

# مجلة جامعة الرازي لِلعلوم الإدارية والإنسانية RUHMS

عملية محكمة تصدر عن كلية العلوم الإدارية والإنسانية – جامعة الرازي

## أبحاث العدد:

■ ألفاظ الزراعة في محكية محافظة إب بين العامية والفصحى.

■ الهدايات إلى حلّ إشكال شيءٍ من الآيات

■ مستوى ممارسة متطلبات إعادة هندسة العمليات الإدارية في منظمات الاعمال.

■ A Comparative Study for the Translation Quality of Restricted Collocations in The Old Man and the Sea.

■ مدى مطابقة تصنيع فلاتر المياه الفخارية المصنعة محلياً (في اليمن) للمواصفات العالمية.

■ المفاوضات التمهيدية في العقود المدنية.

■ السياسة الوطنية اليمنية لمعالجة النزوح الداخلي في اليمن.

جامعة الرازي  
كلية العلوم الإدارية والإنسانية



ديسمبر ٢٠٢١م

المجلد الأول

العدد الرابع

## الهيئة الاستشارية

| الدولة  | الجامعة             | التخصص        | الاسم                         | الرقم |
|---------|---------------------|---------------|-------------------------------|-------|
| اليمن   | جامعة صنعاء         | إدارة أعمال   | أ. د / عبدالله عبدالله السنفي | ١     |
| اليمن   | جامعة عدن           | إدارة أعمال   | أ. د / صالح حسن الحرير        | ٢     |
| مصر     | جامعة المنصورة      | إدارة أعمال   | أ. د / طلعت اسعد عبد الحميد   | ٣     |
| السودان | جامعة القران الكريم | إدارة أعمال   | أ. د / حسن عبد الوهاب حسن     | ٤     |
| اليمن   | جامعة صنعاء         | إدارة أعمال   | أ. د / نجاة محمد جمعان        | ٥     |
| اليمن   | جامعة صنعاء         | تخطيط تربوي   | أ. د / احمد علي الحاج         | ٦     |
| اليمن   | جامعة ذمار          | طرائق التدريس | أ. د / محمد احمد الجلال       | ٧     |

## الإشراف العام

د / طارق علي النهي  
رئيس مجلس الأمناء

## رئيس التحرير

أ.م.د / محمد علي المكردى  
عميد كلية العلوم الإدارية والإنسانية

## مدير التحرير

د / نجيب علي إسكندر  
رئيس قسم الإدارة الصحية

## هيئة التحرير

أ. د / نبيل الربيعي

د / عبد الفتاح على القرص  
د / محمد حسيني الحسيني  
د / أحمد محمد الحجوري  
د / تركي يحيى القباني  
أ. د / محمد محمد القطيبي  
أ.م. د / صالح علي النهاري

رقم الإيداع في دار الكتب الوطنية - صنعاء ( ) لسنة 2020م

مجلة جامعة الرازي - مجلة علمية محكمة - تهدف إلى إتاحة الفرصة للباحثين لنشر بحوثهم العلمية باللغتين العربية والإنجليزية في مختلف العلوم الإدارية والإنسانية

## مجلة جامعة الرازي للعلوم الإدارية والإنسانية

مجلة علمية محكمة تعنى بنشر البحوث في مجال العلوم الإدارية والإنسانية

تصدر عن كلية العلوم الإدارية والإنسانية - جامعة الرازي - اليمن

توجه المراسلات إلى رئيس التحرير على العنوان الآتي :  
مجلة جامعة الرازي للعلوم الإدارية والإنسانية

ص.ب: ..... ، الرمز البريدي ..... اليمن

هاتف : ٢١٦٩٢٣ - ٧٧٤٤٤٠١٢

فاكس : ٤٠٦٧٦٠

البريد الإلكتروني: [ruahms@alraziuni.edu.ye](mailto:ruahms@alraziuni.edu.ye)

صفحة الإنترنت: [www.alraziuni.edu.ye](http://www.alraziuni.edu.ye)

# A Comparative Study for the Translation Quality of Restricted Collocations in *The Old Man and the Sea*

Helmi Mohammed Abdo Mohammed

## Abstract

This research attempts to investigate the quality of translating restricted collocation from English into Arabic throughout the novella *The Old Man and the Sea* by Ernest Hemingway and its two Arabic translated versions. The first version is translated by *Gabriel Whaba* and the second one by *Munir Baalbaki*. This investigation is done through comparing and contrasting analysis of the two Arabic translated versions particularly restricted collocations. The aim of this research is to discuss in depth two points: (1) Comparative and contrastive translation of restricted collocations quality according to the ST intentions and TT acceptability. (2) Types of collocations used in the TTS. It is found that the second translation TT2 is more appropriate than the first one TT1.

In terms of translating restricted collocation, TT1 does not only delete the restricted collocations but also deleted some sentences particularly prayers in Christianity. Munir Baalbaki tends to use figurative collocation effectively presenting his competency in translation of restricted collocations than Gabriel Whaba. Munir uses literary language in his translation and this reflects his educational background of Arab literature and Islamic culture. On the other hand, Gabriel Whaba depends on literal language while translating some collocational expressions and this reflects his scientific educational background in his translation which looks like one plus one equals two.

**Keywords:** Collocations, Restricted Collocation, Quality and Evaluation

## مقارنة جودة ترجمة المتلازمات اللفظية المقيدة في رواية الشيخ والبحر

### الملخص

يهدف البحث لدراسة جودة ترجمة المتلازمات اللفظية المقيدة الانجليزية في رواية الشيخ العجوز والبحر لإرنست همنغواي والمترجمة الى العربية في نسختين. النسخة الأولى ترجمها جبرائيل وهبة والثانية ترجمها منير بعلبكي. ركزت الدراسة على مقارنة وتحليل جودة النسختين المترجمتين إلى اللغة العربية فيما يتعلق بترجمة المتلازمات اللفظية المقيدة. تركزت أهداف البحث على: (١) مقارنة ترجمة جودة المتلازمات اللفظية المقيدة وفقاً لمقاصد كاتب النص المصدر ومدى قبولية النص الهدف. (٢) معرفة نوع المتلازمات اللفظية المترجمة. توصلت الدراسة ان ترجمة البعلبكي أفضل جودة من ترجمة وهبة فيما يتعلق بترجمة المتلازمات اللفظية المقيدة وكذلك ترجمة وهبة اعتمدت على حذف فقرات وجمل متعددة خاصة الجمل ذات البعد الديني كالصلوات في المسيحية بينما تميل ترجمة البعلبكي إلى استخدام المتلازمات اللفظية البلاغية بشكل فعال وهو ما يظهر كفاءة المترجم في ترجمة المتلازمات اللفظية المقيدة أفضل من غبريال وهبة. ومن ناحية أخرى يستخدم البعلبكي لغة أدبية في ترجمته وهذا يعكس خلفيته التعليمية للأدب العربي والثقافة الإسلامية بينما عمد جبرائيل وهبة على الترجمة الشكلية وهو ما يعكس خلفيته التعليمية العلمية في ترجمته التي تبدو مثل واحد زائد واحد يساوي اثنين.

## Introduction

«O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted» Qur'an al-Hujrut (The Rooms, 49:13).

As stated in the Holy Qur'an that we have been made tribes and families to know each other. Knowing each other will not happen without communication, so communication happens through languages. Since the mankind has been created, there are thousands of languages in the world. Despite the enormous numbers of languages, nations have been able to communicate because of translation. Translation has appeared since the ancient times for the need of communication which helps people to understand each other, to live together, and to co-exist in this world. Languages reflect people's lives, cultures, and experiences, so no matter how people are different, they still share the same experience of life in this earth; therefore, it is found that there are many things in common among languages. Collocation is a universal phenomenon in every language. According to Longman dictionary (2009) collocations are "the ways which some words are often used together or a particular combination of words used in this way". Collocations are very important because they reflect the uniqueness of language. For instance, in translating collocations from English into Arabic, translators find that collocations are problematic especially restricted collocations due to the linguistic and cultural differences between Arabic and English. Newmark (1988, p.212) adds that collocation is "a habitual co-occurrence of individual lexical items". From here comes the importance of collocations. They are like the nerve cells in the body of the language and as the musical harmony in the language tune.

## Statement of the Problem

Translation appeared as the need of communication among nations for different purposes as business, religious, political, scientific purposes, etc. Since translation is related to languages, and each language reflects a nation identity, it is very important for translators to be aware of the source language culture as well as the target language culture in order to produce acceptable meanings. Arabic and English belong to different language families. Therefore; there are many linguistic differences between them. These differences create many problems during the translation process in all levels. Collocations are universal concept found in all languages. They reflect the natural use of a language. So, translating collocations is one of the problematic issues since they are kind of cultural expressions and reflect the coherence of any text.

Besides, collocations have a great effect on the target readers. If the translation of a collocation is weak, this will lead to misunderstanding and show nonprofessionalism of the translator. This research focuses on the concept of restricted collocations to help translators to investigate how restricted collocations are translated through the novella.

## Significance of the Research

The significance of this research comes first from the importance of collocations in realizing the meaning of the text since they fulfill a prominent role in the text cohesion and coherence; thus, they have a great impact on translation quality. Besides, the use of collocations can differentiate the speech of a native speaker from a nonnative speaker. A good translation of collocations makes the text more effective and accurate since they are part and parcel of the text coherence. Therefore, critics of translation have evaluated the way of



translating collocations. This research is one of these valuable studies evaluates the quality of translating collocations.

### **Limitation of the Research**

Evaluating the translation of *The Old Man and the Sea* can be dealt with so many sides due to the linguistic differences and the cultural differences. However, this research focuses only on the translation of restricted collocation difficulties from English to Arabic in the two Arabic translated versions understudy. The first one is العجوز والبحر translated by Gabriel Whaba in 1998. The second one is الشيخ والبحر by Munir Baalbaki in 2002.

### **Research Objectives**

The objectives of this research are as follow

- 1- To find out the similarities in the quality of translating restricted collocations in the two Arabic versions.
- 2-To study the differences in the quality of the translating restricted collocations in the two Arabic versions
- 3- To discuss the strategies used by the two translators to overcome the difficulties in translating restricted collocations.

### **Definitions of Terms**

#### **Translation:**

It is a linguistic activity between two languages. It is a transfer of meaning from one language to another. This sentence must be inserted here for the goal of coherence. The first one is called SL which means the source language and the second one is TL which means the target language. A translator has to reproduce the message of the SL into the TL accurately and faithfully.

Newmark (1988) defines translation as "rendering the meaning of a text of a language into another language in the way that the author intended the text."

### **Collocations:**

Collocation are words that often accompany together in different context in which they sound normal to native people.

Longman dictionary (2009) defines collocations as "the way in which some words are often used together, or a particular combination of words used in this way."

### **Lexical Collocations:**

Lexical collocations are the kind of collocations that consist of only the principles of a language which are nouns, verbs, adjectives and adverbs Martínez (2011: 763-768) defines lexical collocations as "the combination of adjective + noun; adverb + adjective: verb + noun, etc."

## **Literature Review**

### **Ernest Hemingway's Writing Style**

Unlike the other writers, Hemingway has a considerable influence on the 20th century fiction because he had a distinctive style of writing. His style is economical and understandable. He used simple and short sentences, while other writers wrote long and complex sentences. In fact, his working as a journalist had affected his writing. His uniqueness makes him one of the best writers in the world Baker (1972: 48).

### **The Concept of Collocations:**

The concept of collocation exists in every language. Everybody uses collocations subconsciously in everyday language; consequently, many linguists and scholars discuss the concept of collocation. The first one who used the term collocation was Firth. Firth (1957) states about collocation that a word is known by the company it keeps cited by Thakur: 1999. Newmark (1988, p.212) defines collocation as "the habitual co-occurrence of individual lexical item". For Benson (1986) collocation is a combination of two words or more that always occurs together in different texts and contexts in a language cited by Al-Jardi: 2015. Oxford Dictionary (2006) maintains that "collocations are the way words combine in a language to produce natural sounding speech and writing", cited by Al- Jardi: 2015. Basil H and Munday (2004, p.228) describes collocations as "the way which word are found together conventionally".

### **Classification of Collocations:**

Because of the important role of collocations in a language, many linguists and scholars discuss collocations in depth and try to classify them into two main types. The first type is grammatical. Grammatical collocations depend on the word class according to their occurrence in the use of language. The second type is lexical collocations.

### **Importance of Collocations**

In any literary text, collocations have an important value which translators cannot ignore and should take into consideration since collocations can be elaborated how language is used by its speakers and how they help the translators to convey the right message. Their characteristics are extraordinary because of the cultural elements and the idiomatic meaning they have. Thus,

using collocations effectively can in any text change a text from a normal text into a distinctive one.

Translators face real challenges to deal with collocational expressions in any text since such expressions involve problematic issues. Therefore, translators should have solid cultural and linguistic background of such expressions in their own language as well as in the target language. Ineffective translation of collocations will result in mistranslating the intended meaning of these expressions making the target collocations to seem strange for readers and losing the beauty of the source literary text.

Newmark (1988) discusses the importance of collocations by describing them as the nerves of a text. He states, "if grammar is the bones of a text, collocations are the nerves" (p. 213). Being important to the coherence of a text and carrying idiomatic meaning, collocations are difficult to be understood. They are used in all types of text and used naturally by speakers or writers of a language. Therefore, understanding the meaning of collocations and translating them equivalently is a challengeable task. Translating collocations starts by recognizing them in the source language and then rendering them conveniently (Hatim& Munday, 2004, p. 249). According to Newmark (1988), the struggle of translating a collocation starts by (1) recognizing the collocation, (2) the ability of the translator to read the ST collocation as one meaningful unit, (3) finding an appropriate equivalence.

The process of finding the appropriate equivalence of the ST collocations means to launch a process of connecting appropriate nouns with verbs, verbs with nouns, adjectives with nouns and verbs with appropriate adverbial groups (Newmark, 1988, p. 213). Potentially, collocations are either lexical or grammatical. On one hand, the lexical collocations are composed of two or more content words i.e. nouns, verbs, adjectives and adverbs. On the other

hand, grammatical collocations refer to the combinations comprising a content word and a function word, which is usually a preposition (Benson, and Ilson, 1997).

**Table 1: Types of Lexical Collocation**

| # | Collocation Types                | Definition   | Example   |
|---|----------------------------------|--|---|
| 1 | Free Collocation (F.C.)          | The meaning can be derived from literal meaning of the individual elements which are freely substitutable.                           | Skin cancer- Lung cancer –<br>Prostate cancer – سرطان الجلد –<br>سرطان الرئة – سرطان البروستاتا |
| 2 | Restricted Collocation (R.C.)    | Restricted collocations are more limited in composing elements and usually have one component that is used in a specialized context. | Pay attention – Have luck<br>يحالف الحظ – يُغَيِّر انتباه                                       |
| 3 | Figurative Collocation (Fig. C.) | The metaphorical meaning can be derived from its literal interpretation  | Draw the line<br>يوضح الفرق   |
| 4 | Idiomatic Collocation (Id.C.)    | The meaning is completely unpredictable from the meaning of its components   | Spill the bean سرا يفشي   |
| 5 | Free Combination (F.Com.)        | ST collocations are translated into non-collocation segments of discourse or weak  | I <i>have</i> those prayers?<br>اعرف كل الصلوات وهناك جميع تلك<br>الصلوات                       |
| 6 | Non-Collocation                  | Non-collocation (one word) sometimes the ST collocations are translated into only one word   | Pay attention<br>يُنَال   |

## Previous Studies

There are many studies which have been conducted on translating collocations from English into Arabic and from Arabic into English that are so useful, but no study has been conducted on the translation of collocations in *The Old Man and The Sea* in general or in restricted collocations in particular . One of these studies is *Translation of Collocation: Problems and Issue* by Al-Jardi (2015). In his study, he discussed the problem of translating collocation from Arabic into English through comparing and contrasting two different translated versions of the Arabic short story *Color of Rain* by Mohamed Abdul Wali.

The second one is *The Translation of Lexical Collocation in Literary Text* by AlSurghair (2011) which is a descriptive quantitative study of the translation of collocations in literary texts from English into Arabic. Four English literary works translated into Arabic are examined. The study attempts to shed light on how translators deal with collocations when transferring them to the target language, and whether the target text fulfills the linguistic and stylistic characteristics of the collocations or not. Three questions are investigated: What happens to collocations when they are translated? How do translators deal with collocations? And, what strategies do they adopt in translating collocations in literary texts? The study endeavors to answer these questions. The study shows that calque translation seems to be the most frequent strategy in translating collocation in literary texts. Collocations are also modified in translation and therefore both marked and unmarked collocations have unmarked translations. In some cases, collocations end up as non-collocations in the target text.

## An Overview of the Translators

*The Old Man and the Sea* has been translated into Arabic by many translators. In this research only two translations were chosen. The first one is by Gabriel Whaba and the second one is by Munir Baalbaki. The two translators had different cultural and educational backgrounds. The first translator, Gabriel Whaba was an Egyptian translator and writer. He had a scientific educational background. He studied chemistry. Despite his scientific background, he was one of the most famous writer and translator in Egypt and the Arabic world. He had nineteen books, sixty short stories and two hundred and fifty essays. The second one is Munir Baalbaki, he was a Lebanese translator. He studied Arabic literature and the Islamic history. He is considered one of the most prominent translators in the Arab world. Some people call him "the Sheik" of translators to reflect his great contribution in translation. His greatest contribution in translation is *Al-Murid Dictionary* the most useful Arabic English dictionaries besides his contribution in translating many important literary works for famous authors as William Shakespeare, Charles Dickens and others. The two distinct dialects of both translators may affect the quality of their translation. Munir's dialect is Lebanese Arabic whereas Gabriel dialect is Egyptian Arabic. Munir worked in translating literary stories, and this could be another factor that his translation style.

### Methodology:

The method of collecting data is analyzing the documents. The documents are the original novella *The Old Man and the Sea* and its two Arabic translated versions العجوز والبحر by Gabriel Whaba and الشيخ و البحر by Munir Baalbaki. Restricted collocations are identified, classified in the original as well as the two Arabic translated versions and then compared and contrasted with each other and with the original in a matrix.

**The Matrix:**

Restricted collocations are identified in the ST as well as in TT1 and TT2 and listed in an organized matrix with the following heading titles:

- 1- ST Restricted collocational unit, and inferred restricted collocation.
- 2- TT1 Restricted collocational unit, including inferred restricted collocation and its type.
- 3- TT2 Restricted collocational unit, including inferred restricted collocation and its type.
- 4- The researcher's commentary
- 5- TT1 and TT2 diff (difference)

TT1 and TT2 are used to check the two collocational expressions were diverse or comparable to both translations. A diverse translation means the translation of the same collocational expression in TT1 is not comparable to the translation of the same collocational expression in TT2 in terms of the same lexical item retrieved from the collocational unit. If both TT1 and TT2 have the same lexical item that can be retrieved from the collocational unit, this is referred to as comparable translation of collocation between TT1 and TT2. Lexical collocations are classified according to Howarth's typology (1998) in the ST as well as TT1 and TT2 as it modified below:

- 1- Free Collocation (F. C.)
- 2- Restricted Collocation (F. C.)
- 3- Figurative Collocation (Fig. C.)
- 4- Idiomatic Collocation (Id. C.)

**Data Analysis**

The original novella and the two translated versions are deconstructed into their collocational units. These units are identified and compared with each other. The first translation is compared with the second translation and both



translated versions are compared to the source restricted collocations. Restricted collocations in the ST and both translated versions are listed in an organized matrix with the above five mentioned heading titles.

TT1 and TT2 differences are used to check whether the two retrieved collocational expressions were diverse or comparable in both translations. A diverse translation means the translation of one collocational expression in TT1 is not comparable to the translation of the same collocational expression in TT2 in terms of the same item retrieved from the collocational unit. If both collocations of TT1 and TT2 have the same lexical item that can be retrieved from the collocational unit, irrespective of its pattern or its location within this unit, this is referred to as comparable translation of collocation between TT1 and TT2.

**Table 3: Comparative and Contrastive Translation of Restricted Collocations Quality According to the ST Intentions and TT Acceptability**

|   | ST<br>Restricted<br>Collocation    | Inferred<br>Collocation | Translation<br>Gabriel's                    | TT 1  | Translation<br>Munir's                           | TT2<br>Collocation | Commentar<br>y  | TT1& TT2<br>Diff |
|---|------------------------------------|-------------------------|---|-------|--|--------------------|---|------------------|
| 1 | His hands had deep-creased scars   | Deep-creased scars      | ندوب عميقة                                  | R. C. | ندوب عميقة<br>الغور                              | R. C.              | TT1 and TT2 used the same collocation, but TT2 added an adjective to make the meaning clearer | Diverse          |
| 2 | Made some money                    | Make some money         | حصلنا على بعض النقود                        | F. C. | فزنا بشيء من المال                               | F. C.              | Both translations are good and conveyed the meaning of the ST                                 | Diverse          |
| 3 | Quite sure                         | Quite sure              | واثقا تماما                                 | F. C. | كان على مثل اليقين                               | F.Com.             | Both translations are good  | Diverse          |
| 4 | He was coming back a long way away | Long way                | ثم عاد بعد هيئة إلى واقعة من أحلامه البعيدة | F. C. | وبدا لحظة كأنه يحاول ان ينتزع نفسه من أعماق حلمه | Fig. C.            | Both translations conveyed the intended meaning of ST, yet TT1 is more appropriate.           | Diverse          |
| 5 | Paper napkin                       | Paper napkin            | في منديل من الورق                           | R. C. | بمنديل من الورق                                  | R. C.              | No comment  | Comparable       |
| 6 | You are my alarm clock.            | Alarm clock             | إنك ساعتى المنبهة                           | R. C. | انت ساعتى المنبهة                                | R. C.              | Literal translation was used in TT1 and TT2.  | Comparable       |
| 7 | Why do old men wake so early?      | Wake early              | لماذا يستيقظ من تقدمت بهم السن مبكرين؟      | R. C. | لماذا يستيقظ الشيوخ باكرا إلى هذا الحد           | R. C.              | The meaning is conveyed perfectly in both versions  | Diverse          |

|    |   |                |   |        |  |         |   |         |
|----|---|----------------|---|--------|--|---------|---|---------|
| 8  | All I know is that boys sleep late  | Sleep late     | كل ما أعرفه أن الأولاد ينامون في وقت متأخر  | R. C.  | كل ما أدريه ان الصبيان الصغار ينامون في ساعة متأخرة  | R. C.   | Each translator used different translation and both are good even they are different. | Diverse |
| 9  | The door of the house where the boy lived was unlocked and he opened it and walked quietly with his bare feet   | Bare feet      | كان باب البيت الذي يقيم فيه الصبي غير موصد ففتحه العجوز ومضى حافي القدمين في هدوء إلى الداخل  | R. C.  | لم يكن على باب البيت الذي يقطنه الغلام قفل ففتحه الشيخ ودخل البيت بقدميه الحافيتين في تودة وسكينه  | R. C.   | Both translations are adequate.   | Diverse |
| 10 | They had coffee from condensed milk cans  | Condensed milk | وحصلا على قهوة باللبن   | .....  | وتناولوا القهوة بعلبتي صفيح من الحليب المكثف   | R. C.   | TT2 is more accurate than TT1   | Diverse |
| 11 | Have another coffee. We have credit here.   | Have credit    | تناول قدحا اخر من القهوة. فكل ما تأخذه على الحساب   | F.Com. | خذ مقدارا اخر من القهوة إن لدينا حسابا جاريا   | R. C.   | Both versions conveyed the intending meaning, yet TT2 is more appropriate.            | Diverse |
| 12 | Some of the younger fishermen those who used buoys as floats for their lives and had motorboats, bought when the shark livers brought much money spoke of e/ mar which is masculine | Bring money    | أما شباب الصيادين الذين يستخدمون العوامات كمنصة عائمة لحبال صننا نيرهم وشباكهم والذين لديهم زوارق مزودة بمحركات آلية ابتاعوها حينما كانت اكباد الحوت تغل كثيرا من النقود يقولون بالإسبانية) | R. C.  | وكان بعض الصيادين الاحدث سنا أولئك الذين يصطنعون عوامات تطفو بها صنائيرهم والذين يملكون زوارق بخارية اشتروها في الفترة التي بيعت اكباد القرش بأثمان عالية جدا يدعون المحيط | F.Com.  | TT1 had more precise translation  | Diverse |
| 13 | The sun rose thinly from the sea.   | The sun rises  | اشرقت الشمس من وراء البحر   | R. C.  | ثم أن الشمس انبعثت من البحر رقيقة ومهزولة  | Fig. C. | TT2 is more effective translation, yet TT1 is also accurate.                          | Diverse |
| 14 | The sun was two hours   | Hurt eyes      | مرت ساعتان اشتد بعدها ارتفاع الشمس  | F. C.  | وازدادت الشمس ارتفاعا بعد ساعتين من الزمان ولم   | R. C.   | TT1 is literal translation, while   | Diverse |

|    |  |               |   |         |   |                 |   |         |
|----|--|---------------|---|---------|---|-----------------|---|---------|
|    | higher now and it did not hurt his eyes too much to look into the east                                 |               | ولم يعد وهجها يؤذي عيني العجوز كثير   |         | ينزل النظر إلى الشرق أذى كبير بعينة   |                 | TT2 is a wonderful equivalence  |         |
| 15 | They are wide and the flying fish have a little chance   | have a chance | وظن الرجل العجوز أن سربا من الدلافين انتشر في الماء وأن فسحة الامل في النجاة قد ضاقت امام السمك الطائر  | Fig. C. | وقال الشيخ في ذات نفسه إنها جمهرة ضخمة من الدلافين وإنها منتشرة في كل مكان وليس للأسماك الطائرة كبير حظ في النجاة         | Non-collocation | TT1 is a wonderful translation made the meaning so effective. TT2 also rendered the meaning perfectly despite the using of one word                 | Diverse |
| 16 | The water was a dark blue now; now so dark that it was almost purple                                   | dark blue     | وأصبح لون الماء ازرق حالك مشوبا بلون أرجواني  | F. C.   | كانت المياه الزرقاء داكنة الان -إلى حد يكاد يجعلها بنفسجية  | R. C.           | TT1 uses which means too black and it does not collocate with the other colors, whereas TT2 is translated wonderfully and sounds natural in Arabic. | Diverse |
| 17 | The turtles saw that approached from the front, then shut their eyes                                   | Shut eyes     | واقتربت السلاحف منها عندما وقع بصرها عليها وواجهتها من الامام ثم أغلقت عينها  | F. C.   | وكانت إذا ما ابصرت بها انقضت عليها من امام مغمضة عيونها لكي تنعم بالوقاية   | R. C.           | TT2 is closer to the SL. TT1 is also a good and more appropriate.   | Diverse |
| 18 | People are heartless about turtles because a turtle's heart will beat for hours after he has been cut. | Heart beats   | معظم الناس من متحجري القلوب، وخلت أفئدتهم من الرحمة والشفقة ازاء السلاحف إذ يظل قلب السلفاة يخفق وينبض عدة ساعات بعد استئصاله من السلفاة المذبوحة | R. C.   | إن معظم الناس لا يحملون في أفئدتهم ذرة من الشفقة على السلاحف لان قلب السلفاة يواصل الخفقان بعد انقضاء بضع ساعات على نحرها | R. C.           | Even though TT1 adds two verbs to emphasize the beating of the turtles' hearts, TT2 is still wonderful as TT1.                                      | Diverse |
| 19 | But now he said his thought aloud many times since there were no one                                   | Say thought   | أما الان فإنه يتحدث إلى نفسه معربا عن افكاره بصوت مرتفع   | R. C.   | أما الان فقد أفرغ افكاره غير مرة في قلب مسموع إذ لم يكن ثمة أحد قد يزعه بذلك  | Fig. C.         | TT1 had great translation also TT2 had wonderful translation using literary language  | Diverse |

|    |  |                  |  |       |   |       |  |            |
|----|--|------------------|--|-------|---|-------|--|------------|
|    | that could annoy   |                  |  |       |   |       |  |            |
| 20 | Blue water   | Blue water       | المياه الزرقاء                         | R. C. | المياه الزرقاء  | R. C. | TT1 and TT2 are literal translation  | Comparable |
| 21 | Left hand  | Left hand        | بيده اليسرى                            | R. C. | بيده اليسرى   | R. C. | TT1 and TT2 had the same translation   | Comparable |
| 22 | "God help him to take it.                                  | God help         | اللهم أعنها لتأخذها                    | F. C. | يا إلهي ساعدها على التهامها                                     | F. C. | Both versions delivered the meaning of the ST clearly  | Diverse    |
| 23 | Christ knows   | Christ knows     | الله وحده يعلم                         | F. C. | المسيح يعلم   | R. C. | TT1 translated the collocation which is considered a religious expression into the TL in which the translator addressed the Target language readers whose religion is Islam while TT2 had literal translation and the translator was faithful to the ST. | Diverse    |
| 24 | Then he felt the gentle touch on the line and he was happy | Gentle touch     | غمزته السعادة وهو يشعر بالجذبة الخفيفة | F. C. | ثم انه احس بالخيط يُجِب كرهة اخرى جذبا رقيقاً وأشرق وجهه بالبشر | F. C. | Both translations are acceptable   | Diverse    |
| 25 | Then the weight increased                                  | Weight increases | ثم ازداد الثقل                         | R. C. | ثم تعاضم الثقل  | F. C. | TT1 and TT2 are good translations  | Diverse    |
| 26 | Thank God  | Thank God        | حمد الله                               | R. C. | إني اشكر الله   | F. C. | TT1 is a good translation as TT2   | Diverse    |
| 27 | The sun sets   | sun sets         | تغرب الشمس                             | R. C. | تغرب الشمس  | R. C. | Both are identical.  | Comparable |
| 28 | I have no cramps   | Have cramps      | ليس لدي اي تقلصات في العضلات           | R. C. | أنا لا أشعر بأي مغص   | F. C. | TT1 had more accurate. The old man did not feel anything in his stomach. TT2 missed the intending meaning of the ST  | Diverse    |

|    |  |                     |   |                 |   |                 |   |            |
|----|--|---------------------|---|-----------------|---|-----------------|---|------------|
| 29 | The fish never change his course nor his direction all the night   | Change course       | لم تغير السمكة خط سيرها ولا اتجاهها طول تلك الليلة          | R. C.           | لم يغير السيف مسلكه ولا اتجاهه طول ذلك الليل  | F. C.           | Both versions are perfect   | Diverse    |
| 30 | The sun went down  | The sun goes down   | غربت الشمس  | R. C.           | غربت الشمس  | R. C.           | TT1 and TT2 had the same translation  | Comparable |
| 31 | No one should be alone in their old age  | Old age             | يجب إلا يبقى المرء وحيدا إذا تقدمت سنه                      | R. C.           | ان أحد لا يجوز أن يواجه البحر وحيدا في مثل سني هذه                                  | Non-collocation | TT1 had wonderful translation. Despite the ignorance of the translation of collocation, the meaning is still clear in TT2 | Diverse    |
| 32 | He could tell the difference between the blowing noise that the male made and the sighting bow of the female | Tell the difference | مع قدرته على التمييز بين الصوت الذي يطلقه الذكر وصوت الأنثى | Non-collocation | وكان في ميسورة أن يميز لهات الذكور الغليظ ومن تنهد الأنثى الرقيق                    | Non-collocation | TT1 and TT2 rendered the meaning well   | Diverse    |
| 33 | Deep water   | Deep water          | الماء العميق  | R. C.           | اعماق المياه  | R. C.           | TT2 is more acceptable.   | Diverse    |
| 34 | But the line taut up to the very edge of the breaking point since he had hooked the fish                     | Breaking point      | غير ان الحبل مشدودا إلى اقصاه منذ أن ابتلعت السمكة الخطاف   | Non-collocation | ولكنه كان قد انتهى بعد ان التهمت السمكة شصه الحال من التوتر تكاد تبلغ نقطة الانقصاص | R. C.           | TT1 and TT2 had great translation   | Diverse    |
| 35 | "Then go in and take your chance like any man or bird or fish"   | Take a chance       | وخذ فرصتك كأى انسان او طائر او سمكة                         | F. C.           | ثم انطلق نحو اليابسة وانتهاز فرصتك مثل اي رجل او طائر او سمكة                       | R. C.           | Despite the literal translation in TT1, the meaning is still clear. TT2 is a wonderful translation                        | Diverse    |
| 36 | Just then the fish gave a sudden lurch   | Gave lurch          | وفجأة تمايل المركب حين جذبت السمكة الحبل على حين غرة        | Non-collocation | وفي تلك اللحظة انتفضت السمكة انتفاضة مفاجئة   | Non-collocation | In the ST the meaning of <i>lurch</i> is a sudden movement not pull as TT1 is, so the TT1 seems inaccurate.               | Diverse    |

|    |  |                   |   |                 |  |         |  |            |
|----|--|-------------------|---|-----------------|--|---------|--|------------|
|    |  |                   |   |                 |  |         | TT2 is much closer to the meaning of The ST.                                     |            |
| 37 | I will pay attention to my work  | Pay attention     | وألان سأنتبه إلى عملي   | Non collocation | ينبغي أن اعمل في بقطة  | F.Com.  | The meaning in both translations is clear.                                       | Diverse    |
| 38 | Dark purple  | Dark purple       | أرجواني قاتم  | R. C.           | بنفسجيين داكنين  | R. C.   | No comment   | Diverse    |
| 39 | Light lavender   | Light lavender    | أرجواني شاحب  | F. C.           | ازرق ليلى  | R. C.   | TT2 is more accurate because TT1 translate both purple and lavender into ارجواني | Diverse    |
| 40 | He commenced to say his prayers mechanically   | Say prayers       | وشرع يردد صلواته بطريقة أليه  | F. C.           | وشرع يتلو صلواته على نحو ألي   | R. C.   | TT1 is a good translation but TT2 is more proper.                                | Diverse    |
| 41 | I must have a confidence   | Have a confidence | يجب ان اضع ثقتي   | R. C.           | يجب ان اكون قوي الايمان  | F. C.   | Both translations are good   | Diverse    |
| 42 | "Unless sharks come," he said a loud "If sharks come, God pity him and me."                                | God pity          | ما لم تقبل اسماك القرش أما إذا قدمت فليرحم الله هذه السمكة وليرحمني ايضاً | F. C.           | إلا إذا اقبلت الاقراش لأنه إذا اقبلت الاقراش فعندئذ يرحمه ويرحمني الله | F. C.   | TT1 is as good as TT2.   | Comparable |
| 43 | As the sun set, he remembered to give himself more confidence  | The sun sets      | وحين غربت الشمس تذكر ما يعطيه مزيداً من الثقة                             | R. C.           | بينما الشمس تجنح للغروب تذكر لكي يعزز ثقته بنفسه                       | Fig. C. | TT2 uses metaphorical language to make the meaning impressive.                   | Diverse    |
| 44 | The odds would change back and forth all night and they fed the negro rum and lightened cigarette for him. | Lighten cigarette | وكان الناس يسقون الزنجي كؤوس الروم نوع من الخمر ويشعلون له لفائف التبغ    | R. C.           | وفد القوم شينا من الخمر إلى الزنجي وأشعلوا له السجائر                  | R. C.   | TT1 is perfect just as TT2.  | Diverse    |

|    |   |                      |  |                 |  |                 |  |            |
|----|---|----------------------|--|-----------------|--|-----------------|--|------------|
| 45 | ... and the referee was shaking his head.                                   | Shake head           | وعندما اطل ضوء النهار اراد المتراهنون ان يعتبروا المباراة قد استقرت تعادلها في حين هز الحكم رأسه | R. C.           | وعند بزوغ الفجر، ساعة أصر المتراهنون على ان يعتبر الفريقان متساويين هز المحكمون رؤوسهم | R. C.           | TT1 and TT2 delivered the meaning accurately even TT2 uses the plural form which is not similar to ST.                                 | Comparable |
| 46 | It should no cramp on me again, unless it gets too cold in the night        | Get cold             | ولن تتقلص مرة أخرى إلا إذا اشتد البرد اثناء الليل  | R. C.           | وينبغي إلا يعاودها التشنج كرة أخرى إلا إذا أمسى الجو قارصاً جداً اثناء الليل           | F.Com.          | TT1 had a great translation.TT2 added to make the meaning clear.   | Diverse    |
| 47 | I had better keep the fish quiet now and not disturb him too much at sunset | Keep something quiet | ويحسن ان ادع السمكة هادئة الان ولا أسبب لها مزيداً من الازعاج في اثناء غروب الشمس                | F. C.           | ويخيل إلى ان من الأفضل ان ادع السمكة وشأنها الان فلا أزعجها في ساعة الغروب             | R. C.           | TT had literal translation which makes the meaning week, on the other hand TT2 had a precise translation which makes the meaning clear | Diverse    |
| 48 | You must devise a way that you sleep a little                               | Devise a way         | فيجب عليك ان تدبر طريقة لتنام قليلا  | R. C.           | يجب عليك ان تستنبط وسيلة تمكنك من ان تنام بعض الشيء                                    | R. C.           | TT1 used commonly used expression while TT2 used literary language   | Diverse    |
| 49 | If you do not sleep, you might become unclear in the head.                  | Become unclear       | إنك ان لم تتم فقد يفقد عقلك حدته ومضاهة  | F. Com.         | لأنك ان لم تتم فقد يرايل الصفاء رأسك   | F. C.           | TT1 is as clear as TT2 despite their differences   | Diverse    |
| 50 | Get some rest   | Get some rest        | أخذ قسطاً من الراحة  | R. C.           | أنعم بشيء من الراحة  | R. C.           | TT1 is just as exact as TT2  | Diverse    |
| 51 | Half an hour  | Half an hour         | نصف ساعة   | R. C.           | نصف ساعة   | R. C.           | Identical translation  | Comparable |
| 52 | He rested his chin on the wood of the bow                                   | Rest chin            | وقد اسند ذقنه إلى خشب حنية المركب  | F. C.           | واراح الشيخ ذقنه على خشب القيدوم   | F. C.           | TT2 had literal translation which makes the meaning not clear  | Diverse    |
| 53 | He had no feeling on his left hand  | Have feeling         | لم يكن يشعر بيده اليسرى شيئاً  | Non collocation | وكانت يده اليسرى خدره لا حس فيها   | Non collocation | The meaning is shown in both versions  | Diverse    |



|    |  |                 |  |                 |   |        |  |         |
|----|--|-----------------|--|-----------------|---|--------|--|---------|
| 54 | He looked back at the coil   | Look back       | ونظر إلى لفات الحبل  | Non collocation | والتفت الشيخ ليلقي نظرة على لفائف الخيوط  | F.Com. | TT2 is closer to the ST meaning  | Diverse |
| 55 | Making a great bursting of the ocean then a heavy fall   | Heavy fall      | وفي تلك اللحظة قفزت السمكة قفزة هائلة فانطلقت خارجة من المحيط ثم سقطت بعنف   | F. C.           | وفي تلك اللحظة وثب السيف محدثًا انفجارًا هائلًا في مياه المحيط ثم هوى في ثقل  | F. C.  | Both versions had acceptable translation                                     | Diverse |
| 56 | And now he has jumped more than a dozen times and filled the sacks along his back with air and he cannot go down deep to die | Fill the sacks  | نعم لقد قفزت الآن أكثر من اثنتي عشرة مرة، ملأت مئاتيها الهوائيتين عند ظهرها بالهواء ولن تستطيع ان تهبط إلى الاعماق لتموت هناك فلا أستطيع | R. C.           | ولقد وثب السيف أكثر من اثنتي عشر مرة، حتى الان وملاً جيوبه المرصوفة على ظهره بالهواء فليس باستطاعة ان يغوص ليموت في اعماق البحر حيث أعجز عن | F. C.  | TT1 is more precise. مئاة هوائية Sack means that most of the great fish have | Diverse |
| 57 | It tightened as always, but just when he reached the point where it could break, line began to come in                       | Reach the point | توتر الحبل في يده كالعادة، وحين وصل توتره إلى مداه بدأ في جذب الحبل إلى اعلى   | R. C.           | وتوتر الخيط، كعهده من قبل، إن كاد يبلغ نقطة الانقصاص حتى غدا سلسا سهل القيادة   | F. C.  | The meaning is delivered in TT1 as accurate as TT2.                          | Diverse |
| 58 | Then it started out and the old man knelt down and let it go grudgingly back into the dark water.                            | Dark water      | فرجع العجوز وأرخى له العنان متذمرا لينساب في الماء القاتم  | F. C.           | فرجع الشيخ اسفا، وتركه يغوص في المياه المظلمة   | R. C.  | TT1 is a literal translation and it seems odd. TT2 is more accurate          | Diverse |
| 59 | But the fish kept on circling slowly   | Circle slowly   | ولكن السمكة واصلت الدوران ببطء   | F. C.           | لكن السمكة قامت على التحويم في اناة   | F. C.  | The meaning is clear in TT1, yet TT2 had an amazing translation              | Diverse |
| 60 | Twice, though he had felt faint and dizzy and that had worried him   | Feel faint      | غير انه شعر بالإغماء واصيب بالدوار مرتين وقد أقلقه ذلك وأزعجه  | R. C.           | فقد استشعر مرتين دورا، ووشك اغماء وذلك ما أقلقه حقا   | R. C.  | TT1 is more accurate.  | Diverse |

|    |  |                   |   |        |   |        |   |            |
|----|--|-------------------|---|--------|---|--------|---|------------|
| 61 | Twice, though he had felt faint and dizzy and that had worried him   | Feel dizzy        | غير انه شعر بالإغماء واصيب بالدوار مرتين وقد أقلقته ذلك وأزعجه                                | R. C.  | فقد استشعر مرتين دوراً، ووشك اغماء وذلك ما أقلقته   | R. C.  | Even though they are different, they carry the meaning of ST accurately.  | Diverse    |
| 62 | God help me to endure  | God help          | فليساعطني الله ان احتمل   | F. C.  | فساعدني يا ألهي وأمدني بالقوة على الاحتمال  | F. C.  | For the translation of collocation both are perfect. But the addition in TT2 makes the meaning more sufficient  | Diverse    |
| 63 | But this pain could drive him mad  | Drive someone mad | أما آلام السمكة فقد تدفعها إلى الجنون   | R. C.  | أما أوجاعها فقد تفقدها صوابها   | R. C.  | Both translations are adequate.   | Diverse    |
| 64 | I have no cramps   | Have cramps       | لا تقلصات لدي   | F. C.  | لست اشكوا التشنج  | F. C.  | The meaning in TT1 is still clear as TT2  | Diverse    |
| 65 | The sea had risen considerably   | The sea rises     | ارتفع ماء البحر إلى حد كبير   | R. C.  | وكانت مياه البحر قد ارتفعت ارتفاعاً بالغاً  | R. C.  | The meaning is clear in TT1 as TT2  | Comparable |
| 66 | But I must get him close, close, close,  | Get close         | - ولكن يجب أن اجعلها تقترّب وتقترب وتقترب   | F.Com. | وبينه وبين نفسه قال: ولكن يجب إن استقيها إلى مكان قريب جداً                                       | F.Com. | TT1 is so literal translation. TT2 had a perfect one.   | Diverse    |
| 67 | He took all his pain and what was left of his strength and his long pride and put it against of the fish's agony | Take strength     | وأستجمع كل ما بقي من قوته، وكل كبريائه التي اعتد بها طويلاً في مواجهه السمكة التي تغالب ألمها | R. C.  | واستجمع كل ما بقي من قوته وشجاعته، وكبريائه التي تقضت منذ زمن بعيد وحشدتها في وجه السمكة المحتضرة | R. C.  | TT1 and TT2 are identical   | Comparable |
| 68 | The fish came a live   | Come a live       | ولكن السمكة التي تحمل الموت داخلها، ظلت حية   | F.Com. | وكان السمكة استشعرت دبيب الموت في اوصالها فارتدت إلى الحياة                                       | F. C.  | Come a live means if something, people, places or events come a live, they start to be lively after a quiet period. According to this meaning, TT1 lacks the meaning of the ST. | Diverse    |

|    |  |               |  |                 |   |                 |  |         |
|----|--|---------------|--|-----------------|---|-----------------|--|---------|
|    |  |               |  |                 |   |                 | TT2 is expressive translation.   |         |
| 69 | Set a sail for home  | Set a sail    | وأبحر إلى موطني                                      | Non-collocation | ورجعت إلى بيتي.   | Non-Collocation | TT1 is closer to the meaning of the ST and more effective.   | Diverse |
| 70 | He took a very small drink of the water                                    | Take a drink  | وشرب قليلا من الماء                                  | Non-collocation | وتناول جرعة من الماء  | F. C.           | TT1 is more precise, because it is closer to the ST meaning. In the ST, the old man drank a very little and that what TT2 ignored in its translation | Diverse |
| 71 | Sometimes he lost the scent.   | Lose scent    | كان القرش يفقد الرائحة أحيانا                        | F. C.           | وكان يضل الاثر في بعض الاحيان                                     | R. C.           | TT1 had literal translation. TT2 is a meaningful translation.  | Diverse |
| 72 | They had razor sharp cutting edge on both sides.                           | Cutting edge  | وذات حد قاطع كالموسى من الجانبين                     | R. C.           | وكان لكل منهما على الجانبين - حافظان قاطعتان كالموس               | F. C.           | Both carry the meaning of ST effectively.  | Diverse |
| 73 | But he had a little hope   | Have hope     | غير إن امله كان ضعيف                                 | Non-collocation | ولكنه قليل الامل في النجاح  | Non-collocation | The meaning is clear in both versions  | Diverse |
| 74 | A little hope  | A little hope | امله ضعيف  | F. C.           | قليل الامل  | F. C.           | TT1` is stronger than TT2  | Diverse |
| 75 | As he watched the shark close, he took a look at the great fish.           | Take a look   | ورمق السمكة وهو يرقب دنو القرش                       | Non-collocation | والقى نظرة على السمكة الكبيرة فيما راح يرقب تقدم القرش نحو الزورق | R. C.           | Thought TT1 translated the collocation with only one word, the meaning is still exact.   | Diverse |
| 76 | I suppose it was even though, I did not keep me alive and feed many people | Keep alive    | .....  | .....           | برغم أنى اقدمت عليه لكي اسد رمقي وأطعم كثيرا من الناس             | R. C.           | TT1 ignores the whole sentence, TT2 very appropriate.  | Diverse |
| 77 | You did not kill the fish only to keep alive and                           | Keep alive    | إنك لم تقتل السمكة فقط من أجل ان تعيش ولتبيعها كغذاء | Non-collocation | أنت لم تقتل لأنك تتصور جوعا ولا لمجرد رغبتك في بيعها              | R. C.           | Despite the enormous difference inTT2 translation of the collocation <i>keep a</i>   | Diverse |

|    |  |                 |   |       |  |                 |   |         |
|----|--|-----------------|---|-------|--|-----------------|---|---------|
|    | sell for food, he thought.   |                 |   |       |  |                 | <i>live</i> , yet the meaning is perfectly rendered   |         |
| 78 | Fishing kills me as exactly as keeps me alive  | Keep alive      | إن صيد الاسماك يقتلني مثلما يحفظ حياتي تماما                                    | F. C. | إن صيد الاسماك يقتك بي كما يبقيني على قيد الحياة سواء بسواء                            | R. C.           | TT2 is more sufficient than TT1 which is literal.   | Diverse |
| 79 | The boy keeps me alive.  | Keep alive      | إن الصبي يحرص على حياتي   | R. C. | والغلام يمدني بالحياة  | Fig. C.         | TT1 delivered the meaning in a good way. TT2 is more effective and showed how the old man love the boy, however. Despite the fact that this collocation is repeated, both TTs deal with it in a very clever way in which it avoids getting readers bored, so in every one it is translated differently. | Diverse |
| 80 | The old man looked ahead of him but he could see no sail nor could he that it would not fall off             | Look ahead      | رنا العجوز ببصره إلى الامام فم يتمكن من رؤية أية أشرعة أو سفن أو دخان أية باخرة | R. C. | وتطلع الرجل العجوز أمامه، ولكنه لم يستطع أن يرى شراعا ما، أو دخانا ما ينبعث من اي مركب | R. C.           | They are good translations  | Diverse |
| 81 | The old man swings the club down on him as he slipped away to Solow and hit only the heavy solid rubberiness | Slip away       | وطوح العجوز بالهراوة وأهوى عليه مرة اخرى، فأنزلق مبتعدا لبيتلع ما تبقى في فمه   | F. C. | وأهوى الشيخ بهراوته عليه فيما كان ينسل لبيتلع تلك القطعة، ولكنه لم يصب هذه المرة ايضا  | Non-collocation | TT2 used one word for the collocation <i>slip away</i> . However, the meaning is just as effective as TT1.  | Diverse |
| 82 | There is only the boy to worry, of course. But I am sure he  | Have confidence | وعلى الاقل هناك الصبي الذي سينتابه القلق بالطبع ولكنني متأكد أن لديه الثقة بي   | F. C. | إن الغلام وحده هو الذي سوف يقلق على طبعه وكني واثق من انه لن يقطع الرجاء               | R. C.           | TT1 is literal translation but TT2 is more appropriate.   | Diverse |

|    |   |               |  |         |   |                 |  |            |
|----|---|---------------|--|---------|---|-----------------|--|------------|
|    | would have confidence   |               |  |         |   |                 |  |            |
| 83 | I have those prayers I promised if I caught the fish, he thought. | Have prayers  | انني أعرف كل الصلوات التي وعدت بادننها حين اضفر السمكة | F. C.   | وهناك جميع تلك الصلوات والتي وعدت بتلاوتها إذا ما فزت بالسمكة | F. Com.         | TT1 and TT2 delivered the meaning perfectly.                             | Diverse    |
| 84 | I should have some luck   | Have luck     | لا بد ان يحالفني بعض الحظ                              | R. C.   | انا استحق شيئا من الحظ  | F. Com.         | TT1 is more precise in meaning   | Diverse    |
| 85 | Keep awake  | Keep awake    | لتظل متيقظا  | F. Com. | حاذر ان تستسلم للنعاس   | F. Com.         | The meaning is delivered clearly in both TTS.                            | Diverse    |
| 86 | The old man could hardly breath now.                              | Hardly breath | إن العجوز الآن يتنفس بشق الانفس                        | F. Com. | وكان الشيخ يلهث لهاثا شديدا                                   | F. Com.         | The meaning is well delivered in both, yet TT2 is more common in Arabic. | Diverse    |
| 87 | The old man paid no attention to them                             | Pay attention | لم يفر العجوز القروش اهتماما                           | R. C.   | ولما يبالي الشيخ بهم  | Non-collocation | Both translations are effective even though TT2 used only one word.      | Diverse    |
| 88 | He stopped for a moment and looked back                           | Look back     | توقف للحظة وتطلع إلى الخلف                             | R. C.   | ووقف لحظة والتفت إلى الوراء                                   | F. C.           | TT1 is as accurate as TT2  | Diverse    |
| 89 | He found a water bottle and took a little drink                   | Take a drink  | وعثر في الظلام على زجاجة ماء فشرب منها جرعة            | F. C.   | وفي غمرة الظلام التمس زجاجة الماء وشرب جرعة                   | F. C.           | TT1 had the same translation as TT2                                      | Comparable |
| 90 | "I will bring luck with me."                                      | Bring luck    | سأجلب الحظ معي   | R. C.   | سوف أجلب الحظ معي   | R. C.           | Both TT1 and TT2 had the same version                                    | Comparable |

### Results of Data Analysis:

The results revealed that two translators used different types of lexical collocations in their translations. The Table below shows the Frequency of the types of lexical collocations that each translator used in his translation

**Table 3: Collocation Types: A Comparison between TT1 and TT2**

| #  | Collocations Types     | TT1: Gabriel Whaba |             | TT2: Munir Baalbaki |             |
|----|------------------------|--------------------|-------------|---------------------|-------------|
|    |                        | Count              | %           | count               | %           |
| 1  | Free collocation       | 27                 | 30%         | 25                  | 27.7%       |
| 2  | Restricted collocation | 41                 | 45%         | 43                  | 47.7%       |
| 3- | Figurative collocation | 1                  | 1%          | 4                   | 4.4%        |
| 4- | Idiomatic collocation  | 0                  | 0%          | 0                   | 0%          |
| 5  | Free combination       | 6                  | 6.6%        | 9                   | 10%         |
| 6  | Non-collocation        | 9                  | 10%         | 9                   | 10%         |
| 7  | Not translated         | 6                  | 6.6%        | 0                   | 0%          |
|    | <b>Total</b>           | <b>90</b>          | <b>100%</b> | <b>90</b>           | <b>100%</b> |

### Findings

The following are some remarks driven from the analysis of restricted collocating used by both translators:

- 1- Restricted collocations are the most translated type in both versions which account about 45% in TT1 and 47.7% in TT2.
- 2- Free collocations are used perfectly in both versions. They are about 27% in TT1 and 25% in TT2.
- 3- Figurative collocations are used more in TT2. They are about 4.4%, whereas in TT1, it is only 1%.
- 4- Idiomatic collocations are not used at all.

- 5- Free combinations compose about 6.6% in TT1 and 10% in TT2.
- 6- Non-collocations are equally used by both translators with a percentage of 10%.
- 7- Some collocations are not translated only in TT1 in which not only the translator ignores translating some restricted collocations but also, he deletes sentences which is considered weakness and unfaithfulness.
- 8- Gabriel Whaba adapts the target readers' culture as Christ knows, he translated into الله وحده يعلم instead of المسيح يعلم. He deleted some sentences which are about the Christian's prayers.
- 9- TT1 depends on literal translation in the most of the translation; on the other hand, TT2 depends on equivalence which shows the ability of Munir Baalabki in standard Arabic.
- 10- Munir Baalbaki uses the language of Holy Quran in his translation as متأرجحة ذات اليمين وذات الشمال
- 11- The educational background of the translators is reflected on their translation. Gabriel Whaba had a scientific background that shows in his ability in translating some scientific terminologies as the sacks, he translated into the correct term which is مثانة هوائية, while Munir was unable to find the exact term, he translated as جيوب. Munir Baalbaki had a literary and Islamic background which shows in his ability to use literary language.
- 12- Munir Baalbaki used (restricted collocations) in his translation such as يسدي النصيحة and اضرم النار, on the other hand, Gabriel used the most common expressions (free combination) such as يوقد النار، الدوران ببطء.

### Suggestions

There is no perfect research yet a good research is the one that can be developed. This research has its limitation and there are many aspects are not dealt with. It is suggested that coming researchers could discuss (1) An analysis

of collocation in relation to register. (2) An analysis of collocation and the mother tongue interference (3) An analysis of grammatical and stylistic collocations. (4) *The Old Man and the Sea* has been translated by many Arabic translators since it was written. Choosing the first translated version and the most recent one, will illustrate the effect of the development of the translation studies in the translation. Also, it will shed a light on the development of the Modern Standard Arabic.

### References

- Al-Jardi, M, H. (2015). Translation of Collocation: Problems and Issues. Sana'a. Sana'a University. M.A thesis
- AlSurghair, Y. (2011). *The Translation of Lexical Collocation in Literary Text*. Sharjah, UAE
- Baker, C. (1972). *The Writer as Artist*. 4th ed. Princeton: Princeton University Press.
- Basil, H and Munday, J. (2004). Translation an Advanced Resource Book. London and New York. Routledge.
- Benson, M, E and Ilson, R. (1997). Lexicographic Description of English. Amsterdam and Philadelphia. John Benjamins.
- Firth, J, R. (1957). A synopsis of Linguistic Theory Oxford. Basil Blackwall.
- Hatim, B, and Jeremy M(2004). Translation: An Advanced Resource Book.,. Print.
- Howarth, P. A. (1998). Phraseology and second language proficiency. Applied Linguistics.
- Longman Dictionary of Contemporary English (2009). 5<sup>th</sup>. England. Longman
- Martínez, A. S. (2011), "Collocation Analysis of a Sample Corpus Using Some Statistical Measures: An Empirical Approach", in Escuela Oficial de Idiomas, Murcia: 763 – 768.



- Newmark, P. (1988). A Textbook of Translation. London. Prentice Hall
- Thakur, D. (1999). Linguistics Simplified Semantics. New Delhi. Bharati Bhawan.
- The Qur'an*.49:13 Trans. by M.A.S. Abdel Haleem, Oxford UP, 2005.

## سياسات وقواعد وإجراءات النشر

### سياسات النشر:

- نشر الأبحاث الأصلية باللغتين العربية والإنجليزية في أي من حقول العلوم الإدارية والإنسانية.
- نشر الأبحاث التي من شأنها أن تعمل على تطوير النظرية الإدارية والإنسانية وإثراء ممارساتها.
- تعطى الأولوية للبحوث التي تقدم الحلول العلمية والعملية للمشكلات الإدارية والإنسانية.
- يعتمد قرار قبول البحوث المقدمة للنشر على توصية هيئة التحرير والمحكمين، حيث يتم تحكيم البحوث تحكيماً سرياً.

### قواعد النشر:

- يقدم الباحث ثلاث نسخ للبحث مطبوعة على ورق ( A4 ) على وجه واحد وبمساقتين ومرفق معه CD، مع ذكر البرنامج الذي تم استخدامه في الطباعة.
- يقدم الباحث خطاباً مرافقاً للبحث يفيد بأن البحث لم يسبق نشره.
- يعتمد الباحث على الأصول العلمية والمنهجية المتعارف عليها في إعداد وكتابة الأبحاث العلمية.
- أن يكون البحث مكتوباً بلغة سليمة ويستخدم في الكتابة خط Arabic Transparent للأبحاث العربية و Times New Roman للأبحاث الإنجليزية بنط (14) للمتن (16) للعناوين (12) للهوامش (1,15) تباعد الأسطر ولا يزيد عدد الأسطر عن 25 سطر، وينبغي ألا يزيد حجم البحث على عشرين صفحة بما في ذلك المراجع والهوامش والجدول والأشكال والملاحق .
- أن يرفق مع البحث ملخص باللغة العربية والإنجليزية في صفحة واحدة.

### إجراءات النشر والتحكيم:

- ترسل البحوث والمراسلات إلى مجلة جامعة الرازي على العنوان التالي:
- الجمهورية اليمنية – صنعاء – جامعة الرازي (www.alraziuni.edu.ye) مجلة جامعة الرازي للعلوم الإدارية والإنسانية.
- هاتف (٢١٦٩٢٣) تليفاكس (٤٠٦٧٦٠) البريد الإلكتروني لرئيس التحرير (fash\_dean@alraziuni.edu.ye).
- يرفق بالبحث السيرة الذاتية للباحث.
- في حالة قبول البحث مبدئياً يتم عرضه على محكمين من ذوي الاختصاص في مجال البحث ويتم اختيارهم بسرية ولا يعرض عليهم أسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى إصالة البحث وقيمه العلمية ومدى إلتزام الباحث بالمنهجية المتعارف عليها ويطلب من المحكم مدى صلاحية البحث للنشر في المجلة من عدمه.
- في حالة ورود ملاحظات من المحكمين، ترسل إلى الباحث بهدف إجراء التعديلات اللازمة على أن تعاد في مدة أقصاها شهر.
- يخطر الباحث بقرار صلاحية بحثه للنشر خلال ثلاثة أشهر من تاريخ التسليم.

**قواعد عامة:**

- تؤول جميع حقوق النشر للمجلة.
- تقدم المجلة مجاناً لكل صاحب بحث أجاز للنشر نسختين من العدد المنشور به البحث.
- المواد التي تتضمنها البحوث المنشورة تعبر عن آراء أصحابها، ولا تعبر بالضرورة عن رأي المجلة.

**ملخصات الرسائل الجامعية:**

تنشر المجلة ملخصات الرسائل الجامعية (رسائل الدكتوراه والماجستير) التي تم إجازتها بالفعل، والمتصلة بحقول المعرفة الإدارية والإنسانية والمجالات ذات الصلة، ويتم إعداد الملخص بمعرفة صاحب الرسالة، ولا يتجاوز عدد صفحات الملخص خمس صفحات.

**التقارير عن المؤتمرات والندوات:**

ترحب المجلة بنشر التقارير الموجزة عن المؤتمرات والندوات والحلقات النقاشية حديثة الانعقاد والتي تتصل بواحد أو أكثر من مواضيعها، أو مجالات اهتمام المجلة.

**التعقيبات والتعليقات الانتقادية على البحوث المنشورة في المجلة:**

ترحب المجلة بنشر التعقيبات والتعليقات على البحوث السابقة التي نشرتها المجلة، ويجري تحكيم التعليقات المقدمة للنشر بمعرفة اثنين من المحكمين، أحدهما مؤلف البحث موضع التعليق، وفي حال إجازة التعليق للنشر، يدعى المؤلف للرد على التعليق إذا رغب في ذلك، وتنطبق على التعليقات المقدمة الشروط الشكلية المتعلقة بالبحوث.

**رسوم التحكيم والنشر في المجلة:**

تتقاضى المجلة مقابل نشر البحوث المحكمة والمقبولة الرسوم الآتية:

- البحوث المرسله من خارج اليمن ( \$150 ).
- البحوث المرسله من داخل اليمن (15000 ريال).
- هذه الرسوم غير قابلة للإرجاع سواء تم قبول البحث للنشر أو لم يتم النشر.
- البحوث المقدمة من باحثي جامعة الرازي مجاناً.

**قيمة الاشتراكات السنوية في المجلة:**

- للأفراد (6000 ريال) المنظمات (12000 ريال) داخل اليمن.
- للأفراد (\$10) المنظمات (\$20) خارج اليمن.
- (جميع حقوق الطبع محفوظة للمجلة)

رقم الإيداع في دار الكتب الوطنية - صنعاء ( ) لسنة 2020م

مجلة جامعة الرازي - مجلة علمية محكمة - تهدف إلى إتاحة الفرصة للباحثين لنشر بحوثهم العلمية باللغتين العربية والإنجليزية في مختلف العلوم الإدارية والإنسانية

## المحتويات

|   | الموضوع   | الباحث                       |
|---|---|------------------------------|
| 4 | A Comparative Study for the Translation Quality of Restricted Collocations in The Old Man and the Sea | Helmi Mohammed Abdo Mohammed |

**كلمة العدد:**

تسعى كلية للعلوم الإدارية والإنسانية في جامعة الرازي جاهدة للقيام بالتنوير الدائم لبرامج الكلية والارتقاء بالبحث العلمي.

ويسعدنا ويشرفنا أن نقدم بين أيدي الباحثين والأكاديميين وغيرهم العدد الأول من هذه المجلة - مجلة جامعة الرازي للعلوم الإدارية والإنسانية، وهي مجلة دورية عملية محكمة لنشر الأبحاث بعد تقييمها وتحكيمها تحكيمياً علمياً من قبل محكمين خارجيين وفق ضوابط التحكيم العلمي المتبع .

متمنين من الله عز وجل أن تكون المجلة منبراً بحثياً منفتحاً على جميع الباحثين. ونرحب بأي مقترحات من شأنها تطوير المجلة في الأعداد القادمة.

والله ولي التوفيق

رئيس التحرير  
أ.م. د / محمد على المكردى