

RESEARCH ARTICLE

USING ARABIC COHESIVE TIES: WA, FA AND THUMMA IN TRANSLATING TEXTS FROM ENGLISH INTO ARABIC

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Abstract

This study is intended to examine the problems of translating texts; it is one of few studies which tackle the problems of translation at a text level, the area which is ignored by many researchers in the translation field. More specifically, it investigates the problems of achieving the text cohesion by using the Arabic conjunction wa و, fa ف and thumma ثُمَّ while translating texts from English into Arabic. Its population was the third-year students of English who studied the Translation courses at the Faculty of Education-Saber, University of Lahj. Out of this population, 50 students were selected randomly to serve as a sample for this study. Two instruments were used to collect the data of the study: the translation test and the students' questionnaire. The results showed that the students encounter many problems in translating texts from English into Arabic, one of them is the students' inability to connect the sentences of a TT by using appropriate Arabic ties. This problem may be attributed to the students' poor linguistic proficiencies as well as their low experiences in translating texts. Finally, some suggestions and recommendations were provided to both the teachers and students of translation, and for the heads who are responsible for the students' learning. Some further studies were also suggested at the end of this study.

Keywords: Translating texts, Cohesive ties, Third-year students.

Introduction

Traditionally, translation plays a crucial role in learning a foreign language. That is to say, students tend to translate words, phrases, clauses and sentences of a foreign language into their mother tongue to get the meaning of a foreign language message. However, translation is usually more than the process in which isolated words, phrases or sentences are being translated; it is usually dedicated to translating texts of different types. This does not mean that knowing the exact meanings of words is valueless in translating texts, but rather it is an important factor in the translation process of any kind.

Translating texts is considered more difficult than translating isolated words or sentences because a text has various aspects, and many dimensions are integrated to build it up. So, translators encounter one problem or another when they involve themselves in translating texts, whatever types of these texts are. One of the outstanding problems of translating texts is the problem of achieving cohesion of the target text (TT), especially while using conjunctions. The Arabic wa و, fa ف and thumma ثُمَّ, for example, cause problems to a beginner translator when he/she tries to translate texts from English into Arabic.

Statement of the Problem

The ability to translate texts-not isolated words, phrases, clauses or sentences-is often the aim of learning translation courses. It is supposed that the students who studied translation courses are competent to translate

texts. However, texts translation versions produced by many of them reflect the opposite thought. That is, they are of poor competences in translating texts.

Furthermore, texts translated by the third year BA students of English at the Faculty of Education-Saber, University of Lahj, usually miss cohesion regardless other errors. They usually translate texts as separate sentences without using appropriate connectives like the Arabic conjunctions: wa و, fa ف and thumma ثُمَّ. These conjunctions are rarely used when these students translate texts from English into Arabic, though they are used much in the texts of Arabic language. This may affect their careers as teachers and/or translators in future.

Objectives of the Study

This study tries to achieve the following objectives:

- 1- To shed light on the problems of translation at a text level particularly those which are concerned with using the Arabic conjunctions wa و, fa ف and thumma ثُمَّ to achieve the text cohesion encountered by the third year students of English, Faculty of Education–Saber, when they translate texts from English into Arabic.
- 2- To identify the importance and roles of these conjunctions in achieving cohesion of the texts in translation.
- 3- To investigate the distinction between the functions and meanings conveyed by these conjunctions

Questions of the Study

The study attempts to answer the following questions:

- 1- What are the problems of translation at a text level encountered by the third year students of English when they use the Arabic conjunctions: wa و, fa ف and thumma ثُمَّ properly when they translate texts from English into Arabic?
- 2- What are the importance and the roles of these conjunctions in achieving cohesion of the texts in translation?
- 3- To what extent the students are able to distinguish between the functions and meanings conveyed by these conjunctions?

Theoretical Background

Bell (1991) defined translation as "the replacement of a representation of a text in one language by a representation of equivalent text in a second language" (p. 6). By this definition, he referred to the equivalences at the text level. In fact, the equivalence at the text level is problematic that each language has its own ways and rules of expressions. So, these problems-the problems of translation at the text level- are worth to be studied and discussed.

Text Cohesion and Coherence in Translation

According to Farghan and Shunnaq (1999), some linguists suppose that "Text is a communicative occurrence which meets seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality" (p. 105). In fact, text cohesion and coherence are subjects of studies by many scholars and translators. According to Hatim and Mason, (1990), cohesion and coherence are two main standards of contextually and these two terms sometimes overlap and interlude to each other (p. 195). Dickins, Hervey, and Higgins (2002) distinguished between these two terms:

It is useful to distinguish between two aspects of discourse: cohesion and coherence ...we define cohesion as the transparent linking of Sentences (and larger sections of text) by explicit discourse connectives like 'then', 'so', 'however', and so on. ... coherence is a more difficult matter than cohesion, because, by definition, it is not explicitly marked in a text: it is a tacit, but discernible, thematic or emotional development running through the text. Consequently, all cohesive texts are coherent, but not all coherent texts are cohesive. (p. 128).

However, the coherence and cohesion of a source text may be conveyed in a target text in the translation process. Concerning this matter, Blum-kulka (1986) argued that shifts of cohesion and coherence might be occurred in translation (pp. 17-35). What is important in this study is the shift of cohesion because the shift of coherence is beyond its scope. The shift of cohesion in translation process is of two types: the shift in explicitness by using more cohesive devices and the shift in meaning by changing explicitness and implicitness of source text.

Cohesive Devices

Halliday and Hasan were among the earliest linguists who studied the matter of cohesion and coherence of text. After they have established their approach to cohesion in 1976, many studies which have been based on this approach were introduced in this field. Djamilia (2010), for example, pointed out that "Halliday and Hasan distinguish between five types of ties, namely reference, conjunctions, ellipses, substitution, and lexical cohesion" (p. 15).

Moreover, Halliday and Hasan (1976) classified the cohesive devices into two types: grammatical devices and lexical ties (pp. 5-6). The grammatical devices include reference, ellipsis, and substitution. The lexical ties include repetition and collocation. Conjunctions are the link between both the grammatical and the lexical categories.

Baker (1992) argued that conjunction is a formal link which connects sentences, paragraphs and clauses to each other; by using it, a writer wants his/her readers to follow the sequence of his/her speech (p. 190). The five main relations which conjunctions can express are "additive, adversative, casual, temporal and continuative" (Baker, 1992, pp. 190-191). These relations can be also subdivided into further types. Halliday and Hasan (1976) point out that "Each type is also sub-divided into four subtypes: simple, complex and emphatic, expository and exemplificatory opposition additives, and finally comparison additives" (pp. 242-243).

Problems of Translating Conjunctions

According to Deeb (2005), "adversative conjunctions among some other conjunctions can cause problems while translating them from English into Arabic" (p. 238). What cause the problems and difficulties of translating conjunctions between English and Arabic is what Baker (1992) supposed; she claimed that Arabic and English have different ways of grouping information together (pp. 192-193). That is, each language follows specific ways of using conjunctions which are different from those of other.

English Additive Conjunctions Vs. Arabic Additive Conjunctions

According to Baker (1992), the additive conjunctions in English are "and, or, also, in addition, furthermore, besides, similarly, likewise, by contrast, and for instance" (p. 191). On other hand, there are five additive conjunctions in Arabic: wa و 'and', fa ف 'and or so', thumma ثُمَّ 'then', 'aw' أو 'or', and am أم 'or'. (Abdulaziz, 2003, pp. 147-181). The most frequent ones in Arabic are wa و, fa ف, and thumma ثُمَّ, and these conjunctions have also further functions, rather than the additive function.

Functions of Wa و, Fa ف, and Thumma ثَمَّ

The Arabic conjunctions wa و, fa ف, and thumma ثَمَّ have different functions in different contexts.

The Functions of 'Wa'

The Arabic conjunction 'wa و' has many grammatical functions than semantic functions. The semantic functions of 'wa و' were stated by some scholars as Yagi and Ali (2008), Asbar and Gunidi (1981) and Dendenne (2010). Some of these functions are reviewed below:

1. Additive Function of 'Wa و'

The function of 'wa و', here, is to add information of equal value, for example:

ذهب والدي إلى المكتبة، واشترى لي كتاب النحو.

My father went to the bookshop and he bought me the grammar book.

It is clear from this example that the additive Arabic 'wa و' is translated into English 'and'.

2. Resumptive Function of 'Wa و'

The Conjunction 'wa و' is used sometimes at the beginning of a clause or a chunk of information to introduce a new topic, as in:

في الصباح الباكر، ذهب الفلاح إلى مزرعته؛ فعمل بجِدٍ حتى انتصف النهار. ولمّا عاد إلى منزله، وجد امراته قد أعدت له طعاماً شهياً؛ ليسد به رمقه.

The peasant went to his farm early in the morning. He worked hard till noon. When he came back his home, he found that his wife had prepared a delicious lunch for him.

The Arabic resumptive 'wa و' is replaced by nothing in English translation, as it has been noticed in the example above.

3. Commentative Function of 'Wa و'

Here, 'wa و' is used to state comment to what has been mentioned previously, as in:

يساعد صالح والديه، ويُعَمِّم الولد هو.

Salah helps his parents; he is a good boy.

Commentative 'wa و' is dropped in translation into English, as in the example above or it may be translated into 'so', as in:

Salah helps his parents, so he is a good boy.

4. Adversative Function of 'Wa و'

'Wa و' in this function is used to connect two ideas, the second one is opposed to the first one, as in:

استيقظ الولد مبكراً، ووصل إلى المدرسة متأخراً.

The boy woke up early but he arrived at school late.

It is clear from this example that adversative 'wa و' is translated into the adversative English conjunction 'but'.

5. Simultanetive Function of 'Wa و'

The Simultanetive function of 'wa و' means that 'wa و' is used to connect two or more actions which happen at the same time, for example:

قدم أبي والمطر ينهمر.

My father came while it was raining.

'Wa و', here in this function, is translated into one of English conjunctions of time: 'while', 'when', 'as', etc.

The Functions of 'Fa ف'

The Arabic conjunction 'fa ف' has grammatical functions as well as semantic functions. Some of its semantic functions were stated by Chalal (2010), as follows:

1. Sequential Functions of 'Fa ف'

The sequential function of 'Fa ف' means that 'fa ف' is used to connect actions which occur one after another immediately without interval, as in:

استلقى الولد على السرير، فغط في النوم.

The boy lay on bed, then he went asleep.

In this sentence, 'fa ف' indicates that the boy slept immediately when he lay on bed; it was no long time between his lying on bed and his sleeping. This is a distinctive function of 'fa ف' which differs from the sequential function of 'thumma ثُمَّ' which indicates some interval between actions. 'Fa ف' of this function is usually translated into English conjunction 'then'.

2. Resultive Functions of 'Fa ف'

'Fa ف', here, is used to connect two clauses or sentences, the second one is the result of the first, for example:

مرض علي، فذهب الى المستشفى.

Ali felt ill so he went to hospital.

As it is clear from this example, the second clause is the result of the first, and thus 'fa ف' is used to convey a resultive function in this sentence. It is also noticeable that 'fa ف', in this place, is replaced by the English conjunction 'so'.

3. Casual Functions of 'Fa ف'

This function of 'fa ف' means that 'fa ف' is used to join the cause of an action with its result, i.e. what is mentioned after 'fa ف' is the cause of what is previously mentioned, as in:

لقد نجحت. فمئابرتك هي سر تفوقك.

You have succeeded because you had worked hard.

It is clear from this example that 'fa ف' is translated into English conjunction 'because', but sometimes it may be replaced by nothing in English, as:

You have succeeded. Your hardworking is the cause of your success.

4. Explanatory Functions of 'Fa ف'

'Fa ف' is sometimes used to give explanation of what has been mentioned previously.

That is, what is mentioned after 'fa ف' is an illustration of what comes before it, as in:

الحياة ليست سعادة مستديمة، فكل أنسان وله ما ينغص حياته كائنٌ من كان.

Life is not permanent pleasure. That is, every man has what troubles his life, whatever he is.

In this example, 'fa ف' is replaced by the English phrase 'that is', and it may be replaced by nothing, as in:

Life is not permanent pleasure; every man has what troubles his life, whatever he is.

5. Adversative Functions of 'Fa ف'

The adversative function of 'fa ف' means that 'fa ف' is used to join two contrastive sentences or clauses, as in:

اجتهد الطالب، فلم ينجح في الامتحان.

The student worked hard but he has not succeeded.

In this example, the result of the action is opposite to what have been expected. That is to say, if the student works hard, it is expected that he will succeed. For the case that 'he has not succeeded', it is contrary to what has stated before 'he worked hard'. Thus 'fa ف' is of contrastive function in this case, and replaced by English conjunction 'but'.

The Functions of 'Thumma ثَمَّ'

The Arabic conjunction 'thumma ثَمَّ' is used to convey nearly two main semantic functions: sequential function and resumptive function.

1. Sequential Function of 'Thumma'

The main function of 'thumma ثَمَّ', as stated by Ni'ma (n.d.), is to signal the sequence of actions with some interval between them (p. 53), as in:

مات الخليفة الرشيد، ثم المأمون.

The calif Al-Rasheed died then Al-Mamoon.

In this example, 'thumma ثَمَّ' is used to join two actions, the period between them is many years. That is, Al-Mamoon's death occurred after years of Al-Rasheed's death. The English equivalence of 'thumma ثَمَّ', here, is the adverb 'then'.

2. Resumptive Functions of 'Thumma ثَمَّ'

Abdulazees (2003) stated another function of 'thumma ثَمَّ'. That is, 'thumma ثَمَّ' is used to signal resumption, for example:

دعك من هذا الهراء. ثم أنك لم تفهم غرضي.

Don't say such nonsense. You have not understood what I mean.

It is obvious from this example that 'thumma ثَمَّ' in this function has no equivalence in English. That is to say, in translating texts containing 'thumma ثَمَّ' with this function, 'thumma ثَمَّ' is translated into nothing.

Research Methodology

This research is a descriptive research that follows quantitative and qualitative design concerning collecting and analyzing the data.

Population and Sample

The sample of this study were 50 students selected randomly out of the whole population of the study- the third year BA students of English at the Faculty of Education-Saber. Those 50 students were chosen from both groups: A and B; the total number of the students in the two groups was 93 students. The sample of the study were male and female students who were asked to answer both the translation test and the questionnaire.

Data Collection Instruments

Two different instruments were utilized in this study: the translation test and the questionnaire.

The Translation Test

The translation test consisted of two questions. In each question, the subjects were asked to translate a text from English into Arabic, i.e. two English texts were translated into Arabic by the subjects. Furthermore, dictionaries were used by the students in translating the two texts to facilitate the process of the translation. In fact, translating those texts into Arabic required more devices than those in the STs to achieve the cohesion of the TTs. Devices like Arabic conjunctions were needed to link the sentences together, though these conjunctions did not exist in the STs, i.e. English texts. For example, conjunctions like *wa* و, *fa* ف and *thumma* ثُمَّ were needed to be used between sentences to achieve the cohesion of the TTs. Designing the test in this way enabled the researcher to obtain samples of the students' versions of translating texts from English into Arabic and to identify their ways and abilities of using the Arabic conjunctions: *wa* و, *fa* ف and *thumma* ثُمَّ in translating texts.

The Students' Questionnaire

As far as the formation of this questionnaire is concerned, it was of structured format with few open items. It was done so because this type of questionnaire is of a high degree of explicitness, easy to design and leads to less problems at the analysis stage. Bell (1987) stated that "more structured question will not present so many problems at the analysis stage" (p. 59). Besides, Seliger and Shohamy (1989) argued that structured questionnaires- which require choosing among alternatives- are regarded to be more efficient than verbal ones- which require providing information- and can also be scored by machine (p. 173). Thus, the subjects were asked to respond to the questions and items by selecting among the given alternatives and adding their opinions.

Furthermore, this questionnaire consisted of seven questions. These questions were classified into three groups. The first group aimed to investigate the problems the students face when they translate texts. The second group aimed to know the students' information about the role that the Arabic conjunctions play to achieve the text cohesion in translating texts from English into Arabic. The third group tried to investigate the subjects' schemata of the Arabic conjunctions: *wa* و, *fa* ف and *thumma* ثُمَّ.

Regarding the administration of the students' questionnaire, it was distributed to the subjects in the classroom in the presence of the researcher. The researcher informed the students about its aim and gave them a clear idea about its questions and items, and how they could answer them. The subjects were given one week to answer the questions of the questionnaire copies, and then to hand them back to the researcher.

The Validity and Reliability of the Data Collection Instruments

Regarding the validity of the tools used in this study, both the translation test and the students' questionnaire were submitted to four experts who have PhD degree in the Department of English, Faculty of Education- Sabar. After consulting those experts and taking their comments and suggestions into consideration, some modifications were made on wording of the questionnaire items and the translation test to make them suitable and valid to be conducted. The results of the pilot study proved the reliability and validity of the tools of this study.

Data Analysis

The data obtained by the two methods were analyzed and interpreted.

Analyzing the Data of the Translation Test

The data of the translation test were analyzed qualitatively and quantitatively.

1. Qualitative Analysis of the Data of the Translation Test

The aim of the qualitative analysis was to identify some errors the students made when they translated the two texts of the translation test from English into Arabic. Accordingly, this analysis showed that the students made many errors while translating these texts, the following are the prominent ones:

- a- Using no conjunctions in positions where they are needed. For example, some students did not use any conjunction to connect the first and the second sentences while translating the first text, and then the translation was like this:

- في يوم من الأيام جاء الجيش الاغريقي للهجوم علينا. نصبوا خيامهم على الجانب الآخر من النهر...

Not only these two sentences were written without connections, but in some versions the whole translation of the first text looked alike. This was due to the absence of the conjunctions between the sentences.

- b- Using one conjunction instead of another. For example, some students used 'wa' و instead of 'fa' ف in some phrases while translating the first text, as in:

- ... ونصبوا خيمهم في الجانب الآخر من النهر ...

- ... نحن نظرنا إلى أسفل ورأينا عشرون من رجالنا قادمين من القرية ...

In the two examples above, the correct conjunction is 'fa' ف not 'wa' و.

- c- Using a conjunction to introduce incorrect meaning. To support this, the following example was extracted from the students' translations of the two texts:

- ... نحن جلسنا على فرساننا ننظر عندهم وهم يعبرون النهر ...

In this example, using 'wa' و in the phrase "وهم يعبرون النهر" conveys the meaning that "the Greek army came across the river to attack those people" which is opposite to the right meaning which is "the Greek army stayed on the another side of the river and did not come to attack those people".

- d- Using 'wa' to introduce a non-equivalent phrase. This is another error made by the students in translating the two texts of the translation test, as in:

- ... ورأينا عشرون من الرجال اتوا من القرية، وهم يطعمون احصنتهم ويأكلوا في الحقول الخضراء ...

Using 'wa' و in this phrase "ويأكلوا في الحقول" added something which has no equivalence in the ST. This is to say, leading their horses to eat in green fields, the men themselves also had lunch in these fields.

- e- Using a conjunction in an odd way. Using a conjunction, particularly 'fa' ف, in an odd way was seen to be one error made by the students in translating the two texts: the first and the second. The following phrases illustrate this use of 'fa' ف:

- ... فتقدموا من على خيولهم ليسمحوا لخيولهم بالأكل الاعشاب الخضراء في الحقل ...

- ... استيقظ ووجدني خارجاً فأنه سوف اراه في حالة سيئة ...

Using a conjunction in this way was considered strange because the phrase in which a conjunction was used was not understood.

- f- Using only the conjunction 'wa' in a whole text. The conjunction 'wa' و was the only conjunction used correctly and incorrectly in a whole text in some of the students' translations, and sometimes instead of other conjunctions. It was also observed that this conjunction was the only conjunction used. Its correct uses were only the equivalences to the English conjunction 'and' in some of the students' translations of the second text, and in most of the students' translations of the first text. This led to produce uncohesive texts because translating texts into Arabic needs using conjunctions like wa و, fa ف and thumma ثُمَّ between sentences to keep the cohesion of the text even those conjunctions have not equivalences in the ST.

2. Quantitative Analysis of the Data of the Translation Test

The aim of the quantitative analysis was to investigate the right uses of the Arabic conjunctions: wa و fa ف and thumma ثم by the students. The correct uses of the two conjunctions: wa و and fa ف by the students while translating the first text, are shown in this table:

Table 1: The students' correct uses of the conjunctions: 'wa' and 'fa' while translating the first text.

Using 'Wa'		Using 'Fa'	
No. of the correct uses of 'wa' out of 200	Percentage %	No. of the correct uses of 'fa' out of 150	Percentage %
95	47.5	16	10.66

The results in table (1) above revealed that the total correct uses of the conjunction wa و by the students in translating the first text were 95 uses which represented 47.5% of all the required uses of this conjunction in translating the first text which are 200. On the other hand, the results in table (2) above revealed that the correct uses of the conjunction fa ف by all students were 16 out of 150 uses required in translating the first text. These correct uses represented 10.66%. The conjunction thumma ثم was excluded in analyzing this text because there is no need to use it in the translation of this text.

The students' correct uses of these conjunctions wa و fa ف and thumma ثم while translating the second text are tabulated in table (2) below:

Table 2: The students' correct uses of the conjunctions: wa, fa and thumma while translating the second text.

Using 'Wa'		Using 'Fa'		Using 'Thumma'	
No. of the correct uses of 'wa' out of 500	Percentage %	No. of the correct uses of 'fa' out of 550	Percentage %	No. of the correct uses of 'thumma' out of 150	Percentage %
218	43.6	58	10.54	7	4.66

The total correct uses of wa و were only 218, which represented 43.6% of all the required uses (500) in translating the second text, whereas the number of the total correct uses of the fa ف conjunction by the students were only 58, which represented 10.54% of its all required uses, which are (550), to translate this text. Concerning the conjunction thumma ثم, the results obtained in table (3) above seem striking in the case of using this conjunction. That is to say, the number of the total correct uses of this conjunction was 7 which represented 4.66% of all the required uses, which are 150, of this conjunction in translating this text.

Analyzing the Data of the Students' Questionnaire

The data obtained from the students' questionnaire were analyzed and interpreted by using the following procedures.

- 1- The number of the responses to each alternative of each item were counted.
- 2- The percentage of each alternative of each item was counted, too.
- 3- The data of each item of the questionnaire were tabulated.
- 4- The results obtained in the preceding steps were analyzed and interpreted.
- 5- The questions that asked the subjects to add specifications or information were discussed, too.
- 6- The results of each item were compared to that of the translation test.

In this section, an attempt will be made to analyze the students' questionnaire item by item, and to interpret the data gathered by these items. The results will be presented in tables and interpreted accordingly, as follows:

1- Do you think it is important to use the Arabic conjunctions (wa و, fa ف and thumma ثُمَّ) in translating texts from English into Arabic?

a- Yes

b- No

Table 3: The importance of using the Arabic conjunctions: *wa*, *fa* and *thumma* .

The Given Alternatives	Yes	No
Number of Participants	47	3
The Percentage	94%	6%

It is clear from the results in table (3) above that the majority of the students have a positive attitude towards using these conjunctions in translating texts from English into Arabic and a few of them have a negative attitude.

The students were asked to justify their positive responses, i.e. the students who responded to the option 'yes' were asked to choose one or more of the given reasons as shown in the following table:

Table 4: Reason/reasons for using the Arabic conjunctions: *wa*, *fa* and *thumma* in translating texts.

The Given Alternatives	No. of Participants	The Percentage
Using these conjunctions helps the reader to follow the ideas of a text.	37	74%
Using these conjunctions makes a text seem as an original text.	22	44%
Using these conjunctions makes a text seem more aesthetic.	19	38%
Using these conjunctions helps to achieve the text cohesion.	32	64%

Based on the results presented in the table above, it can be said that the students considered the using of the Arabic conjunctions: *wa* و, *fa* ف and *thumma* ثُمَّ is important in translating texts for one reason or another. However, most of these students are unable to use these conjunctions properly in translating texts from English into Arabic as it was seen from the results of the translation test.

2- When you translate texts from English into Arabic, do you find it difficult to use the appropriate Arabic conjunctions (و, ف, ثُمَّ) ?

Table 5: The difficulty of using the Arabic conjunctions: *wa*, *fa* and *thumma*.

Always	Sometimes	Never
9	40	1
18%	80%	2%

The subjects' responses to this item indicated that most of the students found difficulty to use the appropriate conjunction *wa* و, *fa* ف or *thumma* ثُمَّ in translating the two texts in the translation test. So, the translation versions of those texts by most students lost cohesion.

3- Which of the followings is the most problematic aspect for you in using an appropriate conjunction while translating texts from English into Arabic? (You can tick more than one item.)

Table 6: The problematic aspects of using the Arabic conjunctions: *wa*, *fa* and *thumma*.

The given Alternatives	No. of Participants	The Percentage
Similarity between ' <i>wa</i> ' و and ' <i>fa</i> ' ف	27	54%
Similarity between ' <i>wa</i> ' و and ' <i>thumma</i> ' ثُمَّ	17	34%
Similarity between ' <i>fa</i> ' ف and ' <i>thumma</i> ' ثُمَّ	17	34%

The subjects' responses to this item show that these aspects of the difficulty of recognizing the appropriate conjunction while translating texts were clearly reflected in the results of the given translation test. That is, the conjunctions: *wa* و, *fa* ف or *thumma* ثُمَّ were wrongly used one instead of another in the students' translations of the given two texts of the translation test. This revealed that the students could not differentiate between the uses of these conjunctions.

4- Do you know the functions of the Arabic conjunction 'wa' و ?

a- Yes

b- No

Table 7: Knowing the functions of *wa* .

The Given Alternatives	Yes	No
Number of Participants	44	6
The Percentage	88%	12%

Table (7) above shows that the majority of the students stated that they know the functions of the Arabic conjunction 'wa' و, whereas a few of them stated that they do not know its functions. However, the results obtained from the translation test showed incorrect employments of these functions, i.e. most of the students could not properly use the conjunction 'wa' و while translating the given two texts of the translation test.

5- Do you know the functions of the Arabic conjunction 'fa' ف ?

a- Yes

b- No

Table 8: Knowing the functions of *fa* .

The Given Alternatives	Yes	No
Number of Participants	29	21
The Percentage	58%	42%

Responding to this item, more than the half of the students thought that they know the functions of the conjunction 'fa' ف, whereas less than the half of the students said that they do not know such functions. As far as the results of the translation test are concerned, most of the students are unaware of the various functions of the Arabic conjunction 'fa' ف, even the students who assumed that they know the functions of this conjunction.

6- Do you know the functions of the Arabic conjunction 'thumma' ثُمَّ ?

a- Yes

b- No

Table 9: Knowing the functions of *thumma* .

The Given Alternatives	Yes	No
Number of Participants	35	15
The Percentage	70%	30%

As it is clear from table (8) above, less than one third of the students do not know the conjunctions 'thumma' ثُمَّ. However, the results of the translation test revealed that most of the students were unaware of the functions of the conjunction 'thumma' ثُمَّ. This is opposite to what they thought in responding to this item.

7- What are the other problems that you face while translating texts from English into Arabic?

The subjects' responses to this item indicated that the texts translation is a problematic process in which the students usually encountered many problems. Those problems were faced in comprehending stage as well as in paraphrasing stage. For example, the following are some of those problems:

- Understanding and translating some difficult words and phrases.
- The difficulty of finding the correct structure or suitable expressions to convey the message.
- Translating idioms, collocations and/or polysemous words in texts.
- Translating literary, political or religious texts.
- The difficulty of producing a good translation which will be accepted by other people.
- Lack of dictionaries.
- Understanding the ambiguous meanings of some expressions in a text.
- The difficulty to select a suitable meaning of a word that suites the context.
- The difficulty of using some Arabic phrases like *حيث أن*, *فلما كان*, *إذا أن*, etc.
- Long texts sometimes cause problems.

The Findings of the Study

The theoretical part of this study presented the functions and roles the Arabic conjunctions: wa و fa ف and thumma تُمَّ play in different contexts and showed the distinction between those functions. The practical part showed that the students of the third year of English at the Faculty of Education-Saber, University of Lahj face many problems while translating texts from English into Arabic, the main ones are the following:

- 1- They are with low proficiencies in translating texts.
- 2- They face difficulties in using the Arabic conjunctions: wa و fa ف and thumma تُمَّ while translating texts from English into Arabic.
- 3- Most of them cannot achieve the text cohesion while translating texts from English into Arabic because they do not use an appropriate conjunction, or because they use a conjunction incorrectly.
- 4- They have difficulties in distinguishing between the functions and meanings conveyed by the Arabic conjunctions: wa و fa ف and thumma تُمَّ. So, they use one conjunction instead of another.

Recommendations and the Suggested Solutions

This study concluded by giving some recommendations to the teachers as well as the learners of translation and to the heads in the university who are responsible to the students' learning in order to get solutions to the problems of translating texts among the students; the most prominent ones are the following:

- 1- Learners of translation should practise translating texts more than translating separated sentences.
- 2- Learners of translation should extend their Text-translation activities beyond translation assignments that given to them by their teachers.
- 3- Learners of translation should be precise and clear in their translations because translation is a way of communication. That is, a translator's job is not to transcribe writer's ideas but to convey these ideas clearly. To achieved this purpose, the students should avoid word-for-word translation, but rather they should depend on a context to covey a meaning of a message as a whole.
- 4- Learners of translation should use dynamic equivalences more than formal equivalences in their translating texts. In other words, they should not stick with the form and structure of a ST, but they should follow the styles and norms of a TT to convey the meanings in aesthetic ways.
- 5- Learners of translation should not treat a text as a chain of separate sentences but as a unified complex unit.

- 6- Learners of translation should read about the functions of the Arabic conjunctions: wa و fa ف and thumma ثُمَّ and how they are used.
- 7- They should not exert their efforts only to learn English, but they should focus on both languages: English and Arabic.
- 8- Learners of translation should be aware of the differences between English and Arabic, especially their rules and styles.
- 9- Teachers of translation should not devote all their instructions to translating sentences, but they should assign parts of their teaching to translating texts.
- 10- Teachers of translation should focus on practical side more than theoretical side of translation particularly translating texts.
- 11- Teachers of translation should always provide their students with text-translation tasks to enhance their awareness of using conjunctions and other text-translation requirements.
- 12- Teachers of translation should regularly correct their students' errors in translating texts, show them the correct translations and how to use the conjunctions properly in translating texts.
- 13- Translations courses should be taught by the teachers who are well qualified in both languages: Arabic and English, i.e. the teachers who are qualified in translation.
- 14- The Arabic language as a required course should be extended to four courses instead of two courses particularly in the English departments in the B.A. programme. The further two courses should focus on the writing skill of Arabic.

Conclusion

To conclude, it has to be said that the most prominent difficulties students face are represented in using the suitable Arabic ties to connect the sentences together. They just transfer the meanings of English sentences, producing separate Arabic sentences that require cohesive ties between them like the Arabic conjunctions: wa و fa ف and thumma ثُمَّ. Consequently, this study underlines an important message that there must be concerted efforts to improve the learners' knowledge and art in translating texts and to tackle the problems they face in this process.

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Appendix 1

The Translation Test

Q1) Translate the Following Text into Arabic:

The Greek Army

One day the army of Greece came to attack us. They put up their tents on the other side of the river. We sat on our horses looking at them across the river. No one came to attack us, so we turned to go home. When we had got back to the castle, we looked down and saw twenty of our men come out from a village. They were leading out their horses to eat in a green field near the village, and they had not brought their spears.

Q2) Translate the Following Text into Arabic:

Clemency of a Calif

Abdle Mou'min said: "I was once sitting in a small room transcribing a book. A sofa was reserved there for the Calif to sit on when he comes. It was covered with a sheet of cloth to protect it from dust. A little servant came and slept nearby. He went so deep and returned over and over until he got wrapped in the sheet. Then he returned over until his feet came on the arm of the sofa".

While I was busy transcribing, I felt some footsteps in the hall. I looked up. It was the Calif. He beckoned me, softening his footsteps. I rose up and bowed down to him respectfully.

He said: " If this little servant wakes up and finds me out that I have seen him in this state, he will die for fear. Wake him up gently, while I leave out to the orchard and then come back".

When the Calif left, I wake him up. He was excited. Then the Calif come in after we had arranged the sofa.

Appendix 2

The Students' Questionnaire

Dear student,

You are requested kindly to fill in this questionnaire which aims at investigating using Arabic cohesive ties: wa, fa and thumma in translating texts from English into Arabic. Your cooperation will be of great help to this study.

Please tick (√) the appropriate box:

1. Do you think it is important to use the Arabic conjunctions (wa و , fa ف and thumma ثُمَّ) in translating texts from English into Arabic?

Yes

No

If yes, it is because: (You can tick more than one item.)

- Using these conjunctions helps the reader to follow the ideas of a text.
- Using these conjunctions makes a text seem as an original text.
- Using these conjunctions makes a text seem more aesthetic.
- Using these conjunctions helps to achieve the text cohesion.

2. When you translate texts from English into Arabic, do you find it difficult to use the appropriate Arabic conjunctions wa و , fa ف and thumma ثُمَّ) ?

Always

Sometimes

Never

3. Which of the followings is the most problematic aspect for you in using an appropriate conjunction while translating texts from English into Arabic? (You can tick more than one item.)

- Similarity between 'wa' و and 'fa' ف.
- Similarity between 'wa' و and 'thumma' ثُمَّ.
- Similarity between 'fa' ف and 'thumma' ثُمَّ.

4. Do you know the functions of the Arabic conjunction 'wa' و ?

Yes

No

5. Do you know the functions of the Arabic conjunction 'fa' ف ?

Yes

No

6. Do you know the functions of the Arabic conjunction 'thumma' ثُمَّ?

Yes

No

7. What are the other problems that you face while translating texts from English into Arabic?

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Thank you very much

مقالة بحثية

استخدام روابط تحقيق التماسك النصي: و، ف، ثم في ترجمة النصوص من اللغة الإنجليزية إلى اللغة العربية

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المُلخَص

تهدف هذه الدراسة لبحث المشكلات المتعلقة بترجمة النصوص، وهي واحدة من الدراسات القليلة التي تتناول مشاكل الترجمة على المستوى النصي - الجانب الذي لم يَنل الاهتمام الكافي من قبل الباحثين في مجال الترجمة. وبصفة خاصة، تبحث الدراسة في مشاكل تحقيق التماسك النصي باستعمال حروف العطف العربية: و، ف، ثم، حال ترجمة النصوص من اللغة الإنجليزية إلى العربية. وقد أجريت هذه الدراسة على طلاب المستوى الثالث في قسم اللغة الإنجليزية الذين درسوا مساقات الترجمة في كلية التربية - صبر، جامعة لحج. ومن بين هؤلاء الطلاب تم اختيار 50 طالباً بشكل عشوائي ليكونوا عينة لهذه الدراسة. وفيما يتعلق بجمع البيانات، فقد استعملت في هذه الدراسة أداتان هما: اختبار للترجمة واستبانة للطلاب. وقد أظهرت النتائج أن الطلاب يواجهون مشكلات عديدة عند ترجمتهم للنصوص من اللغة الإنجليزية إلى اللغة العربية، منها عدم قدرتهم تحقيق التماسك النصي من خلال ربط الجمل باستعمال حروف العطف العربية المناسبة. وتُعزى هذه المشكلات إلى ضعف كفاءاتهم اللغوية وقلة خبراتهم في ترجمة النصوص. وفي ضوء هذه النتائج، وضع الباحث عدداً من المقترحات والتوصيات لطلاب الترجمة ومدرسيها، ورؤساء أقسام اللغة الإنجليزية في جامعة لحج، والمسؤولين في الجامعة التي يَرجو منها تحسين أداء الطلاب في ترجمة النصوص وتطوير مفردات الترجمة. ووضع الباحث في نهاية الدراسة تصورات لدراسات أخرى متعلقة بترجمة النصوص.

الكلمات المفتاحية: ترجمة النصوص، روابط تحقيق التماسك العربية، طلاب المستوى الثالث.

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