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Translating Business Collocation from Arabic to English among
Case of Third Year Students of English at Abbes Laghrou
University

*A dissertation submitted in partial fulfillment of the requirements for the Master's Degree
in English language and culture*

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Dedication

We would like to dedicate this work to
our parents, the source of love and endless support;

our sisters, our brothers, families and friends.

It is also dedicated to our teachers and colleagues

at the department of English,

Abbas Laghrour University

Acknowledgement

In the name of Allah, the Most Gracious, the Most Merciful.

All praise to Allah for granting us patience and strength.

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Abstract

This research aims to study how business collocations are translated from Arabic into English among third year students at the department of English, in Abbas Laghrour University. More precisely, following a translating approach, this study investigates the students' translations of business collocations and the strategies they employ, and explores the students' awareness and competence of business collocations. Our sample consisted of 55 students that were randomly chosen. Data was collected through a translation test that included 17 business collocation items to be translated from Arabic into English. The study revealed that the majority of the students translated the business collocations literally. This proved that they are not aware of the nature of business collocations and have a very low vocabulary competence of these collocations.

Key words: Business Collocations; Collocations Competency; Translation,; Translation Strategies.

Résumé:

Cette recherche a pour objectif d'étudier comment les collocations d'entreprise sont traduites de l'arabe vers l'anglais chez les étudiants de 3e année du département de l'anglais à l'université de Abbas Laghrour , plus précisément en suivant une approche de traduction,cette étude examine les traductions des étudiants hors des collocations commerciales et les stratégies qu'ils emploient et explore la sensibilisation et la compétence des étudiants hors des collocations commerciales.inclus17 éléments de collocations d'entreprise à traduire de l'arabe à l'anglais , l'étude a révélé que la majorité des étudiants ont traduit littéralement.les collocations d'entreprise cela prouve qu'ils ne sont pas conscients de la nature des collocations d'entreprise et ont une très faible compétence en vocabulaire de ces collocations.

Mots clés: collocations d'entreprise, compétence de collocations, traduction,les stratégies de traduction.

ملخص:

يهدف هذا البحث الى دراسة كيفية ترجمة متلازمات الأعمال من العربية الى الإنجليزية بين طلاب السنة الثالثة في جامعة عباس لغرور، بشكل اكثر دقة، باتباع نهج الترجمة تبحث هذه الدراسة ترجمة الطلاب المتلازمات في مجال الأعمال والاستراتيجيات التي يستخدمونها وتستكشف وعي الطلاب وكفاءاتهم خارج عملية الترجمة. تتكون عينتنا من 55 طالبا حيث تم جمع البيانات المختارة عشوائيا من خلال اختبار الترجمة الذي تضمن 17 بندا من متلازمات مجال الأعمال ليتم ترجمتها من العربية الى الإنجليزية، وكشفت الدراسة ان غالبية الطلاب قامو بترجمة المتلازمات حرفيا. وهذا يثبت انهم ليسو على دراية بطبيعة المتلازمات وان كفاءة مفردات هذه المجموعات منخفضة جدا.

List of Abbreviations

- *BBI: Benson, Benson and Ilson*
- *SL: Source language*
- *TL: Target language*
- *ST: Source Text*
- *TT: Target Text*

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General Introduction

Statement of the Problem

Collocations are an essential element in the language. Great deal of research has been conducted, investigating collocations from different angles. In translation, many studies have been conducted in different contexts and investigating different types of collocations. However, business collocations have been rarely addressed in translation, especially among Arab learners of English. Therefore, this study is an attempt to shed some light on this neglected area of collocations within translation. Accordingly, this research investigates the business collocations and their translation from Arabic into English among third year students at the department of English, in Abbas Laghrour University.

Aims of the Study

The main aim of this study is to investigate the translation of business collocations from Arabic into English among 3rd year students of English at Abbas Laghrour University. Moreover, through exploring these students' translation of business collocations, we aimed to check their vocabulary competence of these collocations.

Research Questions

The following questions are addressed:

1. How do the students translate business collocations?
2. Based on their translation outcome, how is the students' vocabulary competence of business collocations?

Method

This study targeted the population of 3rd year students of English at Abbas Laghrour University, which consisted of 138 students for the academic year 2020-2021. From this population, we randomly selected a sample of 55 students.

Given the research nature and objectives, data was collected through a **test** that consisted of 18 sentences in Arabic. Each sentence includes one business collocation, which is underlined for translation (the students were not asked to translate the full sentence but just the underlined items).

Structure of the Study

The study is divided into two chapters. The first chapter is about the theoretical concepts and notions related to the study and consists of two sections: the first is about translation and the second is about collocations.

The second chapter presents the field study work. It starts with giving the method; then, it moves to presenting the results and their discussion.

Chapter One

Tanslation and Business Collocations

Introduction

This chapter is concerned with the keys concepts related to the study. In the first section, it tackles translation and its related issues such as kinds, methods, and strategies. The second section presents collocations in both English and Arabic with examples and introduces business collocations.

1.1. Section One: Translation

1.1.1. Definition

Translation is a common concept even in non-academic contexts and can be defined as transferring a message from source language (SL) to the target language (TL). According to Ghazala (1995) translation is the process and methods by which we convey the meaning of the SL into the TL. However, the concept of translation is very complicated and includes so many phases and procedures. The process is not as easy as it appears; many techniques and methods have been introduced by scholars in many domains and contexts. For instance, in translating a poem we would use different methods and techniques than those used in translating a general text.

1.1.2. Kinds of Translation

Regarding the nature of the translation operation, we can have different kinds of translation. The famous linguist Roman Jakobson, in his “On Linguistic Aspects of Translation” (1959), distinguished between three types of translation: intra-lingual, inter-lingual and inter-semiotic translation (cited in Mirzayeva, 2017).

1.1.2.1. Intra-lingual translation

According to Jakobson (1959), translation within the same language, which can involve rewording or paraphrase is an interlingual translation. For instance, if you are given a passage from a text and asked to use your own words to rewrite it, then you are making an intralingual translation. Put simply, it is translation using the same language.

1.1.2.2. Inter-lingual Translation

This kind of translation, according to Jakobson (1959), is the common translation everybody knows; it is done when we translate a message from a language to another. That is why it is called inter-lingual: it includes two different languages. For example, if we have an article in English and we want to translate into Arabic, we are conducting an inter-lingual translation.

1.1.2.3. Inter-semiotic Translation

This kind of translation is transferring of the verbal sign by non-verbal sign, and vice versa. For instance, sign language used to convey a talk on the TV to deaf people is translating speech (SL) into signs (TL) (Jakobson, 1959).

1.1.3. Process of Translation

Translated was described earlier as process. Therefore, we must translate go through a variety of steps so that the outcome is perfect. According to Ronald H. Bathgate (1981), there are seven steps in translation process, and he explained them as follows:

(1) Tuning: it means the translator familiarizes himself with the different aspects of the material: the text, the author, the language style used and get deep understanding of it.

(2) Analysis: the translator decompose the SL material into clauses and phrases and determine the syntactical relations that exist between them.

(3) Comprehension: the translator covers the general meaning of the SL text and tackles all supposed meaning within it.

(4) Terminology: find the key terms equivalences of the SL in the TL

(5) Restructuring: after decomposing the SL text, the translator tries to regenerate it in his own style in TL.

(6) Checking: this means to make the text go through proofreading. The translator may seek help from other people/the linguists/editor/

(7) Discussion: the translation outcome in TL is set for discussion and evaluation by other people.

1.1.4. The Methods of Translation

1.1.4.1. Word-for-word translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process.

1.1.4.2. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.

1.1.4.3. Faithful translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in

the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

1.1.4.4. Semantic translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - *une nonne repassant un corporal* may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

1.1.4.5. Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

1.1.4.6. Free translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intra-lingual translation*', often prolix and pretentious, and not translation at all.

1.1.4.7. Idiomatic translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original- (Authorities as diverse as Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.)

1.1.4.8. Communicative translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

1.1.5. Translation Techniques

1.1.5.1. Borrowing

Borrowing is a translation technique that involves using the same word or expression in original text in the target text. The word or expression borrowed is usually written in italics. This is about reproducing an expression in the original text. In this sense, it is a translation technique does not actually translate.

Example: the *gancho* was wearing a black *somebrero* and a worm *bombacha*.

1.1.5.2. Calque

When a translator uses a calque, he or she is creating or using a neologism in the target language by adopting the structure of the source language.

Example: the German word handball is translated into spanish as *balomano*.

1.1.5.3. Literal translation

This is usually called meta-phrase. This means a word-for-word translation, achieving a text in the target language, which is as correct as it is idiomatic. According to Vinay and Darbelnet a literal translation can only be applied with languages , which are extremely close in cultural terms. It is acceptable only if the translated text retains the same syntax, the same meaning and same style as the original text.

Example: what time is it? quelle heure est-il?.

1.1.5.4. Transposition

Transposition involves Moving from one grammatical category to another without altering the meaning of the text. This translation technique introduces a change in grammatical structure.

Example:the President thinks that=selon le président.

1.1.5.5. Modulation

This is about changing the form of the text by introducing a semantic change or perspective.

Example: May be you are wright = tu n'as peut-être pas tort.

1.1.5.6. Equivalence or reformulation

This is a translation technique, which uses a completely different expression to transmit the same reality. Through this technique names of institutions, interjections ,idioms or proverbs van be translated

Example:chat échaudé craint l'eau froide=once burned twice shy.

1.1.5.7. Adaptation

It is also called cultural substitution or cultural equivalence .Is a cultural element, which replaces the original text with one that is better suited to the culture of the target language. This achieves a more familiar and comprehensive text.

Example: baseball=football.

1.2.Section Two: Collocations and Business Collocations

1.2.1. Collocations

Collocations are an important part in language, but their translation seems to be more important. In this section, we are going to provide information, including an overview related to the term, in both Arabic and English languages, in addition to their definitions, notion, types, approaches and importance. Then, we define business collocations and give examples about them.

1.2.1.1. Definition of Collocations

The term *Collocation* is derived from “collocate”, which means to place together, it came from latin word (col = together, locate = putting). It started 2.3000 years ago in Greece, and the term ‘collocation’ was introduced by J.F Firth in the 1950s.

1.2.1.2. Collocations in English

The first linguist who came with the notion of collocations was J.F Firth. Collocations according to Firth (1957) are words that accompany each other and are related syntagmatically; it refers to the connection of words with others, where the meaning is not a factor that determine this connection (as cited in Shamma, 2013, p.107).

According to Oxford advanced learner's dictionary of current English (2006, p.293) collocations are a combination of words in a language, whose occurrence is fixed.

Williams (2002, p.02) defines collocations as two or three word clusters which occur with a more than chance regularity throughout spoken and written English.

1.2.1.3. Collocations in Arabic

Arabic is one of the richest languages in collocations in the world. Some writers have written about collocations in the Arabic language. It is found in Arabic under different titles as: المتلازمات اللفظية and التلازم

Hassan (1973) indicated that the collocational expression or التلازم can be represented by two types : structural or existential- المبنى الوجودي and referential - المبنى العدمي . he adds, examples of structural collocations are : relative pronouns ; noun of genitive construct, prepositional phrase, conjunctive expressions, and demonstratives , then he refers to referential collocations where one lexical item is mentioned and the other is referred to and understood from the given context (as cited in Nofal 2012, p.84)

Early approaches to the empirical study of collocation rest upon the manual identification of collocations in relatively small amounts of text (Firth, 1957) which are necessarily limited in scope and coverage. Recently things have changed.

The study of collocations has received fresh impetus through new computational approaches and the availability of large electronic text corpora, especially since the early 1990s. With the successively wider availability of ever larger corpora, studies of collocations have become feasible on a previously unknown scale, reaching a wider coverage of empirical data than ever before. Yet, in order to make such corpus- based studies possible and fruitful, the notion of collocation had to be only defined, but also had to be operationalized. These new developments have brought about a further aspect in the definition of collocation, namely the

definition and operationalization in terms of window-based approaches within the constrained context of a typically 3:3 or 5:5 key word in context concordance window as proposed for example by Sinclair (1966,1991).

1.2.2. Types of Collocations

1.2.2.1. Collocation in English

In English, collocations fall into two groups: grammatical collocations and lexical collocations.

1.2.2.1.1. Grammatical Collocations

Grammatical collocations are the collocations formed of a noun, or an adjective or a verb, plus a particle (a preposition, an adverb or a grammatical structure such as infinitive a gerund or clause) (Balms, 1993, 57). In their BBI combinatory dictionary of English grammatical collocations, Benson, Benson and Ilson (1986) classify this category into noun+ preposition, noun+ noun , preposition + noun, adjective + preposition, adjective + noun, verb + noun, adjective + adjective, adverb + adverb, noun + verb, verb + adverb:

1- Noun + preposition collocations: play on, a claim for, a protest against

2- Preposition + noun collocations:

by accident ,by surprise ,at the example, in advance

3- Adjective + preposition collocations:

Familiar with, afraid of, contrary to,angry at

4- Adjective + noun collocations:

- Net weight ,square meal

- Regular exercise ,grin determination

5- Verb + noun collocations:

- Order food ,throw a party

- Giving a presentation,accept responsibility

6- Noun + noun collocations:

- Diving license, nerve cell, status quo, Brain drain

7- Adjective + adjective collocations:

- Hale and hearty, alive and kicking
- Wealthy and well

8- Adverb + adverb collocations:

- Willy and milly, secretly and publicly
- Wholly and heartedly

9- Noun + verb collocations:

- Lion roar, cats mew
- Plan took off, bees buzz

10- Verb + adverb collocations:

- Run quickly
- Driving dangerously

1.2.2.1.2. Lexical Collocations

In contrast to grammatical collocations, lexical collocations do not contain grammatical elements; it consists of two content words or open class words, which include nouns, verbs, adjectives, and adverbs. Based on Lewis (2000, p.133), lexical collocations have six types:

- Adjective + noun: good work, strong tea, pure chance, keen competition
- Verb + noun: compose music, submit a report, keep a secret, start a family
- Noun + noun: radio station, bit of advice
- Verb + adverb: walk slowly, laugh nervously, move freely, examine thoroughly
- Adverb + adjective: heavily influenced, mentally disabled, successfully finished, totally acceptable
- Noun + verb: dust accumulates, fog closed in, bell ring

1.2.2.3. Types of Arabic collocations

1.2.2.3.1. Emrey's Classification

Emery (1991) classifies collocations in Arabic as follows:

Open collocations: combinations of two or more words co-occurring together, without any specific relation between those two words. Collocated elements here are freely re-combinable, and each element is used in a common literal sense.

Example: بدأت الحرب – انتهت الحرب

Restricted collocations: combinations of two or more words in one of their regular, non-idiomatic meanings, following certain structural patterns, and restricted in their commutability not only grammatical and semantic valence, but also by usage.

Example: جريمة نكراء

Bound collocations: a bridge category between collocations and idioms. One of the elements is uniquely selective of the other.

Example: أطرق الرأس

1.2.2.3.2. Oskasha's Classification

Oskasha (2005, pp. 188-191) classifies Arabic collocations into eleven cases:

1-Noun+adjective: الامة العربية

2-adjective+preposition: انقل من

3-verb+preposition : تعلم من

4-verb +noun : قالت امرأة

5-infinitive noun+preposition: السعي الى

6-prefixed noun+post-fixed noun : ام القرى

7-coupled noun+antecedent noun :synomy: الامن والسلام

- ✓ Integration: الدين والدنيا
- ✓ antonymy: العلم والجهل

8-quantity relation between the collocated element : عدد وفير

9- quality relation between the collocated element : صعب للغاية

10-expression related to place : في كل مكان

11-expression related to time : في الوقت نفسه

1.2.3. Approaches of Collocations

Based on Danilevičienė and Vaznonienė (2012, pp. 22-23), there are several approaches to the concept of collocation in English, but three are the most common: the semantic approach, the lexical approach and the structural approach.

1.2.3.1. The Semantic Approach

As put by Danilevičienė and Vaznonienė (2012, p. 22), this approach goes beyond the sheer observation of collocations and tries to determine their specific shape. They add, Its supporters attempt to examine collocations from semantic point of view, also separately from grammar, and their main goal is to find out why words collocate with certain other words.

1.2.3.2. The lexical Approach

Supporters of the lexical approach, according to Danilevičienė and Vaznonienė (2012, p. 22), say that the meaning of a word is set by the co-occurrence and lexis is independent and from grammar. Thus, they said, a part of the meaning of a word is made when it collocates with another word. The interpretation of collocation by English linguist John Firth became the most popular among other methods of syntagmatic analyses. He introduced the first formal definition of collocation. “you shall know a word by the company it keeps” (Firth, 1957 p 195). Meaning by collocation is an abstraction at the syntagmatic level. Thus, part of the

meaning of a word is the fact that it collocates with another word. However, those combinations are strictly limited.

1.2.3.3. The Structural Approach

According to this approach, collocation is determined by structure and occurs in patterns. Therefore, the study of collocation should include grammar. Lexis and grammar cannot be separated and, consequently, two categories are defined: lexical and grammatical collocations, which represent two distinctive but related aspects of one phenomenon.

Grammatical collocations usually consist of a noun, an adjective or a verb plus a preposition or a grammatical structure such as “to + infinitive” or “that + clause”, e.g. by accident, to be afraid that..... Lexical collocations do not contain grammatical elements, but are combinations of nouns, adjectives, verbs, adverbs.

Table 1.1. examples of grammatical and lexical collocations in the combinatory dictionary of English (Benson et al.1981).

Code	Pattern	Example
Grammatical collocations		
(G4)	Preposition + noun	In agony- at author
(G8)	Verb + to infinitive	Decide to come offer to help
Lexical collocations		
(L1)	Verb + noun	Make an impression
(L3)	Adjective + noun	Long hair
(L4)	Noun + verb	Dogs bark

1.2.4. The Importance of Collocations

Collocations are essential in any language and are important in translation. They are signs of a formulaic language, which take the learner up to a native-like level. Many scholars such as Mark (1988) and Abu-Syadeh (2007) pointed to that importance (cited in Dweik & Abu Shakra, p.6). In this regard, Newmark (1988) considers collocations as the “nerves of the text and lexis is the flesh”, in other words, the engine of the vehicle. Similarly, Abu.Syadeh (2007) indicates that great deal of research must be conducted on collocations because of their significant role and importance in language. “Collocations, also play an important role in vocabulary building due to the fact that English is full of collocation pairs chunks which are fundamental to all language use” (Salman, Vazar & Alfaris,2017, p.243)

Indeed, collocations have not received attention from linguists like grammar and vocabulary (Gitsaki, 1999, as cited in Shraideh and Mahadin, 2015, p324) and studies on collocations until now have been insufficient. Moreover, there have been few studies that tackled the necessity for Arab learners to study English collocations (e.g.: Hussain,1998; Mahmoud, 2005). This pinpoints to the necessity for conducting more research on collocations especially in foreign language contexts, for they are one of the biggest challenges language learners face while learning English as a second or foreign language (Al.Zahraui,1998).

1.2.5. Business Collocations

Collocations are found in different contexts. For instance, we can find legal collocations, medical collocations, tourism collocations and business collocations. The latter are very important for English is the language of world business, and all works and businesses are run today in this language in any place of the world.

As put on *fluentu.com*, you often hear people say *do business*, but you won't hear them saying *make business* or *have business*, even if that might sound right in some other

language. This proves that in business, you should be familiar with the collocations of this field so that work is done successfully.

Business collocations are numerous; however, here are some common ones taken from the website *FluentU* in the article entitled “*Words That Go Together: 20 Common Business Collocations for Natural Sounding English*”:

Verb + Noun Collocations

1. Do business

To *do business* is to enter into a business relationship with another person or company. According to an article in *Entrepreneur*, there are many risks to consider if you’re planning to **do business** in other countries.

2. Make money

To *make money* simply means to earn a profit from your business.

While waiting for a job offer, he’s trying to **make money** as a seller on Amazon.

3. Join forces

To *join forces* means to team up and work together with another person or business. The Sales and Marketing Departments will **join forces** to promote the next product campaign.

4. Go bankrupt

To *go bankrupt* is a situation where a company doesn’t have enough money to pay its debts.

The weak economy is causing many companies to **go bankrupt**.

5. Run a company

To *run a company* is to be in charge of the operations of a company. The verb *run* here refers

to the act of managing a business activity or store.

So then, you could say *run a business*, *run a restaurant*, *run a flower shop*, etc. After I retire, I plan to move to the countryside and **run a small business**.

6. Chair a meeting

To *chair a meeting* is to play the role of a chairperson at a meeting.

It's your turn to **chair the sales meeting** this week.

7. Lead a team

To *lead a team* is to be the leader of a group of people working together on a business activity.

Robert doesn't have enough experience to **lead the team**.

8. Attract investors

To *attract investors* is to promote a business in such a way as to encourage people and companies to invest in it.

This *Forbes* article shows you how to **attract investors** to fund your own startup company.

9. Suffer losses

In business English, to *suffer losses* means your costs are more than your earnings. It's usually used to talk about business investments, markets, etc.

He **suffered losses** in the stock market recently. That's why he follows the market news closely every day.

10. Build trust

To *build trust* is to develop a strong relationship with others, where you both expect the best of each other. You wouldn't hear an English speaker say *create trust*, *make trust*, etc.

One way to **build trust** with our customers is by keeping our promises to them.

11. Discontinue a product

To *discontinue a product* is to stop manufacturing or selling the product.

Since this line of sportswear isn't doing well, the company may decide to **discontinue the products**.

12. Meet a deadline

To *meet a deadline* is to complete a task or job by the scheduled date. The whole team has been working long hours to **meet the deadline**. **Noun + Noun Collocations**

13. Customer service

You may already know this one. *Customer service* is about providing your customers quality support and assistance, and ensuring they're happy with your product or service.

Good **customer service** is one of the main reasons customers keep coming back.

14. Price war

A *price war* refers to a period of intense competition between businesses where they continually lower their prices to gain more customers and increase their market share. The best time to book your plane ticket is when airlines are having a price war.

15. Brand name

A *brand name* is the name a company gives to its product that makes it easy for people to recognize it. It's typically used to refer to very well known products and indicate a certain level of quality.

I'm sure you know of famous brand names like Toyota, Kleenex, etc.

Many people will only buy **brand name** products.

16. Sales figures

Sales figures are used, in general, to refer to the number and amount of sales made by a business or industry over a period of time.

Don't forget to include last year's **sales figures** in your report as well.

17. Business model

A *business model* refers to a business plan of how a company intends to successfully make a profit. This includes many details such as the business goals, financing, products and services, market, etc.

Let's review the success other companies have had using a **business model** like this one.

18. Customer base

A *customer base* is a group of customers who repeatedly buy your products and services. The sporty design of this watch will appeal to a young **customer base**.

19. Market leader

A *market leader* is the company with the highest sales and largest market share in the industry.

We have to work much harder this year to maintain our position as the **market leader**.

20. Product launch

A *product launch* refers to the act of introducing a new product to the market for the first time. This usually involves marketing activities where the company draws attention to the new product.

It seems the best time for a **product launch** of beverages is in April, just before summer begins.

Chapter Two

Method and Results

Introduction

This chapter is devoted to the method adopted and the results obtained (analysis and discussion) in this research. It starts with presenting the population and sample targeted and the data collection tools employed in the work. Then, it moves to analyzing the results of the participants' translation and their interpretation, answering the research questions set earlier.

2.1. Method

This study targeted the population of 3rd year students of English at Abbas Laghrour University, which consisted of 138 students for the academic year 2020-2021. From this population, we randomly selected a sample of 55 students.

Given the research nature and objectives, data was collected through a test that consisted of 17 sentences in Arabic. Each sentence includes one business collocation, which is underlined for translation (the participants were not asked to translate the full sentence but just the underlined items). These business collocations were taken from the article '*Words That Go Together: 20 Common Business Collocations for Natural Sounding English*' on the website fluentu.com.

2.2. Data Analysis

Each business collocation's translation is presented separately in this section. The percentages of the participants' translations are included in tables and illustrated in graphs.

Item 01: Close a deal=إنهاء صفقة

The collocation إنهاء صفقة was translated into English by the participants in three different ways as shown in Table 2.1. The majority of the students (31) translated the collocation as

“finish a deal”, and 11 students translated it as “end a deal”. However, only 7 students gave us the correct translation, which is "close a deal". 6 students gave no answers.

Table 2.1. Student’s translations of the Collocation إنهاء صفقة into English

Translations	N
Finish deal	31
End a deal	11
Close a deal	7
Not answered	6
Total	55

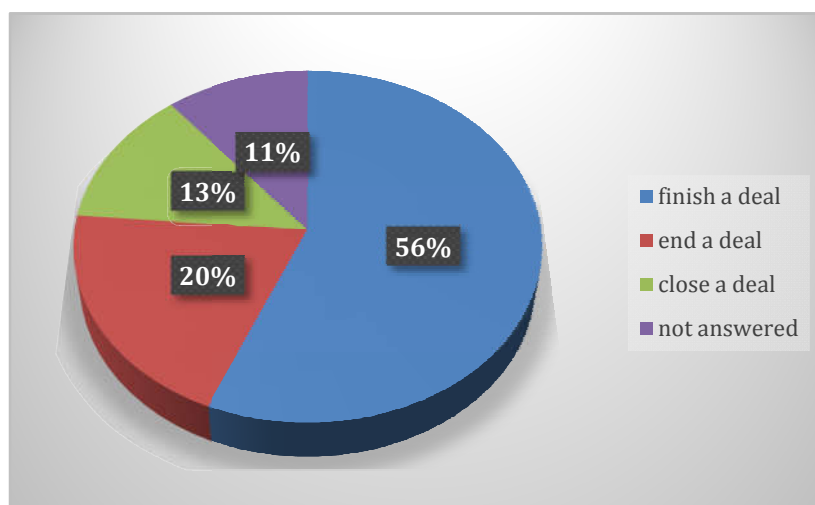


Figure 2.1. Percentages of Students’ translation of إنهاء صفقة into English

Item 02: Annual turnover=رقم الأعمال السنوي

The collocation رقم الأعمال السنوي is translated literally by many students (25) said "number of annual business". 15 students answered by "number of year work". The correct answer, "annual turnover", was given by only 5 students. 10 students did not answer.

Table 2.2. Student's translations of رقم الأعمال السنوي into English

Translations	N
Annual turnover	5
Number of year work	15
Annual business number	25
Not answered	10
Total	55

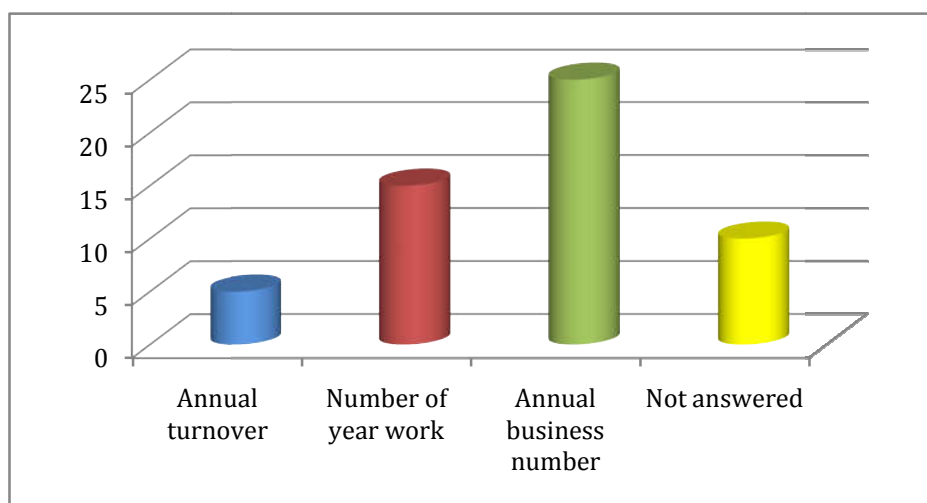


Figure 2.2. Translations of رقم الأعمال السنوي into English

Item 03 : Bear in mind = تراعي الاعتبارات

The third collocation تراعي الاعتبارات is translated as following: the majority of the students (30) said "take in consideration" ; 15 of them answered by "account consideration", whereas 10 students did not answer. No one of the students gave us the correct translation of the collocation, which is "bear in mind".

Table 2.3. Students' translations of تراعي الاعتبارات into English

Translations	N
Take in consideration	30
Account consideration	15
Not answered	10
Total	55

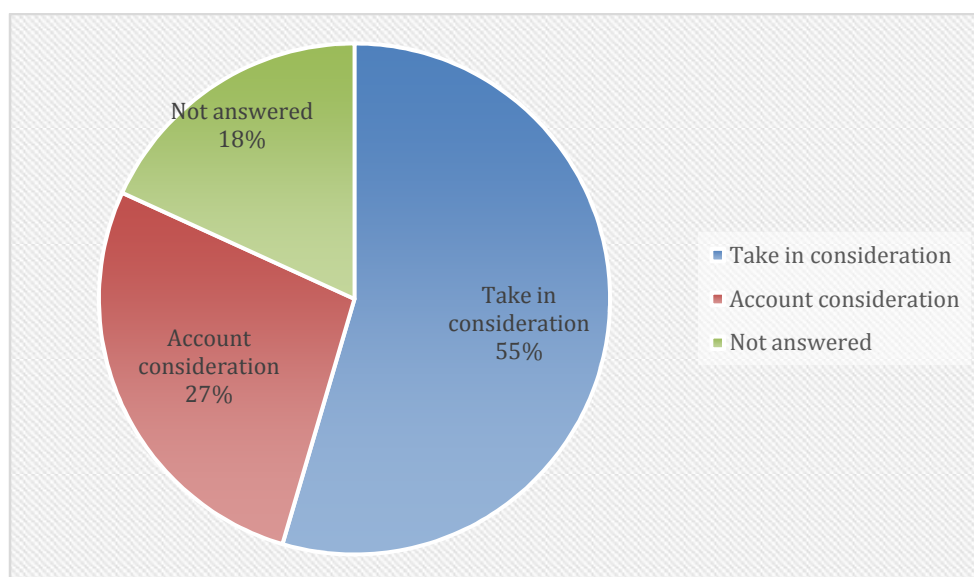


Figure 2.3. Translation of تراعي الاعتبارات into English

Item 04: Break off negotiations = قطع المفاوضات

The fourth collocation قطع المفاوضات is translated correctly by 10 students as "break off negotiations"; 15 of them said "cut negotiations" and 15 said "stop negotiations". Those who did not answer are 15. Accordingly, most of the students' translations are wrong or not given at all.

Table 2.4. Students' translation of قطع المفاوضات into English

Translations	N
Break off negotiations	10
Cut off negotiations	15
Stop negotiations	15
No answers	15
Total	55

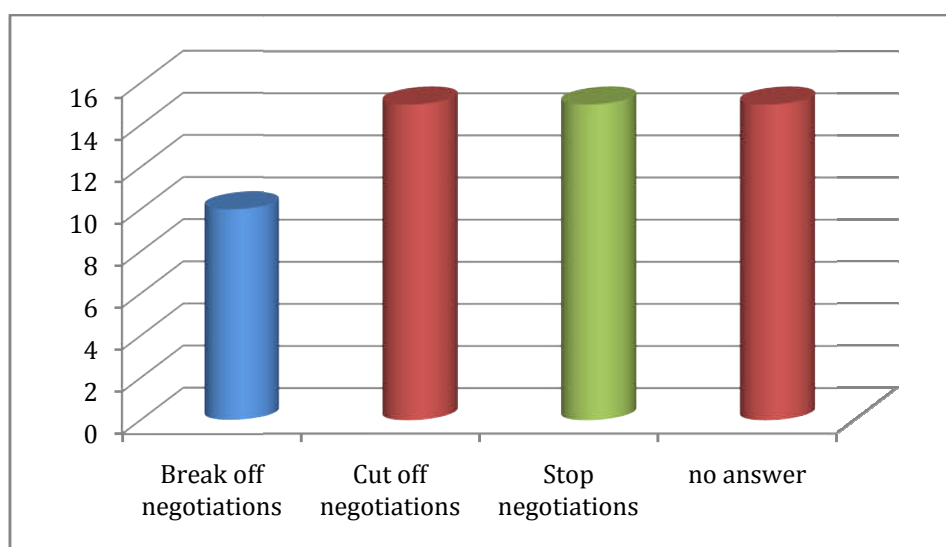


Figure 2.4. Translations of قطع المفاوضات into English

Item 05: To cease trading ستتوقف عن التداول

The collocation ستتوقف عن التداول is translated as the following as shown in table 2.5 below: the majority of students (37) answered by "stop trading" and 12 did not answer. The rest 6 of them made it as "stop exchanging". So, no correct translation was given.

Table 2.5. Students' translations of التوقف عن التداول into English

Tanslations	N
Stop trading	37
Stop exchanging	6
Not answered	12
Cease trading	0
Total	55



Figure 2.5. Translations of التوقف عن التداول into English

Item 06: Chair a meeting = رئاسة اجتماع

As shown in table 2.6 below, the collocation رئاسة اجتماع is translated correctly by only 13 of students. Most of the students either did not answer (22 students) or gave a wrong answer (20 students).

Tab 2.6. Students' translations of رئاسة اجتماع into English

Translations	N
Chair a meeting	13
Run a meeting	20
Not answered	22
Total	55

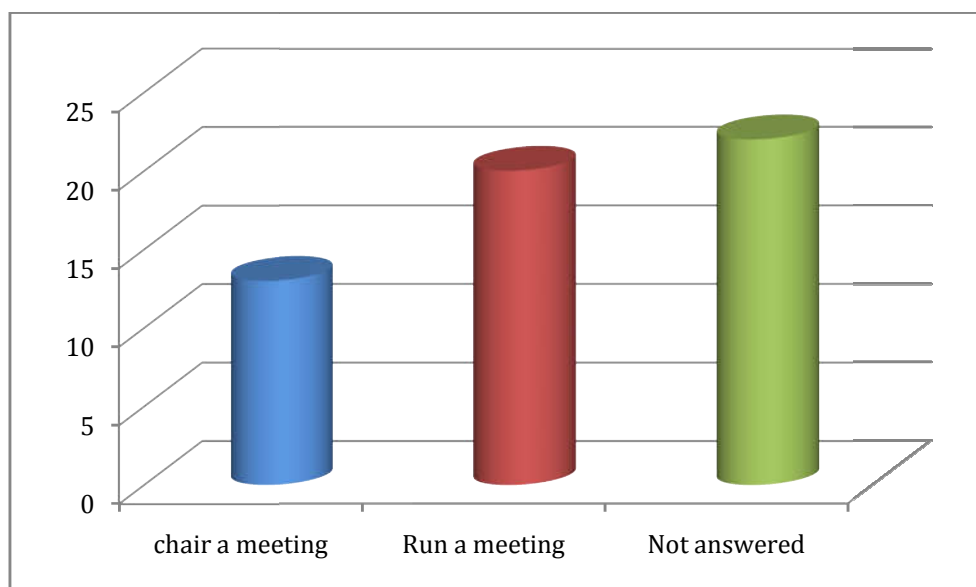


Figure 2.6. Translations of رئاسة اجتماع into English

Item 07: Run a company = يدير شركة

The collocation يدير شركة is translated correctly by many students (26) as "run a company". 23 of them answered by "manage a company", and the rest 6 did not answer the test.

Table 2.7. Students' translations of يدير شركة into English

Translations	N
Run a company	26
Manage a company	23
Not answered	6
Total	55

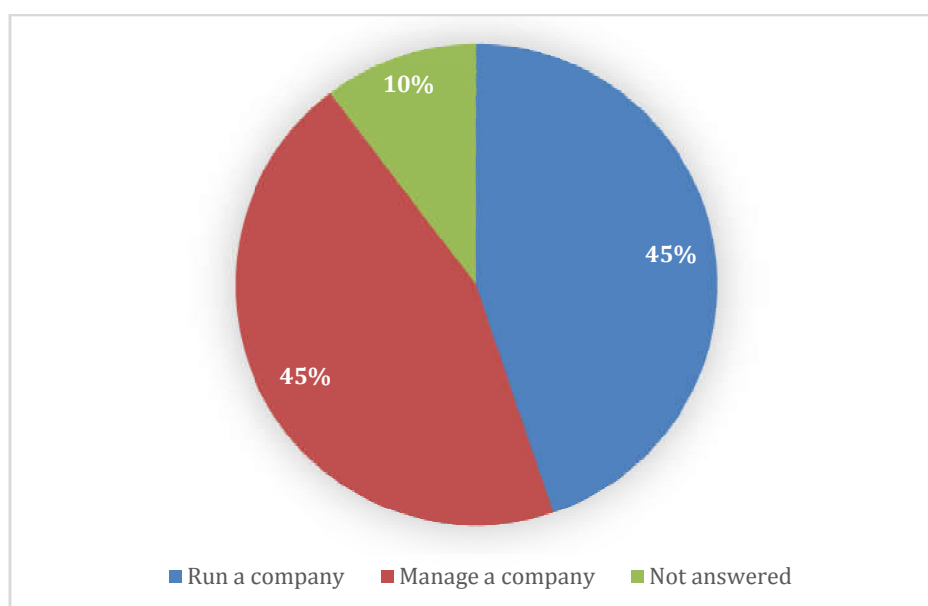


Figure 2.7. Translations of يدير شركة into English

Item 08: Dismiss an offer = بصرفون النظر

The translation of this collocation is wrong in all the answers. 15 students said "district from", and 28 of them translated it as "not care". The rest 12 did not answer. Results are shown in table 2.8 below.

Tab 2.8. Students' translations of بصرفون النظر into English

Translations	N
District from	15
Not care	28
Not answered	12
Total	55

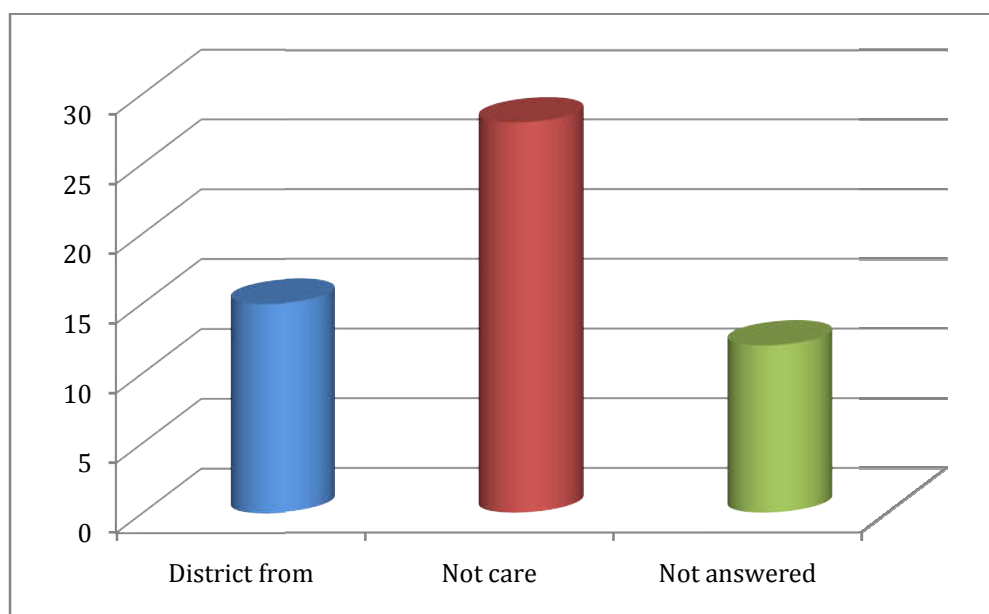


Figure 8: the results of translating بصرفون النظر into English

Item 09: Draw a conclusion = التوصل إلى نتيجة

The collocation التوصل إلى نتيجة is translated as the following : the majority of the students (30) answered by "get a result" ; 11 of them said "get a conclusion" ; 14 of them did not answer the test, and no one gave the right translation. Results are included in table 2.9.

Table 2.9. Translations of التوصل الى نتيجة into English

Translation	N
Get a conclusion	11
Get a result	30
Not answered	14
Total	55

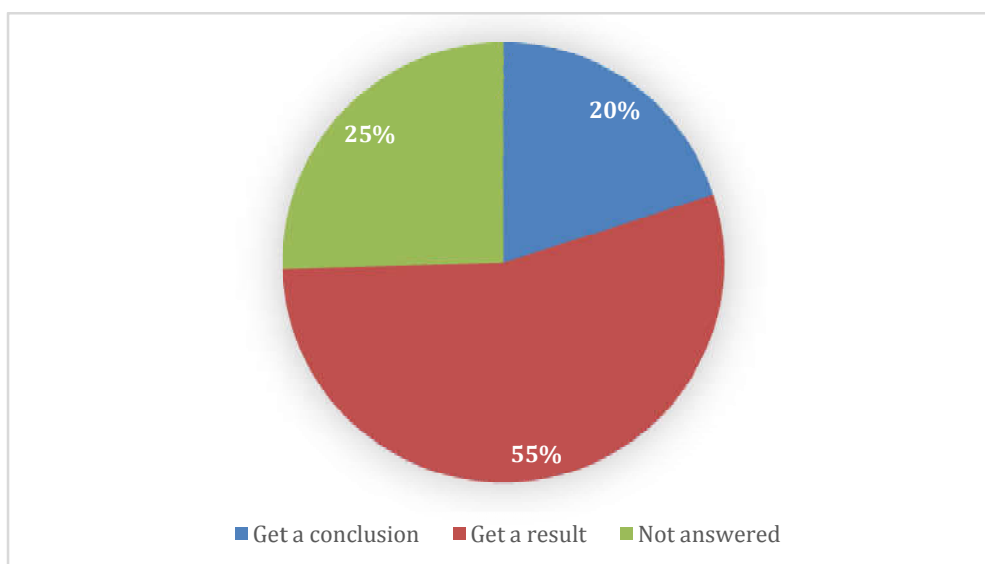


Figure 2.9. Translation التوصل إلى نتيجة into English

Item 10: To draw your attention = أوجه انتباهكم

The collocation أوجه انتباهكم was translated correctly as “to draw your attention” by only 6 students. The majority (39) translated it as "take your attention" and 10 did not answer. Results are shown in table 2.10.

Table 2.10. Students' translations of أوجه انتباهكم into English

Translations	N
To draw your attention	6
Take your attention	39
Not answered	10
Total	55

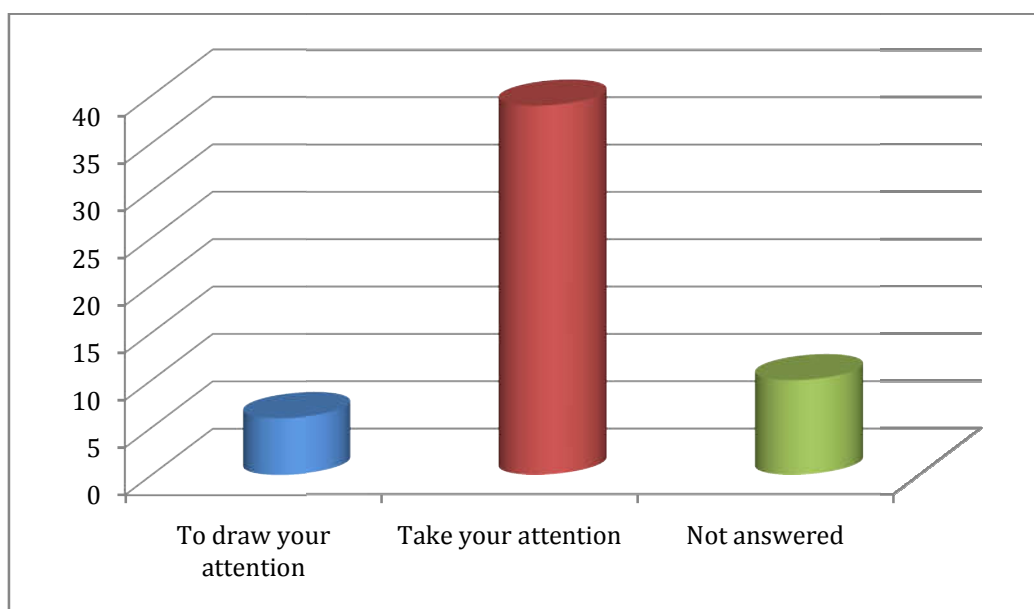


Figure 2.10. Translations of أوجه انتباهكم into English

Item 11: Go bankrupt = أن يفلس

The translation of the collocation أن يفلس into English was as the following: 22 students answered the collocation correctly as "go bankrupt". 19 of them said "broke up", and the rest 14 did not answer. The results are shown in table 2.11.

Table 2.11. The Students' Translations of أن يفلس into English

Translations	N
Go bankrupt	22
Broke up	19
Not answered	14
Total	55

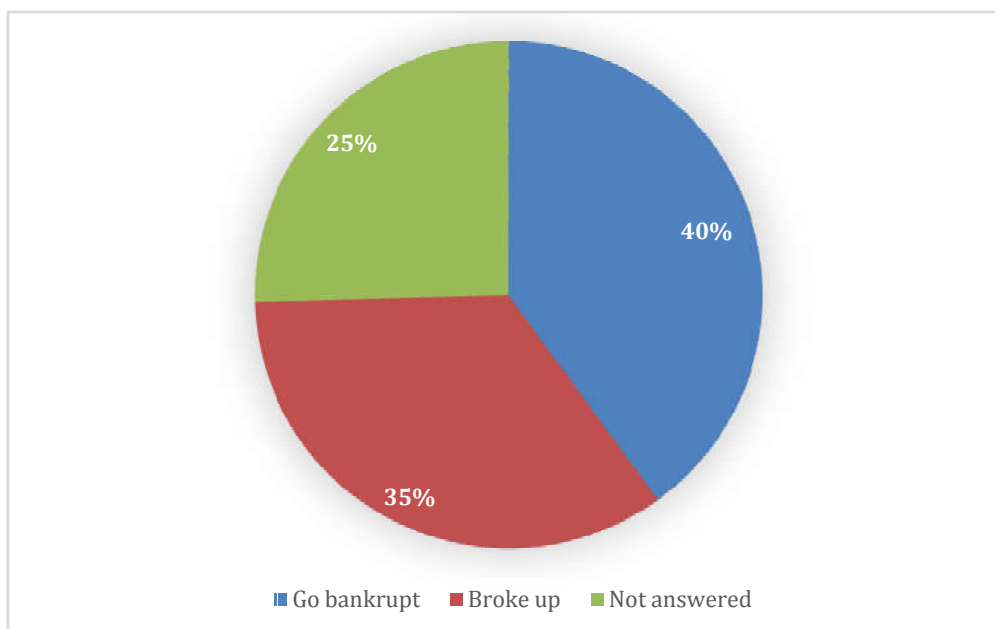


Figure 2.11. Translations of أن يفلس into English

Item 12: Go into partnership = نكون شركاء

This collocation is translated word for word by most of students: 48 said "to be partners", and 6 of them did not give answers, while no one gave the correct answer.

Tab 2.12. Students' Translations of نكون شركاء into English

Translations	N
Go into partnership	0
To be partners	49
Not answered	6
Total	55

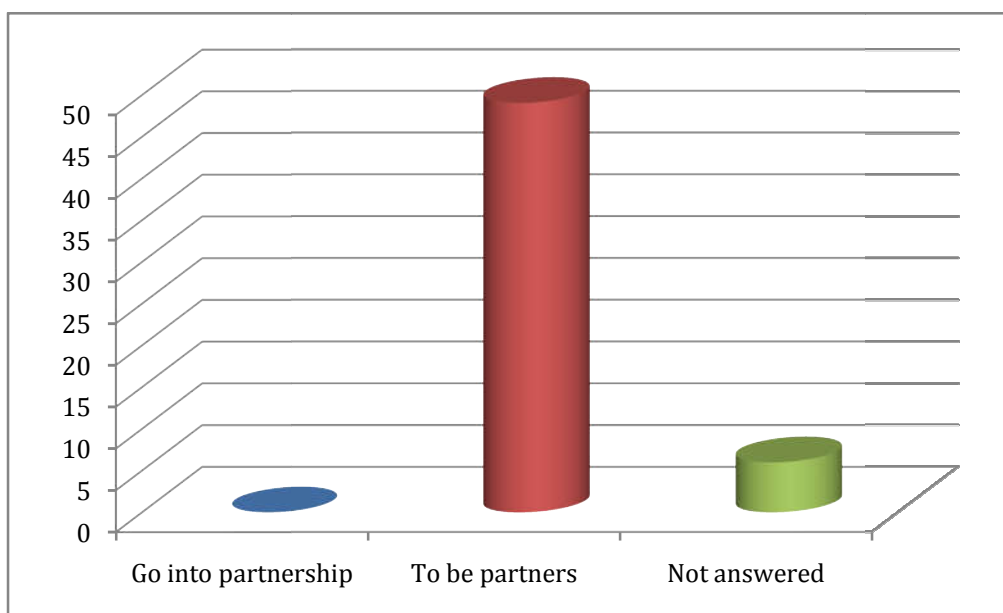


Figure 2.12. Translations of نكون شركاء into English

Item 13 : Sales figures = أرقام المبيعات

Most of the students (40) translated this collocation correctly "sales figures"; 4 of them said "sales numbers", and the rest 11 students did not answer.

Table 2.14. Students' Translations of ارقام المبيعات into English

Translations	N
Sales figures	40
Sales numbers	11
Not answered	4
Total	55

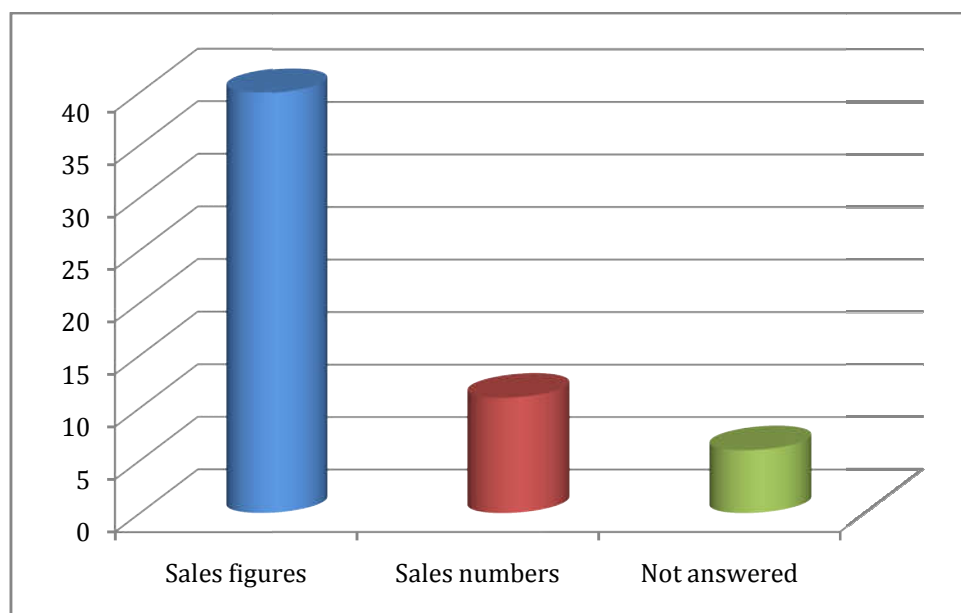


Figure 2.13. Translations of ارقام المبيعات into English

Item 14 : Market forces = قوى السوق

The translation of the collocation قوى السوق is given correctly by 42 students; 2 students said "global economic forces", and 11 of them did not answer. Results are shown in table 2.14.

Table 2.14. Students' Translations of قوى السوق into English

Translations	N
Market forces	42
Global economic forces	2
Not answered	11
Total	55

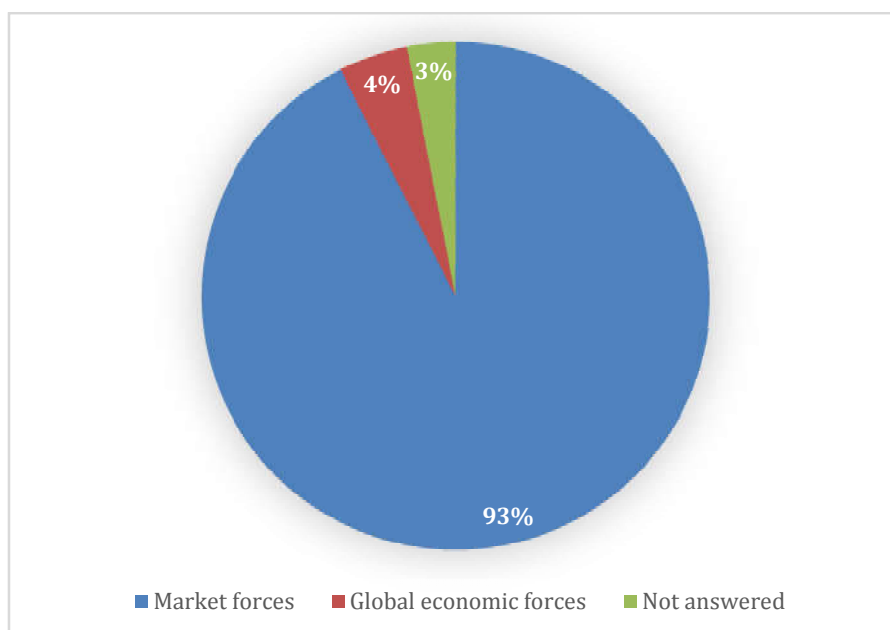


Figure 2.14. Translations of قوى السوق into English

Item 15: Take on staff = قبول موظفين

The collocation قبول موظفين was not translated correctly at all. 47 of the students answered by "accept new employers", and 8 students did not answer. Results are shown in table 2.15 below.

Table 2.15. Students' Translations of قبول الموظفين into English

Translation	N
Take on staff	0
Accept new employers	47
Not answered	8
Total	55



Figure 2.15. Translations of قبول الموظفين into English

Item 16: Lay off staff = تسريح عمالها

Most of the students (45) did not answer this collocation, and 10 of them did it wrong as "demolish it". No one gave the right answer. Results are included in table 2.16.

Table 2.16. Students' Translations of تسريح عملياتها into English

Translations	N
Lay off staff	0
Demolish it	10
Not answered	45
Total	55

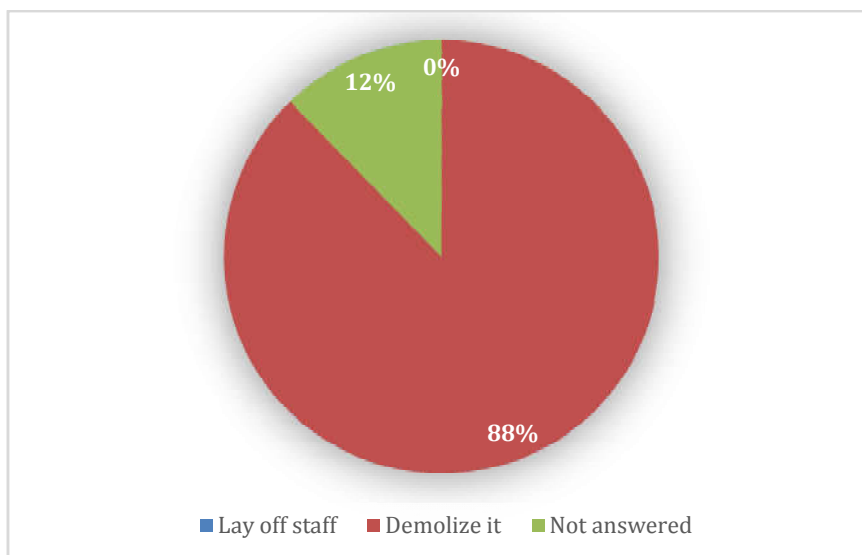


Figure 2.16. Translations of تسريح عملياتها into English

2.17. Make money = جني المال

This collocation is translated correctly by 35 of the students as "make money", and 15 of them answered by "gain money". Yet, the rest of them (5) did not answer. Results are shown in table 2.17 and figure 2.17 below.

Table 2.17. Students' translations of المال جنني into English

Translations	N
Make money	35
Gain money	15
Not answered	5
Total	55

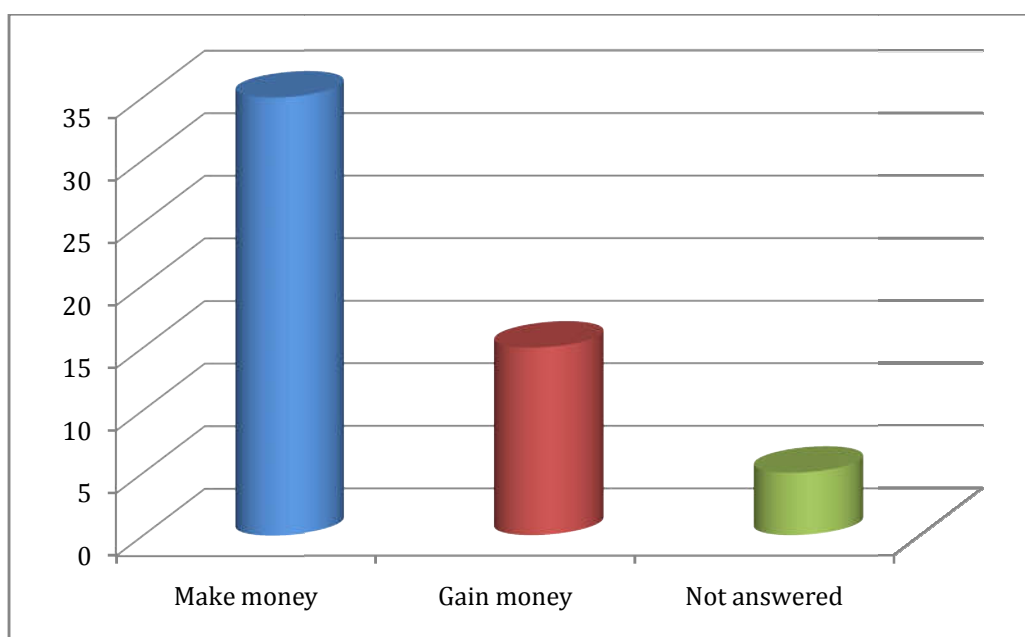


Figure 2.17. Translations of المال جنني into English

2.3. Interpretation and Discussion

The results presented earlier show that, in most of the answers, the students did not give the right translation of the business collocation in the sentence. They usually either follow the literal translation to translate the collocation from English into Arabic or give no answer at all.

Moreover, as shown in numbers in the tables or as percentages in the figures, the right answers were given rarely and in most cases by a few students such as in the collocation “make money” – جني المال, because it is a common collocation shared in both general and business contexts.

Thus, based on these findings, the research questions are answered as follows. The most used strategy the students relied on in their translations is the *literal translation*. Although collocations are fixed linguistic entities, which require the exact equivalence in TL, the students were translating them like any other language entity. This, in addition to the many cases of not giving translations at all, proves that third year students at the department of English, Abbas Laghrour University are not aware of the mechanisms of translating business collocations and do not possess the vocabulary competence of these collocations. In other words, the students do not know business collocations, although this type of collocations are important in most of the business sector contexts where the students are going to work.

Conclusion

In the three sections of this chapter, the method, results and discussion were presented. Section one included the method used to conduct the study, with focus on the test and its components. The second section, presented and analyzed the data obtained from the students' answers of the test. The last section interpreted and discussed the results, answering the research questions.

General Conclusion

It has been proved through this research that the third year students of English at Abbas Laghrour University are not aware of the accurate, right mechanisms of translating business collocations. More importantly, these findings reflect the poor vocabulary competence related to business collocations.

However, this research was limited. It included only 17 items of business collocations. Moreover, it did not get deeper into the translation aspect, for the focus of the research is primarily on the vocabulary competence. In addition, this study was conducted only on third year students at a specific university. Accordingly, further research that focuses on the business collocations' translation techniques, procedures and challenges faced by the students is required. More research is required also among other levels of students and different contexts. Finally, there are other types of collocations that are rarely addressed like business collocations despite of their importance. Such studies would add essential knowledge about the notion of collocations in general.

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Appendix

The Test

Translate the underlined phrases from Arabic into English:

1-من المؤسف ان زوجك لا يستطيع انهاء صفقة مثلك.

.....

2-لكن على الشركات ان تراعي الاعتبارات المحددة أدناه.

.....

3-تمثل قيمه الغرامه سته بالمئه من رقم الأعمال السنوي لهذه الشركات.

.....

4- هذا الاقتراح لم يتلقى ردا من الجانب الاخر،الذي اختار بدلا من ذلك قطع المفاوضات

.....

5-في اغسطس 2014 اعلنت الشركه انها ستتوقف عن التداول.

.....

6-وفي حال عدم تمكنه من رئاسة الاجتماع،ينوبه احد من النوادي.

.....

7-انه يعرف كيف يدير شركة.

.....

8-فهم يصرفون النظر عن تفاعل مثير للاهتمام .

.....

9-غير ان الدولة الطرف ترفض صراحة التوصل الى نتيجة بشأن البلاغ.

.....

10-أود ان اوجه انتباهكم الى موضوع آخر.

.....

11-وقال أنه يمكن إن يفلس .

.....-

12-هل تقترح ان نكون شركاء.

.....-

13-سنطلق انتاج جديدا، عصير التفاح.

.....-

14-لكن ارقام المبيعات تعطي لنا المنافسين بصورة فعلية.

.....-

15-إن الاقتصاد العالمي قائم على أساس قوى السوق.

.....-

16-حصلت اللجنة على اماكن إضافية يسمح لها بقبول موظفين جدد .

.....-

17-اضطرت الشركة الى تخفيض عملياتها وتسريح عمالها.

.....-

18-هذه طريقة رجال الأعمال الناجحين في جني المال.

.....-