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**THEMATIC PATTERNING IN ENGLISH AND ARABIC AND ITS IMPLICATIONS
ON TRANSLATION**

A thesis submitted to
the Graduate College of
Marshall University
In partial fulfillment of
the requirements for the degree of
Master of Arts

In
English

by

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Approved by

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MARSHALL UNIVERSITY
DECEMBER 2017

APPROVAL OF THESIS

We, the faculty supervising the work of Saud Abdulrahman Alshehri, affirm that the thesis, *Thematic Patterning in English and Arabic and Its Implications on Translation*, meets the high academic standards for original scholarship and creative work established by the English MA and the College of Liberal Arts. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.



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ABSTRACT

This thesis examines patterns of thematization between English and Arabic, demonstrating variations in textual meaning and implications of such an examination on the activity and education of translation. Translators frequently encounter the challenge of positioning clausal constituents at the beginning of a sentence when translating from English to Arabic. The study, drawing on Halliday's SFL theory, applies the system of Theme as a tool to the analysis of an English text and six Arabic translations to investigate such variations. The analysis also aims to demonstrate to what extent thematic patterning is preserved or changed between the original and target text. The results show that there are cases of unjustified deviation, leading to translational shifts and changes in the intended textual meaning. The study argues that thematic patterns are not arbitrary, but imply textual meanings that should be rendered to the target language as they reflect the author's intentions and method of text development and reader's orientation. This thesis concludes that changes in thematic patterning between English and Arabic is attributed to the translator's lack of understanding of the textual meanings underlying such patterns and lack of resources in Arabic to equivalently recreate such meanings. Furthermore, it presents the system of Theme as an objective metalinguistic tool for translation analysis, critique, and education.

CHAPTER 1

INTRODUCTION

Translation is a never-ending activity that has been practiced throughout history. It has contributed significantly to human communication, cultural and trade exchanges, intellectual and economical flourishing, and development of nations around the globe through the transference of knowledge, ideas, and cultural values.

At its early stages, translation was concerned mainly with religious and cultural texts. These practices have continued expanding, and reached significance as international communication and ties have been intensifying among nations especially due to world trade, and the need to build communicational and intellectual bridges between nations has become fundamental for global interaction (Munday, 2016).

The constant interest in and growing need for translation has turned it into a considerable field of study intriguing scholars and researchers into the investigation of its phenomena. This development has rendered translation a recognized academic discipline and area of research, known as translation studies, which is concerned with and dedicated to the study of theories and practices of translation.

Translation studies began its journey in the second half of the 20th century (Munday 2016; Venuti, 2008). Before the birth and recognition of this discipline, translation was considered part of language studying disciplines such as contrastive linguistics and comparative literature (Munday, 2016). Despite its current independence as a discipline, translation studies is considered an interdisciplinary area of continuous borrowing of theories from relevant fields, primarily linguistics.

The interaction between linguistics, namely structural or transformational linguistics, and translation was insignificant as its theories are confined to the description of language as a

system of lexical items that gain value from their distribution within a sentence. Due to the major focus on structures within sentence boundaries, neglecting the meanings they carry, the gap has widened between translation and linguistics. However, the development of a systemic meaning-based approach to language, namely systemic functional linguistics (SFL) which theorizes language as a meaning making resource, has shifted the focus from structures to meanings underlying those structures, considering their sociocultural framework.

The advent and rapid development of SFL has intrigued several translation scholars to apply its theories to the practice, education, analysis or assessment of translation (Baker, 2011; Hatim & Mason, 2005; Hatim & Mason, 1990; House, 2015; Kim, 2007a; Munday, 2012; Trosborg, 2000). These studies employed various elements of SFL theories such as the system of modality, transitivity, and Theme¹, investigating different phenomena relevant to translation studies.

The system of Theme, in particular, has been adopted by several scholars as a means of translation analysis, exploring and investigating various aspects of textual meanings between English and other languages such as Korean (Kim, 2007b), Chinese (Kim & Huang 2012), Italian (Manfredi, 2011), Norwegian (Rørvik, 2004), German (Ventola, 1995), Portuguese (Vasconcellos, 2008), and Spanish (Munday, 1998). However, despite the multitude of previous cross-linguistic translation research, little has been conducted using the system of Theme (i.e. textual metafunction) as an analytical tool to explore and examine textual meanings of English and Arabic, and implications of such an examination on the practice and education of translation.

When translating from English to Arabic, translators frequently encounter the challenge of positioning clausal constituents at the beginning of a sentence. Such a challenge might result

¹ In this study, I follow the systemic functional linguistics tradition and use capitalized terms when they refer to functional categories.

in the reordering of clause elements within a sentence in the translation as compared to the original text. This arrangement of clause items in the target language is made either for grammaticality or acceptability purposes (Baker, 2011). The complexity of clause-elements ordering is attributed to the fact that the two languages represent two different systems of Theme.

Moreover, the clause-initial elements (i.e., Theme) have textual significance as they create the method of text development and imply various meanings such as emphasis or topic changes (Baker, 2011). The lack of understanding thematization patterning and its significance in translation make thematic choices more subjective and arbitrary for translators during the process of rendering a text into the target language. Thus, I argue that the SFL system of Theme provides a theoretical insight into such issues and serves as an objective means for a meaning-based analysis of translation.

The current thesis seeks to investigate textual meanings and thematization patterns between English and Arabic by applying the system of Theme, drawing on Halliday's SFL theory with a special focus on patterns of thematization and changes in textual meanings. The study also aims to examine whether the thematic structures in a source text (ST) are preserved in the target texts (TT) or not, and the applicability of the system of Theme to the area of translation between English and Arabic and to translation education.

This study provides a description of Theme systems in the two languages and an analysis of an English text and six Arabic translations. The study will look at the strategies followed by translators in rendering textual meanings from the source text (ST) to the target texts (TTs). The analysis aims at offering an insight on translators' various thematic choices at the micro level (the clause or sentence) as compared to the original text.

The significance of the study is highlighted by the purpose of handling two languages (English and Arabic), each with a special system of Theme. This study attempts to investigate textual meanings in the two languages as a phenomenon that pertains to the quality, analysis, and education of translation, contributing to the field of translation studies in general and translation education in particular.

The thesis comprises four chapters including the introduction. Chapter Two reviews the literature and studies in the area of translation and linguistics. It delves into the various definitions of translation, outlines the development of translation studies as an academic interdiscipline, and explores the relationship between linguistics and translation studies. In addition, it embraces an overview of Halliday's SFL theory of language and traces its integration with translation studies. The chapter concludes with an exploration of translation scholars' contributions to the field of translation, adopting SFL in their studies.

Chapter Three provides an outline of the data used and the method of analysis adopted in the study. It also offers a quantitative and comparative analysis of Theme patterns in the ST and TTs along with the occurrences of Theme alteration in the TTs as compared to the ST. The last chapter discusses the findings of this study in terms of the impacts of changing thematic structures and how such an issue results in the change of the intended textual meanings expressed in the ST. It offers suggestions of employing the SFL system of Theme as an analytical tool for objective critique of translation and provides recommendations for further studies in the field. In the next section, I present the theoretical framework that details the linguistic theories underpinning the method of data analysis employed in this study.

Theoretical Framework of the Study

Translation, as will be further discussed next chapter, is concerned with two central and inseparable issues: equivalence and meaning. Equivalence in translation is hierarchical and occurs at different levels: at the level of words, phrases, and sentences as smaller units, extending to the level of text as a larger unit of equivalence (Baker, 2011, Newmark, 1988). Equivalence between smaller language units enhances an understanding of the targeted meaning merely within sentence boundaries, whereas equivalence at the text level entails an understanding of the distinctions between texts as semantic organizational units of meaning and non-texts that lack such an organization among its units (Baker, 2011).

The organization of any text is realized in the connections within and among its sentences. These connections are realized at the text level and are of several kinds (Baker, 2011). The first kind is related to the arrangement of information within the clauses and sentences of a text, and how this connection between what comes before a sentence and what comes after it within a text contributes to the topic development in the text (i.e. thematic and information structures). The second connections are ideational ones that create connections between persons or events within a text (i.e. cohesion). The last connections are semantically realized within the clauses and sentences of a text (i.e. coherence).

This study is concerned with a comparative analysis of textual meaning and equivalence at the text level, particularly the investigation of thematic structure, between English and Arabic. In order to investigate such issues, this study draws on SFL theories and adopts Theme system to examine this textual phenomenon and its implications on translation practice and education. In the following, I elaborate on the system of Theme, the various meanings and functions of Theme, and the distinct features of the Arabic Theme system as compared to that of English.

Theme System and Functions. The system of Theme (textual metafunction) is a tool of text analysis concerned with textual meaning and flow of information in a text. It examines the way interpersonal and ideational meanings are constructed to form an organized and cohesive message, and the method and pattern of topic development in a text. Theme system divides a clause into two constituents: Theme and Rheme². Theme functions as a point of orientation that connects and locates a clause within its larger co-text, and as a point of departure whereby a clause topic is identified and foregrounded. Rheme, on the other hand, functions as the message or the new information to be conveyed about the Theme or topic (Halliday & Matthiessen, 2014).

Although the system of Theme is closely linked to clause level phenomena, Themes and their attendant clausal features move beyond grammaticality judgments, contributing to a semantic connection between text as a whole and clauses as constituent parts. This connection is then manifested in the way that a new subject is manipulated and textual foci are changed to reflect new topics in texts (i.e., patterns or methods of topic development) for various contextual or rhetorical purposes (e.g., aesthetic, stylistic, emphatic, contrastive, or focusing purposes) (Abdul-Raof, 1998). As far as translation is concerned, Theme system can be used as a probe or tool for translation analysis that examines textual meanings and textual equivalence between the source and target text (Baker, 2011).

To examine textual meanings between two languages, an understanding of how such meanings are created and represented in each language is essential. This thesis, therefore, is a comparative study that examines the system of Theme in English and Arabic as applies to translations between the two languages. This study draws on Halliday's description of Theme

² In this study, I follow the systemic functional linguistics tradition and use capitalized terms when they refer to functional categories.

system. The Arabic language, however has a distinct system of Theme compared with English. I elaborate on the Arabic system of Theme as compared to the English one in the next section.

The System of Theme in English and Arabic. Unlike English, a more or less fixed or rigid word-order language, Arabic is relatively a free word-order language with different system of Theme that allows different constituents of a clause or a sentence (e.g., subject, predicator, complement, and adjunct) to be placed at different positions, (Baker, 2011, Abdul-Raof, 1998). In addition, textual meanings (i.e., flow of information, topic patterns or methods of development, and cohesion) are conveyed through different lexicogrammatical patterns not found in English. The differences between Arabic and English, as far as thematic structures are concerned, are predominantly realized in the way the two languages mark and identify Theme constituent(s).

In declarative sentences, marking Theme in both English and Arabic entails different ordering of clausal constituents. In terms of unmarkedness, the basic or typical order of clause constituents: predicator-subject-complement-adjunct is featured as unmarked in Arabic, whereas the unmarked sequence of a clause in English is subject-predicator-complement-adjunct (Abdul-Raof, 1998; Baker, 2011; Potter, 2016). In other words, if a Theme in English is the subject and a Theme in Arabic is the verb followed by the subject, both structures are considered unmarked. Table 1 below gives an example of unmarked sentence structures in English and Arabic.

Table 1

Examples of unmarked structures in English and Arabic

ST	Unions (subject)	are a fundamental component of a free and democratic society.
	Unmarked Theme	Rheme
TT	من المكونات الأساسية في المجتمع الديمقراطي الحر	تعد (verb - are) نقابات العمال (subject - unions)
	Rheme	Unmarked Theme

Any permutation of the position of any constituent of an unmarked structure in both languages results in markedness of Theme. Marked Theme is argued to carry more textual prominence (Baker, 2011) and is communicatively motivated to achieve a discursive purpose within a context (Abdul-Raof, 1998). Table 2 below provides examples of marked structures in English and Arabic.

Table 2

Examples of marked structures in English and Arabic

ST	Without the right to organize,	people have no way to strive for economic and social justice.
	Marked Theme	Rheme
TT3	يصبح الناس غير قادرين ولا بأي وسيلة من الوسائل على السعي وراء العدالة الاجتماعية والاقتصادية.	فبدون منح الحق في تنظيمها،
	Rheme	Marked Theme

In terms of markedness, marked Themes of Arabic can be classified, following SFL terms, into three main types: fronted Theme (e.g., fronted subject, complement, or adjunct) predicated Theme (i.e., cleft structure), and identifying Theme (i.e., pseudo-cleft structure), functioning similarly to those in English (Baker, 2011; Potter, 2016). Fronted Theme, however, is the most frequent marked Theme compared with predicated and identifying Theme types (Baker, 2011). Next chapter, I elaborate on SFL theories and the system of Theme.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of literature that focuses on areas relevant to translation and linguistics in terms of theories and application. The first section explores the various perceptions and definitions of translation by different scholars. The second aims to demonstrate the development of translation in academia and its interdisciplinarity with other relevant disciplines. The third section sheds light on the interconnectedness between translation and linguistics, and on the significance of linguistic theories to the practice and education of translation. The next section gives special focus on systemic functional linguistics by overviewing its theories and usefulness as an instrument of meaning extraction and text analysis and how these theories contribute to the scientific examination of the phenomenon of translation. This section is then followed by a review of studies applying different theories of systemic functional linguistics to the practice and education of translation in attempts to expound on some problems and quality of translation using scientific methods instead of arbitrary or intuitive ones.

Definitions of Translation

Translation is an intricate phenomenon that has been variously perceived by different translation and linguistics scholars. Michael Halliday (1992) has an inclusive definition of translation as a phenomenon and concept as follows:

In English we use the term “translation” to refer to the total process and relationship of equivalence between two languages; we then distinguish, within translation, between “translating” (written text) and “interpreting” (spoken text). So I will use the term “translation” to cover both written and spoken equivalence; and whether the equivalence is conceived of as process or as relationship (Halliday 1992: 15).

Shuttleworth and Cowie's (1997) definition of translation also provides a general and broad overview of this phenomenon, indicating the various aspects of the concept of translation as follows:

An incredibly broad notion which can be understood in many different ways. For example, one may talk of translation as a process or a product, and identify such sub-types as literary translation, technical translation, subtitling and machine translation; moreover, while more typically it just refers to the transfer of written texts, the term sometimes also includes interpreting. Furthermore, many writers also extend its reference to take in related activities which most would not recognize as translation as such (p. 181).

Translation, according to Kolawole (2013), has always been confused by laypersons in terms of notions and practices. Since the different notions of translation might raise confusion or indicate different concepts and practices, it is appropriate to differentiate translation from interpretation, and translation as a process from translation as a product. The two terms, translation and interpretation, converge towards one goal which is the transference of meaning between two languages. Practically, however, they diverge from each other as the latter refers to the oral activity of translation whereas the former refers to the written practice (Munday, 2016). Since this study is concerned with texts, the term "translation" as a practice, henceforth, refers to the written activity of translation.

Moreover, the concept of translation, as suggested above, might indicate either the process of translation or translation as a product. Translation as a concept, therefore, refers to either the activity of transforming a text from one language to another (i.e. translating) whereas translation as a product refers to a text (i.e. the translated text) that is a representation of the original in the target language (Hatim & Munday, 2004). The demonstration and differentiation

between the various concepts of translation would assist in a better understanding of the various perspectives and definitions of this phenomenon and help to focus on the target of this study: the written form of translation.

Translation, by which we refer to the process of its written modality, has been defined variously by different scholars emphasizing different facets of its activity. One of the early definitions of translation is what Catford (1965) describes as “the replacement of textual material in one language by the equivalent textual material in another language” (p. 20). Another definition by Bell (1991) refers to it as “the transformation of a text originally in one language into an equivalent text in a different language retaining, as far as is possible, the content of the message and the formal features and functional roles of the original text” (p. xv). Newmark (1988) defines translation from a different perspective as “rendering the meaning of a text into another language in the way that the author intended the text” (p. 5), focusing on the transference of meaning. According to Nida and Taber (2004), “[t]ranslating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style” (p. 12).

Despite the various perspectives of scholars on translation, it can be inferred from their definitions that the process of translation revolves around two key elements: meaning and equivalence. These two elements have been central issues and productive fields of research in translation studies. Hence, a good translation, as Kolawole (2013) describes it, is “one that is meaning based and not word-based, one that has the ability of conveying an equivalent message in the most accurate and natural way possible” (p. 7).

Nevertheless, the various interpretations of the phenomenon of translation still reflect the distinct angles of interest and the different theoretical considerations underpinning those

viewpoints. These diverse interpretations of translation also indicate its intricate interconnectedness to other disciplines or fields of study and research contributing to the theory and practice of translation. I turn to this point of discussion in the next section.

Development and Interdisciplinarity of Translation Studies

Translation is one of the oldest intellectual practices that have contributed to the quality of human communication and development of knowledge among nations throughout history. As an academic field of research, however, it is considered “relatively young” (Baker, 1998, p. 277). Translation was regarded as of secondary status in occupation and academia. In academia, translation, as Baker (1998) states, was studied and treated as a sub-discipline of comparative literature, for literary translation, or contrastive linguistics for non-literary translation. It was merely investigated as a linguistic phenomenon and perceived as part of the foreign language learning/teaching process (Bassnett, 2013; Munday, 2016). In this regard, Munday (2016) says that “translation studies has in some places been colonized by language departments driven by the perceived attractiveness of academic teaching programs centered on the practice of translation but harboring their own academic prejudices” (p. 26). The rationale behind the treatment of translation as a linguistic phenomenon is in part attributed to the perception that competency in both the source and target languages is sufficient to produce good translation (Manfredi, 2008).

It is not, however, until the second half of the 20th century when translation emerged as an academic field of study, generally known as translation studies, realizing the significance of and contributions to other academic fields that pertain to the theories and practices of translation (Baker, 1998; Munday, 2016). Translation studies, as Baker (1998) defines it, is “the academic

discipline which concerns itself with the study of translation” (p. 277), or “the theory and practice of translation” (Hatim, 2014, p. 3). At the outset, translation studies was primarily focused on literary translation, but it “is now understood to refer to the academic discipline concerned with the study of translation at large, including literary and nonliterary translation” (Baker, 1998, p. 277).

The recognition and development of translation studies in academia, however, have made it “not merely a minor branch of comparative literary study, nor yet a specific area of linguistics, but a vastly complex field with many far-reaching ramifications” (Bassnett, 2013, p. 12). The apparent independence of translation studies does not, however, represent it as a separate or isolated discipline, nor a sub-discipline of other fields, but an interdiscipline that widely covers several academic fields (Munday, 2016), which Hatim (2014) describes as “a house of many rooms” (p. 8). Consequently, translation studies is an interdiscipline of continuous importing of theories and models from other disciplines, especially from linguistics, cultural studies, literary studies, language studies, and philosophy (Munday, 2016). Figure 1 illustrates the inter-relatedness of translation studies with other academic disciplines. The inter-connectedness of translation studies with other disciplines allows for further research and investigation of translation from different perspectives, which also multiplies and enriches the theories concerning its description and application (Munday, 2016; Venuti, 2012).

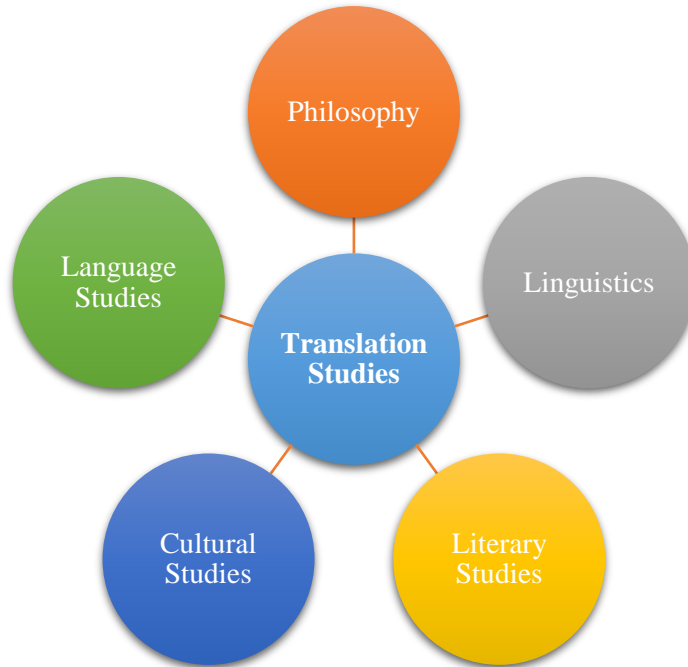


Figure 1. Map of disciplines interfacing with translation studies.

Although translation studies is characterized by its interdisciplinarity covering a variety of relevant disciplines, it can be divided, as Bassnett (2013) points out, into four areas of interest with different degrees of overlap: history of translation, translation in the target language culture, translation and poetics, and translation and linguistics. Within the framework of these interests, it is believed, however, that linguistics has much to contribute to the study of translation (Manfredi, 2008). Since this study focuses on non-literary translation, the main concern here is with the interrelation between translation studies and linguistics, and with how linguistic theories have contributed to translation.

Translation Studies and Linguistics

When we speak about linguistics, we are “principally concerned with the description of any language” (Kolawole, 2013, p. 8). Since translation inevitably entails language, the

interrelation between translation and linguistics is of high significance compared with other relevant disciplines, at least in non-literary translation. Linguistics is an invaluable academic area to translation with its potential to delve into not only grammatical but also semantic aspects of human language in general. The dependence of translation on linguistics has been argued for by different scholars. Jakobson (1959) asserts that “any comparison of two languages implies an examination of their mutual translatability; the widespread practice of interlingua communication, particularly translating activities, must be kept under constant scrutiny by linguistic science” (pp. 113-114). Catford (1965) states that “any theory of translation must draw upon a theory of language – a general linguistic theory” (p. 1). Fawcett (1997) views linguistics as the toolkit of the translator that sets the theoretical grounding of translation process and aids its practice, and Ulrych and Bosinelli (1999) argue that linguistics “has the advantage of drawing translation away from its intuitive approach and of providing it with a scientific foundation” (p. 9).

Nevertheless, the interaction between translation and earlier linguistic theories, particularly structural and transformational linguistics, seemed relatively insignificant due to their primary focus on the description of language as a system of individual lexical elements that derive their value and roles from their distribution in sentences, neglecting their meanings and sociocultural values (Hatim, 2014; Hatim & Mason, 1990). In structural linguistics, as Hatim and Mason (1990) affirm, “morphology and syntax constituted the main areas of analysis, largely to the exclusion of the intractable problem of meaning, which was either ignored or dealt with purely in terms of the distribution” (p. 25). In addition, the central focus of formal approaches on describing language structures within the sentence boundaries has widened the gap between the linguistic theory and the practice of translation (Hatim & Mason, 1990; Munday, 2016).

Hatim and Mason (1990) describe the gap between early linguistics and translation studies as follows:

Since meaning is at the very heart of the translator's work, it follows that the postponement of semantic investigation in American linguistics was bound to create a gap between linguistics and translation studies. Quite simply, linguists and translators were not talking about the same thing (p. 25).

However, "the practice of translation without a theoretical background tends toward a purely subjective exercise, and a theory of translation without a link to practice is simply an abstraction" (Manfredi, 2008, pp. 27-28). Therefore, as Bell (1991) stresses, translation studies must draw on linguistic theories that realize the "social aspects of language use ... that place the source language text and the target language text in their cultural contexts" (p.13). Since language and culture are interconnected and inseparable, translation process entails understanding and treatment of meanings in both the source and target languages along with their cultural traditions. Furthermore, due to the acknowledgment of the cultural aspects of texts, translation studies has shifted towards cultural approaches without dismissing the significance of linguistic approaches to translation studies (Manfredi, 2008). Hence the gap between early linguistics and translation kept broadening, and alternative approaches to language, rather than the formal ones, have been sought as well to bridge this divide between the linguistic theories and the practice of translation.

The recent development in linguistics has broadened its scope of study and description of language in terms of its individual items or sentences as units of analysis to embrace the whole text as a unit of analysis, taking into account its sociocultural framework besides the lexicogrammatical features and the meanings they communicate (Hatim & Mason, 1990; Munday, 2016). The advent of systemic functional linguistics developed by Michael Halliday, which

views language as a culturally embedded system of meaning communication rather than isolated items or sets of rules, has drawn the attention and interest of several scholars in the field of translation. The commonalities of interest that translation and systemic functional linguistics share in terms of their concentration on meaning and realization of the sociocultural factors of language have made it compelling for translation scholars to seek application of its theories to the practice and education of translation in attempts to fill the gap between linguistic theories and the activity of translation (El-dali, 2011). Before discussing its contributions to translation studies, the next section provides an overview of functional linguistics and its approaches to language.

Systemic Functional Linguistics

Systemic functional linguistics, henceforth SFL, developed by Michael Halliday views language as a social semiotic system or resources of making meanings that provide its users with enormous lexico-grammatical options, enabling them to effectively express various social and communicative purposes in a variety of contexts (Fang & Schleppegrell, 2010). It is, as Manfredi (2008) points out, “a socio-linguistically and contextually-oriented framework, where language is viewed as being embedded in culture, and where meanings can be properly understood only with reference to the cultural environment in which they are realized” (p. 37).

The language model of SFL, as Figure 2 illustrates, shows a meta-redundant relationship between language as a paradigmatic set of lexicogrammatical systems and the influence of situational and cultural contextual variables on the way that lexicogrammatical features are manifested in language (Butt, 2000). The context of culture is the outer stratum that envelopes and influences the context of situation and the text, respectively. The context of situation, which

refers to the immediate linguistic environment within which the communication occurs, consists of three register variables realized at the text level as follows:

1. *Field*: the topic of interest or the subject that the text is about or engaged in.
2. *Tenor*: the interaction and relationship between the participants of the communication.
3. *Mode*: the medium of communication either written or spoken text.

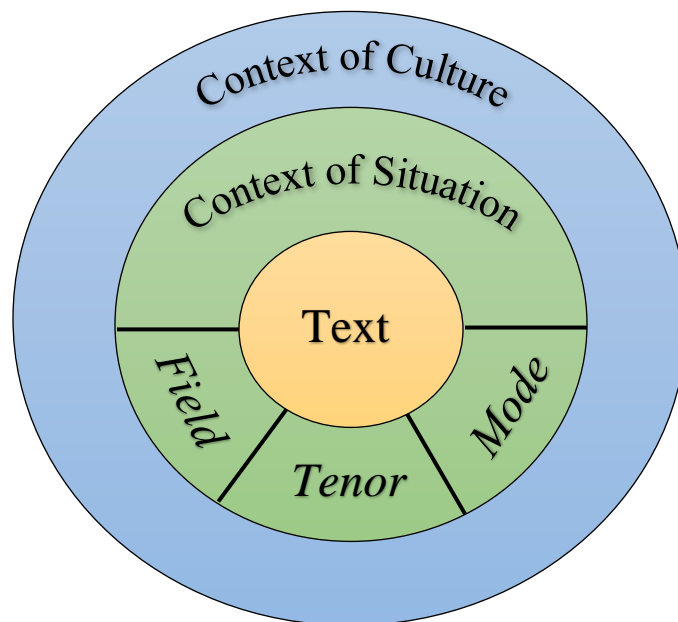


Figure 2. SFL language model of text and context.

In a nutshell, SFL delves into how different kinds of meanings are constructed and reflected on its users' language choices (Bloor & Bloor, 2004). Meaning making, according to Oliveira and Schleppegrell (2016), is theorized in SFL as a clustered and intricate process of presenting ideas, enacting relationship (tenor), and creating cohesive messages (mode) in a discourse. These concepts and perceptions of meaning making are represented in SFL as three interrelated and inseparable metafunctions that represent three different yet contextually-motivated meanings: ideational (experiential and logical) meanings activated by Field, interpersonal meanings realized by Tenor, and textual meanings triggered by Mode (Bloor &

Bloor, 2004). Figure 3 is a representation of SFL language model and the relationship between its different components.

CONTEXT	CONTEXT OF CULTURE		
	Genres as social processes for achieving purposes within the culture		
	CONTEXT OF SITUATION		
	FIELD (subject matter or topic)	TENOR (roles and relationships)	MODE (spoken or written text)
	↕	↕	↕
LANGUAGE	IDEATIONAL METAFUNCTION	INTERPERSONAL METAFUNCTION	TEXTUAL METAFUNCTION
	Clause level <i>Experiential Metafunction:</i> The types of <i>processes</i> involved in the activity, the <i>participants</i> , and <i>circumstances</i> surrounding the activity.	Clause level Resources for interaction (e.g. MOOD system: questions, statements, commands, offers). Beyond the clause Resources for creating patterns of evaluation and engagement with the audience.	Clause level Theme and Rheme (the beginning and end of the clause). Beyond the clause Cohesive devices to form text.
	Beyond the clause <i>Logical metafunction:</i> The logical relationship between events (e.g. where? when? how? why?)		

Figure 3. SFL model of language (Adapted from Christie & Derewianka, 2010).

Experiential Metafunction. The experiential metafunction is concerned with the ways in which ideas are presented in a text, what they tell about the world, and how they are represented in language. This metafunction analyzes clauses in terms of *process types* (i.e. the verb as the core experiential meaning of the clause), *participants* (people or things involved in the process), and *circumstances* that surrounds processes such as time, place, manner, and cause. (Bloor & Bloor, 2004). *Process types* are material, mental, verbal, behavioral, relational

and existential that participant(s) take, and are manifested in a clause as verbs or verb groups. *Participants* are nominal groups (one word or a group of words) that represent person(s) or thing(s) participating in the process (Bloor & Bloor, 2004). Roles of *participants* in a clause vary according to various process types, creating links between processes.

Interpersonal Metafunction. The interpersonal metafunction is concerned with the ways language users make their choices to enact relationships with others through their opinions, attitudes, and embedded judgments (Oliveira & Schleppegrell, 2016). This metafunction manifests the social distance, solidarity, or intimacy the speaker or writer attempts to establish with the audience. In other words, it focuses on the ways speakers or writers interact and practice their social status and relationship with others (e.g. formal or informal) through their language choices (Fang & Schleppegrell, 2010). These manifestations of the language can be explored and examined through the systems of mood and modality. The mood system identifies clauses as declarative (statement), interrogative (question), and imperative (command) showing how the speakers or writers position their audience (i.e. converge to or diverge from the targeted audience), and the modality system identifies and determines the speakers' or writers' stances of confidence and authority or uncertainty and skepticism through their language choices of modal verbs (e.g. might or could) or modal nouns (e.g. possibility or expectation) (Bloor & Bloor, 2004; Fang & Schleppegrell, 2010; Oliveira & Schleppegrell, 2016).

Textual Metafunction. The textual metafunction is involved in the development of a text as a cohesive message unit constructed of several linked clauses with different patterns of textual development (Bloor & Bloor, 2004; Oliveira & Schleppegrell, 2016). At the clause level, the

textual meaning system recognizes the development of clauses and the organization of text parts (e.g., Adjuncts) through two main lexicogrammatical resources: Theme, or given/known information and Rheme, or new information (Bloor & Bloor, 2004). The development of Theme and Rheme elements in a text plays a pivotal role in the linkage or interconnection between the text parts and clauses creating textual cohesion and logical sequences (Bloor & Bloor, 2004; Oliveira & Schleppegrell, 2016).

Structurally, Theme is divided into three main types depending on their general meaning connection with co-texts: textual (e.g., conjunctive Adjuncts), interpersonal (e.g., interrogative Mood elements), and topical Theme (e.g. participant, process, or circumstance). In terms of markedness (i.e., infrequency or untypical use), textual and interpersonal Themes are considered marked ones if positioned at the beginning of clauses. However, topical Theme is essential in every clause and can be either marked (e.g., circumstantial Adjuncts) or unmarked (e.g. pronouns or noun groups). These three types of Theme may combine into constituents of one clause or develop as a single theme (Bloor & Bloor, 2004).

In terms of thematic progression, Themes in a text follow different patterns of development: constant, derived or subordinate, and/or linear patterns (Bloor & Bloor, 2004). That is, to make a cohesive text with well-developed ideas and flow, Themes either represent the general theme or a specific theme in a text (constant pattern), a superordinate item or idea in a text from the general theme (derived pattern), or the Rheme of the previous clause (linear pattern). These patterns of development are significant characteristics of cohesive and coherent texts. Figure 4 shows some of more typical thematic progression patterns found in a cohesive text.

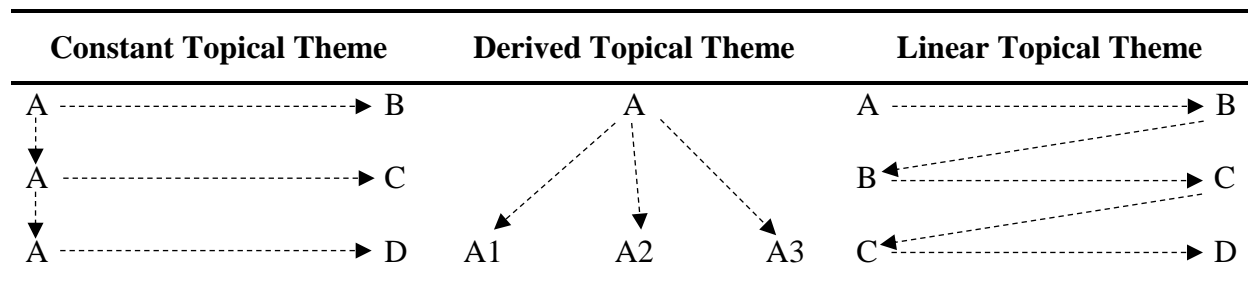


Figure 4. Patterns of topical themes development in a cohesive text.

All in all, these three metafunctions applied to text analysis have played a significant role in the analysis of language that moves beyond clause level language phenomena to examine paradigmatic meaning choices of both lexical and grammatical items as explored in a variety of texts. Next, we explore how SFL links the practice of translation with the linguistic theory.

SFL and Translation

The previous sections explored the nature of translation studies as an interdisciplinary borrowing theories from other relevant disciplines, primarily from linguistics. We also explored the relationship between translation studies and early linguistics, namely structural and transformational linguistics, which resulted in divergence between linguistic theories and practice of translation leading to subjective or intuitive descriptions of translation activity due to their limited concentration on language forms. Furthermore, we reviewed the development of linguistic theories, and SFL in particular, and how they have inspired translation studies, and we provided a general explanation of the SFL modeling of language. In this section, we will elaborate on the commonalities between SFL theories and the activity of translation and on how SFL theories attempt to bridge the gap between linguistics and the practice of translation.

From Halliday's perspective, the process of translation is meaning focused: "translation (translating/interpreting) is meaning-making activity, and we would not consider any activity to be translation if it did not result in the creation of meaning" (Halliday, 1992, p. 15). Thus, any linguistic theory that pertains to the activity of translation, as Halliday (1992) stresses, must be meaning-oriented and "embody a functional semantics" (p. 15). This concern is shared by the translation community which views languages as carriers whereby various meanings are conveyed and exchanged (Taylor, 1993). With its focus on both form and paradigmatic meaning choices, SFL has been advocated by prominent translation scholars such as Peter Newmark (1991) who praised the meaning-based work of Halliday as follows:

Since the translator is concerned exclusively and continuously with meaning, it is not surprising that Hallidayan linguistics, which sees language primarily as a meaning potential, should offer itself as a serviceable tool for determining the constituent parts of a source language text and its network of relations with its translation (p. 65).

Unlike some other approaches to translation, the primary focus on the interrelated semantics of both clausal and textual meaning in both SFL and translation studies makes it possible to argue that "the basic unit of semantics is the text – language functioning in context" (Halliday, 1985, p. 43). As Halliday (1985) also emphasizes, "to describe language without accounting for text is sterile; to describe text without relating it to language is vacuous" (p. 10). This perspective towards language description is consistent with the ultimate goal of translation, which is the reproduction of a text or discourse in the source language into a new one that is meaningfully equivalent in the target language. The unit of translation, however, has been a controversial issue among translation communities.

The argument about the length of the unit of translation, ‘as short as is possible, as long as is necessary’, is a concrete reflection of the age-old conflict between free and literal translation - the freer the translation, the longer the unit of translation; the more literal the translation, the shorter the unit of translation, the closer to the word, or, in poetry, even to the morpheme. Free translation has always favored the sentence; literal translation the word. Now, since the rise of text linguistics, free translation has moved from the sentence to the whole text. (Newmark, 1988, p. 54).

Units of translation are categorized into two groups: small units, including words, clauses and sentences, and large units, including paragraphs and texts, and the text as a unit of translation, hence, is the final stage or “can rather be described as the ultimate court of appeal” in the process of translation (Newmark, 1988, p. 55). This categorization implies that different lengths (i.e., word, phrase, sentence, paragraph, or text) of language can be regarded as a unit of translation; the sentence, however, is regarded as the natural unit of analysis in the process of text translation (Newmark, 1988). This view is consistent with Halliday’s perspective on language that regards clause as the basic unit of discourse analysis to explore the lexico-grammatical patterns that realize the three strands of contextual meaning (Bloor & Bloor, 2004). Since SFG is concerned with both form and meaning realized within the context of a text, it offers a tool that can usefully be adopted in the process of translation in order to create networks of meaning between the source and target language through discourse. Discourse analysis, according to Munday (2016), has gained its significance in translation since 1990 due to its focus on how meanings and social aspects are communicated in the linguistic choices and through a detailed grammar that connects these choices in a text within the boundaries of its social and cultural framework. Moreover, as Kim and Matthiessen (2015) state:

If we see translation as centrally involving the recreation of meaning through choices made by the translator in the interpretation of the source

text and through choices in the generation of the translated text, it follows that all modes of meaning are equally implicated: translation involves recreating ideational meanings of the logical kind, ideational meanings of the experiential kind, interpersonal meanings and textual meanings (pp. 335-336).

The next section explores some of the key works by translation scholars who variously utilized different elements of SFL theories in attempts to provide linguistic foundations relevant to the practice and analysis of translation.

Application of SFL to Translation

The development, growth, and wide acceptance of the SFL model of language has shifted the interest of translation community towards the utilization of the SFL model of language as a means of translation analysis. Kim and Matthiessen (2015) describes the link between translation and SFL as follows:

If we see translation as centrally involving the recreation of meaning through choices made by the translator in the interpretation of the source text and through choices in the generation of the translated text, it follows that all modes of meaning are equally implicated: translation involves recreating ideational meanings of the logical kind, ideational meanings of the experiential kind, interpersonal meanings and textual meanings (pp. 335-336).

The common focus and convergence of both translation and SFL towards meaning in context has inspired several translation scholars who have adopted different elements of its functional theories to the analysis, assessment, or education of translation (Baker, 2011; Hatim & Mason, 2005; Hatim & Mason, 1990; House, 2015; Kim, 2007a, 2007b; Kim & Huang 2012; Manfredi, 2011; Munday, 2012; Trosborg, 2000).

House (2015) focuses on methods of translation evaluation and proposes a model of translation assessment, drawing on SFL theories of language, which seeks functional equivalence of meanings between the original and target text. Her model is based on systemic comparative analysis of register (i.e. field, mode, and tenor) of the source text and the target text. The model aims to functionally analyze the lexico-grammatical and textual components of both texts in order to find matches or mismatches of meanings, primarily ideational and interpersonal meanings, between the two texts that are further investigated for assessment purposes to demonstrate whether the two texts are semantically, pragmatically, and textually equivalent.

Baker (2011) concentrates on the concept of equivalence in translation and divides it into a series of levels: at word, above word, grammatical, textual, and pragmatic levels of equivalence. Her work primarily takes advantage of the SFL system of thematic structure and cohesion. Her adoption of Theme system targets the issues of grammaticality versus acceptability, text organization and development, and marked versus unmarked Theme sequences and how they pertain to and reflect on the activity of translation. The work of Baker (2011), using SFL theories, gives considerable attention to how thematic structure might result in either a connected or disjointed translation that lacks orientation and readability in the target language.

Moreover, Hatim and Mason (1990, 2005) are among translation scholars who recognized the influence and the possibilities that SFL can bring to translation studies. They believe that “context exerts a determining influence on the structure and, ultimately, the texture of discourse” (Hatim and Mason, 1990, p. 223). They adopted several SFL theories and notions such as genre, register, cohesion, and coherence to their work that focuses primarily on the textuality of translation. Inspired by Halliday’s model of language, they developed a model of

translation analysis that makes use of the analysis of discourse levels with special consideration of the interpersonal and ideational functions of language in context in an attempt to connect translation practice with SFL theories. Using the two systems of transitivity and modality, Hatim and Mason (2005) argue that shifts in ideational and interpersonal meanings are caused due to changes in the transitivity structure and level of modality in translation. In other words, the misunderstanding of ideational meanings in the source text by translators might result in, for example, a distorted rendering of the intended meanings in the target text, and the unawareness of the interpersonal meanings available in the source text might result in, for instance, an alteration of a possibility into a factual statement. Therefore, as Hatim and Mason (1990) emphasize, a translator should not merely be capable of two languages, but also has insight into the cultures of both languages in order to preserve the intended meanings and the rhetorical purposes of a text.

Furthermore, Kim (2007a) utilizes SFL grammar in her study to investigate translation errors in an attempt to avoid subjective and intuitive criticism and evaluation of translation in academic settings and provide objective articulation and reasoning of translation errors. She argues that SFL gives explicit criteria to the evaluation of translation through the identification and classification of translation errors using SFL terms. The findings of her study indicate that the classification of translation errors using SFL terms enables both teachers and students to objectively identify, articulate and understand meaning problems found in the translations regardless of experiential, interpersonal, or textual meaning misrepresentation. The study concludes that SFL meaning-based approach helps to raise an awareness among translation students of their choices and to make informed decisions of their practices as future translators,

and this approach also helps educators provide feedback for students based on objective reasoning of translation errors.

In another study of the flow and naturalness of translation, Kim (2007b) applies the textual metafunction to investigate and contrast thematic structuring of two translated texts (from English to Korean) as compared with the original text. The study concludes that the description of Theme systems in both English and Korean, and the employment of the textual metafunction as a tool of analysis have the potential to enhance translation education by providing learners with informed choices in their translations that are based on the results of insightful textual analysis of both the source and target texts away from intuitions and personal opinions.

Manfredi (2011), however, employs multiple SFL theories including ideational grammatical metaphor, appraisal systems, and the textual and interpersonal metafunction in her analysis of translated texts (from English to Italian) in an attempt to link SFL with the practice of translation. The study argues that since SFL and translation share the same main concern for meaning, SFL could serve as a descriptive and analytical tool for translation training and education. The results of the study, using the system of modality, show that some interpersonal meanings that express modality were incorrectly rendered in the target text. This, as Manfredi (2011) stresses, might imply an ideological stance being inaccurately conveyed in the translation. The study concludes that SFL can provide a metalinguistic toolkit to articulate translation problems using meta-functional terms to assist the translation teaching efforts from analytical and practical perspectives.

Kim and Huang (2012) apply the textual metafunction in order to analyze Theme types and thematic progression of three English translations (target texts) of a Chinese text (source text). Using the system of Theme, their study investigates textual meanings represented in both

languages, the reasons behind the different employment of various Theme types in the source text and the target texts, and the influence of those translation choices on the textual quality of translation. The results demonstrate translation shifts and differences in textual meanings in terms of the number of textual, interpersonal, and marked or unmarked topical Themes used in the original Chinese text compared with the three English translations. The authors conclude the differences in the use of Theme types between Chinese and English reflect the fact that both languages have their own structural characteristics that form textual, interpersonal, and topical Themes.

CHAPTER 3

METHODOLOGY AND DATA ANALYSIS

The purpose of this study is to examine textual meanings and their equivalent translations underlying various thematic choices in the TTs in Arabic as compared to the English ST, and implications of such an analysis on the change of textual meanings either lost or added through the process of translation. Following Halliday's definition and description of textual meaning, and drawing on the description of Arabic structures proposed by Abdul-Raof (1998), the system of Theme is employed in order to conduct a comparative analysis, investigating different thematic choices made by translators and their meanings as compared with the original text. This chapter aims to provide a description of the research methodology, including data, methods of analysis, and research limitations. This chapter also presents the result of the data analysis in two sections: results of quantitative and comparative analysis respectively.

Data

Data were collected from the online forums of the Arabic Translation and Intercultural Dialogue Association (ATIDA)³ where translators, with varied levels of expertise, share or post their work for critical discussion and exchange of ideas that contribute to the quality of their translations. The data used for the comparative analysis comprise a non-literal expository text in English (i.e., source text) and six Arabic translations⁴ (i.e., target texts) of the original text. Those texts were specifically selected to ensure that all sentences are in the declarative mood in order to clearly and appropriately examine and compare the patterns of markedness/unmarkedness of Theme at the clausal level in each text.

³ More information about the association and its forums available on the official site at www.atida.org

⁴ The total number of translations posted for the original text were seven. One translation, however, was incomplete and was excluded from this study for that reason.

Methods of Analysis

To satisfy the objectives of the comparative analysis adopting the system of Theme, each text was broken down into single clauses as the main unit of analysis. Each clause was broken down into two elements: Theme and Rheme. As a clause might contain multiple Themes as well as the obligatory topical Theme in each clause, topical Themes were first classified as either marked or unmarked; and the other optional marked Themes were classified as either interpersonal or textual.

Thematic Patterns and Features of Theme Distribution. The constituent order of clausal constituents was examined to achieve the purpose of Theme identification and categorization. If the clausal constituents followed the basic constituent order in both languages (e.g., subject-predicator-complement in English or predicator-subject-complement in Arabic), the Theme was classified as unmarked topical Theme. When there was any change in the ordinary order or fronting of a clausal constituent (e.g., complement-subject-predicator in English and subject-predicator-complement in Arabic), the Theme was classified as marked topical Theme. Textual Themes were identified in both languages as circumstantial adjuncts (i.e., time or place adjuncts), conjunctive adjuncts, and/or clause-initial conjunctions, whereas interpersonal Themes were identified as modal adjuncts (i.e., mood and comment adjuncts) that are positioned initially in a clause.

Quantitative Analysis. After the process of Theme identification and categorization, a quantitative analysis was conducted. The quantitative analysis aimed to determine the frequency of thematic choices in each text and to present similarities and differences between the various

translations and the original text to show various uses of these textual mechanisms. The quantitative analysis categorized different types of Themes and calculated them accordingly: unmarked topical, marked topical, textual, and interpersonal Theme.

Comparative Analysis. The quantitative analysis was followed by a comparative analysis of the patterns of thematic development in terms of their markedness features. This analysis aimed to categorize and enumerate the changes of thematic patterns in the Arabic translations as compared to the original English text.

Explanatory Account. The presentation of data analysis findings was followed by an explanatory account that aimed to explain the variations in thematic choices between the original English text and its Arabic translations. This account aimed to provide interpretations and insights into the variations of the choices made in the target texts as compared to the source text. This account also discusses how different thematic choices in the target texts might result in changing the textual meaning intended by the original author of the English text. Figure 5 describes the design and steps followed in this investigation.

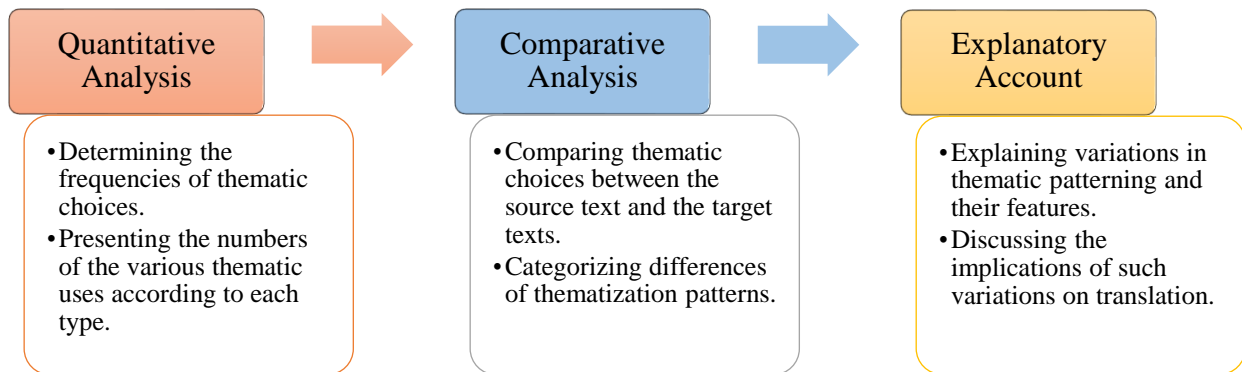


Figure 5. Description of the study design and investigation steps.

The data (i.e., ST and TTs) were analyzed by identifying and categorizing Theme at the clausal level, quantifying instances of Themes according to their types, and providing explanations of the figures and various patterns of thematic development found and tabulated from the data. The results of the quantitative analysis are presented first and followed by a detailed comparative analysis of Theme structures of the TTs as compared to the original ST.

Quantitative Analysis Results

The aim of conducting a quantitative analysis in this study was to demonstrate the variations in the thematic choices of translators and compare these choices from a broader and comprehensive perspective of textual development in general. This analysis shows varied use of different Theme types in each text. The ST, for instance, shows use of only two Theme types: unmarked topical Theme and textual Theme. Unmarked topical Themes form 71% of the total number as compared to textual Themes that form only 29%.

The TTs, however, showed more frequent use of textual and unmarked topical Themes as compared to the other two types. The use of textual Theme ranges from 47% to 58%, whereas the unmarked topical Theme ranges from 33% to 44% of the total number. Unlike ST, TTs show occurrences of marked topical and interpersonal Themes. Table 3 and Figure 6 outline the result of the frequency of Themes utilized in the texts and their percentages.

Table 3

Occurrences of Theme types in each text

Text / Theme Type	Unmarked	Marked	Textual	Interpersonal	Total
ST	17	0	9	0	26
TT 1	12	3	19	0	34
TT 2	16	1	20	0	37
TT 3	11	5	19	0	35
TT 4	14	2	17	0	33
TT 5	12	4	20	0	36
TT 6	14	1	15	1	32

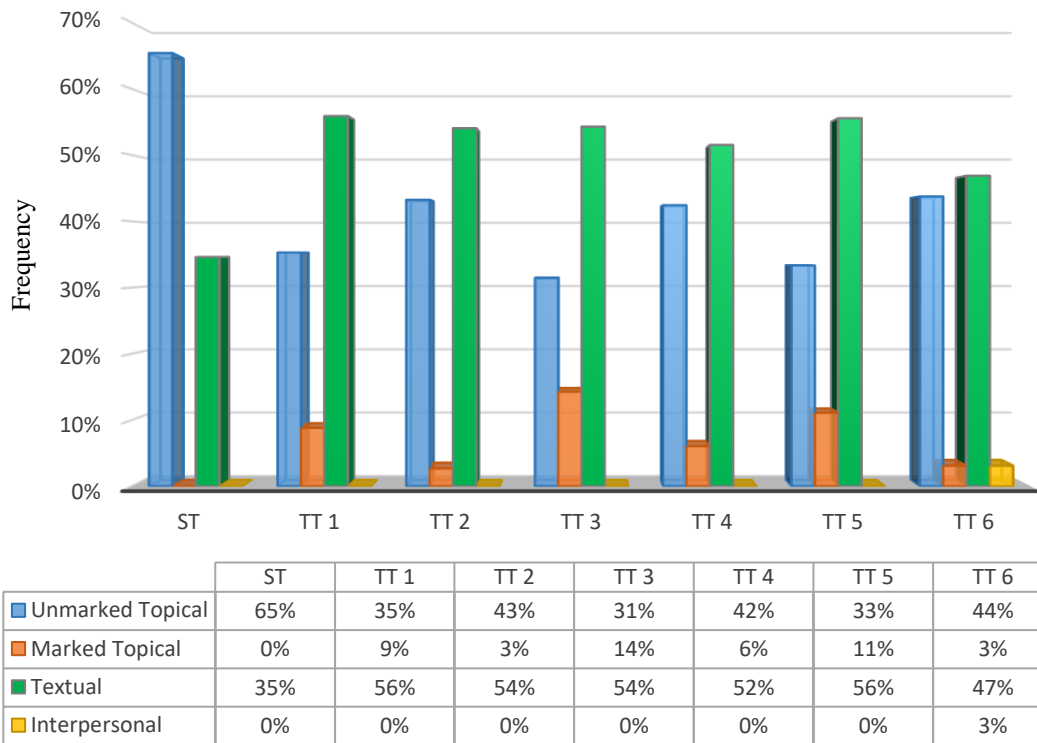


Figure 6. Percentages of Theme types distribution across texts.

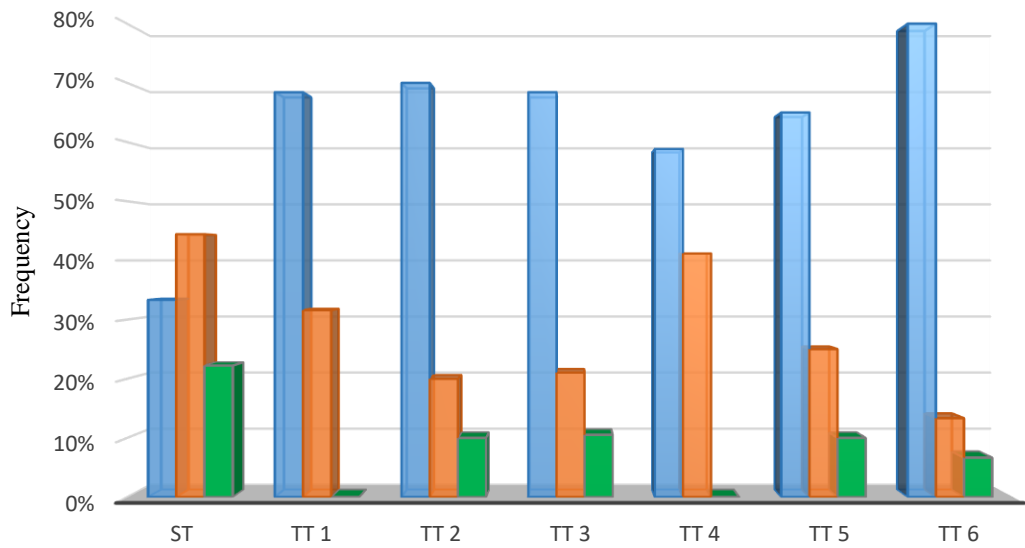
As shown above, the higher use of textual Themes in the TTs as compared to the ST is attributed to the fact that the Arabic language has inherent cohesive and grammatical features, as represented in the frequent use of initial conjunctions, primarily the sentence-starting conjunction (و, *wa*) that is equivalent to the cohesive conjunction *and* in English, but functionally different in Arabic. Unlike the English style of writing, the use of such a marker in Arabic links the clauses and sentences of a text, creating textual cohesion (Ryding, 2005). In other words, most sentences within an Arabic text begin with a cohesive conjunction that connects each sentence with preceding sentences.

Furthermore, conjunctions in Arabic primarily play a major role in the cohesion of a text rather than adding experiential meanings to a sentence (Ryding, 2005). Therefore, I further analyzed and categorized textual Themes in each text into three formal types: conjunction, adjunct, or relative, in order to examine the ways in which these types are added with different degrees of frequency in the Arabic texts. Table 4 and Figure 7 show the number and percentage of textual Themes according to their types.

Table 4

Textual Theme types in each text

Text / Textual Theme Type	Conjunction	Adjunct	Relative
ST	3	4	2
TT 1	13	6	0
TT 2	14	4	2
TT 3	13	4	2
TT 4	10	7	0
TT 5	13	5	2
TT 6	12	2	1



	ST	TT 1	TT 2	TT 3	TT 4	TT 5	TT 6
Conjunction	33%	68%	70%	68%	59%	65%	80%
Adjunct	44%	32%	20%	21%	41%	25%	13%
Relative	22%	0%	10%	11%	0%	10%	7%

Figure 7. Percentages of the distribution of textual Theme types across texts.

This study follows a meaning-based approach, investigating the patterns of thematic development and their underlying meanings, elements that contribute to cohesion and grammaticality of texts are regarded as irrelevant. Therefore, such thematically less significant constituents of textual Themes as cohesive conjunctions were excluded from this study. This exclusion, or refinement process, helps the comparative analysis of this study to focus on examining thematically meaningful choices and the variations in patterns of thematization.

The process of textual Theme refinement rendered unmarked topical Theme the highest type chosen in all texts followed by textual, marked topical, and interpersonal Theme, respectively. Table 5 and Figure 8 represent the final stage of the analysis of data through the refinement process (i.e., removal of cohesive or grammatical elements from all texts).

Table 5

Occurrences of Theme types in each text after refinement

Text / Theme Type	Unmarked	Marked	Textual	Interpersonal	Total
ST	17	0	6	0	23
TT 1	12	3	6	0	21
TT 2	16	1	6	0	23
TT 3	11	5	6	0	22
TT 4	14	2	7	0	23
TT 5	12	4	7	0	23
TT 6	14	1	3	1	19

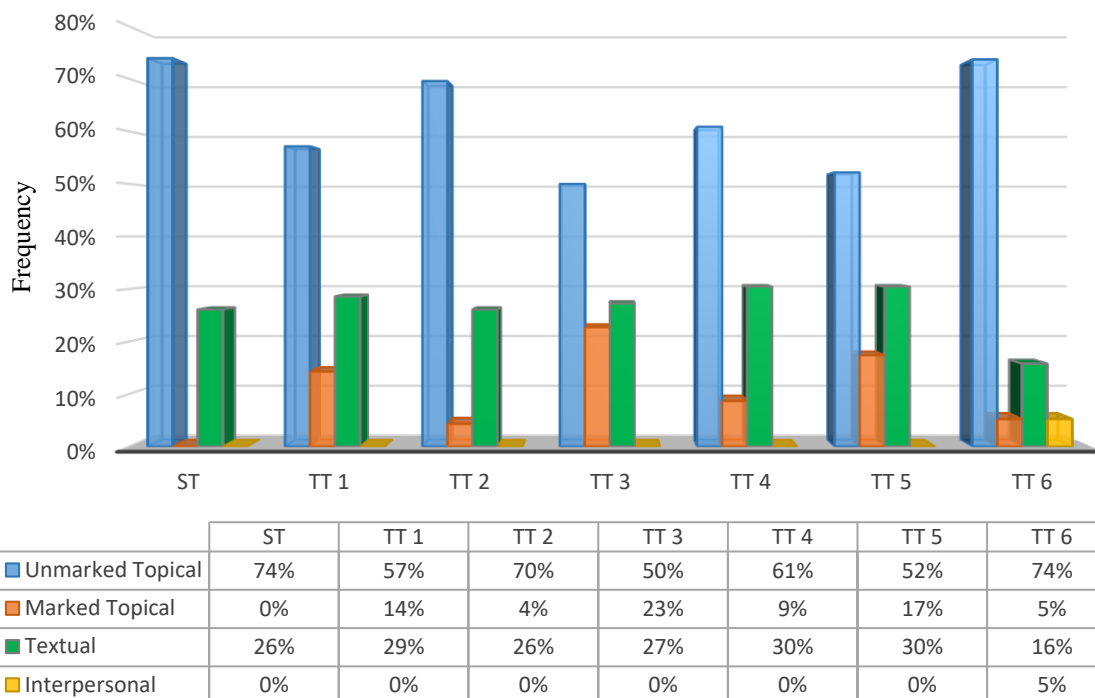


Figure 8. Percentages of Theme distribution across texts after refinement.

Despite the fact that all texts showed higher uses of unmarked topical Theme, each TT, as Figure 8 illustrates, showed different thematic patterns and frequencies as compared to the ST, reflecting the various thematic choices made by translators. For example, TT 3 showed the highest instances of using marked topical Themes as compared to the other TTs, whereas no such Theme appeared in the ST. TT 6 showed use of an interpersonal Theme, contrary to the other texts that showed no such Theme. In terms of textual Themes, all texts showed similar patterns of use (ranging from 26% to 30%) except for TT 6 with the lowest occurrence of textual Themes (only 16%).

As the findings of this analysis provide suggestive evidence that types of Theme are differently employed in each TT as compared to the ST, the next section elaborates on this

phenomenon by illustrating the changes that occurred to the positions of clausal constituents and comparatively analyzing the thematic choices and their patterns.

Comparative Analysis Results

The purpose of conducting a comparative analysis is to observe and demonstrate the changes of thematic choices found in the TTs through the categorization and comparison of these choices as opposed to the ST. In this analysis, each TT was compared against the ST in order to show the translators' various patterns of thematization. The results of this analysis showed that most TTs followed the same way of expressing Theme as in the ST. However, cases of deviation were observed. In other terms, some sentences in the TTs showed different patterns of thematization as compared to their counterparts in the ST. Each category represents a pattern of Theme difference and is provided with example sentences from the ST and TTs along with back translations (BT) of the sentences in the TT. Theme differences between the ST and TTs are highlighted in grey.

Theme Marking. Some TTs showed several instances of Theme marking (i.e., changing the unmarked Theme of a sentence in the ST into marked in the TTs). These instances include the addition of a textual or an interpersonal Theme, or the use of a nominal sentence (marked) instead of the verbal (unmarked) in the TT. Examples of these patterns are provided in Table 6, 7, and 8 as follows:

Table 6

Example of a textual Theme addition

ST	The Solidarity Center	trains union organizers ...	
	Unmarked topical Theme	Rheme	
TT1	منظمي النقابة ...	يدرب مركز التضامن	ولأهمية ما سبق،
	Rheme	Unmarked Topical Theme	Textual Theme
BT	Given the importance of the previous,	the Solidarity Center	trains union organizers ...
	Textual Theme	Unmarked topical Theme	Rheme

Table 7

Example of an interpersonal Theme addition

ST	Without collective bargaining,	they	have no way to improve their wages and workplace conditions.	
	Textual Theme	Unmarked Topical Theme	Rheme	
TT6	طريق لتحسين أجور العمال وبيئة العمل بدون التفاوض الجماعي.	لا يوجد	يكاد	و بدون النقابات،
	Rheme	Unmarked Topical Theme	Interpersonal Theme	Textual Theme
BT	Without unions,	hardly	there	is no way to improve workers' wages and workplace environment without collective bargaining.
	Textual Theme	Interpersonal Theme	Unmarked Topical Theme	Rheme

Table 8

Example of marking a topical Theme

ST	Freedom of association	is the underpinning of every democratic society.	
	Unmarked topical Theme	Rheme	
TT1	هي الجوهر لأي مجتمع ديمقراطي.		وحرية الانضمام للنقابات
	Rheme		Marked Topical Theme (nominal clause)
BT	Freedom of joining unions		(is) ⁵ the essence of any democratic society.
	Marked Topical Theme		Rheme

Omission of textual Theme. In some TTs, occurrences of textual Theme omission were observed. In other words, some translators decided to totally neglect the transmission of some textual Themes during the process of translation. Table 9 below provides an example that clarifies such omission.

Table 9

Example of a textual Theme omission

ST	Without collective bargaining,	they	have no way to improve their wages and workplace conditions.
	Textual Theme	Unmarked Topical Theme	Rheme
TT4	إذ تعد الوسيلة الوحيدة لتحسين الأجور وشروط أماكن العمل		ولا بد من المساواة الجماعية
	Rheme		Theme

⁵ A nominal sentence in Arabic might not require any verb of any kind. Therefore, the verb “is” between parentheses in the backtranslation is considered omitted when the Arabic nominal sentence includes no verb.

BT	Social equality is a must	because it is the only means to improve wages and workplace conditions.
	Theme	Rheme

Conversion of Theme into Rheme. Some TTs showed occurrences of changing a marked sentence structure in the ST into an unmarked sequence of clausal constituents in the TT. For example, some translators showed occurrences of changing the position of a textual Theme of a sentence in the ST to be part of the Rheme of a sentence in the TT. Table 10 gives an example of such a change in thematic choices (the intended Theme change is underlined).

Table 10

Example of conversing a Theme into Rheme

ST	<u>Without the right to organize,</u>	people	have no way to strive for economic and social justice.
	Textual Theme	Unmarked Topical Theme	Rheme
TT6	سبيل للأشخاص للنضال من أجل العدالة الاقتصادية والاجتماعية إذا لم يكن هناك حق في تنظيم النقابات.		ولا يوجد
	Rheme		Unmarked Topical Theme
BT	There		is no way for people to strive for economic and social justice <u>if there is no right to organize unions.</u>
	Unmarked Topical Theme		Rheme

Conversion of Rheme into Theme. Some translations showed different ways of moving the Rheme (or part of it) of some sentences in the ST to be part of the Theme in the TT, resulting in a conversion of some Rheme constituents to be part of the Theme in the TT and adding more

information to the Theme. Table 11 provides an example illustrating such a change (the intended change is underlined).

Table 11

Example of conversing a Rheme or part of it into Theme

ST	Without unions,	workers	have little or no recourse <u>when their rights are violated.</u>
	Textual Theme	Unmarked Topical Theme	Rheme
TT1	بلا ملاذ.	يضحى العمال	وبغياب النقابات في المجتمعات التي <u>تُنْتَهك فيها حقوق العمال،</u>
	Rheme	Unmarked topical Theme	Textual Theme
BT	With the absence of unions in societies <u>where workers' rights are violated,</u>	workers	become with no recourse.
	Textual Theme	Unmarked topical Theme	Rheme

Theme Replacement. In terms of information contained in the Theme, there were instances of replacing Theme content or information in some ST sentences with new ones in the TTs such as the replacement of a pronoun in the ST with an empty subject in the TT. Table 12 and 13 give two examples of such an issue.

Table 12

Example 1 of Theme replacement

ST	Without collective bargaining,	They	have no way to improve their wages and workplace conditions.
	Textual Theme	Unmarked Topical Theme	Rheme
TT1	طريقة لتحسين أجور العمال وشروط أماكن العمل.	لن يكون هنالك	ودون التفاوض الجماعي،
	Rheme	Unmarked topical Theme	Textual Theme
BT	Without collective bargaining,	There	would be no way to improve workers' wages and workplace conditions.
	Textual Theme	Unmarked topical Theme	Rheme

Table 13

Example 2 of Theme replacement

ST	Without the right to organize,	people	have no way to strive for economic and social justice.
	Textual Theme	Unmarked Topical Theme	Rheme
TT1	للعدالة الاجتماعية والاقتصادية.	لا وجود	فمن غير وجود حق التنظيم،
	Rheme	Marked topical Theme (nominal clause)	Textual Theme
BT	Without the right to organize,	There	(is) no existence of social and economic justice.
	Textual Theme	Marked topical Theme	Rheme

CHAPTER 4

DISCUSSION AND CONCLUSION

This thesis was conducted with the aim of exploring thematic patterns of English and Arabic clause structures and the textual meanings underlying those structures, bearing in mind the implications of such an investigation on the quality, practice, and education of translation. In order to conduct such an examination, this study, drawing on SFL, adopted the system of Theme (i.e., textual metafunction) as an analytical tool, examining and comparing the structures of an English text (ST) and six Arabic translations (TTs). The study argues that thematic choices in any text are not arbitrary and, therefore, imply textual meanings that translators might lack a full understanding of their significance during the rendering of meanings to the target language. This research also argues for the usefulness of the SFL system of Theme as an objective metalinguistic tool from an analytical perspective and in the actual activity of translation.

The textual analysis of the ST and TTs chosen for this research reveals that a high number of thematic structures in the ST, in terms of markedness or unmarkedness, were preserved during the rendering to the TTs. However, as presented in the previous chapter, there were cases of deviation (i.e., translational shifts) where a translator changed the unmarked thematic structure in the ST into a marked one in the TT and vice versa. Moreover, cases of adding thematic structures (e.g., textual and interpersonal Themes) to some TTs that were not found in the original ST were observed. These observations are indicators of the subjectivity of thematic choices by the translators and of insufficient understanding of the significance of their textual meanings and implications of the faithfulness and quality of translation. Following sections give an explanatory account to the variations in thematic choices found in this study and discuss implications of such an analysis for the practice and education of translation.

Explanatory Account for Theme Variation

As previously shown in the data analysis, variation in the thematic patterning between the ST and TTs were observed (e.g., changing the Theme into Rheme and vice versa, changing the unmarked structure of a sentence into a marked one and vice versa, and addition or omission of Themes). Such variations in the TTs imply alteration to the textual meanings intended by the author of the ST. For instance, when an author uses a marked Theme in the ST, it is given prominence as the point of departure and the foregrounded topic intended and emphasized by the author. Therefore, changing the marked structure, as Table 10 demonstrates, into an unmarked one means deletion of the prominence given to that Theme and alteration in the intended textual meaning. On the other hand, changing the unmarked structure in the ST by marking the topical Theme or adding marked Theme(s) in the TTs, as in Table 6,7, and 8, also alters the textual meanings by giving prominence to other sentential constituents not intended or emphasized by the author in the ST, and adding more textual or interpersonal meaning to the TT not expressed in the ST.

Translation, however, is the rendering of meaning of a text in the way the author intended the text (Newmark, 1988), and as illustrated earlier in this study, thematic choices, especially marked ones, are not arbitrary, but imply textual meanings that are motivated to achieve various discursive purposes, such as aesthetic, stylistic, emphatic, or contrastive (Abdul-Raof, 1998). Such textual meanings need to be transferred to the TT in order to reflect the intentions of the ST author and create equivalence of textual meaning in the TT.

To achieve this goal, translators need to preserve thematic patterning in terms of markedness level of ST sentences during the rendering process into TT, taking into account the linguistic features of the target language to avoid distorting the TT(s) (Baker, 2011). This

preservation is of significance as it contributes to the equivalence of textual meaning between the ST and TT and accounts for the fidelity of or faithfulness in translation. The non-preservation of thematic patterning, however, results in changing those intended meanings and the method of text development and orientation of readers.

In short, changes in thematic patterning in translation is attributed to grammaticality or acceptability issues in the target language (Baker, 2011). Otherwise, any unjustified change in the level of markedness realized in the thematic choices of TT sentences appertain to the translator's subjectivity and lack of understanding of the textual meanings underlying those structural patterns, as they affect the quality of translation by adding, deleting, or changing textual meanings expressed in the ST.

Application of Theme Analysis in Translation Education

Translation as a process passes through two main phases: interpretation of the ST and generation of the TT. The first phase requires understanding of the source language and its linguistic features, whereas the second phase entails understanding of the target language and its structures in order to equivalently reproduce meanings.

The focus of translation, traditionally, has been on experiential meanings (Kim & Matthiessen, 2015); translators, especially novice or student translators, tend to primarily focus on the extraction of experiential meanings in the ST and recreate those meanings in the TT, overlooking the significance of textual meanings as representations of author's intentions and methods of text development and reader orientation.

The overlooking of such meanings is due to either the lack of understanding the forms and meanings of such structures in the source language (e.g., English) or the lack of linguistic

resources in the target language (e.g., Arabic) to naturally recreate those meanings. The unawareness of the significance of textual meanings in the ST by translators thus renders thematic choices in the TT rather free of restrictions and based on the translator's or translation instructor's subjectivity and intuitive judgments.

Descriptions of Theme systems for both the source and target language (e.g., English and Arabic), however, bring into translators' awareness the importance of those meanings as they reflect the author's intentions, method of text development, and patterns of readers guidance. Such descriptions empower translators with theoretical linguistic grounding that enable them to interpret and identify textual meanings in the ST and transfer such meanings through the preservation of thematic patterning and level of markedness of ST sentences in TT.

Moreover, employing the system of Theme in translation education enables instructors to assist student translators in making informed thematic choices in their translations, understanding the textual meanings in the ST and polishing their translations accordingly. Instructors also may conduct an objective and scientific textual analysis based on the SFL theory of the ST and TT for learners' education through the demonstration of textual meanings and examination of translational shifts. In addition, they may use the textual metafunction for the assessment of textual meanings between the ST and learners' translations through the categorization and identification of translation errors concerning textual meanings using SFL terms (e.g., textual Theme addition or conversion of Theme into Rheme). This analysis might assist both the instructor and learner in examining textual meaning equivalences as to what extent such meanings were preserved in the TTs and why translational shifts occur.

Concluding Remarks and Recommendations

The present study has illustrated the significance of textual meanings, examined varied thematic patterning, adopting SFL system of Theme, of an English ST and six Arabic TTs, and discussed the implications of such an examination on the activity and education of translation. The study suggests that a functional analysis of texts (i.e., ST and TTs), using the textual metafunction, helps translators to understand, interpret, and transfer textual meanings; it also empowers translation instructors with a meaning-based tool to objectively identify and articulate textual issues in translation and conduct a comparative analysis of the ST and TT(s) for nonintuitive translation instruction, evaluation, and feedback.

It should be noted that limitations of the current study revolve around three main issues. First, the texts used for analysis were chosen to be non-literary, and its sentences were ensured to be in the declarative mood; thus, the results cannot be generalized to other text types and genres. Second, the data chosen for analysis are of a small scale. Finally, the analyzed translations represent the work of novice translators, which makes it difficult to generalize the findings to include the work of professional translators.

This study, however, represents an attempt to link SFL with translation studies, addressing translation issues related to textual meanings theoretically and practically. Further research is recommended to investigate such meanings in different text genres and professional translations. Moreover, research on how to integrate SFL metafunctions, specifically the system of Theme, into a curriculum of translation training is another issue worth attention and investigation in order to develop objective and meaning-based methods of instruction and assessment of the translation.

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APPENDIX A: APPROVAL LETTER



Office of Research Integrity

September 18, 2017

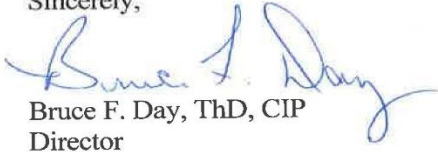
Saud Alshehri
322 Stoneheath Drive
Barboursville, WV 25504

Dear Mr. Alshehri:

This letter is in response to the submitted thesis abstract entitled "*Patterns of Thematic Development in English and Arabic and Their Implications on Translation.*" After assessing the abstract, it has been deemed not to be human subject research and therefore exempt from oversight of the Marshall University Institutional Review Board (IRB). The Code of Federal Regulations (45CFR46) has set forth the criteria utilized in making this determination. Since the information in this study does not involve human subjects as defined in the above referenced instruction, it is not considered human subject research. If there are any changes to the abstract you provided then you would need to resubmit that information to the Office of Research Integrity for review and a determination.

I appreciate your willingness to submit the abstract for determination. Please feel free to contact the Office of Research Integrity if you have any questions regarding future protocols that may require IRB review.

Sincerely,



Bruce F. Day, ThD, CIP
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