

TABLE OF CONTENTS

	PAGE
ABSTRACT	iii
ABSTRAK	v
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xvi
LIST OF FIGURES	xviii
LIST OF DIAGRAMS	xix
ABBREVIATIONS	xx
CHAPTER 1: INTRODUCTION	
1.1 Introduction	1
1.2 Text Linguistics and the Seven Standards of Textuality	2
1.3 Cohesion and Coherence in the Source Text and Target Text	4
1.4 Background and Rationale for the Study	5
1.5 The Research Problem and the Explicitation Hypothesis	8
1.6 Text-type Model	10
1.7 Research Questions	11
1.8 Research Approach	12
1.9 Significance of the Study	14
1.10 Limitations of the Study	14
1.11 Thesis Outline	16
1.12 Conclusion	16

CHAPTER 2: TRANSLATION STUDIES AND CONTRASTIVE TEXT LINGUISTICS

2.1	Introduction	17
2.2	Translation Studies	17
2.2.1	Translation Studies and Other Disciplines	20
2.3	Linguistics and Translation Studies	22
2.3.1	Text Linguistics	22
2.3.2	Text Linguistics and Translation Studies	25
2.4	Register Analysis and Translation Studies	28
2.4.1	Expanding the Notion of Register Variation	31
2.4.2	The Three Dimensions of Context	32
2.4.2.1	The Communicative Dimension	34
2.4.2.2	The Pragmatic Dimension	34
2.4.2.2.1	Intentionality	35
2.4.2.3	The Semiotic Dimension	35
2.4.2.3.1	Intertextuality	37
2.4.3	Relevance of Register Analysis to Translation Studies	38
2.5	Contrastive Text Linguistics and Translation Studies	40
2.5.1	Contrastive Textual Analysis and Translations	44
2.6	Conclusion	52

CHAPTER 3: TEXT TYPE, TEXT STRUCTURE AND TRANSLATION

3.1	Introduction	54
3.2	Text Classification	54
3.2.1	Text Categorization by Werlich (1976/1983)	56
3.2.2	Text Categorization by Beaugrande and Dressler (1981)	57

3.2.3	Text Categorization by Hatim (1984)	58
3.3	Text Hybridization and Text Type Focus	61
3.3.1	The Three Basic Text-types According to Hatim & Mason	63
3.3.1.1	The Expository Text Type	65
3.3.1.2	The Instructional Text Type	66
3.3.1.3	The Argumentative Text Type	66
3.4	Argumentative Texts in Focus	68
3.4.1	The Characteristics of an Argumentative Text	69
3.4.2	The Aims of an Argumentative Text	70
3.4.3	The Organization of an Argumentative Text	70
3.4.3.1	Introductory Passage/The Background	70
3.4.3.2	Thesis Cited to be Argued-through	71
3.4.3.3	Enhancer	72
3.4.3.4	Thesis Cited to be Opposed	72
3.4.3.5	Opposition	73
3.4.3.6	Substantiation	73
3.4.3.7	Opposing Views	75
3.4.3.8	Conclusion	76
3.5	The Hierarchic Organization of Texts	76
3.5.1	Criteria for Identifying Text Boundaries	80
3.5.2	Hierarchic Organization of Argumentative Texts	82
3.5.2.1	Element, Chunk and the Unit ‘Text’	82
3.6	Conclusion	88

CHAPTER 4: COHESION AND COHERENCE IN TRANSLATED TEXTS

4.1	Introduction	90
4.2	Translators, Translation and Translated Texts	90
4.3	Textual Connectivity	93
4.4	Text Binders: Cohesion and Coherence	95
4.4.1	Cohesion	95
4.4.1.1	Taxonomy of Cohesive Devices	96
4.4.1.2	Cohesive Devices and Semantic Relations	97
4.4.1.3	Cohesion in the Source and Target Texts	98
4.4.1.4	Shifts in Cohesion	100
4.4.1.5	Cohesive Device in Focus: Reference	101
4.4.1.5.1	Pronouns	102
4.4.1.5.2	Pronominal Reference in the Source Text (English) and Target Text (Chinese)	104
4.4.1.6	Cohesive Device in Focus: Conjunction	108
4.4.1.6.1	The Five Main Conjunctive Relations	111
4.4.1.6.2	Conjunctions in the Source Text (English) and Target Text (Chinese)	115
4.4.2	Coherence	118
4.4.2.1	Defining Coherence	119
4.4.2.2	Coherence in the Source and Target Texts	122
4.4.2.3	Interpretability of Texts	123
4.4.2.3.1	Inference and Implicature	124
4.4.2.3.2	The Cooperative Principle	125
4.4.2.3.3	The Cooperative Principle and Translation	127

4.4.2.3.4	Calculability of Original Implicature and Making Inference	130
4.4.2.4	Shifts in Coherence	132
4.4.2.4.1	Lexicals and Mistranslation	133
4.4.2.4.1.1	Words	133
4.4.2.4.1.2	Collocations	134
4.4.2.4.1.3	Fixed Expressions and Idioms	139
4.4.2.4.2	Punctuations	141
4.4.2.4.3	Parallel Structures	141
4.4.2.4.4	Text Omission	144
4.5	Conclusion	147
CHAPTER 5: METHODOLOGY		
5.1	Introduction	148
5.2	Data Selection and Preparation	149
5.2.1	Initial and Final Data Selection	149
5.2.2	Back Translation	152
5.2.3	Reference Tools/Dictionaries	153
5.3	Data Analysis	154
5.3.1	The Top-Down Approach	154
5.3.1.1	Two Sub-types of Argumentative Text	155
5.3.1.2	Counter-argumentative Text	157
5.3.1.3	Through-argumentative Text	160
5.3.2	Data Presentation Format	163
5.3.3	The Bottom-up Approach	167
5.4	Conclusion	168

CHAPTER 6: DATA ANALYSIS

6.1	Introduction	170
6.2	Personal Pronouns	170
6.2.1	Usage of Third Person Pronouns: Redundancy	173
6.2.2	Usage of Third Person Pronouns: Inappropriate Antecedents	182
6.2.3	Usage of Personal Pronouns: Co-reference	187
6.2.4	Concluding Remarks	192
6.3	Conjunctions	193
6.3.1	Use of Conjunctions: Excessiveness	196
6.3.2	Use of Conjunctions: Explicitness	202
6.3.3	Use of Conjunctions: Wrong Connectives	211
6.3.4	Concluding Remarks	216
6.4	Inappropriate or Erroneous Translation	217
	Text 1	220
	Text 2	224
	Text 3	231
	Text 4	238
	Text 5	243
	Text 6	251
	Text 7	258
	Text 8	263
	Text 9	268
	Text 10	278
	Text 11	287
	Text 12	293

Text 13	301
Text 14	305
Text 15	312
Text 16	317
Text 17	322
Text 18	333
Text 19	339
Text 20	343
Text 21	351
Text 22	358
Text 23	363
Text 24	369
Text 25	373
Text 26	381
Text 27	387
Text 28	393
Text 29	395
6.4.1 Concluding Remarks	397

CHAPTER 7: CONCLUSIONS

7.1 Introduction	399
7.2 Reference: Third Person Pronouns	399
7.3 Conjunctions	401
7.4 Erroneous Translation and the Shifts of Coherence	403
7.4.1 Substituting Words by Searching for Synonyms	404
7.4.2 The Omission of Words and the Willful Rechunking or Rewriting	407

7.4.3	The Role of Grammar in Making Sense of Texts	411
7.5	The Overall Effect of Micro-level Coherence to Macro-level Coherence of Argumentative Texts	412
7.5.1	Shifts of Coherence in the Thesis Statement	413
7.5.2	Shifts of Coherence in the Opposition	415
7.5.3	Shifts of Coherence in the Substantiation	415
7.5.4	Shifts of Coherence in the Conclusion	417
7.6	The Role of Back Translation	418
7.7	Future Directions for Research	418
7.8	Recommendations	419
7.8.1	The Selection of Translators	419
7.8.2	The Need for Quality Control	420
	BIBLIOGRAPHY	422
	APPENDIX A	440
	APPENDIX B	448
	APPENDIX C	469

LIST OF TABLES

		PAGE
TABLES		
5.1	Units of Text From the 10 Articles	151
5.2	The Grouping of Elements into Chunks	164
6.1	Frequency Distribution of Third Person Pronouns in English Source and Chinese Translated Text	172
6.2	Frequency Distribution of Various Conjunctions in English and Chinese Translated Texts	194
6.3	Text 1	220
6.4	Text 2	224
6.5	Text 3	231
6.6	Text 4	238
6.7	Text 5	243
6.8	Text 6	251
6.9	Text 7	258
6.10	Text 8	263
6.11	Text 9	268
6.12	Text 10	278
6.13	Text 11	287
6.14	Text 12	293
6.15	Text 13	301
6.16	Text 14	305
6.17	Text 15	312
6.18	Text 16	317

6.19	Text 17	322
6.20	Text 18	333
6.21	Text 19	339
6.22	Text 20	343
6.23	Text 21	351
6.24	Text 22	358
6.25	Text 23	363
6.26	Text 24	369
6.27	Text 25	373
6.28	Text 26	381
6.29	Text 27	387
6.30	Text 28	393
6.31	Text 29	395
7.1	The Segment of the Text Where Shifts of Coherence Occur	413

LIST OF FIGURES

	PAGE
FIGURES	
2.1 Holmes' Map of Translation Studies	19
2.2 The Scope and Structure for Translation Studies	19
2.3 Map of Disciplines Interfacing with Translation Studies	21
2.4 Use-related Variation	29
2.5 The Three Dimensions of Context	33
2.6 The Semiotics of Field, Mode and Tenor	36
3.1 The Three Basic Text Types	64
3.2 Through-argumentation	67
3.3 Counter-argumentation	67
3.4 The Negotiation of Text Structure	83
3.5 A Possible Context	84
3.6 Negotiating a Structural Format – The Basic Level of Elements	85
3.7 Negotiating a Structural Format – The Higher Level of Chunks	86
3.8 Counter-argumentation	86
3.9 A Problem → Solution Macro-pattern	87
3.10 Through Argumentation	88
4.1 Examples of Five Main Cohesive Devices	96
5.1 Negotiating Structural Format – The Basic Level of Elements	158
5.2 Negotiating a Structural Format – The Higher Level of Chunks	159
5.3 Negotiating a Structural Format – The Basic Level of Elements	162
5.4 Negotiating a Structural Format – The Higher Level of Chunks	163

LIST OF DIAGRAM

		PAGE
DIAGRAMS		
1	The Interpretation of Text Categorization According to Werlich (1983)	56
2	The Interpretation of Text Categorization According to Beaugrande and Dressler (1981)	58
3	The Interpretation of Text Categorization According to Hatim (1984)	59
4	The Double Role of a Translator	91

ABBREVIATIONS

Add	Additive
Adv	Adversative
ANCCED	A New Century Chinese-English Dictionary
AT	Argumentative Text
ATLR	America The Lone Ranger
CA	Contrastive Analysis
Cau	Causal
CCELD	Collins Cobuild English Language Dictionary
Cont	Continuative
DM20Y0	Dr. Mahathir 20 Years On
H	Hypothetical
IT	Intellectual Terrorism
LKYVM	Lee Kuan Yew Visits Malaysia
MCA	Malaysian Chinese Associations
MMMSU	Moderate Muslim Must Speak Up
NW'sD	News Webster's Dictionary
OALD 7 th ed.	Oxford Advanced Learner's Dictionary 7 th Edition
OALECD 4 th ed.	Oxford Advanced Learner's English-Chinese Dictionary (Extended 4 th Edition)
OALECD 6 th ed.	Oxford Advanced Learner's English-Chinese Dictionary (6 th Edition)
PLTUEM	Pak Lah The Under Estimated Man
SL	Source Language
ST	Source Text
T	Text
TCED	The Chinese-English Dictionary

TCBTL & TL	The Clash Between The Liberal and The Literal
Temp	Temporal
TMCM	The Malaysian Chinese Mood
TMMD	The Modern Malay Dilemma
TSD	The Singapore Dilemma
TL	Target Language
TT	Target Text
XDHYGFCD	Xiandai Hanyu Guifan Cidian