Grammatical Cohesion in the English to Arabic Translation of Political Texts

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Abstract

Cohesive markers link sentences together in text and make the whole text united and meaningful. While translating from the source language (SL) to the target language (TL), the translator may not translate all of the cohesive markers or may incorrectly translate them which affects the communicative meaning of the SL. Thus, many studies have analyzed different texts in different languages by using one of the translation theories to find a better strategy of translating such cohesive markers. This study makes use of Halliday and Hasan's (1976) model of cohesion to identify cohesive markers used in Arabic and English texts, and it focuses on references as cohesive markers. The source English texts are taken from the online editions of The New York Times and The Washington Post, while their translated Arabic versions are taken from the online Arabic newspaper, Asharq Al-Awsat. The study also adopts Nida's (1964) translation techniques to identify the translation techniques which are used to translate English grammatical cohesive markers into Arabic. Two techniques of Nida are found in the analysis: alteration and subtraction. One new technique is also found in this study, namely sustaining. By identifying the translation techniques used in translating the cohesive markers, translators and linguists will be aware of these techniques.

Keywords *cohesion, references, techniques, alteration, subtraction, sustaining*

1. Introduction

Languages are tools to express meanings. They are rich in linguistic items that convey different meanings. Cohesive markers are one aspect of the semantics which can be expressed and used differently in different languages. Halliday and Hasan (1976), cited in Crane (2006, pp. 132-133), refer to cohesion as "non-structural text-forming relations" and the relation refers to the semantic ties which reflect the meaning within the text, and hence, without these semantic ties, the sentences will lack the relationship between them. Nowadays, the effect of news on an audience is an essential issue as news seeks to convey certain communicative messages in different issues: political, cultural, religious and others. The political written text is one of the main issues an audience is

interested in since writers and critics express their opinions about events occurring in certain countries. This study deals with political opinion texts and their translated versions which are related to Middle East issues since Arab people are interested in reading other writers' opinions about the political events that have taken place in their countries as those writers are not biased in their perspectives. And as a result of globalization and technological advances, some people tend to use the internet as a means of communication with the outside world more than other means of communication. Online newspapers are one source of information about the world. They are commercial so they cost a lot of money and time. Therefore, they need to convey only important news and political opinions to the reader and only news and political issues which are of interest to the public. Hence, the translators of such texts must be aware of evoking the communicative meaning of the source language (SL) by using specific translation techniques including those for cohesive markers.

When translating from English texts into Arabic texts, translators are required to translate all the cohesive markers which means shifting the cohesive markers or making replacements. However, some translators do not translate all cohesive markers in English texts, making the text seem awkward or meaningless and leads to loss of information. In other words, they do not follow certain translation techniques which affect the communicative meaning of the original text. Thus, due to grammatical differences between Arabic and English, translators need to adopt some translation techniques in order to respect the output meaning of the SL which means he/she needs to convey the same or original message.

In this study, I conducted an investigation on the English-Arabic translations of online English texts from *The New York Times* and *The Washington Post* and their Arabic versions from the online newspaper, *Asharq Al-Awsat*. This was undertaken to answer the following research question:

> *What were the translation techniques used in English-Arabic translations of cohesive markers in political texts?*

2. Literature review

When we translate, we transfer what is equivalent to the TL texts. Therefore, the translator uses a proper translation technique in order to convey the same message of the source text (ST). In her study, Baker (1992) shows that using different grammatical structures in both the SL and the TL may change the communicative message the author wants to convey. Therefore, to convey the message by translating the exact or equivalent meaning of the SL, he/she should take into his or her consideration some types of shifts, for example, adding, omitting, or altering (cited in Djamila, 2010, p. 206).

Both Arabic and English have different grammatical structures; for example, Arabic is more flexible than English since Arabic does not necessarily require a subject in a sentence. Hence, various translation strategies are needed in order to convey the message of the source text (Mokrani, 2009). In his study, Mokrani adopted some translation strategies, namely omission, compensation and transposition. The 'omission' strategy means to omit part of the ST, but the referential cohesion can be understood from the text. The compensation strategy means that some part of the text cannot be translated but the lost meaning is expressed within other parts of the text. And the transposition strategy means "the process where parts of speech change their sequence; when they are translated, it is in a sense a shift of word class" (p. 29).

Semantically, some of the cohesive devices in some languages have more than one function or are polysemous as Newmark (1988) describes, which may be considered a problem for translators. Moreover, Darwish (2010) claims that techniques used to translate cohesive devices are different from one language to another. These techniques are retaining, omission, addition and replacement (p. 228). Retaining is used to achieve faithful translation; however, if retaining a cohesive device cannot make the sentence sound natural, another technique is used, which is omission. But if the meaning becomes awkward*,* the addition technique could be used. Another technique is replacement, for example, to replace a pronoun by a noun or vice versa (pp. 226-232).

In addition, other researchers name some expressions used while translating cohesive markers in the ST into the target text (TT). For example, Blum-Kulka (1986) defines cohesion as an "overt relationship holding between parts of the text" (p. 17) and it is identified by "language specific markers" that postulates two directions of shifts used in translating cohesive markers as follows:

    a. Shifts in levels of explicitness, i.e. the general level of the target texts' textual explicitness is higher than or lower than that of the source text.

    b. Shifts in text meaning(s): i.e. the explicit and implicit meaning potential of the source text changes through translation (ibid, p. 18).

Kulka postulates that the grammatical differences between languages affect the cohesive devices that are used in both source and target texts by means of transformations such as addition. Also, the differences in 'stylistic preferences' between languages, in translation, are expressed by shifts in levels of explicitness. She also claims that the translator might produce a TL text which is more redundant the SL text, caused by "a rise in the level of cohesive explicitness in the TL text" (ibid, p. 19). In her main hypothesis, namely, the explication hypothesis, Blum-Kulka (1986) claims that, there is "an observed cohesive explicitness from the SL to the TL texts regardless of the cohesive differences between the

two languages" (p. 19). She refers to 'explication' as "an inherent feature in the process of translation" (ibid). In addition, she asserts that through translation, the translator must pay attention to the cohesive ties as they provide semantic unity of the text and any fault through transferring them in translation may change the target meaning of the text, (p. 21). On the other hand, Vinary and Darbelnet (1958, as cited in Baker, 2005) refer to explicitation and implicitation as 'addition' and 'omission' strategies (p. 80). The term was first used by them and later further developed by Nida (1964). They define the explicitation technique as the process where implicit information of the source text is introduced in the TT whereas implicitation is the process where certain explicit details in the SL are defined in the TL (ibid, pp. 8-10). Scholars discuss that in terms of gains and losses such as in Hungarian pronouns, it is not possible to identify the gender; thus, part of the meaning is lost when translating the personal pronoun (she) from English to Hungarian (Baker, 2005, p. 80).

Other scholars never used the terms 'explicitation' and 'implicitation' and scholars such as Barkhudarov (1975) and Vaseva (1980) refer to other terms or expressions where both use the term 'grammatical transformations' (cited in Baker, 2005, p. 81). Moreover, Barkhudarov (1975) lists four types of grammatical transformations in translation, which are: 'addition', 'omission', 'substitution', and 'transposition' (p. 223). He claims that 'addition' is necessary to clarify elliptical expressions or information in the TT. And Vaseva (1980) in his study on Bulgarian Russian and Russian Bulgarian translation asserts that a translator uses 'addition' to produce explicit information in the TT which is implicit in the ST. For example, articles are available in Bulgarian but unavailable in Russian and the possessive pronoun can be omitted in Russian while it is not possible to do that in Bulgarian.

3. Methodology

3.1 Data collection

The data for this qualitative study are English political texts from *The New York Times* and *The Washington Post*, and their Arabic versions from *Asharq Al-Awsat*. The ST were written in English while the TT were in Arabic. These texts were classified as political opinion texts. These texts were published online in 2012 because a lot of political events were taking place in the Middle East, specifically the Arab Spring, the democratic uprisings that arose independently and spread across the region in 2011. This revolution started in Tunisia in December 2010, and quickly spread to Libya, Yemen, Syria, Bahrain and Egypt.

Seven texts were collected for the analysis, three of which were from *The Washington Post* and four from *The New York Times*. The former was selected for the study because

it was generally regarded as the most popular American newspaper. The latter was also chosen since it was one of the leading American daily newspapers and the most widely read newspaper in the US capital. The translated versions of the English texts were taken from *Asharq Al-Awsat*, the only Arabic newspaper that owns the right to publish internationally syndicated work of professional translators..

3.2 Analytical framework

For the analysis, this study made use of Halliday and Hasan's (1976) model to identify cohesive markers. Its main focus was on grammatical cohesion. The grammatical markers were easier to identify than the lexical ones and their effects were clearer than those of lexical cohesion. The grammatical markers clearly presupposed another item for the interpretation, different from lexical ones which carry no clear reference for their potential cohesive function (Halliday & Hasan, 1976, p. 288). The cohesive ties of references were the main point of investigation in this study since they were the most used ties across languages. In addition, Nida's (1964) translation techniques were deployed to identify the translation techniques in the translation of the English-Arabic grammatical cohesive markers. The theories used are summarized in the following sub-sections.

3.2.1 Halliday and Hasan's (1976) model

Halliday and Hasan refer to these cohesive items which show relations among text as "a tie" (p. 3). In their model, cohesive markers are clearly classified as references, substitutions, ellipses, conjunctions, and lexical cohesion. References, used to introduce participants and to keep track of them throughout the text "provide a link with a preceding portion of the text" (cited in Crane, 2006, p. 51). They can be personal, demonstrative, or comparative. Personal references take the place of specific nouns by using noun pronouns such as *I, me, you, we, us, they, them, he,* and *him* or by using possessive determiners such as *mine, yours, ours, his, its* and *one's* (Halliday & Hasan, 1976, pp. 31-39).

Table 1 Personal references in English

Semantic category	Existential	Possessive	
Grammatical function	Head		Modifier
Class	noun (pronoun)	determiner	
Person:			
speaker (only)	I me	mine	my
addressee(s), with/without other person(s)	you	yours	your
speaker and other person(s)	we us	ours	our
other person, male	he him	his	his
other person, female	she her	hers	her
other person; objects	they them	theirs	their
object; passage of text	it	[its]	its
generalized person	one		one's

Demonstrative references refer to the use of locative references such as determiners (*this, these, that, those, the*) and adverbs (*here, now, there, then*).

Table 2 Demonstrative references

Semantic category	Selective		Non-selective
Grammatical function	Modifier/Head	Adjunct	Modifier
Class	determiner	adverb	determiner
Proximity:			
near	this these	here [now]	
far	that those	there then	
neutral			the

On the other hand, comparative references use similar or different adjectives or adverbs. Examples of such adjectives are *same, equal, identical, additional, similar, different, better, more* and *other*. And, examples of such adverbs are *identically, likewise, differently, otherwise, equally, less, so, such, more* and *similarly* (Halliday & Hasan, 1976, p. 77).

Table 3 Comparative reference in English

Grammatical function	Modifier: Deictic/Epithet (see below)	Submodifier/Adjunct
Class	**adjective**	**adverb**
General comparison: identity general similarity	same identical equal similar additional	identically similarly likewise so such
difference (ie non- *identity or similarity)*	other different else	differently otherwise
Particular comparison:	better, more etc [comparative adjectives and quantifiers]	so more less equally

3.2.2 Nida's (1964) translation techniques

When translating into the TL, a translator should pay attention to produce an equivalent TT. However, due to the differences between languages, equivalence sometimes does not exist in the target language; hence, Nida (1964) proposes "adjustment techniques" (cited in Baker, 2005, p. 81). These techniques are additions, subtractions and alterations. They are used "to adjust the form of the message to the characteristics of the structure of the target language" as well as "to produce semantically equivalent structures, equivalent communicative effect and stylistic equivalences" (Molina & Albir, 2002, p. 502).

According to Molina and Albir (2002), Nida's three techniques are summarized as follows:

Table 4 Nida's three techniques of translation

Techniques	Reasons
Addition	• to make an elliptical expression in the SL clear in the TL • to adjust the grammatical structure of the TL • to amplify an implicit element to explicit one • to connect using connectors • to avoid ambiguity
Subtraction	• to avoid unnecessary repetition • to specify conjunctions, adverbs and references

Alteration	• to introduce new words from the SL because the TL does not have it
	  (known as transliteration)
	• to introduce new grammatical categories
	• to introduce a descriptive equivalent in the TL when semantic misfits
	  occur (that is, no standard equivalent to the term in the SL exists)

4. Findings

This section reports the main translation techniques used in the English-Arabic translation of the references as a type of cohesive grammatical devices based on Nida's aforementioned translation techniques.

4.1 Translation techniques

4.1.1 Alteration

The analysis revealed that this technique appeared in all the reference cohesive devices when translated into Arabic. The following sub-sections provide some examples:

4.1.1.1 Personal reference

Seven types of this technique were found while translating personal references, as classified in the following sub-sections.

a. Alteration of a subject noun pronoun by an object noun pronoun

This translation technique means that there is a replacement of a subject noun pronoun in the ST by an object noun pronoun in the TT or vice versa. It occurs due to the grammatical differences between both languages, as demonstrated in the following example:

ST	TT	Back translation
...and that is to signal to Iran's people that the world approves of their country's clerical leadership and therefore <u>they</u> should never, ever, ever again think about launching a democracy movement'	الآ وهو إرسال إشارة إلى أن الإيراني الشعب العالم يوافق على القيادة الدينية، ومن مث لا ينبغي عليهم الأ يفكروا على الإطلاق في تدشين حركة ديمقراطية	...And it is to send a signal to the Iranian people that the world approves the clerical leadership, and therefore, it is an obligation to <u>them</u> to never ever think about launching a democracy movement.

As noted in the ST, the cohesive tie *they* that falls under personal reference is considered a subject noun pronoun which refers back to the plural noun *Iran's people*. On the other hand, it is noted that while translating into Arabic, the subject noun pronoun *they* is replaced by the object noun pronoun which is the suffix /-him/ *them* that is attached to the preposition على /ala/ in عليهم /alay-him/. Therefore, alteration was used in this example. The reason of this alteration can be explained by the grammatical differences between Arabic and English. In English, the auxiliary verb *should* follows the subject pronoun *they* in the sentence. In Arabic, however, the verb ينبغي /yanbaghi/ which is equal to *should* in the verbal statement precedes the pronoun which is attached to a preposition in order to form an object pronoun. Consequently, in the example ينبغي عليهم / yanbaghi alay-him/, the object pronoun /-him/ is a suffix that is attached to

the preposition ىلع/ala/ *to* to form the object pronoun /-him/ which means *them*. With regard to meaning, the communicative meaning of the ST is already conveyed since the translator is aware of the grammatical differences of both languages.

b. Alteration of a noun pronoun by a possessive pronoun

This translation technique occurs when there is a replacement of a noun pronoun in the ST by a possessive pronoun in the TT, as explained in the following example:

ST	TT	Back translation
Burns didn't publicly mention military aid...The consensus is it should be continued for now, but some officials believe it should eventually be restructured, reduced and focused on missions ... American hardware	ولم يشر بيرنز في تصريحاته إلى المعونة العسكرية... وهناك إجماع على ضرورة استمرارها في الوقت الراهن، وإن كان يرون بعض المسؤولين أنه لا بد في النهاية من اعادة هيكلتها وتخفيضها وتركيزها على مهام ... بظاهة الثمن	But Burns didn't mention the military aid in his declaration...Also there is a consensus on the importance of <u>its continuity</u> in the current time, but some officials believe that, ultimately, <u>its restructure</u>, and its <u>reduction</u> and <u>its focus</u> on missions ... too expensive, is an important issue.

In this example, the personal pronoun *it* is classified under a noun pronoun which refers back to *military aid*. Yet, it is noted that in the Arabic translation, it is replaced by the suffix possessive determiner اها /-haa/ that means *its* which functions as a modifier for the noun استمرار /istimrar/ *(continuity)*. Similarly, another noun pronoun (*it*) appears, which is followed by three verbs: *restructured*, *reduced* and *focused*, and *it* refers to the same entity (*military aid*). It is also noted that this noun pronoun is altered by a possessive determiner اها /-haa/ (*its*) in the TT, functioning as a modifier of the three nouns هيكلتها وتخفيضها وتركيزها /haykalati-haa/, /takhfeedi-haa/ and /tarkeezi-haa/ meaning (*its restructure*, *its reduction* and *its focus*), respectively. The reason for this alteration can be implied from the English modal auxiliary verb 'should' which must be preceded by a noun pronoun and followed by a verb. It is different from the Arabic text in this example where the modal auxiliary verb (should) is translated as the noun ضرورة /darourah/ (*importance*). Hence, as a result of this alteration, the noun ضرورة is followed by the noun استمرار / istimrar/ with a modifier اها (*its*). In other words, the noun and its suffix pronoun together is considered genitive in Arabic. Besides, the second noun pronoun *it* has the same reason of alteration where اعادة /iadat/ (*remaking*) is a noun which is considered a genitive that must be followed by nouns, which are هيكلة /haykalati/, تخفي /takhfeedi/ and تركيز/ tarkeezi/. These nouns are attached with the suffix /-haa/ which is considered a possessive pronoun. The translator is aware of the grammatical differences between English and

Arabic; therefore, the alteration technique used in this example does not change the communicative message of the ST which is clearly transmitted into the TT.

c. Alteration of a possessive pronoun by a noun

It is found that the translator replaced a possessive pronoun in the ST by a noun in the TT in order to trace an important object or name, as explained in the following example:

ST	TT	Back translation
Bashir's days may be numbered. Yet <u>his</u> removal would not end the conflict; it could even trigger a new civil war.	ما يؤشر على أن أيام البشير باتت معدودة. لكن إسقاط <u>البشير</u> لن ينهي الصراع، وقد يؤدي إلى اندلاع حرب أهلية جديدة.	That may mean Bashir's days are numbered. But the removal of <u>Al-Bashir</u> would not end the conflict, and may lead to trigger a new civil war.

In the English text, the cohesive tie *his* is a possessive pronoun that refers back to the name *Bashir*. However, when translated into Arabic text, the possessive pronoun *his* is replaced by the noun البشير /al-bashir/ (*Al-Bashir*). In other words, the phrase in Arabic becomes إسقاط البشير /isqat al-bashir/ meaning *the removal of Al-Bashir* instead of *his removal*. Thus, the translator uses the alteration technique in order to emphasize the name *Al-Bashir*. The purpose of using the name in Arabic is to attract readers' attention to an important event which in this context is *the removal of Al-Bashir*. Sudan was one of the Arab countries where people were protesting against their president (*Al-Bashir*). Therefore, the translator uses the noun *Al-Bashir* to evoke Arab readers' attention. By making use of alteration, the communicative meaning of the ST is completely transmitted in the TT.

d. Alteration of a noun pronoun by a noun

This translation technique occurs by altering a noun pronoun in the ST with a noun in the TT, as demonstrated in the following example:

ST	TT	Back translation
This does not augur well for Morsi's presidency. In fact, <u>he</u> should be ashamed of himself.	إن هذا لا يعتبر بداية جيدة لرئاسة مرسي. والحقيقة أنه ينبغي على <u>مرسي</u> أن يخجل من نفسه	This is not considered a good start for Morsi's presidency. The fact is that <u>Morsi</u> should be ashamed of himself.

The cohesive tie *he* is a noun pronoun that falls under a personal reference made back to the noun *Morsi*. Yet, while translating into Arabic, the noun pronoun *he* is replaced by the noun *Morsi*. This alteration is ascribed to the fact that *Morsi* is the new President of Egypt; therefore, the translator keeps track of the participant using the noun *Morsi*

instead of the personal reference *he*. Since the target readers were Arabs who were concerned with new political opinion issues, such a story as this (*Morsi's presidency*) was an attractive event to follow. It is also observed that although Arabic has a greater number of references than English, it prefers the use of *nouns* rather than *pronouns* to present important participants or entities.

e. Alteration of a noun pronoun by a demonstrative reference

It is observed that there is a replacement of a noun pronoun in the ST by a demonstrative reference in the TT. In other words, there is an alteration in the type of referential devices as can be seen in the following example:

ST	TT	Back translation
Turkish-Iranian rivalry goes back centuries, to the Ottoman sultans and the Safavid shahs. It briefly subsided in the 20th century...	حيث يعود الصراع التركي الإيراني إلى عدة قرون، وبالتحديد إلى أيام السلاطين العثمانيين الصفويين. وقد تراجع هذا التنافس لفترة وجيزة في القرن العشرين ...	As the Turkish-Iranian rivalry goes back to several centuries, and specifically to the Ottoman sultans and the Safavid shahs. However, this rivalry briefly subsided in the twentieth century.

The personal reference *it* in the English text is classified as a noun pronoun that refers back to *Turkish-Iranian rivalry*. However, in the Arabic translation, the pronoun *it* is replaced by another cohesive tie to alter its function. That is, the pronoun *it* is altered by the demonstrative reference هذا /haadhaa/ (*this*) which modifies the noun التنافس / al-tanafos/ (*the rivalry*). The demonstrative reference /hadhaa/ refers back to الصراع التركي - الإيراني / al-siraa al-turki al-irani/ (*the Turkish-Iranian rivalry*). Accordingly, an alteration technique is used by altering the personal reference by the demonstrative reference. However, both cohesive ties have the same function to trace an entity, which is *the Turkish-Iranian*. In other words, the translator used the demonstrative reference *this* to pinpoint the particular noun, which is *the Turkish-Iranian rivalry*. And he or she emphasizes the noun (*the Turkish-Iranian rivalry*) that can be inferred from the use of the conjunction /wa/ (*and then*) to provide a temporal relation between the two sentences. According to Ryding (2005), in order to assert and to confirm that an action has indeed happened, the particle قد /qad/ is used and is translated as *already* or *indeed* when used with the past tense. Ryding adds that قد /qad/ may provide a temporal relation when used as a 'prefix' with the particle /wa/ (*and*) or /fa/ (*then*). Therefore, in this example, it is noted that the translator connected the two sentences with the conjunction /wa/ which provides a temporal sequence and the particle /qad/ (*already*). Consequently, both particles supply a confirmation of the communicative meaning of the past tense تراجع / tarajaa/ (*subsided*) in the ST text by asserting that the action did indeed happen.

The translator used the noun التنافس/al-tanafos/ (*the rivalry*) with the demonstrative reference /haadhaa/ (*this*) instead of the noun pronoun *it* to emphasize the action. Since the translator is aware of the grammatical differences between English and Arabic, the output message of the ST is completely transmitted in the TT.

f. Alteration of a number

Alternation can also be identified when a plural pronoun in English is replaced by a dual pronoun in Arabic. For example, the plural noun *they* is translated as هما /humaa/ (*they two*) in Arabic since in Arabic, a duality of pronouns exists. Another example demonstrates the altering of the possessive plural pronoun *their* in the English text by the suffix /-humma/ (*their two*) in the Arabic text. The suffix /-humma/ is used to show the duality of the possessive pronoun where the suffix is attached to the noun حركتهما /harakata-humma/ ('*their two' movement*). More clarification is provided in the following example:

ST	TT	Back translation
The country needs a leader … who can take all those votes, all those hopes, and meld_them into a strategy … clearly crave.	إذ تحتاج البلاد إلى زعيم ... يستطيع أخذ كل تلك الأصوات، وكل تلك الآمال، وصهرها معا في استراتيجية تعمل بشكل واضح ...	The country needs a leader… who can take all those votes, and all those hopes, and (meld it) together into a strategy… clearly way.

In the English text, the cohesive tie *them* falls under a personal reference and is categorized as an object plural noun pronoun which refers back to *votes* and *hopes*. On the other hand, in the Arabic text, the cohesive tie /-haa/ in صهرها /sahri-haa/ is attached to the verb صهر /sahr/ (*meld*) and it refers back to الأصوات و الآمال /al-aswat/ and /al-amaal/, (*votes*) and (*hopes*), respectively. The suffix tie /-haa/ falls under a personal pronoun categorized as an object singular pronoun equal to *it* in English. Consequently, alteration in this example takes place by replacing the object plural noun pronoun with the object singular noun pronoun. The main reason for this alteration in the TT is that the feminine singular pronoun /-haa/ can be used to refer to non-human plural nouns.

g. Alteration of a pronoun type

This alteration occurs when one type of personal pronoun in the ST is replaced by another in the TT, as discussed in the following example:

ST	TT	Back translation
My favorite election story was told to me by an international observer...His voting station had just closed and as the polling workers...counting station.	و قد حكى لي أحد المراقبين الدوليين... حيث ثيح كان مركز الاقتراع الذي كان هذا المراقب مكلف بمراقبته قد أغلق أبوابه للتو، ولكن بينما كان الموظفون ...لمحطة الفرز المركزي.	And one of the international observers told me...where the voting station that <u>this observer</u> is responsible to <u>monitor it</u> had just closed, but while the polling workers... counting station.

The cohesive tie *his* in the ST is a personal reference that falls under a possessive determiner and it refers to the noun *an international observer*. This device is however altered in the TT by another type of personal reference. That is, instead of translating *His voting station*, the translator adds more details which are 'مركز الاقتراع الذي كان هذا المراقب مكلفه بمراقبته' /markaz al-iktiraa alazi kan haadhaa al-morakib mokalafan bimorakabati-hi/ meaning *the vote center that this observer is responsible to monitor it*. The translator uses the suffix /-hi/ attached to the genitive noun مراقبة / murakabati-hi/ representing an object noun pronoun (*it*). It is also noted that the demonstrative reference هذا /haadha/ (*this*) is used to refer back to أحد المراقبين الدوليين (*an international observer*). Thus, alteration in this example results from the addition of more details in the TT.

4.1.1.2 Demonstrative reference

The analysis reveals that there are five alteration techniques in this category in the translation of demonstrative references into Arabic. These types are shown in the following sub sections.

a. Alteration by changing a scale of proximity

This translation technique occurs when a demonstrative reference that shows near proximity is replaced by another that shows far proximity or vice versa. Generally speaking, Arabic tends to use near proximity references whereas English uses far proximity ones. The reason for this alteration probably has something to do with the time when the texts were written. As mentioned earlier, 2012 was a politically significant year in the Middle East. Therefore, using the near proximity references (this) and (these) supports the idea that these events are current and important. For example, the English demonstrative reference (that decision) is translated into Arabic as هذا /haadhaa/ which means *this*. The following is another example:

ST	TT	Back translation
A successful walk along this tightrope could preserve Egypt as a core U.S. ally and peaceful neighbor of Israel while transforming it into a functional democracy — something that would make both <u>those roles</u> more stable.	والنجاح في السير على الخيط الرفيع من أن يحافظ على مصر كممكن أن يحافظ على مصر حليفة أساسية للولايات المتحدة وجارة مسالمة لإسرائيل مع تحويلها إلى نظام ديمقراطي فعال، وهو أمر سيجعل كلاً من <u>هذين</u> <u>الدورين</u> أكثر استقرارا	And the success to walk along this tightrope could preserve Egypt as a core U.S. ally and peaceful neighbor to Israel, besides transforming it into an effective democratic system, and this is something that would make <u>these two roles</u> more stable.

In the ST, the demonstrative reference *those* refers back to the following two roles: 'Egypt as a core U.S. ally' and 'peaceful neighbor of Israel'. This demonstrative device is used to refer to a far proximity; nevertheless, in Arabic, it is altered by another demonstrative device that refers to a near proximity as هذين الدورين /haadhayni/ (*these two*). Besides, the plural demonstrative reference is altered by the dual demonstrative reference.

b. Alteration by a noun

It is observed that this type of 'alteration' occurs when a translator replaces a demonstrative reference in the ST with a noun in the TT. For example, the demonstrative adverb *here* in English is replaced with the noun مصر /misra/ (*Egypt*) in the Arabic text. Another example illustrates the replacement of the definite article (*the country*) which refers to *Sudan* with the name السودان /al-sudan/ (*Al-Sudan*). The translator prefers to use the noun to name Arab countries. This is probably a way to draw the readers' attention to political events in the region.

c. Alteration of types of demonstrative references

This technique is used when one demonstrative reference in English is altered by another type of demonstrative reference in Arabic. The results show that this kind of alteration rarely happened. One of those examples is the replacement of the adverb demonstrative reference *here* with the determiner demonstrative reference *this*. In one of the sentences, *here* refers to *Omar Abdel Aziz School* in the ST and is translated into the TT as الزيارة هذه /haadhihi al-ziyara/ (*this visit*). The translator used another demonstrative reference /haadhihi/ (*this*) to refer back to the visit of the place.

d. Alteration by a pronoun

This type of alteration occurs when a demonstrative reference in the English text is replaced by a pronoun in the Arabic text, as explained in the following example:

ST	TT	Back translation
...*an Egyptian woman... shouted: "Please, never leave that box alone. This is our future.*	... ةيرصم ةأرما تضكر مكلضف نم» :مهب تجاص بيغت مكنيعأ اوعدت ال ،قودنصلا اذه نع وهف .انلبقتسم	An Egyptian woman ran... shouted over them: "please, don't leave your eyes away of this box, <u>it</u> is our future.

In the ST, the cohesive tie *this* falls under a demonstrative reference and it refers back to (*box*). However, the translator replaced the demonstrative reference *this* with the personal reference وه /huwa/ (*it*) which refers back to قودنصلا /al-sondoq/ (*the box*). It should be noted that despite the replacement, this kind of alteration does not change the communicative meaning since the altered word /huwa/ (*it*) has the same function of tracing the object, which is *the box*. It is also observed that Arabic tends to refer to participant/s or object/s by means of personal references rather than demonstrative references. Another example is:

ST	TT	Back translation
Is Morsi nonaligned in <u>that</u> choice?	يف زاحنم ريغ يسرم له ؟هرايتخا	Is Morsi nonaligned in <u>his</u> choice?

In the ST, the cohesive tie *that* classified as a demonstrative reference refers back to *attending the Nonaligned Movement's summit meeting in Tehran*. Yet, the translator used a personal reference /-hi/ which is considered a suffix that represents a possessive determiner of the noun رايتخا /ikhtiyar/ (*choice*) and it refers back to *Morsi*. That is, alteration in this example happens when the demonstrative reference in English is substituted by the personal reference in Arabic. However, this replacement does not affect the output meaning of the sentence since the whole text is about *Morsi's choice* which is *attending the Nonaligned Movement's summit meeting in Tehran* and there are no other choices mentioned in the text. Thus, the translator can convey the same idea of the ST without any ambiguity.

e. Alteration of a number

This translation technique occurs when a singular demonstrative reference is altered by a plural one and vice versa, as discussed in the following example:

ST	TT	Back translation
Does America have an interest in the internal fights taking place in <u>these countries</u> still quaking from the Arab uprisings?	يف ةحلصم اهل اكريمألا لهف يراجلا يلخادلا لاتتقالا نيذلا نيدلبلا نيذه يف تاروثلا لعفب نازتهي الاز ام ؟ةيبرعلا	Then, does America have an interest in the internal fighting occurring in '<u>these two</u>' countries that are still quaking from the Arab revolutions?

The English cohesive tie *these* falls under a demonstrative reference and it refers back to *Egypt and Libya.* In the TT, the plural demonstrative reference *these* is altered by the Arabic demonstrative reference هذين /haadh-ayni/ which means *they two.* In other words, هذين /haadh-ayni/ represents a dual demonstrative reference and it is a genitive followed by the dual noun /al-balad-ayni/ meaning *two countries.* The alteration technique occurs with the replacement of the plural demonstrative reference in the ST with the dual one in the TT. Then, it can be concluded that this alteration is used because of structural differences between Arabic and English. Another example is:

ST	TT	Back translation
Let's return to the main trigger for <u>these events</u>.	فلنعد إلى الحافز الرئيسي لهذه <u>الأحداث</u>	Let us return to the main trigger for <u>'this'</u> events.

In this example, the demonstrative reference *these* refers back to *events in Egypt and Libya.* The Arabic translator makes a replacement by altering the plural demonstrative reference *these* to the singular demonstrative reference هذه /haadhihi/ (*this*). This alteration technique is ascribed to the structural differences between the two languages. Ryding (2005) posits that it is possible to identify number and gender in Arabic demonstratives and the plural demonstrative is only used when it refers to human beings (p. 315). He adds that, if the writer refers to non-human plurals, then the feminine demonstrative /haadhihi/ is used. Consequently, in this example, the singular feminine demonstrative is used in Arabic because the demonstrative reference refers back to non-human entities (*events*).

4.1.1.3 Comparative reference

Two types of alteration are used while translating the English comparative reference into Arabic. These two types are classified in the following sub-sections:

a. Alteration by superlative

It is noticed that this technique is used when a comparative form in English is altered by the superlative one in Arabic. For example, the English comparative reference *more* is translated as الأكثر /al a-kther/ (*the most*) in Arabic. Here, the prefix /al-/ is used in Arabic for the superlative form. As a consequence, alteration can be identified where the comparative form *more* is altered by the superlative one الأكثر /al a-kther/ (*the most*). It does not affect the meaning of the ST since the translator aims to assert the importance and the superiority of specific ideas.

b. Alteration by synonym

This technique is used when a comparative reference in English is translated into Arabic with its relevant synonym. To clarify, the translated word in Arabic is not considered a comparative reference because the comparative reference has a definite structure which is formed by the prefix /a-/. For example, the English comparative reference *similar* is translated into Arabic with the word مماثلة /momathila/. In Arabic, the translated word /momathila/ serves as an adjective which is equal to (*similar*) in English. Another example is as follows:

ST	TT	Back translation
The Sudanese Air Force killed the founder and leader of Justice and Equality in a night raid last December, so the movement has a <u>more</u> immediate motivation to depose Bashir's government: revenge.	وكانت القوات الجوية السودانية قد قتلت مؤسس وقائد حركة العدل والمساواة في هجوم ليلي في ديسمبر (كانون الأول) الماضي، ومن ثم فلدى الحركة دافع عاجل إضافي مباشر للتخلص من حكومة البشير، وهو الثأر.	And the Sudanese Air Force killed the founder and the leader of Justice and Equality movement in a night attack last December, and so the movement has an <u>extra</u> immediate motivation in order to get rid of al-Bashir's government. It is revenge.

In the ST, the comparative device *more* refers back to the previous paragraph as the movement had more motivation after the killing of the founder and leader of Justice and Equality. The comparative reference *more* is altered in Arabic by its synonym /idaffi/ (*extra*) to provide a similar meaning but syntactically changed the word form since /idaffi/ is an adjective which does not serve as a comparative device, namely, (ism al-tafdiil). Alteration in this example is identified through the use of a relevant synonym that semantically conveys the same meaning of the ST even though the translated word does not have the comparative form in the TT.

4.1.2 Subtraction

It can be found that some of the English cohesive devices are omitted when translated into Arabic. The following sub-sections illustrate this technique which occurs when the three types of reference devices are translated.

4.1.2.1 Personal Reference

It is noticed that subtraction occurs when a personal reference in the English text is omitted when translated into Arabic, as demonstrated in the following example:

ST	TT	Back translation
The Kurds, who have until recently despised the Sunni Arabs for their persecution of the Kurds under Saddam Hussein, are now making amends. <u>They</u> are also closely aligning with Turkey to balance Iranian influence inside Iraq.	يعمل الأكراد، الذين كانوا يكرهون العرب السنة بسبب اضطهادهم لهم في عهد صدام حسين، إصلاح جسور العلاقات مع السنة، كما يؤيدون الموافق التركية لمواجهة النفوذ الإيراني داخل العراق	The Kurds, who have despised the Sunni Arabs because of their persecution to them under Saddam Hussein's era, are now making to improve relations with the Sunni. Also, <u>aligning</u> with Turkey's to Iranian influence inside Iraq.

The cohesive tie *they* in the ST falls under a personal reference and it refers back to the noun *the Kurds*. Yet, in the TT, this noun pronoun is completely omitted. However, semantically, the meaning is still retained in Arabic because it is possible to determine the doer of the action or the subject from the conjugated Arabic verb. That is, the Arabic verb يؤيدون /yoayidoon/ which means *aligning* identifies the plural number, the male gender and the present tense. Therefore, this subtraction technique does not affect the communicative meaning of the TL.

4.1.2.2 Demonstrative Reference

This translation technique is rarely used since only a few occurrences were detected in the analysis. For example, the definite article *the* in *the Egyptian soldiers*, classified under a demonstrative reference made to '16 Egyptian soldiers', is omitted when translated into Arabic. This omission occurs as this information is previously mentioned and there is no need to repeat it.

4.1.2.3 Comparative References

This alteration technique occurs when the comparative reference in the ST is omitted in the TT, as shown in the following example:

ST	TT	Back translation
Many see Morsi's move to control the SCAF…as finally giving Egypt's revolution the chance to remove key remnants of the Mubarak regime and fulfill its promise. Others, particularly non-Islamists, are <u>more prone</u> to see recent actions as the Muslim Brotherhood removing any checks on its power.	وينظر كثيرون إلى خطوة مرسي باتجاه السيطرة على المجلس الأعلى للقوات المسلحة… باعتبارها أخيرا فرصة للثورة للتخلص من فلول نظام مبارك ويري. وتحقيق مطالبها، لكن البعض الآخر، خاصة غير الإسلاميين، الخطوات الأخيرة باعتبارها دليل على تخلص جماعة الإخوان المسلمين من أي رقابة على سلطتها	Many see Morsi's move to control the SCAF… as finally giving Egypt's uprising the chance to get rid of the Mubarak regime's remnants and to achieve its demands. But others, particularly non-Islamists, see the recent actions as the Muslim Brotherhood get rid of any control on its power.

In the ST, the cohesive device *more* is a comparative reference that presupposes that non-Islamists are more prone than *many*. However, the translator omits this reference, which suggests that there is a subtraction. However, it does not affect the message of the ST, which is that there are two points of view by two different groups. The translator adds the adversative conjunction /wa/ (*but*) after the first opinion to assert that there is another opinion. Therefore, the readers could easily identify the idea since the translator compensates for the omission with the addition of the adversative conjunction /wa/, allowing the communicative meaning to be properly transmitted.

4.1.3 Sustaining

A new translation technique could be identified which is *sustaining*. Sustaining occurs when the ST and TT grammatical cohesive markers share an equivalent meaning and function. The following sub-sections illustrate some examples where the translators make use of this technique.

4.1.3.1 Personal reference

The analysis shows that most of the English personal references are translated into the Arabic text with their equivalent meaning. In other words, the English personal references are translated into Arabic by making use of the same grammatical category. For example, (i) the English noun pronouns are translated with the noun pronouns in Arabic such that the personal reference *they* is translated into Arabic as هم /hum/ (a plural noun pronoun equivalent to *they* in English), and (ii) the English possessive determiner *their* is translated into Arabic as /-hum/ (a suffix that is attached to the noun representing a plural possessive determiner).

4.1.3.2 Demonstrative reference

Some demonstrative references have what is equal to them in Arabic in terms of number and proximity. For example, the English demonstrative reference *that* is translated into Arabic as تلك /tilka/. Both devices (/tilka/ and (*that*)) are singular and represent a far proximity. Also, the English demonstrative reference *this* is translated as هذه /haadhihi/. Both devices (/haadhihi/ and (*this*)) are singular and represent a near proximity.

4.1.3.3 Comparative reference

Some of the English comparative references are translated with their structure being maintained in Arabic. For example, the cohesive devices *better and more*, which falls under comparative reference, are translated into Arabic as أفضل وأكثر /a-fdal wa a-kther/ (*better and more*). The prefix /a-/ is used to form an adjective comparative device in Arabic which means that the translated words agree with the source words in terms of structure. Therefore, the translator manages to convey the original message of the ST.

5. Conclusion

To sum up, cohesive markers are very important to create texture of text. However, translating cohesive markers from the SL to the TL may be problematic for some translators since there are certain techniques they must follow in order to produce the same message of the SL. That is, if they do not translate these cohesive markers correctly, the communicative meaning of the SL would be affected. Therefore, this study aimed to find out these cohesive markers and identify the translation techniques used in translating the cohesive markers from the SL into the TL. The STs are political articles, taken from the online versions of *The New York Times* and *The Washington Post*, and their translated Arabic versions were taken from the online Arabic newspaper *Asharq Al-Awsat*. The researcher made use of Halliday and Hasan's (1976) model of cohesion to identify cohesive markers used in texts. Nida's (1964) translation techniques were also adopted to identify the translation techniques used to translate English grammatical cohesive markers into Arabic. This study revealed that only two of the translation techniques of Nida (1964), alteration and subtraction, were used in translating the English reference cohesive devices.

This study contributes to the field of English-Arabic translation since the data are related to political opinion texts which have not been tackled in any previous studies. The analysis also pinpointed another translation technique, sustaining. Furthermore, I have sorted out some classifications under each translation technique of Nida (1964) and my suggested model for translating references as a type of grammatical cohesive devices from English into Arabic is shown in Table 5.

Table 5 Suggested model for translating grammatical cohesive devices from English into Arabic

Translation techniques
Alteration:
Personal references
1. Alteration of a subject noun pronoun by an object noun pronoun and vice versa
2. Alteration of a noun pronoun by a possessive pronoun
3. Alteration of a possessive pronoun by a noun
4. Alteration of a noun pronoun by a noun
5. Alteration of a noun pronoun by a demonstrative reference
6. Alteration of a number (singular pronoun to plural and vice versa)
7. Alteration of a pronoun type
Demonstrative references
1. Alteration by changing 'a scale of proximity'
2. Alteration by noun
3. Alteration of demonstrative reference's type
4. Alteration by pronoun
5. Alteration of number
Comparative references
1. Alteration by synonym
2. Alteration by superlative
Subtraction:
1. omitting of personal references
2. omitting of demonstrative references
3. omitting of comparative references
4. omitting of conjunctions
Sustaining:
1. All cohesive devices of references (translated with their equivalent meaning)

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