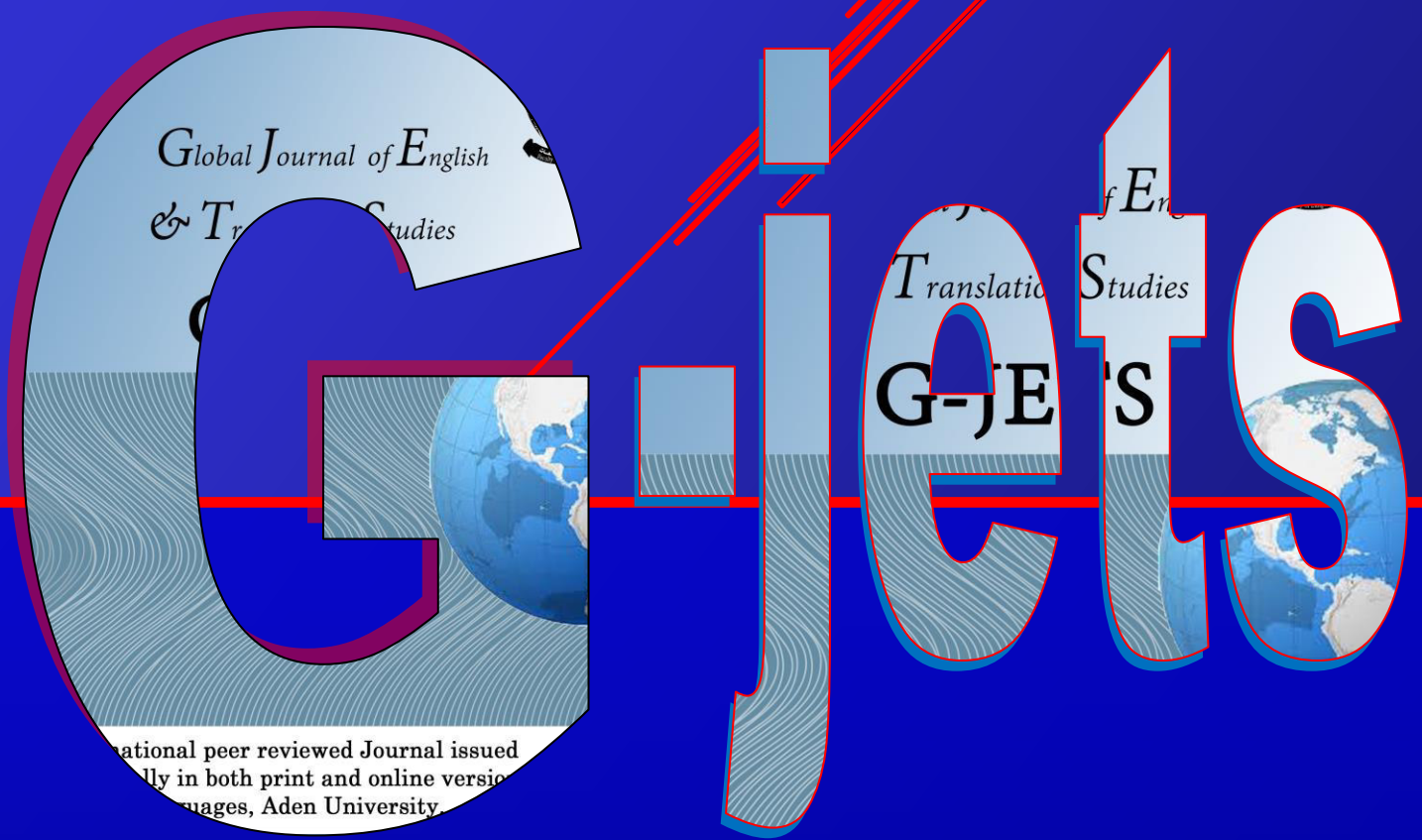


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About the Journal

The Global Journal of English and Translation Studies (G-JETS) is a high quality open access peer reviewed research journal published by the Faculty of Languages- Aden University. It is a brainchild of a group of academicians and research scholars in the field of English language and translation studies. It aims to provide a platform for the researchers, academicians, professionals, practitioners and students to impart and share knowledge in the form of high quality empirical and theoretical research papers, case studies, literature reviews, translations and books reviews to make them available to scholars of English language studies and translation. It is a biannual publication (January & June). The journal publishes in both print and online versions. The G-JETS was founded in 2014 by Prof. Dr. Gamal Mohammed Ahmed Abdullah, dean of the Faculty of Languages- University of Aden.

Editorial

It gives me great pleasure to offer you this issue. I am also particularly happy to report that this issue contains research papers from different universities. The G-JETS is distinguished by its regular publication during the last period. This verifies our commitment of continual improvement of the journal and publication in the scheduled time. The G-JETS draws its strength and continuity from your participation. At this point, please allow me to forward my thanks to the editorial board and publishers for their continuous efforts for making this journal a landmark of the University of Aden in general and the Faculty of Languages in particular. In this issue, I seize the opportunity to invite all researchers and academicians to continue writing and share their works through this journal. The journal has become now an open access to everybody through its appearance in the online version which constituted an excellent addition to the print version. Finally, I thank all the authors for choosing our journal to be their window for sharing their knowledge.

Chief Editor

Prof. Dr. Gamal, M. A. Abdullah

Rector's Word

It is my great honor pleasure to introduce issue No.4 of the G-JETS issued by the Faculty of Languages-University of Aden. Distinguished publication of international refereed journals by universities raises their ranks among global universities and helps in spreading and sharing scientific knowledge. According to my best knowledge, the G-JETS is characterized by its regular appearance over the last three years. Hence, I impel the G-JETS and other journals issued under the umbrella of the University of Aden to preserve on their regular publication. In this word, I would like to seize the opportunity to invite all academicians and students at the university and other universities to promote their academic work with the academic and scientific research which is the main pillars in developing nations. The University of Aden has been and will always be a platform for scientific research and spreading knowledge, morality and culture. Finally, I look confidently and boldly that every member of the staff of the university will rise to all the challenges the university and the country must meet especially in this critical and hard time.

The Rector

Prof. Dr. Al-khadar Naser Laswar

Notes for Contributors

Editing Requirements

1. Paper should be in Times New Romans font with 12 font size on 4A paper printed at single side.
2. Margins should be 2.5 cm on four sides.
3. The soft copy of the paper should be in MSW 2007 OR any latest MSW version. Or log to our website to get a template.
4. A PDF format copy should also be included.
5. Contributors should follow APA referencing system.
6. The paper should not exceed 5000 words.
7. The paper should be acknowledged with a declaration that it is an original work and has not been published anywhere else.
8. Abstract should not be more than 200 words.
9. A short bio-note of the author should include name, institutional affiliation and brief career history.

Selection Procedures

All submitted papers will be screened by peer reviewing committee. Final selection will be made if the paper is selected by reviewers for publications. The editors reserve the right to make necessary editing of the selected papers for the sake of conceptual clarity and formatting.

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It is warned to the contributor(s) that they must adhere to academic ethics with respect to acknowledgment of original ideas of the others. It will be the contributors' sole responsibility of any plagiarism.

Disclaimer

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من كتاب اللعب بالنار ..قصص من المحيط الهادئ

التقديم: قصة من الفلبين

تأليف سايونيل جوسى

ترجمة د. طارق علي عيدروس السقاف

أسرعت مارينا سالسيدو صوب طاولتها في العمل لفتح المظروف الخاص بها بخصوص ترقيتها الذي كان قد وصل للتو. كان اليوم هو الخامس عشر من يوليو، وكان مقررا لها السفر إلى مانيلا في صباح اليوم التالي لمتابعة واستكمال أوراق الترقية!!!! ومارينا سالسيدو هي موظفة حكومية من الدرجة الثانية ، وكانت تستحق هذه الترقية منذ خمس سنوات، ولكن وبسبب الروتين والفساد الاداري والمالي تأخرت الترقية...ولكن وبعد طول وعناء الانتظار والمتابعة...ها هو خطاب الترقية قد وصل أخيرا...صحيح انه تأخر كثيرا.. ولكنه قد وصل على أي حال...

كانت مارينا تعمل في الوزارة لمدة عشرين عاما، وخلال الخمس الاعوام الاخيرة ، ارتفعت أسعار السلع والحياة المعيشية بشكل كبير جدا، فبدون العلاوة في الراتب المصاحبة للترقية ، لن تتمكن من إرسال ابنها البكر إلى الجامعة للدراسة، كما أنه قبل ثلاث سنوات اضطرت للاستدانة بضمان منزلها- لتغطية نفقات علاج زوجها.

تفحصت وبدقة النفقات التي سوف تحتاجها لتغطية نفقات السفر والاقامة والطعام إلى مانيلا لمتابعة أوراق الترقية...وكان المبلغ الذي يسمح به دخلها هو متان وستون بيزو فقط لاغير...توجهت صوب مكتب المدير وكان يقع في طرف المبنى...وكانت الموظفات لا يتحدثن ، ومعنى هذا أن المدير كان موجودا...وقد سمحت لها سكرتيرة المدير بالدخول للمكتب لمقابلته شخصيا....

عند دخولها المكتب...كان المدير يقرأ نسخة متسخة من مجلة البلاي بوي، وكانت مجلة تمتلئ بصور نساء عاريات...لم يعرها اهتماما كبيرا، كما أنه لم يضع المجلة جانبا ، وكانت مارينا واقفة أمامه مباشرة منتظرة منه التكلم معها...كان المدير رجلا في الخمسين من العمر ، وكان أصلعا...بعد برهة من الوقت ، ترك المجلة جانبا والنفت إليها قائلا بحماس مصطنع " إذن فانت مسافرة غدا يا مارينا..." ردت باحترام " نعم ياسيدي..." رد قائلا " حسنا...تستطيعين ترك عملك اليوم وقت الظهيرة للاستعداد للسفر غدا، سنمنحك اجازة عمل لمدة ثلاثة أيام للسفر إلى مانيلا لمتابعة موضوع ترقيةك...هل هذه الفترة كافية لك؟ " ...ردت قائلة " اتمنى لو أحصل على ثلاثة أيام اضافية لو امكن ياسيدي..هل هذا ممكن؟"....رد المدير "لا مشكلة بخصوص هذا يامارينا...أوه لو امكن أن تحضري لي من هناك قماش الغبردين* لعمل بنطلونين لي...سأدفع لك ثمنه عند عودتك "....أجابته بنبرة احترام قائلة "نعم ياسيدي...وشكرا جزيلا لك".

كانت تعرف تماما أن نسيج الغبردين مكلف جدا ، وأن سعره على الاقل ستون بيزو...في المرة الماضية ، طلب منها المدير أن تجلب له زوج من البنطلونات الجينز ماركة لافى..وكانت تكلفتها مائة وعشرون بيزو، وعند عودتها تظاهر بأنه سيدفع لها قيمة البنطلونات، ولكنها رفضت أن تأخذ قيمتهم...وكانت تعرف الان أنه سيقوم بنفس اللعبة والتظاهر بالدفع...ولكنه على أي حال ليس بالمدير السيء ، أو على الاقل أفضل من غيره....فثلاثة ايام اضافية للإجازة مقابل

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قماش الغبردين يعتبر حالة افضل من غيره، فعلى الاقل هو لم يحاول ان يمس جسدها كما عمل مع الموظفين الاخرين....

تحركت الحافلة في السادسة من صباح اليوم التالي ، وقد اتجهت صوب الوادي الكبير عابرة حقول الارز المزروعة حديثا...كانت الشمس مشرقة و كانت الطرقات هادئة وتخلو من الزحمة، وكانت الجسور باهرة الجمال وقد اختصرت الطريق صوب مانيللا بحدود العشر ساعات، وقبل بناء هذه الجسور ، كانت الرحلة صوب مانيللا تستغرق يوما كاملا.... أنها التكنولوجيا!!!! انه التقدم الذي يجعل الانسان يعيش في رخاء...كانت مارينا تعلم بان هناك العديد من المشاكل توجد في قرى الجبل ومناطق أخرى محاذية لها...ولكن في منطقتها كانت الامور افضل نسبيا...كانت ظروفها جيدة إلى حد ما...فقد استطاعت وزوجها أخيرا من الانتهاء من بناء منزل لهم...كان لديها ثلاثة اطفال...طفلها الاول البكر قد تزوج مؤخرا وهاجر للعيش والعمل في الولايات المتحدة ، والثاني سيتخرج من الجامعة قريبا اما طفلها الاخير فقد انهى للتو دراسته الثانوية...ولكن الحياة وتكاليف المعيشة اصبحت غالية...قبل خمس سنوات كانت قد تقدمت بطلب للحصول على ترقية ، وقد سافرت إلى مانيللا مرتان بخصوص هذا الموضوع ، وأخيرا وبعد طول المتابعة التي استغرقت خمس سنوات تحصلت على الترقية.

وصلت الحافلة مانيللا وقت الغروب، اتجهت مارينا صوب منزل ابنة عمها، فقد كانتا صديقتان أيام الدراسة في الجامعة، كان عليها أن تنام على اريكة خشنة في شقة ابنة عمها المتواضعة جدا، وهذا على اية حال افضل من انفاق اكثر من ثلاثين بيزو على غرفة متواضعة في فندق رخيص. وعند وصولها إلى منزل ابنة عمها كانت الاخيرة وعائلتها يتناولون طعام العشاء، ولم يكن من اللياقة ان تحضر خالية اليدين، بل احضرت معها لحما وسمكا وارزا...بدأت اسرة ابنة عمها سعيدة برؤية مارينا ، عندها سألت ابنة عمها مارينا قائلة "كم تستغرق مهمتك هنا؟"...ردت مارينا قائلة "لن امكث هنا اكثر من اسبوع، كما انني لن اتناول الطعام هنا، سأقضي معظم اوقاتي في الوزارة لمتابعة اوراق ترقيتي".

استيقظت مارينا في الساعة السادسة من صباح اليوم التالي واستعدت للذهاب للوزارة للمتابعة، وكان أولاد ابنة عمها- يبلغ الاول الرابع عشرة والثاني الثالث عشرة من العمر- يستعدون للذهاب إلى المدرسة ، في الحقيقة لم تستطع مارينا النوم لان اولاد ابنة عمها كانوا يعزفون موسيقى الروك اند رول طيلة الليل.

عند وصولها الوزارة، اتجهت مباشرة صوب قسم شؤون الموظفين، وكان جميع الموظفين التي عملت معهم طوال فترة خدمتها السابقة قد انتقلوا جميعهم إلى اقسام اخرى، ولم يكن هناك من تعرفهم من الموظفين الجدد. عندها قامت بسؤال احدى الموظفات عن الشخص المسؤول عن اوراق ترقية الموظفين ، وقد اشارت عليها بالاتجاه صوب الطرف الاخر من المكتب عند امرأة بدينة وكانت تبدو في مطلع الثلاثينات من العمر وكان لها اسنان سينة الهينة وشعر قصير وكانت ترتدي ثوبا بدا ضيقا نوعا ما مع جسمها البدين.

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اتجهت صوب تلك المرأة البدينة ، عندها قامت تلك المرأة بإحضار قائمة اسماء الموظفين التي شملتهم الترقية، وشرعت تقرأها بتمعن، عندها قامت بجلب بعض الأوراق وبدأت تنظر صوبها بابتسامة خافتة ولكنها مأكرة... عندها التفتت المرأة تجاه مارينا قائلة " أنا أسفة يا سيدة سالسيدو،...ان اسمك غير موجود في القائمة، يبدو انه قد سقط سهوا...." بدأ الانزعاج والقلق على وجه مارينا، فقالت بصوت محتج " ولكن هذا مستحيل!!! لقد تسلمت رسالة رسمية من مكتبكم هذا بخصوص الترقية ورقم ملفي هو..." اسرعت بإخراج الرسالة من حقيبتها... نظرت المرأة البدينة صوب مارينا بابتسامة خبيثة وقالت بمكر واضح " سيدة سالسيدو، سأقوم بمراجعة منات ومناات الملفات بدقة ، سأطلب من احد الاولاد ان يجلب الملفات لفحصهم" قالت هذا وهي تفتح احد ادراج مكتبها القريب من مارينا فقالت بمكر "لما لا تضعين عشرون بيزو هنا اتعاب الولد الذي سيقوم بالبحث عن ملفك؟".... اندهشت مارينا كثيرا لكلام الموظفة ، ولم تصدق لوهلة أن هذا الفساد المالي والاداري يحدث في مرفقهم....بعدها رضخت للأمر...فقامت بفتح حقيبتها واخرجت ورقة نقدية فئة عشرون بيزو ووضعتها في الدرج...عندها قالت مارينا متسائلة "هل يمكنني العودة ظهر هذا اليوم؟" ردت المرأة البدينة قائلة بنفس الابتسامة المأكرة " أوه كم أود هذا...تعرفين يا سيدة سالسيدو ان هذا الامر صعب للغاية، لما لا تحضرين غدا صباحا؟" ...ردت مارينا " أنني من مقاطعة...." هنا ردت الموظفة "نعم...نعم...أنني اتفهم هذا....سأحاول ان اعمل كل ما بوسعي لمساعدتك".

لم يكن لديها ما تعمله ، لذا غادرت مارينا الوزارة واخذت تاكسيا وتوجهت صوب اقرب سوپر ماركت للبحث عن قماش الغبردين . وقد تساءلت بقلق عن سعره...واخيرا اشترت القماش من احد المتاجر الفخمة وكان سعره اربعة وثلاثون بيزو...بعدها شرعت بأخذ جولة في المتجر لتأخذ فكره عن اسعار الاغذية وكان سعرها غاليا مقارنة بأسعار منطققتها...دفعت خمسة من البيزوات ثمنا لعبة صغيرة من المعكرونة مع الدجاج للغداء....بعد تناولها للغداء شرعت بالمشي حول العاصمة مانيلا...لقد مضى زمني ليس بالقصير على اخر زيارة لها للعاصمة...لقد تغيرت كثيرا...في منطقة مكاتي – وكانت احدى المناطق الراقية جدا في مانيلا- يوجد بها مباني زجاجية فخمة وكانت شوارعها نظيفة جدا، كانت تبدو غريبة الطراز...مما جعل مارينا تتذكر ابنها البكر الذي يعيش ويعمل في امريكا ، فربما في احد الايام في المستقبل ستذهب وزوجها إلى هناك ، (ولكن يبدو ان المستقبل هنا في مكاتي....ولو ان هذا هو المستقبل ، هل من الضروري الذهاب إلى امريكا؟) كانت هذه الافكار تدور في رأسها وهي تنظر بإعجاب للمباني الشاهقة في مكاتي....

في صباح اليوم التالي توجهت مارينا مبكرا كعادتها إلى الوزارة ، فأخبرتها الموظفة البدينة بأنه قد تم العثور على أوراقها ، ولكن بقي لها استمارة جديدة كي تملأ بياناتها المطلوبة....وكان مطلوبا منها أن تأخذها من مكتب اخر في نفس مبنى الوزارة ، وتملى كافة البيانات ، وبعدها تعيد الاستمارة إلى مكتب شؤون الموظفين للتوقيع والختم عليها وبعدها تعيدها للمكتب الاول الذي اخذت منه الاستمارة وهو بدوره يقوم بإرساله إلى مكتب آخر في الدور الخامس من المبنى ولكن لم يكن المصعد يعمل....ولكن وفوق هذا كله اخبرها الموظف قائلا (أوه ..أنا أسف لقد نفذت الاستمارة نموذج D22a عليك الحضور غدا ظهرا للحصول على واحد)....هنا أدركت مارينا اللعبة القديمة...وان هذا الموظف

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الذي يدعي عدم توفر الاستثمارات في الواقع يريد رشوة حتى يعطيها واحدة....انزعجت كثيرا ، بعد ان قال لها الموظف هذا ، قام بفتح درج المكتب بهدوء وكانت ابتسامة مأكرة و خبيثة تطل من عينيه....عندها وضعت مارينا فئة نقدية بملغ خمسة بيزو داخل درج الموظف ، وقالت (أرجوك ، أنني في عجلة من أمري، حاول جل جهدك ايجاد استمارة لي الان وليس غدا ، لابد وان تكون احدى الاستثمارات موجودة هنا أو هناك....) ... هنا ابتسم الموظف بعد ان اغلق درج مكتبه، وأتجه نحو درج آخر خلفه تماما وفتحته واحضر الاستمارة المطلوبة ولم يكلفه هذا اكثر من دقيقة واحدة على الاكثر!!!!.

عندما نظرت صوب الاستثمار ، كان بها الكثير من الاسئلة حول تواريخ مختلفة حول دخولها المدرسة الابتدائية والثانوية والجامعة وسفرها خارج البلاد....وهذا السؤال الاخير – حول سفرها خارج البلاد- جعل مارينا تضحك كثيرا... ، وتساءلت بينها وبين نفسها ضاحكة (كم عدد الموظفين في هذه البلاد قد سافر للخارج!!!!؟؟؟؟) ففي الواقع هي لم تسافر حتى خارج قريتها!!! في هذه البلاد يعيش الموظف على الكفاف وبالكاد يستطيع توفير لقمة العيش لعائلته....تفكرت قليلا صوب حياتها وزوجها وعائلتها البسيطة ، فهي لم تكن تتطلع للوصول للقمة ، لتصبح وزيرة مثلا، أو سفيرة، كانت سعيدة وراضية بحياتها المتواضعة والبسيطة، فعلى الاقل تستطيع النوم بهدوء بدون كوابيس مرعبة التي عادة ما تواجه الوزراء والمسؤولين في هذه البلاد....بعد أن ملأت الاستمارة بكافة البيانات الخاصة بها، أخذتها صوب مدير المكتب التي سمعت عنه بأنه رجل شريف ولايقبل الرشوة ، والان حانت اللحظة لتدخل اليه وترى ان كان ما سمعته صحيح ام لا....انتظرت كثيرا خارج مكتب المدير حتى يؤذن لها بالدخول، واخيرا نودي عليها للدخول إلى مكتب المدير وكان يدعى السيد بيرمودز...كان مستلقيا على كرسيه فور دخولها إلى مكتبه وعندها سألتها قائلا (حسنا، كيف يمكنني خدمتك؟)....ردت عليه (إنها ترقيتي يا سيدي، لقد انتظرتها طويلا)...قالت هذا ووضعت أوراقها على مكتبه مقابل له...عندها أخذ المدير أوراقها وقرأها بتمعن...بعد ذلك قال لها بجدية (حسنا... يبدو أن كل وثائقك سليمة يا سيدة سالسيدو، فأنت تعرفين ما يجب عليك القيام به الخطوة التالية، فبعد توقيعك على أوراقك، عليك الذهاب إلى الشؤون المالية حتى تتأكد انه يوجد لديهم سيولة مالية حتى يدفع لك....وان كان يوجد سيولة مالية، فان وزير المالية سيقوم بالتوقيع على أوراقك، عندها ستستلمين علاوة الترقية وقدرها مائة بيزو شهريا....واعتقد ان زيادة مرتبك ستبدأ من بداية هذه السنة، وسأعمل كل ما بوسعي حتى يتم هذا....)عندها شرع في التوقيع على الاوراق وقال لها (أعرف انك خدمتي في هذه الوزارة لفترة طويلة، ولكن احيانا تمر الترقيات ببطء شديد...عموما اتمنى لك التوفيق...) قال هذا وهو يبتسم بعد أن أنهى توقيع جميع أوراقها....شعرت بسعادة غامرة وانها بدأت تقترب من هدفها...وقالت في قرارة نفسها (فعلا أن السيد بيرمودز هذا لطيفا للغاية...)

بعد ان تناولت غذائها البسيط – كان عبارة عن بعض الموز وعصير- اتجهت صوب الادارة المالية....وكانت بعض الموظفين يتحدثون ويضحكن كثيرا في مكاتبهم، وبعضهن يقرنن الجرائد، واخريات لا يفعلن شيئا....وقيد قيل لمارينا بأن المدير المالي كان قد خرج وانه لن يعود اليوم، وعليها العودة غدا...هنا غادرت مارينا المكتب وقررت الذهاب إلى السينما في المساء....

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في صباح اليوم التالي وقبل الساعة الثامنة – وقت الدوام في مانيل- وصلت مارينا إلى مكتب المالية ، وقد وجدت العديد من الموظفين الجميلات التي يقعدن في مكاتبهن ولا يفعلن شيئا يذكر، و كانوا جميعهن يتحدثن عن ذهابهن للديسكو هذا المساء، في الساعة الثامنة والنصف وصل المدير المالي إلى مكتبه وكان يدعى جوليو لوبو ، وكان من كبار المسؤولين في الوزارة، وكان يرتدي بدلة من قماش الغبردين الفاخر بنية اللون ...بعدها توجهت مارينا صوب مكتبه...كان السيد لوبو يقرأ بعض الملفات ويدون بعض الأرقام على الآلة الحاسبة ، حينها نظر إليها و ابتسم بشفاه الغليظتان تجاهها وقال (نعم...) ، هنا أخبرته مارينا بموضوعها بخصوص الترقية وانها أتت من القرية إلى العاصمة لمتابعة هذا الموضوع...استمع إليها جيدا ، وقال لها وهو لا يزال يبتسم (يمكنك وضع أوراقك هنا ، فأنا في عجلة من أمري، لان لدي اجتماع في مدينة أخرى اليوم، ولن أستطيع العودة قبل الخامسة مساء ، عندها من الممكن ان تأتي لمقابلتي...)، كان على مارينا الان أن تنتظر طوال النهار ، وكان هذا الروتين المريع والبطيء الشديد وكذا الرشوة والفساد المالي والإداري حول موضوع ترفيتها قد جلب لها الصداق والتوتر والقلق.....ولكنها حاولت أن تهدئ من قلقها وان تقتنع نفسها أن هذه الوزارة تشكل – على الأقل حالة افضل او لنقل فسادا اقل مقارنة بالوزارات الاخرى- فهي تعرف مدرسا كان قد اضطر لدفع مبلغ الف بيزو كي يتحول من مرفق إلى آخر...

كانت تمطر في الخارج، لذا قررت البقاء في مبنى الوزارة وزيارة بعض صديقاتها العاملات في مكتب التربية...في الساعة الثالثة ظهرا ، عادت لنتظر خارج مكتب السيد لوبو المدير المالي...كان الوقت يمر ببطء شديد وكانت تشعر ببعض الملل، فقامت بإخراج رواية من حقيبتها وشرعت في قراتها ، بينما كانت بقية الموظفين يتحدثن بفرح حول ذهابهن إلى الديسكو هذا المساء...وصل السيد لوبو إلى مكتبه في الخامسة مساء...عندها دخلت بعض الموظفين إلى مكتبه يحملن بعض الأوراق...بعدها نودي على مارينا للدخول إلى مكتب المدير، فقامت من مكانها ودخلت المكتب، عندها نظر المدير صوبها وقال (آآه ياسيدة سالسيدو، أن أوراقك لاتزال في مكتبي، سأقوم بفحصها غدا السبت، هل تعلمين انني أعمل حتى في يوم السبت؟)..ردت قائلة (كان الله في العون ياسيدي...)...هنا ابتسم السيد لوبو ابتسامة ماهرة ظهرت من خلالها اسناته الصفراء نتيجة التدخين الشره وقال لها بخبث (حسنا...ستحصلين على زيادة مقدارها مائة بيزو شهريا...هذا يعني الف ومئتا بيزو في السنة....اذن وبكل تأكيد تستطيعين تحمل تكاليف دعوتي على العشاء)، كانت تعلم ان تكاليف دعوته على العشاء في العاصمة مانيل لا تقل عن اربعين بيزو...ومع هذا ردت مارينا والالم يعتصر قلبها قائلة (بالطبع ياسيدي...استطيع ذلك...) هنا رد عليها بنفس الابتسامة الماهرة والخبيثة قائلا (حسنا إذن ، ان مطعمي الياباتي المفضل يقع في منطقة ارميتا، والوصول إليه سهل ، سأكون هناك مساء الاحد القادم في الساعة السابعة، وستكون معي أوراقك كلها جاهزة ، لا ارى أية مشكلة...) ...هنا شكرته مارينا ، وبعدها خرجت من مكتبه لا تلوي على شيء...

قالت لنفسها (ان اربعين بيزو تكلفة العشاء ليست بالمبلغ الهين ، ولكن وبالرغم من هذا تستطيع تحمل تكاليف العشاء وتستطيع ايضا تحمل تكاليف تذكرة العودة إلى قريتها ، ولكن كل هذا بشرط ان لا تأكل اي شيء من خارج المنزل بعد الان ، لهذا قررت ان لاتخرج من منزل ابنة عمها يومي السبت والاحد...لان الخروج معناه ببساطة انفاق مزيدا من النقود

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وهذا ما لا يمكن لها ان تتحمله...فقامت بعمل كيكة الارز، وقامت ايضا بتنظيف مطبخ منزل ابنة عمها ، وغسل حيطان وارضية غرفة المعيشة ، وفي يوم السبت مساء عادت عائلة ابنة عمها من خارج المنزل ، ورأت ابنة عمها يريق منزلها فشعرت بسعادة غامرة!!!!!!

في مساء يوم الاحد خرجت من منزل ابنة عمها للبحث عن المطعم الياباني ، وعندما وجدته ، رأته مطعما فخما جدا وزواره اجانب، قالت لنفسها (لا بد وانه مطعم غال جدا، بل انه يفوق التقدير الذي خمنته بكثير، كما انه كان عليها ان تعطي بخشيشا للنادل فوق ثمن وجبة العشاء غالية الثمن وكان هذا اكثر مما تتحمله ميزانيتها بكثير....هنا قالت لنفسها وهي تشعر بإحراج شديد (علي ان اكون صريحة مع السيد لوبو ، وأن أخبره أن ميزانيتي لا تتحمل هذا المطعم، ولكني سأرسل له هدية بمجرد استلامي علاوة الترقية....) عندها غادرت المطعم واتجهت صوب فندق مانيلا الفخم، وبمجرد أن رأت هذا الفندق عادت بها الذاكرة إلى الوراء عام 1955 عندما كانت طالبة جامعية ، عندما كانت تراقص صديقها في هذا الفندق...صديقها هذا الذي اصبح زوجها فيما بعد....ادخل هذا بعض السرور إلى قلبها عند تذكرها تلك الايام الخوالي...ولكن كان الفندق قد تغير كثيرا منذ ذلك الوقت...كل اجزاءه من الداخل اصبحت جديدة مع سجاجيد فخمة وأثاث خشبية ثمينة ، ولقد رأت مقهى صغير وأنيق عند مدخل الفندق ، ولكن لم تكن ميزانيتها تتحمل ولو كوبا من القهوة ، لذا قررت الجلوس على إحدى الأرائك الفخمة لهذا المقهى ، وكانت تتطلع صوب نزلاء الفندق المترفين وكانت مبهورة كثيرا بما رأت ، وقالت لنفسها وهي تشعر بالإعجاب الشديد (ان هذا هو التقدم في أجلى صورته في هذا الفندق الفخم وهؤلاء النزلاء الاغنياء!!!!!!).

في تمام الساعة السادسة والنصف مساء عادت أدراجها صوب ذلك المطعم الياباني الفخم ، وكان السيد لوبو هناك في انتظارها ، وكان كرشه اكبر من ذلك البنطلون الازرق الجينز الذي كان يرتديه ، وكان قميصه ذو رائحة ننتة مما يفيد بانه لم يستحم ذلك اليوم وربما اليوم الذي قبله ايضا!!!!!!..جلس الاثنان وكانت رائحة الطعام الياباني الطازج واللذيذ ترفرف حولهما!!!!!!..شعرت مارينا بحرج شديد تجاه السيد لوبو، ولم تعرف ما تقوله في بداية لقائهما، ولكنها اخيرا تمالكت نفسها وقالت بحرج بالغ (سيد لوبو أنت تعرف بانني مجرد موظفة بسيطة ولا يتجاوز ما أملكه في جيبى المائة بيزو!!!!!!) ، هنا ابتسم السيد لوبو بابتسامة خبيثة ودنى منها كثيرا ووضع يده على ساقها ، وقال - وفي عينيه اشتها واضح لها- (عزيزتي مارينا...لن نحتاج لكل هذا....فقط سأتناول كوبا من الشاي وبعض السمك...ان كثرة الطعام مضر لي ، ولكن أن أنام معك ليلة واحدة ليس بالشيء المضر لي!!!!!! يمكننا الذهاب إلى أقرب فندق، وهذا لن يكلف أكثر من اربعين بيزو، ما رأيك؟)....هنا عقدت الدهشة والخوف معا مارينا ، لم تصدق ما سمعته أنناها، ولم تعد تعرف ما تقوله، هنا تذكرت ما تقوله بعض الفتيات والموظفات حول المغامرات النسائية لمديرهم المالي...ما يطلبه منهن مقابل خدمات معينة ، ومن ترفض فعلها أن تدفع له مبلغا من المال مالم فسوف تحرم من كل الترفقات والحوافز ولربما طالت يده القذرة مرتباتهن!!!!!!...هنا قالت مارينا بصوت مرتعش مملوء بالألم (سيدي ، إنني امرأة متزوجة ، ولدي ثلاثة من الأطفال، وابني البكر متزوج، كما ان لي حفيدا....) ، هنا قاطعها بنفس الابتسامة الخبيثة وقال وهو يتحسس جسدها بنهم

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بالغ (كم هذا جميل!!! لكن هل تصدقين بانك لا تبدين جدة البتة....!!!) ثم تابع قائلا (ان جسدك هذا مثير جدا جدا!!!) ، هنا اقشعر جسد مارينا بمجرد أن قام لوبو بلمسه... كانت تعرف تمام المعرفة ان مجرد التمتع عنه معناه ضياع ترقيتها ، ولربما منع عنها راتبها أيضا.... بدأت بالمناورة لعلها تجدي ، فقالت (نعم.... ولكن بكل تأكيد هناك في مكتبك الكثير من الفتيات الجميلات !!!) ... وكان كلامها هذا قد أَرْضَى غروره فابتسم بزهو بالغ وقال (أأه، لقد لاحظت ذلك، نعم انهن جميلات ، ولكنهن لا يزلن في طور الشباب ، كما أنهن قليلي الخبرة ويحتجن إلى معلم، وأنا لا احب ان أكونا معلما طوال الوقت، إنني افضل المرأة الجميلة الاكبر سنا والاكثر خبرة مثلك تماما) قال هذا وهو يتحسس ساقها ثانية وبدأت يده ترتفع صوب فخذاها.... قالت مارينا وهي تشعر بالقشعريرة والقرف ممزوجا بالاشمزاز (إنني في الخامسة والاربعين من العمر!!!!!!)... قال وهو يشتهيها اكثر وأكثر (حقا!!!!!! ولكن مظهرك يوحي بأنك في الخامسة والثلاثين على الاكثر!!!!!!)... هنا هم بالخروج من المطعم صوب سيارته ، فتبعته مارينا وكان فمها جافا وقلبه ملئ بالرعب ، كان يجب عليها ان تكون لطيفة ومتجاوبة معه ، إن مصير ترقيتها بين يديه ، وقد حاولت مرارا وتكرار ان تنثني رغبته المتوحشة في اشتهاها ولكن كل محاولاتها ذهبت ادراج الرياح ، فالرجل كان يرفض الاصغاء لها وكان مصرا على طلبه. واخيرا عندما اصبحت وحيدة معه في غرفة الفندق حاولت محاولة يائسة معه قائلا بألم وحرقة (سيدي ... أرجوك... سأعطيك نصف مستحقات الترقية التي سأستلمها ... أعدك بذلك... أرجوك!!!!!!). هنا ظهر الغضب الشديد على وجه لوبو وصرخ بها قائلا وكان الشرر يتطاير من عينيه- (يا لك من غبية!!!!!! انني لست بحاجة إلى المال..) قالها وهو يخلع ملابسه وحذانه.... وعندما لاحظ رعبها وعدم حركتها... صرخ في وجهها قائلا بلهجة أمرة (اخلعي ملابسك....)... بكت مارينا بصوت خافت و كانت تردد بألم ممزوجا بالدموع (زوجي المسكين.... أولادي المساكين!!!!!!) عندها بدأ هذا الحيوان تحسس جسدها و مضاجعتها.

عادت مارينا إلى منزل قريبتها في الساعة التاسعة مساءا، واخذت حماما ساخنا، وكانت تبكي بحرقة وهي تستحم ، وشعرت بكراهية شديدة تجاه لوبو وتجاه نفسها وتجاه العالم أجمع. كيف لها أن تقابله ثانية في المكتب بعد أن حصل ما حصل، خصوصا أنه لم يحضر معه الاوراق كما وعد. لم تستطع النوم تلك الليلة ، وعند حلول الصباح نهضت من سريرها ، كانت تعرف أن عليها أن تواصل متابعة مستحقات ترقيتها ، وأن عليها ان تنهي هذا الموضوع ، فبعد ما حدث الليلة الماضية ، كانت مستعدة لمواجهة أي شيء فلن يوقفها شيء بعد الان .

استقبلها السيد لوبو في مكتبه بابتسامته الخبيثة المعتادة ، وقال لها وهو يغادر مكتبه حاملا اوراقها (سنصعد الان صوب مكتب الوزير. كان مكتب الوزير في غاية الفخامة والروعة ، به سجاد فاخر وكانت حيطانه مطلية بألوان متناسقة غاية في الروعة وكان واضحا ان هذا الطلاء من النوع الغال جدا ، وكانت هناك العديد من النباتات التي تزين مكتبه. وكان الوزير جوزمان أيضا يرتدي سترة الغبردين الفخمة ، وبمنظرة بسيطة كانت كافية لمارينا بأن تعرف بأن هذه البذلة كانت من النوع الغالي جدا ، وقد سمعت مارينا بأن هذا الوزير كان سكيرا وعرييدا ، وفي هذا الصباح كان السكر- بكل وضوح- باديا على محياه. قام المدير لوبو بوضع اوراق مارينا على طاولة مكتب الوزير ، وشرع الوزير بالقاء نظرة

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على هذه الاوراق. هنا التفت صوب مارينا وقال وهو يبتسم مع عينيه الناعستين بفعل السكر (آآه يا سيدة سالسيدو ، بخصوص ترقيتك ، انني سعيد للتوقيع على اوراق ترقيتك....) قالها ثم التفت صوب مديره المالي السيد لوبو وسأله مستفسرا (هل هناك سيولة مالية حتى تصرف لها مستحققاتها المالية الخاصة بالترقية؟) ، رد عليه المدير المالي لوبو (نعم يا سيدي يوجد ...) بعد أن قام بالتوقيع على جميع الاوراق الخاصة بها ...التفت إليها مجددا وسألها قانلا (كيف هي الاوضاع في منطقتك يا سيدة سالسيدو؟ ماهي المشكلات التي تواجهونها في قريتكم؟ كم هو جميل أن أرى شخص من مقاطعتك هنا في مكتبي ، طبعاً أنت تعلمين أن منطقتك تحظى باهتمام غير عادي في خطة الحكومة التنموية الجديدة). هنا اندهشت مارينا كثيراً لسماعها هذا!!!!!! فلم يكن من المعتاد أن يسأل مسؤول كبير عن أوضاع قرية بئس كقريتها، فقالت لنفسها متسائلة باستغراب (هل الوزير جاد في سؤاله هذا؟ يبدو أنه الافراط في تناول الكحول وخصوصاً في الصباح الباكر (!!!!!!!))...هنا وللتخلص من الاحراجات ، ردت عليه قائلة (لا يوجد أي مشكلات جدية في قريتنا يا سيدي....وشكراً على اهتمامك)...رد عليها الوزير محاولاً ازالة الحرج منها وان كان لايزال السكر بادياً في عينيه فقال لها (هيا الان....ارجوك لا داعي للشعور بالحرج والمجاملات واخبريني بصدق ، انني رجل احب الحقائق وليس المجاملات، لان معرفة الحقائق وحدها هي من يدفع بعجلة التنمية في بلدنا صوب التقدم والازدهار.) ...ردت مارينا – وكأنها قد حزمت أمرها – فقالت (كل شيء على ما يرام يا سيدي)...بدأ الاقتناع بادياً على وجه الوزير – أو بالأحرى تظاهر هو بذلك- فقال لها متصنعا الجدية (حسناً اذن...لكن عليك ان تعلمي بجد ومثابرة ، على جميع المواطنين الموظفين في مرافق الدولة والقطاع الخاص والمختلط أن يعملوا بجد ومثابرة ، يجب علينا جميعاً أن لا ننسى بأننا نعمل لنبني وطننا حتى يواكب التقدم والتنمية، حتى ينعم جميع أفراد الشعب بالرخاء...يجب ان يكون هدفنا جميعاً وطننا نفخر به!!!!!!) قالها وهو يوجه كلامه لجميع الافراد في مكتبه....هنا ردت مارينا مجاملة (نعم يا سيدي الوزير....صدقت...يجب علينا جميعاً العمل من اجل تقدم وطننا...نعم الترقية شيء مهم ولكن الأهم هو أن نعمل بجد من أجل تقدم بلدنا).

بعد أن أنهت مارينا كل معاملاتها بخصوص الترقية، كانت قد اشترت تذكره الباص استعداداً منها للعودة إلى قريتها، ولم يتبقى معها سوى اثنان من البيزوات. قامت بإعداد ثلاثة من سندويشات اللحم في منزل ابنة عمها وكان هذا بالكاد كافياً لها حتى تصل إلى قريتها. عند وصول الباص القرية كانت الساعة قد تجاوزت السادسة مساءً ، وكان الظلام حالكا ، وحتى توفر المال ، قررت الذهاب إلى بيتها مشياً على الاقدام، لم يكن معها شيء سوى حقيبة اليد وحقيبة أخرى صغيرة بها ملابسها وقماش الغبردين وتفاحتين ، وكان الطريق مقفراً ومظلماً وبعيداً عن مركز المدينة. كانت وعائلتها تعيش على جانب المدينة في منطقة كانوا يزرعون فيها الخضار ويقومون بتربية الدواجن.

وفجأة وبمجرد انعطافها في احدى نواصي الطريق، ظهر رجل من الظلام الحالك وهجم على حقيبة اليد الخاصة بها...حاولت مقاومته والتمسك بحقيبتها بكل ما أوتيت من قوة، ولكن دون جدوى ، فقد كان الرجل أقوى منها بكثير، فقام ودفعها بقوة على الارض مما أدى إلى سقوطها وجرح وجهها، وجذب حقيبتها بعنف واستولى عليها وفر هارباً....وبينما

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كان اللص يركض مسرعا ، كانت مارينا تصرخ باتجاهه بألم وحسرة قاتلة (لا يوجد أي نقود في حقيبتي ، فقط اوراق...اوراق!!!!!!) ولكن ذهبت كل محاولاتها أدراج الرياح ، وفر اللص هاربا لا يلوئى على شيء.

نهضت من الارض بصعوبة ، فقد كانت تعاني الكثير من الألام المبرحة في جسدها ، ولكن ألم نفسها كان أكبر وأعظم، فقد أجمتها المفاجأة بحيث أنها لم تتوقع هذا البتة، كان هناك -لايزال- الكثير من المسافة لتقطعها حتى تصل إلى منزلها ، كانت تمشي بصعوبة بالغة ، وكأن قدميها كانتا تأبيا أن تسير ، بدأت تمطر وبغزارة ولكن - وللأسف الشديد- كانت المظلة الخاصة بها في حقيبة اليد التي سرقت منها قبل لحظات مضت. لم تكن تمنع المطر ، مشكلة المطر بدت هينة مقابل ما واجهته من كوارث في مانيلا وآخرها سرقة اوراقها الخاصة بترقيتها التي دفعت فيها الكثير من الرشاوي حتى وصل الامر ان تدفع من شرفها حتى تحصل على حقوقها!!!!!! ولكن أن يسرق كل مجهودها هكذا!!!!!! هذا ما كان يؤلمها بشدة ، كانت تشعر وكأن حجرا كبيرا قد ألقي على قلبها مما أدى إلى انكساره ، فقد كانت موقنة بأنه بدون هذه الاوراق لا يمكنها الحصول على الترقية وبالتالي لا يمكن ان يكون هناك زيادة في المرتب ، كانت تعلم جيدا أن لا شيء سوف يدفع العاملين - المرتشين - في مانيلا بأن يقوموا بإرسال نسخ من اوراق ترقيتها إليها. كانت تعلم يقينا أنه من أجل الحصول على هذه الاوراق كان يجب عليها السفر مجددا إلى مانيلا واعادة جميع الاجراءات ، ولكن مجرد التفكير بهذا كان يملئ قلبها بالرعب واليأس. كانت كل هذه الافكار تدور في رأسها وهي ماتزال تسير وبصعوبة.

اخيرا وصلت منزلها وكانت تحيط به الاشجار والخضرة من كل جانب ، وبينما دفعت الباب لتدخل ، كان أفراد أسرتها يتناولون طعام العشاء ، وبمجرد رؤيتها هلّلوا فرحا ، وقام الجميع من الطولة واتجهوا صوبها لتحيتها والترحيب بقومها ، ولكنهم - ويا لدهشتهم- رأوا ثيابها متسخة ، ووجهها كان شاحبا جدا ، كما كان شعرها مبلا ومجعدا!!!!!! كان الاستغراب والقلق باديان على وجوههم جميعا ، ولكنها لم تكن تملك أية إجابات لأسئلتهم واستفساراتهم. فجأة حملت كل الكراهية والحقد والغضب تجاه هذا العالم القاسي وسقطت على الارض وانفجرت باكية...حاول الجميع تهدئتها واشعارها بالحب والحنان والدفيء ولكن كل محاولاتهم ذهبت أدراج الرياح.

تمت بحمد الله

الغبردين : قماش متين غال الثمن يصنع عادة منه البنطلونات الخاصة بالرجال وهو شبيه بقماش الجينز. (المترجم)

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Progress

F.SIONIL JOSE

A story from the Philippines, retold by Jennifer Bassett

Government offices are much the same everywhere. Sometimes the officials in them are good people, helpful and kind; sometimes they are not. And if you need something badly, sometimes it is necessary to give little 'presents', maybe some money, which then disappears into a back pocket.

These are the ways of the world. People have been giving and taking bribes forever.

Marina Salcedo, Senior Clerk, second grade, hurried to her desk to open her pay envelope. It was the fifteenth of July, and tomorrow she was leaving for Manila, to get the promotion that she had been promised for five years.

She had worked in the Ministry for twenty years, and in the last five years the cost of living had risen greatly. Without the extra money from her promotion, her youngest son would not be able to go to college. Also, three years ago they had borrowed money on their house when her husband had to go to hospital.

She checked her pay carefully. Two hundred and sixty pesos; this is what she would take to Manila. She walked down to the far end of the hall to the Chief's office. The girls there were not talking. That meant the chief was in. His secretary told her to go straight in.

The Chief was reading a dirty copy of Playboy, a magazine for men full of photos of women. He did not put the magazine away, and Marina stood in front of him, waiting for him to look up. He was about fifty, and going bald.

'So you are leaving tomorrow, Marina,' he said.

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'Yes, sir...'

'Well, you can have the afternoon off, to get ready. You will only have three working days in Manila. Do you think that will be enough?'

'I would like to have three more days, sir, if possible. '

'No problem, Marina, the Chief said. 'Oh, and when you are there, will you please buy me the latest gabardine material for a pair of pants? I will pay when you get back.'

'Yes, sir. Thank you.'

Gabardine material – it must cost at least sixty pesos. Last time, the Chief wanted a pair of Levi jeans; they had cost a hundred and twenty pesos. When she returned, they had played this little game: he saying he must pay, she refusing to take the money. After all, he was not a bad boss – three days off with pay, for example. And he did not try to touch her in the way he did with the other women clerks.

The bus left at six in the morning, driving along the valley through the newly planted rice fields, the water shinning in the early morning sun. the roads were good, with strong new bridges, making the journey to Manila only ten hours. It used to take a full day. This was progress, the kind that people could see and enjoy. Marina knew there were problems in the mountain villages and other places. But in her province things were calm. Her own life was not so bad. She and her husband had finally built a house. Three children, one married and soon to leave for the United States; another soon to finish college; and the youngest nearly finished high school. But the cost of living had gone up. They had to cook on wood fires, and could not afford to buy toilet paper.

Five years ago she had asked for promotion. She had gone to Manila twice about it, and finally she had received a notice saying it would happen.

The bus arrived in Manila as it was getting dark. Marina walked to the street where her second cousin lived. They had been college students together. She would probably sleep on a hard sofa in their living room, but that was better than spending thirty pesos on a cheap, dirty room somewhere.

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They were having dinner when she arrived and, like a good relation, she had brought meat, fish, and rice from her province. They seemed pleased to see her, but Marina noticed that her cousin soon asked, 'when will you leave?'

'I won't be here more than a week,' she said, 'and I won't eat here. I'll spend every day at the ministry, following up my papers.'

She was up at six the next day. Her cousin's children, aged thirteen and fourteen, were getting ready for school. They had kept her awake playing rock music in the night.

When she arrived at the Ministry, she went straight to personal. The people that she worked with years ago in that office had all left, and there was nobody she knew. She asked for the person who worked on the papers of staff promotion, and was sent to the other end of the office, to a fat woman in her early thirties, with bad teeth, thin hair, and a uniform that was too small for her large body.

The woman brought out a list and read through it carefully. Then she moved some papers around on her desk, and looked up with a fat little smile.

'I am sorry, Mrs. Salcedo, but your name is not here. Maybe the forms got lost...'

'But it cannot be,' Marina said. Her voice got louder. 'I have the official letter from you.' She quickly pulled it out of her handbag. 'Here... and the file number.'

The woman shook her head, and her fixed little smile did not change.

'Mrs. Salcedo,' she said sweetly, 'I will have to look through the files. Hundreds and hundreds of them. I will have to ask one of the boys.' She opened the drawer in her desk that was closest to Marina. 'Why don't you drop a twenty-peso bill in here for him...?'

For a moment Marina Salcedo could not believe this was happening to her. She worked in the same ministry as these people. Then she remembered that Anita Botong in her office in the province did the same thing. It had gone on for a long time- too long to be easy to stop. She took a twenty-peso bill from her handbag, and dropped it in the drawer.

'Will I come back this afternoon then?' she asked.

'Oh, Mrs. Salcedo,' the woman said, still smiling. 'You know how difficult it will be. Why don't you come back early tomorrow?'

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'I am from the province...'

' Yes, I know. I will do all I can to help you...'

She had nothing more to do. She left the Ministry and took a Jeepney to the market in Quiapo. What was the best kind of gabardine, she asked, and what did it cost? In the end she bought the material in one of the big department stores for thirty-four pesos. Then she looked round the rest of the market, and found that food prices were higher than at home. So, prices in the province were not so bad then!

She spent five pesos on a bowl of noodles with chicken for lunch, then walked around the city. She had not been to Manila for some time, and it had changed a lot. In Makati, a very rich area, there were tall, glass-sided buildings, and the streets were clean. It was like America. She thought of her son, she would soon be in America. One day in the future she and her husband hoped to join him there. But the future was here, in Makati. And if this was the future, was it necessary to leave the country?

The next morning, back at the ministry, the fat woman had found her papers, but there was a new form to complete. Marina would have to fetch Form D22a from another office in the building, fill it in, and then take it to Personnel, who would sign it and send it back to the first office. This office was on the fifth floor, and the lift was not working.

The man in the Form D22a office was very sorry. 'Oh, please come back tomorrow afternoon. We have no forms here at the moment- we have to get some more.'

Marina recognized the old game at once, and was annoyed.

The top drawer in the man's desk was open, and Marina dropped a five-peso bills into it. She must remember to carry two-peso bills, she thought.

'please, I am really in a hurry,' she said. ' Do try and find one. There must be one lying around...'

The man closed his desk drawer with a smile, then went to an old filing cabinet behind his desk. It didn't take him a minute to find the form.

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The form had a lot of questions, about dates of this and that, school and college, travel abroad... that made Marina laugh. How many government clerks have ever traveled around her own country?

Looking back over her past, she began to think about what she wanted from life. She had never wanted to climb to the top of the tree, to become a minister. Both she and her husband were happy enough with things as they were. After all these years, they had their own home, a piece of land, and they could sleep deeply at night, not worried by the kind of bad dreams that important ministers must have.

She took her completed form to the Chief in the office, who was said to be an honest man. Now was the moment when she would find out if that was true.

She waited and waited, and was at last called over to the glass-topped desk where Chief Bermudez was sitting.

'Well, what is your problem?'

' My promotion, sir' Marina said. ' I've been waiting a long time for it' She put her papers on the desk in front of him.

Chief Bermudez read them all carefully.

'Well, Mrs. Salcedo, everything here seems all right, you know what to do next. After I sign the forms, you go to Finance to find out if there are funds to pay you. If there are, the minister will sign the papers- and you will have your hundred pesos a month. And I think your pay rise should start at the beginning of this year, to give you those extra months. I will make sure that happens.' He began to sign the papers. ' I know you have worked for the ministry for a long time. Things happen too slowly sometimes- I should not tell you this really – but we must be patient. We must push, and push, and push.... But only gently.' He smiled. ' Good luck with Finance.'

They were now alone in the room. 'Is that all, sir?' said Marina.

'Why, is there something that I have forgotten?'

In her surprise, Mrs. Salcedo forgot to thank him. At the door she decided that Chief Bermudez was a good man. Perhaps she should buy him some gabardine material too.

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After all, he had added several extra months to her pay rise.

After a quick lunch, just some bananas and a drink, she went to Finance. The girls in the office were sitting talking, or reading newspapers, or doing nothing. The Finance Chief, she was told, was out and would not be in until tomorrow.

Marina left, and decided to go and see a movie.

The next morning, she was back in Finance before eight o'clock. She noticed that the office had several pretty girls, and they seemed to do nothing.

At eight –thirty the Finance Chief arrived, Julio Lobo, one of the top men in the ministry. He was wearing a brown gabardine suit – she recognized the material at once. She went into his office.

Chief Lobo was reading some files and adding up some figures on a calculator. He looked up at her. There were heavy bags under his eyes. And his thick lips smiled. 'Yes?'

Mrs. Salcedo explained her story. Telling him she was from the province.

'You can leave your papers here,' he said, still smiling. 'I am in a hurry. I have a meeting in another town today and will not be back until five. You can come and see me then.'

Marina now had to wait all day, and this endless battle to get her promotion was giving her a headache. But it could be worse in other ministries. She knew a teacher who had to pay a thousand pesos just to move to another town.

It was raining outside so she decided to stay in the building and visit the Education office, where she had friends. At three o'clock she went back to wait outside Chief Lobo's office, and tried to read a novel, but it did not hold her interest. The pretty girls in the office were all talking about the disco they were going to that evening.

At five Chief Lobo arrived, and some of the girls went in and out with papers. When they had left, Marina went in.

'Ah, Mrs. Salcedo – yes, your papers are still here. I will work on them tomorrow, Saturday. Did you know I work even on Saturday?'

'No, sir.'

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'Well, I do.' He smiled, showing teeth yellow from cigarette smoke. He looked at his desk diary, then at her papers again.

'Mmm . . . a hundred pesos a month. Why. That's one thousand two hundred pesos a year. Surely, you can afford to buy me a forty-pesos dinner!'

'Yes, of course, sir,' she said.

'Well, then, my favorite Japanese restaurant is in Ermita. It's easy to find. I'll be there on Sunday evening, at seven. I will have your papers – all finished. I see no problem, really.'

'Thank you, sir,' Mrs. Salcedo said.

Forty pesos! If she did not eat, she could afford the meal.

She would still just have enough to buy her bus ticket.

During Saturday and Sunday morning Marina did not leave her cousin's apartment. Going out meant spending money. So she made rice cakes, cleaned her cousin's kitchen, and washed the floor and the walls in the living room. When the family came home Saturday evening, the place was shining clean, and her cousin was very pleased.

On Sunday afternoon she went out to find the Japanese restaurant. It was mostly foreigners eating there, and it looked very expensive. She would have to give the waiters something too. She must be honest with Chief Lobo, tell him that she did not have the money, that she would give him a present later, when she had got her pay rise.

From there she went to the Manila Hotel, where in 1955 she had danced with her boyfriend, later her husband, when they finished their university studies. It was pleasant to remember those days. But the hotel had changed – it was all new inside, with thick carpets and fine wooden furniture. She saw the coffee shop, but she could not afford even one cup of coffee, so she sat on one of the deep soft sofas, watching the beautiful people walking past. So, there was progress under the government's grand new plan, as this fine hotel showed.

At six – thirty she walked back to the Japanese restaurant.

Chief Lobo was there, his fat stomach too big for his blue jeans, and his T-shirt smelly from his unwashed body. They sat down, and all around them were the delicious smells of fresh food cooking.

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Marina found it hard to speak. 'Sir, you know I am just a poor clerk in the province. I have only a hundred pesos'

Chief Lobo's hand came down heavily onto her knee, and stayed there. 'My dear woman,' he said. 'We are not going to spend all that. I will just have tea, and . . . some fish. Too much food is bad for me. But making love is not bad for me. So, after this, we go to a motel. That will be no more than forty pesos...'

Marina did not want to believe what she had heard. Then she remembered office talk about the Finance Chief – how he behaved towards woman, what he asked for...

'I have three children, sir,' she said miserably. 'My oldest is married, I have a grandson, the first.'

'that's wonderful,' said Chief Lobo. 'But you know. You don't look like a grandmother.' He looked at her body hungrily, and Marina felt her face turning red. 'You have a good body, very nice. . . '

'Surely, sir, with all those pretty girls in your office. . . '

Chief Lobo laughed, 'Ha! You noticed,' he said. 'But they are young, they need teaching. I don't want to be a teacher all the time. I enjoy beautiful, older woman – like you.' His hand moved higher up her leg.

'I am forty – five,' said Marina.

'But you don't look thirty – five!' he said.

She followed him to his car outside in the street. Her mouth was dry with fear. She must be good to him. The future was in his hands. She tried again and again to talk to him out of it, but he did not listen.

Alone with him in the motel room at last, she begged him one more time. 'Sir, please. I will give you half the money I get from my promotion. I promise!'

Chief Lobo looked at her in surprise. 'Stupid girl,' he said angrily. 'it's not money I need.' He began to take off his shoes.

When she did not move, he shouted at her. 'Take off your clothes!'

'My poor husband, my poor children,' Marina cried softly as he began to touch her.

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She was back at the apartment at time. She took a long shower, hating Chief Lobo, hating herself, hating the world.

How would it be tomorrow when she saw him again? He had not even brought her papers as he had promised.

She did not sleep much that night. When morning came, she knew she must go on, finish the job. After that terrible evening, there was no battle that she could not fight – nothing could stop her now.

Chief Lobo's thick lips smiled at her when she came in.

'We will go up to the minister's office now, 'he said, standing up and picking up her papers.

The minister's office was very big, with a carpet, paintings on the walls, and tall green plants in the corners.

minister Guzman was also wearing a brown gabardine suit, but Marina, looking at it closely, realized it was a finer, more expensive material. She had heard that the minister had a drinking problem. He certainly seemed strange this morning – either sleepy or drunk.

Chief Lobo put Marina's papers on the desk, and the minister looked through them.

'Ah, Mrs. Salcedo . . . your promotion . . . I am very happy to sign these. ' To Chief Lobo. 'Are there funds for this?'

'Yes, sir,;' Lobo said.

After the Minister had signed the paper, he turned to her again. ' Mrs. Salcedo, how is it in your province? What are your problems? It's good to see someone from your province here. You know, your province is very important in our New Society plan.'

Mrs. Salcedo looked at him. Was the minister serious?

How could he be so drunk so early in the morning?

She shook her head. ' We have no problems, sir.'

' Come now, ' the minister said. ' Be honest. We need the truth, the facts. Only that way can we make progress.'

Marina shook her head again. ' Everything is fine in our province, sir,' she said.

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'All right then,' the minister said. ' But you must work hard. All of you. You must remember we are building a new society, progress for the people, a country to be proud of.'

He seemed to be talking to everyone in the office.

'Yes, sir, ' Marina said.

'We must all work together. Progress. Promotions are wonderful, but we must work for them. Progress. . . '

After Marina had bought her bus ticket, she had two pesos left. She had made three meat sandwiches at her cousin's, and that would have to be enough until she got home.

When the bus arrived in her town, it was past six and already dark. To save money, she decided to walk home from the bus station. She only had a handbag, a small bag of clothes, the gabardine material, and two apples. Away from the town centre, the road was unlit and rough. She and her family lived on the edge of the town, where they could grow vegetables and keep chickens.

She had just turned a corner when a man jumped out of the shadows and grabbed her handbag. She held on to it as hard as she could, but the man pushed her and she fell, hurting her face on the ground. He took the bag, and as he ran, she shouted after him.

'There's no money in there- just my papers. My papers!' but he was gone too fast and did not hear her.

She stood up slowly, feeling weak and strange, she still had a long way to walk, and her legs did not want to move.

It started to rain, but her umbrella was in the handbag that was stolen. She did not mind the rain, it was losing her papers that felt like a heavy stone lying on her heart. Without the papers, there would be no pay rise. She knew, only too well, that nothing could make Manila send copies of her papers.

She would have to return to the capital, and the thought of that filled her heart with fear and misery.

At last she reached her house, with the trees all around it. When she pushed the door open, her family were eating supper and they ran from the table to greet her. They saw the dirt on her

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clothes, her pale face, her wet untidy hair. To their questions she gave no answers, and Marina Salcedo fell to her knees, the anger and misery coming from her in violent sobbing. No words of kindness, of love, no friendly touch could stop the river of her tears.

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Cohesive Reference in English-Arabic Translation of Business Texts

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Abstract

This paper aimed to identify and analyze cohesive reference in English business texts and their translation into Arabic, with some focus on translation strategies. Five business case studies, taken from The Times 100 Business Case Studies magazine (UK) and their translation in Al Mudeer magazine (KSA), were analyzed in light of the model proposed by Halliday & Hasan (1976). The study results revealed that all types of reference reported in the literature were found and extensively used. Personal anaphoric reference was dominant in both English and Arabic. Although both Arabic and English make use of almost the same reference devices, some reference devices in English become conjunctions in Arabic, change their type or, sometimes totally disappear. The literal strategy of translation was frequently used by the translator, which led to some pitfalls in translation. It was recommended that student-translators be given extensive training on the differences and similarities Arabic and English in order to become able to produce acceptable and accurate translations.

Keywords: cohesive reference; endophoric; exophoric; translation strategies

Introduction



The primary determinant of whether a piece of language does or does not constitute a comprehensible and interactive element of communication depends on the way or mode of conveying the message of such piece of language. One of the most important factors to get the message across is what is called cohesion and coherence of the text. The concept of cohesion has attracted the attention of many researchers. Despite a surge of interest in cohesion and coherence studies and their application to different fields, such as reading, comprehension and writing skills, these two concepts, with regard to translation, have not yet fully investigated and are still a formidable challenge. Some previous research studies have dealt with the concepts of cohesion and coherence in general and have not tackled the details, tools and

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devices of these concepts. This challenge is the motive behind choosing to investigate the translation of the most important and frequently used aspect of cohesive devices, namely, reference from English to Arabic, using business and economic texts as a new area of investigation. To the best of the researchers' knowledge, no study on reference within business and economic texts has been conducted.

Statement of the Problem

Translation is not an easy task as anyone may believe, as it is the most difficult discipline in language studies due to the linguistic and cultural differences between the Source Language (SL) and the Target Language (TL). One of these difficulties lies in the concept of cohesion and its devices used to link ideas together in a particular text. As any language employs its own idiosyncratic techniques to create a cohesive text, translators may face challenges to exactly grasp the meaning and nature of cohesive devices – in both source and target texts- to convey the writer's message or at least to provide a reasonable interpretation of what the writer intends to convey. If the translator is not fully aware of the dynamics of a certain discourse, s/he may not render the intended meaning accurately and adequately. The interpretation of cohesive reference constitutes a problematic area for translators due to the different language system of English and Arabic. Arabic and English are such languages which have distinctive and unparalleled structures and vocabularies. This may lead translators to translate the message of the text differently, with slight change in meaning. In this paper, the focus is on the translation of cohesive reference from English into Arabic used in business

articles taken from  *The Times 100 Business Case Studies* published in the UK and translated in  *Al Mudeer* magazine and published in Saudi Arabia.

Review of Related Literature

As well-established concepts in discourse analysis studies, both coherence and cohesion play a vital role in making sense of a text. The former is concerned with the unity of the text by virtue of conceptual or meaning dependencies as perceived by language users while the latter refers to lexical and grammatical dependencies Baker (1992). As mentioned earlier this study focuses on reference which is a part of cohesive devices. Cohesive devices perform an important role in binding the parts of a text to make sense of it. Making sense of a text is the

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first part for an accurate translation end-product. The use of cohesive devices also helps the writers to link the idea(s) or topic(s) discussed in a text. According to Nida (as cited in Dejica, (2009, p. 82) “recent studies claim that the more translators know about the structure and the dynamics of discourse, the more readily and accurately can translate both the content and the spirit of a text. Generally speaking, translators may waste their time and efforts in rendering the text if they do not know how words in texts are structured and organized to produce meaningful messages.

The notion of reference has been investigated by many researchers from different angles. Some linguists studied the role of reference as a tool of developing the language skills such as writing, reading and speaking while others studied the reference in the field of translation to detect the translation procedures and techniques used when translating reference from one language into another. To begin with, Halliday & Hasan (1976) defined ‘reference’ as the relationship between linguistic expressions within a particular text, which could be situational “exophora” –referring to the outside of text- or textual “endophora”- referring to inside the text. For example, particular pronouns refer to certain entities in the text. Halliday and Hassan (1976) indicated that texts achieve their status and communicative events through the use of cohesive devices. According to them, "the primary determinant of whether a set of sentences do or do not constitute a text depends on the cohesive relationships within and between the sentences, which create texture" (p. 4).

On the other hand, Quirk, Greenbaum, Leech, Svartvik, & Crystal (1985) viewed reference as a relationship of identity that exists between grammatical units, like pronouns, which normally refer to nouns or noun phrases. The aim of this relationship is to express and interpret the relationships between the words in the text, not the outside world. This understanding of reference is different from that used in semantics which indicates relationships between words/expressions and the outside world.

Types of Reference

Cohesive reference is a very crucial concept in language as it constitutes “a large and complex component of its system” Haig (2014, p. 19). Although Halliday & Hasan (1976) and Martin (1992) provided different typologies of cohesive reference, they meet at the point

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of the function of reference as a cohesive device in a text. Halliday & Hasan (1976) provided a model of reference which is diagrammed below.

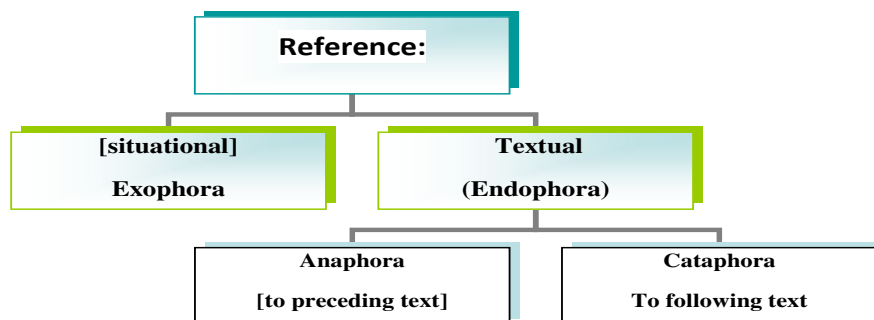


Figure 1: Types of reference according to Halliday & Hassan (1976, p. 33)

According to this model, there are two types of reference, textual and situational reference. The textual reference (also called endophoric reference) is of two types, anaphoric and cataphoric reference. The former refers to something mentioned backward in the text whereas the latter indicates something to be mentioned forward. On the other hand, the situational reference (also called exophoric) points to words or things outside the text. This type of reference is identified by situationality and the reader or listener's background knowledge. The focus in this paper is textual reference which is expressed by three ways personal, demonstrative and comparative. These will be presented and discussed in the following sections.

Personal Reference

Personal reference means to refer to words or things by identifying their function in the speech situation to define the speaker 'first person', the addressee 'second person' or other participants 'third person', both singular (he and she) and plural (they). The significance of these pronouns as purported by Halliday & Hasan (1976) relied on the fact that "it is the means of referring to relevant persons and objects, making use of a small set of options centering around the particular nature of their relevance to the speech situation" (p. 45). Personal pronouns can be distinguished by the roles of persons in the communication process and all other entities. If the pronouns in a text are participants, they serve as a head. Similarly, if the pronouns in a text come in the form of possessor of some entity they fall into the class

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of determiner and function either as head (mine, yours, ours, etc.) or as modifier(s) (my, your, our, etc.).

Demonstrative Reference

Unlike the personal reference pronouns which refer to their antecedents by specifying their function in the speech situation, demonstratives are items that refer to their referents by locating their positions on a scale of proximity. The items 'here', 'there', 'now', and 'then' point out the location of a process in space or time. They usually serve as adjuncts in the clause or qualifier and never act as elements within the nominal group. Consider the following example:

- In launching the campaign, Hi-Tec recognized the massive power of the internet. It chose to host the video on YouTube. **This** was because **this** website has a good fit with both the attitude of the video (youthful and fun) and the target audience (prospective consumers).

The first (this) serves as head that refers to the process of hosting the video on YouTube website whereas the second (this) indicates the YouTube website and serves as a modifier. Both of them represent an example of demonstrative reference.

Comparative Reference

Comparative reference is indirect reference expressed by means of identity or similarity and includes such referential items as adjectives and adverbs. Halliday and Hasan (1976) recognize two types of comparative reference: general comparison and particular comparison. General comparison is a comparison in terms of 'likeness' and 'unlikeness' where two things, for example, are said to be the 'same/similar' or different. The general comparison is expressed by a certain class of adjectives and adverbs. The likeness in this type of comparison may take the following forms:

- 1- Identity, where 'two things' are the same.
- 2- Similarity, where 'two things' are like each other.
- 3- Difference (non-likeness), which is a combination of the two previous forms.

On the other hand, particular reference involves a comparison in terms of quantity and quality. It is expressed by the ordinary adjectives and adverbs. Like the general comparison,

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particular comparison is also referential. In particular comparison – according to Halliday & Hasan (1976), there must be a standard of reference by which one thing is said to be 'superior', 'equal', or 'inferior' in quality or quantity. The reference is either exophoric or endophoric. If it is endophoric, the reference is either cataphoric or anaphoric.

In sum, comparative reference (both general and particular) performs its function as a cohesive device because the interpretation of one item depends on the other one to define it. In addition, comparative reference can also achieve the identity relation between grammatical units in the text as to identify the relation between nouns and adjectives.

Reference in Arabic

Reference is not only limited to English; rather, it is a universal feature of human language. It is the first and the most important device of cohesion that connects the parts of a text or discourse together to make a sense of it. According to Halliday & Hasan's typology, there are three types (devices) of reference in English: personal, demonstrative, and comparative. These types are also found in Arabic but in a different way.

Unlike English, Arabic personal pronouns are divided into two categories: independent and bound pronouns. Independent pronouns are free pronouns, which can stand by themselves as a separate unit. They serve as the subjects of verbs or of equational sentences. In this case "they correspond to the set of English subject pronouns" (Ryding, 2005, p. 298). Furthermore, according to Holes (2004), free pronouns are "a set of free morphemes that are written as separate words and that generally occur in the position of grammatical subject" (p. 177). Table (1) lists these free pronouns.

Table (1): Arabic independent pronouns

	Singular	Dual	Plural
First person (Masculine and feminine)	أنا "I"	نحن "we two"	نحن "we"
Second Person (Masculine)	أنت "you"	أنتما "you two"	أنتم "you"
Second Person (feminine)	أنتِ "you"		أنتن "you"
Third Person (Masculine)	هو "He"	هما "They two"	هم "They"
Third Person (feminine)	هي "He"		هنّ "They"

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Bound pronouns, on the other hand cannot stand by themselves as independent entities. Instead, they are always affixed to other words. If a bound pronoun is attached to a verb, for instance, it is either the subject (agent) or the object of the verb. Table (2) lists these bound pronouns.

Table (2): Arabic bound pronouns

	Singular	Dual	Plural
First person (Masculine and feminine)	أنا "my"		نحن "our"
Second Person (Masculine)	أنت "your"	كما "your"	كم "your"
Second Person (feminine)	أنت "your"		كن "your"
Third Person (Masculine)	هو "his"	هما "your"	هم - هم "their"
Third Person (feminine)	ها "her"		هن - هن "their"

In this regard, personal reference in Arabic is typically anaphoric. Beeston (1970) suggests such a function when he remarks, "a pronoun always refers to a previously mentioned covert entity" (p. 41). Despite this rather broad generalization, Beeston recognizes the 'non-specific' reference of the third person plural 'they' when used to refer to 'people in general' as in 'they (i.e. people) say it will rain tomorrow'. In addition, the third person singular pronoun can allude to 'some fact or idea that has been mentioned', as in 'he isn't coming today, and it is a great pity' (Beeston, 1970, p. 41).

Beeston (1970) and Holes (2004) classified Arabic demonstratives in terms of proximity into two sets corresponding to the English 'near' and 'far' from the speaker. This classification is consistent with Halliday and Hasan's (1976) listings.

Table (3): Arabic demonstratives

Distance	Number	Gender	English equivalents	Pronoun
Near	Singular	Masculine	This	هذا
Near	Dual	Masculine	These	هذان
Near	Plural	Masculine	These	هؤلاء
Near	Singular	Feminine	This	هذه
Near	Dual	Feminine	These	هاتان
Near	Plural	Feminine	These	هؤلاء

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Far	Singular	Masculine	That	ذلك
Far	Dual	Masculine	Those	تلكما
Far	Plural	Masculine	Those	أولئك
Far	Singular	Feminine	That	تلك
Far	Dual	Feminine	Those	تلكما
Far	Plural	Feminine	Those	أولئك

English has demonstrative pronouns like 'this', 'that', 'these' and 'those'. All of them are used to refer to person and non-person, without any distinction in gender. However, as Table (3) shows, Arabic has demonstrative pronouns but they come in singulars, duals and plurals, using different forms to indicate masculine, feminine and non-person plurals, while the difference in distance is also maintained. Furthermore, the definite article is also subsumed under demonstrative reference. This type of reference is represented by the definite article "the" (ال), which is used to indicate a specific entity or word mentioned before. The definite article can also serve as exophoric reference, as in the following example:

- I went to the university
- ذهبت إلى الجامعة

The definite article attached to the word (الجامعة) does not refer to entity mentioned before or after, but it is outside the text.

According to Ryding (2005) "the plural demonstrative has no gender distinction and is used only when referring to human beings. For referring to nonhuman plurals, the feminine singular demonstrative is used" (p. 315). It is worth mentioning here that there are many striking differences between English and Arabic regarding the use of pronouns. Some of these differences are:

- ❖ In terms of number, Arabic pronouns outnumber English ones.
- ❖ Arabic, for example, does not have the category of possessive pronouns such as 'mine', 'his', 'yours', etc.
- ❖ In English, only the third person singular pronoun (i.e. he/she) shows gender distinctions, whereas in Arabic the two types (explicit and implicit pronouns) show number and gender distinctions, except those for the first-person speaker.
- ❖ No attached or implicit pronouns in English.

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The third type of reference in Arabic is comparative reference, which includes the particular comparative reference only. This is realized by a form that can be derived from any dynamic verb. The comparative form takes the pattern of the word [أفضل]/afadhal/ e.g. 'better', [أكبر] 'bigger',/akbar/ etc. This type is typically followed by the particle [من] 'than', as in:

قَدْ بَيَّنَّتِ الْبُغْضَاءُ مِنْ أَفْوَاهِهِمْ وَمَا تُخْفِي صُدُورُهُمْ أَكْبَرُ " القرآن الكريم ، سورة ال عمران 118:3 "

"Hatred has already shown itself from their mouths, and what their breasts hide [within] is yet worse." Quran 3:118.

The form of comparative (أكبر) / akbar/ does not indicate gender or number distinction. In fact, Arabic has another type of comparison that corresponds to the English superlative degree, but this is excluded from Halliday and Hasan's taxonomy. It will not be tackled here either. General comparative references as purported by Halliday and Hasan does not exist in Arabic. Arabic has other means that express this type of comparison. For example, all the adjectives and adverbs that show identity of objects can be realized in Arabic by the words (نفس) and (مطابق) /mutabeq/ 'same'; those used for similarity can expressed as (مثل) /mithla/and (مشابه) /mushabeh/, respectively 'such' and 'similar' . for words express the difference, Arabic employs words such as (آخر) /aakhar/ and (مختلف) /mukhtalif/ 'other' and 'different'.

One final point about reference in Arabic is relative pronouns. A relative pronoun refers to specific person or thing and introduces a clause that modifies it. It cannot stand alone but needs a clause or a quasi-clause. Relative pronouns indicate gender and number, as shown in Table (4).

Table (4): Arabic relative pronouns

'al-lathee	الذي	Masculine	Singular
'al-latee	التي	Feminine	
'al-lathaani	الذان	Masculine (subject)	Dual
'al-lathayn	الذين	Masculine (object)	
'al-lataani	اللذان	Feminine (subject)	
'al-latayn	اللتين	Feminine (object)	
'al-latheena	الذين	Masculine	Plural
'al-laatee	اللاتي	Feminine	

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'al-laa'ee	اللائي		
'al-lawaaatee	اللواتي		

When translating these pronouns into English, the context will play a role to choose either who, whom, which, that or what.

Translation Strategies

For the purpose of this paper, strategies proposed by Newmark (1988) will be adopted, as they are considered comprehensive strategies of translation, and will be presented here briefly. Literal translation is the direct transfer of a SL text on the level of grammatical structure or idioms, appropriately into the TL text. In this technique, the translator adheres to the linguistic system of the SL. It does not mean that the translator will translate word for word without making any changes in the TL. On the other hand, equivalence strategy involves searching the most appropriate equivalent in the TL that corresponds to the one in the SL. This strategy is most frequently applied in the translation of proverbs, idiomatic expressions and figures of speech. This is supported by another strategy which is called cultural equivalence. This type of equivalence involves the translation of culturally rooted content in the SL with approximate culture equivalent in the TL. The cultural equivalence is usually used in literary or religious texts. Functional equivalent is another common procedure in translation which is used to translate a word in the SL text with a functionally equivalent TL word. When there is no equivalent word in the TL, translators tend to use the strategy of descriptive equivalent which is to describe the word in their own words in the TL. Another similar technique is "paraphrasing" which involves explanation of meaning of a certain word or expression, found in the SL text, into the TL text. It is used to avoid ambiguity when rendering the meaning in the TL without the need for borrowing. When translators make changes in the target text during the process of translation due to the systemic differences between the ST and TT, they make changes under these techniques: transposition, modulation and adaption. Transposition involves the change in grammatical structure or word class. The transposition on the level of sentence is called (intra-sentential transposition) whereas if takes place within a string of sentences or paragraphs (inter-sentential transposition) (Darwish, 2009). Modulation, on the other hand, involves using a phrase that is different in the source and target languages to express the same idea "without altering meaning and without

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generating a sense of inelegance" (Wahab, 2010, p. 16). Finally, the technique of adaptation is used when something specific to one language culture is expressed in a totally different way that is appropriate to another language culture.

Previous Empirical Studies

Abdellah (2007) investigated translating endophoric reference from Arabic into English. Using a translation test, the researcher tested the Egyptian English majors' ability to translate the plural inanimate Arabic pronoun into English. The results showed that students made errors while translating such pronoun. The error becomes more common if the pronoun is cataphoric rather than anaphoric, and that the further the pronoun is from its antecedent the more students are apt to make the error. This is supported by Jarou & Migdadi (2012) who examined the distance of reference in relation to singular demonstratives in a corpus of Classical Arabic (CA) -prose texts- by using word count to measure anaphoric distance. Salomee (2015) provided a close analytical study of reference and conjunction, employed in two English literary texts and their equivalence in the Arabic translation. The researcher investigated the frequency use of reference and conjunction as a cohesive device and the translation strategies used when translating. By using Halliday & Hasan's (1976) theory of cohesion, all types of reference were detected. For the translation strategies, Salomee (2015) found the omission, compensation and transposition strategies as the most common strategies used in transferring referential cohesion from an English literary text into Arabic and that Arabic experienced more implicit referential items than English due to inflecting and agglutinating nature of the Arabic language. According to Salome's result, the decreased frequencies of reference and conjunction in the target text may be attributed to the fact that Arabic is pro-drop language that allows the omitting of the subject or object to get them from the context.

On the other hand, Mokrani (2010) found that reference is utterly affected in the Arabic target text due to not considering the deep structure of reference by the participants, novice translators (students of translation). The study concluded that Arabic is more flexible in using reference than English due to some unique attributes of Arabic such as pro-drop language and gender distinction which is not found in English. These results were contradicted with Moindjie's (2015) study in the level of cohesiveness of Arabic language. Moindjie (2015)

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investigated the behavior of reference in translating from Arabic into English and French from the view that reference, which is one aspect of cohesion, may affect or enhance cohesiveness in its behavior in translation. The study concluded that reference in translation depends often on certain language peculiarities. The results also showed that English is more cohesive in translation than Arabic and French due to some of its peculiarities. The study reaffirmed that the translators' familiarity with the language peculiarities would make them avoid pitfalls and handle reference perfectly, which would enhance translation in terms of meaning, cohesiveness, and coherence. Otherwise, the translators' unfamiliarity with the languages peculiarities may not yield acceptable translations.

On the same vein, Kehal (2010) studied the overlap between translation and pragmatics in addition to the influence of pragmatic aspects on the translation end-product of reference. He selected thirty learners reading for a master degree in applied language studies in the department of English- University of Constantine to translate two different passages into Arabic. The first text entitled "*Americans are Friendly to Strangers*" which was extracted from Regina L. Smalley, Mary k. Ruetten. "*By Heaven, Heaven Knows! Heaven Helps*", by Robert Fisk, was taken from an online resource with slight modifications, just to serve the research aims. The results revealed errors in translating pragmatic meaning of reference, which was due to the participants' concentration on the linguistic meaning of reference rather than on the pragmatic one.

Kehal's (2010) study goes in line with Al-Jarf's (2010) study which focused on translation students' awareness of the syntactic, pragmatic and discursial restrictions that determine the use of Arabic subject pronouns when translating connected discourse from English into Arabic. The study concluded that students translate imitatively rather than discriminately. The results revealed students' "inability to recognize the differences in usage between English and Arabic independent subject pronouns; their inability to examine the syntactic contexts, the pragmatic and discursial conditions under which independent subject pronouns are used in Arabic" (Al-Jarf, 2010, p. 14). Such results are in line with Abdellah's (2007) discussed above, where students had difficulty in translating pronouns. Not considering such issues when translating reference will lead to inaccurate and inadequate translation.

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On the other hand, Mansur (2014) carried out a qualitative study analysis of referring expressions, using Abdullah Yusuf Ali's translation of the story of Moses and Khiders, narrated in Surat Al Kahaf. He also used Newmark's (1988) classification of translation techniques when translating referential expressions from Arabic into English. The researcher found that the translator utilized different translation procedures to transfer the referential expressions in an effective way which produced a sense in the TL text. The finding revealed further knowledge of both English and Arabic systems to transfer the referential expressions effectively, and translators should use the strategies which create a sense for the target readership. Furthermore, Al-Badani, Awal, Zainudin & Aladdin, (2014) investigated one type of switching reference in two translations of Holy Qur'an; that's the switch from the third person pronoun to the second person pronoun, as in: (وَمَا بِكُمْ مِنْ نِعْمَةٍ فَمِنَ اللَّهِ ثُمَّ إِذَا مَسَّكُمُ الضُّرُّ فَإِلَيْهِ) Holy Qur'an 16: 53

Translation: "Muhsin Khan: And whatever of blessings and good things you have, it is from Allah. Then, when harm touches you, unto Him you cry aloud for help" (An-Nahl: 53).

The results showed that the English translation of reference does not hint to this reference switching in so when it is read by the target readers, the sense of the original will not reach them. In addition, literal translation appears to be inappropriate in transferring the meaning of the switch from the third person pronoun into the second person pronoun.

On another front, implicit referential meaning received heed by Al-Zughoul (2014) who showed how English implicit referential meaning is translated into Arabic by analyzing sentences containing implicit referential meanings found in the novel "Harry Potter and the Prisoner of Azkaban". The results showed that the translation of English implicit referential meaning into Arabic can be done implicitly or explicitly by paying attention to reference. However, translating sentences with implicit referential meaning may create ambiguity and vagueness in the target language. Al-Zughoul (2014) emphasized that "an implicit meaning can be translated implicitly if the entailment of reference is clear and understandable" (p. 173).

With regard to political texts, Lulu (2013) conducted a study on the English Arabic translation of political texts and found out that Arabic texts used more grammatical cohesive devices than English text. On the contrary, a very much recent study on cohesive reference,

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which has been conducted by Huneety, Mashaqba, Al-Shboul, & Alshdaifat (2017), indicated that Arabic tends to use lexical cohesion whereas grammatical cohesion is dominant in English. The researchers analyzed the use of cohesion in twelve Arabic and English religious spoken texts in light of the model proposed by Halliday & Hasan (1976). Their results also revealed that Arabic religious discourse employs cohesive devices which were not covered by Halliday & Hasan's (1976) model, viz., rhyming patterns and parallelism.

Therefore, it has been observed in the above reviewed studies that almost all of them did not investigate cohesive reference in business-related texts or discourse. Most of the relevant studies investigated the concept of reference within the context of literature and two of them investigated religious and political texts, whereas the present study will tackle the issues of reference within the business and economic context which would enrich translation studies. This in itself can be considered sufficient motivation to conduct this research. Cohesive reference is worth investigating because the concept of reference and identifying its typology, nature and behavior has an utmost importance in developing the skills of translation through developing reading and writing skills. The studies reviewed above examined and analyzed reference between English and Arabic and emphasized that it remains difficult to render and translate cohesive devices which constitute an essential role for producing accurate and adequate end-product translations. More specifically, unlike other studies related to reference from specific angle, this research will investigate the concept of reference from different angles: i) identifying types of cohesive reference in both business English and Arabic texts, and the similarities and differences between them, ii) investigating the effect of such differences or similarities on the translation process and iii) identifying translation strategies used to achieve acceptable language equivalence.

Method

This is a descriptive content analysis research which focuses on identifying types of cohesive reference in English business texts and investigating their equivalence in Arabic. To achieve this objective five articles (case studies) along with their Arabic translation have been selected and analyzed according to procedures detailed below.

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Materials

Five business case studies were taken from the *Times 100 Business Case Studies* magazine which is published for the business community in the UK and other English speaking countries. These case studies are periodically translated into Arabic and published in *Al Muder* magazine which is a professional magazine published in Saudi Arabia, and distributed among the Arab business community.

Criteria for Selecting Data

The criteria for selecting the data under investigation are presented below:

- ❖ The *Times 100 Business Case Studies* is a long-established magazine and trusted by the business discourse community all over the world. It provides a unique, powerful and rich resource for teachers and students of business studies.
- ❖ Each case study is constructed around a key element of the business studies curriculum. This means, they cover all aspects of business themes and topics, which makes suitable material for analysis and investigation.
- ❖ The *Times 100 Business Case Studies* are the famous and trusted guide for business students, using real information and issues from the sponsoring companies and directed by leading and pioneering British universities.
- The translations of these articles are published in *Al Muder Magazine* which is a highly professional magazine that aims to develop Arab managers by transferring the western administration experience from English into Arabic language.
- It is the first Arabic magazine specialized in administration issues. It was first published in Saudi Arabia in 2002 and run by highly professional and experienced editors.
- The case studies make a very rich source of business discourse that is worth investigating so as to significantly contribute to translation studies, particularly those of business and economic texts.

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Procedures of Text Analysis

The selected articles were examined in a systematic way as follows:

- The five articles and their translation into Arabic were thoroughly and critically analyzed.
- Types of reference in both source and target texts were identified.
- Similarities and differences of reference in both English and Arabic articles were identified.
- Reference types and subtypes were classified in tables according to their frequency of occurrence, using SPSS statistical package.
- The effect of similarities and/or differences on the translation process was investigated.
- Strategies used in the process of translation were identified and tabulated.

Results and Discussion

The five business case studies under investigation were examined and the reference types were categorized in frequency tables, according to the model of reference proposed by Halliday & Hasan (1976), which is widely accepted in the literature and extensively adopted by a large number of studies. The descriptive analysis of the data indicated that all types of reference were found within the business discourse under investigation. The analysis took into consideration the devices of reference (personal, demonstrative and comparative) and which type of reference they indicated (anaphora and cataphora) inside the text or (endophora) outside the text.

Table (5): Reference types and devices of reference

			Reference Types			Total
			Anaphoric	Cataphoric	Exophoric	
Devices of Reference	Comparative	Frequency	16	4	7	27
		% within Type	59.3%	14.8%	25.9%	100.0%
		% within Reference	3.8%	36.4%	63.6%	6.0%
		% of Total	3.6%	0.9%	1.6%	6.0%
	Demonstrative	Frequency	149	3	3	155

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		% within Type	96.1%	1.9%	1.9%	100.0%
		% within Reference	35.0%	27.3%	27.3%	34.6%
		% of Total	33.3%	0.7%	0.7%	34.6%
	Personal	Frequency	261	4	1	266
		% within Type	98.1%	1.5%	0.4%	100.0%
		% within Reference	61.3%	36.4%	9.1%	59.4%
		% of Total	58.3%	0.9%	0.2%	59.4%
	Total	Frequency	426	11	11	448
		% within Type	95.1%	2.5%	2.5%	100.0%
		% within Reference	100.0%	100.0%	100.0%	100.0%
		% of Total	95.1%	2.5%	2.5%	100.0%

Table (5) shows a total of (448) items of reference which were found in the SL. They were of two types: textual type which shows co-referential relations (anaphoric and cataphoric) and situational type (exophoric) which indicates relations between the text and its environment. Devices of references (personal, demonstrative and comparative) were also identified. Anaphoric reference scored the highest percentage (95.1%) as shown in Table (6), whereas cataphoric and exophoric types recorded the lowest and same percentages (2.5%) for each.

Table (6): Frequency of reference types

Reference Types	Freq.	%
Anaphoric	426	95.1
Cataphoric	11	2.5
Exophoric	11	2.5
Total	448	100.0

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This is due to the fact that the most frequent items of anaphoric reference are pronouns. The cataphoric type is commonly used in stylistic and figurative texts. Having a closer look at the devices of reference in Table (7) reveals that personal reference rated a significant percent among other types. It counted (266) occurrences with a percent of (59.4%). The other two types demonstrative and comparative were 155 (34.6%) and 27 (6%) respectively. This can be attributed to the type of texts used in this study which are business texts that deal with concepts facts and ideas.

Table (7): Frequency of devices of reference

Devices of Reference	Freq.	%
Personal	266	59.4
Demonstrative	155	34.6
Comparative	27	6.0
Total	448	100.0

If we compare the frequency of English devices of reference to the Arabic translation, there will be some difference; Table (8) shows this comparison. Even though Arabic is characterized by a greater number of devices of references than English as reported earlier, the table shows the converse. This feature holds true when a text is originally written in Arabic, but in the case of translation things become different, viz., while translating some devices get changed into conjunctions, and some others get deleted due to the linguistic differences between the two languages, and to make the translation acceptable to the TL readership.

Table (8): Comparison of English and Arabic devices of reference

Devices of Reference	English		Arabic	
	Freq.	%	Freq.	%
Personal	266	59.4	234	59.69
Demonstrative	155	34.6	129	32.9
Comparative	27	6.0	29	7.39
Total	448	100.0	392	100

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In order to understand the nature of reference items used in the business case studies, Table (9) shows that the frequency of items of reference varies according to the phoric relation. The most frequent items of reference are anaphoric. This is due to fact that pronouns are the most common devices of reference which are commonly anaphoric. For the other two types (endophoric and exophoric reference) they recorded the lowest rate of occurrences. The most frequent pronoun was “its” (105), and the least frequent pronoun was “his/” her” which indicates the impersonal nature of business case studies under investigation.

Table (9): Frequency of items versus reference types

	Reference			Total
	Anaphoric	Cataphoric	Exophoric	
More	1	0	0	1
Another	1	0	0	1
Different	1	0	0	1
Each	1	0	0	1
His/her	1	0	0	1
It	74	0	0	74
Its	102	3	0	105
One	2	1	0	3
ones	0	0	1	1
Other	4	4	5	13
Others	3	0	2	5
she	1	0	0	1
Some	1	0	0	1
such	2	0	0	2
The	40	0	2	42
The same	1	0	0	1
Their	35	0	0	35
Them	11	0	0	11
then	1	0	0	1
These	20	0	0	20
They	38	0	0	38

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This	83	3	0	86
Those	3	0	1	4
Total	426	11	11	448

Influence of Reference Difference on Translation Process

When translating reference from English into Arabic some change in the type of reference may take place due to the absence of equivalence in the target language or due to misunderstanding of the reference relations in the source language. Below are some of these changes which took place in the TL text.

Switching Reference from Plural into Singular

This change happened with the demonstratives and pronouns which indicate the irregular plural. Arabic allows the third person singular (demonstrative) to indicate nonperson plural whereas English has a specific device to perform this function. The following example illustrates this alteration in the Arabic translation of the English text.

Source Text	Target Text	Reference Type
<p>Job roles come with different levels of responsibility. These levels will be directly related to the individual person's expertise and training.</p> <p>Source: <u>Business Case Studies</u>, 15 Edition, page 95)</p>	<p>الأدوار الوظيفية تأتي مع مستويات مختلفة من المسؤولية. هذه المستويات ستكون ذات صلة مباشرة بخبرة الفرد وبتدريبه.</p> <p><u>المصدر: مجلة المدير، العدد 155، نوفمبر 2013، ص 33</u></p>	Anaphoric Demonstrative

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It can be observed in example (1) above that the English plural demonstrative “these” was rendered into the Arabic singular demonstrative “this” because the noun it refers back to is nonperson plural. That is a characteristic feature of Arabic.

Switching Reference from The Demonstrative to The Definite Article

As the definite article goes under the demonstrative reference- both in English and Arabic- switching between them was detected in the material under investigation. This is illustrated in example (2). In this example, the reference switched from demonstrative (this case study) into the definite article (المساحة التالية) “in the following”, and from the third person singular “shows” into the second person plural (نوضح) “we are going to show”

	Source Text	Target Text	Reference Type
Example 2:	This case study shows	في المساحة التالية	Anaphoric Demonstrative
	how Reed Elsevier's	نوضح كيف أن هذه	
	business benefits from	الشركة تستفيد من	
	meeting the needs of	تحقيق كل احتياجات	
	all of its stakeholders.	أصحاب المصلحة.	
	Source: <u>Business</u>	<u>المصدر: مجلة المدير،</u>	
	<u>Case Studies, 15</u>	<u>العدد 157، يناير 2014،</u>	
	<u>Edition, page</u>	<u>ص</u>	

Switching Reference from The Demonstrative to The Relative Pronoun

To improve the translated text, there is sometimes a tendency to change an English demonstrative into a relative pronoun in Arabic. This is clear in example (3).

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	Source Text	Target Text	Reference Type
Example 3:	HR departments carry out workforce planning. This involves assessing the workforce needs of an organization in terms of the numbers of workers and the skills and capabilities required.	يقوم قسم الموارد البشرية بإدارة وتطوير العمال من خلال تنفيذ تخطيط قوى العمل، والذي يقتضي تقييم احتياجات قوى العمل من حيث العدد والمهارات والقدرات المطلوبة.	Anaphoric Demonstrative
	Source: <u>Business Case Studies</u> , 16 Edition, page 65	المصدر: <u>مجلة المدير، العدد 172</u> ، إبريل 2015، ص28	

In the above example, the English demonstrative “this” was changed to a relative pronoun in Arabic “الذي-which” that serves as a connector as well as reference to *workforce planning*. Of course, such a switch in reference does not affect the intended meaning; rather, it adds “naturalness” to the target text, i.e., it makes the translated text seems as if it is an SL text.

Translation Strategies Used

No translation is done without considering certain strategies by the translator. Deciding on which strategy should be used depends on the nature of the source text to be translated, and on the translator's. In order to achieve accurate and adequate translations, a number of strategies have been presented and discussed in the literature. This section will investigate the translation strategies used when translating reference from English into Arabic in the five business case studies under investigation.

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Table (10): Frequency of translation strategies used

			Reference			Total
			Anaphoric	Cataphoric	Exophoric	
Strategy	Adaption	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	Addition	Frequency	4	0	0	4
		Percent	0.90%	0.00%	0.00%	0.90%
	Compensation	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	couplets	Frequency	6	0	0	6
		Percent	1.30%	0.00%	0.00%	1.30%
	deletion	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	Descriptive Equivalence	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	Expansion	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	Literal	Frequency	305	8	11	324
		Percent	68.10%	1.80%	2.50%	72.30%
	Modification	Frequency	6	2	0	8
		Percent	1.30%	0.40%	0.00%	1.80%
	Modulation	Frequency	21	0	0	21
		Percent	4.70%	0.00%	0.00%	4.70%
	Reduction	Frequency	1	0	0	1
		Percent	0.20%	0.00%	0.00%	0.20%
	Shift	Frequency	75	4	0	79
		Percent	16.70%	0.90%	0.00%	17.60%
Total		Frequency	423	14	11	448
		Percent	94.40%	3.10%	2.50%	100.00%

A general look at table (10) will reveal that literal translation strategy was the most frequently used strategy (68.10%) in translating the business case studies from English into Arabic. Using literal translation strategy can indicate that both texts (source and target) have the same structure and equivalence and that they do not create any problem for the translator. However, while analyzing the target text it was observed that some errors occurred, affecting the interpretation of cohesive reference. Let's analyze the following example to see the effect of literal translation on the reference items.

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Strategy	Source text	Target text
Literal	In order to gain market, share and attract new customers, <u>a business</u> needs to be distinctive in the marketplace. <u>It</u> needs <u>customers</u> to think about <u>its</u> products in a particular way.	تحتاج الشركة من أجل كسب حصة من السوق وجذب عملاء جدد أن تكون متميزة في السوق. <u>تحتاج</u> أن يفكر <u>العملاء</u> بمنتجاتها بطريقة معينة، لأن <u>هذا</u> <u>يساعدها</u> في تمييز <u>منتجاتها</u> عن <u>تلك</u> التي للمنافسين.
	<u>This</u> helps <u>them</u> distinguish <u>its</u> products from <u>those</u> of competitors.	
	Source: <u>Business Case Studies</u> , 16 Edition, page 53	المصدر: مجلة المدير، العدد 159، مارس 2014، ص 32

Looking at the example, it becomes clear the mistake of translating “this” into (هذا) without modifying what (يساعدها) leads to another mistake of translating (them) into (تلك), which is considered a mistake.

A detailed analysis and discussion of these errors is beyond the scope of this study.

The shift strategy comes next in frequency of occurrence (16.70%). Using this technique means that the target language does not have equivalence- at some levels. The translator tends to modify, transpose or replace a virtual lexical gap by a grammatical structure. In other words, the translator tends to use this strategy to overcome a problem of linguistic difference between the two languages. Surprisingly enough, the analysis of the translation of the business case studies indicated that, instead of solving a translation problem, the translator created a problem while translating. This is clear in the following example.

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Strategy	Source text	Target text
Shift	The case study shows how different job roles are structured within the organization and how they support Specsavers' business. <u>Source: Business Case Studies, 15th Edition.</u>	في المساحة التالية نستعرض الكيفية التي اعتمدتها هذه الشركة لإنشاء أدوار وظيفية مختلفة داخل التنظيم وكيف ساهم ذلك في دعم هذه الشركة. <u>المصدر: مجلة المدير، العدد 155، نوفمبر 2013، ص 33</u>

In this example, the translator's use of shift strategy in transposing the English pronoun (they) to the Arabic demonstrative “that” (ذلك) did not overcome a problem; rather, it created ambiguity.

Conclusions

Based on the analysis and discussion presented in the previous sections, a few conclusions can be made. All types of reference purported by Halliday & Hassan (1976) were found and extensively used. These types came under two classifications according to the phoric relation (anaphoric, cataphoric and exophoric) and three sub-types of reference according to grammatical devices which perform the cohesive function (personal, demonstrative and comparative). The frequency of reference according to the phoric relation was as follows:

- ❖ Anaphoric reference recorded the highest frequency of occurrence (426 items out of 448) with a percentage of (95.1 %).
- ❖ The other two types (cataphoric and exophoric) recorded a total of (22) occurrences with a percentage of 5% of the total incidences - (11 - 2.5 %) for each type. Consequently, the highest percentage of references is extensively distributed under the anaphoric reference. This is due the typical function of pronouns as to avert redundancy by tracking the participants in a text which are mentioned before.
- ❖ The personal reference recorded the highest level of occurrences in both English and Arabic, (266), 59.4% and (234), 59.69% respectively.
- ❖ The demonstrative reference came next reporting (155) incidences with a percentage of 34.6 %.
- ❖ The comparative reference was reported the lowest rate of frequencies, (27) with a percentage of 6%.

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- ❖ The frequency of reference devices was as follows: (its-105), (this-86), (it-74), (the 42), (they-38).

These findings support the fact that the type of the text determines the type of reference devices, which interprets the use of such pronouns and demonstratives to perform the function of cohesion. The results are in line with the findings reported in the literature, Lulu (2013), Salomee (2015), Mokrani (2010) and Huneety, Mashaqba, Al-Shboul, & Alshdaifat, (2017). The consistency of the results of this study with previous similar studies of cohesion devices supports the validity and significance of the present study, particularly, the use of business case studies for the analysis of cohesive reference.

With regard to end-product translation of the business case studies, the analysis revealed errors of cohesive reference and errors beyond the scope of this study. Here are some errors related to the translation of cohesive reference, and which may lead to inaccurate equivalence in the target language:

- 1- Referring to a wrong antecedent which led to changing the meaning of the source language message.
- 2- Showing disagreement between the referent and the reference in terms of the following:
 - a- Feminine and masculine.
 - b- Singular and plural.
 - c- Subject- verb agreement.
- 3- Focusing on the nearest antecedent and neglecting the head focus of the sentence.

Translation strategies also received some focus during the analysis, where it was clear that the literal strategy was frequently used. Using literal strategy may suggest that both texts (source and target) have the same structure and no problematic areas would create difficulty for the translator, Ghazalah (2008). However, the translation errors presented above indicate that the translator did not use the appropriate strategy to create an acceptable equivalence in the target language. It is also worth indicating that the differences in cohesive reference between English and Arabic may affect the translation process between them. One example difference is the additive nature Arabic has, i.e., it uses many cohesive devices more than English (Lulu, 2013). This makes Arabic a detailed language where the antecedent is specified and detailed in terms of masculine-feminine, singular-plural and human-non-human.

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This is why Arabic uses pronouns and demonstratives more than English does. Therefore, there is a general agreement among scholars and researchers (Lulu (2013); Mokrani (2010); Salomee (2015); Huneety, Mashaqba, Al-Shboul & Alshdaifat, (2017) and Moindjie (2015) that every language employs its own cohesive devices to create a cohesive text, and this should be taken into account during the translation process.

It can be concluded, thus, that there is a consensus among researchers about the major issues related to the concept of reference or translating it between English and Arabic. In addition, this study comes to fill the gap of studying the cohesive reference device in business and economic texts, as no previous study has seriously taken this issue into account.

Recommendations and Pedagogical Implications

Translation requires a wide knowledge of other disciplines so as to make translators' understanding of any text intended for translation and rendering its message to the target easier. To help facilitate the task of translation, the following points can be considered:

- ❖ Teaching Arabic language for translation students is imperative so as to avoid translation problems from and into Arabic. As every language has its own unique system of creating a cohesive text, contrastive studies of the source and target languages should be included in translation instruction, where student-translators are exposed to the linguistic differences and similarities between English and Arabic. This should be followed by real applications of translating various texts between the two languages.
- ❖ Transferring knowledge of translation theories and strategies into practice seems one of the prerequisites for student-translators to be able to produce reliable and accurate translations. There should be an emphasis on the practice of translation more than theory from the early stage of translation teaching.
- ❖ Professional translators should also develop awareness of translation strategies and their applications so as to become able to produce acceptable end-product translations.

Suggestions for Further Studies

One area of relevance to the present research that could be of interest for researchers is to investigate and compare endophoric and exophoric reference in literary and non-literary texts, particularly business and technical ones.

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Content Analysis of English as a Foreign Language Textbook at the Tertiary Level in Saudi Arabia: Learners' and Teachers' Perspectives

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Abstract

*The purpose of this research paper is to evaluate **Enterprise1**, the textbook prescribed and taught to the freshman students in different colleges at King Saud University, Riyadh, Saudi Arabia. One hundred students and fifteen teachers took part in this evaluation. The study tried to elicit the opinions of the students and their teachers on the textbook language components, its activities, its subject matter, and the four basic language skills integrated in the book. It considered how these components are presented. The study also investigated whether **Enterprise1** meets the needs of the students in this particular context or not. The analysis of the data was done and the percentages regarding the respondents' replies to the questionnaire items by both teachers and students were given. It can be inferred from the results that there was an agreement among both the learners and instructors on the appropriateness of the textbook. Generally, it is revealed that **Enterprise 1** package represents the teachers' prospect and it meets the needs of the learners in this particular context.*

Key words: *Enterprise 1*, evaluation, textbook evaluation, ELT textbooks, KSU.

Introduction

Textbook is one of the most important determinants for the EFL curriculum design and development. Its selection and its evaluation are highly significant and considered to be of huge burden on the shoulders of the teachers, educationalists and curriculum developers as well. Those engaged in textbooks selection are to be always careful in their choices so that they entertain the learners effectively. Chambers (1997) thinks that selecting a textbook is not an easy task, and it should be a collective work done by a group of teachers and not individually carried out. He also adds that the "selection of materials to be used jointly in an ELT class should be selected by as wide range of users as possible. This is likely to increase the sense of ownership of the decision"

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Textbooks evaluation, on the other hand, is an essential part of EFL teaching and learning. Generally speaking, teaching without evaluation is futile. Whether this evaluation takes place at the time of selecting the textbook or in a later stage, that is, after being taught for a period of time, it is a time and effort consuming task and it has to be done carefully and patiently. By the end of the day, the main purpose of selection and evaluation is to enhance the conditions of ELT. Although this study, to some extent, sheds light on textbooks selection, it is mainly concerned with the evaluation of a textbook that has been selected and widely used in Saudi Arab universities. Evaluation and selection are closely related and they are of an ongoing process in education. Moreover, according to Ellis (1997) evaluation is of two types: predictive and retrospective. The former takes place before the course implementation while the later takes place after the implementation. He explicitly states that:

Teachers are often faced with the task of choosing what teaching materials to use. In effect, they are required to carry out a predictive evaluation of the materials available to them in order to determine which are best suited to their purposes. Then, once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have 'worked' for them. This constitutes a retrospective evaluation. (p. 36)

This paper, therefore, is mainly concerned with retrospective evaluation. Since materials in Saudi universities are not produced by the university teachers themselves, especially in ELT, the teachers have to select their own textbooks. Accordingly, there are several textbooks produced annually across the globe and this wide range of textbooks designed mainly for ESL/EFL situations. This variation leads to some sort of confusion among teachers, especially those with little or no experience. Even practiced teachers might find it a daunting task to select a textbook for their target groups. Selection, as we have noted above, involves evaluation in the first instance. Teachers are to go through the textbook and some checklists have to be satisfied regarding the students' needs, the objectives of the course, and the context in which the textbook is to be taught.

Statement of The Problem

Enterprise1 has been prescribed for teaching English to the King Saud University (KSU) students at different colleges regardless of the domain area of study of the students. It is prescribed for the students of Arts, Education, Agriculture, Administrative Sciences, and Tourism and Archaeology students. It is not known under which justifications the textbook

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has been selected. It has been taught for several years to the freshmen students at KSU and it has not been evaluated ever since in any of these colleges. For this justification the study was carried out.

Purpose of The Study

The study explores the views of the students and their teachers on *Enterprise1* as a textbook prescribed for the male freshmen in different colleges at KSU. *Enterprise1* beginner, according to the publisher's blurb, "is the first in a four-level series of English textbooks. The ultimate goal of the study is to provoke clear vision about the textbook related to its subject and content, the skills incorporated in the textbook, the activities, the language of the textbook, the layout and design and the practicality of the textbook. The study attempts to get appropriate answers to the research questions proposed below:

1. To what extent is *Enterprise 1* effective according to its language type?
2. To what extent is *Enterprise 1* effective according to its subject matter and content?
3. To what extent is *Enterprise 1* effective according to its practical considerations?
4. To what extent is *Enterprise 1* effective according to its design and arrangement?
5. To what extent is *Enterprise 1* effective according to its four basic language skills?
6. To what extent is *Enterprise 1* effective according to its activities?

EFL in Saudi Schools with Reference to Textbooks

English language education in the Kingdom of Saudi Arabia is an EFL practice. English is the only foreign language taught to Saudi students at both intermediate and secondary government schools. Saudi system of education introduces English to the students (first year of the intermediate school) exactly at the seventh grade of formal education at the government schools, which is nearly at the age of fourteen. It seems to be some sort of delay regarding the appropriateness of the age of language acquisition and capacities of the students as far as foreign language teaching and learning practices are concerned.

In tracing the history of ELT in Saudi Arabia, we found that it had been introduced into the curriculum before well over half a century. Al-Shammmary (1984) said that:

The history of foreign language instruction is recent. It started in late 1950s. Both English and French languages were introduced in Saudi school's curriculum. French was taught in the secondary stage (grades 10

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– 12) for few years, but was dropped from the curriculum in 1970.

English was introduced in the late 1950s. (p. 2-3)

As for the recent curriculum, the Saudi Ministry of Education (MOE) introduces English to the students in the government schools at grade seven (i.e. first year of the intermediate school). The average age of the students is almost fourteen and this, however, this is not a suitable age for acquiring a new foreign language as noted above and as stressed by many scholars like Brown (1995), for instance.

An effective teaching of English is concerned mainly with three important elements: a qualified teacher, an eager student and well-designed teaching materials. No doubt these three elements are essential in any curriculum, but what immediately relates to our study is the last element, namely, the materials, i.e., textbooks. In general, Alsalloom (1995) quoted in Al-Oteibi (2004, p. 76) stated that "the curriculum is developed through a material committee that produces, prints, directs, and updates the textbooks for all levels of the public schools". Although this argument is general and includes all school subjects, English is no exception and the textbooks are designed accordingly. Al-Ahaydib (1986, p.56) stated that "they include grammar lessons, composition, comprehension texts, vocabulary lists, and drills and exercises. In secondary schools the curriculum adds short stories and poetry to the above mentioned content". Thus, English language textbooks in 1980s were designed by the well-known Macmillan publishing company (ibid.), and they are no doubt tailored and designed to meet the Saudi students' educational and cultural-based needs to fit the foreign situation of ELT in this particular part of the world. " It is believed that students need to learn to speak as well as to write in English because it is not only an international language, but also an important factor in the development of the country"(Al-Oteibi 2004, p. 69).

As for the time allotted for English language in Saudi government schools, scholars like Al-Hajailan (2003) and Al-Oteibi (2004) have mentioned this in their studies. Al-Oteibi (2004, p.70), for instance, said that "throughout each grade level students are taught English for four periods a week and each period lasts for 45 minutes". This means that in both secondary and preparatory schools English has been given a considerable weight in the teaching plan of the MOE in general.

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Anyway, the objectives of teaching English are important elements in the design of the curriculum. So, the objectives of ELT curriculum in Saudi Arabian schools have been stated clearly in the educational policy of the MOE. There are many Saudi researchers who have mentioned these objectives like Al-Saadat (1985) and Al-Ahaydib (1986), for instance. Al-Saadat (1985) reported plainly that:

According to MOE, the general goal of teaching English in the intermediate schools is to produce an individual who is able to listen with understanding to spoken English, to speak current English, to read with recognition of common English words and structures and to be able to write a few sentences about a simple subject or incident. On the other hand, the general goal of English instruction in the secondary school is to have the student attain a level of proficiency which will permit him/her to make ready use of desired material printed in English and which will enable him/her to satisfactorily communicate his/her needs in both spoken and written forms (MOE1960). (p. 8)

Moreover, Al-Ahaydib (1986,p. 13) quoted the educational policy of the Kingdom of Saudi Arabia (1974) which states that the goals of English teaching in Saudi Arabian intermediate and secondary schools are "to furnish the students with at least one of the living languages, in addition to their original[native]language, to enable them to acquire knowledge, arts, useful inventions, transmit our knowledge and sciences to other communities and participate in the spreading of Islam and serving the humanity." The above written quotes are very explicit for ELT in the kingdom and they are of high standards and achievable as well. These goals are not different from those that have to be achieved at Saudi college or university levels. Moreover, the goals in higher stages of education are ESP oriented, in the sense that they try to relate the English to the main field of the study of the student. In this regard, the main objective of any ESP course is to attain high standards in acquiring English for a highly confident and conversant student.

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EFL at The Tertiary Level in KSA

As a point of departure, the textbook under evaluation is selected and taught for non-English major students and serves as an orientation course. Therefore, a concise argument on EFL situation at the tertiary level in KSA would provide a reasonable ground for our study.

As for the status and significance of English language teaching and learning in KSA, it is well noted by Al-Seghayer (2014) that:

Policy-makers, stakeholders, and other decision-making bodies in Saudi Arabia view the English language as an important tool for the development of the country in terms of both international relations and scientific-technological advancement. In Saudi Arabia, English has the official status as the primary foreign language and the country continues to show considerable interest in English language programs. (p. 143).

The status of English in KSA is gradually flourishing in a sense that it is either used for formal instruction as might be the case in some scientific stream colleges such as medicine and engineering, for instance, or as a library language where it is used for research purposes to get access to references and databases where English is the language of such fundamental resources. In such university colleges and centres, English is considered as a school subject, where it is taught as a general English course. It has a considerable weight in the teaching plan of no less than three hours per week. In some other cases English is given as an ESP course according to the prospective field of study, where the four basic language skills may be given as separate courses.

Recently, English is offered in nearly four or five courses in the foundation year of Saudi government universities. Students have to cover a full year training in English and some other basic courses for orientation purposes and then they can be admitted to the opted majors in the concerned colleges and faculties. Furthermore, English may be used as the language of instruction for an entire university such as the case of King Fahd University of Petroleum and Minerals (KFUPM), as a leading institution in the kingdom. According to undergrad bulletin of the KFUPM (2003-2005 page 12), instruction is in English and the

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resources of the technical library are for the most part, though not exclusively, printed in English.

A Theoretical Background and Review of Literature

In this section a theoretical background to the study, i.e. the significance of textbook, textbook evaluation practice, and textbook evaluation in Saudi Arabia, in particular, will be discussed in more elaboration.

Significance of Textbooks in EFL Context

A textbook could be defined as: "...a textbook which is meant to provide the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book students necessarily use during a course" (Tomlinson 1998, p. p. ix). Brown (1995) argues that the indispensable elements of curriculum are needs analysis, objectives, materials, testing, and evaluation. He showed how these elements interact with each other in a teaching and learning situation. The most relevant to our study is materials, and to be more specific, textbooks. Low (1989, p. 136) pointed out the importance of materials asserting that "teaching materials are one of the major determinants of what gets taught in language teaching programmes". This infers that he puts textbooks in a high position as essential components in any curriculum designed for language students. Harmer (1996), moreover, argues that textbooks give teachers ideas about how to teach and what to teach in particular. As Hutchinson and Torres (1994, p. 315) suggested: "The textbook is an almost universal element of teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in many countries". Additionally, O'Neill (1982) indicated that textbooks are commonly sensitive to students' needs and they are efficient in terms of time and money, and they can and should allow for adaptation and creativeness. Again we find that O'Neill (1982) provided four justifications for the use of textbooks. Firstly, a large portion of a textbook's material can be suitable for students needs, even if not specifically designed for them. Secondly, textbooks allow students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student's expectations. Thirdly, textbooks have the practical aspect of providing material which is well-presented in inexpensive form. Finally, well designed textbooks allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.

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Sheldon (1988) suggested that textbooks are the core of any ELT programme and they provide some vital advantages for both the student and the teacher in ESL/EFL classroom. Compared to teacher-generated materials, textbooks are cheaper and do not involve a lot of effort in lesson preparation from the teacher. Teacher-generated materials consume time, money, and might be defective in quality. Textbooks, on the other hand, are more effective in reducing job load of the EFL teacher who can utilized their time in some other valuable activities (O'Neill, 1982; Sheldon, 1988). Cunnings worth (1995, p.7) argued that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who have yet to gain in confidence. Richards (2001) asserted that textbooks are important elements in most language programmes and he adds that without textbooks, programmes may have no central core. Many teachers derive their content ideas from textbooks, workbooks, teacher's guides and accompanying dittoes and tests prepared for the teachers to use (Ryan and Cooper, 1984). Research shows that a majority of teachers use textbooks as their principal curriculum guide and source of lessons (St. John, 2001). New and inexperienced teachers, or those who lack sufficient time for lesson planning, may actually teach from the first page of the textbook to the last, skipping little or nothing (Tyson, 1997). The most generally mentioned advantages for using a textbook are that it acts as a syllabus; provides newly appointed teachers with security, guidelines, and support. It serves the purpose of promoting ideas of democracy; provides learning tasks; regulates times and programmes and standardises instruction; 'trains' experienced teachers in new ideas and methods of instruction; and is visually appealing (Hung Xu, 2004, p.14). Furthermore, Ur (1996) stated that the advantages of textbooks are as follows:

1. they provide a clear framework which the teacher and the students know where they are going and what is coming next,
2. mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically,
3. they provide readymade texts and tasks with possible appropriate level for most of the class, which save time for the teacher,
4. they are the cheapest way of providing learning material for each student,

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5. they are convenient packages whose components are bound in order,
6. they are useful guides especially for inexperienced teachers who are occasionally unsure of their language knowledge,
7. They provide autonomy that the students can use them to learn new material, review and monitor progress in order to be less teacher-dependent.

Similar views were expressed previously by Cunnings worth (1995, p.7) who stated the following roles of textbooks in ELT;

1. a resource for presentation material (spoken/written)
2. a source of activities for student practice and communicative interaction.
3. a reference source
4. a syllabus
5. a resource for self-directed learning or self-access work.
6. a support for less experienced teachers.

Textbooks Evaluation

Evaluation may be possibly defined as "the systematic collection and analysis of relevant information necessary to promote the improvement of the curriculum and to assess its effectiveness within the context of a particular institution involved"(Brown 1995, p.24). In a more restricted definition we find that it is the "determination of the worth of a thing. It includes obtaining information for use in judging objectives, or the potential utility of alternative approaches designed to attain specified objectives" (Worthen and Sanders 1973, p.19). Williams (1983), Sheldon (1988), and Ellis (1997) put forward criteria for materials evaluation and many of the aspects discussed in their criteria have something in common in some instances. Furthermore, they give a substantial consideration to some elements of the materials that should be taken care of while doing the evaluation. It can be argued that "the ability to evaluate effectively is a very important professional activity for all ELT teachers"(McDonough and Shaw 1993, p.63). Sheldon (1988) offered several reasons for textbook evaluation. He suggested that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between

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all of the available textbooks in the market. Moreover, Richards (2001, p. 286) stressed the importance of curriculum evaluation in general through collecting information about language to help in taking the right decision about the programme modifications related to learners' needs, teacher training.

Textbook Evaluation in Saudi Arabia

A considerable amount of textbooks evaluation research was carried out at several levels of ELT in Saudi Arabia. To begin with, Al-Yousef (2007) argues that most of the studies that evaluated Saudi English textbooks explored the old series *English for Saudi Arabia*, except of the 2006 evaluation scheme carried out by the Ministry of Education and Al-Saif's (2005) MA dissertation. In his research, Al-Yousef (2007) evaluated the third grade intermediate *English Course Book* in Saudi Arabia inaugurated in 2005 by the MOE. He argues that the results of the study revealed that both the teachers-supervisors and the students perceived the course book as moderately satisfactory. The study suggests some improvements of the 2005 *English Course Book*. Al-Saif (2005) carried out an evaluation study of English language textbooks *English for Saudi Arabia*, 6th grade of Saudi elementary schools. The aim of that study was to examine the textbooks suitability to teachers, young students and social context. He thought that "while textbooks are central to how EFL teaching is done in Saudi Arabia, there is much need for an evaluation of their content and to investigate their role in teaching practice and methodology" (Al-Saif, 2005, p.7). One of the first attempts on this issue is Al-Jaser's (1989), in which he carried out an evaluation that focused on the comparison between boys' and girls' First Secondary-level English Textbooks. He suggests that these textbooks can be revised according to the students' gender, level, needs and further responsibilities. In an earlier study, Ereksoussy (1993) evaluated the girls' First Grade Intermediate English Textbook. The study concentrates on measuring the goals, the content selection, gradation and recycling, presentation forms, practice activities, and assessment models. Later on, a different important study was done by Al-Hajailan (1999), he assessed the third grade secondary school textbook, *English for Saudi Arabia*. The study reveals a general agreement on the book's appearance, accompanying materials, academic content, cultural content and evaluation techniques. Madkhali's (2005) study was concerned with syllabus design which focused on general

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English, rather than ESP at the Institute of Public Administration (IPA) in Riyadh. His study was based on a needs analysis of the students of that institute.

Recently, there are some research works done at different levels and different situations regarding textbooks evaluation in Saudi context. Some of these works have been consulted and reported. Mahib ur Rahman (2012), for instance, evaluated English writing text at the Preparatory Year, Najran University. In this study, he tried to categorize the merits and demerits of various characteristics of the current textbook, like content, presentation, organization and exercises. He also tried to figure out the suitability of the text to meet the learners' needs and to what extent the objectives of teaching English writing skills were met. Moreover, Al-sowat (2012) in evaluating *Say It in English* a textbook for first year intermediate grade in Saudi Arabia, found that the general degree for the overall evaluation was feeble (3.07 out of 5). He focused on the layout and physical appearance, content, objectives, language type, skills, activities and tasks, structure and vocabulary, culture values, and teacher's needs. In another attempt on Saudi context of ELT textbooks evaluation, Ahmed and Shah (2014) tried to discover the influence of *New Headway Plus Special Edition* on Saudi EFL learners' cultural attitudes and their proficiency outcomes. It is found that the textbook fell short to promote the intercultural factor. The textbook shows no occurrence of Islamic or Saudi representation in the textbook at all. More recently, Alharbi (2015) evaluated the *Flying High for Saudi Arabia*, an EFL textbook series taught in secondary schools in Saudi Arabia. She reported that the outcomes displayed the evaluators' general contentment with the series. It further indicated both strengths and weaknesses of the series by the evaluators. Furthermore, and in another related context, Bin Obaid (2016) evaluated the second intermediate Saudi English language textbook from the teachers' point of view. She made clear that the results showed a general agreement on the suitability of the textbook apart from the language style and some other sub-items. In a very recent study, Al Harbi (2017) evaluated secondary stage EFL textbook from teachers' perspectives in Saudi public schools. He focused on the layout and design, the objectives of the textbook, teaching methods and activities, language skills, and evaluation. The study concluded that the textbook under scrutiny requires extra improvement to meet the learners needs in such a situation. He pointed out some shortcomings related to the textbook objectives, content and even evaluation element to make it more practical so as to keep up with recent learning and teaching theories.

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Finally, what have been discussed above, about the Saudi context of textbook evaluation, does not mean that all studies have been surveyed. Textbook evaluation in Saudi context is a frequent and never-ending activity taking place from time to time in different circumstances. However, the above reported studies are only a selection of some available works done in this domain.

Research Methodology

Subjects of The Study

One hundred freshmen students doing English courses from different colleges of KSU and thirty English Language teachers of the English Language Unit, which takes care for teaching English general courses to the university students, took part in this study. Ninety-three forms of the students were considered in the study and seven of them have been excluded because the participants did not fill the forms appropriately. The thirty male teachers who took part in this study have filled a special form of a questionnaire specifically designed to evaluate this particular textbook.

Research Tools and Data Collection

A questionnaire of a five-points Likert-scale ranging from "strongly agree" to "strongly disagree" was used and two versions of this questionnaire have been developed; one for the students and the other for the teachers. The statements of the students' questionnaire were translated into Arabic. The students' questionnaire consists of 23 statements, while the teachers' comprises 35 statements. There are some questions that have not been asked to the students and they are meant for the teachers regarding their own experience in teaching and they are not meant for students' assessment at all. The questionnaire has six main categories each with a specific number of items for each. This questionnaire is adopted from Litz (2005), and adapted with some minor modifications to meet the purposes of the present study.

The data were collected from one hundred students in different colleges of KSU who participated in filling up the questionnaire forms. The forms of the students were translated into Arabic so as to make statements clearer to the students and to minimise the ambiguity. The forms were distributed to the students who were studying at the same level and batch. The distribution of the questionnaire forms took one full study week and administered

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according to groups timing of the English language class. Although the instructions were clear, the teachers were directed to give full instructions to the students for administrative ease. The teachers' forms had been distributed over one-week time according to the availability of the teachers and they were returned within ten days. Thirty teachers completed the questionnaire forms and all of them were included in the study.

Results and Discussion

In this section a detailed account of the results obtained from the thorough analysis of the data utilized for this research paper will be reported. For data reduction and analysis convenience, the responses elicited from the two versions of the questionnaire (i.e., teachers' version and students' version) the five-points Likert scale will be dealt with as in the following:

Both "Agree" and "Strongly Agree" were considered as positive responses in favour of the item or statement given in the questionnaire and then have been calculated together, meanwhile the responses "Disagree" and "Strongly disagree" were considered negative responses and then have been dealt with likewise. The neutral statements, on the other hand, will not be considered in the analysis. The percentages of the respondents have been calculated and presented.

Language of *Enterprise 1*

Most of the teachers (95%) agree that the sequencing of the structures and grammar subjects and vocabulary lists is suitable, while only 59.1% of the students are in favour of this statement. The level of language, on the other hand, is believed in majority (87%) by the instructors to be in parallel with learner's present language aptitude, and more than half (50.6%) of the students have the same view concerning the level of the language. More than 86% of the teachers believe that the language functions exemplify English that they and their students will possibly use and about 58% of the students also believe the same thing. About 87% of the teachers believe that the language of the textbook is authentic, i.e. like real-life English, whereas about 64% of the students hold the same opinion. Most of the instructors (90%) think that the structures and grammar components are presented with limited and simple examples and clarifications. The students, conversely, agree with the item in nearly 64%. As for the register and accent of the textbook, 80% of the teachers agree that the

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language presents a diverse range of registers and accents, while only 37% of the students are in favour of that item.

Vocabulary, for example, is presented both passively and actively in *Enterprise1* through both productive and receptive skills. Grammar is also represented through recurrence of structures and functions as well. The textbook focuses thoroughly on all grammatical items appropriate to the beginners' level. According to Cathcart (1989) and Lee (1995), who emphasised on the importance of presenting these authentic materials and they think the models of language are representative for real-life situations which may play a great role in motivating EFL classroom.

Content and Subject Matter

We found that the majority of the teachers (80%) suppose that the subject and content of the *Enterprise 1* are relevant to their students needs in such language teaching situation. Alternatively, more than half of the students (54%) hold the same opinion. More than 93% of the teachers think that the subject and content of the textbook are normally reasonable, and 58.1% of the students are also approving the same statement. Most of the teachers (93.3%) believe that the textbook is attractive, demanding and enhancing incentive. The students, on the other hand, rated the same statement at a lower rate, i.e. (57%). We find that the overwhelming opinion of the teachers (93.3%) is in favour of the diverse resources of the subject and content of *Enterprise1*, and 61.3% of the students also support the same assertion. Finally, nearly 87% and 46.3% of the teachers and students respectively believe that the materials are not culturally biased and they do not portray any negative stereotypes.

Practical Considerations

Both students' and teachers' responses are calculated in percentages according to the questionnaire statements associated to the practical considerations of the textbook. Statements 1 and 2 are in common for both the teachers and students. The recent price of the book is reggraded to be reasonable by the instructors, so about 47 % of them are with the statement and only about 33% are not decided about the reasonability of the price of the text. We also found that 20% of the instructors disagree with the reasonability of the price of the book. The students, on the other hand, think that the book is expensive, because the same item has been rated by them at only 23.7%, which means that they are not in favour of the statement itself

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which says that 'the price of the textbook is reasonable'. As a matter of fact, "Most ESL/EFL books are published and manufactured in wealthy-speaking nations such as England and United States but used in many less-developed nations" (Litz 2005, p.12), this shows that students express their dissatisfaction with the actual price of the book although they are coming from a rich country, but they feel that the book might be costly for some students as the results have shown. 66.6% of the teachers responded that the textbook is accessible whereas 46.2% of the learners agree with their teachers, because KSU textbooks are catered for by some big distributing and publishing companies in the country. This led to consent among the respondents concerning the availability of the textbook. Moreover, the textbook is seen as up-to-date publication, since about 47 % of the instructors considered it as a current textbook. The instructors also evaluated the accompanying materials of the textbook such as instructor's guide, workbook, CDs at a little bit higher rate (i.e., 67%), whereas 66.7% of them also had the opinion that it is suitable for practicing purposes as an EFL textbook in such level.

Layout and Design

We found that 86.7% of the teachers are certain of assumption that the textbook includes an exhaustive outline of the functions, language structures and lexis that are to be covered in each unit. The instructors are almost entirely agreeing with the assumption about the suitability and precision of the layout and design, that is 93.4% with this statement, likewise the learners adopt the same assertion with their teachers, so 64.5% of them support that statement. Regarding the glossaries and vocabulary lists 73.3% of the teachers believe that an acceptable glossary or vocabulary list is included in the book. We also found that nearly 87% of the instructors consider the textbook to be organized effectively whereas 70% of the learners share the same attitude with their teachers on this particular item.

More than 86% of the teachers consider that suitable review subdivisions and exercises are comprised in the textbook, whereas 80% of them think that a satisfactory assessment quizzes or testing proposals are incorporated. It is also found that 79.0% of the instructors think that the teacher's book covers guidance about how the textbook can be used to the highest benefit. The materials objectives are almost agreed upon, (93.3%), for being apparent to both instructors and learner.

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In paying a closer attention to the internal organization and layout of each unit of the textbook under study, it is apparently true that the aims are set clearly and each unit gives a special consideration for the basic language skills, grammar structures and communication tasks presented in certain topics like culture, jobs and works, travel, sports, transport, food, clothing etc., and highlight specific functions as stated in the table of contents in the beginning of the book. The book is divided into fifteen units with review unit after each four units except for the last three units which were reviewed together. A lead-in activity is presented at the beginning of each unit as an opening activity which paves the way for the students to engage their background knowledge.

Basic Four Skills Included in *Enterprise 1*

In this part the statistics regarding the teachers and their students in evaluating the four language basic skills integrated in the book will be discussed. Nearly 90 % of the teachers believe that the materials comprise and concentrate on the skills that the instructor and the learner would like to practice. The students, on the other hand, do not seem to be in favour of such statement, that is about 47% of them only are in favour of that item. The mainstream of the instructors (86.7%) suppose that there is a sense of balance in the activities and materials provided for the four language basic skills, whereas the students do not seem to be in favour of that statement, because about 39% of them only support it. About 74% of the teachers believe that the textbook did not neglect the sub-skills such as skimming for information, listening for jest, note-taking, etc and 45% of the students believe that the textbook pays attention to above mentioned sub-skills.

Whereas 60% of the instructors obviously consider the book to emphasize and carry out normal pronunciation regarding the components of stress and intonation, we find that more than 73% of them think that the practice of individual skills integrated into the practice of other skills. However, *Enterprise 1* is a syllabus that combines and integrates the four basic language skills, both productively and receptively.

Speaking and writing, as productive skills, are performed in using varied and diverse techniques. Speaking skills for instance, are carried out in role plays, conversation practice through group work and pair work. Most of the exercises and activities are achieved through acting out some conversations or reading aloud the conversations again after filling up some

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spaces which have been deleted for listening activity purposes. Writing, on the other hand, is offered in several and varied activities such as how to write postcards of some occasions along with how to write about places, people or simple activities, and personal letters to cover different situations taking into consideration both of the end-result of writing process, and the actual writing process.

Role Plays, Activities, And Exercises Considered in *Enterprise 1*

The mainstream of the teachers (86.7%) believe that the textbook offers a balance of role plays, activities, and exercises whereas less than half of the students (42.0%) are in favour of the same item. We find that almost 62% of the students believe that the textbook provides role plays, activities and exercises that encourage adequate communicative and momentous practice. About 60% of the teachers, on the other hand, believe that the role plays, activities and exercises provide the same function. The percentages show some consensus on the same statement on both sides.

Nearly 67% of the teachers agree that the role plays, activities and exercises integrate individual, pair and group work and the students' opinion, which is 63.3%, does not seem to be far from their teachers', which means again that there is some sort of agreement among both groups regarding the role plays, activities and exercises of the textbook. We also found that more than 86% of the teachers believe that the grammar points and vocabulary items are introduced in motivating and realistic contexts. More than half of the students (51.6%) also believe that the grammar and vocabulary are presented in motivating and realistic situations. Furthermore, 66.6% think that the role plays, activities and exercises promote creative, original and independent responses, and about 47% of the students have supported the same item.

Enterprise 1 includes a variety of role plays, activities and exercises for the learners such as acting out dialogues, open-ended discussion questions, eliciting information from tables and make dialogues, listening to activities and then personalise them in talking about themselves. These activities, along with drilling in pronunciation, ordering, sorting, comparing, filling gaps and matching items are set to booster the students' communicative and non-communicative abilities in acquiring English.

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However, more than 46% of the teachers believe that the tasks are conducive to the internalisation of the newly introduced language, whereas 60% of them believe that the textbook activities can be modified or supplemented easily, which shows some sort of flexibility in the textbook itself.

Conclusion

In this study an attempt has been made to investigate the essential components of *Enterprise 1* through an evaluation study which focused on both teachers' and learners' perspectives. This book under investigation has been in effect for several years as an ELT textbook for freshmen students at King Saud University in Riyadh. The points of view of the subjects have been elicited. The study tried to answer the proposed questions postulated at the beginning of this study report. The main issue behind this research paper was to examine to what extent *Enterprise 1* was fit to learning and teaching process in such context? It has been scrutinized in terms of its content, skills, activities, practicality, and design. The four basic language skills and grammar and vocabulary offered in the textbook have been analysed in terms of presentation and chances of practice offered in this textbook. It can be deduced that both students and teachers agreed upon the appropriateness of the textbook. In general, the results reveal that *Enterprise 1* is up to the teachers' expectations and it meets the students' learning needs as an ELT textbook in this particular level and context.

According to McDonough and Shaw (1993), *Enterprise 1* obviously presented the content and material in harmony with the multi-syllabus approach in presenting appropriately both vocabulary and grammar items and giving a variety of exercises and activities. The learners' needs have been taken care of in selecting this textbook, which shows the attractiveness that captures the students with its illustrations, photos and layout. Aural-oral activities that enhance the learner's linguistic capacity in using the living language for daily routine have been considered in the textbook.

Culture, on the other hand, has been presented impartially and reflected the openness of the authors that helped too much in selecting the text to meet the learners' needs as an appropriate and non-biased EFL material suitable for culturally different situations.

The textbook is apparently designed for EFL adult beginners, but it seems to be, as the results revealed, an appropriate textbook for those freshmen students at KSU various colleges.

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It might be due to the general status of English in secondary school level in Saudi Arabia, which is less than expectations. This gives the impression that secondary school graduates, who definitely join this college, are not competent enough in English to study an advanced course or even an intermediate course for their English at this stage. Consequently, the results are in compliance with this general fact. Even the teachers themselves realize this fact in practice. Therefore, according to their responses to the questionnaire, they are in favour of adopting this textbook for this purpose.

Despite being a slightly broad study at this level, it had some limitations in terms of subjects of the study, the instruments used for data collection, and the scope. A future study could be carried out with a relatively large sample in the university since the textbook is taught in different colleges as mentioned earlier.

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Can Digital Translation Replace Human Translation?

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Abstract

Since the process of globalization has started, there have been a lot of investments in the field of digital translation systems. With a globalized world of business, the demand for more translations has increased significantly and companies require them in the shortest time possible. The only way of attending this market is to make use of new tools like the digital translation or what is called machine translation (MT).

Introduction

I mean by the term digital translation, the automatic transferring of meaning and style from SL (source language) into TL (target language) by using computer systems. It is also called Machine Translation (MT). Nida (1964, P.250) refers to three basic parts in doing such process. They are as follows:

1. The input. This refers to all data of the source text (ST) to be entered into the system.
2. The main storage and processor. It involves processing and analyzing the data relating to the source text (ST).
3. The output. It refers to the final result of the target text (TT) after being processed and analyzed.

The Research problem and Question

The open question raised in this paper is: is digital translation of great value? In other words, can digital translation be able to produce coherent and communicative texts as well as to produce cohesive and grammatically correct texts automatically? In short, can it replace the competent translator? This paper will try to answer these questions.....

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The Research Objective

This study objects to answer the following question: can digital translation replace human translation?

The Research Methodology

In what follows, a description of the methodology will be given.

The Research Design

This paper is considered of the descriptive type.

The Research Sample

This paper presents samples of digital translation outputs and compare them with human translation.

Literature Review

Of course, there are advantages and disadvantages of digital translation. Let us first discuss the advantages of (MT) and then move on to discuss the disadvantages of (MT).

Advantages of Digital Translation

Recent translation studies refer to many advantages of digital translation. They are as follows:

Processing the Text Quickly

Whereas human translation needs a lot of time while translating large texts, using the digital translation system enables one to save their time while doing the process of translating.

Low Price

If a professional translator translates your text, you have to pay him/her enough money for each page, unlike digital translation that offers reliable and effective help free.

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Confidentiality

Many people use digital translation systems to translate their private emails, because no one would agree to give their private correspondence to a translator who he/she does not know, or no one would entrust financial documents to other people.

Universality

Usually a professional translator becomes specialized in a definite field, but digital translation system can translate any text about any area.

Online Translation and Translation of Web Page Content

The advantage of online translation services is obvious. Online translation services are at hand and one can translate information quickly with this service. Furthermore, one can translate any web page content and query of search engine by the use of digital translation system.

After discussing the advantages of the digital translation, let us now discuss on the other side the disadvantages of using it.

Disadvantages of Digital Translation

Recent studies indicate too many disadvantages of using digital translation. Some of these are as follows:

Lack of Superior Exactness

One can't entrust digital translation system in case they need superior exact translation of the official documents, agreements and so on. You can get the gist, first draft of a translation then you can work on it and correct it for exactness.

Inferior Translation Quality of the Texts with Ambiguous Words and Sentences

Digital translation is based on formal and systematic rules, so many times it can't solve ambiguity by concentrating on a context and using experience or mental outlook as a human translator.

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It is of a paramount significance to indicate that all of these limitations mentioned above vary according to the pair of languages with which the software of (MT) is working. In other words, when the (SL) and (TL) languages are very distinct from each other, that is, they do not belong to the same language family, then the errors are more critical. That is the case, for instance, of translating Arabic into English. Whereas Arabic belongs to Semitic, English belongs to Indo-European. On the other hand, when the two codes are closely relating to each other or belong to the same language family such as Arabic and Persian, then the difficulty is less prominent. Aberdeen (2010, Pp.729-35) studied the performance of the (MT) when dealing with dialogues in Arabic to be translated into English. The same process was adopted on the study by Bandyopadhyay (2005, Pp.465-70) who wanted to discover the status of the (MT) software when translating English into Indian languages. Agren (1997, Pp.1-18) was also concerned with the comparison of texts translated by machine and by humans with text written in Finnish and translated into English.

By and large, digital translation refers to the utilization of software to translate text from one language into another. Its application is very limited. For professional text, we believe that digital translation is only useful for very specific situations. As we know, there are two aspects to the translation project utilizing professional translators, the science and the art. Generally, the technical task is completed first creating a target language document with words, phrases and concepts that accurately reflect the words, phrases and concepts in the original. The artistic feature of translation is more time consuming than the technical aspect. Just as any good writer will revise his or her English text several times, translators and editors often need to “walk away” from a document and revisit the text again, to ensure the language natural and reads well on its own. As good as digital translation software is, it is still very far from perfect and can’t reliably create even a good technical translation much less replicate the art of translation. In short, I raise the following question: Can (MT) translate Shakespeare? Even human translators find it too difficult to translate Shakespeare at the present time, at least.

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Digital Translation Outputs: Formal Problems and Cognitive Problems

It is certain that both linguists and translators arrived at a point of agreement of creating a fully automatic and high quality translation, but in reality, the issue was of separate development. Furthermore, Primitive studies on digital translation just concentrated on what I call syntactic problems and the dilemma of solving lexical polysemy in sample sentences. The putative hypothesis underlying the concept of digital translation involved overcoming the divergences between the source language and the target language systems, in the way that source-language syntactic structures had to be converted for target-language syntactic structures. Besides, vocabulary from each language had to be matched and the nearest equivalent had to be selected.

Hatim and Mason (1990) stated that digital translation has failed in achieving the desired goals. To quote them: “While a huge investment was made (in terms of both efforts and funding) in research into how to resolve such problems, the whole notion of context was deemed to be intractable and, consequently, beyond the bounds of machine processing” (Hatim and Mason, 1990, p.23).

The resulting problems created from the digital translation outputs can basically be divided into two kinds. The first one goes by the name of “formal problems”. This kind of problems covers the syntactic structures and is related to resolving lexical polysemy in sample sentences. To illustrate the point, Hatim and Mason (1990, P.24) presented a small sample of unedited (MT) output which is an example from an IBM mark I French-English system of the late 1950s, quoted in Hutchins.

The algebraic logic which is the subject of this course/s is conceived here as the part the most elementary (of) the mathematical logic. Later we/us will specify what we/us hear/mean signify by the word ‘algebraic’. But one needs indicate immediately in what consists the mathematical logic whose algebraic constitutes the first part.
(Hutchins, 1986, p.69)

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It is so obvious from the digital output text indicated above, that the machine failed in distinguishing the subject and object pronouns such as (we/us), the problems to be resolved which obviously include noun/adjective inversion such as (the most elementary part), use of the definite article (the mathematical logic), polysemy of the French verb entendre (hear/mean) and certain categories of pronouns (in which consists, whose).

But it should be indicated here that though of the existence of all these structural problems, the automatically machine translated text is still understood by the TL receptors and as Hatim and Mason (1995, P.25) pointed out; gives evidence of the definite successes at this early stage of digital translation research.

On the other hand, the second digital output problems which I call “cognitive problems are challenging, worse and more dangerous. They have no relation to the previous problems of the formal type. Actually, they have a great relation to the process of translating where they create misunderstanding in most cases. To illustrate what I claim, I quote the example from Enany (1996, p66) who refers to the British ex-prime minister Margaret Thatcher, in her visit to Japan, tried to test a Japanese digital machine which was reported to be professional in translating any SL into any TL. But what was the result?

Well, the result was profoundly shocking. The ex-prime minister requested her companion to make the machine translate her utterance regarding her praise of the Japanese food; the utterance was “the meat is tender” that basically means soft and easy to bite. But the machine automatically translated it as (the flesh is weak) instead !!!!!. The TL equivalent machine output had a meaning extremely different from the British ex-prime minister’s utterance and put her in an embarrassing situation, since the word (flesh) indicates to the issue of human body, not the cooked meat used for eating. In addition to this, the meaning of the vocabulary created by the machine refers to the weakness and sins of the human body when making illegal sexual intercourse which is far away from the indicated meaning of the ex-prime minister’s utterance.

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Yngve (1964, Pp.108, 275-81), has arrived to a result that refers to the difficulty of finding a machine that can understand the process of translating and hence the difficulty of

comprehending the SL text. To quote him “we have come face to face with the realization that we will only have adequate mechanical translations when the machine can ‘understand’ what is translating and this will be a very difficult task indeed”. Moreover, the Automatic Language Processing Advisory Committee (ALPAC), in 1966 made up by the US National Academy of the science to enquire into the state of (MT), reported that there was a chance of creating communicative and comprehensible machine translation and consequently, the financial support for the (MT) programme in USA was extremely reduced and the care for the (MT) started to decrease. (Hatim and Mason, 1990).

In addition to what previously indicated, it has been found out that the digital translation cannot translate Shakespeare’s works. To support this, Nida (1964) referred that the work of machine translation is limited for certain types of documents and texts but not in literature. To quote him:

Though machine translation can be useful for certain types of texts, there are certain theoretical limitations of machine translating which make its use for literary translating an impossibility. It is simply not feasible nor possible to put into a machine sufficient background data to permit the machine to resolve the numerous formal and semantic problems which in certain situations depend upon an almost unlimited knowledge of the universe. (Nida, 1964, Pp.252-53)

Nida (1964, Pp.252-53) cites three basic limitations of digital translation. They are as follows:

1. The size of computer storage is not as big as a human brain. Despite the enormous storage capacity in modern computers, they are nevertheless incredibly less complicated than the human brain, which has approximately 1000000000000000 cells. To support this, Nida (1964) quotes from Edmundson (1961, Pp.160-161) to understand something of what this figure means, let us imagine that a child was born at the time of Christ, and living till now, had been

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given one dollar each minute of his life; he would still not have one billion dollars. But this number of one billion is then multiplied by 100,000, only then does one approximate the number of cells in the human brain.

2. Though computer system can do mental works, it cannot think nor feel. It is a stupid machine.

3. There is also the difficulty of having some appropriate languages with which to “speak to” the machine, for the machine is designed principally for filling, ordering and arithmetical process. Consequently, in order to translate the structure of a language into a form that the machine can handle, there is a need for an intermediate technical language which can be automatically adapted to the special limitations of the machine. Nida (1964, Pp.252-53) assures that even in future when computers have the ability to achieve remarkable results in rendering, it can never substitute human translators.

Furthermore, even in the development of digital translation, most if not all, the automatically machine translated texts are still in need for extensive editing and re-editing by experienced translators. As a result, well-qualified translators have found themselves spending too much of their time on tedious correction of weak syntactically structured translated machine texts. Consequently, interactive systems have been developed. In these systems, the machine initiates requests for help by offering alternatives of equivalences of certain vocabulary or phrases. In this case, the translator editor selects one of these offering options or types in a better version. At this stage, the translator editor can also decide whether or not to update the system’s dictionary by keeping in new entries. (Hatim and Mason, 1990, P.25).

Al-Khateeb (2008), in his scientific paper published in AL-Doha magazine, predicted for a better future for what he called digital statistical translation. On the other hand, he admitted that no one can deny that there are still many syntactical errors in the machine translation output, especially in TL Arabic because, so far, there is no perfect machine for

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processing such errors syntactically inside the machine. Furthermore, he referred that the machine has never been the real problem in course of the development of digital translation. The basic problem, according his opinion, occurs because of lack of enough linguistic studies in this field of study.

To quote him:

لم تكن الآلة أبدا هي العقبة في وجه تطور الترجمة الآلية بالسرعة التي يتطلبها عصرنا اللاهث دون هوادة. لكن قصور الدراسات اللسانية التي توفر المعالجة الآلية للغة هو المشكلة دائما..... ولا بد أن نتذكر هنا وجود اتفاق عام على أن ما تنتجه الترجمة الآلية بكل أشكالها لا يقدم لغة سليمة ولا سيما في مجال اللغة العربية. (AL-Khateeb, 2008, p.74)

Conclusion

In conclusion, I might indicate that digital translation is useful and of great value especially at this age of globalization but still did not arrive to perfectness, that means (MT) output still needs to be edited and re-edited by translators. Moreover, it can't be entrusted for formal documents. Finally, applying it to literary texts is of extreme impossibility, since the machine can't translate Shakespeare at least at the present time.

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A Syntactic Analysis of the Causative Construction of Ja'al in Arabic

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Abstract

The causative construction introduced by the verb ja'al "made" in the Arabic language contains a noun phrase (NP) that appears immediately after the subject of the matrix clause or criticized on the matrix verb. This NP is intuitively understood to be the direct object (DO) of the matrix clause and the subject of the embedded clause at the same time. This duality poses a problem in front of syntactic theories regarding case assignment and thematic role assignment. Three analyses have been discussed in this paper. They are: (i) Subject-To-Object Raising, (ii) Object Control, and (iii) Exceptional Case Making (ECM), where we avoided the first two analyses and adopted the third one on theoretical and empirical grounds.

Keywords: *Causative construction, causee, case, theta-role, matrix, embedded.*

Introduction

Causality is defined in the Longman Dictionary of Contemporary English, 6th edition, as " the relationship between a *cause* and the effect it has."; *causation* as " the action of causing something to happen or exist."; and *causative* as " acting as the cause of something." Song (2001, p. 257) added "the causative construction generally represents a linguistic expression which denotes a complex macro-situation consisting of two micro-situations or component events ... (i) the causing event in which the causer does or initiates something in order to bring about a different event (i.e. the caused event), and (ii) the caused event in which the causee carries out an action or undergoes a change of condition or state as a result of the causer's action."

Causation can be expressed in Arabic through a wide range of constructions as follows:

- (1) *ja'al* – *a*
made . 3sgm
t – *turattib* – *u*
- Zaid* . nom
- zayd – un
Hind . Acc
z – zuhuur – a
- 3f . arrange . sg the . flowers."Zaid made Hind arrange the flowers.'

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In (1) above, *Zaid* is the causer, *making* is the causing event, *Hind* is the causee, *arranging* is the caused event, and *az-zuhuurra* 'the flowers' is the undergoer.

In (2) below, causation is expressed by the use of *fa as-sabab* 'the causative *fa*' (see Wright (1967, Vol 2, p 31):

(2) *wa laa t – atagha - uu fii - hi*
and not 2 . transgress . plm in it (Gen)
fa- y – ahill - a 'alay – kum
causative 3m . descend . sg on . you (Gen)
ghadhab – i
anger . my (Gen)

'And commit no transgression there in, **lest** my anger descends on you.'

The Noble Quran (20,81)

[Where the first number (20) refers to the *Surah* 'chapter' and the second number (81) refers to the *aayah* 'the verse']

In (3) below, it is expressed by the use of *ba as-sabab* 'the causative *ba*'. This Quranic example is reproduced from Hasan (1986, Vol 2, P 490):

(3) *fa -? axad – a – hum Allah – u*
and. seized. 3sgm . them (Acc) Allah . Nom
bi - dunuub - i - him
causative . sins . Gen . their (Gen)

'And Allah seized (destroyed) them **for** their sins.'

The Noble Quran (3 – 11)

In (4) below, the Quranic example (2,198) is also reproduced from Hasan (1986, Vol 2, P 516). The causative particle here is *kamaa* 'as' :

(4) *wa adkr - uu - hu kamaa*
and remember . 2plm . him (Acc) as
hadaa - kum
guided (3sgm) . you (Acc)

'And remember Him **as** He guided you.'

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In (5) below, the word *bisabab* 'because' expresses causation:

(5) *halak* - *a* *z* - *zar'* - *u* ***bisababi*** *l* - *jafaaf* - *i*
ruined . 3sgm the. crops. Nom because the. drought. Gen
'the crops perished **because** (of) drought.'

In (6) below, causation is expressed compositionally through interaction of the two verbs in the construction:

(6) *?inna* *qawm* - *i* *ittaxad* - *uu* *haada*
that people . my (Gen) take . 3plm this
l - *qur'aan* - *a* *mahjuur* - *a*
the . Quran . Acc deserted . Acc
'indeed, my people had this Quran deserted.'
(The Noble Quran (25 , 30)).

(2) – (6) and the like are called causal constructions which we will not discuss here. (1) is called a causative construction which is the topic of this paper. In the causative construction, the causer's action is expressed by the main clause predicate and the causee's action is expressed by the subordinate clause predicate. The causer and its predicate should appear before the causee and its predicate (see Song (2001: 258)).

There is a clear asymmetry between the causer and the causee, where the causer is always the subject of the matrix clause whereas the causee is ambivalent. It behaves grammatically as the direct object (Do) of the matrix predicate and behaves simultaneously as the subject of the embedded clause. This ambivalence is the pivot of discussion in this paper which is organized as follows:

Section 1 is an introduction. Section 2 shows some general typological properties. Section 3 is an investigation of the nature of the verb *ja'al* and its complements. The core of this article is section 4 in which three syntactic hypotheses are entertained. Two of them (i. e. Subject - to - Object Raising and Object Control) are avoided, and the third one (i. e. Exceptional Case Marking (ECM)) is adopted. Such avoidance and adoption are made depending upon syntactic argumentation. Section 5 is a conclusion.

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Typology

First: Types of Causatives

All languages use one or more of three major causative types : morphological, analytical, and lexical causatives.

Morphological

(7) below is an example of morphological causatives, where the causative form *yusayyer* 'make walk' is derived by germination from the agentive intransitive verb *yasiir* 'walk' :

(7) *huwa* *alladi* *y – usayyer* *- u* *- kum*
he (NOM) who 3m . make walk . sg . you (Acc)
fi *l – barr* *- i* *wa* *l – bahr* *- i*
in the . land . Gen and the . sea . Gen
' He it is Who enables you to travel through land and sea.'

The Noble Quran (10, 22)

Analytical

(8) below is an example of analytical causatives, where the causing event is described by the verb *ja'al* 'made' and the dependent caused event, the effect, is described by the verb *tajri* 'run.'

(8) *wa* *ja'al* *- naa* *l – 'nhaar* *- a*
and made . 1pl the . rivers . Acc
t – ajri *min* *taht* *- i* *- him*
3f . run from under . Gen . them (Gen)

'And we made the rivers flow under them .'

The Noble Quran (6,6)

Lexical

The typical English verb describing a causative situation is the verb 'kill' on the grounds that it involves the meaning 'make die' though it is morphologically not related to the base form 'die'. Here it is convenient to note that there is a class of transitive verb of which the members affect their objects or change their state in such a way that the causative meaning is clear in spite of the fact that their forms are invariable. (9) below is a qur'anic verse mentioning some ancient historical event of Jews. The verb used to describe the causative situation is *qatal* 'killed'.

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(9) *wa qatal – a da?uud – u jaluut – a*
and killed .3sgm David .Nom Goliath .Acc
'And David killed Goliath.'

The Noble Quran (2,251)

Second: Types of Languages

On the other hand, language morphological type may determine in part the type of the most favored causative construction. In other words, languages fall into four morphological types: isolating languages (which have invariable words), agglutinating languages (which have linear sequences of morphemes like English), inflecting languages (which have inflected words that typically contain more than one morpheme but there is no one - to - one correspondence between these morphemes and linear sequence of morphs like Arabic) and polysynthetic languages (which demonstrate morphologically complex and long words).

Isolating languages use analytical and lexical causative constructions more frequently than other types. Agglutinating and inflecting languages use analytical and morphological causatives more frequently than other types. Polysynthetic languages use morphological causatives more frequently than other types.

Third: VO versus OV

Similarly, it has been found that VO languages (i. e. those of the VSO and SVO orders) usually use analytical causatives, and OV languages (i. e. those of the SOV order) usually use morphological causatives. Arabic language, of which the main order is VSO, is one of the inflecting languages that usually use analytical and morphological causatives more frequently than other types. Note that the SVO order is also permitted in Arabic.

Fourth: Semantic factors

In addition, Shibatani (1975) suggests four pairs of semantic factors that determine the use of causative constructions:

- | | | | |
|--------------|-----|--------------|--------------|
| A. coercive | | versus | non-coercive |
| B. Directive | VS. | manipulative | |
| C. Direct | | VS. | Indirect |
| D. Ballistic | VS. | controlled | |

With the coercive factor we see the causer uses force upon the causee who resists this force as in (9) above, and the non-coercive causative does not involve such force as in (10) below:

- (10) *ja'al* – *at* *l* – *?axbaar* – *u* *zayd* – *an*
 made .3sgf the .news .Nom Zaid .Acc
y – *afrah* – *u* *kathiiran*
 3m . become glad .sg much

'The news made Zaid become so glad.'

Directive causation is almost verbal instructions or demands as in (11) below, where the verb *?amara* 'ordered' describes the causing event, and the verb *fasaquu* 'transgressed' expresses the caused event:

- (11) ... ?*amar* - *naa* *mutrafii* - *haa* ,
 order . 1 pl rich . its
fa - *fasaq* - *uu* *fi* - *haa*
 then . transgress . 3plm in . it

'... we order the rich of its population, then they transgress there in.'

The noble Quran (17 , 16)

while manipulative causation involves physical action on the part of the causer where there is no resistance on the part of the causee as in (12) below :

- (12) I stood the stick up.

(Shibatani, 1975 ,p. 55)

In (13) below, the causative form? *albasā* 'dressed' is derived from the monotransitive verb *labisa* 'dressed' by the addition of the *hamzah* 'the consonant?' on the left side of the verb, metathesis between the first consonant *l* and the immediate following vowel *a*, and the substitution of the vowel *i*. Here, *Zaid* is carrying out a physical action whilst *Hind* is sitting still :

- (13) *?albas* - *a* *zayd* - *un* *hind* - *an*
 dressed . 3sgm Zaid . Nom Hind . Acc

xaatam - *a(n)*
 ring . Acc

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lit 'Zaid dressed Hind a ring .'

'Zaid put a ring on Hind's finger.'

With the indirect causation an intermediary means of achieving the effect event is required as in (14) below, while with the direct one, no such a means is required as in (9) and (13) above.

(14) *ja'al* - *a* *zayd* - *un* *hind* - *an*
made . 3sgm Zaid . Nom Hind . Acc
t - *albas* - *u* *xaatam* - *a(n)*
f . put on . 3sg ring . Acc

'Zaid made Hind put on a ring.'

in (14) above, it is *Zaid* who wants *Hind* to put on the ring and *Hind* is only an intermediary means of carrying out the action under the influence of *Zaid*.

In the ballistic causation, the influence of the causer is likely to be at the beginning of the caused action. Then this action continues further as in (15) below.

(15) *ja'al* - *a* *zayd* - *un* *hind* - *an*
made . 3sgm Zaid . Nom Hind . Acc
t - *aqra?* - *u* *rewaayat* - *a(n)*
f . read . 3sg novel . Acc

'Zaid made Hind read a novel.'

whereas the controlled causation involves continuous control exerted by the causer from the beginning to the end of the caused event as in (16) below.

(16) *?albas* - *at* *hind* - *un* *al* - *'aruus* - *a*
dressed . 3sgf Hind . Nom the . bride . Acc
fi *?arba'iina* *daqiiqat* - *an*
in forty minute . Acc

'Hind dressed the bride in forty minutes.'

Summary

Universally, there are three major types of causatives: morphological, analytical, and lexical. Arabic language as an inflecting language uses analytical and morphological causatives more frequently than lexical causatives.

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Lexical causatives almost express the meanings of coercion and manipulation. Analytical and morphological causatives can express the meanings of non-coercion, directness, indirectness, ballistics, and control. Note also that there is an overlap of those semantic features. For instance, coercion, directness, and manipulation can be expressed in one sentence as in (9) above.

The verb *ja'al*

The verb *ja'al* can occur with different meanings and different complements:

ja'al = create

When the verb *ja'al* occurs in the meaning of 'create' it takes one accusative argument in which case it is characterized as a mono-transitive verb as in (17) below.

(17)... *wa ja'al - a z - zulumat - i*

And created .3sgm the . darkness . Acc

wa n - nuur - a
and the . light . Acc

'... and He originated the darkness and light'

The Noble Quran (6 , 1)

ja'al = believe, think, or imagine

When the verb *ja'al* occurs in the meaning of 'believe', think ', or ' imagine' it takes two accusative NPs (or an NP plus an NP complement): the first one is the real entity and the second one expresses the status of this entity in the opinion, or the imagination, of the speaker.

In (18a) below, the NP? *ilia* ' God ' is the intended entity and the NP complement *waahid* ' one ' is its status in the speaker's belief. This means that the speaker believes that God is only one (i.e., Allah only) in accordance with fact.

(18a) *ja'al - tu l - ?ilaah - a waahid - an*
think .1sg the . God . Acc one . Acc

laa shakk - a fi - hi
no doubt . Acc in . him (Gen)

' I believe God to be one, no doubt.'

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The Arabic version of the above mentioned example is extracted from Hasan (1986, vole 2, P6). The base sentence of this example before the use of *ja'al* is:

(18b) *al - ?ilaah - u waahid - u(n)*
the . God . Nom one . Nom
'God is one.'

which is known as an equational sentence. In the Arabic grammar, it is called *aljumlah alismyyah* 'the nominal sentence' or *jumlatu lmubtada' walxabar* 'the sentence of the inchoative and predicate'. It has a nominative nominal or pronominal subject and a nominative nominal predicate. This type of sentence can have an adjectival or verbal predicate.

In (18a) above, the verb *ja'al* introduces an equational sentence and imparts an accusative case on its two original nominative nouns. This process is explained in the Arabic grammar in that the verb *ja'al* takes the subject of the base sentence (18b) as an object in the derived sentence (18a) and takes the predicate of the base sentence as a second object in the derived sentence (see Hasan (1986, vol 2, p3)). In the English grammar, these two NPs in (18a) are said to be an object (*? ilaah*) and an object complement (*waahid*) and the verb is characterized as a complex transitive verb (see Quirk et al. (1955, p.54)).

This type of complement which is in fact a subject - predicate structure is known in the Generative Grammar as a small clause. Chomsky (1981, p. 107) defined a small clause structure as "a clausal structure lacking INFL and the copula."

In (19) below, the verb *ja'al* occurs in the meaning of 'imagine' where *almalaa' ikah* 'the angels' are thought of to be? *inaath* 'females' contrary to fact. It is only a mere false imagination.

(19) *wa ja'al - uu l - malaa'ikat - a,*
and think . 3plm the . angels . Acc
alladiina hum 'ibaad - u r - rahmaan - i,
who they worshippers. Nom the. gracious. Gen
?inaath - a(n)
females . Acc

' And they thought the angels, who are worshipers or servants of the most Gracious, to be females.'

The Noble Quran (43, 19)

***ja'al* = turn or change**

Ja'al can occur in some sentences as one of? afaala *t - tasyiir?* *aw at - tahwiil* ' the verbs of turning or change' in which case, it renders the two following words in its complement accusative. In (20) below, the clitic pronoun – *naa* ' we ' is the subject of the verb *ja'al* and the accusative clitic pronoun – *hum* ' them ' is the object of which the new status, after changing is expressed by the accusative word *hasiid* ' dry reaped crop ' , and the word *xaamidiin* ' extinct ' is a postnominal adjective.

(20) *hatta* *ja'al* – *naa* – *hum*
 till turned. 1pl. them (Acc)
hasiid – an xaamidiiin
 crop . Acc extinct

'..... till we turned them (into) extinct reaped plants.'

The Noble Quran (21, 15)

In this sentence the dead people are likened to dry reaped plants in a field and the verb *ja'al* describes a change of state according to which those people were made dead and left lying on the ground.

ja'al = put

In this case, *ja'al* takes an accusative object and a prepositional locative argument as in (21) and (22) below:

(21) *ja'al* – *uu* ?*aṣaabi'* – *a* – *hum*
 put . 3plm fingers . Acc . their (Gen)
fī *aadaa*n – *i* – *him*
 in ears . Gen . their (Gen)

' they put their fingers in their ears.'

The Noble Quran (71 , 7)

(22) *ja'al* – *a* *s* – *siqaayat* – *a* *fi*
 put .3sgm the .bowel .Acc in

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rahl – *i* *?axü* – *h(i)*

bag . Gen brother . his (Gen)

'... he put the bowel in his brother's bag....'

The Noble Quran (12 , 70)

ja'al = say^{'2'}

Consider the following Quranic verse in which the subject is doubly marked by two clitic pronouns. The first is attached to the introductory complementizer? *inna* ' that ' and the second, -

naa ; is cliticized onto the right side of the verb *ja'al*. The object, - *hu* ' it ' , is also cliticized onto the subject clitic forming a clitic cluster:

(23) *?innaa* *ja'al* - *naa* – *hu*

that we made . 1pl . it (Acc)

qur?aan – *an* *'arabyy* - *a(n)*

Quran . Acc Arabic . Acc

' verily, we made it a Quran in Arabic.'

the Noble Quran (43, 3)

In this example *ja'al* cannot be interpreted according to any meaning of the previous meanings. first, creation of the Noble Quran is strongly rejected by the majority of the Islamic scholars. Second, it is not logical to say that Allah thinks or imagines some status of the Noble Quran. Third, the conception of turning the Noble Quran from one state to another is also logically excluded. Fourth, the physical action of putting, as in 3.4 above, is clearly unacceptable.

The verb *ja'al* in (23) above can logically be interpreted in the light of two conceptions:

a) according to the conception of revelation, this sentence can be paraphrased as ' we have (revealed) sent it down in the Arabic languages.

b) according to the conception that the Noble Quran is the speech of *Allah*, this sentence can be paraphrased as ' we have said it in Arabic.'

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ja'al = start

The verb *ja'al* rarely occurs as one of? *afaalu alshuruu'* 'the verbs of beginning' in which case it takes a clausal complement. In other words, though *ja'al* in this usage occurs as an intransitive verb, it requires a sentential complement as in (24) below:

- (24) *ja'al* - *a* *ya* - *aluum* - *u* - *hu*
start . 3sgm 3m . blame . sg . him (Acc)
'He began (to) reproach him.'
Wright (1967, vol 2, P108)

This example is extracted from Wright in both its Arabic version and its English translation.

It is worth mentioning that the embedded verb in the clausal complement of the verb *ja'al* does not take the subjunctive form, but rather it remains in the indicative form (cf. fourth in 4.3 below).

This usage of the verb *ja'al* in the meaning of 'start' is not found in the Noble Quran which is the most authentic source of the standard Arabic language. However, some examples can be reproduced from the ancient Arabic poetry as in (25) below:

- (25) *fa* - *qad* *ja'al* - *tu* ? - *ara*
and . already began . 1sg 1sg . see
sh - *shaxsayni* ?*arba'at* - *a(n)*
the . two - bodies (Acc) four . Acc
'And I have already started (to) see the two bodies as four.'

ja'al = cause

When *ja'al* occurs in this meaning it introduces a causative construction, where *ja'al* expresses the causing event and the second verb, that follows, describes the effect as in (1) and (8) above.

It is not clear at the moment whether the clausal causative construction introduced by the verb *ja'al*, as in (1) and (8) above, is a full clause (i.e.) a complementizer phrase (CP) or only an inflectional phrase (IP). We shall try to answer this question in the section to come.

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Tense and Agreement

Throughout this paper, the past form of the verb *ja'al* is always used since it is, this form, that is used more frequently than other forms in the Noble Quran and the Arabic grammar references. However, *ja'al* is regularly inflected for tense and agreement as the partial paradigm below shows:

(26)

Tense	3sgm	3sgf	3plm
Past	<i>ja'al - a</i>	<i>ja'al - at</i>	<i>ja'al - uu</i>
Present	<i>y - aj'al - u</i>	<i>t - j'al - u</i>	<i>y - aj'al - uuna</i>
future	<i>sa - y - aj'al - u</i>	<i>sa - t - aj'al - u</i>	<i>sa - y - aj'al - uuna</i>

Moreover, *ja'al* accompanies the clausal negative markers which are specified for tense such as *lam* 'didn't', *laa* 'don't', and *lan* 'will not' in addition to the imperative negator *laa* 'do not' and the neutral clausal negator *maa* 'didn't / don't' which can accompany the past form as well as the present form of the verb. Tense associated with *ja'al* is the tense of the whole sentence because the embedded verb in *ja'al* constructions is not specified for tense, hence, non-finite though it is inflected for grammatical agreement with the subject of the subordinate clause as the full paradigm below shows:

(27) prefixes and suffixes with the infinitive form:

	Singular	Dual	Plural
Person & gender	pre suf	pre suf	pre suf
1m/f	? - - u	n - - u	n - - u
2m	t - - u	t - - aani	t - - uuna
2f	t - - iina	t - - aani	t - - na
3m	y - - u	y - - aani	y - - uuna
3f	t - - u	t - - aani	t - - na

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Summary

It is noticed above that the verb *ja'al* can enter the derivation with different selectional properties. In 3.1 above, it takes an NP complement. In 3.2, 3.3, and 3.5 above, it takes small clauses complements. In 3.4 above, it takes an NP complement plus a prepositional complement. In 3.6 and 3.7 above, it takes clausal complements. The one in 3.7 is a causative construction to which we are turning soon.

Syntax

introduction

As it was seen in the previous section, the verb *ja'al* enters the derivation with different selectional properties of which there are two types:

C- selection and S - selection. C - selection refers to the process of selection in terms of categorical selection, where the verb selects its required complements as syntactic categories. (NP, PP, IP, or CP). This process is called sub-categorization, where verbs are divided into sub-groups according to the complement they select; verbs take NP complements constitute a sub-group and so on. We say, for example, that the transitive verb *dharab* 'hit' subcategorizes for an NP complement because it requires an object; and that the intransitive verb *ibtasam* 'smile' does not require an object or any other complement. On the other hand, S - selection refers to the process of selection in terms of semantic categories (agent, patient, theme, etc.) which are called thematic roles or θ -roles. We say, for example, that the verb *dharab* 'hit' is a predicate which takes two arguments (agent and patient), so it is a two-place predicate; and that the verb *ibtasam* 'smile' is a predicate which takes only one argument (agent), hence, a one-place predicate.

In the previous section, the transitive verb *ja'al* proved to be a two-place predicate selecting different complements. In 3.7 it selects a clausal causative construction. With this construction, the embedded predicate can have different valency (S-selection) patterns.

First, *ja'al* selects a subordinate clause in which the embedded verb, which describes the caused event, can be intransitive (one-place predicate) as in (8) above.

Second, such *an* embedded verb can be mono-transitive (two-place predicate) as in (1) above.

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Third, such a verb can be ditransitive (three-place predicate) as in (28) below, where the verb *yamnah* 'grant' takes two object NPs: *alfaa'iz* 'the winner' and *jaa'izah* 'prize':

- (28) *ja'al* - *a* *l* - *mudiir* - *u*
made .3sgm the .headmaster. Nom
l - *wakiil* - *a* *y* - *amnah* - *u*
the .deputy. Acc 3m .g .5g
l - *faa'iza* - *a* *jaa'izat* - *a(n)*
the .winner .Acc prize .Acc

'The headmaster made the deputy grant the winner a prize.'

Fourth, such a verb can be a complex transitive as in (29) below, where the three-place predicate *yadha* 'put' takes two argument complements, the DO? *iklil* 'garland' and the PP complement *'alaa qabri sh-shahiidi* 'on the martyr's grave,

- (29) *ja'al* - *a* *qays* - *un* *zayd* - *an*
made .3sgm Qais .Nom Zaid .Acc
y - *adha'* - *u* *l* - *?iklil* - *a*
3m .put .sg the .garland .Acc
'alaa qabr - *i* *sh* - *shahiid* - *i*
on grave .Gen the .martyr .Gen

'Qais made Zaid put the garland on the martyr's grave.'

In all the above examples, there is an NP (the causee) between the nominative subject of the matrix clause and the non-finite verb of the subordinate clause. This NP is intuitively understood to play the role of the subject of the embedded clause as well as the role of the object of the matrix clause at the same time. The question that arises is whether this obligatorily overt NP behaves more like a subject of the embedded clause or more like an object of the matrix clause.

Subject - to - Object Raising Analysis

The extended projection principle (EPP) states that any clause must have a subject. See Chomsky (1995:55). Therefore, we can consider the causee in (1), reproduced from above for expository purpose, as playing the role of the subject of the embedded clause.

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- (1) *ja'al* – *a* *zayd* – *un* *hind* – *an*
made . 3sgm *Zaid* . Nom *Hind* . Acc
t – *urattib* – *u* *z* – *zuhuur* – *a*
3f . arrange . sg the . flowers . Acc
'Zaid made Hind arrange the flowers.'

The embedded predicate *turattibu* 'arrange' assigns an agent θ -role to the external argument *Hind* which is base-generated at the embedded [Spec, Vp] at D-structure. In order for the argument *Hind* to be visible for theta marking, it should be assigned case. So it moves to [Spec, IP] motivated by case requirement and by the need of the [Spec, IP] feature of EPP to be satisfied. Case assigned by the functional head I to [Spec, IP] is always nominative. But the subject NP *Hind* is morphologically marked accusative. This state of affairs involves the following scenario: First, though the predicate *tritium* 'arrange' appears in the form of the indicative verb carrying a full agreement with its subject (i.e. in all ϕ -features which are person, number, and gender. See Chomsky (1995, p.35), it lacks tense specification, hence, it is infinitive. That is why the inflectional head (INFL or I) in this clause is inert and cannot assign nominative case to the subject *Hind* in [Spec, IP]. It is suggested (See at least postal (1974;169)) that when the subject of the embedded infinitival clause left caseless in its thematic position, it moves up to the object position of the higher matrix verb where it is assigned accusative case and can play the role of the object of the matrix clause. The moving subject leaves traces in its original positions [Spec, VP] and [Spec, IP] that remains at [Spec, IP] to play the role of the subject of the embedded clause. This movement creates a chain $\langle Hind, tj \rangle$ in which the moving NP *Hind* is the head, and the trace *tj* is the root or the tail, and these two elements are coindexed by the subscript *j* as follows:

- (30) [IP *Zaid* made *Hindj*] [IP *tj* [vp *tj* arrange the flowers].'

Second, the subject NP *Hind* is base-generated at D-structure as an external argument in a θ -position where it is assigned an agent θ -role and moves at S-structure to another θ -role position which is originally selected by the matrix predicate *ja'al* at D-structure for its direct object, its internal argument, to which *ja'al* assigns a θ -role of theme and an accusative objective case.

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In this scenario, one argument, *Hind* will end with two θ -roles violating the θ -criterion which is expressed in Ohalla (1999, p. 164) as follows:

(31) θ -criterion

- i) Each argument must be assigned one and only one θ -role.
- ii) Each θ -role must be assigned to one and only one argument

Moreover, movement from a θ -position to another θ -position is excluded by the **Chain Condition** that restricts movement of NPs to form chains that "must be headed by a case position and must terminate in a θ -position." See Chomsky (1995, p. 46). In addition, Chomsky (ibid) says that "nothing can move into a θ -position, gaining a θ -role that was not assigned to it at D-Structure."

Summary

We have to reject the subject-to-object analysis because it violates the θ -criterion as well as the chain condition.

Object Control Analysis

If the respective NP, the causee *Hind*, is selected as an internal argument and is base-generated at D-structure in the DO position of the matrix predicate *ja'al*, it can meet the following diagnostic tests: accusative case, passivization, reflexivization, clicization, etc.

Case

In Arabic language, singular nouns and irregular plural nouns (*Jam'u taksiir*) that end in consonant sounds regularly have *u* marker for nominative case, *a* marker for accusative case, and *i* marker for genitive case if these NPs are definite. If they are indefinite (non-specific), the consonant *n* is added to the case marker. This new morpheme is called *tanwiin* 'nonation' (i.e., pronouncing the *n* sound in the continuous speech).

It is easy to note that the causee NPs in all the above sentences are clearly morphologically accusative. This means that *Hind* in (1) above is a possible candidate for a DO of the matrix verb *ja'al*.

Passivization

If the causee NP *Hind* in (1) above is the matrix DO, it can be promoted to the subject position of the matrix clause, gaining a nominative case, when the matrix verb *ja'al* is passivized as follows:

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(32) *ju'il – at hind – un t – urattib – u*

be made . 3sgf Hind.Nom 3f . arrange . sg

z – zuhuur – a

The . flower . Acc

'Hind was made (to) arrange the flowers.'

Reflexivization

If the causee *Hind* in (1) above can be replaced by a reflexive anaphor which is naturally coindexed with the causer, this means that *Hind* is the DO of *ja'al* as follows:

(33) *ja'al – a zayd – un nafs – a – hu*

made . 3sgm Zaid . Nom self . Acc . his (Gen)

y – urattib – u

z – zuhuur – a

3m . arrange . sg the . flowers . Acc

'Zaid made himself arrange the flowers.'

Cliticization

It is universally known as a cross-linguistic phenomenon that nominals can be pronominalized, i.e., using pronouns instead of nouns. In Arabic, the accusative and genitive pronouns are clitics. Masroor (2010) argues that clitic pronouns in Arabic are full-fledged NPs that receive thematic roles and case, and they are cliticized onto their heads (i.e., verbs, prepositions, complementizers, and head nouns in genitive constructions); and they cannot be paired (i.e., coindexed) with a clause mate grammatical function. Here, the head is the verb that selects the causee NP as its DO. Consider (34), below, where the DO *Hind* is changed into the clitic pronoun *-haa* 'her':

(34) *ja'al – a – haa zayd – un*

made . 3sgm . her (Acc) Zaid . Nom

t – urattib – u

z – zuhuur – a

3f . arrange . sg the . flowers . Acc

'Zaid made her arrange the flowers.'

Depending upon this argumentation, we can tentatively assume that *Hind* is base-generated at D-structure as an internal argument of the causative verb *ja'al* in the matrix clause and that *ja'al* additionally selects another internal clausal argument which expresses the

effect event.

This clausal construction must have a subject (cf. EPP above). This subject is assumed, in the literature, to be big PRO. This null pronoun should be coindexed with the matrix object for the interpretation (= identification) and *Hind* should c-command and control it. This situation is called object control that can be represented as follows:

- (35) *ja'al* – *a* *zayd* – *un* *hind* – *anj*
 made . 3sgm Zaid . Nom Hind . Acc
 [*IP PRO j t - urattib - u* *z - zuhuur - a*]
 3f . arrange . sg the . flowers . Acc

The canonical position of PRO in the Arabic word order VSO is after the verb *turattibu*, 'arrange' but it is moved up at the logical form (LF) to [Spec, IP] .

Control verbs are divided into two major groups: subject control verbs and object control verbs. In sentences with subject control verbs, the subject of the matrix clause is identical with the subject of the embedded clause as in (36) below, where *Zaid* is the logical subject of the two clauses and *Hind* is the DO of the matrix clause. Here, *Zaid* is the controller of PRO:

- (36) *wa'ad* – *a* *zayd* – *unj* *hind* – *an*
 promised .3sgm Zaid .Nom Hind .Acc
 [CP ?an [IP PRO *j* *y – azara' – a* *ward – a(n)*]]
 COMP 3m . plant .sg roses .Acc

Lit: 'Zaid *j* promised Hind [IP that [IP (*hej* would) plant roses]].'

'Zaidj promised Hind [CP [IP PROj to plant roses].'

In sentences with object control, the subject of the matrix clause is different from the subject of the embedded clause as in (37) below, where *Zaid* is the subject of the main clause and *Hind* is its DO which is coindexed with PRO, the subject of the embedded clause. This coindexation refers to a strong semantic relationship between these two NPs whereby the referent (i.e., the real human being or thing) of PRO is understood to be *Hind*. Syntactically, the antecedent *Hind* and PRO function as independent arguments¹, where *Hind* is assigned a theme θ -role and an accusative case from the matrix predicate? qna'a 'persuaded' and PRO is

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assigned an agent θ -role and a null case ² in the embedded clause. Here, *Hind* is the controller.

(37) ?qna'a – a zayd – un hind – anj
persuaded . 3sgm Zaid . Nom Hind . Acc
[?an [ip PRO j t – azra' – a ward – a(n)
COMP 3f . plant . sg roses . Acc

Lit: 'Zaid persuaded Hindj [CP that [IP (shej should) plant roses]].'

Zaid persuaded Hindj [CP [IP PROj to plant roses].'

Note that we, here and elsewhere, characterize ?an as a complementizer (COMP) because it can introduce a clause with a specified nominative subject and it always assigns a subjunctive mood to the following verb. (38) below is illustrative:

(38) ?amar – a zayd – un [CP ?an]
ordered . 3sgm Zaid . Nom COMP
[IP t – azra' – a hind – un ward – a(n)]]
3f . plant . sg Hind . Nom roses . Acc

Lit: 'Zaid ordered [CP that [IP Hind (should) plant roses]].'

Let us now turn to some language - specific diagnostic tests:

First

Arabic language permits null subject pronouns (i.e., small pro which is recovered from the subject-verb agreement) and does not permit null object pronouns. Therefore, an Arab grammarian would parse the causative sentence (1) as follows:

Ja'al : is a verb,
Zaidun: is its subject,
Hindan: is its object,

Turattibu: is a verb, and its subject is *dhamiir mustatir* ' an implied pronoun' which is understood to be 'she' related to *Hind*.

No grammarian can convert this parse and describe the object of *ja'al* as an estimated pronoun and *Hind* as the subject of *turattibu*. This point supports the object control analysis in addition to the four points mentioned above.

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Second

Control verbs like *wa'ad* 'promised', *haawal* 'tried', *?qna* 'persuaded', *?amar* 'ordered', *sa?al* 'asked', *'allam* 'taught', etc. select an NP plus a clausal complement CP introduced by the complementizer *?an*. The causative verb *ja'al* does not accompany this complementizer neither before the causee nor after it:

- (39) *ja'al* – *a* *zayd* – *un* (*?*an*) *hind* – *an* (*?*an*)....
made .3sgm Zaid .Nom (*COMP) Hind. Acc (*COMP)....
'Zaid made (*that) Hind (*that)

Third

Object control verbs always have the same meaning whether they occur in mono-clausal constructions (i.e., sentences with one predicate) as in (40) below, or in bi-clausal constructions (i.e., sentences with two predicates) as in (41), (42), and (43) below. This constancy of meaning refers to a strong semantic relationship between this class of verb and the following NP. See Aldridge (2016, p. 3)

(39) **Mono-clausal** with an NP complement

- *?in* *y – uriid* – *aa* [*NP* *?islaah* – *a(n)*]
If 3m . want. dual reconciliation. Acc
'.... If they (dual) want [*NP* reconciliation] ...'
The Noble Quran (4, 35)

Bi-clausal

(40) With a small clause complement

- ?ariidu* [*Agrp* *?ab* – *i* *hayy* – *a(n)*]]
I want father . my alive. Acc
'I want [*Agrp* my father alive].'

(41) with a CP clause complement of which the subject is null.

- Wa* *maa* *?uriidu* [*cp* *?an* [*ip* *PRO*]
and not I want COMP
? – ashugga 'alay – *ka*]]
1sg . make it difficult on . you (Gen

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' and I do not want [[to make you under difficulty]].'

The Noble Quran (28, 27)

(42) with a CP clause complement of which the subject is nominal, *rabbu* 'lord.'

fa *?arad* – *naa* [*?an* *y* – *ubidl* – *a* – *humaa*

and wanted . we COMP 3m . replace . sg . them . dual

rabb – *u* – *humaa* *xayran* *min* – *hu*]

lord . Nom . their (Gen) better than . him (Gen)

' And we wanted [that their Lord (should) replace him for them with another one better than him].'

The Noble Quran (18, 81)

Again with regard to these constructions, the causative verb *ja'al* does not pattern with object control verbs because *ja'al* has different meanings when it occurs in mono-clausal constructions as in (17) where it means 'create' and in bi-clausal constructions as, for example, in (20) where it means 'turn' and in (1) where it means 'cause', etc.

Fourth

Object control constructions have their dependent verbs in the subjunctive mood which is assigned to them by the complementizer? *an*. This mood is morphologically realized by the marker *a* at the end of the verb as in all control verbs above ((cf. (27) above). Conversely, causative constructions of *ja'al* have their dependent verbs in the indicative mood form which is morphologically realized by the marker *u* at the end of the verb (cf. (24) above). This may be because the embedded clause in causative constructions asserts the real achievement of the event described by its verb, while we still remain agnostic as to whether the event described by the embedded verb in control constructions has been achieved or not. These last three points militate against the object control analysis.

Summary

We have to avoid the object control analysis when we study *ja'al* causative constructions because *ja'al* differs from object control verbs in the selectional properties. While they select full

CP clausal complements, *ja'al* selects only an IP clausal complement. On the other hand, the object controller is base-generated as an internal matrix argument whereas the causee is base-

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generated as an external embedded argument. We return to this point in the following subsection:

Exceptional Case Marking Analysis

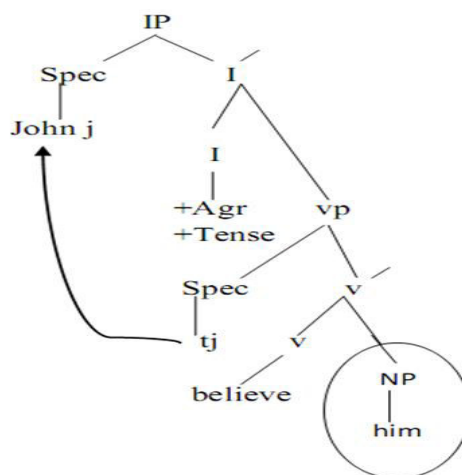
In the normal case assignment, a transitive category (a verb or a preposition) assigns case to an NP which is its internal argument. In the exceptional case assignment, a transitive category assigns case to an NP which is not its argument. Ohalla (1999, p.197) states that "case assignment in contexts which do not involve a thematic relation between the assigner and the assignee is known as exceptional case marking (ECM)." See also Chomsky (1995, p. 58, 112, and 174).

The typical (ECM) verb in English is the verb *believe* as follows:

- (43) a) John believes [NP him]
- b) John believes [IP Bill to be intelligent].
- c) John believes [IP him to be intelligent]
- d) John believes [CP that [IP Bill is intelligent].

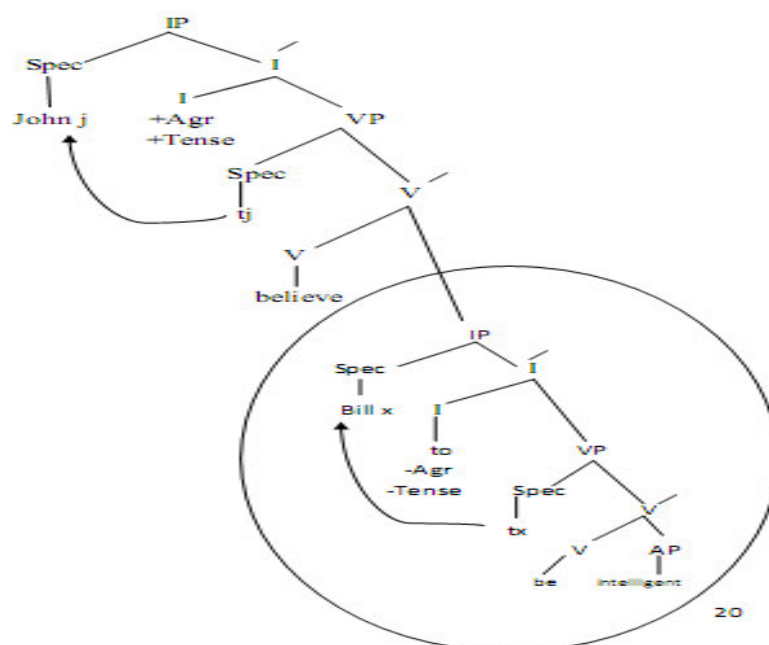
In (43a) the verb *believe* selects a direct object *him* as its internal argument to which *believe* normally assigns a theme θ -role and an accusative objective case under government and adjacency, where *him* is adjacent to the verb and is c-commanded by it, as shown in the following illustrative tree diagram in which the subject *John* is base-generated in [Spec, VP], its thematic position, according to the VP-internal subject Hypothesis (ISH) proposed in Sportiche (1988 a). See also Chomsky (1995, p.60).

(43e)



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(43c) is produced to show that *Bill* in (43 b) is in the accusative case. In (43 b) the verb *believe* does not select only a single NP but rather a clausal argument (proposition) to which it assigns its internal θ -role. In this case, *John* does not believe *Bill* but rather believes the fact that *Bill* is intelligent. This is clearly a different meaning where in the former *John* believes what *Bill* said (his speech or story) and in the latter *John* believes a factual relation. Therefore, *Bill* is not the Do of *believe* but rather the subject of the infinitival non - finite embedded clause in which the inflectional head I, occupied by the infinitive marker *to*, is void of tense and agreement features. As a result, the subject NP *Bill* in [Spec, IP] cannot be assigned nominative case under the spec - head agreement relationship in this configuration and does not move up for case, as in subject- to - object - raising, because the ECM verb *believe*, that governs the whole IP clause, can govern this subject in its position, [Spec, IP], and assign it an accusative case but not a θ -role because it has already been theta-marked by the embedded verb. Ohalla (1999, p.397) says: "the direct object-like properties of the ECM subject are due to the fact that it is governed and assigned case by the root verb." (43f) is the respective tree diagram.(43f)



In (43d) the verb *believe* selects a full CP finite clause where the subject *Bill* is assigned nominative case under the Spec - head agreement relationship between [Spec, IP] and the functional head I in that embedded tensed clause.

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Let us now turn to ECM verbs in Arabic for investigation and in order to figure out which diagnostic empirical facts might help us characterize the controversial NP in the causative construction of *ja'al*.

First

Arabic verbs invariantly display morphological agreement with subjects, never with objects. In (44a) below, the verb *ʔahab* 'loved' agrees with the subject *Qais* in person, number, and gender:

- (44a) *ʔahab* – *a* *qays* – *un* *layla* – ϕ
Loved . 3sgm *Qais* . Nom *Laila* . Acc
'Qais loved Laila.'

And in (44b) below, *Qais* and *Laila* exchange roles where *Laila* becomes the subject and *Qais* the object and the ϕ – features on the verb is reversed:

- (44b) *ʔahab* – *at* *layla* – ϕ *qays* – *a(n)*
loved . 3sgf *Laila* . Nom *Qais* . Acc
'Laila loved Qais.'

In (1) above, the verb *turattibu* 'arrange' displays 3sgf features in agreement with the causee *Hind* and not with the lower object *az - zuhuura* the 'flowers'. This fact supports the assumption that the causee is the subject of the caused event.

Second

The verb *'alim* in the meaning of *'araf* 'knew' can select a mono-clausal complement as in (45a) below and a bi-clausal complement as in (45b & c) below with different meanings like the English ECM verb believe:

mono-clausal

(45a) with an NP complement

- A'lim* – *tu* [NP *I* – *qamar* – *a*]
knew . 1sg the . moon . Acc
' I knew [NP the moon].'
Hasan (1986, vol 2, p 14)

Bi-clausal

(45b) with a small clause complement

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'alim – tu [Agrp l – qamar – a
knew . 1sg the . moon . Acc
mutanaggil – a(n)]
mobile . Acc
' I knew [Agrp the moon (to be) mobile].'
Hasan (ibid)

(45c) with a full CP complement

'alim – naa [CP ?anna [IP s – sayf – a
knew . 1pl that the . Sword . Acc
y – anfa' – u haythu laa
3m . benefit . sg where not
y – anfa' - u l – kalaam – u]]
3m . benefit . sg the . speech . Nom

'we knew [CP that [IP the sword benefits where speech doesn't benefit]]. '

Hasan (1986, vol 2 , P 43)

Hasan (1986) refers that the meaning of 'alim 'knew' in (45a) is aiming at the moon existence, its material fact, where in(45b) it is oriented to the mobility of the moon. Similarly, you should note that the meaning of 'alim ' knew ' in (45c) above is not directed to the sword as a thing but to the benefit of the sword especially when negotiation becomes useless.

'alim ' knew ' is one of? afaal *alquluub* ' verbs of hearts ' or rather ' verbs of sense ' that share a lot of grammatical properties. Hence, 'alim can be considered a representative of them. Therefore, we assume all this class of verb in Arabic to be ECM verbs.

Remembering the different examples in section 3 above, we can infer that the verb *ja'al* is compatible with the ECM verbs in that its meaning in the mono-clausal constructions is different from its meaning in the bi-clausal constructions.

Third

What is important is that both the verb *ja'al* and the ECM verbs are similar in their selectional properties (here I mean subcategorization). In other words, they select clausal complements, not NPs plus clausal complements as it is the case with the object control verbs which in fact select two complements (an NP + a clause).

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Depending upon this last point, we assume that the causative verb *ja'al* patterns with ECM verbs, and its structure can be represented by a tree diagram like that in (43f) above.

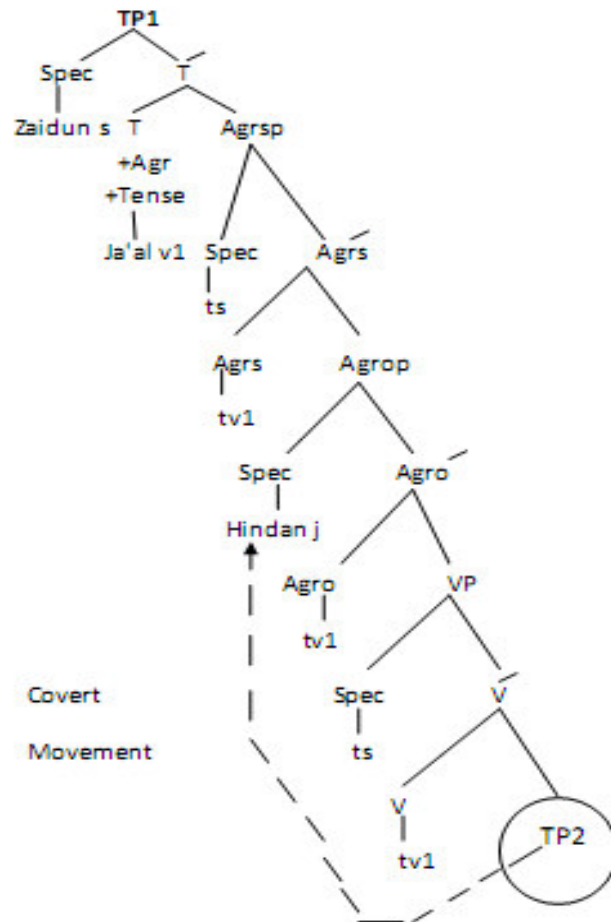
These three points support the ECM analysis. But the problem with this analysis is that the causee which is exceptionally case marked accusative in [Spec, IP] needs to check its accusative case in a proper position since [Spec, IP] is the proper position for NPs with a nominative case.

A minimalist Overview

In the development of Generative Grammar, Pollock (1989) suggested that the functional head I (containing tense and agreement) is to be split into more than one head: Agr, T, etc. This suggestion is called the split - INFL Hypothesis. Chomsky (1995, p. 59) said: ' following Pollock (1989), let us assume that T and Agr head separate maximal projections.' Accordingly, a phrase structure which was termed IP is changed into another one termed AgrsP in the assumption that AgrsP is higher than TP. But in Arabic, it is assumed that TP is higher than AgrsP (Mohammad (1989), Ohalla (1991), Benmamoun (2000) among others).

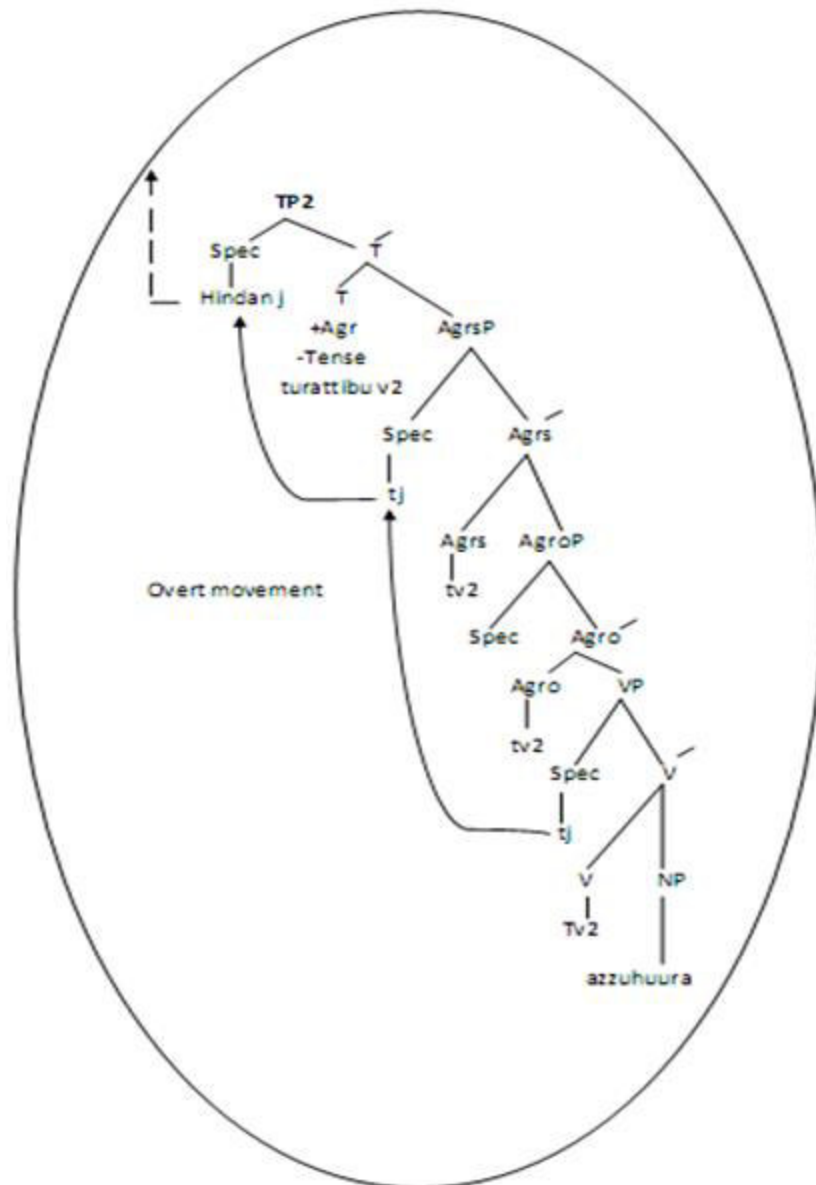
Adopting these newly developments we can represent and analyze the causative sentence (1) as in (46) below where the subscript symbols denote the different constituent's movement. In (46) below, we have only one tree diagram, but it is made in two parts for space consideration, where the matrix clause (TP1) and the embedded clause (TP2) appear in two separate pages.

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(46)

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In this LF structure, T, Agrs, and Agro are called functional heads. T contains tense features as well as a nominative case feature against which the verb tense features and the subjective nominative case feature can be checked. Agrs contains the verb agreement features and the subject ϕ -features against which the corresponding features of the verb and the subject can be checked. Similarly, Agro contains the accusative case feature and the object ϕ -features against which the corresponding verbal case features and nominal object features can be checked.

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Checking VP and NP features including case through the Spec-head agreement relation yields a unified syntactic situation for the subjective and the objective case features instead of the previous situations where the objective case was assigned in the complement position, under government; and the subjective case was assigned in [Spec, IP] under Spec-head agreement relationship or is exceptionally assigned.

In short, *Hind* is selected as an external argument of the embedded predicate *turattibu* and is assigned an agent θ -role in the embedded [Spec, VP]. Then, it moves up to [Spec, AgrsP] for its ϕ -features checking and moves further to [Spec, TP] to satisfy the EPP requirement of this position and for its own case feature checking which does not happen in this position because the verb *turattibu* is not specified for tense (i.e., non-finite). In Arabic, it is the verb that moves first. So, movement of *Hind* above is accompanied or rather preceded by the movement of the embedded verb *turattibu* and its adjunction to the heads Agr and T respectively creating the complex head [[V] [Agr] T] that enters into a Spec-head agreement relationship with [Spec, TP2]. This relation does not check the accusative case feature of *Hind*, as we said above, for lack of tense feature on the part of the verb. So that, it is compulsory for *Hind* to move up to [Spec, AgroP] in the matrix clause where the matrix verb *ja'al* precedes it and adjoins to the head Agro creating the complex head [[V] Agro] that enters into a Spec-head relation with [Spec-AgroP] which hosts *Hind*. Here, the accusative case of *Hind* is checked against the accusative case feature of the complex functional head [[V] Agro]. See Chomsky (1995, p. 174). Movement of the causative verb *ja'al* to the head T in this structure occurs in the overt syntax, prior to spell out. Movement of the subject *Zaid*, the causer, to [Spec, Tp1] is assumed to occur at the logical form (LF) if we consider the word order in (1) above. See Chomsky (1995, p. 61). For the same reasons, movement of the causee *Hind* to [Spec, Agrop1] occurs at LF. This movement is syntactically legitimate because it does not violate any syntactic principle. In particular, *Hind* is assigned one and only one θ -role in the embedded clause and moves covertly to [Spec, AgroP1] of the matrix clause which is non- θ -position. See Ohalla (1999, p. 397). Thus, this movement does not violate the θ -criterion. Similarly, the chain condition is respected, where *Hindj*, the head of the chain $\langle \text{Hindj}, tj \rangle$, is in a case position and the root, *tj*, is in a θ -position.

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When the causee is a clitic pronoun, it overtly moves from the head of [Spec, VP2] to the head of [Spec, Tp2] and then to the head V1 to cliticize onto the matrix verb where it will be pied-piped with this verb wherever it goes leaving a trace in any head it passes. This movement is called head-to-head movement that results in head-to-head adjunction which is the second configuration for features checking in addition to the first one, the Spec-head relation.

Summary

In this section, we follow the Chomskian (1993-1995) analysis for the ECM constructions, where we have shown that the causative construction of *ja'al* is a TP and its complement is a TP as well, and it can be analyzed as an ECM construction in which the causee is the subject of the embedded TP complement.

Conclusion

Causation can be expressed by a wide range of constructions which are distinguished in the introduction as to be clausal and causative constructions. In section2, we introduce some important typological properties of causative constructions. In section 3, we find that the verb *ja'al* can enter the derivation with different meanings, and it can select different complements such as NPs, small clauses, and IPs (i.e. TPs), but it never selects CPs. In section 4, three analyses within the Generative Grammar are adduced to determine the syntactic status of the causee as to whether it is a Do of the causative verb or a subject of the embedded verb. Subject-to-Object Raising Analysis, in which the causee raises from a θ -position to another θ -position gaining a second θ -role, is avoided because it violates the θ -criterion and the Chain Condition. Object Control Analysis where the matrix verb selects two complements (an NP plus a CP) is avoided as well since we proved that the causative verb *ja'al* never selects a CP complement, i.e., it never accompanies any type of complementizer.

Finally, we follow Chomsky (1993-1995) among others especially Aldridge (2016) in adopting the Exceptional Case Marking Analysis according to which the causee NP is selected as an external argument and is assigned an agent θ -role inside the embedded clause. Hence, it is the logical subject of this clausal complement which is in fact the internal argument of the causative verb. The causee NP, then, moves up covertly at LF to check its accusative case feature against the corresponding feature encoded in the higher Agro head of the matrix

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clause. This analysis is adopted on the basis of the above mentioned theoretical evidence and is supported by some empirical data in Arabic.

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