

THE TRANSLATION OF CONJUNCTIONS  
IN PERSIAN INTO ENGLISH IN *KIMYA KHATUN*

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# THE TRANSLATION OF CONJUNCTIONS IN PERSIAN INTO ENGLISH IN *KIMYA KHATUN*

## ABSTRACT

Conjunctions are among the significant facets of texts in Translation Studies. They vary across languages in terms of the way and process of transferring into another language. Further, the fact that to what extent conjunctions remain implicit or undergo explicitation is of research interest in the process of translation from Persian into English. The present study aimed at investigating the translation of conjunction used in the novel of “*Kimya Khatun*” in terms of ST and TT differences and explicitation level, to identify the differences the model of conjunctions proposed by Halliday and Hassan (1976) was chosen as the theoretical framework, while, Blum-Kulka’s (1986) hypothesis was used to investigate the explicitation of conjunctions. The present study covered a corpus of about 54000 Persian words and 57000 English words, pertaining to seven parts of the novel and its English translation, and the comparison was made based on the descriptive, quantitative and qualitative methods. As such, the sentences in both languages were aligned and 1509 cases of conjunctions in Persian and 1305 in English were identified and tabulated for studying the effectiveness of translation of conjunctions. In addition, 500 cases of conjunctions were analyzed for explicitation. On the whole the findings revealed that there were just few differences between Persian and English conjunctions and their rendering to English was successful. Regarding explicitated cases, the results indicated that, according to Blum-Kulka’s (1986) model, from among the three categories of this model, i.e., explicitation, implicitation, and change of meaning, the explicitation accounted for 16% of cases, implicitation about 7%, and meaning change about 6% in the analyzed sample.

**Key Words:** Cohesion, Explicitation, Translation, Conjunction

# THE TRANSLATION OF CONJUNCTIONS IN PERSIAN INTO ENGLISH IN *KIMYA KHATUN*

## ABSTRAK

Kata hubung adalah antara aspek penting dalam teks Pengajian Terjemahan. Kata hubung berbeza mengikut bahasa dari segi cara dan proses pemindahan ke bahasa yang lain. Hakikatnya sejauh mana kata hubung tersirat atau mengalami penerangan adalah menerusi minat penyelidikan dalam proses terjemahan dari bahasa Parsi ke bahasa Inggeris. Kajian ini bertujuan untuk menyiasat terjemahan kata hubung yang digunakan dalam novel "*Kimya Khatun*" dari segi perbezaan teks sumber (ST) dan teks sasaran (TT) dan tahap pemikiran, model menganalisis kata hubung yang dicadangkan oleh Halliday dan Hassan (1976) telah dipilih sebagai kerangka teoritis. Sementara itu hipotesis Blum-Kulka (1986) telah digunakan untuk menyiasat penjelasan konjungsi. Kajian ini merangkumi korpus kira-kira 54000 batal perkataan Persia dan 57000 batal perkataan Inggeris, yang berkaitan dengan tujuh bahagian di dalam novel dan terjemahan Bahasa Inggerisnya. Di mana perbandingan dibuat berdasarkan kaedah deskriptif, kuantitatif dan kualitatif. Sejajar 1509 kata hubung dalam bahasa Parsi dan 1305 dalam bahasa Inggeris telah dikenalpasti dan dianalisis untuk mengkaji keberkesanan terjemahan kata hubung. Di samping itu, 500 kes kata hubung telah dianalisis untuk penafsiran. Secara keseluruhan, penemuan menunjukkan bahawa terdapat hanya sedikit perbezaan antara kata hubung Persia dan Inggeris dan terjemahan mereka kepada Bahasa Inggeris berjaya. Mengenai kes-kes eksplisit, keputusan menunjukkan bahawa menurut model Blum-Kulka (1986), dari tiga kategori model ini, iaitu, penafsiran, implikasi, dan perubahan makna, penafsiran menyumbang 16% kes, implikasinya 7%, dan perubahan maknanya sekitar 6%.

**Kata-kata Kunci:** Penggabungan, Penerapan, Terjemahan, Sempurna

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## LIST OF SYMBOLS AND ABBREVIATIONS

CA	:	Componential Analysis
EFL	:	English as the Foreign Language
ESL	:	English as the Second Language
L1	:	The First Language
L2	:	The Second Language
SL	:	Source Language
ST	:	Source Text
TL	:	Target Language
TS	:	Translation Studies
TT	:	Target Text

## **CHAPTER 1: INTRODUCTION**

### **1.1 INTRODUCTION**

Translation is important in all fields of life. Yet, rendering a Source Language (SL) into a Target Language (TL) is not an easy process, owing to the fact that translators are supposed to change the structure of the SL and adopt the one in the TL (Leonardi, 2000). When the language is converted inappropriately and used deficiently due to one's inability to make a distinction with the first language, many problems could arise in terms of, for instance, academic writing (Leki, 1992; Wang & Wen, 2002; Jenwitheesuk, 2009) and reading comprehension (Innajih, 2007; Sheng, 2016).

Translators must be aware of conveying the communicative meaning of the SL, that is, while translating from the SL into the TL, sometimes, the meaning of the SL becomes awkward. Thus, translators must understand strategies and techniques to better convey the meaning from the SL to the TL.

Cohesion is a set of linguistic means that are available for creating a texture. Cohesive markers are among the aspects of semantics that can be expressed and used differently in different languages (Grimes, 1975; Halliday & Hasan, 1976; Beaugrande & Dressler, 1981; Brown & Yule, 1983; Sheng, 2016). Cohesion occurs where the interpretation of some elements in the text depends on that of another. According to Halliday and Hasan, cohesion "makes any text more meaningful as showing the relationship between sentences and parts of the text allows the reader to easily identify the exact meaning of the text" (1976, p. 2). This again depends on the pair of languages involved and is affected by the individual translator, whether professional translator or novice translator, who might handle it differently. Often, translators try to make cohesive markers explicit in the target text. This explicitation is performed for varying reasons like

internal exigencies of the text, translator's stylistic choices, pragmatic factors, and cultural-structural considerations.

The problem of cohesion, as one of the problems translators mostly face, is not only in applying the cohesive markers in the TL, but also in identifying the cohesive markers rule in the SL. Many studies have been conducted to identify the cohesive markers in different languages in different texts, and several studies have investigated the application of the cohesive markers in translating from the SL to the TL in order to examine how these cohesive markers operate on the SL and to show their functions in the TL. Vinay and Darbelent (1995) developed the theory of explicitation. They believe that any text requires some type of explicitation. Klaudy (2008) notes that explicitation could be either optional or obligatory. Blum-Kulka (1986) claims that explicitation is a universal phenomenon that is exercised by novice and professional translators. Blum-Kulka's (1986) explicitation model is categorized into explicitation, implicitation and meaning change. This model was originally developed to deal with cohesive markers. Blum-Kulka's model, which is further sub-categorized into other categories, was adopted in this research to account for explicitation of conjunctions.

The study of conjunctions is an important aspect of Translation Studies (TS). However, this aspect has received little attention in translation of literary texts, especially from Persian into English in terms of degree of transfer, similarity, difference, and explicitation. Hence, the present study is an attempt to investigate the translation of conjunctions from Persian into English, in the novel "*Kimya Khatun*". In other words, the present study put an emphasis on the function, the similarities, and differences of conjunctions in the translation of "*Kimya Khatun*". The advantage of focusing on this novel instead of the other literary sources was that scrutiny of the novel could help enhance learners' comprehension, as it is less affected by external variables such as



students' perceptions, as the story flows very tangibly like a movie they may watch and enjoy. It is hoped that, the findings of the present study may provide insights for Iranian students who are learning English as a second language to better comprehend the meaning and structure of the text.

## **1.2 Statement of Problem**

When learning a new language, the interference of the L1 causes problems by exposing the learners to errors relating to the meaning. Studies indicate that two languages that are semantically similar in meaning, increase the chance of language interference effects, and the more similar, the greater the possibility of language interference and confusion in meaning (Sunderman & Kroll, 2006; Baleghizadeh & Sharifi, 2010). The semantic analysis of the cohesive markers in the source and target languages need to be further investigated as they can be problematic.

Lieber (1981) states that cohesive markers are regarded as one of the most complicated features, apart from reference, which EFL students might find problematic. Dulay, Burt, and Krashen (1982) indicate that language interference mainly occurs automatically and depends mostly on the L1. Furthermore, students who are not exposed to different types of cohesive markers may encounter improper usage of conjunctions in sentences (Hughes & Heah, 1993). Brown (1994) describes language interference, as the effect of the L1 occurring due to false assumption, made by the speaker thinking that L1 and the L2 work in a similar manner. Ellis (1997) elaborates on language interference as the influence that the learners of the L2 might struggle with on their path to language learning.

McLaughlin (1984) points out that language interference is unavoidable in bilingualism, and this is because of varied language systems and structures that cause

difficulty in language learning even though it can be mitigated through a better understanding of the cohesion ties. According to Hinkel (2001), due to failure in distinguishing words, second language learners especially the less proficient ones, tend to blend the L1 words with the L2 because of translation equivalence; and the usage of accurate cohesive devices are crucial in translating the SL to the TL. In the process of grasping the language system of the L2, learners will filter the knowledge they have in the L1; establishing the beliefs that when the L2 is acquired, the L1 also does 'work' actively (Jared & Kroll, 2001; Marian & Spivey, 2003; Sheng, 2016). Because of this problem, there is a possibility that languages are mixed, errors are repeatedly made in language acquisition and even translation, and eventually, incompetent learning is resulted.

One of the underlying causes of such misunderstandings is the issue of cohesion in the two languages. It is to be noted that conjunctions are also listed as second language learners' difficulties in language learning (Innajih, 2007). Therefore, the correct usage of conjunctions is an indicator of smooth fluency and a sign of learners' ability to produce complex sentences when speaking.

Most importantly, it is also supported that the richness of the SL apart from the TL incompetence could also be a reason for the absence of conjunctive items in students' writing and later on in their translation (Li, 2009). Therefore, a study on cohesive markers involving English and Persian language would show up how similar or dissimilar the two language systems are.

With regard to the current study, translating cohesive markers for example conjunctions in the Persian novel entitled *Kimya Khatun* can be a demanding task. In translation shifts such as 'optional shift', 'deletion', 'addition', and even 'compulsory

shift' can take place. Such shifts may change the original meaning of a text. Based on the analysis of a sample from the novel, it was realized that 'shifts of cohesion', which include 'explicitation', 'implication', and 'meaning change' occurred in the target text. In addition, the translator has used different devices in order to make the translation more explicit namely, a) addition of conjunctions, and b) replacing punctuation marks with conjunctions. The study attempted to account for such issues and accordingly provide theoretical and pedagogical implications for the use of conjunctions to Iranian students who study English as a second language.

### **1.3 Objectives of the Study**

In this study, the researcher attempts to achieve two objectives in order to present some theoretical and pedagogical implications as how conjunctions are used in English which could be helpful to Iranian students who study English as a second language. Besides, it can be considered as a sort of contrastive analysis of the two languages, which in turn can provide insights for the translators to approach the translation more consciously. This is what the researcher intends to achieve when considering the explicitation in the translation of conjunctions. Needless to say, the same approach can be adopted by the translators to examine and approach other structures of the source and target language critically in order to achieve the highest level of accuracy and naturalness in their endeavor of translation.

### **1.4 Research Questions**

To achieve the two objectives of this study, the following two research questions are posed:

- i. **RQ1:** What are the differences in the types and frequency of conjunctive elements used in the target text as compared to the source text?

- ii. **RQ2:** What level of explicitation (if any) has been implemented in the translation of conjunctive elements affecting the meaning/message expressed in the TT?

### **1.5 Scope of the Research**

Primarily, the present study focused on the explicitation/implication of conjunctions in a Persian novel entitled *Kimya Khatun* in the process of English translation. Further, this study focuses on types of conjunctions that are rendered from Persian into English in the novel. To attain the objectives, Blum-Kulka's (1986) model of explicitation was utilized to account for the explicitation of conjunction. Moreover, the Halliday and Hassan's (1976) and Mirzapour and Ahamdi's (2011) taxonomy were adopted as the model of extraction of conjunctions. To this end, the unit of data analysis was considered at the sentence level.

### **1.6 Significance of the Study**

The present study aims at providing insights for Iranian students who are learning English as a second language regarding the way cohesive ties bring meanings to the text and the difference between Persian and English languages in relation to chosen language area. Besides, this study tries to help Persian learners in order to better comprehend the text meaning and text structures. In addition, since Persian and English are dissimilar languages, this study can also determine whether the uses of cohesive markers in both languages is semantically similar or different.

### **1.7 Main Source of Study**

The main source of the present study is a novel entitled *Kimya Kahtun* which is written in Persian and translated into English. However, as it was not possible for the researcher to check all the instances of the conjunction throughout the novel due to time

and resources constrains, a corpus of about 54000 words were chosen for the purpose of study (available on a CD).

***Kimya Khatun*:** this novel serves as the source text under investigation for this study. This novel has been a best-seller for twelve-consecutive months since its publication. It is originally written in Persian and has been translated into Turkish and English. The novel is about Rumi's step daughter, who found her way in his *Hiram* after the marriage of her mother, Kera Khatun, to the *Sufi* mystic and poet. She then fell in love with Rumi's son, her step brother. However, she was given in marriage to Rumi's master and friend Shams Tabrizi. Because of its reputation as a best-selling novel, there is a film called *Rumi's Kimya* in development based on the novel. Details of this novel and the information about the author and the translator are presented elaborately in the third chapter.

**Persian Language:** As previously mentioned, the SL is Persian, also known as Farsi, which is the predominant modern descendant of Old Persian, a southwestern Iranian language within the Indo-Iranian branch of the Indo-European languages. This language is primarily spoken in Iran, Afghanistan, and Tajikistan. Persian language is classified as a continuation of Middle Persian, the official religious and literary language of Sassanid Persia, itself a continuation of Old Persian, the language of the Achaemenid Persian Empire. Persian is a pluricentric language and its grammar is almost similar to that of many contemporary European languages.

**English Language:** As previously mentioned English is the TL in this research. English is a West Germanic language that was first spoken in early medieval England. It is the most commonly spoken language in the United Kingdom, the United States, Canada, Australia, Ireland, and New Zealand, and a widely spoken language in countries

in the Caribbean, Africa, and South Asia. It is the third most common native language in the world, after Mandarin and Spanish. It is widely learned as a second language and is an official language of the United Nations, of the European Union, and of many other world and regional international organizations.

## 1.8 Definitions of Key Terms

The following terms are the most pivotal ones and are defined as follows:

**Cohesion:** According to Richards and Schmidt, cohesion is “the grammatical and/or lexical relationships between the different elements of a text; this may be the relationship between different sentences or between different parts of a sentence” (2013, p. 86).

**Conjunction:** Greenblatt defines conjunction in this way, “In grammar, a conjunction is a part of speech that connects words, phrases, or clauses that are called the conjuncts of the conjoining construction; word discourse marker is mostly used for conjunctions joining sentences” (2006, p. 36).

**Explicitation:** According to Blum-Kulka “explicitation is a universal strategy inherent in the process of language mediation” (1986, p. 21). Klaudy and Karoly defined explicitation as follows:

Explicitation takes place, when a SL unit with a more general meaning is replaced by a TL unit with a more specific meaning; when the meaning of a SL unit is distributed over several units in the TL; when new meaningful elements appear in the TL text; when one sentence in the ST is divided into two or several sentences in the TT; or, when SL phrases are extended or “raised” to clause level in the TT, etc. (2005, p. 16).

## **1.9 Summary**

The present chapter of the study is the preface to the whole research. In the present chapter, the background of the study was reviewed, and then narrowed to the current problem in the field. After introducing the existing problem in the section of the problem statement, the aim and objectives of the study were defined and based on which the scope and significance of the research were discussed. The chapter ends with the outline of the thesis, which briefly presents different chapters of the thesis.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter consists of three main parts. The first part reviews the main terms that are broadly used in the present study. The cohesion and coherence are defined in the subsequent sections and after definition of the cohesion devices, common cross-lingual cohesion types are presented. In the next sections, cohesion types in English and Persian languages are introduced, respectively. Subsequently, cohesion in translation is discussed in the next section. The second part of the present chapter reviews the most important cohesion theories available in literature.

There are a number of difficulties when it comes to the detailed analysis of the cohesive markers in source and target languages. Several languages have been subject of such studies, for example the Spanish language by Martín (1988) and Velarde (1997); English and Japanese language by Oshima-Takane (1988); English and Chinese language specifically on the use of reference and cohesive markers relations by Yeh (2004); English and Arabic language by Dendenne (2009) and Chinese and English by Sheng (2016). Persian and English novels were also analyzed by Rahimi and Ebrahimi (2012) and Ketabi and Jamalvand (2012); A shared problem seems to be that some of the Persian cohesive markers may share similar meanings with their English peers, but they are different in terms of grammatical usage.

### **2.2 Cohesion in Language**

Cohesion is broadly used in different languages to refer to an important linguistic function. In order to understand the meaning and application of cohesion, it is imperative to know the meanings of some basic words and terms.



### **2.2.1 Text and Texture**

Halliday and Hassan define 'text' as "a unit of language in use, which refers to any passage spoken or written of whatever length, that forms a unified whole" (1976, pp.1-2). However, a text element is not a grammatical unit like a clause or sentence. In a parallel manner, Halliday and Hassan asserts, "A texture is the property of being a text" (1976, p. 2). This means that every text has an organization of sentences by means of cohesive markers or ties that make a relationship between sentences and paragraphs to convey a certain meaning. Meanwhile, a privilege of a texture is that texture of the text makes a text different from a non-text.

### **2.2.2 Cohesion**

Halliday and Hassan (1976) state that cohesion is a non-structural text-forming relation, where the relation refers to the semantic ties that reflect the meaning within the text, and hence, without these semantic ties, the sentences will lack the relationship between them. The use of cohesive devices in the text shows how the text becomes textual, and how translation can be affected by textual cohesion.

On the one of the lexical cohesions, i.e., collocation, Mirzapour and Ahmadi (2011) assert that collocation is achieved "through the association of lexical items that regularly tend to appear in similar environments. Such words are less likely to have any semantic relationship". In spoken and written English, discourses, individual clauses and utterances are linked semantically by grammatical connections (McCarthy, 1991), which make a text cohesive. Hoey (1991) asserts that cohesion is a property of a text whereby certain grammatical or lexical features of the sentences of the text connect them to other sentences in the text. Lotfipour-Saedi (1996) is of the opinion that cohesion is one of the textual features that makes the texture of a text and helps to its materialization. Azarmi and Behnam (2012) consider collocation as one of the factors on which we build our

expectations of what is to come next. Bex (1996, p. 91) considers cohesion “as residing in the semantic and grammatical properties of language”. Badri and Badri (2004) is of the opinion that cohesion concerns the way in which the linguistic items of which a text is composed are meaningfully connected to each other in a sequence based on the grammatical rules of the language, and formal devices signal the relationship between sentences. He adds that cohesion is a necessary though not a sufficient condition for the creation of the text. The textual or text-forming component of linguistic system of which cohesion is one part, creates text.

## **2.3 Cohesion vs Coherence in Language**

According to Summers, and Gadsby (2001), the word ‘cohesive’ is defined as an adjective that means connected or related in a reasonable way to form a whole. Previous research indicates that there are some general types of cohesions in common with different languages. However, despite these similarities, each language has its own system for using cohesive devices that may bear some differences with the other languages (Dooley & Levinsohn, 2000). Previous research in the literature indicates that cohesion is achieved by making use of linguistic means in order to signal coherence (see Grimes 1975, p.112; Halliday & Hassan, 1976; Beaugrande & Dressler, 1981; Brown & Yule, 1983). It is besides implied by Dooley and Levinsohn (2000) that cohesive ties are the signals of the cohesions that link different parts of sentences to each other.

### **2.3.1 Cohesive Devices**

Cohesive devices are words or phrases that tie a text. It is opined that cohesive devices aid texts to achieve its status and attain to communicative events. The devices give sense to the texts. Halliday and Hassan (1976) believe that cohesive devices are perceived as “text-forming” that they are called “cohesive ties”. According to Nasri (2014), cohesive devices are defined as the primary determinant of whether a set of

sentences do or do not constitute a text depending on the cohesive relationships within and between the sentences which create texture. According to Halliday and Hassan (1976) and Hinkel (2001), the usage of accurate cohesive devices is crucial in second language teaching.

Hatim and Mason affirm, “There are many possible cohesive devices capable of relying, say, a given relationship between propositions and in a given same language is likely to be a preferred option” (1990, p. 138). In addition, Hatch (1992) believes that such devices are used to bind pieces of text together in a specific way, while Bex (1996) distinguishes cohesive ties as elements that reside in the semantic and grammatical properties of the language. Campbell (1994) argues that there are two major principles of cohesive elements by which the continuity aspect of coherence can be explained: a) the cohesive principle of similarity, b) the cohesive principle of proximity. The cohesive principle of similarity acknowledges the cohesive effect of similar discourse elements, while the cohesive principle of proximity acknowledges the effect of the spatial and temporal proximity of discourse element.

### **2.3.2 Main Types of Cohesion**

Dooley and Levinsohn (2000) categorize the main types of cohesion that may be common in different languages. It is noteworthy that these types, grouped in six main parts, have been adopted by Dooley and Levinsohn (2000) from Halliday and Hassan (1976), and Brown and Yule (1983) as follows:

- 1. Descriptive expressions alluding to entities mentioned earlier:** the cohesion is achieved here through introducing new expressions that are connected to an expression previously mentioned. Examples of this type are the expressions such as “the following day” and “in the next room”. Here, the earlier expressions could be “the preceding day”, and “a certain room”.

2. **Identity:** the second type of this category refers to the cohesions that are achieved by the use of “identical forms, identical meaning, and identical reference or denotation”. Halliday and Hassan (1976) state that there are six subcategories under this type (i.e., Identity) as follows:

- Repetition: (whole or partial) of an expression
- Lexical replacement: to refer to a referent point by using a different lexical form.
- Pronouns: to refer to an object, person, entity, etc.
- Other pro-forms: they are one type such as do ... it, and are adopted with the pronouns.
- Substitution: this type is used to refer to one thing by using the same type in different case, or it is “a kind of partial identity of denotation”.
- Ellipsis: this type equals to “substitution by zero”.

3. **Lexical relations:** Hyponymy, Part-Whole, and Collocation are three types of lexical relations. Definition of each is as follows:

**Hyponymy and Part-Whole:** this type is defined as one word that is considered as a subtype of another and it can form whole relationship or part relationship. For example, Flowers and Daffodils have a whole relationship whereas the human body and the arm form a part relationship.

**Collocations:** it is defined as “the habitual co-occurrence of individual lexical items”, such as Sunday, Monday and so on.

4. **Morphosyntactic patterns:** there are three subcategories under this type:  
**Consistency of inflectional categories:** this type refers to such consistency as

intense, and aspect. For instance, a sequence of sentences can show tense marking, as in, landed and snapped.

**Echoic utterances:** these are used to evoke attention back to the previous utterance to make a comment.

**Discourse-pragmatic structuring:** one example pattern is “point of departure and prediction” which links the next prediction to something the listeners are assumed to have in their mental representations. An example of this case is “long ago”, and “in one”.

5. **Signals of relations between propositions:** this type is used to help easily interpret the exact meaning of the speech. For this case, use of “For example” or “for instance” to interpret a previous sentence is a good example.

6. **Intonation patterns:** to place an utterance within the overall scheme (e.g., near the end) of the discourse. They are important since they can tell when speakers are “winding down” their talks.

## 2.4 Cohesion in English Language

Halliday and Hassan’s Cohesion in English has inspired many researchers to study cohesion in a text and affected students especially in reading and writing. According to Halliday and Hassan’s study, the cohesion occurs where “the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other in the sense that, it cannot be effectively decoded except by recourse to it” (1976, p. 4). When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text. In English, the following words or terms are used to refer to cohesion as summarized below:

**Reference:** it is not possible to find a sentence without a reference and these references make discourse cohesion. Not only pronouns but also the definite article “the” helps to provide such cohesion.

**Comparative:** ‘Comparative’ is one type of reference that is used to compare person, entity, event or action with another person, entity, and so on. It can be an adverb such as “more” and “less”. In addition, it is possible to use double comparatives such as “more” and “more”, which suggest ideas such as “more than average” and “relatively”. Another form is “the...the”. An example of this form is word “the elder I get, the happier I am”. Moreover, Halliday and Hasan (1976) state comparative could also be either adjectives or adverbs. The examples of the former are the words *same, equal, identical, additional, similar, different, better*; and the examples of the latter are *likewise, differently, and such*.

**Conjunctions:** the words that connect clauses into meaningful sentences. It is said that in the application of conjunctions, there is normally one of them enough to be used to join two clauses. In other words, conjunctions are the words that provide strong relationships between two clauses since they are placed between those clauses. However, Halliday and Hasan (1976) state that two conjunctions could be used together when coordinating conjunction connects two subordinates. An example of such a case are words “and yet”, and “and because”.

**Ellipsis:** Ellipsis is defined as leaving words out because the exact meaning can be clearly understood without them. In other words, the writer avoids repetition of words.

**Substitution:** substitutions are used to avoid repeating a word used before by using “a general-purpose substitute word or pro-form” such as “one” “do” and “so”. In addition, substitution can be with auxiliaries, such as “I will”.

In short, Halliday and Hasan (1976) categorize the cohesion types into two main group: grammatical and lexical. According to their study, the first four types are grammatical cohesion types and the last one is lexical. The study further categorizes the lexical cohesion types into two classes of reiteration and collocation, where the former includes repetition, synonymy, or near-synonymy, hyponymy (specific-general), metonymy (part- whole), antonym and general nouns. While lexical contrastive cohesion analysis is not a new subject, its application to English and Persian has not yet been realized. (Johns & Dudley-Evans, 1980; Linnarud, 1987).

## 2.5 Cohesion in Persian Language

Like any other language, Persian also encompasses a variety of terms and words such as cohesion. This section reviews different types of cohesion in Persian language as categorized by previous studies. A study conducted by Mirzapour and Ahmadi (2011) categorize the major types of cohesive devices of Persian into three major groups: reference, substitution and ellipsis, and conjunction.

1. **References:** The three major types of references are personal, demonstrative, and comparative, which are discussed later in this section.
2. **Substitution and Ellipsis:** they are used to avoid repetition and there are three terms used for Ellipsis that are “hadhf, idmar, and taqdir”. However, the parts of the sentence that are omitted can be recovered or understandable from the previous elements.
3. **Conjunction:** conjunctions in Persian, like English, are used to join the words together, (as cited in Chaalal, 2010, pp. 29-31). However, conjunctions are not used alone; rather they function within a sentence. Of these conjunctions, “va (و)”, “Sepas (سپس)”, “ya (یا)”, “ama (اما)”, “beharhal (بهرحال)” are equivalents of “and”, “then”, “or”, “but”, and “however” respectively. In Persian, there are four types of conjunction:

1. **Additives:** words like “va (وَ)” , “Sepas (سپس)” , and “ya (یا)” in Persian are translated in English as “and” and “then”, and “or”.
2. **Adversatives:** conjunctions like “ama (اما)” and “beharhal (بهر حال)” in Persian are respectively translated to “but” and “however”, which represent the other side of an argument.
3. **Causal:** conjunctions like “pas (پس)” in Persian are translated to “therefore/hence” in English in order to show a cause or result of an act.
4. **Temporal:** conjunctions like “Vaghtike (وقتی که) “ , agar (اگر) in Persian refer to “when” and “if” in English, respectively.

## 2.6 Cohesion and Translation

As the translation process is perceived as an act of communication, which grips at least two languages to each other, the cohesive devices play a vital role in bringing texture and communication factors of SL to TL. Therefore, cohesive devices need to be taken into consideration when a language is translated into another. However, cohesion has become one of the significant issues in translating as each language system has its own rules of using cohesive devices and is unique so that it could not simply be mixed with other languages (Callow, 1974; Baker, 1992; Sheng, 2016).

## 2.7 Models of Cohesion Types

Within the previous decades, several theories have been proposed with respect to the analysis of cohesion markers. The most important proposed theories available in the literature are critically reviewed in the present section.

### 2.7.1 Katz and Fodor’s (1963) Componential Analysis (CA)

As one of the earliest methods, the CA takes advantage of the explicit and direct meaning of words from dictionary. Pioneered by Katz and Fodor (1963), CA is a method



to describe words through semantic features by analyzing their structure. By employing this technique, meanings of words or lexemes can be dissected into smaller components that can be distinguished among lexemes or a group of lexemes. The meanings of words are described through sets of semantic features which appear to be ‘present’, ‘absent’, or ‘indifferent with reference to feature’. According to Saeed (2009), the symbol ‘+’ indicates that the feature is present, ‘-’ indicates that the feature is absent and ‘±’ shows that it can be present or absent. For example, when the word *cry* is dissolved to its semantic features, it could be derived in three different meanings such as [+SOUND], [+LOUD], and [+VOCAL]. The word *cry* could be interpreted as *loud, vocal sound*. They could be accepted as synonymous and are accepted as the definitions of *cry*. Jackson (1988) claims that CA has become a significant method in describing meanings of lexemes. As mentioned by Jackson (1988), CA has contributed in many ways. It guides learners to understand synonymy as a word can share the same set of semantic groups as well as creating degrees of synonymy. Furthermore, CA also helps them to grasp what the antonyms are, comprehends the relationship of hyponymy facilitates translator to come out with accurate translation in written texts which becomes an important matter in interpreting and as related to the present study, assist learners to distinguish words of different languages. CA plays a significant role in the area of translation. Newmark (1988) illustrates the usage of CA as being very precise in the procedure excluding the culture and emphasizing the message. Such a statement might seem too extreme but his claim was supported by other translation scholars such as Vossoughi (1996) who have strongly discussed the application of CA in translation field. Newmark (1998) explains that the fundamental process is to distinguish between SL word with TL word that share the same meaning, but not necessarily have the one-to-one comparable meaning, by analyzing their common and different components. In other words, to apply CA, it requires an SL sentence and a TL sentence assumed equal in order to be examined per word in their respective language. Thus, the degree of similarity can be analyzed by

evaluating their constituting semes. However, translators have to formulate an idea in mind by knowing a range of semes in the SL and the TL. Despite its remarkable benefits, CA theory suffers from some shortcomings. First, there are still number of issues encountered in establishing the semantic unit of lexemes (Nida, 1975). Moreover, there is lack of sufficient Metalanguage in distinguishing the difference such as the colors and range of views especially in terms of spatial relations. Besides, failure in describing abstract terminologies and varied terms only exist in the level of intensity. Meanwhile, CA is limited in a sense that it does not help in differentiating vocabulary in all fields. Sense relation, collocation, and denotation are some of the areas that need to be taken into consideration when meanings are analyzed by CA. Apart from the problem, another limitation of the theory is due to its application on referential meaning. The theory is applied through connection between the lexical unit and the referent, as well as the meanings of lexemes that focus on objects.

### **2.7.2 Halliday and Hassan's (1976) Model of Cohesion**

The model of cohesion proposed by Halliday and Hassan (1976) is one of the pioneer models for cohesion classification, which is now a reference for several studies. This theory is in the meantime, the most comprehensive model ever proposed by the scholarly researchers of the field.

This model classifies the grammatical cohesions in four main categories, the description of which are given in this below:

- 1) References:** these types of cohesions are used to introduce the participants and to keep track of them throughout the text. As Halliday and Hasan (1976) argue, the references provide a link with a preceding portion of the text. The reference type can be also classified into subclasses: Personal, Demonstrative, or Comparative.

2) **Substitution:** the substitution references are used to avoid repetition by replacing one item by another. They are related to grammatical function and can be nominal. It means that it functions as head of the nominal group.

3) **Ellipsis:** Ellipsis occurs when some information in the text is unsaid but still understood. In this way, the information can be implied or presupposed in the text easily. Halliday and Hasan (1976) refer to Ellipsis as the substitution by zero. Meanwhile, the Ellipsis, as Halliday and Hasan (1976) argue, can be nominal, verbal, or clausal.

4) **Conjunction:** this type of cohesion refers to the cohesive markers that join sentences and paragraphs together in order to make semantic relationship between them. It can be additive, adversative, causal, or temporal.

- **Additive:** this type of conjunctions work by adding or completing what previously came. Words like and too, or, furthermore, in addition, not, nor, neither, either are the examples of the additive conjunctions.

- **Adversative:** this type of conjunctions work by opposing the idea presented in the preceding sentence such as but, however, on the other hand, nevertheless, yet, only. another application of the adversative conjunctions are the casual ones which

- **Causal:** the casual conjunctions work by showing that the second clause is a logical cause or a result of the preceding clause, such as: so, then, for, because, consequently, for this reason, it follows from this.

- **Temporal:** The temporal conjunction relates two clauses in time, such as next, after that, until then, then, finally, at last, an hour later.

**Table 2.1 Conjunction types in English proposed by Halliday and Hasan (1976)**

Conjunction	Additive	Adds or completes what previously came.
	Adversative	Opposes the idea presented in the preceding sentences.
	Causal	Shows that the second clause is a logical cause or a result of the preceding clause.
	Temporal	Relates two clauses in time.

1) **Lexical cohesion:** this type of cohesion differs from the previous elements because it is considered as non-grammatical cohesion. The lexical cohesion refers to the selection of the vocabulary and has two types:

- **Reiteration:** this type of lexical cohesion refers to the repetition of a lexical item directly or by using of synonyms or a general related word.
- **Collocation:** the collocation type of the lexical cohesion refers to the occurrence of two lexical words together within the same lexical environment.

A summary of the lexical cohesions is given in Table 2.3.

**Table 2.2 Lexical cohesions in English proposed by Halliday and Hasan**

Lexical Cohesion	Reiteration	Repetition of a lexical item directly or by using of synonyms.
	Collocation	Occurrence of two lexical words together within the same lexical environment.

### 2.7.3 Carrell's (1982) Cohesion Theory

Carrell's (1982) study was however approximately against the theory of Halliday and Hasan, where they proposed that text cohesion derived from grammatical and lexical connective ties is not essential. This theory firmly explained that cohesion is achieved from coherence which readers gain the ideas through their background knowledge and text schemata. Carrell (1982) further clarified that in educating non-native speakers; cohesive ties should be regarded as less important compared to the flow of ideas in a text.

### 2.7.4 Blum-Kulka's (1986) Shift in Cohesion and Coherence in Translation

Blum-Kulka (1986) adopts an approach called communicative and discoursal approach that addresses the issue of cohesion and coherence shifts in translating written texts. In this model, Blum-Kulka (1986) clearly distinguishes between coherence and

cohesion, and defines cohesion as an overt relationship that attaches all parts of the text, shown by linguistic markers; while on the other hand, defines coherence as a covert relationship that is interpreted by the reader or listener. In terms of shift in cohesion, Blum-Kulka (1986) introduces two major types:

**Shifts in level of explicitness:** this type of shifts refers to the varied usage of grammar between languages due to changes in the types of devices that are employed to signal cohesion in the ST and the TT. Shifts in level of explicitness are often related to variation of stylistic preferences in the cohesive markers chosen in two or more languages that are selected in the translation. Blum-Kulka (1986) and Beikian, Yarahmadzahi and Natanzi (2013) assert that cohesive patterns can be divided into three different forms in TL text:

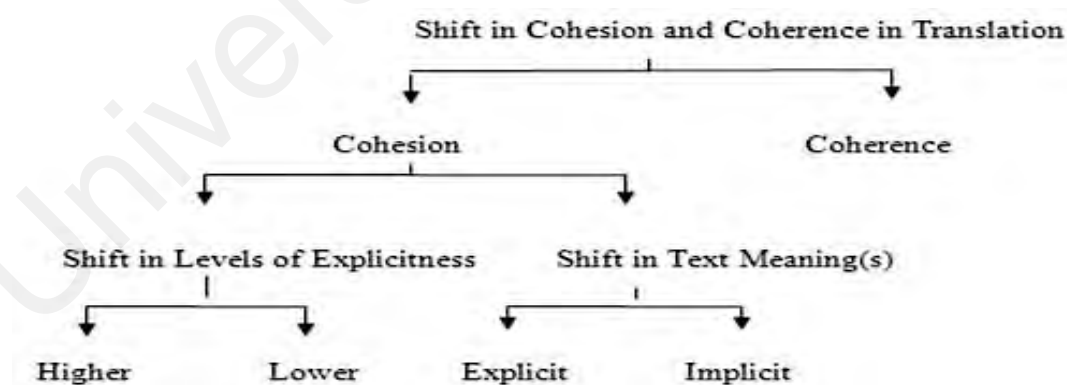
- (i) Cohesive patterns in TL texts are approximately similar to SL texts of the same register;
- (ii) Cohesive patterns in TL texts reflect the norms of SL texts in the same register, which may be the cause of transfer processes on the translation; and
- (iii) Cohesive patterns in neither TL nor SL norms oriented, but form a system of their own, probably presenting a process of implicitation

**Shifts in text meaning:** this type of shift is related to the changes in explicit and implicit meaning of the ST through the translation process. It is explained vividly in what Blum-Kulka (1986) mentions as “explicitation hypothesis”. This term is defined as “an observed cohesive explicitness from ST to TT regardless of the increase traceable to differences between two linguistic and textual system involved” (p.19).

Blum-Kulka’s (1986) theory explains that when the process of translation is undergone, it may lead to a TT that is much more redundant or explicit than the ST. Nevertheless, Blum-Kulka (1986) does not really explain how it actually leads to such

redundancy. Blum-Kulka (1986) further elaborates that contrastive stylistics should be carried out first to analyze the cohesive patterns in the SL and the TL before the translations to and from both languages should be studied to identify the types of shifts that occur. Blum-Kulka's (1986) approach puts forward an agreement that a TT might appear more explicit in ST. Nevertheless, Blum-Kulka still admits that the hypothesis contains obligatory explication (linguistic systems differences) and optional explication (textual systems differences). Blum-Kulka (1986) in her paper entitled "Shifts of Cohesion and Coherence in Translation" states that, "Explication is a universal strategy inherent in the process of language mediation" (p. 21). However, Becher (2010) claims that the term 'strategy' is indistinct. It is unclear, as Blum-Kulka (1986) does not mention whether it is a conscious or unconscious strategy. Figure 2.1 represents the Blum-Kulka's (1986) Shift in Cohesion and Coherence in Translation (1986).

**Figure 2.1 Blum-Kulka's Shift in Cohesion and Coherence in Translation (1986)**



### 2.7.5 Explication Theory

Explication is one of the translation features that were first introduced by Vinay and Darbelnet (1958) before Blum-Kulka (1986) expands the study to a more systematic

approach. Explicitation, as defined by Olohan (2000, p.155), refers to “the spelling out in the target text of information which is only implicit in a source text”. Saldanha (2008, p. 28) on the other hand, describes explicitation as a “strategy which may not be linked to the implicitness in the original text, but with interpreter’s assumptions in terms of readership and about their positions as literary and cultural mediators”. Frankenberg-Garcia (2009) defines explicitation as obligatory or voluntary. Obligatory explicitation is used when the grammar of the target language forces additional information to be added though it is absent while voluntary explicitation occurs voluntarily, not because of the grammatical cause but to improve the comprehensibility of the translated version. In order to explain explicitation, Lyudmila M. Abdrashitova (2018) defines it as a translation technique for making implicit information of the source text explicit and clear to the reader of the target text.

Some studies were done by focusing around the issue of explicitation in translation. Shlesinger’s (1989) research study proposes explicitation hypothesis to be employed in oral and written translations. She discovers that translators apply shifts in cohesion in interpreting concurrently, both from Hebrew to English and vice versa which advocates the translator to provide implicit forms more explicitly despite the languages used. Van Leuven-Zwart (1990) on the other hand, states that the “addition, deletion or replacement of function words may cause shift with respect to the type of explicitness through which cohesion is achieved” (p. 81). Chesterman (1997, p. 98) regards cohesion amendment as one of syntactic techniques that “influence intra-textual reference, ellipsis, substitution, pronominalization, and repetition, or the use of connectors of various kinds”. In fact, in his study, he explains the methods used in explicitness among the pragmatic strategies which also include explicitation and implicitation. Although the explicitation hypothesis was confirmed in Jiménez-Crespo (2011a), the results of Jiménez-Crespo Miguel A.(2015) show that the levels of explicitation vary between different production conditions, with the selection condition producing higher levels of explicitation than the

regular translation condition. The results suggest procedural aspects are at play during the production stage.

## **2.8 Related Studies**

Discourse competence has been a major feature of language pedagogy since communicative competence has emerged. Accordingly, language learners are also guided to produce written and/or spoken discourse that shows coherence and cohesion. Since the increase number of studies concerning the process of coherence and cohesion among ESL/EFL learners, methodologist and language teachers have comprehended and given deeper insights on the importance of grammar knowledge among language learners in order to produce coherent texts in English (Kafes, 2012). Therefore, within the previous decades a large number of studies have been carried out to analyze the cohesion within the text, and their translation from SL to TL. Holloway (1983) conducted a study on the use of the grammatical cohesion, i.e., reference, substitution, ellipsis, and conjunctions, as a way in developing teaching and testing of writing.

Witte and Faigley (1981) investigated cohesion by looking at the differences in the usage of compositions of high and low level. Pritchard (1981) did a study on cohesive ties in the good and poor essays of eleventh grade and discovered that the usage of lexical and grammatical cohesive ties including that conjunctions do not signify good and poor essays. Thus, she summarized that the effectiveness of producing a good essay does not rely on the use of cohesive markers. Explication is generally defined as a shift in translation from what is implicit in the source text to what is explicit in the target text. Because of the pervasiveness of this textual phenomenon, there has been a great deal of research on explication. Elisabet Titik Murtisari (2016)

Biber and Finegan (1988) and Myers (1989) advances their analysis on cohesive devices in English by focusing on English-language corpora of printed texts. They found



out that demonstrative pronouns as well as coordination conjunctions often appear in written academic discourse due to its aspect in bringing contextual ties between sentences. Since then, the studies of L2 instruction related to explicit types of devices such as coordinating conjunctions and sentence transitions were taken into account in research studies.

McCarthy (1991) approved the importance of cohesive ties by stating that cohesion and cohesive devices are often crucial in English texts thus making it as an essential lesson to be taught in writing class. He also notes that one of the problems faced by non-native speakers (NNSs) is their inability to understand how cohesive and logical ties work and how to make use of them in texts that requires more emphasis in language classrooms.

Reid (1993) claims that it is common to teach the explicit usage of conjunctions such as sentence transitions and coordinating conjunctions in L2 writing class. ESL writers usually make use of various types of cohesion in contrast to native speakers of English that Reid (1983) further affirms how vital it is for students to learn text cohesion and coherence in building an understandable text. However, learners need to be taught on L2 linguistic and lexical means of cohesion in written texts because they have the tendency of changing from the First Language (L1) to L2 abstract and syntactic devices in producing a unified text even if the parallel devices do not exist in L2. Likewise, Liu and Braine (2005) confirmed the importance of cohesive ties on the students' writing performance.

Blum-Kulka (1986) studied the usage of cohesive devices in English and Hebrew languages. Based on their analysis, it was found that lexical cohesion in English is overly used when translated to Hebrew. Grammatical items in ST are preferred to be replaced

with lexical items in the TT. Likewise, Callow (1974) and Baker (1992) compared the application of the cohesive devices in English and Brazilian Portuguese. Their study illustrated that English prefers pronominal reference, while Brazilian Portuguese mostly favors lexical repetition. Furthermore, Brazilian Portuguese employs verbs for people and numbers that provide extra meanings in tracing participants.

In a similar study but on different languages, English and Arabic, Baker (1992) carried discovered that for small chunks of English words, they are overtly linked up with different types of conjunctions and punctuation. In contrast, Arabic limits the usage of conjunctions that needs to be referred to the addressee's capability to deduce the relationships. Other languages have also been examined with regard to the use of the cohesion and their equivalent in another language. Al-Sowaidi, and Mohammed (2014) and Mansour et al. (2014) investigated explicitation in literary translation from English into Arabic as well and found explicitness at the grammatical, lexical, pragmatic and translation levels were observable.

Martín (1988) and Velarde (1997) analyze the translation of the texts from Spanish to English and vice versa. Oshima (1988) conducted a similar study on Japanese and English languages. Dendenne (2009) did a similar study on English and Arabic languages, and Dendenne (2009) conducted the same research on English and Persian languages. Despite several studies conducted in recent decades, the aforementioned studies are of the most significant ones that are in relation with the present study. In another study, Moradi, Rahbar, and Olfati (2015) identified the most frequent strategies adopted to explicitate the culture-specific items in the translation. They adopted Klaudy's (2008) typology of explicitation entailing obligatory, optional, pragmatic, explicitation and showed that culture items were translated more often by adopting pragmatic explicitation.

Alamdari and Suzani (2016) investigated the effect of explicitation on translation coherence. They adopted the model proposed by Vinay and Darbelnet (1995) to study the effect of explicitation on translation coherence in Holy Qur'an. The results of this study showed that using explicitation procedure in transferring meaning from source language to target language not only removed the ambiguity but also strengthened the coherence of the text, though in some renditions, translators preferred to keep loyalty and did not add anything to the source language. In addition, researchers found that more redundancy was made using more words to distribute coherence. In line with this, Klaudy (2009) also claimed that translators always display a tendency to explicitate in translation.

Moghaddam, Sukhteh, and Far (2017) investigated explicitation in screen/film translation, and tried to investigate the most frequent explicitation type and subtitling strategies used by the Persian subtitler. They identified and calculated subtitling strategies and the percentage of explicitation strategies. The findings of their study indicated that explicitation was used mostly in subtitling, and expansion was the most frequent subtitling strategy employed by the Persian subtitler in subtitling English original films into Persian.

A study on 'Explicitation of implicit logical links in Persian-English translation' in relation to the current study has been conducted by Baleghizadeh and Sharifi (2010). In the research a specific type of explicitation, i.e. explicitation of implicit logical links between sentences and clauses in Persian-English translation, its effects on the cohesion of the Target Text (TT), and the underlying reasons behind its occurrence were probed.

To this end, introductory' and two other chapters from Sadi's Gulistan were scrutinized for any occurrence of explicitation of implicit logical links. On the whole, differences in structures in addition to text-building strategies between the two languages and the translator's endeavor to make the text cooperative and acceptable in the TL by

providing more communicative clues and using natural cohesive patterns of the TL were found to be the potential causes behind the explicitation of implicit logical relations between sentences and clauses.

Becher (2011) indicated that every piece of translation goes through explicitation and every instance of explicitation (and implicitation) can be explained, because of lexicogrammatical and/or pragmatic factors. He adds that it possible to compile a list of factors that regularly lead translators to explicitate or implicitate.

In another study, Behjat (2009) explored the unstructured cohesive devices to observe which of them contained more unstructured ties and from among all grammatical and lexical cohesive devices, one of which had a more frequency of occurrence in an English novel and its Persian translation. The researcher extracted the number of grammatical and lexical cohesive devices and counted them. The results of this study indicated that the ties in the English text were more than Persian. In addition, pronouns were used more in English than Persian. Moreover, the use of repetition and synonyms and antonyms as cohesive devices was more frequent in Persian translation compared to the original English text. Further, the results also revealed that conjunctions and adjacency pairs were used with the same frequency of occurrence in both texts.

## **2.9 Summary of the Chapter**

In this chapter, the main concepts of the study in terms of cohesion and its subclasses in a language were discussed. The cohesion devices and their translation strategies were introduced. Different cohesion types, common in all languages, as well as the specific cohesion types of Persian and English were also discussed. Subsequently, the proposed models of cohesion types in literature were thoroughly discussed and different methods proposed by the researchers were introduced. The last section of the present

study reviewed the background of the field and different studies conducted in the field comprehensively.

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## CHAPTER 3: METHODOLOGY

### 3.1 Introduction

In this chapter, the process of conducting the research is presented and different steps of the methodology are elaborately discussed. In addition, the data collection process, theories employed, the data analysis, pertaining procedures, and finally the study flowchart are presented in detail.

### 3.2 The Corpus

The researcher of the present study extracted data from a literary text (novel) as a whole. The data were collected from *Kimiya Khaton* ST and its English as TT. The novel was written by Saideh Ghods, an Iranian author, in 2002 and was translated into English by Sarah Philips. This Persian novel, has 304 pages. One of the reasons behind selecting this novel was the fact that it is rich in terms of literary and rhetorical devices, and a well-written text, which reflects the rich literary history. Further, *Kimya Khatun* is a very successful Iranian novel in which the fiction and historical facts intertwine masterfully; in the meantime, creativity in narration and dominance in Persian literature shine throughout the book. *Kimya Khatun* has received a huge body of appraisal worldwide and has been very warmly welcomed by book readers of several languages, which is evident in the fact that it has been reprinted many times.

The protagonist of this novel is Kimya an aristocratic girl who lives with her mother and younger brother after the death of her father. When her mother marries Mowlavi, the greatest mystic scholar and a famous poet of the time, Kimiya feels even lonelier. At first, she finds it hard to leave their mansion and its occupants behind and take up residence with strangers whose faith and understanding of life are different from hers. However, the close relationship she develops with the youngest son of Mowlavi

injects energy and joy back into her life and helps her savor the sweet fruit of a forbidden love. After a while, *Kimya*, the beautiful teenage girl, is shattered when her stepfather, the most prominent scientist and religious leader of his time, ditches his wealth, social status, and lovely wife in favor of a mystic figure called Shams. No one understands the true nature of Mowlavi's love for Shams who in turn falls in love with Kimya at first sight and asks for her hand in marriage. Mowlavi closes his eyes to the burning love between his son and his step daughter and agrees to let Shams marry Kimya. The question raised in the situation is whether Shams is truly a man of God or a deceptive Rasputin.

*Kimya Khatun* takes you on a rollercoaster journey to the depths of love, history, and human psyche. It is an eastern story flavored with a modern approach and man's never-ending quest to learn about the nature of love. Throughout this story, the reader will enjoy detailed descriptions, great characterizations, and riveting tense story-telling. The research study only focuses on the usage of conjunctions in the seven parts of the book.

### **3.2.1 Saideh Ghods and *Kimya Khatun***

Saideh Ghods is a successful Iranian writer and philanthropist born in Tehran in 1951. She has penned several books. Her historical novel *Kimya Khatun*, published in 2002, was on its 25<sup>th</sup> reprint by 2015. Saideh Ghods is also a founding member of MAHAK a charitable society to support children suffering from Cancer set up in 1991, when her own child won her battle with cancer.

After years of working with others to establish MAHAK, (a charitable organization) she has received worldwide recognition and support to move forward with the work that began 17 years ago. The shortcomings she witnessed and the difficulties she experienced during the course of her daughter's treatment, along with seeing first-

hand the suffering of other parents, were very disturbing to her. She was deeply moved by the pain and distress, experienced by the disadvantaged during this experience. To quote her words, “I felt ashamed of my own restlessness, when I saw the agony of the needy.”

Saideh Ghods was greatly affected by all of this and out of love wanted to do something so that these people did not find themselves alone when faced with such agony. She would do anything she could, in order to help these needy families and their children. As a result, MAHAK, Society to Support Children Suffering from Cancer was registered in Iran in 1991 as a non-profit and non-governmental organization that continues its work 16 years later solely with the help of charitable people. It was built on and for love and it thrives on hope. She was 45<sup>th</sup> on the list of Wall Street Journal’s 2008 Top 50 Woman to Watch, because of her philanthropy as well as cultural activities.

### **3.2.2 The Translator, Sara Phillips**

Sara Phillips is a British translator and freelance writer who has published and translated several articles and books. Being proficient in Persian, French and English languages, alongside with five years in the world of arts and approximately eight years in translation and publishing, she is a suitable person for translating the novel into English, and her translation of “*Kimya Khatun*” into English is one of the most significant ones. Besides, she is also fluent in some other languages like Spanish and Italian, which contributes to a better understanding of the translation techniques.

In addition, Sara Philips has also translated four other Persian novels into English. “The Last Chapter” translated by her in 2013, is written by Guita Garankani. “The Knot in the Rug” which refers to “Khanoum” in Persian is written by Masoud Behnoud, is also another translation of Sara Philips from Persian into English in 2012. Another significant



Persian novel translated by Sara Philips in 2012, is “The Veil of Tears”, which refers to "Talk to Me in Persian" was written by Shohreh Vakili.

Such an extensive background on the translation of the Persian novels into English is the key factor to consider Sara Philips’ translation as the most competent candidate of the present study. There is no doubt that because of her expertise in translating the previous Persian novels, Sara Philips’ version of “*Kimya Khatun*” is quite likely to be the most reliable translation available.

### **3.3 Theories Employed in the Study**

Among several methods proposed by researchers in the previous decades, and out of the theories, views and methods reviewed in chapter 2 of the present study, two methods were employed in the present study, the details of which are given in this section.

#### **3.3.1 Halliday and Hassan’s (1976) Cohesion in English**

The model of cohesion proposed by Halliday and Hassan (1976) is one of the pioneer models for cohesion classification, which is now a reference for several studies. This theory is in the meantime, the most comprehensive model ever proposed by the scholarly researchers of the field. This model classifies the grammatical cohesions in four main categories: References, Substitution, Ellipsis, and Conjunction (Chapter 2 for more detail).

#### **3.3.2 Mirzapour and Ahmadi’s (2011) Cohesion in Persian**

The model of cohesion proposed by Mirzapour and Ahmadi (2011) is one of the most comprehensive models for cohesion classification in Persian. Mirzapour and Ahmadi (2011) categorize the major procedures of cohesive devices of Persian into three major groups: reference, substitution and ellipsis, and conjunction (Chapter 2, p. 29 for

detail). So, the research followed the definitions of the above models to identify the conjunction in both the source and target texts.

### **3.3.3 Blum-Kulka's (1986) Explication Hypothesis**

Blum-Kulka (1986) proposed her Explication Hypothesis in an influential and extremely perceptive paper in 1986. He notes that the process of interpretation that invariably occurs in translation "might" lead to a target text that is more redundant, or explicit, than the corresponding source text. Blum-Kulka (1986) offers a different explanation for explicitation, "we can expect to find a trend for explicitation especially marked in the work of nonprofessional translators" (p. 20). The less experienced the translator, the more his or her process of interpretation of the SL might be reflected in the TL. In fact, according to her, explicitation is "a universal strategy inherent in the process of language mediation, as practiced by language learners, non-professional translators, and professional translators" (p. 21). Blum-Kulka's model of explicitation, especially for explicitation of cohesive markers applied to conjunctions has three sub-categories, "explicitation, implicitation and change of meaning". (1986, p. 23)

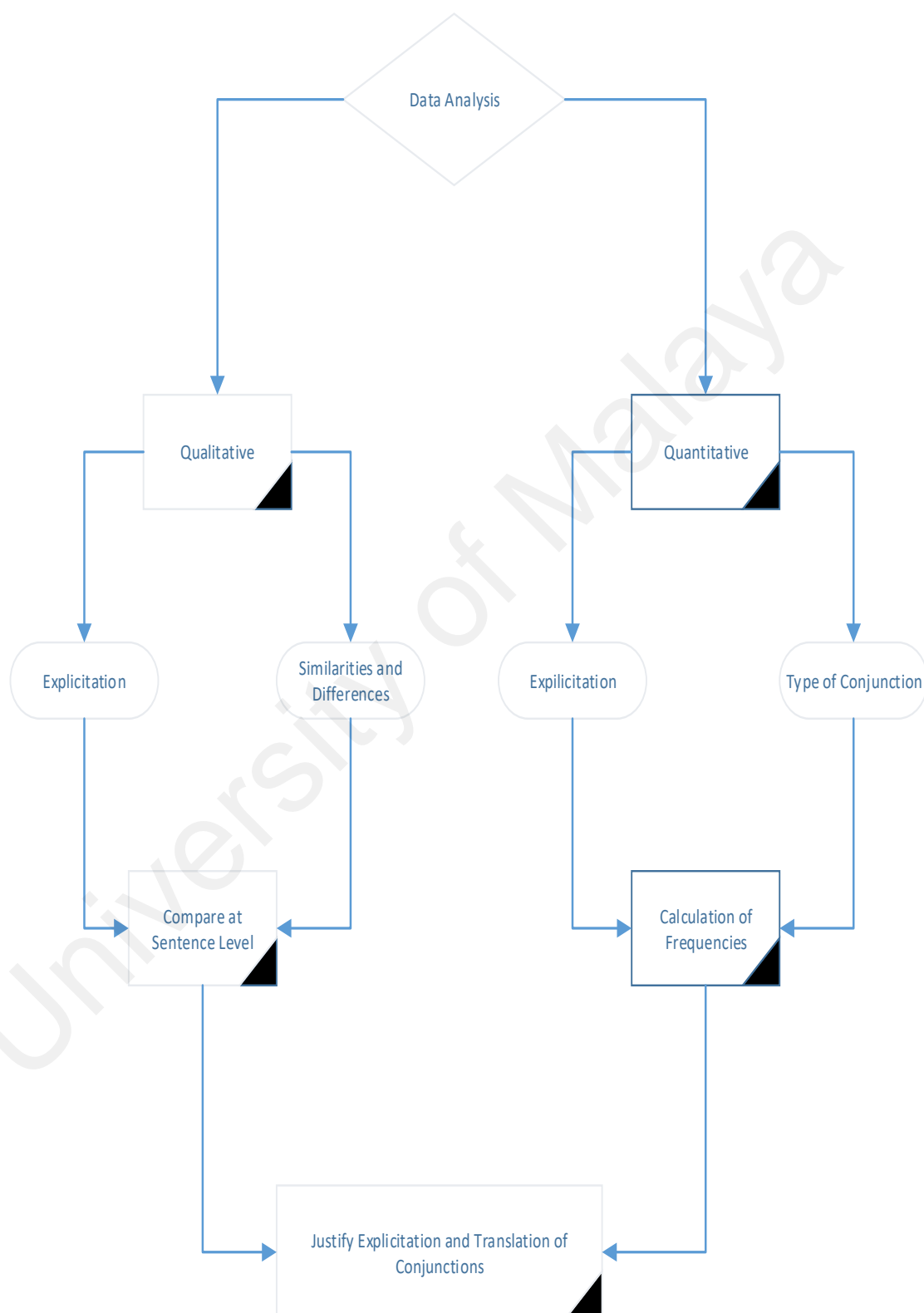
## **3.4 Design**

This study is a comparative and descriptive type of research in Translation Studies. Besides, as the texts under investigation were selected from existing translations, the study is related to the product-oriented branch of Descriptive Translation Studies (DTS). For the analysis of the data, the qualitative and quantitative methods are combined. Since the data analyses are at sentence level, they were tabulated for comparison. The comparison was performed correspondingly. Hence, conjunctions are scrutinized in terms of their explicitation in the TT and the degree of similarity and difference of conjunctions types in Persian and English. To answer RQ, the frequencies of each explicitation case and each type of conjunction were calculated. The obtained

information from analysis of statistical measures provided the researcher with evidence to justify the occurrence of each case of explicitation and translation of conjunctions.

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**Figure 2.2 Data Analysis Method**



### 3.5 Data Collection

The researcher bought and downloaded both Persian and English versions of *Kimya Khatun*. Both versions were read through carefully by the researcher to get familiar with the text and context. In addition, as it was not possible for the researcher to check all the instances of the conjunction throughout the novel due to time and resources constrains, a corpus of about 54000 words in Persian novel and 57000 in its English translation were chosen for the purpose of study. The corpus comprises of the first seven sections of the novel. As the investigation was done on the level of sentence, the Persian sentences and their translation were aligned one by one a sample of which is available in Appendix A. Then each Persian sentence was scrutinized to identify the four types of cohesive conjunctions that is additive, adversative, causative, and temporal' and the same was done regarding English translation. As the sentences were already aligned, the risk of inappropriate matching of the conjunctions was considerably reduced. The research applied the procedure for both SL and TL texts, identifying 1509 Persian and 1305 English conjunctions. Afterwards, the conjunctions were tabulated according to the four mentioned types. Persian and English conjunctions were then compared to see if they were properly transferred into English. Furthermore, to investigate the degree of explicitation in the translation Blum-Kulka's (1986) model were used as a base of comparison. This model takes into consideration the explicitation, and implicitation of conjunctions, as well as change of meaning. (available on a CD)

### 3.6 Data Analysis

In order to analyze the collected data, the present study adopts both quantitative and qualitative analysis techniques. The analysis of the data is done by a comparative methodology of the ST with its equivalent translation in the TT. In order to achieve the objectives of the study, initially each line of the Persian and English texts was numbered in order to tabulate the reference line for each conjunction type in the ST and the TT. Then, each text in the ST and the TT was analyzed according to Mirzapour and Ahamdi's

(2011) taxonomy and Halliday and Hassan's (1976) taxonomy, respectively, by finding the frequency of use for the conjunctions used in both texts and the way these conjunctions operate in both texts. Blum-Kulka's (1986) model of explicitation, will be applied in the analysis conjunctions. In the TT the frequency of each was given in separate tables. In addition, the frequencies of other sub-categories of Blum-Kulka (1986) model, i.e., 'implication' and 'change of meaning' will be presented as well.

### **3.7 Approaching the Objectives of the Study**

#### **3.7.1 First Objective of Study**

To achieve the first objective of this study, the difference in the types and frequency of conjunctive elements used in the target text as compared to the source text was investigated. The results were used in order to compare the similarities and differences of conjunction types in both the ST and the TT. For this purpose, examples were extracted from the ST and the TT and compared with each other in order to evaluate their meanings and functions. Subsequently, frequency of each conjunction type was calculated and tabulated. The researcher had to check each conjunction in its context to see which category it could belong to, for instance conjunctions "so/them" can belong to Additive, Casual or Temporal depending on the context they were used in and the meaning they conveyed.

#### **3.7.2 Second Objective of the Study**

After conducting the first step, to achieve the second objective of this study, degree of explicitation in TT, the researcher adopted Blum-Kulka's (1986) model and investigated the English translation of conjunctions in this Persian novel. In this regard, 500 cases of conjunctions were randomly chosen among the total of 1509 and were analyzed in terms of explicitation.

### **3.7.3 Limitation of the Study**

As the Persian novel contained 304 pages it was impossible for the researcher to analyze all the instances of conjunctions within the novel due to time and resources constraints. Therefore, the researched used a corpus of about 57000 words as the representative sample of the novel, out of which 1509 case of conjunctions were identified for frequency analysis as for research question 1. However, for investigation of the explicitation in conjunctions, almost one third of the conjunctions about 500 cases, which were randomly chosen out of 1509 available instances, were analyzed.

The reason was that such a kind of analysis requires accuracy and is really time-consuming. So, the researcher decided to limit the sample in order to avoid inaccuracy and reduce the risk of making errors in this regard.

### **3.7.4 Summary of the Chapter**

The present chapter elaborates on the methods employed by the researcher to conduct the study. The process of gathering and tabulating the preliminary and secondary data is reviewed in this chapter. Theories that will direct the discussion of the data analysis are presented.

## CHAPTER 4: RESULTS AND DISCUSSION

### 4.1 Introduction

This chapter consists of four main sections; the first section deals with the frequency of each types of conjunction in the ST and TT of the novel *Kimya Khatun* based on the models of classifications explained in the previous chapters. Subsequently, the shifts in the use of conjunctions are analyzed from the ST to the TT by giving examples from texts. Then, the conjunctions are classified into two groups; those that retain their original meanings and those that went through meaning change. As for the level of explicitness, Blum-Kulka's (1986) model is applied for each conjunction. It is worth mentioning that the conjunctions in Persian and English texts are categorized under their relevant Mirzapour and Ahamdi's (2011) taxonomy and of Halliday and Hassan's (1976) model respectively. Finally, the fourth section of the study deals with the discussion of the results.

### 4.2 Research Question One

In order to answer research question 1, this section presents the frequency of the conjunction types in the Persian text compared to the English translation of *Kimya Khatun*. The findings of frequency for conjunctions in both languages are briefly discussed in the following sub-sections.

#### 4.2.1 Frequencies of Conjunction Types in ST and TT

The classification model of Mirzapour and Ahmadi (2011) categorizes conjunction types of Persian into four main categories, which are explained in detail in chapter 2.



**Table 4.1 Frequency of Conjunction Types in “*Kimya Khatun*” and its English Translation**

Conjunction Types	Frequency of English Conjunctions		Frequency of Persian Conjunctions	
Additive	779	59.69%	931	61.69%
Causal	299	22.91%	355	23.52%
Adversative	161	12.34%	174	11.53%
Temporal	66	5.06%	49	3.24%
<b>Total</b>	<b>1305</b>		<b>1509</b>	

As can be seen from table 4.1, the total number of Persian conjunctions is higher than that of their counterparts in English translation. The most frequent type of conjunctive in Persian and English texts is Additive with 61.69% and 59.69% respectively. The second rank is for Casual with 23.52 in the Persian text and 22.91% in its English translation. Then, Adversative with about 12% in both texts is placed at third rank and the least frequent conjunction is Temporal with 3.24% in Persian novel and 5.06% in the translation.

**Table 4.2 additive conjunction in ST**

Persian Conjunctions Additive			
Type	Meaning	Frequency	Percentage
و	/va/ and	692	74.33 %
که	/ke/ which; That; who	207	22.23 %
یا	/ya/ or	19	2.04 %
در حالی که	/darhalike/ While	10	1.07 %
سپس	/sepas/ then; so; therefore	3	0.32 %
<b>Total</b>		<b>931</b>	<b>100.00 %</b>

As shown in Table 4.2, among Additive the conjunction (و) in Persian text, meaning “and”, has a frequency of 74.33% which is the highest among other types, followed by (که) with 22.23 % which is the second most frequent conjunction. The other conjunctions, (یا) (درحالی که) (سپس) as presented in the table above occurred less than 4.00 % in the Persian novel.

**Table 4.3 Adversative Conjunction in ST**

Persian Conjunctions Adversative			
Type	Meaning	Frequency	Percentage
اما	/ama/ but	125	71.84%
برخلاف/ علیرغم	/barkhalaf; alaraghm/ despite	22	12.64%
اگر چه/اگر که	/agarche; agar ke/ although; even though; though	13	7.47%
به هر حال	/behar hal/ however	8	4.60%
در حالی که / با این حال	/dar halike; ba inhal/ While	6	3.45%
<b>Total</b>		<b>174</b>	<b>100%</b>

Table 4.3 shows the Adversative conjunctions in Persian novel; the most frequent is (اما) meaning “but” with 71.84 % and the least frequent is (در حالی که/ با این حال) “while” with 3.45 % of occurrence rate. The other conjunctions like /barkhalafe/ “despite” /agarche/ “although” /beharhal/ “however” account for 12.64%, 7.47% and 4.60% of the total conjunctions in this category.

**Table 4.4 Causal Conjunctions in ST**

Persian Conjunctions Causal			
Type	Meaning	Frequency	Percentage

Table 4.4 continued

Persian Conjunctions Causal			
Type	Meaning	Frequency	Percentage
که	/ke / that	219	61.69 %
در نتیجه تا	/dar natije; ta/ So that	44	12.39 %
تا	/ta/ (تا) "Until; Till	35	9.86 %
چون	/chon/ for	19	5.35 %
زیرا/چون/چونکه/چرا	/zira; Chon; chonke ; cherake/ Because; Cause	16	4.51 %
انگار/گویا	/engar; gooya/ As If; As Though	13	3.66 %
پس/سپس	/pas; sepa/ so	9	2.54 %
<b>Total</b>		<b>355</b>	<b>100.00 %</b>

Table 4.4 gives the frequency rates of Casual conjunction in Persian text with (که) "that" is on top, 61.69% and (پس/سپس) with 2.54% is the least common conjunction in the list. The frequency of the rest conjunctions in this category ranges from about 12% to 3% as presented in the table.

Table 4.5 Temporal Conjunctions in ST

Persian Conjunctions Temporal			
Type	Meaning	Frequency	Percentage
اگر	/agar/ if	26	53.06%
وقتی که/وقتی	/vaghtike; vaghti/ when	18	36.73%
بعد/سپس	/ba'd; sepa/ Then	5	10.20%
<b>Total</b>		<b>49</b>	<b>100.00%</b>

As presented in Table above, among Temporal conjunction (اگر) meaning "if" is the highest frequent one with 53.06% occurrence and (وقتی که/وقتی) is the second one with

36.73% frequency of use. Finally, (بعد/سپس) with 10.20% is the least common Temporal conjunction in the Persian text.

#### 4.2.2 Frequencies of Conjunction Types in TT

In a similar manner to section 4.2.1, the frequency of conjunction in the TT is presented in this section. Table 4.6 shows the usage of English conjunctions in the translation of the novel.

**Table 4.6 Frequency of Different Conjunction Types in “*Kimya Khatun*” in English TT (based on Halliday and Hassan’s (1976) Classification model)**

Class of English conjunctions			
Additive	Type	Frequency	Percentage
	And	593	76.12 %
	which/ that/ who	151	19.38 %
	Or	17	2.18 %
	Other (furthermore, alternatively likewise, that is, for instance)	11	1.41 %
	While	4	0.51 %
	then/ so/ therefore	3	0.39 %
<b>TOTAL</b>		<b>779</b>	<b>100.00 %</b>
Adversative	Type	Frequency	Percentage
	But	107	66.46 %
	Despite/ in spite of	20	12.42 %
	Although/even though/ though	13	8.07 %
	Other (yet, on the other hand, instead, rather in any case anyhow)	8	4.97 %
	While	7	4.35 %
	However/ nevertheless	6	3.73 %
<b>TOTAL</b>		<b>161</b>	<b>100.00 %</b>
Causal	Type	Frequency	Percentage
	That	155	51.84 %
	So that	51	17.06 %
	Until/ Till	30	10.03 %
	For	18	6.02 %
	Because/ Cause	14	4.68 %
	As If, As Though	12	4.01 %
	Other (consequently for this reason, as a result, it follows in that case, otherwise, in this respect, aside from this)	10	3.34 %
	Then/ so/ thus	9	3.01 %
<b>TOTAL</b>		<b>299</b>	<b>100.00 %</b>

**Table 4.6 continued**

<b>Class of English Conjunctions</b>			
	<b>Type</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Temporal</b>	If	29	43.94 %
	When	20	30.30 %
	Other (previously at once, meanwhile, until then, next, secondly, in the end, finally up now, from now on to sum up, in short)	12	18.18 %
	Then/so	5	7.58 %
<b>TOTAL</b>		<b>66</b>	<b>100.00 %</b>

Table 4.6 shows the percentage of each type of conjunction within the four categories, as can be seen “and” with 76.12% is the most frequent and “then/there/therefore” with 0.39% of occurrence the least used ones in Additive category. As for Adversative types, “but” with 66.46% and “however/nevertheless” with about 3.73 % are the most and least frequent conjunctions respectively. The third category, Casual, has the conjunction “that” 51.84% on top and “then/so/thus” with 3.01% at the bottom of the list. The Temporal conjunction “if” has occurred for 43.94% and is the most frequent one in its category, while, “then/so” has a frequency of 7.58% and the lowest rank in terms of frequency of use.

### **4.3 Analysis of Conjunctions**

The findings for conjunctions that retained the original meanings or went through changes in meanings are presented in this section. In general, a list of all the conjunctions found in the Persian novel and its translation are as presented.

**Table 4.7 Persian conjunctions and their equivalents in English as found in both texts**

<b>Additive</b>		<b>Adversative</b>		<b>Causal</b>		<b>Temporal</b>	
<b>Persian</b>	<b>English T</b>	<b>Persian</b>	<b>English T</b>	<b>Persian</b>	<b>English T</b>	<b>Persian</b>	<b>English T</b>

Table 4.7 continued

Additive		Adversative		Causal		Temporal	
Persian	English T	Persian	English T	Persian	English T	Persian	English T
و	/va/ <i>And</i>	اما	/ama/ <i>But</i>	پس/سپس	/pas; sepa/ <i>So</i>	وقتی که/وقتی	/caghtike; vaghti/ <i>When</i>
سپس	/Sepas/ <i>Then; So; Therefore</i>	به هر حال	/beharhal/ <i>However</i>	چون	/chon/ <i>For</i>	اگر	/agar/ <i>(If)</i>
یا	/ya/ <i>Or</i>	در حالی که/با این حال	/Darhalik; Bainhal/ <i>While</i>	زیرا/چون/چونکه/چرا	/Zira; Chon; chonke; cherake/ <i>Because; Cause</i>	بعد/سپس	/ba'd; sepas/ <i>Then</i>
که	/Ke/ <i>Which; That; who</i>	اگر چه/اگر که	/agarche; agar ke/ <i>Although; Even Though; Though</i>	انگار/گویا	/engar; goova/ <i>As if; As though</i>		
در حالی که	/darhalike/ <i>While</i>	برخلاف/ علیرغم	/barkhalaf; alaraghm/ <i>Despite</i>	تا	« Ta (تا) » <i>Until; Till</i>		
				در نتیجه تا	/darnatije; ta/ <i>So that</i>		
				که	/Ke / <i>That</i>		

#### 4.3.1 Conjunctions with Same Meanings in ST and TT

In the analysis of conjunctions, it was found that many of them retained their meaning when rendered into English out of which a number of examples and the context (sentence) in which they are used are provided here. Besides, each example is back-translated into Persian to see whether the translated conjunctions could convey the meaning of the same Persian conjunction in the original text. Besides, each of the Persian examples is translated into English by the researcher to make the comparison more

tangible in a way that by looking at the sentences the reader could understand if the original translation regarding the conjunctions matches the original Persian items or not.

#### 4.3.1.1 Additive Conjunctions

**Table 4.8 Analysis of (و); and**

Persian sentence	پیرمرد به تیرک بادبان تکیه داده بود و باد به سختی موهای تتک و بلندش را به بازی گرفته بود.
English Translation	The old man was leaning against the mast <b>and</b> the fierce wind played with his long, straggly hair.
Back translation of English version	پیرمرد به دکل تکیه داده بود و باد خشنی با موهای کم پشت و بلند او بازی می کرد.
Translation by the researcher	The old man leaned on the stick, <b>and</b> the wind played hardly with his long and straggly hair.

As can be seen in the example above. "و" is translated into "and" which conveys exactly the same meaning in English. A conjunctive in Persian that links to parallel structure, in this case independent sentences, together. The back translation shows that "and" in the English version has translated to "و", so the function of the two words is almost the same in the sentences. This was the true for many other cases in the translation and those cases that do not match are presented in a separate subsection of the study.

**Table 4.9 Analysis of / pas; sepa / (پس/سپس); then/ so**

Persian sentence	زیرا می گفتند مرزهایش بسته است و مغول ها همچنان مشغول قتل عام مردم اند. <b>پس</b> مادرم همینجاست..
English Translation	Because we heard that, the borders were closed and that the Moghuls were slaughtering a nation. <b>So</b> , my mother was still in country.
Back translation of English version	چون شنیده بودیم که مرزها بسته هستند و مغول ها در حال کشتار مردم اند <b>پس</b> مادرم هن کشور هست.
Translation by the researcher	Because we had heard that the borders were closed and the Mongols were killing people. <b>So</b> , my mother is still in the country.

As can be seen from Table 4.9 (پس) has been rendered into So which bears the same meaning. (پس) is a conjunction that connects to sentences the second of which is a

kind of result of the first. In this case as a result of closing border, the mother could not leave, so she was in the country (پس مادرم همینجاست).

Specifically, ST word ‘pas/sepas’ is used to show the result or effect of an act or decision. Referring to the ST extract, the speaker concludes that because of the fact that the borders are closed and being slaughtered by Moghuls, then it is unlikely that her mother leaves the country. This type of conjunction has similar meanings in both ST and TT with the similar features in both of them. According to the analyzed samples, it seems that the meaning of ‘pas’ retains in TT and the English equivalent functions in the same way as Persian.

**Table 4.10 Analysis of /ke/ (که); which/that/who**

Persian sentence	برای اولین بار دریافتم <b>که</b> ساعت معیار زمان نیست.
English Translation	For the first time I discovered <b>that</b> , the clock was not a true measure of time.
Back translation of English version	اولین بار بود <b>که</b> متوجه میشدم ساعت معیار درستی برای زمان نیست.
Translation by the researcher	For the first time, I found <b>that</b> the clock was not the time criterion.

As shown in the table above, “که” adds another sentence to the previous one. This function of that is the same in English. This conjunction has a major function. In the example of Table 4.5, it is clear that conjunction ‘Ke’ is directly translated to “that” from the ST to the TT. The word ‘that’ is a that-clause that precedes a noun clause. This conjunction works as a complementizer to complement the main clause, or to express its status. According to the instance, conjunction “that” complements its former clause. However, in some cases, “that” is omitted in the TT and simply a coma is added to compensate the omission. Therefore, the meaning of ST is sustained in the TT, as the word ‘that’ links the noun clause and the main clause.



In addition, based on the data given, the level of explicitness from ST to the TT seems similar. The actual conjunction ‘Ke’ corresponds the word ‘that’ in the TT. It is clear that there is no change in grammatical usage.

#### 4.3.1.2 Adversative Conjunctions

**Table 4.11 Analysis of /amma; vali’ (ولی/اما); But**

Persian sentence	مادرم در نظرم همیشه زیباترین موجودی بود که خداوند خلق کرده بود، اما آن روز از همیشه زیباتر مینمود
English Translation	Mother was the most beautiful creature that God had ever created; <b>But</b> she looked exceptionally beautiful that day
Back translation of English version	مادر زیباترین موجودی بود که خدا تا کنون ایجاد کرده بود. اما او در آن روز فوق العاده زیبا به نظر می‌رسید.
Translation by the researcher	My mother, in my opinion, was always the most beautiful creature that God had created, <b>but</b> that day was more beautiful than ever.

Based on Table 4.11, ST word ‘Amma/vali’ (ولی/اما) is used to show opposites and contrasts. The Persian conjunction ‘Amma/vali’ (ولی/اما) in the above example shows contrast based on what has been mentioned previously. Likewise, conjunction is interpreted to the TT term “but” in the English text. In the target language, the word ‘but’ is expressed, as the simplest form of adversative conjunction. Both conjunctions in both languages appear in the beginning of a sentence (after a full stop).

**Table 4.12 Analysis of /barkhalaf; alaraghm/ (علیرغم/برخلاف); despite**

Persian sentence	و <b>برخلاف</b> عشقی که به مادرم داشته، تنها وقتی به خلق و خوی طبیعی و نخستن خود بر می‌گردد که مادرم برایش شمس الدین را به دنیا می‌آورد.
English Translation	<b>Despite</b> all the affection that he left for mother, his mood only returned to normal once mother gave birth to Shamseddin
Back translation of English version	<b>برخلاف</b> تمام علاقه‌ای که به مادرش داشت، فقط هنگامی که مادرش شمس الدین را به دنیا آورد، روحیه اش به حالت عادی بازگشته بود
Translation by the researcher	<b>Despite</b> the love that he had for my mother, he returned to his natural state, only when my mother gave birth to Shamsuddin.

According to the chosen Persian extract as provided in Table 4.12, the ST conjunction, ‘Barkhalaf/Alaraghm’ is utilized to emphasize on a unexpected event or outcome. The doer of the main clause in such cases appears to be likely to do something, but in the following clause, something happens, beyond expectations. In the above extract, the speaker says that although the man loves the woman, his mood does not return to the normal, unless the woman delivers a baby for him. Meanwhile, in the above instance, there is no explicit shift and no implicit shift.

As presented in the table above, (برخلاف), showing a strong contrast, is translated into “despite” which links two sentences of opposing meanings and has the same function in English. The back translation also shows that when rendering “despite” into Persian, the same word (برخلاف) can be used without any change of meaning.

#### 4.3.1.3 Casual Conjunctions

**Table 4.13 Analysis of ‘engar; goya/ (گویا/انگار); As If/As Though**

Persian sentence	و بلند بلند با صدایی که <b>گویا</b> از وادی مرگ می آید اورادی آشنا و ناآشنا شاید در مرثیه دخترش می خواند و اشک می ریخت..
English Translation	And sang in a voice that sounded <b>as though</b> it was coming from a battle zone. Perhaps she was still mourning her daughter-she would sing and shed tears.
Back translation of English version	با صدای بلند که <b>انگار</b> از دیار جنگ بود احتمالاً برای دخترش هنوز سوگوار بود و اشک می ریخت.
Translation by the researcher	With a loud voice, <b>as though</b> from a castle of death, familiar or unfamiliar s, perhaps in the morning of her daughter she shed tears.

Table 4.13 shows the analysis of conjunctions /gooya; engar/ and ‘as though/as if’ in Persian and English, respectively. Both conjunctions have the same meanings, which indicate the situation or manner in which an act takes place unexpectedly or metaphorically. In the above example in Table 4.13, the speaker says the woman sings in a way that the listener is likely to feel that it is coming out of the battle zone. In order

to show the feeling about the source of the song, the speaker uses ‘as though’ which is equivalent with /gooya; engar/ in ST. Therefore, the functions and the features of both conjunctions in the ST and the TT have been retained.

**Table 4.14 Analysis of /ke/ (که); that/which/where**

Persian sentence	لباس تمیزی را <b>که</b> بوی آفتاب میداد به تن کردم و تن دادم به دنیایی <b>که</b> زنان پاک با شادبانه های خود فرا رویم گشوده بودند..
English Translation	I put on a clean gown <b>that</b> smelt of the sun and surrounded myself to a world <b>where</b> clean women offered me their congratulatory embrace.
Back translation of English version	لباس تمیزی پوشیدم <b>که</b> بوی خورشید می داد و خودم را در جهانی غرق کردم <b>که</b> زنان پاک به من با آغوششان تبریک می گفتند.
Translation by the researcher	I dressed the clean clothes <b>that</b> smelled of the sun, and I opened them to a world <b>where</b> the clean women hugged me with joy.

Table 4.14 indicates that ST conjunction ‘Ke’ emphasizes a state of wish that is hoped to be achieved by providing an explanation to the main clause. Furthermore, in some cases, this conjunction is used when the word is translated to the TT. The word ‘that’ is also a conjunction, but the word ‘that/which/where’ has more semantic meanings in the TT. In addition, the meaning in the ST is sustained in the TT, as the word ‘that/which/where’ is referring to what the speaker wants to say. Hence, the meanings of both extracts are retained and readers are still able to perceive the meanings, because both word ‘Ke’ and ‘that/which/where’ do not affect the meaning of extracts if they are to be removed. Based on a comparison made between the ST and the TT, it can be seen that there is no shift, as the grammatical usage is sustained and the ST meaning to the TT is the same.

In the example above “که” is a relative conjunction that describes the noun before. This is done by *That* and *Where* in the English translation and the same meaning has been retrieved. As can be seen in back translation *that* and *where* were translated into Persian که.

**Table 4.15 Analysis of /dar natije; ta/ (تا / در نتیجه); So that**

Persian sentence	امیر کوچک نعمتی بود که برای من از بهشت فرستاده شده بود <b>تا</b> من بتوانم برزخ تنهایی ام را بدون آن همبازی بزدل نیز تحمل کنم.
English Translation	The little Amir was a blessing, dropped in my lap from Heaven; <b>so that</b> my lonely inferno would become bearable in the absence of that cowardly playmate of mine.
Back translation of English version	امیر کوچک برکت بود، برای من از بهشت؛ <b>تا</b> تنهایی من در غیاب این همبازی بزدل قابل تحمل باشد.
Translation by the researcher	The little Amir was sent from Paradise for me <b>so that</b> I could endure my solitude without that cowardly matchmaker.

In the above example, conjunction /ta/ gives the result of the presence of the ‘little Amir’ that helps the speaker deal with his/her loneliness. The equivalent ‘so that’ in the TT also brings the result of presence of ‘little Amir’. In Persian language, it is quite common to use /ta/ as a conjunction in order to show the outcome of something. Moreover, there is no shift, as the grammatical usage is sustained and the meaning is also the same in both texts.

**Table 4.16 Analysis of/ ta/ (تا); Until/ Till**

Persian sentence	ما در محیطی شاد زندگی می کردیم <b>تا</b> اینکه مرگ ناگهانی بر زندگی ما سایه افکند..
English Translation	We grew up in a happy environment <b>until</b> the sudden death that overshadowed our lives.
Back translation of English version	ما تا زمانی که مرگ ناگهانی زندگی مان را تحت تأثیر قرار داد، در یک محیط شاد رشد کردیم.
Translation by the researcher	We lived in a happy environment, <b>till</b> the sudden death of overshadowed us.

Table 4.16 indicates that the ST word /ta/is translated literally into its English equivalent ‘until’. Both have the same meanings that are to show limit or time frame, in particular with regard to the time measures. According to the information provided in Table 4.16, the speaker says that they had a happy life before the unexpected death. In other words, at the time the unexpected death took place, the flow of life in the family

changed and the life had not been as happy as before. Conjunctions /ta/ and ‘until’ in both ST and the TT indicate the limit of the time frame in both languages. Moreover, it can be clearly seen that the shift in level of explicitness could not be seen, because the cohesive pattern of conjunction tends to follow closely the ST norms.

**Table 4.17 Analysis of ‘Zira/chon; chonke; cherake/ (چراکه/چونکه/چون/زیرا); Because/ Cause**

Persian sentence	من او را دوست می داشتم <u>چون</u> با هم از ته دل می خندیدیم. او را دوست داشتم <u>چون</u> مهربان بود..
English Translation	I did indeed love him, <u>because</u> we laughed together. I loved him <u>because</u> we were kind.
Back translation of English version	من واقعا او را دوست داشتم، <u>چون</u> ما با هم می خندیدیم. من او را دوست داشتم <u>چون</u> مهربان بودیم.
Translation by the researcher	I loved him <b>because</b> we laughed together. I loved her <b>because</b> she was kind.

Table 4.17 indicates that both the ST and the TT have no difference in regards with the conjunctions used, semantically. In the given extract in Table 4.17 above, the speaker says the reason of loving the man by using the word ‘because’. This way, she links the first clause that expresses her feeling by using ‘because’ at the beginning of the second clause which expresses the reason of loving someone. The word /chon/ does the same in Persian sentence. Referring to the ST word ‘chon’, it neither initiates the reason of why something happens nor does not or it indicates why someone accomplishes something and why not. In the given extract in Table 4.17 above, the speaker says the reason of loving the man by using the word ‘because’. This is way, she links the first clause that expresses her feeling by using ‘because’ at the beginning of the second clause which expresses the reason of loving someone.

**Table 4.18 Analysis of /pas; sepas/ (سپس/پس); then**

Persian sentence	او سینی را روی زمین گذاشت و <u>سپس</u> با عجله بیرون رفت.
English Translation	She placed the tray on the floor and <u>then</u> hurried out.

**Table 4.18 continued**

Back translation of English version	سینی را روی زمین گذاشت و سپس سریع بیرون رفت.
Translation by the researcher	She put the tray on the floor and <b>then</b> rushed out.

Table 4.18 shows the usage of the Persian casual conjunction /pas; sepa/ (پس/سپس) and the English conjunction 'then'. Specifically, the ST word /pas; sepa/ is used to show the result or effect of an act or decision. This conjunction is very different in terms of the semantic and grammatical features, when compared to the same conjunctions under the classification of the additive terms. Unlike the additive conjunctions, conjunctions /pas; sepa/ (پس/سپس) in the category of the casual ones play the role of making the connection between two different acts. This way, these conjunctions help illustrate the occurrence of the first act and subsequently, illustrate its next/upcoming act/event. According to the analysis, the application of these conjunctions in both the ST and the TT is similar and their meanings are retained in both texts.

#### 4.3.1.4 Temporal Conjunctions

**Table 4.19 Analysis of /Agar/ (اگر); if**

Persian sentence	اگر پدرتان زنده بود الان دو سال بود که در خانه بخت بودید
English Translation	<b>If</b> your father were alive today, I imagine you would already be living in your husband's home by now.
Back translation of English version	اگر پدر شما امروز زنده بود، تصور می کنم که در حال حاضر در خانه شوهرتان زندگی می کردید
Translation by the researcher	<b>If</b> your father was alive, you were at your husband's home for two years now

Word 'Agar' functions as a conditional, where it means 'possibly A if so, then B'. For example, if one leg is not enough, then use another one. The term only exists in the if-clause that entails the idea of in case it (if-clause) happens, the result clause will occur.

In the English translation, ST word ‘Agar’ is translated directly into ‘if’ which undoubtedly sustains the meaning of the original text. In the above example, the speaker says since the father is not alive anymore; therefore, the woman is not married. The possibility in this extract is the life of the father, which dies in her absence, and then the woman is unmarried. The ST word ‘Agar’ carries the denotation of ‘since’, but does not carry the same meaning of ‘otherwise’ and ‘then’, according to the information provided in Table 4.19 [+ since, - otherwise, - then]. Based on the provided information, the meaning of this temporal conjunction in both languages is sustained. Thus, there is no shift in the level of explicitness, as the conjunctive pattern in the TT follows ST conjunctive pattern. There is also no shift in the text meaning. The shift does not occur, because conjunction is used in both extracts and the meaning is sustained.

Table 4.19 shows the usage of ST word /agar/. Word /agar/ functions as conditional “if” in English. In the English translation, ST word /agar/ is translated into ‘if’ which clearly sustains the meaning of the original text. In the above example, the speaker says since the father is not alive anymore; therefore, the woman is not married.

**Table 4.20 Analysis of /badaz/ (بعد از); after**

Persian sentence	تمام هفته را با آن حس جدید کلنجار رفتم و فقط وقتی حالم بهتر شد که سرم را تا جاییکه می توانستم زیر آب گرم خزینه نگه داشتم.
English Translation	Although I had been just a child <b>after</b> my brother's birth, I had come to realise that there were many things in life.
Back translation of English version	بقیه هفته را با مبارزه با خودآگاهی جدید خود صرف کردم و فقط وقتی احساس کردم بهترم که سرم را زیر دوش گرم حمام خزینه کردم.
Translation by the researcher	I, with all my childhood, <b>after</b> the birth of Shamsuddin understood all this in some way.

Based on the Persian example presented in Table 4.20 ST word /ba'd az/ is utilized to indicate the time of an act or event. It signals an event that is done and another event is following, subsequently. The Persian conjunction is translated into the English

conjunction ‘after’. This conjunction falls under the category of temporal conjunction that gives sequential sense: one is subsequent to the other. Therefore, there is no explicit shift and implicit shift, because conjunctions from the ST to the TT are counterpart.

**Table 4.21 Analysis of /vaghtike; vaghti/ (وقتیکه/وقتی); when**

Persian sentence	تمام هفته را با آن حس جدید کلنجار رفتم و فقط وقتی حالم بهتر شد که سرم را تا جاییکه می توانستم زیر آب گرم خزینه نگه داشتم.
English Translation	I spent the rest of the week struggling with my new self-awareness and I only began to feel better <b>when</b> I held my head under the warm water of the pool in the Hammam.
Back translation of English version	بقیه هفته را با مبارزه با خودآگاهی جدید خود صرف کردم و فقط وقتی احساس کردم بهترم که سرم را زیر دوش گرم حمام خزینه کردم.
Translation by the researcher	I struggled all the week with this new sensation, and only <b>when</b> I got better that I held my head under warm water in the Hammam.

Table 4.21 shows the usage of Persian temporal conjunction /vaghtike; vaghti/ and English conjunction ‘when’. As it can be seen this Persian temporal conjunction is employed to connect two clauses. In addition, it shows the connection of two phrases on a chronicle way which helps represent the precedence or antecedence of acts. In the example given in Table 4.21, the speaker says that only during the time she held her head in the pool, she felt better. In this occasion, conjunction /vaghti/ and its TL equivalent ‘when’ are used to connect the dependent clauses and link them with relationship in the context.

#### 4.3.2 Conjunctions and Distorted Meanings

The findings for conjunctions where the meanings are distorted are presented in this section of the present chapter. In general, the analysis indicates that /va/ (و) and, /ke; kasi ke/ (که/کسی که); whose, /ya/ (یا); “Or”, /agrche; agarke/ (اگرچه/اگرکه); although; even though; though”, /darhalike/ (درحالیکه); While’, /ta/ (به); to are the main conjunction types the meanings of which are distorted.



### 4.3.2.1 Additive Conjunctions

**Table 4.22 Analysis of /va/ (و); and**

Persian sentence	هنگام باران های موسمی هنوز نرسیده بود و کسی در آن فصل پیشبینی طوفان نمی کرد.
English Translation	It was too early for a monsoon; no one had predicted a storm at this time of the year.
Back translation of English version	برای مونسون زود بود، هیچکس پیش بینی یک طوفان را نکرده بود.
Translation by the researcher	Monsoon rains had not yet arrived, <b>and</b> nobody could predict a storm in that time of the year.

Table 4.22 shows that conjunction /va/ in the ST is used to relate two clauses to each other. In the given extract of the ST, conjunction /va/ helps the sentence to relate the fact that it is not the time for monsoon; therefore, no one can predict the storm, and this happens at the same time. But because this conjunction is simply replaced by a semicolon in the TT the difference is easily conceivable in back translation of the sentence into Persia, of which the English translation is provided by the researcher. In this case there is a change of meaning observable in researcher's translation. It is possible that the same meaning cannot be interpreted specially as the tenses of the two sentences are different implying that the second sentence in English translation happened before the first one; however, this is not the case in the Persian text and it can be understood that the two sentences occurred at the same time. Another recurring issue observed in the analysis, is the application of 'Va', as a conjunction to represent the concurrency of equivalent acts or events, or to show the subsequent events. In such a case, there are two actions happening at the same time or subsequently that is explained vividly by the word 'Va' in ST. By the comparison was made to the ST, it was observed that conjunction 'and' is omitted in the TT in several cases, and again like the previous case, a semicolon is inserted. Therefore, because of this shift, the message in the ST is changed in the TT, because the word 'and' does not longer signify two actions, happening at the same time in this example.

#### 4.3.2.2 Adversative Conjunctions

**Table 4.23 Analysis of /darhalike/ (درحالیکه); While**

Persian sentence	همیشه او کسی بود که حرف می زد و من گوش میدادم.
English Translation	He was the one who always talked <b>while</b> I listened.
Back translation of English version	همیشه او کسی بود که حرف می زد در حالیکه من گوش می کردم.
Translation by the researcher	He was the person who talked and I would listen.

As can be seen from the table above the English translation and translation of the researcher are different in meaning and that is because the conjunction /va/ in Persian has been wrongly translated into ‘while’ which shows a sort of contrast here specially when saying ‘he was the one’ which is emphatic. However, in the Persian sentence there is no such a contrast and two sentences are simply linked together with /va/ meaning ‘and’.

#### 4.3.2.3 Casual Conjunctions

**Table 4.24 Analysis of /ta/ (تا) to**

Persian sentence	برادر من چنان بیقرار بود که انگار انتظار داشت تا از او هم سوالی بپرسند
English Translation	My brother was fidgeting as though he expected <b>to</b> be asked a question as well.
Back translation of English version	برادر من آنقدر ناآرام بود که گویی انتظار داشت تا از او نیز سوال پرسند..
Translation by the researcher	My brother was so restless <b>that</b> he seems to expect a question.

According to Table 4.24, it can be clearly seen that the example shows a dissimilarity in terms of the word /ta/ and its English translation ‘to’. Conjunction ‘/ta/ in the Persian excerpt explains the reason why the subject accomplishes a task/act which can simply be translated into ‘that’ and ‘so that’.

#### 4.3.2.4 Temporal Conjunctions

In this kind of conjunction there were no change of meaning all through the analysis. Among all conjunction types, the temporal conjunction was not a category in which no change occurred in the meaning of any of the types, nor had any of them distorted meanings based on the obtained data of this study.

#### 4.4 Research Question Two

The research question 2 of this study tried to investigate explicitation concept in English translation of conjunctions in “*Kimya Khatun*” according to Blum-Kulka’s (1986) model.

Blum-Kulka’s model (1986) is used to determine the explicitation of conjunctions. This model encompasses ‘explicitation’, ‘implication’, and ‘change of meaning’ which has originally been devised to test the explicitness of conjunctions. In the following tables, all the three mentioned categories of explicitation model of Blum-Kulka (1986) which dealt with exploitation of conjunctions are presented. As mentioned in methodology section, since such an analysis is time-consuming and requires much accuracy and attention, the researcher randomly chooses one third of the total conjunctions in the corpus of study, 500 cases out of 1509 and analyzed them one by one to see whether explicitation was observable in those instances.

**Table 4.25 Explicitation in English Translation of Conjunctions in *Kimya Khatun***

	Frequency out of 500	Percentage
Explicitation	80	16.00 %
Implication	38	7.60 %
Meaning change	32	6.40 %
<b>Total</b>	<b>500</b>	<b>100 %</b>

Table 4.25 shows the explicitation of conjunctions in the novel of “*Kimya Khatun*”. As it is clear, there are three categories of explicitation, implicitation, and meaning change according to explicitation hypothesis of Blum-Kulka (1986). According to the obtained data from the English translation of “*Kimya Khatun*”, ‘explicitation’ occurred in 16% of the cases, implicitation 7.60% and meaning change accounted for 6.40% of the total cases. Each of these general categories is further divided into their sub-categories in the following tables.

#### 4.4.1 Explicitation

**Table 4.26 Explicitation across all Four Types of Conjunctions**

Explicitation	Adversative	31	38.75%
	Causal	20	25%
	Temporal	17	21.25%
	Additive	12	15%
<b>Total</b>		<b>80</b>	<b>100%</b>

As can be seen in Table 4.26 explicitation was most observable in Adversative with 38.75%; Causal accounted for 25% of the cases, Temporal and Additive conjunctions with 21.25% and 15% were the third and fourth category, respectively, which went through explicitation.

**Table 4.27 Types of Explicitation**

Explicitation	Replacement with type	34	42.50 %
	Replacement with punctuation	28	35.00 %
	Addition	18	22.50 %
<b>Total</b>		<b>80</b>	<b>100 %</b>

In Table 4.27 ‘explicitation’ category of Blum-Kulka’s (1986) model of explicitation is presented. Explicitation, according to Blum-Kulka (1986, p. 299) is manifested through addition of conjunctions, replacement of conjunctions by punctuation,

and replacement by another type of conjunction with the same meaning. As can be seen the most cases of explotation were related to replacement with type with 42.50%, then replacement with punctuation 35% and addition accounted for the rest 22.50%. Table 4.28 gives an example of replacement with conjunctions.

**Table 4.28 Replacement of /darhali ke/; while**

Persian sentence	نیمی از روز را به قلمدوش او می گذراندم و بقیه را <u>در حالیکه</u> لیاده اش را با دستان کوچکم می گرفتم ، به چرخیدن در باغ...
English Translation	I could easily spend half a day being carried on his shoulders, holding to his robe as he strolled around the gardens.
Back translation of English version	میتوانستم به راحتی نیمی از روز را روی شانه‌هایش بگذرانم <u>در حالیکه</u> لباسش را می‌گرفتم و در باغ می‌چرخم
Translation by the researcher	I spent half a day on his shoulders, <b>while</b> grabbing his clothes and wondering in the garden.

As presented in Table 4.28, there is no English equivalent for the word (در حالیکه) meaning “while/as” in English translation; however, it seems to be replaced by a comma (punctuation) and the meaning is expressed through using the *comma* followed by of ing-form of the verb “holding”, which implies “while holding...” so the meaning is conveyed in this way. As can be seen in the back translation of the English sentence the word () again appears in Persian rendering. So here the process of explicitation does not affect the meaning.

#### 4.4.2 Implicitation

**Table 4.29 Frequency of Implicitation Shifts**

Implicitation	Omission	Percentage
	38	100 %
<b>Total</b>	<b>38</b>	<b>100 %</b>

Table 4.29 indicates the implicitation category of Blum-Kulka's (1986) explicitation model. 'Implicitation', in case of conjunctions occurs when a conjunction is omitted. As shown all the cases of implicitation (38) were those that the conjunctions were not translated literally into English.

An example of implicitation is provided in Table 4.30.

**Table 4.30 Implicitation in conjunction (اما)/ but**

Persian sentence	دگرچه فصل پاییز بود اما هوا همچنان گرم بود و بارانی نبود
English Translation	<b>Although</b> it was autumn now, it was still warm and there was no rain.
Back translation of English version	د اگرچه پاییز بود، اما هنوز گرم بود و باران نبود
Translation by the researcher	<b>Although</b> it was autumn, ( <i>but</i> : the structure does not allow) the weather was warm and not rainy.

As obvious in the Table 4.30, the conjunction (اما) is omitted from the second sentence and the reason behind that is the fact that English structure does not allow two contrastive conjunctions like "although and but" to be used together, which are equivalent to (اگرچه) and (اما) in Persian. So, this is an obligatory case of implicitation in which one of the conjunctions has been deleted in English translation.

**Table 4.31 Implicitation across all Four Types of Conjunctions**

Implicitation	Causal	12	31.57 %
	Adversative	10	26.31 %
	Additive	9	23.68 %
	Temporal	7	18.42 %
<b>Total</b>		<b>38</b>	<b>100 %</b>

As reported in Table 4.25 (p. 67) about 38 conjunctions went through the process of implicitation (omission) which accounts for 7.6% of the total conjunctions under

investigation. Table 4.31 reports on the degree of implicitation of the four types of conjunctions in this study. Accordingly, Casual conjunctions went through implicitation 12 times equal to 31.57% of the total number of implicitation, followed by Adversative with 26.31% and then Additive and Temporal with 23.68% and 18.42% respectively.

#### 4.4.3 Meaning Change

**Table 4.32 Four Types of Cohesive Conjunctions meaning change**

Meaning change	Adversative	12	37.50 %
	Causal	9	28.12
	Temporal	6	18.75 %
	Additive	5	15.62 %
<b>Total</b>		<b>32</b>	<b>100 %</b>

Table 4.32 reports the frequency of meaning change in the four types of conjunctions in this study. As can be seen, adversative with 37.50% is the most frequent conjunction type which experienced meaning change in the process of translation. The second rank is for Casual with 28.12% which is proceeded by Temporal with 18.75% and Additive with 15.62% of the total number of meaning change procedure. According to Table 4.25 (p. 68), meaning change accounts for only 6% of the total conjunctions in the translated text. An example is given in Table 4.34 below to explain the concept more vividly.

**Table 4.33 Analysis of /ke; kasike/ (که/کسی که); whose**

Persian sentence	او بخاطر اظهار نظر پریشان کننده ی آشپز <b>که</b> باعث خنده ی همگی شده بود ناراحت بود.
English Translation	He felt sorry for a cook <b>whose</b> disconsolate expression had made everyone laugh earlier.
Back translation of English version	او برای آشپز که اظهار نظر خجالت آورش همه را خندانده بود ناراحت شد..
Translation by the Researcher	He was sorry for the cook <b>that</b> made everyone laugh by his embarrassing comment

In the Persian extract of Table 4.33, the word /ke/kasike/ is considered as a Persian conjunction which is used to attach the main clause and the subordinate clause that defines it; it focuses on the human and persons rather than non-human clauses. However, TT

conjunction “whose” is mainly referred to as an indicator of a clause by putting emphasis on the possession of the main clause. In the above extract in Table 4.33, the “disconsolate expression” belongs to the cook and conjunction “whose” in the TT illuminates this possession. However, unlike English, conjunction “ke” in the ST, despite showing the relevance of the speech to the cook, is unable to show the possession of the expression to the cook. Therefore, the major difference in the ST and the TT lies in the difference in application of ‘whose’. Persian conjunction /ke; kasike/ is rarely used to refer to the possession, and is predominantly applied for attaching the clauses. Therefore, these two conjunctions of the ST and the TT do not share similar features because of the difference in usage and meaning.

#### **4.5 Discussion**

To achieve the two main objectives of this study, the following two questions were posed:

**RQ1:** What is the difference in the types and frequency of conjunctive elements used in the target text as compared to the source text?

**RQ2:** What level of explicitation (if any) has been implemented in the translation of conjunctive elements affecting the meaning/message expressed in the TT?

Regarding the first research question, the results indicate that the pattern of the frequency of conjunctions in the TT and the ST is not significantly different. As for Additive conjunctions 61.69% usage in Persian text and 59.69% in its English translation were found. In the category Casual this proportion was 23% in both Persian and English texts.



Regarding Adversative conjunctions, frequency of use in Persian text was 11% and for English translation it was only 1% higher and reached about 12%. For the last type of conjunctions; Temporal, this difference was 2%, Persian text incorporated 3.24% of such conjunctions and its English translation 5.6%.

All in all, the difference seems not to be significant and shows that the pattern of Persian and English conjunctions under the Model of Halliday and Hasan, R. (1976) are almost similar which is in line with Behjat's (2009) study that concluded that Persian and English languages are somehow similar in terms of conjunctions. Therefore, there would not be a big challenge for translators regarding the use of same type of conjunction when translating from Persian into English or vice versa.

In regard with additive conjunction, (و) in Persian and its English equivalent "and" in English were the most frequent ones. However, (و) in Persian occurred 692 times while the frequency of "and" in English was 593. The overall, pattern of all types of the conjunctions seem to follow the same pattern, which means there were more conjunction in Persian compared to English. It might be concluded that such higher frequencies imply the stronger dependency of the Persian language to conjunctions, compared to English; or probably the stylistic rendition of the Persian novel into English by the translator. However as mentioned before, there could be seen almost a balance in Persian and English conjunctions correspondence. It means that for almost any conjunction in Persian, there is a corresponding conjunction in English with nearly the same meaning and function, except for some cases that were presented in the analysis and is briefly discussed here. Therefore, if translators are proficient enough in both Persian and English languages, they can be capable of rendering the conjunctive elements into each language efficiently. This is what the two languages allow through their relatively similar structures regarding conjunction.

The results also revealed that there was a relationship between a conjunction type and explicitness level. The analysis of the samples according to Blum-Kulka's (1986) model of explicitation indicated that conjunctions underwent explicitation in English translation of "*Kimya Khatun*" Persian novel. The model of explicitation of Blum-Kulka (1986) accounts for 'explicitation', 'implication', and 'change of meaning' in translation of conjunctions. As the results showed, all the three categories occurred in translation of conjunctions; but explicitation was the most frequent, proceeded by implication, and meaning change. This is in line with the findings of Beikian et al. (2013) that stated that, explicitation was most frequent in the target text, though they studied a Persian translation of an English work and compared the two texts in this regard. It is also supported by Moghaddam, Sukhteh, and Far (2017), Moradi, Rahbar, and Olfati (2015) and Klaudy (2009) that claimed translators always display a tendency to explicitate in translation. Besides, Vinay and Darblent (1958), Klaudy and Karoly (2005), Klaudy, (2008), Blum-Kulka, (1986), and Becher, (2011) support the use of explicitation as a universal strategy inherent in the process of language mediation, as practiced by language learners, non-professional translators, and professional translators alike.

In some cases, it was observed that the structures of the two languages are different, which do not allow one to one correspondence for every conjunction. For example, this sentence: (اگرچه فصل پاییز بود اما هوا همچنان گرم بود و بارانی نبود.) in Persian has two conjunctions (اما) (اگرچه) meaning (although) (but), and as shown in Persian sentence the two contrastive conjunction are used together; however such a structure is not grammatical in English and if the sentence be translated literally into English, it would make such a sentence "Although it was autumn, (*but\**) the weather was warm and not rainy."

So, in this case the translator only used “although” and instead of the second conjunction used a comma to separate the two sentences, resulting in this natural target rendition: “Although it was autumn now, it was still warm and there was no rain.” This way the structure remains grammatical and the same time the meaning is retained through explicitation. Becher (2011) pointed to such differences between languages that drive the translators to explicitate. Further, Klaudy (2008) justified the explicitation in translation by pointing out to obligatory vs. optional explicitation. Obligatory occurs, when there are lexicogrammatical differences between the source language and the target language which means the different structures of the languages entails explicitation in a way or another. So, translators can make use of explicitation at times to keep the target structure and at the same time the intended meaning of the source text in their translation.

On the other hand, as Blum-Kulka’s (1986) theory explains when the process of translation is undergone, it may lead to a TT that is much more redundant or explicit than the ST, therefore sometimes the opposite procedure which is implicitation can contribute to efficiently reducing redundancy, which make the target text more natural. For instance, in this sentence; “*I could easily spend half a day being carried on his shoulders, holding to his robe as he strolled around the gardens.*” Which is an English rendition of the Persian sentence:

نیمی از روز را به قلمدوش او می گذراندم و بقیه را در حالیکه لباده اش را با دستان کوچکم می گرفتم  
(، به چرخیدن در باغ...)

The translator took advantage of implicitation and omitted the conjunction (درحالیکه) meaning “while” to make the English sentence more natural and avoid redundancy. Of course, the meaning is retained through structure change (ing-form of verb holding).

The above Persian sentence can be literally translated into “*I spent half a day on his shoulders, **while** grabbing his clothes and wondering in the garden.*” As can be seen removing “while” does not change the meaning of the sentence.

There are, however, a few cases that went through explicitation but the meaning failed to be conveyed exactly the same as that of the source text. For instance, in translation of this sentence:

(هنگام باران های موسمی هنوز نرسیده بود و کسی در آن فصل پیشبینی طوفان نمی کرد)

Which means “Monsoon rains had not arrived, **and** nobody could predict a storm in that time of the year”; the translator implemented explicitation and replaced conjunctive /va/ “and” with a semicolon resulting in such a translation: “*It was too early for a monsoon; no one had predicted a storm at this time of the year*” However, this deletion of “and” has changed the meaning in the English translation “failing in prediction of storm” seems to be before “Monsoon arrival”; while in Persian text as can be seen in the translation provided by the researcher “these two happened almost at the same time; *no Monsoon yet and no Prediction*”.

Here “and” shows the similarity in time sequence of the sentences in this regard. It seems that the translator failed to understand the meaning of Persian conjunction /va / “and”, so could not convey the same meaning. However, if he only kept the conjunction and transferred it to the target text such a meaning distortion could be avoided. Therefore, it is advisable for the translators that whenever they come across a conjunction, they are not quite certain about its meaning in the source text (as conjunctions may have different function and meaning in various contexts), it is less risky to keep the conjunction as it is and rendering it into the target language and avoid explicitation or imlicitation in such special cases.

#### 4.6 Summary of the Chapter

In summary, the present chapter presented the analysis of the function of conjunctions and their Procedures in English translations of Novel “*Kimya Khatun*”. The ST is the Persian text and the English text is referred to as the TT. Firstly, the frequencies of conjunctions were reviewed in both the ST and the TT, and then conjunctions of the TT were categorized according to the selected model. In the second section, conjunctions were analyzed in terms of explicitness. In addition, the levels of explicitness and implicitness are reviewed. The results of explicitation of conjunctions, consistent with explicitation model of Blum-Kulka (1986) were presented and reported. Further, the results were discussed critically to shed light to pros and cons of the issue under scrutiny. Besides, the next chapter summarizes the findings and discusses the significance of the study and the recommendations for further research.

## CHAPTER 5: CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

### 5.1 Introduction

As mentioned in previous chapters, as the first objective, this study investigated how conjunctive elements in “*Kimya Khatun*” have been translated into English. As another objective, explicitation of conjunctions was analysed. The source text was compared to the target text and following the proposed models, the samples were extracted, tabulated, compared, analyzed, and interpreted in chapter four. Further, the results were discussed and answers to the two research questions were given in Discussion Section (see Section 4.6). The present chapter draws forth the summary of findings, concluding remarks and suggestions for further research.

### 5.2 Summary of Findings

As it was expressed, the aims of this study were, firstly, to investigate the translation of cohesive markers from a Persian novel of “*Kimya Khatun*” into its English translated version based on Halliday and Hassan’s (1976) taxonomy and Mirzapour and Ahamdi’s (2011) taxonomy and, secondly, to measure the explicitation of conjunctions in the translation of the novel based on Blum-Kulka’s (1986) model. Regarding the degree of translation of conjunctions from Persian into English, similarities and differences between the Persian and the English conjunctions were found. The obtained results indicated that the pattern of the frequency of conjunctions in the TT and the ST was almost the same. In spite of the same trend; however, these conjunctions were more frequent in the ST than the TT. It might be concluded that such higher frequencies imply the stronger dependency of the Persian language to conjunctions, compared to English; or probably the stylistic rendition of the Persian novel into English by the translator. Further, it should be noted that both the languages classify conjunction types into four

main groups i.e., ‘additives’, ‘adversatives’, ‘casual’ and ‘temporal’ ones. In addition, many of conjunctions in two languages are of the same sub-category and similar features. In a one-to-one analysis of conjunctions, most of conjunctions in both the languages share several similarities.

As another aim of the research, the explicitation of conjunctions was investigated. The results indicated that, consistent with Blum-Kulka’s (1986) model, conjunctions of the novel of “*Kimya Khatun*” underwent explicitation in translation. As the model of Blum-Kulka (1986) focuses on implicitation and change of meaning of conjunctions as well, the results revealed that implicitation (omission of conjunctions) was less frequent than explicitation. In addition, there were cases of meaning change of conjunctions.

### **5.3 Conclusion**

As far as the results of the study are concerned, it is concluded that conjunctions are integral parts of any text across all languages. The text cohesion is achieved through use of conjunctions. This is true about all types of texts in all genres. However, different languages make sense and use of conjunctions in different ways. In addition, as far as translation is concerned, conjunctions are manipulated in the process of translation from the source text into the target text. These manipulations, as Klaudy (2008) believes, are derived from translators’ stylistics and from discrepancies either lexical or grammatical between languages. Likewise, due to stylistic variations and grammatical or lexical variations, conjunctions in the translation of “*Kimya Khatun*” came across similarities and differences. Besides, in relation to Procedures of conjunctions, the translators act either consciously or unconsciously and necessarily or unnecessarily to explicitate, which is a translation universal and a tool at hand of translators.

#### **5.4 Implications of the Study**

The findings of the present study may provide some insights for EFL Iranian students. Also, translators, to comprehend better the text meanings and text structures via a comprehensive review of conjunctions in both English and Persian. A series of significant points are implied from this study and its results. By finding evidences for explicitation in translation, even in the case of conjunctions, it is implied that explicitation is a universal feature of all texts. Further, beside explicitation that is assumed universal, implicitation is not separated from explicitation. Wherever explicitation occurs, the implicitation removed and vice versa. Therefore, both implicitation and explicitation need investigation. Besides, all of the textual elements may undergo implicitation and explicitation. In addition, by reviewing the models of explicitation and implicitation, this point is implied that not all textual elements could be accounted for through all models. This means that some models only account for function words like conjunctions and some only account for content words. In addition, as the results and their investigation indicated explicitation can be automatic, i.e., not all the times translators explicitate, but it is performed unconsciously or while translation, the translation itself, as a rewriting process, rewrites the elements and leads to explicitation.

Further, it is implied from the results that meaning and message of all conjunctions might not be quite similar in all languages, especially, Persian and English. Explicitation and implicitation can lead to a more natural and understandable target text if be used efficiently, while haphazard usage of them may lead to redundancy and meaning distortion.

#### **5.5 Suggestions for Further Research**

This study, its results, models, framework, and methodology provided insights to offer some useful suggestions to further research in the same field and other



interdependent fields of study. Translating conjunctions from English into Persian may lead to more useful results and insights. Therefore, other researchers are recommended to select other literary sources and adopt models used in this study to examine the conditions of conjunctions. Translating conjunctions could be investigated from perspective of manipulation, both internal and external, i.e., manipulation as improvement, as handling and as distortion. Further, other research could investigate cohesive markers in terms of gender in Translation Studies (TS); i.e., to see the gender ideologies in translation of cohesive markers. Besides, conjunctions could be investigated based on the degree of textuality, i.e., as they are markers of textuality, they could be tested to see how much they contribute to the communicativeness of any text. Moreover, as there are different models of error analysis, the research could be furthered by performing error analyses on the translation of conjunctions. In addition, conjunctions as are translated differently across languages, other researchers could take advantage and explore the translation strategies that are used in translation of conjunctions. Furthermore, since translators come across difficulties in translation of conjunctions, the investigation of difficulties faced by translators in translation of conjunctions could contribute to the field of translation strategies and is a topic of research. As conjunctions are mainly divided into four types based on their functions in the text, they could be investigated in terms of their function across Persian and English, or vice versa.

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