



Doctorate in Education

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Proposal Defense

A Proposal for “The Role of Cohesive Devices in English and Arabic Newspaper Editorials
and the Pedagogical Implications for Translation”

Dr. John McKenny

Dr. Yasemin Yildiz

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1. Introduction

Halliday and Hasan (1976) designed a comprehensive model of grammatical and lexical cohesion that has been employed as an instrument of discourse analysis in a huge body of research in English and Arabic (e.g. Abdul Rahman 2013; Abu Ayyash 2013; Crane 1994; Crossley, Salsbury & McNamara 2010; Granger & Tyson 2007; Green 2012; Khalil 1990; Leo 2012; Morley 2006; Na 2011). The reason behind using Halliday and Hasan's (1976) model in textual analysis is that it has been considered the most comprehensive account of cohesive devices (Moreno 2003; Xi 2010) and a well-developed taxonomy of cohesion (Chen 2008). Nevertheless, the 1976 model has undergone several changes and adaptations at the levels of grammatical and lexical cohesion. Therefore, the present study bases the analysis of cohesive devices on a model that takes into account the various adaptations to the 1976 model.

The choice of cohesive devices as a linguistic analysis tool to investigate certain types of texts lends itself to a variety of reasons. Firstly, it is cohesive devices that make a text a text (Halliday & Hassan 1976) and therefore can be used as a tool to determine whether a sequence of sentences can or cannot be described as a text (Cook 1989; Hatch 1992; Thornbury 2005). Put differently, cohesive devices maintain text unity, thus creating the distinction between texts as unified wholes and disconnected sequences of sentences (Tanskanen 2006). Secondly, through cohesive devices writers establish the logical organization and structure of information in all kinds of texts (Goldman & Murray 1989). Thirdly, cohesive devices are the only non-structural component of texts, and therefore they constitute the sole instrument for non-structural, textual analysis (Creswell 2008; Halliday 2004). Finally, cohesive devices are a fundamental linguistic tool that producers of texts use to help receivers decode, interpret, or understand their messages (Brown & Yule 1983).

The current paper is a proposal for a doctoral thesis that will examine the role of cohesive devices in English and Arabic editorials. The thesis will attempt to answer the following questions:

1. What is the role of grammatical and lexical cohesive devices in English and Arabic editorials?

2. What are the patterns that exist in English and Arabic editorials as far as cohesive devices are concerned?
3. What are the implications of the cohesive devices analysis for teaching English-Arabic translation at university level?

In order to answer the three questions, the thesis will involve in-depth linguistic analysis of cohesive devices in thirty editorials that address the Egyptian recent developments starting with the revolution-or-coup controversy that followed the ousting of former Egyptian president, Mohammad Morsi and extending to Sisi's rise to power. After highlighting the rationale behind and the significance of the study, this proposal will introduce the theoretical framework of the intended linguistic analysis of cohesive devices. Then, the four sections of the literature review, which are the conceptual framework of cohesion, English and Arabic studies on cohesion, cohesion in English-Arabic translation and teaching translation, will be outlined. Following those, an explanation of the research approach, methodology, instrument/model and sampling strategy will be provided. In addition, this proposal will present a brief introduction about the type of analysis that will be conducted later in the thesis. The proposal will also delineate the limitations of the intended analysis. Finally, the work plan that identifies a tentative time frame of the thesis will be outlined.

2. Rationale and Significance

The significance of the proposed thesis stems from a number of considerations. Firstly, no study of cohesive devices has so far taken into account the adaptations and changes in the 1976 model of cohesion when designing the instrument of analysis. Till the moment of writing this proposal, this is the only study that uses a comprehensive model of cohesion that encompasses the 1976 model and all the adaptations introduced in subsequent work. Secondly, this study is the first one to analyse the role of cohesive devices in Arabic newspaper editorials using the new model. Thirdly, the theme to be analysed is a new theme in newspaper editorials and is unlikely to have been analysed using the new model of cohesion. Fourthly, the scope of the current study is broader than any previous one done on cohesion in editorials as it covers two languages at a supra-textual level. This means, that unlike the majority of the previous studies on cohesive devices, the present thesis will attempt to extend the textual analysis of editorials into two languages to come up with common patterns and/or themes of cohesion employed in both languages.

3. Theoretical Framework

Linguistic analysis, which is the type of analysis intended for the thesis, is rooted in two major linguistic theories: Systemic Functional Grammar (SFG) and Construction Grammar (CG). However, in order to set the linguistic background of these two theories, the theoretical framework will briefly cover other grammar theories, such as Transformational Generative Grammar (TGG), Standard Theory (ST), Government and Binding (GB) Theory, Word Grammar (WG) and Applicative Universal Grammar (AUG). TGG, which was developed by Noam Chomsky in 1957, looks at language as a finite rule system that is concerned with the “rules that could generate all the syntactic structures underlying what people actually said in any language” (Hall 2005, p. 188). One more principle of Chomsky’s TGG is the dismissal of any possibility to conduct formal, structural analysis beyond the sentence level (Coulthard 1985).

At the centre of TGG lies a fundamental principle: “The notion ‘grammatical’ cannot be identified with ‘meaningful’ or ‘significant’ in any semantic level... [and] any search for a semantically based definition of ‘grammaticalness’ will be futile” (Chomsky 1957, p. 15). This dimension in particular opened the doors for the emergence of several linguistic theories that argued otherwise. Interestingly, two of those were developed by Chomsky himself in 1965 and later in 1981. In 1965, Chomsky introduced the *Standard Theory* (ST), which acknowledges that “there must be a partially semantic basis for the acquisition of syntax or for the justification of hypotheses about the syntactic component of a grammar” (Chomsky 1965, p. 32). Chomsky’s 1981 *Government and Binding* (GB) Theory even addressed lexical items as the atomic units of syntax (Black 1999). What is common in the three theories, TGG, ST and GB, is that the sentence remained the major unit of analysis. This syntagmatic emphasis was also present in Word Grammar (WG), a theory that was developed in the 1980s by Hudson (2007), and which, in spite of its rejection of TGG’s division between lexicon and grammar, holds that information about and dependencies between individual words should be the basic component of any structural analysis. This particular emphasis on syntagmatic relations makes TGG, ST, GB and WG inappropriate to form the theoretical background of the intended study since it seeks to analyse both syntagmatic and paradigmatic relations of linguistic units within texts. Although Applicative Universal Grammar (AUG) stresses the necessity of looking at syntagmatic and paradigmatic relations (Shaumyan 1998; Shaumyan & Segond 1994), it

“views language as a system of interactions between sound and meaning” (Shaumyan 1998, p. 3), and therefore cannot be part of the theoretical framework of the intended thesis.

Accordingly, the theoretical framework of the intended thesis will consist of theories that go beyond the sentence level and that consider networks of relations in texts. Two theories that do so are Systemic Functional Grammar (SFG) and Construction Grammar (CG). Following is a rough account on how both theories are linked to the intended study of cohesive devices.

SFG holds that any linguistic analysis must go beyond the sentence (Johnstone 2002; Jordan 2004; Thompson & Klerk 2002; van Dijk & Kihtsch 1983) and therefore must consider the paradigmatic and syntagmatic relations within texts, which is a core tendency in the intended thesis. In addition, SFG focuses on choices within the grammatical system and on how these choices can build meaning (Chappell 2013; Halliday 2004). This dimension makes it a perfect fit for the intended study, which in part seeks to understand how cohesive devices are employed to build textual meanings. Moreover, cohesive devices, the core of the intended analysis, are directly referred to in SFL. The theory proposes three metafunctions of language: *ideational*, *interpersonal* and *textual* (Halliday 2004; Halliday & Hasan 1976). Table 1 summarizes the components of language metafunctions and what they are concerned with as adapted from Halliday and Hasan (1976).

Function	Concerned with...	Components/Examples
Ideational	The speaker in his role as observer	Experiential: Transitivity, tense Logical: paratactic and hypotactic relations (condition, report)
Interpersonal	The speaker in his role as intruder	Attitude, comment, mood.
Textual	The resources that language has for creating text	Structural: theme, voice, information focus Non-structural: cohesion (reference, substitution, ellipsis, conjunction, lexical cohesion)

Table 1: Metafunctions of language (Adapted from Halliday & Hasan 1976)

Halliday and Hasan (1976) explain that the ideational component of language expresses content, whether it is experiential or logical, that the interpersonal component represents the speaker's attitudes and judgments, and that the textual component represents the forming of the text in the linguistic system. As shown in Table 1, cohesive devices are accounted for and are actually part of SFG.

The other theory that the intended study builds on is Construction Grammar (CG). Since one of the study's aims is to analyse the form and function of cohesive devices, CG will provide a rich theoretical account as the theory is built on the notion of Constructions, which refer to the twinning between form and function (Goldberg 2003; Mischler 2014). One more reason why CG is strongly tied to the intended thesis is that it accounts for universal functions, "how form and meaning tend to be linked across languages" (Goldberg 2003, p. 222). This theoretical tendency lies at the heart of the intended thesis which seeks to come up with common linguistic patterns between English and Arabic. Based on the above analysis, SFG and CG will form the theoretical framework of the present thesis.

4. Literature Review

This part will be divided into four sections. The first one will address the conceptual framework of cohesion. The second section will spotlight previous literature on cohesive devices in English and Arabic texts. The third section will present previous research that is directly related to issues in the English-to-Arabic translation of cohesive devices, and the fourth will address the studies related to teaching translation since one of the purposes of this study is to come up with certain pedagogical implications for English-Arabic translation.

4.1 Conceptual framework

This section will be present in the thesis to serve three main purposes. Firstly, it will explain the concepts that will constitute the core of the linguistic analysis intended to be conducted. Secondly, it will highlight the developments and adaptations that have taken place since the 1976 model of cohesive devices was first introduced. Thirdly, the conceptual framework will form the basis for the model, or instrument that will be employed to analyse the selected press editorials. According to Halliday and Hasan (1976), cohesion "...refers to relations of meaning that exist within the text, and that define it as a text" (p. 4). One major tool to achieve cohesion of a text is the use of cohesive devices (Crystal 2006). The following conceptual framework of cohesive devices will be discussed in light of Halliday and Hasan's (1976) lexico-grammatical model in which they divide cohesive devices into two broad categories: Grammatical cohesion and lexical cohesion.

4.1.1 Grammatical cohesion

Under grammatical cohesion, Halliday and Hasan (1976) list *reference*, *ellipsis*, *substitution* and *conjunctions*. According to them, *reference* involves the use of textual elements that cannot be decoded in their own right. Some of the reference items are pronouns, possessive forms, demonstratives and the definitive article. Figure 2 presents the different types of reference and their relation to each other based on Halliday and Hasan (1976) and Paltridge (2012).

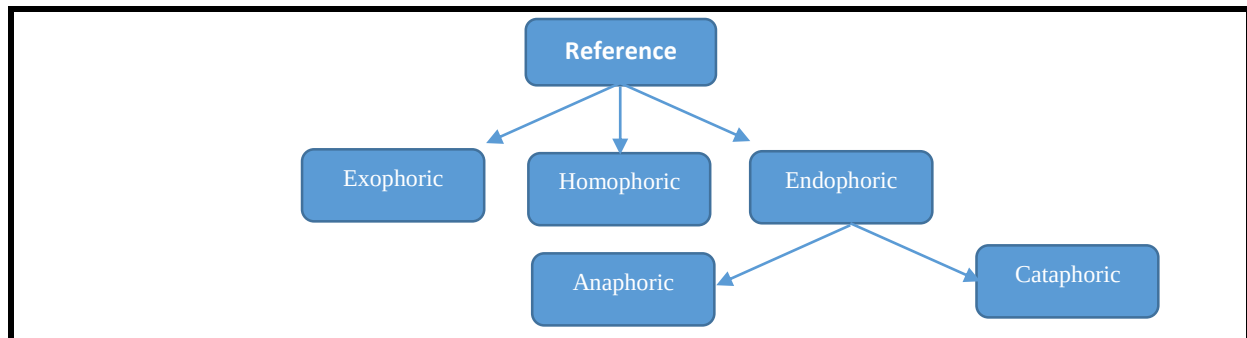


Figure 2: Types of Reference (Halliday and Hasan 1976; Paltridge 2012)

Exophoric reference looks outside the text to decode the identity of the linguistic item being referred to (Halliday & Hasan 1976; Widdowson 2004). *Endophoric reference* involves ties within the text and can be *anaphoric*, where the interpretation of the linguistic item involves moving back, or *cataphoric*, where decoding the reference calls for a forward movement in the text (Halliday & Hasan 1976). Paltridge (2012) has introduced *homophoric reference*, “where the identity of the item can be retrieved by reference to cultural knowledge, in general, rather than the specific context of the text” (p. 116).

The second and third grammatical cohesive devices in the 1976 model are *ellipsis* and *substitution*. Because these two involve the omission of linguistic items, they were included in the same category in later models (e.g. Bloor & Bloor 1995; Halliday 2004). However, while Halliday and Hasan (1976) and Crystal (2006) maintain that *ellipsis* and *substitution* are always anaphoric, meaning that in order to infer the omitted item, one should go backward in the text, McCarthy (1991) and Jones (2012) stress that ellipsis and substitution can be described in terms of cataphora.

To date, all models seem to have identified three types of *ellipsis* and *substitution*, which are *nominal* (a noun head word is deleted), *verbal* (a head verb is deleted) and *clausal* (an entire sentence cluster is deleted) (e.g. Halliday & Hasan 1976; McCarthy 1991). Thomas (1987) further divided verbal ellipsis into *echoing* and *auxiliary contrasting*. In the former, the same

auxiliary verb is repeated, or echoed, whereas in the latter another auxiliary verb is used instead of the one that precedes the deleted verb.

The last grammatical cohesive device that will be included in the model employed by the intended thesis is *conjunctions*. This particular category of cohesive devices has undergone several adaptations since their introduction by Halliday and Hasan in 1976 (Ahangar, Taki & Rahimi 2012). The reason could be that it is not easy to produce an exhaustive list of the entire universe of conjunctions (McCarthy 1991). Therefore, the 1976-model of conjunctions, which consisted only of the categories of *adversatives*, *additives*, *causal* and *temporal*, went on an adding-up spree that may never come to a decisive end. Halliday (2004) expanded the four types of conjunctions into nine by adding *apposition* (e.g. in other words, for example), *clarification* (e.g. in short, by the way), *variation* (e.g. instead, except for that), *comparative* (e.g. similarly, in a different way) and *respective* (e.g. in this respect, elsewhere). Locke (2004) adds one more category, *listing*, and argues that temporal conjunctions, such as *first* and *second*, can also serve listing purposes since they can be used to list the elements of an argument.

4.1.2 Lexical cohesion

According to Smith (2003), lexical cohesion is a seminal contribution of Halliday and Hasan as it has enabled linguists to find patterns of lexical co-occurrence in texts. However, the two categories of lexical cohesive devices, *reiteration* and *collocation*, which appeared in Halliday and Hasan's 1976 model, witnessed several adjustments, which will be integrated into the model that will be used in the intended thesis. All the models that followed the 1976 model included *reiteration* but created some more subcategories that will be accounted for in the conceptual framework section in the thesis and the model/instrument that will be developed to conduct the linguistic analysis. Basically, all the developments and adjustments to the 1976 model maintained the category of *reiteration* but with more subcategories and details. Tanskanen (2006) provided a detailed illustration of all the adaptations related to lexical cohesion and ultimately came up with two broad categories that include a variety of subcategories as follows: *Reiteration* (simple and complex repetition, substitution, equivalence, generalization, specification, co-specification, contrast) and *collocation* (ordered set, activity-related, elaborative). Compare those to the categories of the 1976 model, which are *reiteration* (repetition, synonymy, superordinate) and the general category of *collocation*. Quite understandably, *collocation* was excluded from succeeding models (e.g. Hasan 1984; Hoey

1991; McCarthy 1988; Martin 1992) probably because collocation is not a semantic relation as it is merely about the probability of co-occurrence of lexical items (McCarthy 1991).

4.2 Cohesive devices in English and Arabic

The majority of the studies that conducted textual analysis of cohesive devices has focused on whether there is a relationship between the employment of cohesive devices in texts, particularly academic ones, and the quality of the produced piece of writing, or text. So far, it seems that there is no definitive answer yet as to whether or not the employment of cohesive devices leads to high-quality texts (Ghasemi 2013; Green 2012; Ruegg & Sugiyama 2013). This section will introduce and critique different studies that have come up with incompatible results about the role of cohesive devices in written discourse. The analysis of the previous literature on cohesive devices will be one of the bases on which the approach and method of the intended thesis will be built. An analysis of sample studies is provided here.

Both Liu and Braine (2005) and Yang and Sun (2012) analyse the correlation between cohesive devices and the quality of argumentative essays written by college students. While Liu and Braine (2005) analyse a random sample of 50 argumentative compositions of Chinese non-English majors, Yang and Sun (2012) use a random sample of 30 second year, male and female and 30 fourth year, male and female university students. Both studies have established a significant link between cohesive devices and the quality of argumentative writing. Although both studies are quantitative designs, Yang and Sun's (2012) results seem more reliable as they utilize *t*-tests, which indicate that the observed difference between the two sample groups is statistically significant and is not due to chance (Johnson & Christensen 2008), and Pearson correlation analysis "...to observe the association between the (correct) use of cohesive devices and the writing quality" (Yang & Sun 2012, p. 36). The results of these two studies, however, have been challenged, and conspicuously outweighed by many others that have found no correlation between cohesive devices and the quality of texts, particularly academic ones.

Castro (2004) explored whether or not the employment of grammatical and lexical cohesive devices affected the rating of essays written by Filipino, first-year college students. Castro contends that, "the results of the cohesion analysis indicated no significant difference in the number and types of grammatical or lexical cohesive devices in the low, mid and highly rated essays" (2004, p. 222). The results of Castro (2004) accord with the findings of a number of studies that have investigated the impact of cohesive devices on academic writing (Chen 2008; Johnson 1992; Neuner 1987; Todd, Khongput & Darasawang 2007; Zhang 2000). By and large,

they argue that there is no significant relationship between the number of cohesive devices and the quality of writing. Therefore, the majority of the studies that approached cohesive devices quantitatively by looking at the number of cohesive devices in certain types of texts, mostly academic ones, have found that cohesive devices are not a determiner of text quality.

In accordance with the results of the above studies, but from a totally different angle, Carell (1982), Hoey (2001) and Johns (1986) emphasize the role of the reader in text interpretation, an element where cohesive devices may not play a very significant role. Other studies (e.g. Bin Eddin 2013; McNamara 2013) conspicuously and more directly argue that it is not the number of cohesive devices that determines the quality of a text. McNamara (2013) stresses that the reader's epistemic knowledge plays a major role in determining whether a text is easily comprehended or not regardless to the number of cohesive devices.

At the other end of the spectrum, many researchers emphasize that it is cohesive devices that make a text a text (Halliday & Hasan 1976) and that they play a major role in a text's quality (Ferris 1994; Field & Oi 1992). In Arabic literary texts, for example, additive conjunctions were found to be major contributors to both meaning and texture in the poems of Marwan Jamil Muhaisin (Hammad & Al-Aidi 2012). They state that the density and the diversity of conjunctions are two important factors in building the meaning and texture of the studied Arabic poems, and emphasize the role of additive conjunctions in the smooth flow of meanings. Hameed (2008) conducted a qualitative analysis of the Newsweek's *Ruins with a View*. She used Halliday and Hasan's (1976) taxonomy of cohesion as a basis to explore the cohesive devices' role in building the meaning of the magazine article. She concludes that cohesion plays a major role in creating meaning. On the part of the readers, awareness of cohesive devices has proven to have positive impact on the readers' comprehension of texts (Ebrahimpourtaher & Eissaei 2013).

As far as newspapers articles and editorials are concerned, in her study of the contribution of repetition as a cohesive device to Arabic editorials, Alhelwh (2012) contends that "the effect of repetition goes beyond the lexical cohesion to be a persuasive mean" (p. 14). The study's findings are in harmony with the results of an earlier study on the role of repetition in Arabic writing (Mehamsadji 1988). Alhelwh (2012) emphasizes that in the writings of Khaled Almuneef, the density of lexical cohesive devices empower the ideas presented in the six articles and that the shorter the distance between these devices, the more powerful the text is. Similarly, Morley (2006) emphasizes that lexical cohesion plays a major function in structuring

arguments of newspaper articles. This finding accords with the emphasis that cohesive devices are necessary tools for building connections between ideas (Crossley & McNamara 2009). Morley (2006) twins qualitative discourse analysis and corpus linguistics to analyse the relationship between the structure of arguments in newspaper articles and the employment of lexical cohesion. To its credit, the paper investigates a corpus of one hundred million words from four newspapers. Abu Ayyash (2013) emphasizes that cohesive devices play a major role in consolidating the arguments of English editorials. The sample editorial was analysed qualitatively using Halliday and Hasan's 1976 model of cohesion.

It could be observed that the majority of the studies which have investigated the correlation between cohesive devices and the quality of writing quantitatively have found no significant link between the two. Conversely, qualitative-design studies (e.g. Abu Ayyash 2013) stress that employing cohesive devices can serve different purposes at the levels of organization and meaning building in texts. One more factor that might have led to the incompatibility of the findings of various studies has to do with the scope of the study. It is noticed that studies that were conducted across proficiency levels have found a significant relationship between cohesive devices and the quality of texts (Ferris 1996; Struthers, Lapadat & MacMillan 2013; Yang & Sun 2012), whereas studies that considered one proficiency level conclude that there is no relation between the use of cohesive devices and the quality of writing (Castro 2004; Zhnag 2000). Another point is that the majority of the studies (e.g. Castro 2004) that have found no links use purposive sampling, which is one type of nonprobability sampling (Kumar 2011; Merriam 2009). Cohen, Manion and Morrison (2000) emphasize that, "In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality" (p. 103). Generally, what is typical about a purposive sample is that the participants are selected because they are available and convenient as far as the purpose of the study is concerned (Gorard 2001; Mertens 1998). Adopting a purposive sampling strategy, then, makes the results context-specific and non-generalizable to wider populations (Mahoney & Goertz 2006; Merriam 2009).

4.3 Cohesive devices in English-Arabic translation

Cohesion has been the focus of some papers that investigate the translation of cohesive devices from English into other languages, such as German (Krein-Kühle 2002) and Portuguese (Silveira 2008). This section will focus on English-Arabic translation of cohesive devices since these two languages are the target of the intended research. English and Arabic are very much different in their linguistic structures and textual features (Alfadly & Aldeibani 2013), one of which is the use of cohesive devices whether at the levels of density or variety (Mohamed & Omer 2000; Williams 1989). These differences have posed challenges to translators (Farghal & Shunnaq 2011; Sidiropoulou 2004). However, within the Arabic context, translation research on cohesive devices is still scanty. This part delineates some of the studies that link cohesive devices to translation issues.

Sayidina (2010) discusses the textual differences between English and Arabic at the level of cohesive devices. She analyses 50 research papers in terms of cohesive devices. She argues that the Arab participants were influenced by the Arabic rhetoric when they write in English at two levels. Firstly, among all the categories of conjunctions, they predominantly use additives. Secondly, the cohesion of their texts stems primarily from utilizing repetition, rather than grammatical cohesive devices. These findings accord with and support those of Al-Jabr (1987), William (1989) and Mohamed and Omer (2000), who also indicate that Arabic texts tend to use repetition and additive conjunctions predominantly to create cohesion. The predominant reliance on additive conjunctions and repetition is due to the broader “differences between Arabic and English rhetoric” (Sayidina 2010, p. 254). Grammatical cohesion, she argues, is more frequent in English texts than Arabic ones. Non-reliance on substitution, ellipsis and reference in the Arabic writing culture may be a source of challenge to Arab translators, who need to have these devices look natural in the target language, or Arabic, when they are not very common.

Bell (1991) elucidates the challenge of ambiguity in reference ties and highlights the significance of considering the context to resolve ambiguity in English-Arabic translation. He provides the following example (p. 165):

He found her an efficient typist.

The pronoun “her” can be translated in two different ways into Arabic with each having a totally different meaning. If “an efficient typist” is an indirect object, *her* is to be translated into the feminine object pronoun “ها” [ha]. If “an efficient typist” is a complement, though, *her* should be translated into the prepositional phrase “لها” [laha], which means *to her*. Bell (1991)

stresses that “disambiguation...can only be achieved by reference out of the code to the context of the use of the code” (p. 166).

Similarly, referential elements have been considered as problematic in English-Arabic translation because of number and gender (Shunnaq 1998). He states that “who” in English can be equivalent to up to nine Arabic referential items based on number and gender. In the three examples below, “who” should be rendered in three different ways in Arabic:

1. This is the man who found the answer.
2. This is the lady who found the answer.
3. These are the three men who found the answer.

In the first example, “who” should be rendered into (الذي), in the second into (التي) and in the third into (الذين). Any error in translating referential items will affect the smooth flow of cohesion and the entire meaning. Farghal and Shunnaq (2011) acknowledge the problematic issues of translating reference from English to Arabic, yet stress that not all referential items are problematic. They particularly elucidate that the definitive article “the” can always be rendered as “الـ” in Arabic.

The above review shows that there is a number of textual differences between English and Arabic as far as the employment of cohesive devices is concerned. Arabic texts over rely on additive conjunctions and repetition to establish cohesive links, whereas substitution, ellipsis and reference are not often used. Given that reference in Arabic is very much different between the two languages, it can be inferred that translating cohesive devices from English to Arabic is a complicated issue. The third part of the literature review will address issues in teaching translation in order to gain insight about the pedagogical implications of the theoretical and empirical analysis of cohesive devices.

4.4 Literature on teaching translation

The purpose of having this section in the literature review is to build up resourceful pedagogical implications in the intended thesis, and in doing so create a link between the intended linguistic analysis and the implications section in the intended thesis. Pérez (2010) emphasizes the twinning between theory and pedagogy of translation. She states that teaching translation falls within seven theoretical cultures of translation: 1) focus on discrete linguistic units, such as lexical divergences and semantic incoherence; 2) focus on the communicative nature of text

and text typologies, which typically falls within Halliday's grammatical frameworks; 3) focus on communicative aims through texts, which addresses clients' needs ahead of the translation process; 4) focus on links between translation and target cultures in order to reach "natural" results; 5) focus on the new translation ethics, a trend that is rooted in poststructuralism and deconstructivism; 6) focus on translators as emotional and rational beings and training translation students to be confident; and 7) focus on translation corpora, which arouses interest in the translation teaching community.

Robinson (1997) views teaching and theorizing translation as a social activity that goes beyond the walls of the translation class. He contends that for translators "translation theory exists largely in order to help them to solve problems that arise and to defend their solutions when criticized, and thus to grow professionally in skills, knowledge, disposition, demeanor, and credibility" (p. 205). He views translation as an activity controlled by social networks and interactions. Cornin (2003) and Katan (1999) share Robinson's view of translation as a social activity and look at it as a force for language and culture maintenance.

Claramonte (1994) also acknowledges the importance of "bridging the gulf" between teaching translation and the theoretical background. She adds that in teaching translation, a number of considerations should be taken into account. These include the qualities of a translator, knowledge of the social and cultural backgrounds of source texts and target texts, vast knowledge of text types, careful reading of texts and dialogue between the teacher of translation and students. According to Claramonte (1994), at the text level, teaching translation should consider coherence and cohesion among other elements that characterize textuality.

Ching-Chung, Talley and Lee-Jung (2011) attempt to design a translation instruction model that is also built on the theories of behaviorism, cognitivism, social constructivism and humanism. They provide a comprehensive model that links the principles of the four theories to the components of translation instruction: objectives, assessment, teacher, student, material and methodology. For example, programmed instruction, which is rooted in behaviorism arranges information from simple to difficult, which can be applied to the translation teaching material. As far as cognitivism is concerned, the schemata notion is very important in teaching translation, where learners can be asked to induce certain linguistic rules. An influential instruction of translation can also be found in social constructivism, since students can become more creative and more competent through social, scaffolded interactions. Finally, according to Ching-Chung, Talley and Lee-Jung (2011), humanism can be integrated into a translation

instruction model by taking into consideration the individual translator's psychological needs and values.

5. Approach and Method

The section will describe the approach and method of the intended research and will be divided into three main parts. The first will explain why the qualitative approach will be adopted for the intended study of cohesive devices. The second part of this section will elucidate the method of textual analysis and the reasons of favouring it over other methods. Finally, the third section will explicate the intended sampling strategy and the instrument/model of analysis.

5.1 Approach

Since the study investigates the role of cohesive devices in editorials, a qualitative approach will be used. The rationale behind adopting a qualitative approach is four-fold as it lends itself to the theoretical background, nature of the study, research questions and previous studies on cohesive devices.

As indicated earlier, the theory that underlies the use of cohesive devices in analysing texts is Systemic Functional Grammar (SFG) that was developed by Halliday in the sixties of the previous century. Within SFG, Halliday contends that language functions at three levels, the ideational, the interpersonal and the textual, where cohesive devices are placed within the textual level of the three functions of language (Halliday 2004). SFG espouses a constructivist view of the world and therefore views language as a system of options rather than a set of finite rules (Chappell 2013). Put differently, cohesive devices are part of the Hallidayan theory of language, or SFG, which adopts a constructivist view of the world (Halliday 2004), a view which holds that "reality is socially constructed, complex, and ever changing" (Glesne 2011, p. 8). Qualitative approaches are strongly linked to constructivism (Flick 2002; Merriam 2009), a link that provides a strong rationale for employing a qualitative approach in the investigation of the role of cohesive devices in editorials and in seeking to identify the patterns that emerge from such an analysis across two languages.

In addition to the theoretical background, the nature of the study calls for a qualitative approach. The intended thesis is of exploratory nature since it seeks to investigate how cohesive devices build the meanings of editorial arguments and to gain and provide greater understanding of the concept of cohesion. Exploration is a "built-in" characteristic of

qualitative approaches (Anderson 2006; Mertens 1998; Schostak 2002). In addition to its exploratory nature, the study attempts to establish meanings and build explanations of the role of certain linguistic elements in written texts, which is a characteristic of qualitative research (Hughes 2006). Another point about the study is that it will provide thick description of the role of cohesive devices. According to Draper (2004) and Holliday (2002), thick description is a qualitative research strategy. Merriam (2009) contends that in a qualitative research, “words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon” (p. 16). Since the intended study is of exploratory nature, attempts to build meanings and explanations and is likely to rely on thick description, a qualitative approach seems an appropriate choice.

Moreover, the research questions lend themselves to a qualitative approach. The three research questions listed in the introduction seek to understand and interpret the role of cohesive devices in English and Arabic editorials (question 1) and to come up with meanings/patterns that can be used to link the intended linguistic analysis with the world of education, particularly teaching translation (questions 3 & 4). By and large, understanding and interpretation are two research purposes linked to constructivist theories and qualitative approaches (Glesne 2011), another reason why a qualitative approach is suitable for the intended study.

The fourth reason behind adopting a qualitative approach for the study on cohesive devices lies in that a considerable number of English and Arabic studies have proved that there is no significant correlation between the number of cohesive devices and the quality of writing (Bin Eddin 2013; Carrell 1982; Castro 2004; Chen 2008; Johns 1986; Johnson 1992; Neuner 1987; Todd, Khongput & Darasawang 2007; Zhang 2000). The findings of these studies seem to provide a strong indication that the quality of writing can hardly be determined by *how many* cohesive devices are employed (McNamara 2013). This claim seems to be rooted in other studies which have found powerful links between the way, or how, cohesive devices are employed and the power of texts (Abu Ayyash 2013; Hameed 2008). Accordingly, based on the previous studies on cohesive devices, the number of cohesive devices does not determine the quality of texts compared to the way cohesive devices are employed in texts, which is why the intended study is likely to lend itself to a qualitative approach.

5.2 Research method

The role of cohesive devices in the selected newspaper editorials will be analysed using *textual analysis*. Textual analysis has been chosen to analyse the selected editorials due to the

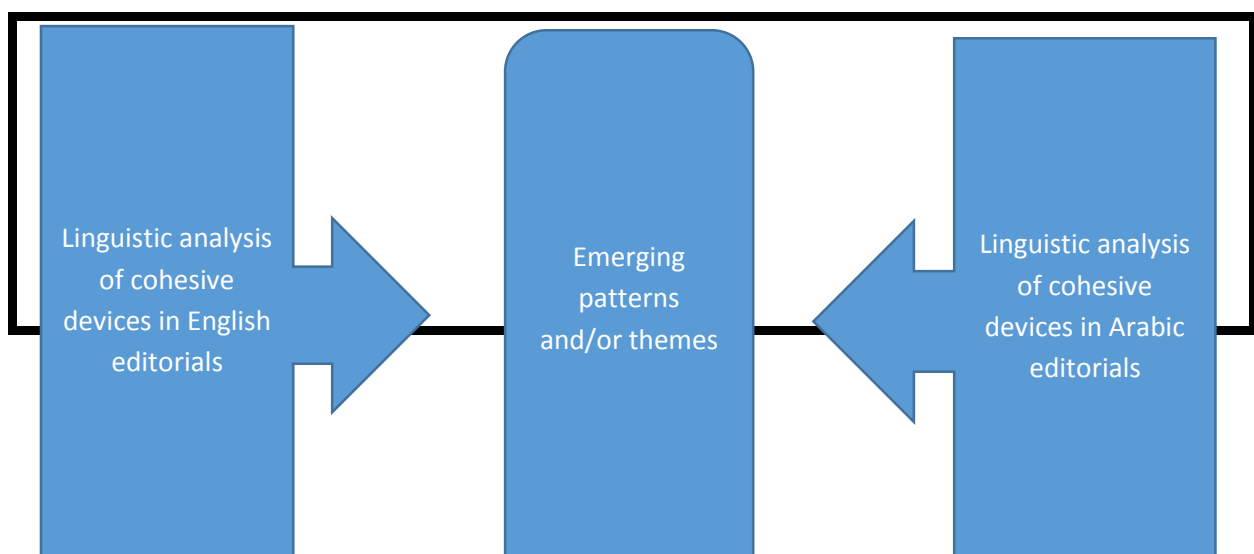
acknowledged contribution of this method to the study of journalism in particular (Fürsich 2012). According to Halliday (2004) and Hoey (2001), textual analysis is about written discourse and involves visible evidence. Akin to this view of textual analysis, Fairclough (1992) asserts that this method necessarily involves the form and organization of texts, or what Halliday and Hasan (1976) refer to as *texture*. Since discourse analysis can involve both spoken and written discourse (Wennerstrom 2013), the method of this paper, which is textual analysis, can be considered as part of the broader method of discourse analysis (Fairclough 1992). The method of textual analysis has been selected among other text-analysis methods, such as *critical discourse analysis* and *content analysis* because it is more appropriate as far as the purpose of the study is concerned. The below analysis further elaborates on this point.

Huckin, Andrus & Clary-lemon (2012, p. 107) define critical discourse analysis as “an interdisciplinary approach to textual study that aims to explicate the abuses of power promoted by those texts” and contend that the critical analysis is done within social and political contexts. According to Bloor and Bloor (2007), critical discourse analysts “...are interested in the way in which language and discourse are used to achieve social goals and in the part this use plays in social maintenance and change” (p. 2). Critical discourse analysis not only involves the study of language in context and in different situations, but also emphasizes that societies, too, can be studied through language (Blommaert 2005). Since critical discourse analysis involves analysing texts in their social contexts to investigate relationships of power and dominance (van Dijk 1993; Teo 2000), it does not seem a proper method to investigate the role of certain linguistic elements in building up the meaning of certain texts, which is the purpose of the intended thesis.

One more method linked to the analysis of texts is content analysis. This type of analysis is not restricted to texts since it can be used to code images, drawings or observed actions (Stemler 2001). Apropos content analysis of texts, it generally involves quantifying words (Neuendorf 2002) and classifying them into fewer categories in order to reach inferences about a range of issues, including the text’s message, writers, readers, culture and time (Elo & Kyngas 2007; Stemler 2001) in addition to complex social and communicational trends (Kim & Kuljis 2010). Obviously, the scope of content analysis is far too broad for the intended, text-based, linguistic study. According to Crystal (2006), the role of textual analysis is to identify the linguistic features that bind a text together and whose interpretation depends on another linguistic element within the sequence of sentences. This specific tendency of textual analysis is what makes it the most appropriate method for the intended study.

The qualitative textual analysis of the selected texts will be supported by descriptive statistics whenever those are needed to further explicate, and probably support a certain argument. Using numbers at the descriptive level does not mean that the thesis will become a qualitative/quantitative mixed-method study. According to Maxwell (2013), using numbers descriptively, rather than inferentially, does not make a study quantitative as far as it does not shift to a variance theory approach. He even emphasizes that “many of the conclusions of qualitative studies have an implicit quantitative component” (2013, p. 128). The intended thesis will, then, employ qualitative textual analysis that will be supported by descriptive statistics, if needed, to support certain arguments.

One last point apropos the intended textual analysis is that it will be conducted inductively at a supra-textual level. The rationale behind using an inductive type of analysis does not only stem from the fact that inductive analysis is strongly linked to qualitative, exploratory research (Merriam 2009), but it also stems from a number of underlying assumptions of inductive analysis. Thomas (2003) states that inductive analysis is conducted when the findings emerge from analysing the raw data and when category-development is involved in order to capture key themes. The supra-textual level of the study involves finding common patterns in the use of cohesive devices in English and Arabic, which will eventually provide insight into drawing the pedagogical implications for translation. Figure 3 delineates the type of analysis that will be conducted in the study.



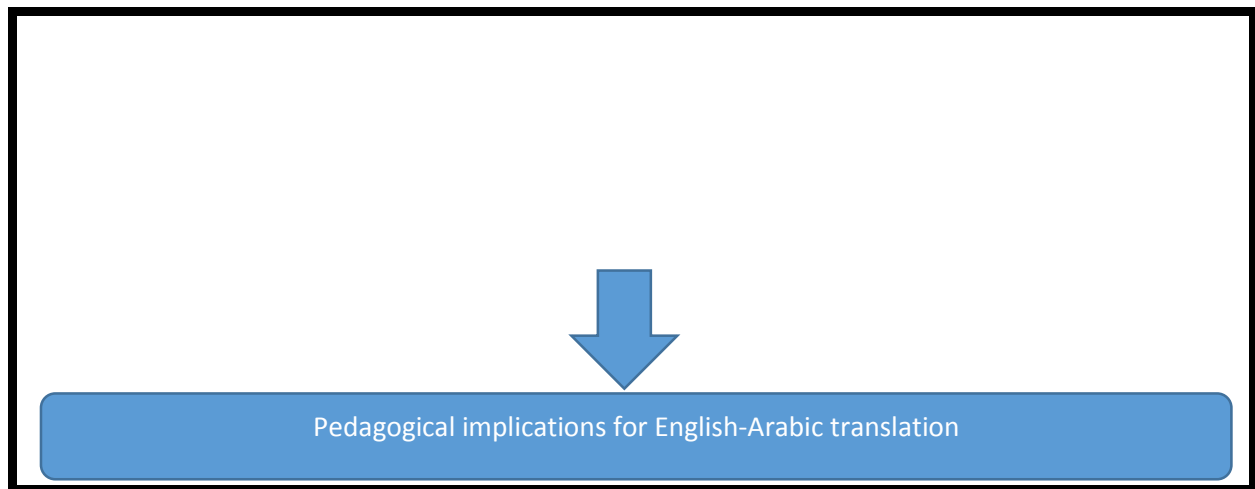


Figure 3: Type of analysis

5.3 Sampling and instrumentation

The sample of the study will consist of newspaper editorials that address the issue of overthrowing Mohammad Morsi, the former Egyptian President and Sisi's rise to power. The English and Arabic newspaper articles will be selected based on three criteria. The first criterion is *genre* since all the selected articles belong to the genre of argumentation and consist of editorials. The second criterion is the *topic*, which will be limited to editorials that discuss the Egyptian coup/revolution controversy and Sisi's rise to power. The third criterion is the *newspapers* where the selected editorials appear. In this regard, the newspapers have been selected based on their high digital circulation in the United States, United Kingdom, United Arab Emirates, Jordan and Egypt. So far, the newspapers will include, but may not be restricted to, *the New York Times*, *Washington Post*, *the Independent*, *the Guardian*, *Al Monitor*, *Al Sharq al-Awsat*, *Almasry Alyawm*, *Khaberni* and *Al Shorouq*. As far as the newspapers are concerned, purposive, snowball sampling (Merriam 2009) will be espoused as certain newspapers may refer to editorials about the same topic in other newspapers. The initial search and filtering processes suggest that the total number of editorials that are expected to compose the sample will be 30, not necessarily evenly distributed over the nine newspapers.

The instrument of the intended thesis will be developed based on the conceptual framework section. This means that the adaptations to Halliday and Hasan's 1976 model will be integrated into the new instrument. For example, instead of including only endophoric and exophoric reference, the research's instrument will also include homophoric reference (Paltridge 2012). Table 4 juxtaposes the categories of the 1976 model and the categories of the new model as

discussed in the conceptual framework section. The instrument of the intended thesis will be derived from the categories of the new model and is shown in Appendix A.

The 1976 Model		The Integrated Model	
Main categories	Sub-categories	Main categories	Sub-categories
Reference	Endophoric & Exophoric	Reference	Endophoric, exophoric & homophoric
Ellipsis	Nominal, verbal & clausal (Only anaphoric)	Ellipsis & Substitution	Nominal, verbal & clausal (anaphoric and cataphoric)
Substitution	Nominal, verbal & clausal (Only anaphoric)		
Conjunction	Additives, adversatives, clausal & temporal	Conjunctions	Additives, adversatives, clausal, temporal, apposition, clarification, variation, comparative, respective & listing.
Reiteration	Repetition, synonymy & superordinate	Reiteration	simple and complex repetition, substitution, equivalence, generalization, specification, & co-specification, contrast
Collocation	Collocation (general)	Collocation	ordered set, activity-related, elaborative

Table 4: Cohesive devices – the 1976 model and the new model

6. Limitations

The intended study on cohesive devices is expected to have a number of limitations. The first one is related to the categories of the new model. Some of these categories are not yet accounted for as far as Arabic is concerned. The probable absence of any English sub-categories from Arabic texts will lead to the absence of common themes/patterns related to the lacking categories in Arabic. A second limitation of the study is related to translation. The Arabic editorials include a plethora of referential items, and translating those into their English equivalences will pose some challenge. This challenge is pertaining to the structural differences between the two languages. This will require an intensive validation process for many translated Arabic texts.

7. Pedagogical implications for translation

The pedagogical implications that will be included in this section will stem from the textual analysis of cohesive devices in English and Arabic editorials (sample initial analysis is included in Appendix B). This section is expected to be divided into categories and classes of pedagogical implications pertaining to translation curriculum, translation teaching strategies and probably rating and assessment.

8. Work plan

Below is a tentative timeline for the proceedings of the thesis:

- October 2014: Deciding on all the 30 articles that will constitute the sample.
- December 2014: Translation, transliteration and validation.
- January – March 2015: Textual analysis of individual articles.
- April 2015: Cross-language patterning between English and Arabic editorials.
- May 2015: Finalizing the pedagogical implication part of the thesis.
- June – August 2015: Writing up the entire thesis.

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Appendix A: Research instrument

Category	Code	Sub-category	Code
Exophoric reference	ExR		
Homophoric Reference	HoR		
Endophoric Reference	EnR	Cataphoric reference	CR
		Anaphoric Reference	AR
Ellipsis & Substitution	E&S	Cataphoric (nominal, verbal, clausal) ellipsis & substitution	C_E&S N_C_E&S V_C_E&S C_C_E&S
		Anaphoric (nominal, verbal, clausal) ellipsis & substitution	A_E&S N_A_E&S V_A_E&S C_A_E&S
Elaborating conjunctions	ElC	Appositive	App_ElC
		Clarifying	Cl_ElC
Extending conjunctions	ExC	Additive	Add_ExC
		Adversative	Add_ExC
		Varying	Var_ExC
Enhancing conjunctions	EnC	Respective	Res_EnC
		Manner	Man_EnC
		Spatio-temporal	St_EnC
		Causal-conditional	Cc_EnC

Reiteration	R	Repetition	R_rp
		Substitution	R_st
		Equivalence	R_eq
		Generalization	R_gn
		Specification	R_sp
		Co-specification	R_Cosp
		Contrast	R_con
Collocation	Col	Ordered set	Col_os
		Activity-related	Col_ar
		Elaborative	Col_el

Appendix B: Initial sample analysis

Reader-involvement pattern	
If you're looking for any silver lining in what is happening in Egypt today, I suggest you go up 30,000 feet and look down. From that distance, the events in Egypt over the past two-and-a-half years almost make sense. Egypt has actually had three revolutions since early 2011, and when you add them all up, you can discern a message about what a majority of Egyptians are seeking.	نسعى كثيرا لمفهوم الانقلابات العسكرية، رغم الإدانة الكاملة لها، إذا اعتبرنا «حادثة ٣٠ يونيو» انقلابا عسكريا، ذلك أن كمية التخبط والعشوائية والارتجال وعدم القدرة على صياغة وحك المبررات الكاذبة، تجعلنا بصدد الآتي

Structure/Organization-related pattern	
	
What is going on in Egypt undermines the values of the Arab Spring. The military coup against an emerging democracy destroys all the gains of the January 2011 revolution. The replacement of the winners in the elections by the losing rivals and others demoralizes citizens about their rights to choose their rulers and representatives, which was a first in the history of Egypt. Other gains including freedom of expression, freedom of assembly and association, and peaceful protest have been destroyed, and more is on the way. All the above gains, promised by the	من حيث المصنعية، نسعى كثيرا لمفهوم الانقلابات العسكرية، رغم الإدانة الكاملة لها، إذا اعتبرنا «حادثة ٣٠ يونيو» انقلابا عسكريا، ذلك أن كمية التخبط والعشوائية والارتجال وعدم القدرة على صياغة وحك المبررات الكاذبة، تجعلنا بصدد الآتي: مجموعة من المغامرين قرروا أن يستولوا على سيارة حديثة جدا وينطلقوا بها، غير أنهم بعد التخلص من صاحبها وركابها، اكتشفوا أنهم لا يجيدون القيادة فمكثوا يتخبطون بها في الخلاء. إننا أمام انقلاب كوميدي في حقيقة الأمر، تبدأ وقائع قبل الثلاثين من يونيو بكثير، عندما اصطحبوا مجموعة من الممثلات والممثلين الكوميديين ومثلها من الإعلاميات والإعلاميين الفكاهيين للاطلاع على أحد المشروعات التدريبية للقوات المسلحة، وبالمرة التقاط

2011 **revolution**, **have been confiscated** by the **coup**. **Those** against the military **coup** are sent to **prisons** and **cemeteries**; **their** offices and TV stations are **shut down**. None is allowed to speak up, unless praising the **coup** and **its** leaders.

The **losing** political parties in the elections endorsed the **suppression** exercised by the security authorities and supported ending the sit-ins by **force** -- **further strengthening** the **coup** against **democracy**. **These** parties do not contribute to a **democratic** transition, **but** are helping to **assassinate it**. **These** political groups can talk "rights and freedom," **but they** don't walk the walk; **this hurts** the global reputation of Arab advocates of **modernity**, **enlightenment** and **liberalism**. The groups in Egypt have **deviated** from **these** values.

الصور التذكارية مع الدبابات والمدرعات، كما يحدث في رحلات الطلبة إلى المتاحف وحديقة الحيوان والقناطر الخيرية.. وبعدها انطلقت عروض عبثية تجوب مصر كلها تتحدث عن وطن كان جيشاً فقط ثم نبتت له دولة، بما يعنى أن مصر هبة القوات المسلحة.