Translation of Arabic Conjunction into English the Case Study of *Wa, Fa* and *Thumma*

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

المستخلص

هدفت هذه الورقة إلى التحقق في وعي الدارسين بمعادلة الترجمة النصية من خلال استكشاف أحد جوانبها وهو الاقتران أوالروابط. وتركز أيضا على وعي الدارسين بمعرفة الوظائف المتعددة للروابط في اللغة العربية مثال: ف, و, ثم .و بعد التعرف على الأكثر تكرارا لكل منها تم تصميم استبيان لمعرفة مدى إمكانية ترجمتها إلى اللغة الإنجليزية و تمكين الدارسين من إتقانها على سبيل المثال: أدوات الربط و الترقيم عكس أداء الطلاب و افتقارهم للمعرفة بالمعاني المتعددة في النص المشترك ولساءة استخدام أدوات الترقيم و التي تساهم في بناء النصوص خاصة في اللغة المستهدفة.

يوصي الباحث معلمي الترجمة والخطابة و مصممي المناهج بتوجيه اهتمامهم لبعض القضايا و خاصة الترجمة المتكافئة.

Introduction

Arabic has three conjunctions that overlap in function: *wa*, *fa*, and *thumma*. The three are used to link one item to another in a participatory relationship, but *fa* 'next' is used when succession and immediacy are in focus, *thumma* 'then' . When succession and non-immediacy are meant, and *wa* 'and' when general coordination is intended. The question is: What makes Arabic speakers use the conjunction *wa* to imply sequence when they have at their disposal *fa* and *thumma* that are specifically marked for sequence.? based on semantic grounds as distinct from grammatical ones. In this respect, cohesion is considered one component of language system, and, thus, any component of cohesion is 20 inherent in that system as such (Halliday & Hassan 1987: 1-5).

Sudan University of Science and Technology
Deanship of Scientific Research
Journal of Linguistic and Literary Studies

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

speakers know, but they are not aware of them (ibid, 1), and they are the next point

to deal with. it is worth noting that Halliday & Hassan consider a conjunction any expression that signals a semantic relation. When dealing with connectives, we are moving to another type of cohesive relation which differs from the aforementioned ones. That is to say, conjunctions link \semantically what follows with what has gone before (ibid, 227-231). One common feature among conjunctions in English is that they express either *external* or *internal* relations. The former is inherent to a phenomenon Described through language whereas the latter is in communication Processes. It is worth mentioning here that we are going to adapt Baker's \notion of cohesion for the sake of translation as she states. Translation is not just a mere replacement of the items of the Source Text with their equivalents in the Target Text . But it is rather Awareness of levels above the word level. The textual level is one of those levels that are concerned with ***thematic and information structure*** and ***Cohesion.*** Our problem here is stated within the scope of the latter, to\what extent learners can produce a source text that is as cohesive as a Target text. Each language offers certain tools that may differ or overlap to Achieve that conjunctions are one of those tools.

Arabic and English differ in using these cohesive markers: Arabic overuses small set of conjunctions (basically *wa, fa* and *thumma*) each of which, usually, has multiple meanings/functions to signal the *semantic relation* between information chunks.

Whereas, English uses a wide set of conjunctions to indicate the semantic relation that can be expressed by more than one conjunction, aided by a high developed punctuation system, in addition to other tools.

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

2. Aims of the Study

This study aims at;

Shedding light on the issue of equivalence at the textual level to what Extent learners of translation at the department of English (Sudan University of Science and Technology) are able to realize the ST as a Unified whole and able to handle the tools of the ST to render it into a Unified text as such. Some pedagogical implications will be inferred not Only concerning translation teaching, but also writing and discourse analysis.

3. Research hypotheses

1. Translation of English connectors to Arabic connectors plays an important in writing.

2. Accurate translation affects the intended meaning of the source text.

3. Translation syllabus should shed a light on the importance of Conjunctions use in both English and Arabic languages.

4. Methods

The study seeks to understand and documenting the use of English Conjunction and the Contribution of Arabic markers *wa*, *fa* and ***Thumma*** .

The context being investigated is the Sudanese tertiary level students majoring in English Language. Hence, a descriptive analytical research method was followed and a questionnaire was used for compiling the data pertaining to The teachers of English in Khartoum city. The methodology of the study is Based on describing the problem and analyzing the data Statistically.

5. Previous Studies

This part reviews some of the previous studies related to the field being surveyed. These studies are verily matched with the present one in terms of similarities and differences to find out the points of Intersections for more consolidation and explorations in the field.

Equivalence at textual level is still one of the dominant issues in the corpus of Translation studies. Under this heading the notion of cohesion is usually discussed, Hatim and Munday (2004) cite various contributions like Blum-Kulka and Leverson (1983), Newmark (1988), Beagrande (1980), Mauranun and Kujamaki (2004).

Baker's *In Other Words* (2001) is considered one of the reputable Contributions in this field.. Under this broad title Baker gives a clear account of cohesion and conjunctions cross-linguistically. Much attention is paid to implications and problems of translating connectors from Arabic to English and vice versa. However, Baker just depends on observation suffices with the literature that exists at that time and does not provide empirical evidenceHamdan & Fareh (1999), Saeed & Fareh (2006), and Fareh (1998). We will rely on some of those studies, but even though they deal with connectors like *wa* and *fa* and their role in text-building, they cannot be considered discoursal studies as such. This is because they include functions signaled by those connectors that are structural rather than cohesive. Furthermore, those studies could not afford safe generalization since they dealt with just one Connector.

Comparatively, the present study takes study of conjunction as its first Variable which contributes severely to the process of writing appreciation. Hence, it considers teaching the Arabic conjunction of the target language within the course of teaching and learning inside the language classroom is crucial and pivotal particularly at the initial phases of language learning and that is regarded as a well-grounded threshold which would fortify the ability of using and understanding English and Arabic conjunctions

6. Results:

After collecting the data using a questionnaire, the obtained data was analyzed statistically to arrive at the main results and findings illustrated in table (1). The statistical results after testing the tool reliability could test the Postulated hypothesis to generalize the results and interpret the variables of The phenomenon being investigated.

Hypothesis: "translation of English connectors to Arabic plays an important role in writing".The frequency distribution of the responses of the sample members of the study for the first hypothesis phrase states the following:

Table (1)

Chi-square test results for respondents' answers about first hypothesis

No	Statement	Median	Degree of freedom	Chi-square value	Explanation
1	Translation of English connectors to Arabic plays an important role in writing.	5	2	22.84	Strongly agree
2	Translation should draw their learner's attention to the nature of conjunction in English and Arabic.	5	2	20.88	Strongly agree
3	Translation syllabus should include drills to	4	2	32.00	Agree

77

SUST Journal of Linguistic and Literary Studies (2021)   **Vol.22.No. 2 March (2021)**
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	handle tools for making a text in general and conjunction in Arabic.				
4	Translation should shed a light on the importance of conjunction in both English and Arabic.	3	2	42.32	Neutral
5	Making a comparative study on how conjunction in Arabic and English might differ with reference to translation.	4	2	46.08	Agree
6	Carry out studies to see correlation exist between the writing skills and translation competence.	5	2	19.84	Strongly agree

Source: The researcher from applied study, 2019

The researcher noticed from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

The researcher noticed the following:

▪ The value of chi-square for the significance of the differences for the respondents' answers in the **1ˢᵗ phrase** was (22.84) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Translation of English

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connectors to Arabic plays an important role in writing".

▪ The value of chi-square for the significance of the differences for the respondents' answers in the **2ⁿᵈ phrase** was (32.33) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Translators should draw their learners attention to the nature of conjunction in English and Arabic".

▪ The value of chi-square for the significance of the differences for the respondents' answers in the **3ʳᵈ phrase** was (32.00) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.

- 1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Translation syllabus should include drills to handle tools for making a text in general and conjunction in Arabic".

- The value of chi-square for the significance of the differences for the respondents' answers in the **4th phrase** was (42.32) which is greater than the tabulated value of chi-square at the degree of freedom (1) and the significant value level (1%) which was (5.46). According to what mentioned in table no.(1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have neutral with that "Translation should shed a light on the importance of conjunction in both English and Arabic".

- The value of chi-square for the significance of the differences for the respondents' answers in the **5th phrase** was (46.08) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that "Making a comparative study on how conjunction in Arabic and English might differ with reference to translation".

The value of chi-square for the significance of the differences for the respondents' answers in the **6th phrase** was (19.84) which is greater than the tabulated value of chi-square at the degree of freedom (2) and the significant value level (1%) which was (9.21). According to what mentioned in table no.(1), this indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have strongly agreed with that "Carry out studies to see correlation exist between the writing skills and translation competence".

7. Discussion

- Having tested the hypothesis, it is obvious that students are satisfied with the use of translation of English conjunctions to Arabic conjunctions, unless they are appropriately exposed to the target language and to ample linguistic capsules that will enable them deal with conjunctions and develop their language competence. Hence, English conjunctions are a pivotal part of the English language and one of its essential writing components. There by, linguists base their knowledge on translation aspects as in Holly Qur'an, folklore, religion, politics, and all the variables of their local culture and circumference environment which usually enrich their linguistics context.

7.1. Arabic and English Conjunctions from a Contrastive Perspective:

Here we look at conjunctions in both languages from a semantic standpoint disregarding their grammatical properties, i.e. the kind of relation they signal between clauses or sentences so as to build a text.

Sudan University of Science and Technology
Deanship of Scientific Research
Journal of Linguistic and Literary Studies

We also confine ourselves to the three-selected Arabic connectors: *wa, fa* and *thumma* trying to contrast them with some English ones such as *and, so, then, but, for Instance, anyway* and *meanwhile*. The reason behind taking just those English connectives is that they represent the broad categories: additive, adversative, causal and temporal. They also represent the main sub categories: resultive, explanatory, resumptive and so on. Here we are not going to explain what each relation means since each of them will be dealt with in this research. It is also noticeable that we are, for certain reasons and purposes that will be mentioned later, including expressions like *for instance* among the inventory of conjunctions.

Wa and And in contrast of sentences

Here are some examples used in support of the opinion of the majority, the Contention that *wa* does not imply sequence:

وقالوا ماهي الا حياتنا الدنيا نموت ونحيا وما يهلكنا الا الدهر

'They say, "There is nothing but our present life; we die **and** live, and Nothing but Time destroys us".' (transl. by Arberry 1998)In this verse, the Atheists' statement of "dying and living" is only acceptable because the Conjunction is taken not to entail order; for it is the natural sequence for people to live first and then die. Had *wa* entailed order, this and many similar instances in *al-Quran* and Arabic poetry would have been denied. Some verbs require a conjoined noun phrase because the eventuality that They express can only

be possible if two parties are involved. Verbs such as *differ*, *agree*, *disagree*, *fight*, *quarrel*, etc. stand for states which require, in Arabic as well as in English, that there be at least two experiences

اختلف زيد وعمرو

.'Zayd **and** Amr disagreed.

The statement in (2), therefore, does not entail sequence in anyway because the state expressed by the verb necessitates that there be more than one experiencer. Since sequence is unobtainable here, it cannot be claimed that order is part of the entailment of conjunctive *wa.*

Even in statements where sequence is probable, as in (3), deniability testing Reveals that *wa* is not necessarily indicative of order. Consider this statement:

جاءني سالم فحامد ولكن حامدا جاء اولا

'Salim came to me, **next Hamid did, but Hamid came first..

جاءني سالم ثم حامد ,لكن حامدا جاء اولا.

'Salim **then Hamid came to me, but Hamid came first.'

Thus, sequence is an undeniable implication of *fa* and *thumma* but not of *wa*. Sequence is part of the entailment of the first two conjunctions but only a conversational implicative of conjunctive *wa.* In other words, *fa* and *Thumma* are designated for the indication of succession, whereas *wa* cannot Imply succession unless certain conversational and communicative Principles are utilized.

80

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7.2 . *Wa* in the light of functional linguistics.

Functionalists would expect specific motivation for why Arabic speakers use *wa* to imply sequence when they have at their disposal *fa* and *thumma* that are specifically marked for succession. Langacker (1987) (cf. Goldberg 1995; and Geeraerts 2006) would view the *wa* construction as a pairing of form and function; it can, therefore, be explained only in terms of the function that it is associated with. In the tradition of the functional approach, grammar in general is like all biologically-based systems "adaptivelymotivated and thus in principle non-arbitrary" (Givón 2001: 34). Most important of the functional grammar principles above is the understanding that temporal order in reality is mirrored in the linguistic report of it. Thus, the first chunk that *wa* conjoins must temporally precede the second in the mind of the speaker. Delancy (2001) explains this in the context of speaker and hearer attention as follows:

In actual perception, our attention begins with one element of a scene, and scans through the perceptual field, taking its various elements in decreasing order of their intrinsic or contextual interest. When we present a mental image, we perform an imaginary scan of the same type, and present the elements of the image to our hearer so as to help him recreate not only the image, but the image scanned as we scan it.(DeLancey 2001: 128)

8. Conclusion

Although sequence is not part of the entailment of conjunctive *wa*, language users occasionally interpret it as order-indicative. Their interpretation seems to be based upon the assumption that speakers tend to be orderly. In the cases where wa is not interpreted as order-indicative, it appears that language users assume that speakers are being as informative as is required (i.e., the Grician maxim of quantity) and so they would use *fa* or *thumma* when they desire to communicate an intention of sequence; hence, their choice of *wa* is in itself an indication that they are not interested in implying Order. Determining whether *wa* is or is not indicative of order appears to Rely on the hearer's estimation of people's behavior in specific contexts.

This is tantamount to saying that the conflict between the maxims of manner and quantity can be resolved by appealing to the hearer's knowledge of the world and by appealing to the functional principle that linguistic expressions mirror reality's temporal order. Context and the realization that language is a reconstruction of reality are more decisive in human interpretation of language utterances than either Conventional meaning or the principle of speaker-hearer cooperation

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82

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