 1995).

5. Methodology

The methodologies used in this study are both qualitative and quantitative. In the qualitative data collection, an experiment was conducted on a group of 12 students who are studying (MA/PgDip English-Arabic Interpreting & Translation), who have different levels of interpreting experience. Before conducting the experiment some variables were fixed: an optimal environment for the interpreters was established, there was troubleshooting for any technical inconveniencies, and the natural speed of the speaker's speech was taken into account. In addition, participants were informed in advance about the type of text to be used, the mode of interpreting, and the language direction to be used in the experiment.

Cheung (2013: 43) shows that if speech is delivered in a non-native accent, it will lead participants to have difficulties understanding that speech, and they will thus show a "negative perception of SI quality". For this reason, in the context of the experiment, a native speaker of Arabic delivered a political speech given by King Abdullah II of Jordan at the 23rd Arab Summit in Baghdad on March 29, 2012. This speech was chosen because it includes good examples of collocations; in addition, it has never been studied. Due to the length of the original speech (1,750 words), and in order to achieve the purpose of this study, the original speech was summarized and only the paragraphs that contained collocations were embedded. Consequently, the delivered speech consisted of 750 words. Calculation of the speech rate of the original speech revealed that it had been delivered at 65-70 words per minute. Thus, an attempt was made to keep the speech delivery in the

experiment at the same pace as the original. The participants' interpretations were recorded with the Brähler interpretation system and manually transcribed to be systematically analysed. For the quantitative data sample, a two-section questionnaire was distributed to 58 interpreters (combination of trainee and experienced interpreters from different Arab countries), rendered a total of 35 responses. However, two of these were later excluded because they had been completed inaccurately (three boxes in the multiple choice questions were ticked for some questions, rather than just one tick per item). Thus, the final outcome included 33 respondents, including the 12 participants who participated in the experiment. All had Arabic as their first language. The first section of the questionnaire explained the purpose and nature of the study, and the second section contained 8 questions, which were designed to discover the strategies that are feasible when rendering collocations in simultaneous interpreting. They included questions about the participants' experiences, their responses when they encountered formulaic expressions such as collocations, the degree of difficulty felt when rendering them, and language directionality. A total of 33 responses were analysed. While this may appear to be a small sample size, it is very much in line with other studies conducted in IS. After collection, the responses were analysed statistically to uncover any patterns in the data.

6.   Data Analysis

At this stage, all the participants' recorded interpretations were analysed in terms of the theoretical framework. Derived from the ITT, two main parameters, i.e. comprehensibility and transferability on the part of the interpreters, were underscored and treated as the main parameters for testing the participants' strategies in rendering collocations in their interpretations. Comprehensibility refers the participant's ability to understand

the sense of the formulaic expression, whereas transferability refers to the linguistic and extra-linguistic procedures used by the participant to render the collocations and convey the sense to the listener.

7. Qualitative Analysis

After conducting the experiment with 12 participants and transcribing their recordings, a microscopic analysis. To avoid any bias, random examples were chosen from collocations.

7.1 Finding Equivalents
Finding an equivalent is a strategy that some participants used when they encountered collocations. An equivalence is understood as a "word in the target language which expresses the same meaning as the source language word" (Baker, 2011: 9). The following are some examples of the SS collocations and their equivalents in the TS.

In his speech, King Abdullah II speaks of the new generation of youth, he states as example (1) shows:

لكنهم في ذات الوقت, بأمس الحاجة, الى أن نفتح لهم الباب ليكونوا شركاء في تحمل المسؤولية تجاة إحداث التغيير الإيجابي المطلوب في نواحي الحياة

(Back translation: But at the same time, *desperately need*, to have to open the door for them to be partners in *shouldering responsibility* to make a positive change in the required aspects of life).

The two collocations in example (1) بأمس الحاجة 'badly need' and تحمل المسؤولية 'hold responsibility' were also rendered into their equivalents in English. In practice, the majority of the participants, 9 participants, suggested 'desperately need/in desperate need', and 3 participants used 'in need'. Similarly, تحمل مسؤولية was rendered as 'take responsibility' and 'assume responsibility'.

Another telling example is found in example (2):

تحكيم لغة العقل والمنطق (back translation: arbitration the *language of reason* and *logic*)

The collocation in example (2) was also interpreted by 11 students as its equivalent in English 'language of reason and logic'.

7.2 Paraphrasing

Paraphrasing is another strategy adopted by the participants to render this category of formulaic language. Here are some random examples extracted from the delivered text to clarify this strategy. Example (3) clarifies When King Abdullah II states:

<div dir="rtl">فالقضية الفلسطينية هي جوهر الصراع في منطقة الشرق الأوسط</div>

(back translation: the Palestinian cause is the *crux* of the Middle East)

This phrase in example (3) which contains the Arabic italic collocation جوهر الصراع 'crux' was paraphrased by 10 participants as 'main issue', 'the fundamental basis of the conflict' and 'The Palestinian issue is the focus of our concern in the Middle East'. Despite the fact that participants used paraphrasing strategy, they still succeeded in conveying the general sense of this collocation. While maintaining the style of a SS term is a hard task for interpreters who are working under pressure, conveying the sense of what has been said is the interpreters' responsibility. Although many participants preferred to paraphrase this collocation, 2 participants used the identical equivalent such as 'the crux of conflict' and 'the core of conflict'.

A more telling example is found in example (4):

<div dir="rtl">إن الجمود الذي يعتري جهود السلام</div> (back translation: the *deadlock* in peace efforts)

Deadlock in peace talks is a collocation used by King Abdullah II to describe the peace process in the context of Palestinian issue. The italic collocation was paraphrased by participants as 'the lack of true negotiations', 'the failure in the peace talks', 'the effort of peace has stopped', 'the frozen peace process', 'the stagnation of the peace process', 'the static state that is dominating the peace process' and 'the stagnation that is

the characteristic of peace efforts'. All of these are examples of actual reformulation in which a paraphrasing strategy was adopted to convey the whole sense of this formulaic expression. However, the final interpretation listed did not use the appropriate word, as stagnation is a term used widely in economic discourse, but not in political discourse. So this represents a word-choice problem in the genre.

7.3 Partial Omission Strategy

Another strategy involved partial omission. Omitting some adjectives related to and describing the same noun is a strategy used by some participants. A clear example is found in example (5):

تسوية عادلة وشاملة ودائمة(back translation: *Just, comprehensive and lasting settlement*)

The collocation of example (5) includes semantic repetition. This collocation was rendered as 'comprehensive solution'. 'sustainable, comprehensive and just solution' is possibly a good interpretation of this formulaic expression. However, 'comprehensive solution' was meant to include the meaning of the other adjectives. This is mooted and fleshed out by Dickins et al. (2002), when they state that if we have two or more adjectives that mean almost the same thing such as أذهل (back translation: amaze) and أدهش , (back translation: surprised), then we need to infuse them or combine them into one. Another example of semantic repetition is seen in example (6):

زعزعة أمنه واستقراره (back translation: *destabilize its security and stability*)

The collocation of the above example (6) (its security and stability) was interpreted by students by merging the two similar adjectives in the SS into one English word 'destabilize'. Interpreting by merging the words that mean almost the same thing does not affect the ability to convey the intended

meaning; on the contrary, it saves time allowing interpreters to hear the next part of the speech.

Example (7) shows when King Abdullah II refers to the future of youth generation, he describes them with: عقول مبدعة وطاقات خلاقة (back translation: *creative minds* and *inventionary energies*)

As both of these collocations in example (7) describe the notion of creativity, ten interpretations included only one collocation. Thus, they included 'creativity', 'great energy' and 'creative minds'. Interpreting only one collocation of this phrase did not mean the intended meaning was not conveyed. On the contrary, the participants succeeded in transferring the gist of these formulaic expressions.

The partial omission strategy can be adopted when collocations include semantic repetition. With reference to translation, Dickins et al. (2002: 59) defines semantic repetition as the "repetition of synonyms or near-synonyms". They suggest many techniques to deal with semantic repetition, including "merging the two Arabic words into one English word" (ibid). In light of their work, and given the participants' choices, we can conclude that this strategy is also applicable in simultaneous interpreting to address the problem of semantic repetition.

7.4 Combination of Strategy

The combination of strategies is another way colocations were rendered in the delivered text. As collocations deal with interpretation above word level, it was observed that the participants sometimes used a combination of different strategies to preserve the sense of the whole phrase.

Some telling examples from the research speech will illustrate this technique. In the case of example (8), تواجه مدينة القدس، هذه الأيام، إجراءات تعسفية خطيرة تتمثل في محاولات فرض واقع جديد، في ساحات وجنبات الحرم القدسي الشريف

(back translation: the city of Jerusalem is facing, these days, a serious *arbitrary measures* in attempts to impose a new reality, in the *squares and corners* of the *Holy sacred Al-Aqsa mosque*)

One participant; for instance, used the collocation identical to إجراءات تعسفية, (*arbitrary measures*) merging (squares) ساحات and جنبات (corners) in ساحات وجنبات الحرم القدسي الشريف (the *squares and corners* of the *Holy sacred Al-Aqsa mosque*). Thus, the interpretation was 'Jerusalem is facing these days some *arbitrary measures* including attempts to make a new reality in *the neighbourhood of Al-Quds mosque*'. Another student used the equivalence strategy, giving 'arbitrary actions' to refer to the first underlined formulaic expression and paraphrased the second as: 'the city of Al-Quds, these days, is facing *arbitrary actions* in order to impose a new reality in Al-Aqsa mosque'.

Their use of a combination of strategies does not mean that participants failed to convey the sense; on the contrary, it was sometimes a feasible way to address some of the challenges.

In sum, all the strategies discussed above can be adopted by interpreters, and there is no rule of thumb regarding which strategy is better, as the situation, experience, and interpreters' ideology, and the context all work to determine the appropriate strategy.

8.   Quantitative Analysis

The questionnaire responses were collected and statistically analysed to form generalisation about the strategies adopted by interpreters when rendering collocations in SI. In order to analyse the quantitative data, Microsoft Excel was used to analyse the raw data because its graphs and charts are easy to use; in addition, it enables the researcher to present the information in an understandable and linkable format.

Each of the following sections represents one question in the questionnaire and the responses to each are shown in a table or graph.

Question 1
Do you have any previous experience in interpreting?
Yes/ No

Table 1: Trainees and Experienced Interpreters

Yes	No
52%	48%

Table (1) shows that the percentage of participants who have previous experience in interpreting is 52%, whereas 48% have no previous experience. Depending on the respondents' answer of this question, two categories of interpreters are identified. Those in the first, whose answer was 'yes,' are considered experienced interpreters, while those in the second, whose answer was 'no,' were identified as trainee interpreters. The aim of this question was to find any link between experience with interpreting and the strategies used to render formulaic language.

Question 2
To what extend do you think that using collocations in simultaneous interpreting might affect your performance positively?
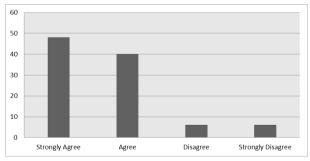Strongly Agree/ Agree/ Disagree/ Strongly disagree

Figure 1: The positive impact of colocations in assignments

The responses in figure (1) clearly show that about half of the respondents (48%) strongly agree that using formulaic expression like collocation can possibly contribute positively to enhance assignments. Similarly, 46% agree with that statement. In contrast, only 12% of the interpreters either disagreed or strongly disagreed, at 6%, respectively.

Question 3

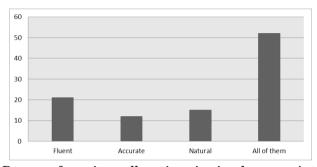In your opinion, using collocations in simultaneous interpreting makes your interpreting more …
Fluent/ Accurate/ Natural/ All of them

Figure 2: Reasons for using collocations in simultaneous interpreting

The results in figure (2) show that nearly 52% of the respondents agree that using collocations in interpreting assignments helps make interpretation more fluent, accurate and natural. Only 21% claim that this formulaic expression only assists in making their interpretation fluent, whereas 15% believe that formulaic language makes their interpretation sound natural, and 12% think that accuracy in interpreting is an outcome of using collocations in simultaneous interpreting.

Question 4

Do you think that language directionality has an effect on the interpreter's choice of using collocations?
 Yes/ No

Table 2: Collocations and language directionality

Yes	No
76%	24%

The results in table (2) show that the majority of the interpreters, about 76%, believe that collocations might be affected by the language directionality, while 24% do not think so.

Question 5

Q.5: When I interpret I …… try to use collocations in my interpreting as much as I can.
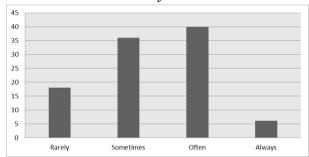
Rarely/ Sometimes/ Often/ Always

Figure 3: Amount of using collocations in interpreting assignments

Figure (3) shows that 40% of respondents try to use collocations often during their assignments; whereas, 6% always try to use them as much as they can. However, 36% use it sometimes, and 18% of the interpreters rarely use collocations.

Question 6

When I encounter a difficult collocation, I often ……
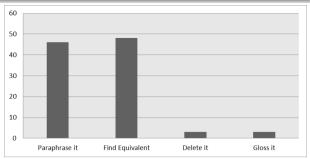Paraphrase it/ Find equivalent/ Delete it/ Gloss it

Figure 4: Strategies of rendering difficult collocations in interpreting assignments

Regarding the feasible strategies the interpreters adopting to deal with difficult collocations in interpreting assignments, the results in Figure (6) reveal that the percentages of those who claim to try to find equivalents in the TS and those who claim to paraphrase the difficult collocations are slightly similar, at 48% and 46% respectively. Here again, only 3% of the participants report deleting or glossing difficult collocations.

Question 7

I feel I am good at interpreting …….
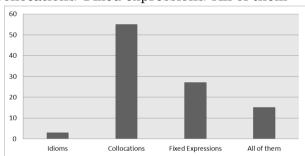Idioms/ Collocations/ Fixed expressions/ All of them

Figure 5: Interprets' view point about the easiest criteria of formulaic language in interpreting

The responses in figure (5) show that about 55% of the interpreters think that they are good at interpreting collocations, whereas only 3% feel that they are good at dealing with idioms. Moreover, 27% feel confident with fixed

expressions, and those who think they are good at interpreting all three types of formulaic language make up 15%.

Question 8

Competent interpreting should contain collocations.
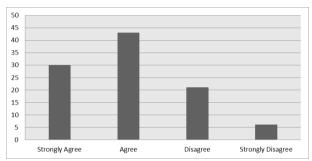Strongly Agree/ Agree/ Disagree/ Strongly disagree.

Figure 6: Interpreters' viewpoint about including formulaic language in interpreting

The participant's opinions regarding using collocations in their simultaneous interpreting are shown in figure (6). As we can see, 43% agree with its use, while 21% disagree. Of these, 30% of the interpreters strongly agree, whereas only 6% strongly disagree. If we combine the results, we note that 73% of the interpreters are for using collocations in interpreting assignments, while 27% do not like this idea.

9. Discussion

Both qualitative and quantitative methodologies have helped this study shed light on some interesting points, and the two methodologies are, in fact, complementary.

The results of the qualitative study, which was done based on the notion of keeping the sense of collocations, the conducted experiment uncovers some results, are summarised below:

First, the strategy of equivalence for source speech is the strategy most widely used for collocations, as the retrieval of readymade chunks from memory is easier and quicker than searching for suitable collocations as Wary (2002) states. In addition, collocations are easy for interpreters to recognise, observe and deal with. Therefore, the strategy of finding equivalent is applied for collocations. However, a few interpreters used a paraphrasing strategy when dealing with collocations.

Second, partial omission through the merging of words is a strategy used by interpreters to keep the sense of collocations, especially when these collocations have semantic repetition.

Third, as collocations deal with equivalents above word level, a combination of strategies is used from time to time by interpreters to convey the sense of this formulaic expression.

Finally, the experiment results show the feasibility and the success of the ITT in rendering of collocations in SI.

In the quantitative study, the statistics drawn from questionnaire questions reveal some findings. The first question, which asks about the interpreter's previous experience, is a cornerstone question as all the following findings build upon this.

First, the statistics in figure 4 show that both finding an equivalent and paraphrasing are the strategies most used by interpreters to deal with difficult collocations. Examining these results in terms of the group identified through first question, it is noticed that the majority of interpreters who have previous experience in SI prefer to find an equivalent, whereas those who do not have experience tend to paraphrase collocations.

Second, by combining the first question with the second, third, fifth, seventh and eight questions, and reading the results of figures 1, 2, 3, 5 and 6 we find that the interpreters with past experience often to use and prefer to use collocations in interpreting assignments as much as they can, and they also

think that using this readymade chunk in SI has a positive impact on their performance. However, interpreters with little experience only sometimes use collocations in interpreting, and they disagree with the latter idea.

Finally, the results in figure 5, when viewed in terms of experience level, shows that both experienced and non-experienced interpreters can deal easily with collocations in SI. Now, if we combine the results of the qualitative experiment with those of the questionnaire, we find an interesting point the strategy of finding an equivalent in the target speech is the most common strategy for rendering collocations across the board.

10. Conclusion

The results of the experiment and the questionnaire discussed in this paper help us to understand the practical strategies adopted by interpreters when dealing with collocations in SI. Finding equivalents in target speech, paraphrasing, partial omission and the combination of strategies are the strategies used by interpreters, and the use of these strategies varies form one interpreter to another depending on their experience.

By merging the obtained results of both the experiment and questionnaire, conclusions can be drawn as to the suggested strategies used to render collocations in simultaneous interpreting. The tendency to use an equivalent strategy when encountering collocations is high. In addition, it was noticed that experienced and non- experienced interpreters deal easily with collocations. Moreover, interpreters who have previous experience in SI prefer to find an equivalent, whereas those who do not have experience tend to paraphrase collocations. Combination of strategy is sometime used by interpreters as a strategy to convey the sense of collocations.

All in all, there is no role of thumb to know which strategy is the best for rendering collocations because the

interpreters' knowledge, ideology, the context, and all other related factors determine which strategy interpreters will adopt in simultaneous interpreting. In any case, the interpreters' main concern is to retain the whole sense expressed in the source speech.

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