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**The Translation of Arabic Conjunctions into English and the
Contribution of the Punctuation Marks in the Target Language**
The Case of *Wa*, *Fa* and *Thumma* in Modern Standard Arabic

*Dissertation Submitted in Partial Fulfilment of the Requirements for a Master Degree in
Applied Language Studies*

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Dedications

After praising God Almighty the Greatest,

I dedicate this modest work to:

Algeria, the best.

My parents, the dearest.

My brothers and sisters,

With special reference to *Abd Alkader*, the eldest.

Abd Arauf, Baasim, Qusay, and Waseem, the youngest.

My friends, colleagues and class-mates.

And last, all the teachers I have met,

But, definitely, not the least.

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Abstract

This study investigates learners' awareness of translation equivalence at textual level by exploring one of its aspects that is conjunction. It focuses on the learners' awareness of the function-multiplicity of three of the basic Arabic conjunctions: *wa*, *fa* and *thumma*. After identifying the most frequent functions of each, a translation task has been designed to see how these connectors would be translated into English and the extent to which these learners can master the tools that the target language (TL) offers i.e. conjunctions and punctuation marks. That analysis of the learners' performance reveals that they lack awareness of the multiple meanings the Arabic connectors have in different co-texts and misuse punctuation marks that contribute in building the text in the TL. In this respect, it is recommended that teachers of translation and those of writing and discourse analysis as well as syllabus designers should pay much attention to such issues.

Transcription

The following tables include the phonetic symbols that will be used in this study. They are adapted from Al-Qahtani (2005: 10-13) to make them readable even to non-specialists.

a. Consonants

Arabic Alphabet	Symbols	Arabic Alphabet	Symbols
ء	ʔ	ض	.d
ب	b	ط	.t
ت	t	ظ	ð.
ث	θ	ع	ç
ج	ʒ	غ	ġ
ح	h	ف	f
خ	χ	ق	q
د	d	ك	k
ذ	ð	ل	l
ر	r	م	m
ز	z	ن	n
س	s	ه	h
ش	ʃ	و	w
ص	.s	ي	j

b. Vowels

vowels		symbols
short	اَ	a/ə
	اُ	u
	اِ	i
long	اَ	a:
	اُ	u:
	اِ	i:

c. Articulatory feature of Arabic Vowels

		Front	Central	Back
High	Short	i		u
	Long	i:		u:
Low	Short		a	
	Long		a:	

d. Articulatory Features of Arabic Consonants

Place of Articulation

Manner Of Articulation		Place of Articulation										
		Bilabial	Labiodental	Interdental		Alveolar		Alveo-palatal	Velar	Uvular	Pharyngeal	Glotal
Stops	VL					t	t*		k	q		ʔ
	VD	b				d	d*					
Fricatives	VL		f	θ		s	s*	ʃ		χ	ħ	h
	VD			ð	ð*	z				ġ	ç	
Affricate								ʒ				
Nasals		m		n								
Lateral				l								
Tril				r								
Semivowels		w						j				

VD: Voiced
VL: Voiceless
*****: Emphatic

Shadda " ˆ ": double sound.

"ال" the definite article: ʔal/əl

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List of Abbreviations

MSA: Modern Standard Arabic.

SL: Source Language.

ST: Source Text.

TL: Target Language.

TT: Target Text.

Vs: Versus

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General Introduction

Statement of the Problem

Translation is not just a mere replacement of the items of the Source Text (ST) with their equivalents in the Target Text (TL), but it is rather awareness of levels above the word level. The textual level is one of those levels that are concerned with *thematic and information structure* and *cohesion*. Our problem here is stated within the scope of the latter i.e. to what extent learners can produce an ST that is as cohesive as a TT. Each language offers certain tools that may differ or overlap to achieve that. Conjunctions¹ are one of those tools.

Arabic and English differ in using these cohesive markers: Arabic overuses a small set of conjunctions (basically *wa*, *fa* and *thumma*) each of which, usually, has multiple meanings/functions to signal the *semantic relation* between information chunks. Whereas, English uses a wide set of conjunctions to indicate the semantic relation that can be expressed by more than one conjunction, aided by a high developed punctuation system, in addition to other tools. For the sake of translation, we are going just to consider the semantic properties of those connectors i.e. as a tool for textual linkage. This is in order to see what functions each of the selected Arabic connector (selected on the basis of frequency in Arabic discourse) might have. *Wa* can be *resumptive*, *additive*, *commentative*, *adversative* and *simultaneitive*. *Fa* can be *resultive*, *sequential (immediacy)*, *explanatory*, *causal* and *adversative*. *Thumma* is mainly *sequential (non-immediacy)*.

¹ The terms conjunction/s, connector/s and conjunctive/s will be used interchangeably through this study.

Hence, translating Arabic connectors into English is not an easy task for learners of translation, at least in theory, i.e. before empirical validation is sought. The difficulty, we assume, would be at the level of both the Source Language (SL) and Target Language (TL). At the level of the former, learners should be aware of the multiple functions the selected Arabic connectors have and should be able to realize what the exact semantic relation the connector signals is. At the level of the latter, learners should be able to choose the accurate conjunction or the punctuation mark (or both) that capture the semantic relations the Arabic connector serves.

Aim of the Study

The study aims at shedding light on the issue of equivalence at the textual level i.e. to what extent learners of translation at the department of English (University of Constantine) are able to realize the ST as a unified whole and able to handle the tools of the ST to render it into a unified text as such. Some pedagogical implications will be inferred not only concerning translation teaching, but also writing and discourse analysis.

Research Hypothesis

We hypothesise that if learners of translation were not aware of the fact that Arabic conjunctions have multiple functions/meanings, and their equivalences in the counterpart system of English are not always conjunctions as such, they would fail to translate those functions appropriately and, thus, distort the intended meaning of the ST.

Research Questions

1. Are translation learners aware of the function-multiplicity that Arabic connectors have?

2. How does the faulty/non-accurate translation affect the intended meaning of the ST?
3. How can those connectors and their functions be ordered in terms of difficulty?
4. To what extent do learners of translation master the use of punctuation marks as a contributor in text making?

Research Tools

In order to verify the above stated hypothesis, a translation test that consists of a group of sentences that represent all the stated functions of the Arabic conjunctions will be administered. Each function will be represented by two sentences. The sample of tested students is in their first year Master (applied language studies) at the Department of English, University of Constantine. A test is an appropriate tool for such study, as it allows us to get access to learners' actual performance.

Structure of the Study

This study includes two chapters: one is theoretical and the other is practical.

The theoretical chapter will address Arabic and English connectives from a contrastive perspective with reference to the usefulness of punctuation marks in the latter and their limitations in the former. It also deals with how Arabic and English conjunctions behave in their language system.

Chapter two will be devoted to the description of the translation task and the analysis of data elicited through it.

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Chapter I

Arabic Vs English Conjunctions

Introduction

Equivalence at textual level is still one of the dominant issues in the corpus of translation studies. Under this heading the notion of cohesion is usually discussed. Hatim and Munday (2004) cite various contributions like Blum-Kulka and Levenson (1983), Newmark (1988), Beagrande (1980), Mauranun and Kujamaki (2004). Baker's *In Other Words* (2001) is considered one of the reputable contributions in this field. One third of this book is devoted to the issue of textual equivalence. Under this broad title Baker gives a clear account of cohesion and conjunctions cross-linguistically. Much attention is paid to implications and problems of translating connectors from Arabic to English and vice versa. However, Baker just depends on observation i.e. suffices with the literature that exists at that time and does not provide empirical evidence.

Among the empirical studies carried out by Arab authors we find, for instance, Hamdan & Fareh (1999), Saeed & Fareh (2006), and Fareh (1998). We will rely on some of those studies, but even though they deal with connectors like *wa* and *fa* and their role in text-building, they cannot be considered discursal studies as such. This is because they include functions signalled by those connectors that are structural rather than cohesive. Furthermore, those studies could not afford safe generalization since they dealt with just one connector.

In this respect, this study will differ from those studies in that it deals with more than one connector at a time. It also deals with connectors within the scope of discourse analysis: as tools of textual linkage and pays much attention to the efficiency of non-lexical markers (punctuation) in the TL, in translating their functions.

This chapter consists of two sections. The first section is devoted to dealing with Arabic conjunctions Modern Standard Arabic (henceforth MSA) and contrasting them with a set of English ones. The second one will deal with how each set of conjunctions behaves within its language system.

I.1 Arabic and English Conjunctions from a Contrastive Perspective

Here we look at conjunctions in both languages from a semantic standpoint i.e. disregarding their grammatical properties, i.e. the kind of relation they signal between clauses or sentences so as to build a text. We also confine ourselves to the three-selected Arabic connectors: *wa*, *fa* and *thumma* trying to contrast them with some English ones such as *and*, *so*, *then*, *but*, *for instance*, *anyway* and *meanwhile*. The reason behind taking just those English connectives is that they represent the broad categories: additive, adversative, causal and temporal. They also represent the main subcategories: resultive, explanatory, resumptive and so on. Here we are not going to explain what each relation means since each of them will be dealt with in this research. It is also noticeable that we are, for certain reasons and purposes that will be mentioned later, including expressions like *for instance* among the inventory of conjunctions. These are in the table 1 which is inspired, beside some terminology, by Fareh (1998: 311). How this table should be read? We take an Arabic connector, and let it be *wa*, then we chose one of the relations it can signal, for instance concession. Then, we look for the English connector that signals the same relation. In this case both *but* and *and* can be a translation of *wa* and so on. But what is the most appropriate one? This depends on many factors that will be discussed in this study.

Semantic Relations	<i>wa</i>	<i>fa</i>	<i>thumma</i>	<i>and</i>	<i>but</i>	<i>so</i>	<i>then</i>	<i>for Instance</i>	<i>Mean-while</i>	<i>Anyway</i>
Addition	+	-	-	+	-	-	-	-	-	-
Contrast	+	-	-	+	+	-	-	-	+	-
Concession	+	+	-	+	+	-	-	-	-	-
Comment	+	-	-	+	-	-	-	-	-	-
Simultaneity	+	-	-	+	-	-	-	-	+	-
Reason	-	+	-	-	-	+	-	-	-	-
Result	-	+	-	-	-	+	+	-	-	-
Purpose	-	-	-	-	-	+	-	-	-	-
Sequence	+	+	+	+	-	-	+	-	-	-
Explanation	-	+	-	-	-	-	-	+	-	-
Resumption	+	-	-	-	-	-	-	-	-	+

Table 1: Arabic Connectives Vs a Set of English Ones.

In the above table, the minus sign (-) means that the connector lacks this relation within its semantic properties; the plus sign (+) means that it has this relation. It is worth noting that the Arabic connectors serve some other functions, but they will be beyond the scope of this study. Furthermore, the listed semantic relations, whether in Arabic or in English, might be expressed by other connectives, not mentioned here.

I.1.1 Arabic and English Conjunctions within Blum-Kulka's Framework

Blum-kulka (1986:17-35) introduces shifts of cohesion and coherence that are likely to occur in translated corpus. Shifts of coherence are beyond the scope of this study, so we confine ourselves to the former ones.

I.1.1.1 The Framework

According to Blum-kulka, “[T]he process of translation necessarily entails shifts (...) in textual (...) relationships...” (ibid: 17). Shifts of cohesion fall into two types. The first, shifts in explicitness, i.e. the TT exhibits higher level of explicitness. That is to say, more cohesive devices are used: Blum-kulka cites an example where a TT (French) uses more devices than the ST (English) i.e. TT is more explicit (and longer) and, hence, is of higher level of semantic redundancy.

The second, shifts in meaning, i.e. TT shows a change in the explicitness and implicitness of the meaning of the ST (ibid: 18). Such shifts should be linked to stylistic preference or explicitation, but the lack of empirical studies makes it difficult to argue in favour of one of them (ibid: 19).

In what follows is a summary of this framework, which shows the way in which empirical validation should be sought (ibid: 33):

1. Establishing how cohesive ties, in a given register, are chosen in two languages and, then, spotting instances of shifts via the examination of translated corpus to and from one another.
2. Classifying those ties into obligatory (imposed by the grammatical system of the two languages, or optional (related with stylistic preference). The latter should be considered, since they provide the evidence for shifts of cohesion.

One of the following patterns of cohesion shifts are, then, likely to be revealed across the two languages (ibid: 33).

1. Cohesive ties of TT ‘approximate’ the norms of ST.

2. Cohesive ties of TT ‘reflect’ the norms of the ST, and this could be referred to as transfer in the process of translation.
3. Cohesive Ties of TT “form a system of their own”; this may indicate a process of explicitation.

I.1.1.2 The Application of Blum-kulka’s Framework

Under this heading, we try to deal with the issue of translating conjunctions within this framework. The aim is just to see Arabic and English conjunctions in contact without a reference to a specific register. While the empirical validation is not within the scope of our study, research in this area is highly recommended. Therefore, we depend here on the already existing literature to see the reality of conjunction-shifts across Arabic (SL) and English (TL). Considering the first step, i.e. the way conjunctions behave in both languages, a detailed account will be given in section two of this chapter.

Let us consider the following example, which appears in a contrastive study of an Arabic novel and its English version (A. Obeida 1998: 3):

(1) **wa** liʔima:nihi billah ʔiṭanaqa arriḍa **wa** ka:na ṭulla:buhu
juhibu:nah

He also believed in God [...], *thus* his students loved him. [italics added]

The translator, here, could have just rendered *wa* to *and*, but he preferred an item that *explicitly* signalled the relation between chunks. A. Obeida also noticed that different conjunctions, like *thus*, *therefore*, *so*, *because*, added to the English version even when they do not exist or are implicit in the ST (ibid: 3). This is due, in Baker’s words, to the fact that “[M]ost translators (...) in practice, (...) strike balance between accuracy [of meaning] and naturalness”. Naturalness is sought via the use of typical connectives, and

“sometimes at the expense of accuracy.” While the direct translation of connectives, often, “represents a sacrifice of naturalness for the sake of accuracy.” (2001: 196).

Another example cited in Dinkins et al. (2002; translated by Mehdi Ali 2007) is:

(2) **wa** tafa:qamat ʔahza:nuhu wa badaʔat taṣṣaḥquhu bi-buʔʔin **wa** taʔaffin fa nasahahu sadi:qun lahu bi-ḏaha:bi ʔila sa:hirin...

As he became more and more depressed, slowly and thirstily she began to crush him *until* one of his friends urged him to go to a sorcerer [...] (pp.190-191)

Example (2) shows that the translator rebuilds the sentence around the expression ‘slowly and thirstily’ besides the use of *as...until* as relation-marker. He could have used *as a result*, *consequently*, and so on. The translation does so in order to convey the exact meaning and to maintain the stylistic aspects of this genre (literary) (ibid: 190-191). Corresponding to the second step, example (1) is an instance of obligatory choice of the English grammatical system that imposes the cohesive relation to be signalled explicitly. Example (2) is mainly an instance of stylistic preferences, since the translation could have used a resultive connector to signal the cohesive relation.

The following text belongs to Ibn Khaldun, although it is a classical text; it includes connectors with functions within the scope of this study. The text is simplified: old terms have been replaced by others more common in MSA for better understanding.

ST (ibid: 187):

(3) **wa** ʔassababu fī ḏa:lika qad ʔurifa **wa** ḏabuta ʔanna kula fardin mina əlʔafra:di la: jastaʔi:ʔu liwahdihi əlhuʔsula ʔala haja:ti maʔi:ʔatihi **wa** zami:ʔu əlʔafra:d jaʔibu ʔan jataʔa:wanu: fī: [haja:tihim] ʔala ḏa:lik **wa** ma jantuʔu ʔan taʔa:wuni maʔmu:ʔatin min əlʔafrad juʔaʔi: ʔihtija:za:ti ʔadadin jafu:qu ʔadadahum ʔanfusahum **fa** la: jastaʔi:ʔu

ʔalwa:hidu minhum bi-mufradihi ʔalhuṣu:la ʔala hiṣṣatihi mina
 ʔalqamhi ʔallati jahta:zuha: li-ḡiḏa:ʔihi **wa** ʔiḏa: ʔiḏamaḡa ḡamsatu ʔaw
 ʔaḡaratu ʔaḡa:sin bi-man fi:him ʔalhada:du wa ʔannaḡa:ru ... wa
 ʔalqa:ʔimi:na ʔala muḡtalafi ʔaḡma:li ʔalzira:ḡati **wa** ʔamilu
 kaḡama:ḡatin ʔaw ʔafradin **wa** ḡaṣalu: ʔala miḡda:rin mina aḡḡa:mi
fa ʔinna ha:ḏa: ʔalmiḡda:ra ḡi:naʔiḏin jakfi liḡadad jafu:quhum bi-
 mara:tin **fa** taḡa:furu ʔalzuhu:di juntiḡu ma-jazi:du ʔan ha:ḡa:ti
 ʔalḡa:mili:na

TT (ibid. p 187)

{*wa* ∅} The reason for this is that, as is well known *and* {*wa*} is well established, the individual human being cannot by himself obtain all the necessities of life. {*wa*} All human beings must co-operate to that end in their [life]. *But* {*wa* ∅}, what is obtained through the co-operation of a group of human beings satisfies the needs of a number many times greater (than themselves). *For instance*{*fā*}, no one, by himself, can obtain the share of wheat he needs for food. *But*{*wa*}, when six or ten persons, including a smith and a carpenter(...) and others who are in charge of all the other agriculture activities, {*wa* ∅} undertake to obtain their food and work toward that purpose either separately or collectively *and* {*wa*} thus through their labour obtain a certain amount of food, {*fā* ∅} (that amount)[original] will be food for a number of people many times[more than] their own.{*fā* ∅} The combined labour produces more than the needs and necessities of the workers.

The connector *wa* and *fa* occurred in the Arabic text seven and three times respectively, but the English one omits the former three times and the latter twice. This feature in Arabic texts (depending heavily on connectors) is also common in MSA, as Dinkins et al. state (Dinkins et al. 2002, Mehdi Ali 2007: 189-190). Moreover, *wa* is translated to *and* just once and to *but* twice whereas *fa* is translated twice into *for instance*. This is due to the fact that, besides logical connectors, English relies on punctuation marks, as we will see.

The above text, in addition to the preceding discussion, suggests in connection with the above stated patterns, those conjunctions in Arabic and English are likely to mirror the third pattern i.e. they “form a system of their own”. This may indicate a process of explicitation. The reason behind that are the syntactic and grammatical differences between the two unrelated languages (Blum-Kulka 1986: 33-34). That is, Arabic is a Semitic language while English is a Germanic one.

I.1.2. Punctuation In Arabic And English

The following quotation shows how both languages group chunks of information and what role punctuation marks play in both.

English (...) relies on a highly developed punctuation system to signal breaks and relations between chunks of information. Unlike English, Arabic prefers to group information into very large grammatical chunk. It is unusual for Arabic paragraphs to consist of only one sentence. This is partly because punctuation and paragraphing are relatively new development in Arabic (Baker 2001: 193).

In the following example, it is clear that the English text depends mainly on punctuation marks whereas the Arabic one uses the typical connectors, mainly *wa*. Though the direction in this example is from English into Arabic, it does not matter since our purpose here is just to see the importance of punctuation in the former and its limitation in the latter. It also serves as an evidence for data to be included later on. Sentence breaks will be indicated by slashes (ibid: 193-194).

ST (English) [bold added]

Brintons have been manufacturing fine quality woven carpet over 200 years././ they are a privately owned company specializing in Axminster and Wilton carpets, using wool-rich blends././ they have a totally integrated

operation from the preparation of the yarn through the weaving process./.
All their products are made on looms designed and build by their own
engineers, and recognized as the most technically superior weaving plant in
the world./.
Brintons are one of the largest weavers with production
capacity in excess of 100,000 square meters per week./.

TT (Arabic) [bold added]

(4) taqu:mu ʃarikatu brintu:nz bitaʃni:çi ʔarqa ʔanwa:çi ʔassaʒa:di
ʔalmansu:zi munðu akθara min miʔataj ʒa:m **wa** hija ʃarikatun ʒa:ʃsa
tataʒaʃʃaʃu fi ʔinta:zi saʒa:d ʔal-aksministr **wa** ʔal-wiltu:n ʔallaði
[tadʒul fi tarki:batih] nisbatun ʒa:lijatun mina ʔaʃsu:f// ha:ða: **wa**
taqu:mu əʃarikatu bitanfi:ði ʒami:çi ʒatawa:ti əlʔinta:zi bi-maʃa:niçiha:
min ʔiçda:di əlʒuju:ti ʔila nasʒiha: ʒala ʔanwa:lin min taʃmi:mi **wa**
sunçi muhandisi əʃarika **wa** tuçtabaru maʃa:niçu brintu:nz min ʔakθari
maʃa:niçi ʔannasi:zi taqaduman mina ʔana:hijati ʔalfanijja fi ʔalç:lami
kulih **kama** tuçtabaru ʃarikatu brintu:nz min ʔakbar ʃarika:ti
ʔannasi:zi biʔa:qatin ʔinta:ziʒjatin tazi:du ʒan 100.000 kilu:mitr fi
əlʔusbu:ç//

The ST benefits from the non-lexical marks (punctuation), especially commas, to group its chunks, which are, also, moulded into five sentences. Meanwhile, the TT groups its chunks in large grammatical units. This is why it has only two sentences, and it totally depends on typical conjunctions (*wa, Kama...*).

I.2. Cohesion in Arabic and English

This section allows us to understand the above-stated differences; it shows us how those connectors function in the language system from which their meanings are acquired.

I.2.1. Cohesion in Arabic

Cohesion in Arabic has to be tackled not only as a notion but also as a term. As a term, it has been transferred to Arabic through translation of western linguists and discourse analysts' contributions into Arabic. For this reason, we find many terms all refer to cohesion like: *at-tamasuk an-nasi*, *as-sabk*, *al-itisaaq*, and such like. As a notion, Arab linguists and grammarians try to apply the rules of texture (*an-nasiyah*) and cohesion of western studies on the Arabic language. The following translated quotation clarifies this idea further:

(...) Western linguists see text-linguistics as an independent theory (...). This theory focuses on western languages and devices [of textual linkage] that are typical to those languages. However, many, if not all, devices are found and applicable to Arabic (Alfiqi 2000: 115).

It is worth mentioning here that the Arab discourse analysts try, wherever possible, to find a proof of the ancient Arab grammarians and rhetoricians' awareness of the notion of cohesion in their contributions. For instance, When Alfiqi dealt with the importance of 'context' in text interpretation, he referred to ancient grammarians like Sibawayh, Al-Jahidh, Ibn Al-Jinny etc (ibid: 105). Apart from this, Arab linguists and rhetoricians benefit a great deal in this issue from western contributions, especially the ones of Halliday & Hassan (1987) (all sources cited in this study mention this work). We are not going to include more details concerning the issue of cohesion and textual linkage until we deal with cohesion in English, then, more details will be provide once for all.

I.2.1.1 Tools for Achieving Cohesion in Arabic

The same cohesive ties mentioned by Halliday & Hassan are found in Arabic. These are reference (*al-marji'iyah*), substitution (*al-ibdaal*), ellipsis (*al-hadhaf*), conjunction (*al-'atf*) and lexical cohesion (*at-tamasuk al-mu'jamy*). They function more or less in the same way they do in English, especially reference (personal), lexical cohesion

(widely used in both); other devices like ellipsis and substitution are not very frequent in Arabic texts (Al-Shurafa, 1994). Such devices were dealt with by Arab grammarians, especially in the context of interpreting the Qu'ranic verses. Their focus, however, was limited to their grammatical aspects with indirect reference to their role as linking devices - the semantic aspects (Alfiqi 2000: 247). The aforementioned devices, but conjunction, are beyond the scope of this study.

I.2.1.2 Conjunctions in Arabic

Conjunction (also translated as *al-wasl*) differs from other ties in that it does not presuppose any reference. That is to say, conjunctions (*huruuf/adawaat al-'atf*) signal the relation that exists between sentences and hang sentences together, semantically speaking. Although many connectors do exist in Arabic only a small set of them is used frequently. In this study we confine ourselves to the most frequent ones, *wa*, *fa*, and *thumma*. In a book entitled *Nidaam Ar-rabt Fi An-nas Al-araby*, the author states that the occurrence of *wa*, *fa* and *thumma*, as the most frequent connectives in the corpus of that book, corresponds to the following percentages : 25.7%, 13.5% and 2.9% respectively (Al-Khabas 2007).

Those connectors will be approached from a semantic standpoint i.e as tools for textuallinkage. That is to say, within the scope of discourse analysis i.e. information like where they occur in a sentence is not of much importance here. We will deal with the functions of each relying on two previous researches in the area, namely Fareh (1998), and Saeed and Fareh (2006). This is because this issue is not well-documented in textbooks of grammar that approach it from a grammatical viewpoint, which does not serve the objective of this study.

I.2.1.3 Functions of *Wa*

For the sake of feasibility, we will suffice, here, with just the most frequent functions, which appear in Fareh (1998: 306-311).

I.2.1.3.1 Resumptive Function

It is used to indicate ‘topic continuity’ i.e. it introduces a clause that expresses a shift from the first clause’s topic like in (1). Omission of *wa* is indicated by (∅).

(5) ka:na sulajma:n ʔalhalabi jamʕi: fi aʃʃa:riçi **wa** ka:nat jada:hu fi zājbihi **wa** hi:na tawaqafa lijuʃçila siʒa:ratan dana: minhu raʒula:ni **wa** ʔalaba: minhu biʔa:qata əlhawija **wa** ərtabaka sulajma:n ... **wa** ʔiqta:dahu əraʒula:ni ... **wa** ədχala:hu fi ġurfatin **wa** kan jazlisu fi:ha: ... **wa** qa:la sulajma:nu linafsih ...

Sulayman Al-Halaby was once walking along a street (∅) with his hands in his pockets *when* he stopped for a while to light up a segaret (...) he became confused (...) (∅) the two men led him to (...) (∅) they set him into a room in which (...). (∅) Sulayman said to himself...

This type of *wa* is usually used at the beginning of sentences and paragraphs (other than the first). This is why it is frequently omitted in the English version. In addition, *wa* was once translated as *when*.

I.2.1.3.2 Additive Function

It connects two clauses that contain *equal* sets of information.

(6) ʔaçaħhada aʔtarafa:ni bi-lʔiçtira:fi əlmutaba:dali **wa** [ʔaçaħhada bi] waqfi ʔalqita:l cited in Beskri and Bensaber (2008: 462).

The two sides agreed on mutual recognition *and* [agreed on] cease fire.

I.2.1.3.3 Commentative Function

It introduces a clause that is an evaluation/comment of what has been stated in the previous one.

(7) ɕala ʔajati ha:l lajsat ha:ðihi əlmarata əlʔu:la ʔalati: taʃhadu fi:ha: əlqiwa əlkulu:nja:lijjata əfga:ʃimata ʔanja:baha: .didda su:rija **wa** lan taku:na əlʔaxi:ra From Al-Baath Newspaper No 12774— 4/1/2006, cited, besides the English version, in Miri, n.d. 4)

Anyway, it is not the first time that the brutal colonial forces sharpen their teeth against Syria [,] *and* it will not be the last.

I.2.1.3.4 Adversative Function

The clause introduced by it stands as a contrast to the first clause.

(8) badala qusa:ra zuhdihi **wa** lam janʒah

He did his best; */and/but* he did not make it.

I.2.1.3.5 Simultaneitive Function

It indicates simultaneous actions or events. As Wright (1974: 32) explained: “when the governed verb expresses an act subordinate to, but simultaneous with, an act expressed by the previous clause”. Cited in (cohesion in Arabic & English n.d. 31).

la: tanha ɕan ɕuluqin **wa** taʔtija bimiθlih

Do not restrain (others) from any habit, *whilst* [*while, meanwhile*] you (yourself) practice one like it [original brackets].

I.2.1.4 Functions of *Fa*

We will also confine ourselves to the most frequent functions in MSA concerning *fa*. The following functions appear in the work of Saeed and Fareh (1998) that deals with difficulties in translating this connector.

I.2.1.4.5 Resultive Function

It connects two clauses; the one preceded by *fa* expresses the result of what has been stated in the first one, like in:

(10) ?aḥaba aḥmadu əlmasraha **fa**-?abdça fi:h

Ahmad loved theatre, *so* he excelled in it.

I.2.1.4.2 Sequential Function

It indicates a temporal sequence of two events/actions and what precedes the connector happens/is done first, as in:

(11) daḡala aṭa:libu ?ila əşşafi **fa**-salama çalajna: ...

The student got in the classroom *then* he greeted us...

It is worth mentioning that the connective *fa* implies that the student *immediately* greeted his colleagues *as soon as* he got in the classroom i.e. without temporal interval.

I.2.1.4.3 Explanatory Function

It links two clauses and the one introduced by it offers an explanation/illustration of the one that precedes it, like in:

(12) huna:ka ʔaxta:ʔun ta:ri:χija fi musalsal çumar əlxaja:m fa- ʔigtija:lu
əlmaliki ka:na ʔaçnan wa lajsa bissum

There are various historical mistakes in the series Omar Al-Khayyam (...); /.
For example, the king was stabbed not poisoned.

It is noticed that the semicolon alone can stand as an adequate translation of this function in the English version. That shows the importance of the punctuation system in this language, as will be seen later.

I.2.1.4.4 Causal Function

The clause introduced by *fa* expresses a cause for what is stated in the preceding one.

(13) la: tabki fa-ʔinna əlbuka:ʔa duçf

Don't cry *because* crying is weakness.

In this instance *since*, *therefore* and the non-lexical mark, the semicolon, can all be suitable translations.

II.2.1.4.5 Adversative Function

The explanation of the above adversative *wa* is valid here too. The following instance illustrates the point.

(14) daça:ni şadi:qi : lizija:ratihi fa-lam ʔuʒib daçwatah

My friend invited me, *but* I turned down his invitation

I.2.1.5 The Function of *Thumma*

It serves mainly one function, which is the sequential (temporal). It differs from sequential *fa* in that it implies a temporal interval between two events/actions i.e. it “implies succession and non-immediacy”(Yagi & Yunis Ali 2008: 623) as illustrated:

(15) tana:walna: fana:zi:na ʔaʃʃa:ji **θumma** ɣaraʒna: nabhaθu ɕan
manzilin ʔaw qul huʒratin ʔaqdi: fi:ha: ʔaja:mi fi dimaʃq Taken from al-
Suleibi (2002: 28). *Sibaha fi al-wahal* (Swimming in the Mud), cited beside the
English version, in (Miri & Bukhari n.d. 12)

(16)

We had our tea. *After that* (or *after a while, after a long time, after few hours*),
we went out to look for house or let’s say a room to live in until I finish my
mission in Damascus. [original brackets]

I.2.2. Cohesion in English

In this section we will depend on Halliday & Hassan work (1987) (unless otherwise cited), because it provides an exhaustive account of the issue, with regard to the scope of this study at least. Here we suffice with talking about cohesion in general terms. Halliday & Hassan build their discussion on the distinction between what is text (a unified whole) and what is not text (collection of unrelated sentences) by exploring two key terms in the issue of cohesion. That is *text* and *texture*. By text, they mean the “semantic unit” that is “realised by” sentences rather than consisting of them. Texture is the ‘property’ that a text should have in order to be interpreted as such (with regard to the context). In other words, they suggest another theoretical framework to distinguish a text from what is not text. This distinction is based on semantic grounds as distinct from grammatical ones. In this respect, cohesion is considered one component of language system, and, thus, any component of cohesion is

inherent in that system as such (Halliday & Hassan 1987: 1-5). This, we assume, what makes their contribution very relevant in the context of translation in general and the translation of cohesive ties in particular. It means if such semantic aspects are ignored, or failed to be seen as inherent in a given language system, in translation we are likely to have a non-text. Halliday and Hassan state this overtly: “the nearest we get to a non-text in actual life (...) is probably in the speech of young and *in bad translation* (ibid: 24).” In other words, the above discussion turns around cohesion as a set of possibilities for achieving textual linkage of an item with what has been stated before. This linkage can be within a sentence (intrasentential) or between sentences (intersentential); In Van Dijk (1980) words, ‘sentential’ and ‘sequential’, respectively. The latter is more outstanding, as it is the only source of texture, whereas in the former there are also the structural relations (grammatical). The idea of linking suggests the existence of two elements (at least) i.e. one depends on its interpretation on another, because one item cannot be enough for cohesive relation (ibid: 9-12). Furthermore, the semantic properties of cohesion need not be misleading because cohesion does only concern the way in which a text is built rather than what the text means (ibid: 28). To go back to texture, there are certain ‘resources’ which exist in the English system, which make a text distinct from non-text. Those things native speakers know, but they are not aware of them (ibid, 1), and they are the next point to deal with.

I.2.2.1 Tools for Achieving Cohesion in English

The same devices mentioned as tools for achieving cohesion in Arabic are to be mentioned here, with further details. The illustration in this heading is taken from David Crystal (1989: 119).

- **Reference:** it can, mainly, be:

Anaphoric; when we look backward for the referent of an item, as in: *several people* approach. *They* seem angry.
←

Cataphoric; when we look forward for the referent of an item, as in: listen to *this*:
→
john's getting married.

- **Substitution:** an item might be substituted using one of the proforms: *so, do, one/s, same* and so on, as in: We got a *pencil*; do you have *one*?
- **Ellipses:** the omission of items that are easy to guess from the context, as in: Where *did you see the car?* [*I saw it*] In the street.
- **Lexical Cohesion:** is the repetition of an item or replacing it by a semantically equivalent one, as in: The *flowers* were lovely. He liked the *tulips* best.

The one device that is missing is conjunction, the subject of our concern, which will be the next issue to discuss.

1.2.2.2 Conjunctions in English

First of all, it is worth noting that Halliday & Hassan consider a conjunction any expression that signals a semantic relation. When dealing with connectives, we are moving to another type of cohesive relation which differs from the aforementioned ones. That is to say, conjunctions link semantically what follows with what has gone before (ibid, 227-231). One common feature among conjunctions in English is that they express either *external* or *internal* relations. The former is inherent to a phenomenon described through language whereas the latter is in communication processes. It is worth mentioning here that we are going to adapt Baker's notion of cohesion for the sake of translation as she states:

...[F]or the purpose of translation, it makes more sense to take a broad view of cohesion and to consider any element cohesive as long as it signals a conjunctive-type relation between parts of texts, whether these parts are sentences, clauses (dependent or independent), or paragraphs.” (Baker 2001:192).

English has a long inventory of connectives and it would not be possible to cover all of them. For this reason we will deal with them in terms of functions following the division suggested by Halliday and Hassan.

I.2.2.2.3 Categorization of English Conjunctions

The English conjunctions fall into four categories: *additive*, *adversative*, *causal* and *temporal*. In addition to the argumentations Halliday and Hassan state, as justification for adapting such framework (1987: 239), we would say, further, that this division allows us to see both Arabic and English conjunctions in terms of their functions rather than in terms of literal equivalence. It seems at the first glance that Halliday and Hassan’s division does not suffice to cover the above-mentioned functions of Arabic connectors, but when considering subcategories it does. Here we limit our discussion just to details that have consequence in translation, and further details will be provided while analysing student’s data, if there is a need for that.

I.2.2.3.1 Additive Function

And, *or* and *nor* are the typical connectives that express this relation.

(16) She is very intelligent *and* she is very reliable. (McCarthy, 2000: 48)

(17) My client says that he does not know this witness. *Further*, he denies ever having seen her or spoke to her.

(18) Perhaps she missed the train. *Or* else she changed her mind and isn't coming. (ibid: 1987: 246-247)

In (16), *and* is 'additive' as it joins two clauses and it is distinct from the 'coordinate' *and*, which is embedded in sentence structure like in *man and woman*. Only the former one Halliday and Hassan consider cohesive, and the same thing can be said about *or* [and Arabic *wa*] (ibid: 233-236). In (17), the additive relation is expressed by *further*, which means that English can afford many items that express the same relation, unlike Arabic that overuses a limited set of connectors.

Two subcategories, here, are of much importance with regard to our study's scope i.e. the expository and the exemplificatory. The former is signalled with words like *I mean, that is to say, in other words*, the latter with *for instance, for example, thus* (ibid: 248). Such items are likely to be appropriate for translating the explanatory *fa* (example 12); the choice between them entirely depends on the context.

I.2.2.3.2 Adversative Function

This relation means 'a contrary expectation' and is usually expressed via connectives like *yet, but, however, nevertheless, though* and so on. Generally speaking, *but* differs from *yet* in that it contains the component 'and'; so, *but* never co-occurs with *and* unlike *yet*. *Though* is only cohesive when it occurs after a full stop (this implies the importance of punctuation marks in English). *However* can occur with *and* or *but* if they are sentence-initial (ibid: 250-251). The learner of translation should bear such details in mind if s/he wishes to avoid meaning-loss and produce natural sentences. Here are some illustrations:

(19) John is very handy, *but* he made a miserable job of painting his house.

(20) I went fishing *but* I didn't catch anything. (Van Dijk 1980: 81)

(21) All the figures were corrected (...). *Yet* the total came out wrong (ibid:

81).

(22) (...).It swept her straight of the sit (...). *However*, she was a bit hurt, and was up soon again. [first ellipsis is original]

Concerning (19), V. Dijk explains: “the antecedent expresses a significant condition for the negation of the proposition by the consequence.” In (20), *but* signals “unexpected-undesired states or events” i.e. the act of fishing does not necessarily entails the action of catching a fish, this relation also expressed by *although* or *yet*. *But* may also express “the non satisfaction [non fulfilment] of [probable, possible or necessary] conditions.”, and this is true for, almost, all the adversatives [Dijk calls them contrastives] (1980: 81-82). In both (21) and (22), *yet* and *however* express the same relation as in (19). There are several other connectives for expressing this relation: *instead (of that)*, *rather*, *on the contrary*, *at least...* and such like.

The above discussion suggests that English can provide various items to render the adversative *wa* and *fa*.

I.2.2.3.3 Causal Function

This relation is, often, expressed through the typical connectors: *so*, *thus*, *hence*, *therefore*, *consequently*, *accordingly* and some other expressions like *as a result (of that)*, *in consequence (of that)*, *because (of that)*. Those expressions suggest clearly that the *resultive* relation is a subcategory here, besides ones of *reason* and *purpose*. The conjunction *so*, for instance, can signal all. Accordingly, it might mean ‘as a result of this’, ‘for this reason’ and ‘for this purpose’. Other expressions like *arising out of this* and *following from this* [have the meaning of *thus*, *hence*, *therefore*] can express the causal relation implying reasoning or argument of what has been said.

(23) ...your selection of food at breakfast, *therefore/hence/thus*, can prevent or produce fatigue throughout the day.

This sentence can be paraphrased to: the presence or the absence of fatigue is *due to* your selection of breakfast food. (ibid, 256-257)

11.2.2.3.4 Temporal Function

The temporal relation is one of sequence; one sentence is subsequent to another. It is usually expressed through the simple form *then* as in:

(23) (Alice) [Original] began by taking the little golden key and unlocking the door (...) *then* she set to work (...) *then* she walked down (...) and *then* she found...

This relation entails four subcategories with regard to time succession. They are mainly:

Then __ immediately: expressed through *at once, thereupon*. Accordingly, this relation is equivalent to sequential *fa*.

Then__ after an interval: typically expressed by, *later, after a time*, and it corresponds the temporal relation expressed via *thumma*.

Then __ repetition: expressed by *next time, on another occasion* and the like.

Then __ specific time interval: signalled by *next day, five minutes* and so on.

Halliday and Hassan state that the sequence can be simultaneous and expressed via (*just*) *then, simultaneously, meanwhile [while, whilst], at this moment, by this time* and so on. Further, they associate this relation with the just-mentioned ones (ibid, 261-262), but we

consider it as an independent subcategory, as it is the equal relation of simultaneitive *wa*.

Another subcategory is the resumptive one. This relation indicates a ‘return to a point’ i.e. resuming the speaker/writer’s purpose of communication. Typically indicated by words like *anyway, to resume, coming back to a point*. It is worth noting that resumptive *wa* does not necessary express a “return to a point” as its English counterparts do, but in principle they are alike since they serve in topic continuity.

Conjunction in English			Conjunction in Arabic		
			Conjunctions		
Categories	Subcategories	Common Connectives	<i>wa</i>	<i>Fa</i>	<i>Thumma</i>
Additive	Additive <i>and</i>	<i>And/further/likewise</i>	Additive/Commentative		
	Expository	<i>I mean/that is to say</i>		explanatory	
	Exemplificatory	<i>For instance/thus</i>			
Adversative	Adversative	<i>Yet/but</i>	Adversative	Adversative	
	contrastive	<i>But/and/however</i>			
Causal	Reason	<i>So/then/because</i>		causal	
	Result	<i>As result/ so/arising out of</i>		resultive	
Temporal (succession)	immediacy	<i>Then/at once</i>		sequential	
	Non-immediacy	<i>later/after a time</i>			sequential
	Simultaneity	<i>Meanwhile/simultane-ously</i>	Simultaneitive		
	resumptive	<i>To resume/anyway</i>	Resumptive		

Table 2: Distribution of the Functions of Arabic Connectives within Halliday & Hassan’s Framework

Table 2 shows how the functions of Arabic connectors can be distributed within Halliday and

Hassan's framework. In the table *comment* is classified as *additive*, because it contains 'and' component. From the table we can derive some implications. First, the suggested division is not rigid i.e. one connective may signal more than one relation, and one relation can be signalled by more than one connective likewise. Second, this is what makes the relations signalled by connectives in certain circumstances, somehow, ambiguous. This ambiguity can be lifted through, in addition to syntactic and semantic factors, punctuation marks as V. Dijk (1980: 84-85) reported " ... [W]e may have *recourse to the use of comma, semicolon and periods* in written discourse, in part corresponding to pause and intonation phenomenon in spoken discourse ..." [italics added]. Similarly, Baker (2001: 193) emphasizes the role of punctuation as a contributor in text-linkage, in addition to the above mentioned connectives: "In addition to the types of conjunctions discussed by Halliday and Hassan, English also relies on a highly developed punctuation system to signal breaks and relations between chunks of information". For this reason, the role of punctuation in English will be discussed thoroughly in the next section.

I.2.2.4 Punctuation as a Cohesive Device in English

Let us start with Gethin's words that emphasize the significance of punctuation as a contributor in the semantics of texts [italics added]:

These marks [*full stop, semicolon, comma, brackets, dash and the colon*] are *much part of the written language* as the letters and words themselves; their proper use is fundamental to the writing of *good English*, while their wrong use or omission can result in *obscured or distorted meaning*, or in nonsense. (1970: 1).

Here, we confine ourselves to the ones that have consequence in the translation of the Arabic connectors that are: *the comma, semicolon, colon, and dash*. Furthermore, they

will be considered only when they occur in cohesive relations (between and within sentences) or when they accompany conjunctions, as far as the scope of this study is concerned.

I.2.2.3.1 The Comma (,)

(25) a He put his head in its mouth, *and* the audience cheered.

(25) b He went up to the lion *and* put his head on its mouth.

(26) a John Shot the bird, *and* his daughter burst in tears.

(26) b John Shot the bird *and* Smith cocked it.

In correspondence with (25) and (26), Gethin states that in a's actions are not complementary. "That is the grammatical subject is not the same and the actions described are not complementary, then it is usually *good thing to insert (...) a comma(...)*. The separation effect achieved by putting a comma between two clauses in sequence may be desirable even when their grammatical subjects are the same." [italics added](ibid: 13-14). He further explains "the second clause may describe something that occurs after, or because of, what is described in the first clause, and a *comma helps* to establish (...) *temporal* [and] *causal* [relations respectively]." (ibid: 14). Trask (1997: 17) calls this type of comma a *joining comma*, and he recommends that "it must be followed by a suitable connecting word *and, or, but, while*". So, it is needed in translation the adversative, additive and the simultaneitive functions.

In the following example we see how the comma affects the meaning of *then*:

(27) a The theatre, *then*, became his principle interest.

(27) b The theatre *then* became his principle interest.

In This sentence, *then* is cohesive with regard to another sentence that is not mentioned here. Based on this assumption, Gethin (1970: 27) reports that *then* in (27) a is interpreted as an emphasis of the point of time at which *theatre became his principle interest* by virtue of the comma. However, in b the absence of the comma enforces the temporal meaning of *then*. Trask (1997: 21) calls this type of comma a *bracketing comma*, which signals a ‘weak interruption’ in a sentence. In this respect, the connectives should not only be well-selected, but also, well-punctuated. Other examples are:

(28) a *Again*, it is extremely unlikely that anyone else would do it.

(28) b *Still*, I do not think that we should give up the idea altogether.

(29) a It is extremely unlikely that anyone else will be able to do it *again*.

(29) b I *still* do not think that we should give up the idea altogether.

Always based on the assumption that those sentences are cohesive with others in their original co-text, Gethin (1970: 31-32) concludes that in (29) a & b *again* has the meaning of *further/besides* and *still* resembles *nevertheless/all the same*. Then, they signal the additive and the adversative relations respectively. Conversely, in (29) a & b they are likely to be interpreted as adverbs due to the omission of the comma. Trask (1997: 30) gives a list of connectives that introduce a weak interruption, and, thus, should have a bracketing comma: *although, though, even though, because, since, after, before, if, when, whenever*. Learners of translation should, conventionally punctuate those expressions otherwise their translation would sound unnatural.

In (30) below the bracketing comma enforces the additive *and*; when it is lifted, *and* will be sequential (1970: 51).

(30) Professor Galbraith discusses, *and* dismisses, three such arguments.

When clauses begin with *because* and *since*, the comma considerably affect the meaning. Consider this illustration with *since*:

(31) a I have not drawn any water from the well *since* Tom told me not to.

(31) b I have not drawn any water from the well, *since* Tom told me not to.

In a *since* is in a *temporal* sense, while in b the comma enforces the *causal* sense (Ibid: 1972 54-55). This, we assume, is what V. Dijk meant when he dealt with punctuation as disambiguating factor. The same thing can be said about the word *for* that is, without the comma, which is intuitively considered as a preposition, but when with its company it is likely to be a conjunction (causal). An example would be:

(32) It has never been my purpose to belittle the part played by our military leaders during the last war, *for* I realised how difficult their task ...

I.2.2.3.2 The Semicolon (;)

It is the most preferable to join two clauses that stand in a contrastive [adversative] relation. Gethin (1970: 14) reports that “the semicolon is the punctuation mark *par excellence* for separating clauses whose meaning we wish to contrast.” An example would be:

(33) You have been telling me that you cannot do it; now you say you can.

Here, Trask (1997: 14, 43) would disagree with Gethin because he recommends two complete sentences not joined by *and*, *or*, *but*, *yet* or *while* for the use of the semicolon to be plausible. He further gives a list of words which conventionally require the semicolon: *however*, *therefore*, *hence*, *thus*, *consequently*, *nevertheless* and *meanwhile*, although what follows is not a complete sentence. Since the discussion of such different views would serve

no purpose, here, we take both of them for granted.

Furthermore, when semicolon co-occurs with *and*, the pause introduced by it helps a great deal in interpreting its function. Consider the following examples:

(34) He talks like anything; *and* he is well worth hearing.

(35) Leadership in the world aviation is still in the hands of the Americans; *and* in international standards they have not given the lead which might be expected of them.

In (34), *and* has the meaning of *in other words*, then it can be replaced by *moreover*. In (35), it has the meaning of *but* (Gethin 1970:17-18).

There is another type of semicolon Gethin (1970: 57) calls ‘casual’ semicolon, which can replace (, *for*) in (32). As its name indicates, it can stand by itself as an adequate translation of the causal *fa*.

I.2.2.3.3 The Colon(:) and the Dash(-)

The use of the colon often overlaps with that of the semicolon; so, let us first of all contrast them. Trask (1997: 46) cites the following example to illustrate the contrast:

(36) Lisa is upset; Gus is having a nervous breakdown.

The use of the full stop in (36) suggests that “there is no particular connection between the two sentences. The semicolon suggests a relation in one way or another: “[t]he likeliest inference is that the cause of Lisa’s annoyance and the cause of Gus’s nervous breakdown are the same”. The colon means that the cause of Lisa’s annoyance is Gus’s breakdown. Therefore, *because*, here, can replace the colon. “The colon is used to indicate that what follows it is an explanation or elaboration [moving from general to specific topic] of what

precedes it.” (ibid: 38). “The dash has only one major use (...) separates a strong interruption (...) of the sentence.” (ibid: 69). Accordingly, it can be used in translating commentative *wa*, because the comment can be considered an interruption to to the flow of a sentence. “The strong interruption is the one that disrupts the flow of the sentence (ibid: 69).” Here are some examples:

(37) We found the place easily: your directions were perfect. (ibid: 39)

(38) In 1453, Sultan Mehmed finally took Constantinople-and the Byzantine Empire disappeared from the map forever. (ibid: 69-70)

Very often the colon and the dash are used interchangeably. Gethin (1970) cites many examples of such use.

We have, in this heading, moved to another level: analysing cohesion in English at a non-lexical level. We can draw the following conclusions: punctuation marks can be free-standing (the semantic relation enforced by virtue of punctuation marks alone; here they are influential [+]); they collocate with certain connectives conventionally (here they are less effective [-]; the relation is expressed more by connectives); they collocate with connectives and help in emphasizing and enforcing their functions [+], (figure 1).

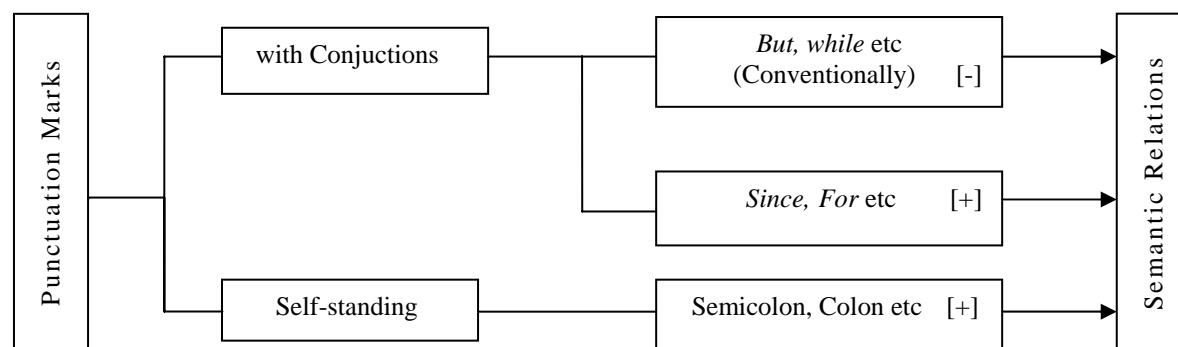


Figure 1: Contribution of Punctuation Marks in Semantic Relations

Table 3 shows how punctuation marks can contribute in the translation of the functions of Arabic conjunctions.

Main non-lexical Marks in English				Main Functions of <i>wa</i> , <i>fa</i> and <i>thumma</i>								
Marks	Status	Conjunctions	Examples	Additive	Adversative	Causal	Temporal	Explanatory	Simultaneous	Commentative	Resumptive	Resultive
The comma	Self-standing											
	plus a Conjunction	<i>and</i>	25a.26a.30	+		+	+					
		<i>still</i>	28b									
		<i>since</i>	31a			+						
		<i>for</i>	32			+						
	The Conjunction without the mark	<i>and</i>	25b.26b.30	+				+				
		<i>still</i>	29b	+								
		<i>since</i>	31b					+				
		<i>for</i>	32									
	The semicolon	Self-standing		33.32		+	+		+			
plus a Conjunction		<i>and</i>	34.35.36		+			+				
		<i>thus</i>						+				
		<i>mean-while</i>							+			
The Conjunction without the mark		<i>and</i>			+							
		<i>thus</i>							+			
		<i>Meanwhile</i>								+		
The colon	Self-standing		37.					+				

The dash	Self-standing		38.					+		+		
----------	---------------	--	-----	--	--	--	--	---	--	---	--	--

Table 3: Correspondence between Punctuation Patterns and the Functions of Arabic Connectives.

The above table includes the most outstanding patterns of punctuation appear in the preceding discussion. Of course, any pattern enforces some changes and nuances in the cohesive relation with regard to the context in which they appear. Some of these patterns are likely to be encountered in the data that will be elicited from the students' performance.

As a general conclusion for this chapter, we have been dealing with Arabic and English conjunctions from a contrastive perspective. We have seen how they function in each of their grammatical system, taking just the semantic aspects into consideration. Other aspects like grammatical ones are not of importance within the scope of discoursal studies. We also have given much attention to the non-lexical marks as contributors (or adequate means) in the translation of Arabic connectors. In this respect, the analysis of the data will be at two levels: the first one is lexical and the question to be answered is 'are the English conjunctions well-selected?' The second is non-lexical, and, here, there are two questions to answer, which are 'are they well-punctuated?' and 'how one punctuation mark can be an adequate translation?'

Chapter II

Description and Analysis

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Chapter II

Description and Analysis

Introduction

This chapter is devoted to the description of the test and the analysis of learners' performance. Here, we attempt to test learners' awareness of the function-multiplicity of the selected Arabic conjunctions. Furthermore, we attempt to see to what extent learners can handle the punctuation marks that accompany the English conjunctions (or stand by themselves as an adequate translation in some cases). In this respect, our data will be analysed at two levels: lexical and non-lexical.

II.1. Description of the Subjects and the Research Tools

II.1.1. Subjects

The test has been submitted to twenty learners from applied language studies' classes (first year Master) in the Department of English, University Mentouri of Constantine. The learners are native speakers of Arabic; they have learnt Arabic for twelve years and English, as a foreign language, for nine years. The subjects are supposed to be aware of the issue of cohesion as well as levels of translations, including the textual one. They dealt with the former in discourse analysis module and the latter in translation studies.

II.1.2. Research Tools

A test that consists of twenty two Arabic sentences (simple, compound and complex) has been given to the subjects (appendix A). Each function of Arabic connectors is represented by two instances (table 4):

Connectors	Functions	Number of Tokens	Instances Number
<i>Wa</i>	Resumptive	2	5. 16
	Additive	2	8. 19
	Commentative	2	11. 22
	Adversative	2	2. 13
	Simultaneitive	2	7. 18
<i>Fa</i>	Resultive	2	10. 21
	Sequential	2	6. 17
	Explanatory	2	1. 12
	Causal	2	9. 20
	Adversative	2	3. 14
<i>Thumma</i>	Sequential	2	4.15
		Total: 22	

Table 4: Functions of Arabic Connectors and Number of Tokens

Most of the data has been taken from translation textbooks. The instances have been extracted from whole texts, and some of them have been modified to meet visibility requirement. Although the instances were decontextualised, the semantic relation expressed by connectors has not been affected. The classification of those sentences under the appropriate category has been done with the assistance of teachers from the Department of Arabic. The truism of students' performance will be judged with respect to either ready-made translations done by professionals or one that we have provided with the aid of a teacher of translation. For the sake of generalisation, the chosen instances represent various text types: literary, journalistic, historical, academic, technical and so on. It is worth mentioning that each text-type can, by itself, be a corpus of a separated study. Here, further research is recommended. The subjects have been given enough time and also have

been provided with a list of difficult vocabulary. They, also, have been asked to pay attention to the use of the main punctuation marks. The Arabic instances were given without punctuation marks fearing that learners may transfer their punctuation patterns to their translations, on the one hand. On the other hand, punctuation marks, in Arabic, are not as influential as they are in English. Moreover, their use usually is not systematized: the insertion of some of them, like the full stop, is often governed by the writer's mood (Dinkins et al, 2002; Mehdi 2007, 193).

II.2. The Analysis the Test

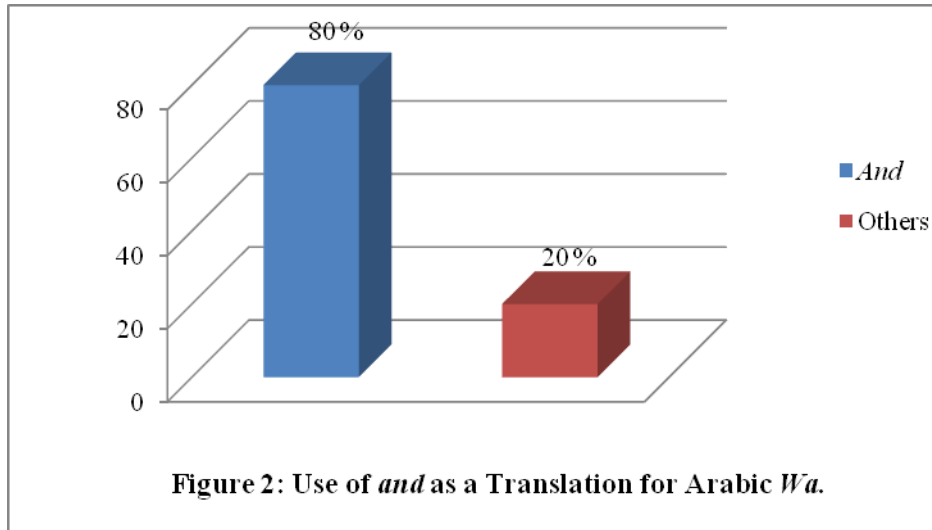
The elicited data have been analysed quantitatively and qualitatively. According to Biggam (2008: 86), "In general, quantitative research answers the how questions, whereas the why questions are left to qualitative research." The analysis has been focused, mainly, on the lexical items used as a translation of the Arabic connectors. We have also made reference to the use of non-lexical marks wherever it is worth to. It is worth mentioning that semantic precision has been given a high priority. That is, when a translation is not correct, although it might seem appropriate, it has been deemed faulty translation. An illustrative example (among the ones used in the translation task) will be given when discussing each function.

II.2.1 Functions of *Wa*

This connector is a bit special, in comparison with the other connectors, in that it has a literal equivalence in the target language: *and*. In English, it often signals the same relations as the Arabic *wa* (*cf.* table 1). Examining the students' translation shows that the majority render it using *and* (table 05 & Figure 01):

Number of Tokens	<i>and</i>	%	others	%
200	160	80	40	20

Table 5: Use of *and* as a Translation for Arabic *Wa*



Here the question that arises is: Are the learners aware that *and* in English expresses the same relations expressed by Arabic *wa*, except for the resumptive one? or do they just use it based on the common belief that *wa* means *and* in English? We are going to, while analysing the translation of this conjunctive, look for evidence or clues to argue in favour of one of the possibilities.

II.2.1.1 Resumptive Function

(1) **wa** çabbara əssafi:r əlzaza:ʔiri fi taşri:ha:tihi liwasa:ʔili
əl'ičla:mi əl'əmri:kijati çan ʔirtija:hi əlzaza:ʔir baçda şudu:ri
əlqara:ri ʔal'əmri:ki

ØThe Algerian minister expressed, in his statement to the US media, the satisfaction of the Algerian authorities after the issuance of the US decision.

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	14	35.00	26	65.00	2

Table 6: Translation of Resumptive *Wa*

This type of *wa* signals topic continuity, so it is often translated by zero in English since English has its different ways to express this function (the use of punctuation marks, for instance). 35% of the responses show a direct translation of this connector using *and* (table 6). This would result in sentences initiated by *and* where it is redundant (it serves no purpose). That is to say, more than one third of the responses are wrong, and it is a considerable percentage, because learners should have been taught not to start a sentence with a conjunction otherwise it would result in incomplete sentence. This function is ranked the second in terms of difficulty.

II.2.1.2 Additive Function

(2) ... ?alaði: min fa?nihi ?an jaftaha əlʒabhata əʃarqiata **wa** juti:ha lilçarabi
 ?an juma:risu: ?alyija:ra:ti əlmuna:sibati listiça:dati huqu:qihim

...That revives the East front *and* provides Arabs with the appropriate choices to restore their rights.

The high number of correct responses indicates a comparative ease in translating this function (table 7). It is so, simply because the *additive* function is inherent in the semantic Properties of both Arabic *wa* and English *and*. Thus, *and* is the best translation. The few faulty translations either have used the joining comma before *and* or used the

word *to*. The former is not plausible, since the use of the comma before *and* might suggest the *sequential* function (see example 25 & 26: Chapter I) when the ST does not indicate this, whereas the latter suggests *cause-result* relationship, and in both cases the ST message was distorted.

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	4	10.00	36	90.00	4

Table 7: Translation of Additive *Wa*

II.2.1.3 Commentative Function

(3) ʔinna əlʔinçika:sa:ti əlmuba:firati sa-tamusu bi-ddarazati
 əlʔu:la ətalaba çala əlquru:di ʔumma ətalaba çala ətta:qati **wa** ha:ða :
 ma-waqaça fiçlan...

The direct impacts will affect mainly the demand of loans then energy, *and* this what actually happened...

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	33	82.50	7	17.50	1

Table 8: Translation of Commentative *Wa*

This function is ranked as the most difficult one (table 8). It should be translated by *and* preceded by a comma, because the pause introduced by the comma suggests that the clauses (or sentences) held by a relation other than the *additive*; the *dash* is also appropriate (it was not attested in the subjects' responses). The faulty translations include

the use of *and* without the joining comma which suggests that the linked clauses (or sentences) are ‘congruent in meaning’ (Fareh 1998: 307), while the ST is not meant to convey this. The first is a statement and the second is a comment on its content. The full stop has also been used, but it is not an appropriate translation as it suggests that the two sentences are independent: there is no direct relation between them (see example 36 in Chapter I). Among the faulty translations, we find a response where a sentence was reconstructed, and the relation was expressed implicitly. This is considered a failure to recognize the function of the sentence introduced by *wa*.

II.2.1.4 Adversative Function

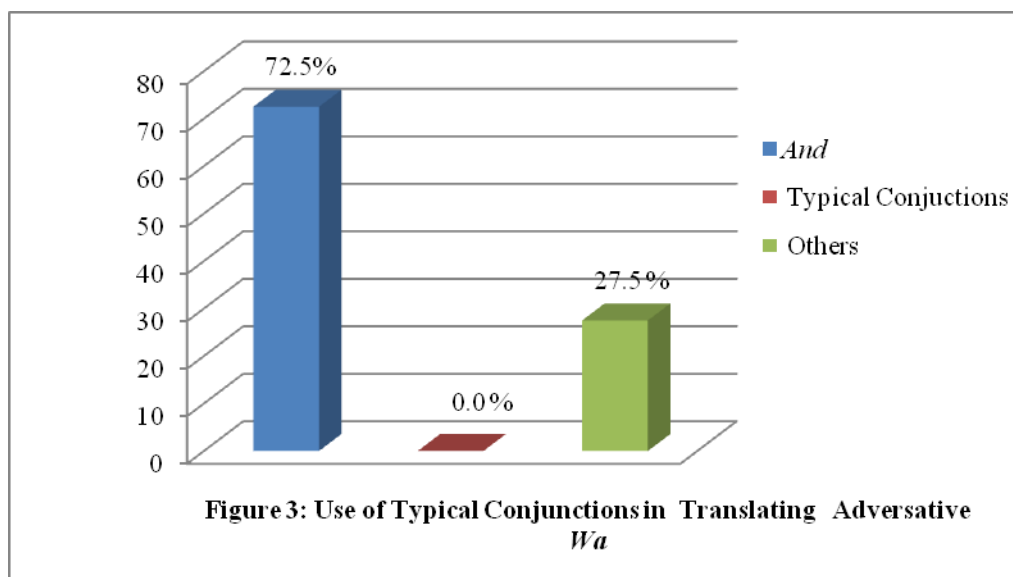
(4) ʔinna əlwila:ja:ti əlmutahidati ʔumatun fatijatun **wa** juçadu dustu:ruha: min ʔaçraqi əddasa:ti:ri əlmaktuba

The USA is a young nation, *but* its constitution is one of the eldest written constitutions.

Any conjunction that belongs to the adversative category like *but, however, although, yet...* can be an acceptable translation. However, the responses in our data show that the majority of students used *and* to render this function (table 9 & figure 2). Although this cannot be considered wrong, since English *and* does have this relation within its semantic properties, it is worth mentioning that such responses do not necessarily mean that students are aware of the function served by *wa*.

Translations	Number of occurrences	%
<i>And</i>	29	72.50
Typical conjunctions	0	0
Others	11	27.50

Table 9: Typical Conjunctions in Translating Adversative *Wa*



Furthermore, the students' responses include no typical-adversative conjunction. In this respect, *and*-responses will be counted within the correct ones (table 10). Such an observation is very important later on when we have to choose one of the above-mentioned possibilities.

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	9	22.50	31	77.50	3

Table 10: Translation of Adversative *Wa*

The correct responses of students are either *and* or the semicolon. The erroneous translations include the use of the full stop that suggests sentence-independency. That is to say, when we substitute *but* by the full stop in sentence (4), it would mean that the first sentence discusses the topic of *USA as being a young nation*, then the writer moves to discuss another topic which is *the American constitution* without an intention to make a link between the two topics, and this is not true. As far as semantic precision is concerned, the ST's meaning has not been fully transferred into the TL (translation loss).

II.2.1.5 Simultaneitive Function

(5) ... ?iða: ?i?na: ?an nartada: ?ila insa:nijjatina: **wa** naððalu wa nahnu nastaxdimu əl?a:lata musajtiri:na çalajha: ...

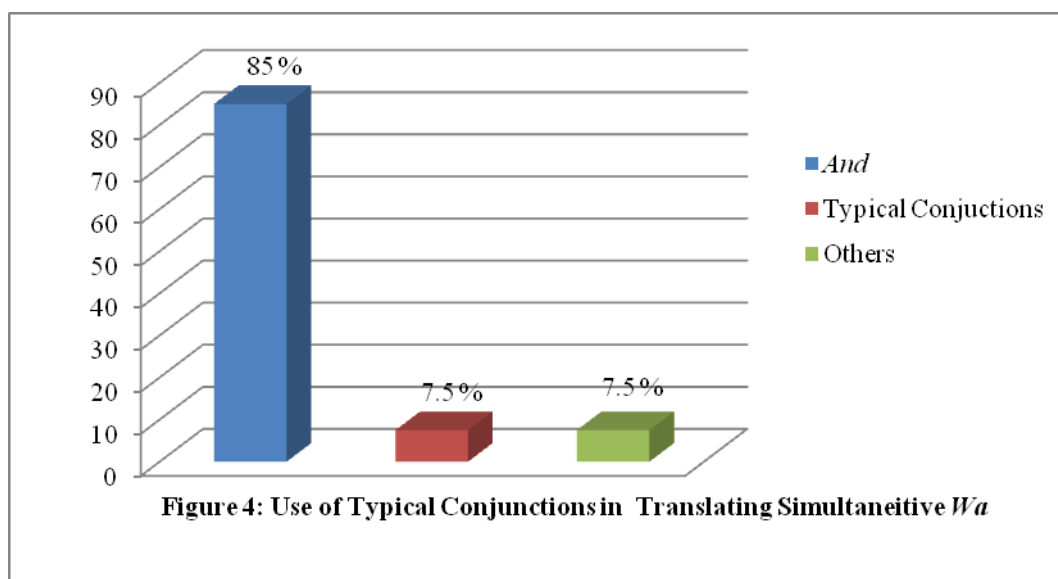
...if we want to go back to our humanity, *then*, keeping control over the use of machines...

The possible translations of this function are: *while*, *meanwhile*, *whilst*, *the bracketing comma plus then* and so on.

Translations	Number of occurrences	%
<i>And</i>	34	85.00
Typical conjunctions	3	7.50
Others	3	7.50

Table 11: Typical Conjunctions in Translating Simultaneitive *Wa*

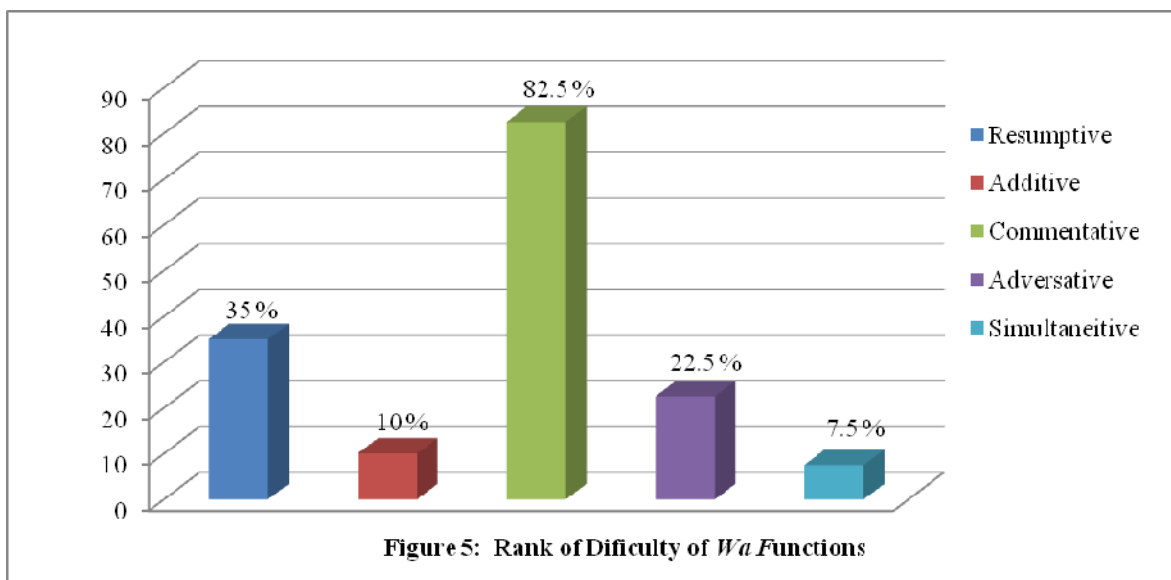
The same thing said about the adversative function can be said here. That is *and* has been used in most responses, and only few responses indicate the semantic relation using the typical conjunction *while* (table 11 & figure 4).



In this respect, *and* in addition to all of the typical conjunctions are deemed appropriate. Among the erroneous translations, we find the use of *then* and an implicit expressing of the relation between sentences. The first signals the *sequential* relation while the second indicates the failure to recognize the relation *wa* expresses.

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	3	7.50	37	92.50	5

Table 12: Translation of Simultaneitive *Wa*



To go back to our possibilities, we would say that the use of *and* as a translation for Arabic *wa* is due to a direct replacement of the latter by the former rather than an awareness of the fact that English *and* has, almost, the same functions the Arabic *wa* has for the following reasons:

1. The *resumptive wa* has been translated in more than one third of the responses where it should not be i.e. *and* has been used as sentence-initial, and this feature is not common in written English style.
2. Students have failed to recognise the influence of the joining comma in the interpretation of the comment.
3. No typical conjunction was used in translating the adversative *wa*.
4. Only one typical conjunction (*while*), was used in rendering the simultaneitive *wa*, in a few responses.

II.2.2. Functions of *Fa*

II.2.2.1 Resultive Function

(6) ?içtabarat əlçarabia əssuçudia əlʔafka:ra əlqawmijjata wa əddimuqra:tijjata wa əlʔiftira:kijjata wa əlibira:lijjata ʔafka:ran mustawradatan **fa**-ha:rabatha: wa daççamat muça:ridi:ha:

Saudi Arabia regarded nationalism, democracy, socialism and liberalism as imported ideas. *So* it fought against them by funding their opponents.

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	20	50.00	20	50.00	4

Table 13: Translation of Resultive *Fa*

One half of the responses were acceptable (table 13). *So* was used in the majority of responses, besides the use of *that is why* which also captures the semantic relation. Connectors like: *as a result, therefore, consequently* etc. are possible translations. The

other half of faulty translations includes the use of comma, full stop, *thus*, *then*, *that*. The comma results in *run-on* sentences which is an unacceptable feature in formal English writing. The full stop, as explained before, suggests that the writer does not show any particular relation between the two sentences' topics. *Then* and *thus* enforce *sequential* (it serves the *resultive* function often when it occurs in the conditional form: *if...then...*) and *explanatory* relations respectively. So, the use of any of those would affect the semantic precision of the message of the ST. *That* by itself does not suggest any precise relation.

II.2.2.2 Sequential Function

(7) *ḍağattu ala arasi ʔaḥḥiqati bi-dawriʔ ərabii fa-futiha əlba:bu...*

On the fourth floor, I rang the bell of the flat. *Then* the door was opened...

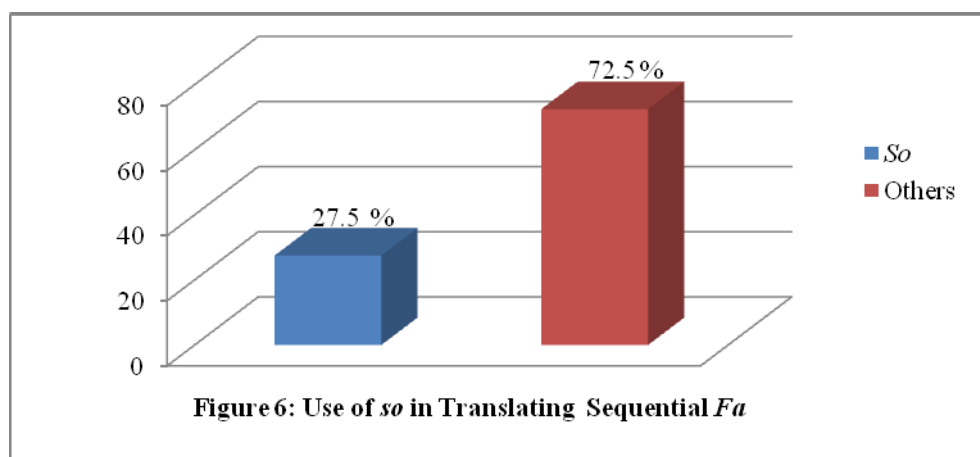
This function indicates that the two actions are consecutive and immediate i.e. no temporal interval separates them. Accordingly, *then*, *immediately*, *soon*, *at once* ... besides the semicolon, which suggests that there is a relation between the joined sentences in one way or another, can be possible translations. This function is ranked the third at the level of difficulty; most of the responses have been deemed wrong (table 12):

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	27	67.50	13	32.50	3

Table 14: Translation of Sequential *Fa*

The faulty responses includes the use of the comma, the full stop, *thus* (for the same justification provided earlier), *and* and *so*. *And* does not precisely convey the ST's intended meaning, as it does not necessarily imply that the two actions are consecutive, and

rather implies their co-occurrence. Concerning *so* (figure 5), among the two sentences that represent this function, we have accepted it as a true translation for the first (number 6 in the translation task), but not for the second (number 7 above). The first sentence may have two interpretations: *sequential* and *resultive*, whereas in the second it is unlikely to be *resultive*. That is to say, it is unexpected from a writer to put emphasis on *opening the door as a result of ringing the bell*. This is because it is logical, on the one hand and, and the *sequence of actions* seems more important in such decontextualised sentence, on the other one. This confusion between the *resultive* and the *sequential* functions was also noticed in the Hamdan & Fareh's work (2006).



II.2.2.3 Explanatory Function of *Fa*

(8) maza:la əlfanu wa əlʔadabu fi tilka əlmanzilati ʔila əlqarni ərərabiçi ʔilla ʔannahuma: faqada hi:naʔiðin quwata əlʔibda:çi wa əlbada:hati fa-ka:na arrasa:mu:na wa ənnaha:tu:na qa:şri:na çala naht ʔattama:ði:li əlqadi:mati wa şa:ra aşjuçara:ʔu jahtadu:na bi-hu:mi:ru:s wa ʔamθa:lih

Literature and art stayed like that until the 4th century. However they lost, then, their strength of creativity and truth. *For instance*, painters and gravers started to copy the ancient statues, and poets began to imitate Homers and the likes.

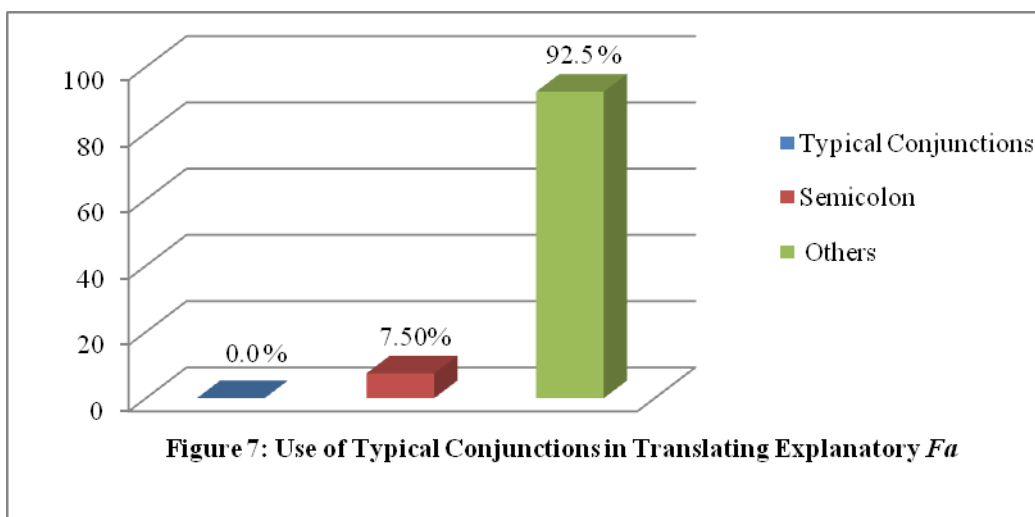
Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	37	92.50	03	7.50	1

Table 15: Translation of Explanatory *Fa*

This function is the most difficult one; most of the responses were faulty ones, so that it is ranked first in terms of difficulty (table 13). This agrees with the conclusions of the study of Hamdan & Fareh (2006). In the given instances, the explanation has either the form of a *restatement* (of what has been said) or an *exemplification* (as in 8 above). The former may be expressed by *in other words, that is to say, I mean, that is* etc, whereas the latter by *for example, for instance, thus* and so on. More than 90% of the responses were wrong, because students have used connectives like: *so* (resultive), *hence, for, since, as* (causal), the comma and the full stop (the previous explanation). The use of *as, for instance*, suggests that *gravers and painters were responsible for the strength of creativity and truth's loss*. The three correct responses include the use of the semicolon which is acceptable as it suggests a relation that exists between the two connected parts. Furthermore, no one of the typical connectives that express explanation has been used (table 14 & Figure 7).

Translations	Number of occurrences	%
Typical conjunctions	0	0.00
Semicolon	03	7.50
Others	37	92.50

Table 16: Use of Typical Conjunctions in Translating Explanatory *Fa*



II.2.2.4 Causal Function

(9) ... ?amma: fi əlbulda:ni əlba:ridati fa-şajfu juna:fisu ərrabi:ça fi hubi ?anna:si fa-sajfu fi ha:ðihi əlbulda:ni faşlu əddif?i wa ?alfa:kihati ?allaði:ðati wa ənnaha:ri əlmufriqi ətawi:l

...While in cold countries summer competes with spring for people’s love, *because*, in those countries, summer is the season of warmth, delicious fruits and long sunny days.

Because, since and *for* (plus the joining comma) etc can be possible translations.

This function is ranked as the second most difficult function to translate, as 75% of responses were deemed wrong (table 17):

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	30	75.00	10	25.00	2

Table 17: Translation of Causal Fa

The erroneous translations include the use of the full stop, *and*, *so that* (resultive), *for* and *since*. The use of *for* and *since* are the most noticeable mistaken translation as they

are instances of the influence of the joining comma in interpreting the function of such connectors. A native speaker, who is sensitive to punctuation, would interpret without the joining comma, the former as just a *preposition* rather than a *conjunction* (example 32: chapter I), and the latter as *sequential* (example 31: chapter one). This, no doubt, affects the comprehension of the intended meaning of the ST.

II.2.2.5 Adversative Function

(10) ka:na mina ʔalmuftaradi ʔan tahduθa ʔwila:datu fi ʔrrabi:çi fa-ħadaθat fi ʔaşajf

The birth was supposed to take place in spring, *but* it took place in summer.

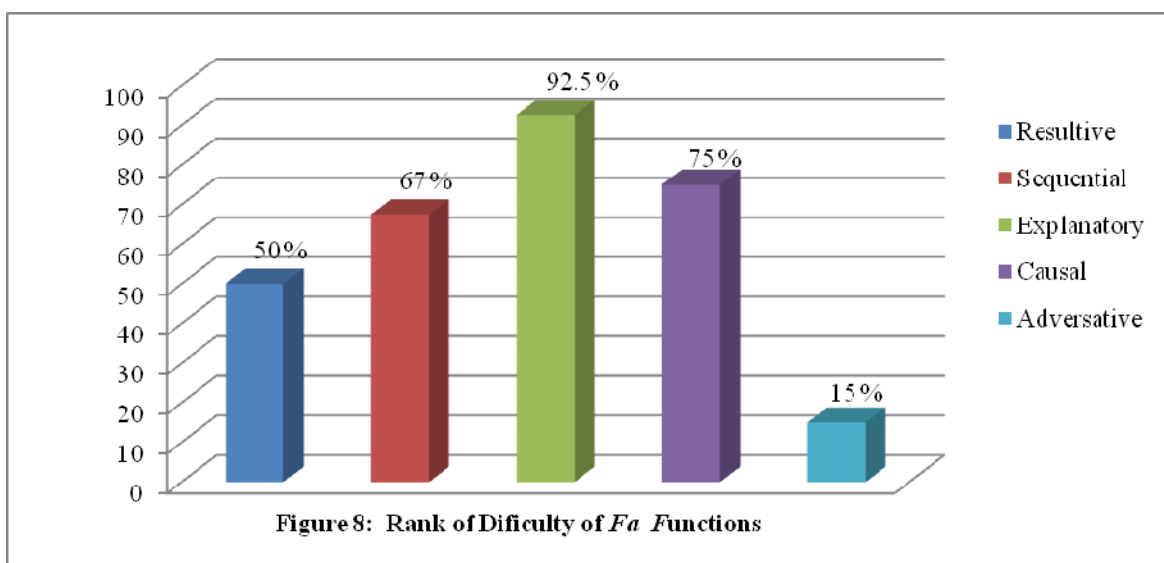
This function is the easiest one; 85% of responses have been correct using the typical conjunctions like: *but* (the most used), *although*, *in spite of*, *despite of* (table 18):

Number of Tokens	Wrong Responses	%	Correct Responses	%	Rank of Difficulty
40	06	15.00	34	85.00	5

Table 18: Translation of Adversative FA

The relative ease, we assume, is due to the clues contained in the two sentences that represent this function. That is, the expressions ka:na mina ʔalmuftaradi (it was supposed) and maça ʔanna...faqad... (*despite of/ in spite of*) respectively. The former (in 10 above) draws the students' attention that the sentence is about an *expectation* that might or might not come true, and the content of the second makes it clear that *fa* expresses a *denial-of-expectation*. Likewise, the latter (number 14 in the translation task) is a typical form for expressing the adversative relation in MSA. The erroneous translations include

the use of *because, as, and (sentence-initial)*. Each of the latter cannot capture the precise semantic relation the ST is meant to convey.



II.2.3. Function of *Thumma*

(11) wa ha:ðihî əlharbu laha: ɣalfijja:tun takawanat maça wila:dati lubna:b əlmustaqili wa əstamarat tanmu çala əlɣaʔaʔi **θumma** naʃaʔat duru:fun mawðuçijja sa:çadat çala takri:si əlɣaʔaʔ

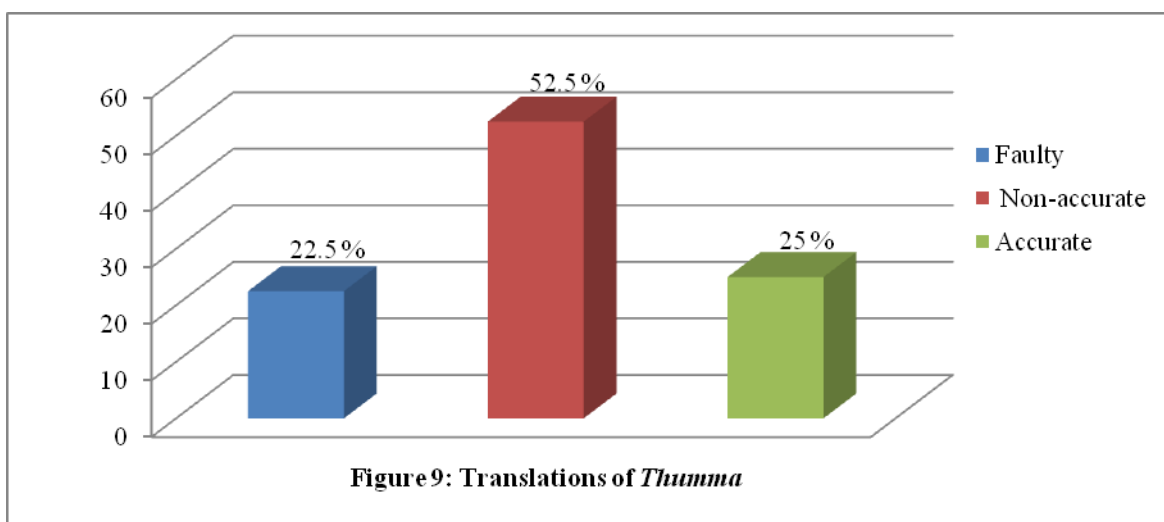
This war had backgrounds created by the time free Lebanon was born and kept on growing on mistakes. *After that*, an objective circumstance helped in consecrating the mistakes.

Any conjunction that expresses both *sequence* and *non-immediacy* can be a possible translation like: *after that, later, and then*. Students' responses can be classified as faulty, non-accurate or accurate (table 17&figure 7).

Number of Tokens	Faulty Responses	%	Non-accurate Responses	%	Accurate Responses	%
40	09	22.50	21	52.50	10	25.50

Table 19: Translations of *Thumma*

The faulty ones include the use of *and* which does not necessarily imply which event happened first. Besides, it does not, by itself, express *non-immediacy*. The non-accurate ones include the use of *then* which fits as a translation for *fa*, but not *thumma*, as it implies just *sequence* but not the *non-immediacy*. Thus, its use suggests that *mistakes were consecrated immediately after this war's backgrounds were created*, and this is not what the writer meant to say.



Besides, such course of actions, in the real world, cannot be *immediate*. 25 % of the responses have been acceptable; students used connectives like *and then* (7 responses) *after that* (1), *later* (2) that, as a whole, convey the precise-semantic meaning. As far as semantic precision is concerned, the non-accurate responses are considered faulty, as they do not capture the intended precise meaning of the ST. Thus, the portion of faulty answers will be 75 % (table 20):

Number of Tokens	Wrong Responses	%	Correct Responses	%
40	30	75.00	10	25.00

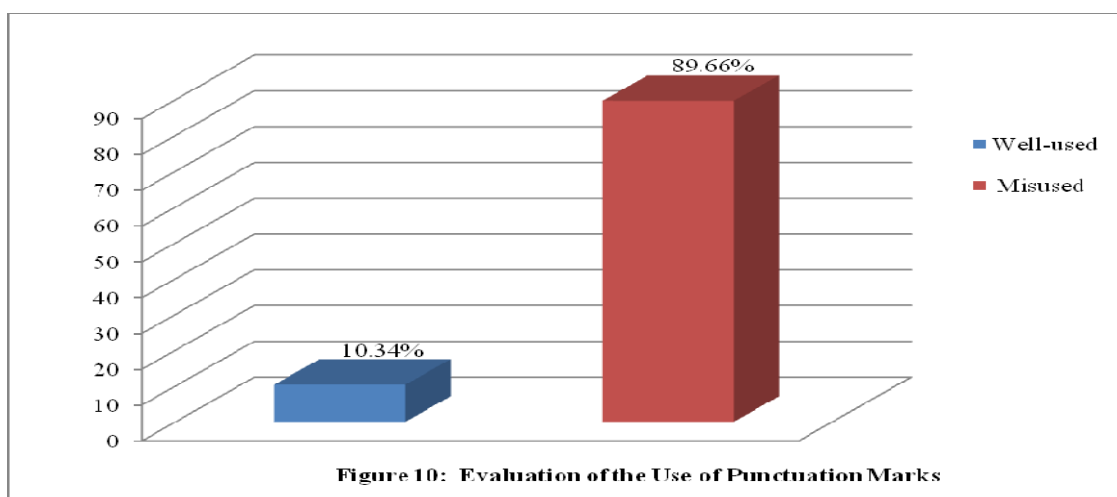
Table 20: Translation of Thumma

II.2.4 The Use of Punctuation Marks

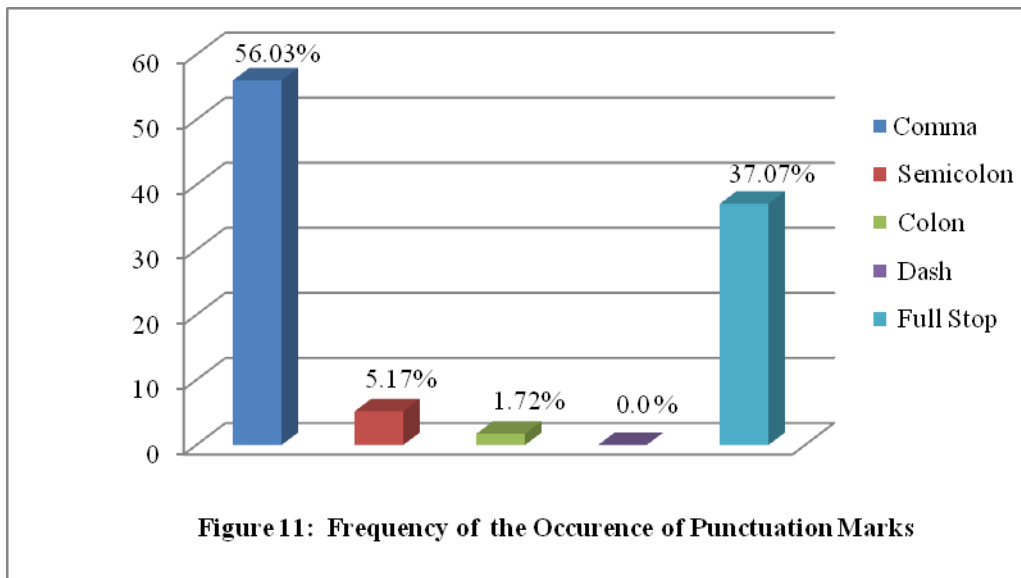
In the above discussion we have referred many times to the usefulness of punctuation marks. So, it is worth noting how often they have been used and to what extent they have been well handled. Here, we just confine ourselves to the instances where the presence or the absence of one of them has been influential to the cohesive relation. That is, we are going to consider 116 responses (26.36%) out of 440 (total number) as shown in the following table and figure 9:

Number of Instances	Well-used	%	Misused	%
116 (26.36%)	12	10.34	104	89.66

Table 21: Evaluation of the Use of Punctuation Marks



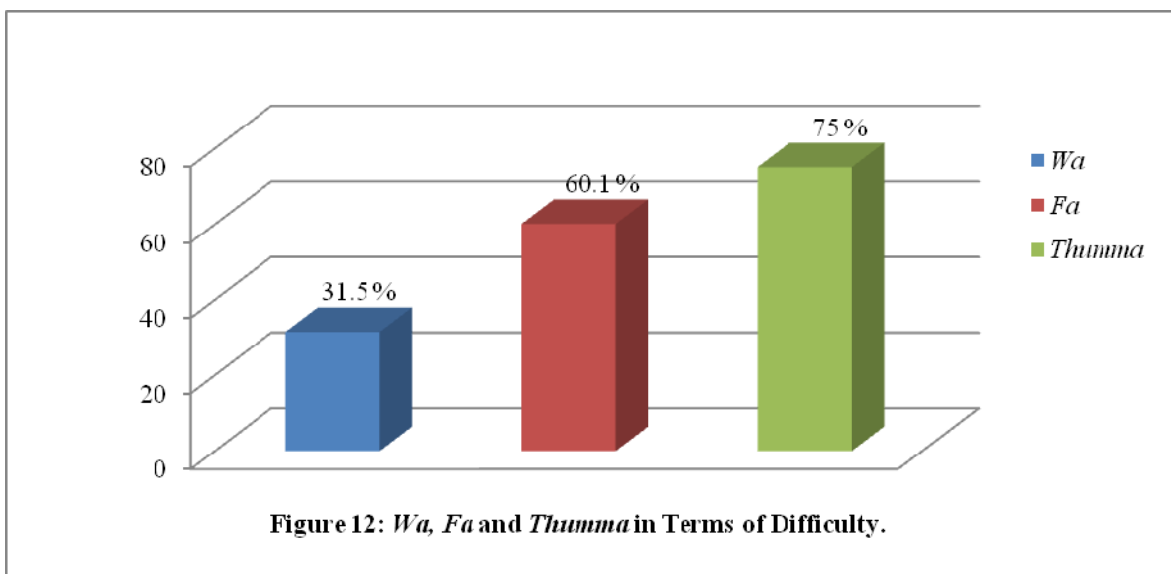
It is worth mentioning here that certain marks have been used more than others. The comma, the full stop and, with lesser degree, the semicolon have been used considerably. Concerning the colon and the dash, the former has been used just twice and the latter has never been attested in learners' responses (figure 10):



Having dealt with each of the connectors separately, now we see them together so as to order them in terms of difficulty (table 20 & figure 10):

Connectors	Average of Difficulty %	Rank of Difficulty
<i>Wa</i>	31.50	3
<i>Fa</i>	60.10	2
<i>Thumma</i>	75.00	1

Table 22: *Wa*, *Fa* and *Thumma* in Terms of Difficulty



II.2.5. Summary of the Findings

Based on the above discussion of translation learners' performance in the task, we sum up the findings in the following points, (figure 13):

1. Learners show a lack of awareness of the function-multiplicity of the selected Arabic connectors, and, hence, they mistranslate a high proportion of the task's sentences.
2. This lack of awareness leads learners to affect the ST's message: the majority of responses were either inaccurate or faulty ones.
3. The Arabic connectors can be ordered in terms of difficulty as follows: *thumma*, *fa*, and then *wa*.
4. The functions of each can be ordered, in terms of difficulty, as follows:

Thumma (sequential: non-immediacy), *fa* (explanatory, causal, sequential, resultive and adversative), and *wa* (commentative, resumptive, adversative, additive and simultaneitive).
5. Learners are not aware of the role punctuation marks do play in English at the textual level, as they are unable to handle them in different co-texts. In addition, they overuse just a small set of them especially the *comma*, the *full stop* and, with a lesser degree, the *semicolon*. This makes their translation, often, sound unnatural. In addition to that, it reveals their poor writing style, because the writing norms of an original text written in the target language and a translated text into it are the same (Askoy, 2001).

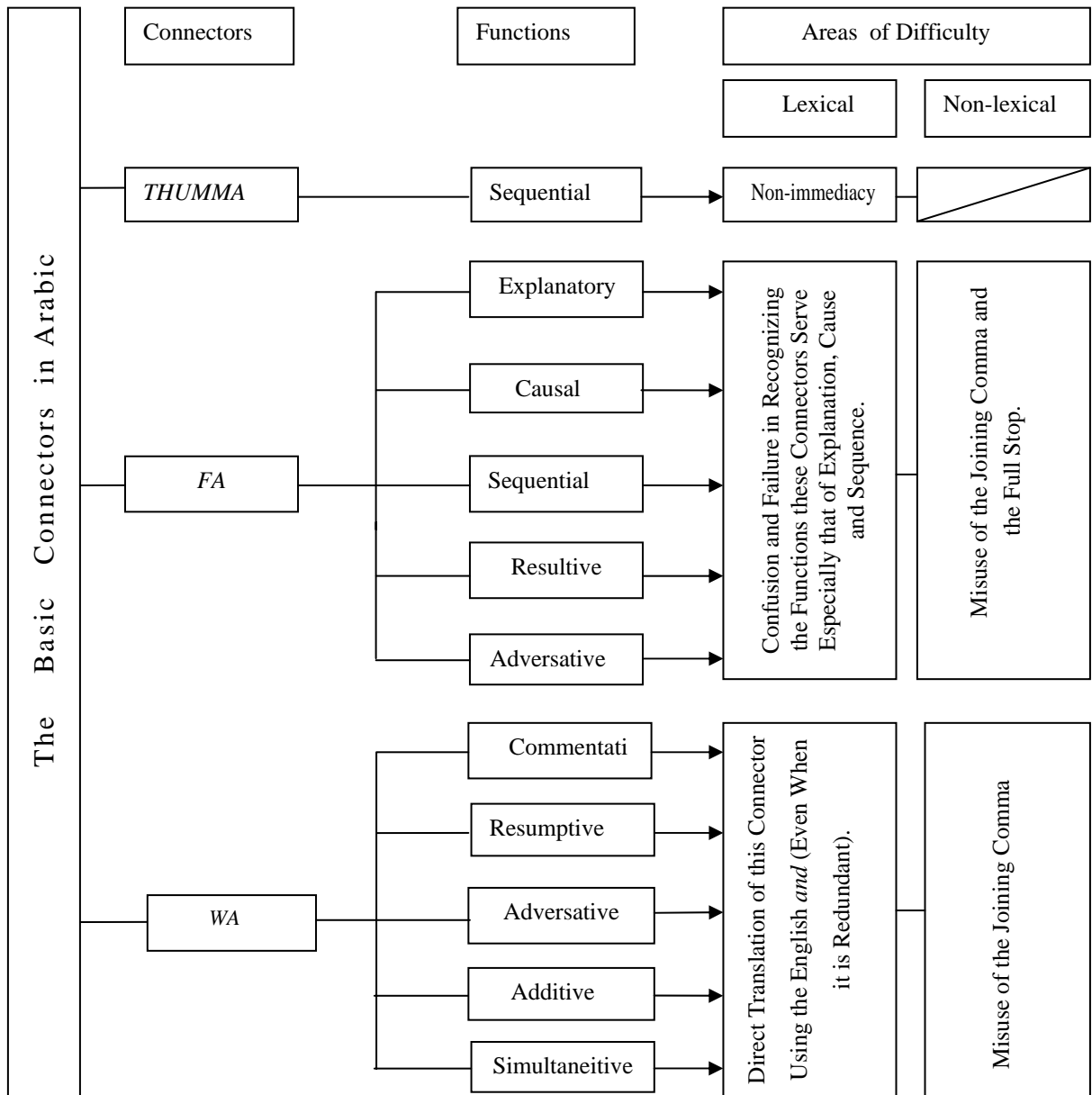


Figure 13: Ranking Arabic Connectors and their Functions in Terms of Difficulty

Therefore, our hypothesis that the unawareness of the fact that the Arabic connectors have multiple functions and their equivalents in the counterpart system might not, often, be conjunctions as such, would result in a failure in translating them, and hence distorting the ST's intended meaning, is confirmed.

This chapter has shed light on translation learners' awareness of the function-multiplicity of Arabic connectors and their ability to produce a TT that is as cohesive as the ST. This has been done by analyzing the translation task that contains instances that represent the connectors' most frequent functions under the question. All in all, the above stated findings reveals the learners' lack of awareness of this fact as well as their mishandling of the tools used for linking text parts in the TL i.e. conjunctions and punctuation marks.

General Conclusion

Translation at the textual level has become one of the main interests in the field of translation studies, as the focus exceeds equivalence at the word level. This level is concerned with *thematic and information structure* and *cohesion*. Our study is stated within the scope of the latter. That is how the TT (English) should be as cohesive as the ST (Arabic), considering one of its tools: conjunction in Arabic. In this study, we confined ourselves to the three basic conjunctions: *wa*, *fa* and *thumma*.

The aim of this study has been to test translation learners' awareness of the multiple meanings of those connectors and to see to what extent they are able to handle the lexical and the non-lexical tools i.e. conjunctions and punctuation marks of the counterpart language system.

Our hypothesis has been: if translation learners are not aware of the function-multiplicity of the selected Arabic connectors and of the fact that the counterpart system can offer tools other than conjunctions to translate them, they will fail in translating them. In other words they will affect the ST's intended meaning.

This work has been divided into two parts: theoretical and practical. The former approaches Arabic and English conjunctions from a contrastive perspective with a reference to the contribution of punctuation marks in making a text in English and their limited role in Arabic. It is also devoted to how the selected Arabic connectives and their counterparts behave within the language system of each. The practical part is devoted to the analysis of data elicited from students' responses of the submitted translation task.

The analysis shows that:

1. The lack of awareness by the students of the multiple meanings the Arabic connectors under investigation might have.
2. This leads to the mistranslation of the connectors and, thus, affecting the ST's intended meaning.
3. Learners are, often, unable to choose the correct conjunctions that capture the semantic relation expressed by the Arabic connectors.
4. Learners also show inability in handling punctuation marks that contribute in holding the parts of the TT together.

The above findings show that learners have problems not only in translation but also in writing. Therefore, and on the basis of what has been stated above, we would recommend that:

1. Translation teachers should draw the students' attention that translation occurs at levels wider than the word level like the textual one.
2. They should also draw their learners' attention to the nature of conjunction in Arabic and English.
3. Translation syllabus should include drills on how to handle tools for making a text, in general, and conjunctions, in particular, in both directions.
4. Writing teachers should pay much attention to punctuation marks, in English, not only from a grammatical point of view but also from the semantic view point i.e. that is to say, how they could play the role of conjunctions, since they are as important as letters and words themselves in written language.

5. Discourse Analysis teachers should draw learners attention that the way a text is build might differ cross-linguistically.

To conclude, we would suggest further research in this area:

1. In our study we have not referred to a particular text-type, but each genre can be a corpus of a separate study, since this would give a more thorough account of the issue of conjunctions in translation.
2. There is also a need for comparative studies on how conjunctions in Arabic and English might differ with reference to translation.
3. A further research might also be recommended in order to show empirically how the misuse of punctuation marks would affect the naturalness and the intended meaning of the translation of written texts.
4. It is also recommended to carry out studies to see what correlation exists between the writing skills and translation competence, since translation is, often, considered as a rewriting.

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APPENDIX

Appendix A

Translation Task

Instructions

1. Please, read the Arabic sentences carefully.
2. Once they are fully-understood, translate them into English with the help of the terminology provided in the left column.
3. Please, pay attention to the use of *punctuation marks* especially the comma (,), semicolon (;), colon (:), dash (-) and the full stop (.).
4. All sentences should be translated.

<ol style="list-style-type: none"> 1. Art and Literature 2. Creativity and truth 3. Painters and gravers 4. To copy ancient statues 5. To imitate Homers 	<p>_____ 1 _____</p> <p>_____ 3 _____ 2 _____</p> <p>. 5 _____ 4 _____</p>	01
---	--	----

.....

.....

.....

.....

<ol style="list-style-type: none"> 1. USA 2. Written constitutions 	<p>_____ 1 _____</p> <p>. 2 _____</p>	02
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.....

.....

<ol style="list-style-type: none"> 1. The birth 	<p>. 1 _____</p>	03
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.....

.....

<ol style="list-style-type: none"> 1. Let's say a room 	<p>1. _____</p> <p>.</p>	04
---	--------------------------	----

.....

.....

.....

1. US media 2. Satisfaction 3. Decision issuance	<u>1</u> . <u>3</u> <u>2</u>	05
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.....

.....

1. mortar cartridges 2. hit 3. the front of the car	<u>3</u> <u>2</u> <u>1</u>	06
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.....

.....

.....

1. restrain 2. t 3. practice	To Habi To <u>3</u> <u>2</u> <u>1</u>	07
------------------------------------	--	----

.....

.....

1. Official 2. Presidency-office	. <u>2</u> <u>1</u>	08
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.....

.....

1. historians and philosophers 2. , opinions and potential	Orators, Knowledge <u>1</u>	09
---	---------------------------------------	----

3.	Prosperity	_____	
of the state.		_____	

.....

.....

.....

.....

1.	To	_____	10
become more and more depressed		_____	
2.	To	_____	
crash		_____	
3.	Slowly	_____	
and thirstily		_____	
4.	Sorcere	_____	
r		_____	

.....

.....

.....

1.	Impact	_____	11
s		_____	
2.	Will	_____	
mainly affect		_____	
3.	Loans	_____	
4.	energy	_____	

.....

.....

1.	Loses his	_____	12
reason		_____	
2.	Existence	_____	
3.	Dead	_____	

.....

.....

.....

1.	countries	Various	_____	13
2.	scale of evil and violence	On this	_____ ...1	
3.		Bosnia	_____ 2	
4.	redoubled force	With	_____ 3	
5.		Kosovo	_____ 4 _____ .5	

.....

.....

.....

.....

1.	were sold	More cars	_____ 1	14
2.		In theory	_____ 2	
3.		Tyres	_____ 3	
4.		Decreased	_____ 4	
5.	rubber	Natural	_____ .5	

.....

.....

.....

1.	Backgrounds		_____ 1	15
2.	Free Lebanon		_____ 2	
3.	Growing on mistakes		_____ 3	
4.	Objective circumstances		_____ 4	
5.	To consecrate		_____ 5	

.....

.....

.....

1.	out	To break	_____ 1	16
2.		Disabled	_____ 2	
3.		Tied to	_____ 3	
4.	out	To put	_____ 4	
			_____ .	

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.....

.....

.....

1. Ring	To	<u>2</u> <u>1</u>	17
2.	Flat	... <u>3</u>	
3.	Floor		

.....

.....

1. go back to	To	<u>1</u> ...	18
2. keep control over	To	... <u>2</u>	

.....

.....

1. revive the East front	To	<u>2</u> <u>1</u> ... <u>4</u> <u>3</u>	19
2. provide	To		
3. appropriate choices	The		
4. restore	To		

.....

.....

.....

1. countries	Cold	<u>1</u> ...	20
2. compete with	To	<u>2</u>	
3. h	Warmt	<u>3</u>	

.....

Translation Task

Instructions

1. Please, read the Arabic sentences carefully.
2. Once they are fully-understood, translate them into English with the help of the terminology provided in the left column.
3. Please, pay attention to the use of *punctuation marks* especially the comma (,), semicolon (;), colon (:), dash () and the full stop (.).
4. All sentences should be translated.

<ol style="list-style-type: none"> 1. Art and Literature 2. Creativity and truth 3. Painters and gravers 4. To copy ancient statues 5. To imitate Homers 	<p>ما زال <u>الفن و الأدب</u> 1 في تلك المنزلة إلى القرن الرابع إلى أنهما فقدتا حينئذ قوة الإبداع و البداهة 2 فكان الرسامون و النحاتون 3 قاصرين على نحت التماثيل القديمة 4 و صار الشعراء يهتدون بهوميروس 5 و أمثاله.</p>	01
---	--	----

Art and literature are still in that position until the fourth century. But, then they lost the power of creativity and truth. The painters and gravers were unable to copy ancient statues, and poets imitate Homers and others like him.

<ol style="list-style-type: none"> 1. USA 2. Written constitutions 	<p>إن الولايات المتحدة الأمريكية 1 أمة فتية و يعد دستورها من أعرق <u>الدساتير</u> المكتوبة 2.</p>	02
--	---	----

The USA is a young nation, and its Constitution is one of the ancient written constitutions.

<ol style="list-style-type: none"> 1. The birth 	<p>كان من المفترض أن تحدث <u>الولادة</u> 1 في الربيع فحدثت في الصيف.</p>	03
--	--	----

The birth was supposed to be in spring, but it was in summer.

<ol style="list-style-type: none"> 1. Let's say a room 	<p>تناولنا فناجين الشاي ثم خرجنا نبحث عن منزل، أو قل <u>حجرة</u> 1، أقضي فيها أيامي في دمشق.</p>	04
---	--	----

..... We take our cups of tea..... and then we go out to look for
a house, or let's say a room, to spend our money on it.....

1. US media 2. Satisfaction 3. Decision issuance	و عبر السفير الجزائري في تصريحاته لوسائل الإعلام الأمريكية 1 عن ارتياح 2 الجزائر بعد صدور القرار الأمريكي.	05
--	---	----

..... And the Algerian ambassador is phoning, in its claims to the U.S. Media,
his satisfaction, the Algerian satisfaction after the decision
inspired of America.....

1. mortar cartridges 2. hit 3. the front of the car	لم ينجح هذا العمل لأن قذائف الهاون 1 اخترقت 2 مقنمة السيارة 3 فاشتعلت النيران و هرب من استطاع و نقل السائق إلى أقرب مستشفى.	06
---	--	----

..... This work did not succeed because the mortar cartridges hit the
front of the car..... so the fire was butant, and everyone who could
was escaped, and the driver was sent to the nearest hospital

1. To restrain 2. Habit 3. To practice	لا تنهى 1 عن خلق 2 و تأتي 3 بمثله.	07
--	------------------------------------	----

..... Do not restrain on a habit, and practice as it.....

1. Official 2. Presidency-office	مسؤول 1 بالرئاسة 2 استقبال وفد من الأطباء و وعدهم بحل مشاكلهم.	08
-------------------------------------	--	----

..... One official in the presidential office move a group of doctors
and he promise them to solve their problems.....

1. Orators, historians and philosophers 2. Knowledge, opinions and potential 3. Prosperity of the state.	معظم الخطباء و المؤرخين و الفلاسفة 1 يقومون بأدوار سياسية. فاعلمهم و أرائهم و قدرتهم 2 أثر فعال في مصالح الدولة 3.	09
--	---	----

Most of the orators, historians and philosophers play political roles. Their knowledge, opinions, and potential have an effective effect in the prosperity of the state.

1. To become more and more depressed	تفاقت أحزانه ¹ و بدأت تسحقه ² ببطء و تشف ³ ، فنصحته صديق له بالذهاب إلى ساحر ⁴ ...	10
2. To crash		
3. Slowly and thirstily		
4. Sorcerer		

His sadness became more and more depressed, and started to crash him slowly and thirstily. A friend of his advised him to go to the sorcerer.

1. Impacts	إن الانعكاسات ¹ المباشرة ستمس بالدرجة الأولى ² الطلب على القروض ³ ثم الطلب على الطاقة ⁴ وهذا ما وقع فعلاً.	11
2. Will mainly affect		
3. Loans		
4. energy		

The direct impacts will mainly affect the demand on loans then, the demand on energy. Since this is what happened really.

1. Loses his reason	إن الذي يذهب عقله ¹ لا يصبح له وجود ² فهو و الميت ³ سواء.	12
2. Existence		
3. Dead		

The one who loses his reason will not have an existence, he and the dead are the same.

1. Various countries	قد رأينا صراعات من هذا النوع في هذه الدولة أو تلك ¹ ... لكننا لم نشهد على الإطلاق هذا القدر من الشر و العنف ² الذي رأيناه في البوسنة ³ و نشهده اليوم أضعافاً مضاعفة ³ في كوسوفو ⁴ .	13
2. On this scale of evil and violence		
3. Bosnia		
4. With redoubled force		

We have seen such struggles in various countries... but we didn't face at all this scale of evil and violence that we have seen in Bosnia and we live now with redoubled force in Kosovo.

1. More cars were sold	و مع أن مبيعات السيارات زادت 1 و برزت نظرياً 2 الحاجة إلى مزيد من الإطارات 3 فقد تضاعف 4 الطلب على المطاط الطبيعي 5.	14
2. In theory		
3. Tyres		
4. Decreased		
5. Natural rubber		

Despite that more cars were sold in the year and because in theory but the need to more tyres has ~~decreased~~ increased the demand of natural rubber.

1. Backgrounds	وهذه الحرب لها خلفيات 1 تكونت مع ولادة لبنان المستقل 2 واستمرت تنمو على الخطأ 3 ثم نشأت ظروف موضوعية 4 ساعدت على تكريس 5 الخطأ.	15
2. Free Lebanon		
3. Growing on mistakes		
4. Objective circumstances		
5. To consecrate		

and this was his background which was formed with the birth of free Lebanon and continued to grow on mistakes ^{objective} than emerged circumstances helped to consecrate the mistake.

1. To break Out	ونشبه 1 حريق في منزل أحد هؤلاء المعاقين 2 وكان الرجل حبيس 3 المقعد الذي يتحرك عليه ولم يستطع بالتالي عمل أي شيء لإطفاء 4 الحريق.	16
2. Disabled		
3. Tied to		
4. To put out		

and a fire broke out in the house of one of those disabled, the man wanted to escape which was making on it and he could not eventually do any thing to put out the fire.

1. To Ring	ضغطت على 1 جرس الشقة 2 بالدور 3 الرابع ففتح الباب ...	17
2. Flat		
3. Floor		

if I rang the flat bell on the floor of house and he opened the door.

1. To go back to	... إذا شئنا أن نرشد إلى 1 إنسانيتنا ونضل و نحن نستخدم الآلة مسيطرين عليها 2 ...	18
2. To keep control over		

if we wanted to go back to our humanity and it is the instrument we would keep control over it.

1. To revive the East front 2. To provide 3. The appropriate choices 4. To restore	...الذي من شأنه أن يفتح الجبهة الشرقية ¹ ويتيح ² للعرب أن يمارسوا الخيارات المناسبة ³ لاستعادة حقوقهم	19
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... who should revive the East Front and provides the Arabs to practice the appropriate choices to restore their rights.

1. Cold countries 2. To compete with 3. Warmth	...أما في البلدان الباردة ¹ فالصيف ينافس ² الربيع في حب الناس فالصيف في هذه البلدان فصل الدفء ³ و الفاكهة اللذيذة و النهار المشرق الطويل.	20
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... However, in cold countries summer competes with spring in people's love. So that summer in these countries is the season of warmth and delicious fruit and the long sunny day.

1. Nationalism, democracy, socialism and liberalism 2. Imported 3. To fund	اعتبرت العربية السعودية القومية و الديمقراطية الاشتراكية و الليبرالية أفكارًا مستوردة ² فحاربتها و دعمت ³ معارضيتها.	21
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... Saudi Arabia considers nationalism and democracy, socialism and liberalism imported ideas. So, it fought against it and funded its opposers.

1. Third World 2. To fight 3. National revival	معظم بلدان العالم الثالث ¹ ناضلت ² و ما زالت تناضل لتحقيق التحرر و التقدم و النهضة القومية ³ .	22
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... Most of the third world countries fought and still fighting to achieve freedom and development and national revival.

ملخص

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Résumé

Cette étude examine la conscience que les apprenants de la traduction ont de l'équivalence au niveau textuel en explorant l'un de ses aspects qui est la conjonction. Elle met l'accent sur leur conscience de la nature multifonctionnelle de trois conjonctions de base en arabe: *wa*, *fa* et *thumma*. Un travail de traduction est donné à un échantillon représentatif d'apprenants afin de voir la manière avec laquelle ces conjonctions seront traduites en anglais et le degré auquel les outils de la langue cible, qui est l'anglais, seront utilisés. L'analyse de la performance de ces apprenants montre qu'il y a manque de conscience des divers sens que ces mots de liaison arabes ont dans des cotextes différents. Elle montre aussi leur déficience dans l'utilisation de la ponctuation qui contribue à rendre un texte consistant et homogène. Les recommandations d'ordre pédagogiques qui découlent de cette recherche sont adressées en particulier aux enseignants de la traduction, de l'écrit, et de l'analyse du discours ainsi qu'aux concepteurs des programmes. Ils devraient tous être plus alertes à ce genre de problème qui constitue une lacune majeure dans l'apprentissage de la langue et dans la traduction.