

Explicitation Techniques in English-Arabic Translation: A Linguistic Corpus-based Study

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Abstract

This paper investigates explicitation techniques employed while translating from English into Arabic. Though extensive research has been done on explicitation in literary texts, investigating the same phenomenon with regard to translating official, institutional documents was only scant. As a result, the question that still lingers is whether translators can use explicitation as readily in official documents as they do in literary texts, or they become too wary. For this reason, the researcher has chosen for discussion an official document; namely, the translation of the English-language "Policies and Procedures Manual for Support Staff" (Office of Human Resources, the American University in Cairo, April 2012) (21,937 words) into Arabic. Invoking Klaudy & Karoly's (2003) framework, the researcher has devised an eclectic 10-tool explicitation framework as the research method to be used. One of the aims of this paper is to give corroborating evidence of explicitation as a required technique used in the different language systems of English and Arabic. Another goal of this paper is to draw a clearer demarcation line between what the researcher calls 'positive (i.e. necessary) explicitation' and 'negative (i.e. redundant) explicitation. It has been shown that 'Explicative Paraphrase' is the most frequently used explicitation shift, followed by 'Conjunction' and 'Reference'. Other shifts came in descending order. The paper has proved that explicitation does not necessarily lead to longer translations. It is recommended that future research could apply this proposed framework to translated texts other than official documents, i.e. literary works.

Key words: Conjunction, English-Arabic translation, Explicitation Hypothesis, reference, translation universals

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1. Introduction

The idea that explicitation is a translation-inherent phenomenon has attracted considerable attention in translation studies. The Explicitation Hypothesis was proposed, in a seminal paper, by Blum-kulka (1986) who posited that translations are generally more explicit than their respective source texts, i.e. that “explicitation is a universal strategy inherent in the process of language mediation” (p. 21). Explicitation was first originated by Vinay & Darbelnet (1958/1995) who describe it as “a stylistic translation technique which consists of making explicit in the target language what remains implicit in the source language because it is apparent from either the context or the situation” (Vinay & Darbelnet 1958/1995, as cited in Baker & Saldanha, 2009:104). According to Pym (2003), one of the reasons behind such explicitation tendency is that translators tend to take fewer risks than non-translators. Blum-kulka's Explicitation Hypothesis has been confirmed by studies on translation between different language pairs (among which those conducted by Séguinot 1998, Englund Dimitrova 1993, Olohan & Baker 2000, among others).

Explicitation started with analytical emphasis on cohesive features (See Blum-Kulka 1986; Englund Dimitrova 2005; Gumul 2006; Klaudy 2008; Olohan & Baker 2000; Øverås 1998; Pápai 2004; Puurtinen 2004; Weissbrod 1992). Some translation theorists, however, have extended the field of explicitation to more than cohesion markers. Englund Dimitrova (2005) indicates that the term 'explicitation' seems to have become an umbrella for a host of different phenomena. Weissbrod (1992) suggests that explicitation may be performed in various ways: by replacing pronouns with proper nouns; by turning metaphors into similes, thereby exposing the act of comparison; and, on the syntactical level, by filling in ellipses and adding conjunctions. Pápai (2004) identifies four levels of text explicitation: Logical-visual relations, lexico-grammatical, syntactic, and textual and extra-linguistic. The logical-visual relations are manifested in the addition of punctuation marks, while the lexico-grammatical level of explicitation is revealed by the use of lexical repetitions throughout the texts under investigation. As for the syntactic level of explicitation, it is shown in the addition of conjunctions. Finally, textual and extra-linguistic levels of text explicitation are established by using discourse organizing items. Two of the most prominent theorists who took explicitation beyond cohesion markers are Klaudy & Karoly (2003, 2005), whose framework will be employed in this paper with some additions.

Murtisari (2013) proposes two types of explicitation as an alternative to the Relative Theory's (RT) concepts of 'explication' and 'expansion/ completion/ enrichment', i.e. 'scalar' and 'categorical' explicitations. The first type, scalar explicitation, refers to explicitation shifts within the explicature (See Sperber & Wilson, 1986, for more details about Explicature and Implicature in Relevance Theory). In terms of translation, this would take the form of the encoding (in Target Text) of inferred information from the Source Text's (ST) explicature. This type is 'scalar' because the inferred meanings spelled out are already explicit by category and therefore the explicitation only makes them more explicit in terms of degree. This type is also considered 'scalar' because they are only a development of the ST's forms and the Target Text (TT) still shares the same explicature as the source text. This is possible because explicitness is also comparative in nature. The second type, the categorical type of explicitation, is basically the same as the RT term 'explication'. This refers to shifts of meaning from the implicature to explicature and is 'categorical' because it transforms the shifted meaning from one category to

the other, i.e., the implicit to the explicit. For example, the ST sentence "I want that apple." is to be translated into TT as if it were "Give me that apple." As far as Murtisari's taxonomy is concerned, the writer believes that the framework proposed in this paper can be consistent with the 'scalar' type. The 'categorical' type, however, is here deemed to be mere mistranslation or unacceptable deviation.

In this context, the distinction between what can be called 'lexical addition' and 'semantic addition' is always borne in mind. Lexical addition is a linguistic requirement of the TT so as to look original. Such type of addition does not add new 'meanings' to the ST message and is, therefore, deemed legitimate. Semantic addition, on the other hand, is the unnecessary addition of new meanings to the TT, not found in the ST. This type of addition is strictly prohibited by most professional translators. This argument is reinforced by Klaudy (2010) who, even though she doubts that two words in any two languages have an identical meaning, postulates that "it seems firmly embedded in public opinion that in translation it is the meaning that has to remain unchanged" (p. 82). Therefore, if any of the ten explicitation techniques discussed below contain any additions, they are by no means semantic (in the sense explained above). This is supported by Englund Dimitrova (2005) who stated that one of the explicitation types is "the addition of *new elements*" (Italics are mine). These 'new elements' cannot be considered as loose semantic addition to the ST. Therefore, lexical additions are, in my view, 'positive' (i.e. necessary) explicitation techniques employed only when they are linguistically necessary with no semantic overextensions that impinge upon the translator's faithfulness to the ST. 'Negative' (i.e. redundant) explicitation is that type which unnecessarily adds semantic meanings to the ST, without which the TT could have been more linguistically reflective of the ST.

2. The corpus

The corpus selected for investigation in this study is the "Policies and Procedures Manual for Support Staff" (Office of Human Resources, the American University in Cairo, April 2012), (henceforth, Manual). The 21,937-word English-language Manual has been chosen for investigation for several reasons. Addressing the AUC support staff with a view to stating relevant policies and procedures, the Manual's author clearly adhered to unequivocally clear, standard language. Such being the case, the translator was obliged to produce the same register in Arabic faithfully. Another reason is that since this Manual stipulates policies and procedures, it was characterised by condensed English style that had to be 'de-condensed', or explicitated at times, as will be illustrated below, to give the output its typical Arabic features. The third reason is that the translation of this Manual, having been made inside a venerable academic institution, was thoroughly revised, lending more reliability to the results reached.

3. Methodology

Given the multiplicity of explicitation techniques, this paper will employ an eclectic lexico-grammatical, syntactic and morphological approach to explaining some of these techniques from English into Arabic. While the lexico-grammatical analysis is almost ubiquitous in this paper, the syntactic analysis, following Pápai's (2004) classification, is best shown in section (4.1.2). On the other hand, the morphological analysis is best shown in section (4.1.3). A qualitative and quantitative analysis will be conducted to clarify the explicitation techniques in the Target Text, here Arabic. Although many translation theorists propose different explicitation techniques, Klaudy & Karoly's (2003) framework has been chosen for discussion

here. However, some other explicitation shifts have been observed while conducting the analysis and have therefore been added.

3.1 Data collection and sampling

The data were collected using manual alignment techniques based on comparisons of the source text (ST) and target texts (TT) to extract and categorise instances of explicitation. Line by line, the ST was read first and then compared to the TT. Once an explicitation feature is detected, it is written down in a separate sheet entitled by its name. Then, all instances of explicitation for each of the ten features were counted. Some were subcategorised as will be shown below. The parts to be emphasised for explicitation will be underlined in both ST and TT. Arabic cliticised pronouns will be underlined and bolded for further clarification. Some headings in the Source Text were included in the discussion.

3.2. Tools of Analysis

As stated above, Klaudy and Karoly's (2003) framework has been chosen for discussion. They suggest that explicitation shifts take place when:

- a. an SL unit of a more general meaning is replaced by a TL unit of a more special meaning (here called 'narrowing' or 'specification');
- b. the complex meaning of an SL word is distributed over several words in the TL (here called 'amplification' and 'explicative paraphrase');
- c. new meaningful elements appear in the TL text; (If such meanings are 'scalar', they can be detected in almost all the shifts discussed);
- d. one sentence in the SL is divided into two or several sentences in the TL (not detected in this paper); and
- e. when SL phrases are extended or "elevated" into clauses in the TL (here called 'phrase-to-clause raising').

Some explicitations have been added, raising the number of techniques to ten, as briefly described below:

1. Explicative Paraphrase: It is a lexical change that makes the TT longer than the ST but does not change the meaning. Four main categories have been observed as will be shown below.
2. Conjunctions: They will be divided into the most famously used Arabic conjunction 'و' ('and') as well as other conjunctions.
3. Reference: It will be divided into three types: 'replacing pronouns with nouns'; 'adding demonstratives'; and 'addition of referential clitics'.
4. Phrase-to-clause raising: where an ST phrase is rendered into a TT clause.
5. Lexical repetition: Where an ST word of single occurrence is repeated in the TT.
6. Narrowing (Specification): It means that the TT word selected is narrower (or more specific) in meaning, than the ST word.
7. Amplification: When there is no immediate equivalent of the ST word in the TT, another phrase is given for illustration.
8. Substitution: If an ST word does not exist in TT, it is substituted with another in TT having similar meaning.

9. Ellipsis: Ellipsis means that some words are omitted in order to avoid repetition on condition that the omitted words in the elliptical ST sentence must be the ones that would appear twice in the full TT sentence.
10. Lexical broadening: It occurs when an SL unit of a more specific meaning is replaced by a TL unit of a more general meaning.

4. Results

The following subsections will discuss the ten explicitation techniques investigated in the data. The number of occurrences as well as the frequency percentage of each technique will be given. This section ends a discussion of whether explicitation shifts must necessarily end with longer translations.

4.1 Explicitation techniques

This section will discuss the ten explicitation techniques detected in the corpus, as well as the number and percentage of their occurrences as shown in Table (1) below:

Table 1 *Explicitation techniques retrieved from corpus*

Explicitation techniques	Number of occurrences	Frequency percentage
Explicative Paraphrase	338	30.78%
Conjunction	332	30.23%
Reference	248	22.58%
Phrase-to-clause raising	68	6.19%
Lexical repetition	36	3.27%
Narrowing (Specification)	28	2.55%
Amplification	20	1.82%
Substitution	18	1.63%
Ellipsis	8	0.72%
Lexical broadening	4	0.36%
TOTAL	1,098	100%

As Table 1 indicates, Explicative Paraphrase (N=338) was the most frequently used way to induce explicitation. Conjunctions (N= 332) were the next preferred way of sparking off explicitation. Reference (N= 248), phrase-to-clause raising (N= 68) and lexical Repetition (N= 36) came in third, fourth and fifth positions respectively. Other features; namely, Narrowing, Amplification, Substitution, Ellipsis and Lexical Broadening came in descending order of frequency.

4.1.1 Explicative Paraphrase

Shuttleworth and Cowie (1997) singles out "the addition of explanatory phrases" as a form of explicitation. But not all 'explanatory phrases' can be freely used. According to Molina & Albir (2002), Nida & Taber (1969) and Margot (1979) coincide in distinguishing between legitimate and illegitimate paraphrasing. They argue that the legitimate paraphrase is a lexical change that makes the TT longer than the ST but does not change the meaning. In retrieving occurrences of Explicative Paraphrase from the corpus, it has been found out that it involves more than one category. Hence, Explicative Paraphrase has manifested itself into four main

categories the first three of which signal the addition of Nouns, Adjectives, Verbs in the TT, whereas the fourth, which I will call 'Recasts', denotes the situation where the translator had to rephrase one ST word into several words in TT. The following excerpts exemplify the four kinds of Explicative Paraphrase.

First: Addition of nouns

ST	TT
1. English language skills requirement	1. شرط <u>التمتع</u> بمهارات اللغة الإنجليزية
2. Ethics code	2. ميثاق <u>أخلاقيات المهنة</u>
3. Eligibility for paid sick leave	3. الأهلية <u>للحصول</u> على أجازة مرضية
4. Structure and background (heading)	4. هيكل <u>الجامعة</u> وخلفية عن تاريخها
5. Placement to salary range (heading)	5. تسكين <u>الموظف</u> حسب شريحة راتبه
6. Senior administrators are accountable for policy formulation, recommendations and policy management	6. كبار الإداريين مسؤولون عن وضع السياسات، و <u>طرح</u> التوصيات و إدارة سياسات <u>الجامعة</u> .

Second: Addition of adjectives

ST	TT
7. Qualification outline for candidates	7. عرض <u>موجز</u> لكيفية تأهيل المرشحين
8. Appearance (heading)	8. <u>المظهر العام</u>
9. Senior administrators to the president	9. كبار الإداريين <u>المساعدين</u> للرئيس
10. If the candidate..., the department has the right to...	10. إذا قام المرشح ب...، يحق للقسم <u>المعني</u> أن...
11. Project appointments also cease upon the depletion of funds.	11. كما تنتهي التعيينات الخاصة بالمشروعات عند استنفاد الأموال <u>المخصصة</u> لها.
12. Sick leave regulations (heading)	12. القواعد <u>المنظمة</u> للأجازة المرضية
13. They should wear rain coat.	13. يجب عليهم ارتداء معطف واق من الأمطار.

Third: Addition of verbs

ST	TT
14. We ... strive to be among the best in all what we do: in research, service to our communities	14. نسعى لأن نكون من بين أفضل المؤسسات في كل ما نفعله: في البحث، وفي الخدمات التي <u>نقدمها</u> لمجتمعنا
15. The hiring department must make a written case for the	15. ويتحتم على الإدارة التي تريد تعيين هذا الموظف إعداد تقرير كتابي <u>يبرر</u> هذا الاستثناء.

- exception to the Office of Human Resources.
16. The unsuitability of an employee for the position means...
17. Minor illnesses of less than 5 days
- ويعني عدم ملائمة الموظف للوظيفة التي يشغلها... 16
- الأمراض البسيطة التي تستدعي إجازة... 17

According to Konšalová (2007), verbal modes of expressions are more 'explicit' than nominal modes which are more implicit. It has long been observed that translators into Arabic tend to use more verbs than those originally found in the English SL. This can lead to the conclusion that if the TT is Arabic, it will be more verbal, hence explicit, than the English ST.

Fourth: Recasts

Sometimes the ST word or phrase cannot be readily rendered into TT only through the addition of nouns, adjectives or verbs like the three cases above. Instead, it has to be rendered by adding a combination of a noun and an adjective, inserting prepositions, or even rephrasing the entire ST word or expression in what will be called 'recasts.' The following excerpts clarify this technique:

- | ST | TT | |
|--|--|-----|
| 18. Annual leave entitlements (heading) | <u>رصيد الأجازات السنوية المستحقة</u> | .18 |
| 19. 03.08.00 Pilgrimage Leave
03.08.01 <u>Eligibility and Allowance</u> | 01-08-03 إجازة الحج
01-08-03 الأهلية للحصول على الإجازة
ومن يسمح لهم بها | .19 |
| 20. Senior administrators report to the president | كبار الإداريين يرأسهم رئيس الجامعة مباشرةً | .20 |
| 21. Hospitalization | تلقي العلاج داخل المستشفى | .21 |
| 22. Employees reporting to ... | الموظفون تحت رئاسة... | .22 |
| 23. <u>Recruitment</u> starts when... | يبدأ البحث عن مرشحين لشغل وظيفة عند... | .23 |
| 24. The university will verify <u>reference</u> checks... | وستقوم الجامعة بالتحقق من الأشخاص الذين يرجع إليهم للسؤال عن المرشح... | .24 |
| 25. Transcript | سجل تقدير المواد | .25 |
| 26. Government office (elective office) | الخدمة في الحكومة (شغل منصب جاء عن طريق الانتخاب) | .26 |

4.1.2 Conjunctions

Conjunctions here will be divided into the most famously used Arabic conjunction 'و' ('and') and then other conjunctions.

First: The Arabic conjunction 'و' ('and')

It has been observed that this Arabic conjunction is used in every new sentence in the TT even though it does not reflect any occurrence of an English conjunction in the ST. Out of all the 332 conjunction occurrences surveyed in the data, the conjunction 'و' accounted for 300, making it the most famous conjunctive explicator in Arabic.

The following excerpts exemplify this kind of explicitation:

- | ST | TT |
|---|---|
| 27. AUC was founded in 1919... . It is a privately owned American educational institution ... | 27. تأسست "الجامعة الأمريكية بالقاهرة" عام 1919... . والجامعة مؤسسة تعليمية أمريكية مملوكة ملكية خاصة ... |
| 28. This temporary contract may be renewed... | 28. ويجوز تجديد هذا العقد المؤقت ... |

It is important here to disagree with Blum-kulka (1986) who initially thought of explicitation as 'redundancy' which can be expressed by "a rise in the level of cohesive explicitness in the TL text." In spite of the widespread addition of 'و' in the TT, which can be viewed as a rise in the level of cohesive explicitness, such addition is necessary to hew to Arabic patterns. But this has a limit, that is to say, we cannot overextend the conjunctive, or cohesive, 'و' into using words like 'بالإضافة إلى ذلك' (i.e. 'moreover', 'besides', 'furthermore, etc.) which has no equivalent in the ST, or this can be deemed as a deviation.

Second: Other conjunctions:

This part will focus on Arabic conjunctions other than 'و' ('and') and give explanations behind the use of some of them. Such conjunctive explicitators are exemplified as follows:

- | ST | TT |
|---|---|
| 29. AUC respects all official Egyptian government holidays covered by presidential decrees, some Western and Eastern religious holidays, and some American national holidays. | 29. تحترم "الجامعة الأمريكية بالقاهرة" جميع العطلات الحكومية المصرية الرسمية التي صدرت بخصوصها مراسيم رئاسية، <u>وكذا</u> بعض العطلات الدينية الغربية والشرقية، وبعض العطلات الوطنية الأمريكية |
| 30. Recruitment starts when there is a vacancy that needs to be filled. This vacancy may exist through the transfer, ...or death of a current employee ... | 30. يبدأ البحث عن مرشحين لشغل وظيفة عند وجود وظيفة شاغرة لا بد من شغلها. <u>فقد</u> تنشأ هذه الوظيفة الشاغرة بسبب نقل موظف ... أو وفاته ... |
| 31. In case of Separation, the employee's business email will be closed within 6 months from end of employment. Email accounts for AUC Alumni are granted for life. | 31. وبانفصال الموظف عن الجامعة عند انتهاء التوظيف، يتم إيقاف بريد العمل الإلكتروني الخاص بالموظف في غضون ستة أشهر من نهاية التوظيف. <u>وأما</u> خريجو "الجامعة الأمريكية بالقاهرة" فتكون حسابات البريد الإلكتروني لهم مدى الحياة. |
| 32. <u>All requests</u> for leave without pay <u>must</u> be in writing... . <u>They must</u> be submitted to the human resources office... | 32. تحرر كل الطلبات الخاصة بالإجازة بدون أجر كتابةً. <u>كما</u> يجب تقديمها إلى مكتب الموارد البشرية... |

It has been noticed that the translator preferred to use "وكذا" (lit. 'and also') to other conjunctions like "و" ('and') when the first conjunct is long, containing a noun that is modified by more than one adjective and also relativized by a clause. In example (29) above, the word 'العطلات' is modified by the adjectives 'الحكومية', 'المصرية' and 'الرسمية' and relativized by the clause 'التي صدرت بخصوصها مراسيم رئاسية'. It should be mentioned here that the head word 'العطلات' is repeated in both the first and second conjuncts in (29).

In (30), the translator used the conjunction 'ف' which is an Arabic clitic having either initiatory or causal function. Only implicit in the ST, this conjunction was explicitated in the TT.

A similar example is given in (31) except that another conjunction 'وأما' (or, 'as for'), is used. Another conjunction, more specifically 'كما' ('also'), however, is used in (32). It has been noticed that this particular conjunction is used to connect two sentences explicitatively if the subject is the same in both sentences. So, the subject in (32) is 'requests' in the first sentence and 'they' in the second, which also refers to 'requests'.

4.1.3 Reference

Pym (2005:1) argues that "...translators orient reference systems in order to manage the risks of non-cooperation in communication, and that they tend to be risk-averse because of the cultural reward system that often structures their professional tasks." Reference as an explicitation technique is often discussed within the context of replacing ST pronouns with TT nouns. Two other shifts will be added, however, to this category as follows:

First: Replacing pronouns with nouns

Although this is the commonest referential explicitation shift, it accounted for only 14 out of a total of 248 occurrences. The cause behind this meagre percentage (5.64%) may be due to the fact that the author of the Source Text was reluctant to use pronouns which may cause confusion among readers of the AUC staff with regard to their rights and obligations. Instead, s/he was apparently keen on using unequivocally clear nouns, thereby vitiating the need for such explicitative feature. The following excerpts exemplify this shift:

ST	TT
33. AUC was founded in 1919 by Americans devoted to education and service in the Middle East. <u>It</u> is a privately owned American educational institution,...	33. تأسست "الجامعة الأمريكية بالقاهرة" عام 1919 على أيدي أمريكيين كرسوا أنفسهم لتوفير التعليم والخدمة في الشرق الأوسط. <u>والجامعة</u> مؤسسة تعليمية أمريكية مملوكة ملكية خاصة
34. ... a contract of three originals, <u>one</u> to be handed for the social insurance office, ...	34. عقد من ثلاثة أصول، يُقدّم <u>الأصل</u> الأول إلى مكتب التأمينات الاجتماعية
35. Maintaining the security, confidentiality and privacy of records for information under <u>one's disposal</u> and not using it for one's interest or personal gain	35. الحفاظ على أمن وسرية وخصوصية سجلات المعلومات التي تكون تحت تصرف أي موظف، وعدم استخدامها لمصلحته أو لتحقيق مكاسب شخصية

Second: Adding demonstratives

Arabic demonstratives, more specifically 'هذا' ('this') and, much more frequently, 'ذلك' ('that') were used in the translated corpus, constituting 62 occurrences. This is illustrated as follows:

ST	TT
36. A meeting should be arranged with their immediate supervisor <u>to solve the problem</u> .	36. ويجب ترتيب اجتماع مع مشرفهم المباشر لحل هذه المشكلة.
37. Senior administrators, in turn, are authorized to sign employment contracts for their relocated managers <u>in consultation</u> with the human resources office.	37. ويصرح لكبار الإداريين، بدورهم، أن يوقعوا على عقود التوظيف الخاصة بمديريهم الذين تم إعادة تسكينهم، وذلك بالتشاور مع مكتب الموارد البشرية.

Third: Addition of referential clitics

A 'referential clitic' means a referential pronoun typically attached, or cliticised, to an Arabic noun. It is here believed that adding referential pronouns in the translation is a form of explicitation as it does not exist in the Source Text. Such referential clitics accounted for 172 occurrences, making it the commonest explicitation shift through reference. This is exemplified as follows:

ST	TT
38. The area head concerned approves <u>the appointment and placement of the candidate</u> for the specific position	38. ويقوم رئيس المنطقة المعني بالموافقة على تعيين المرشح وتسكينه في الوظيفة المحددة.
39. A. <u>Understand and comply with</u> the AUC Code of Ethics.	39. يفهم ميثاق الأخلاق الخاص "بالجامعة الأمريكية بالقاهرة" ويلتزم به.
40. Employees should wear uniform <u>while on duty</u> .	40. يجب على الموظفين ارتداء الزي الرسمي أثناء تأديت <u>هم</u> عمل <u>هم</u> .

Despite the fact that every language is *sui generis*, which can give a potentially satisfying reason why Arabic uses much more referential clitics which can be expressed by 'his/her' in English, two grammatical features in Arabic have been detected that largely contributes to such overwhelming usage of referential clitics in Arabic compared to English.

- A) It has been generally the case that, in English, when there are two non-person nouns conjoined by 'and' and followed by a head noun, they are translated into Arabic as follows:

ENGLISH	ARABIC
$N_1 + \text{and} + N_2 + \text{the} + \text{Head Noun}$	$N_1 + \text{Head Noun} + \text{and} + N_2 + \text{clitic}$

In (38) above, therefore, the phrase "the appointment and placement of the candidate" – where 'appointment' is N_1 , 'placement' N_2 and 'the candidate' the Head Noun – was translated as 'تعيين المرشح وتسكينه', as if it were 'the appointment of the candidate and his placement' in English.

university exams for degree
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التي يحصل فيها الطالب على درجة
جامعية.

Examples (41) and (42) show how English adjectival phrases are explicitly translated into Arabic relative clauses starting with 'التي', 'الذين', 'التي' (the female and plural variants of 'which' or 'that' in English) followed by a verbal clause. In (43) and (44), the adjectival phrases are translated into verbal clauses. The ST nominal phrases in (47), (48) and (49) are translated into relative clauses in TT.

Another reason why English-Arabic translators are even more inclined to use relative clauses is the fact that Arabic has a clausal structure that does not exist in English. This is called the 'ما ... من' construction where 'ما' ('that' or 'which') is followed by a verb which is followed by 'من' (lit. 'from') that is followed by a noun. This is represented in the translation of (45) and (46) where in the former "with appropriate shoes" was translated into 'ما يلائمه من الأحذية' and in the latter 'through equivalent training' was rendered into 'ما يناظر ذلك من تدريب'.

Overall, the fact that Arabic relative clauses are all restrictive clauses and that Arabic, unlike English, has the exclusive 'ma...min' clausal construction renders English-Arabic translators, whether consciously or unconsciously, more disposed to using clausal constructions, hence phrase-to-clause explicitation.

4.1.5 Lexical repetition

This explicitation feature can be exemplified as follows:

ST	TT
50. The benefits for fixed-term, project, grant and secondment <u>employment</u> vary ...	50. وتختلف المزايا الخاصة بالتوظيف محدد المدة، والتوظيف الخاص بالمشروعات، والتوظيف عن طريق الإعارة، باختلاف...
51. Senior managers <u>are accountable for</u> the development and implementation of policies and the leadership of a major unit...	51. ويتولى كبار المديرين مسؤولية تطوير وتنفيذ السياسات، وكذا مسؤولية قيادة وحدة كبرى...
52. New and modified <u>policies</u>	52. السياسات الجديدة والسياسات التي تم تعديلها

As shown above, the word 'employment' in (50) was repeated three times in the translation, whereas the words 'accountable for' and 'policies' in (51) and (52) respectively, were repeated two times each. It must be noted here that such repetition is regarded as a structural necessity that does not add to the meaning of the Source Text, and is, therefore, a legitimate tool in the translator's hand.

4.1.6 Narrowing (Specification)

According to Klaudy (2010), narrowing (specification) means that the TT word selected is narrower (or more specific) in meaning, than the ST word. This explicitation feature can be exemplified as follows:

ST

TT

53. We will build on our existing strengths to become the destination of choice for students and faculty from around the world seeking in-depth cultural exposure...
54. Compensation (heading)
55. The appointment is contingent upon the approval of the original employer.
56. a. Home address and phone number
b. Mobile number
57. Dismissal of an Egyptian national is to be undertaken following referral to the labor court
53. وسوف نبني على نقاط القوة الموجودة لدينا حتى نصبح محط اختيار الطلبة وأعضاء هيئة التدريس من مختلف أرجاء العالم الذين يسعون إلى التعرض إلى تجارب ثقافية متعمقة...
54. الرواتب والأجور
55. ويرتهن التعيين بموافقة جهة العمل الأصلية.
56. أ. عنوان المنزل ورقم التليفون الأرضي
ب. رقم التليفون المحمول
57. ويفصل الموظف المصري بعد إحالته إلى محكمة العمل.

In (53), the word 'exposure' – which literally means 'التعرض' in Arabic covering all forms of getting exposed to a new culture, including intercommunication with other people, gaining new experiences, etc. – was narrowed into 'تجارب' (lit. 'experiments', or 'experiences'). This is shown by Merriam Webster's web definition of the word 'exposure' as "the fact or condition of being affected by something or experiencing something; the condition of being exposed to something"

Though the researcher agree to the translation of 'compensation' (which was a heading) in (54) as 'الرواتب والأجور' as this part actually discussed 'salaries and wages' only, this does not negate the fact that the rendition was an act of narrowing where the ST word, which can overextend to any type of damages or indemnification, to 'الرواتب والأجور' (or, salaries and wages) only. According to Merriam Webster's web definition, the word 'compensation' has three meanings; namely, "something that is done or given to make up for damage, trouble," "something good that acts as a balance against something bad or undesirable" and "payment given for doing a job."

Rendering the word 'employer' in (55) as 'جهة العمل' (lit. 'employment body') is only an instance of narrowing since 'employer', according to Merriam Webster Dictionary, is "a person or company that has people who do work for wages or a salary" can also mean 'the person' who employs. In (56), it seems that the translator was bound to narrow the meaning of 'phone number' into 'رقم التليفون الأرضي' ('land line phone number') because it was followed by the 'mobile number', obliging him to distinguish between the two numbers.

Though the noun 'national' means, according to Merriam Webster Dictionary's web definition "a person who is a citizen of a country." and has nothing to do with 'الموظف' (or, 'employee'), the rendition of 'national' into 'الموظف' in (57) is believed to be an act of legitimate narrowing. Even though the word 'national' could have been given the one-to-one equivalent of 'مواطن', the translator specified the meaning to 'الموظف' ('employee') who is also a 'national' but on whom the whole part of the Source Text revolves and is thus worthy of being highlighted, or 'specified'.

4.1.7 Amplification

According to Molina & Albir (2002:500), amplification occurs when the TT uses more signifiers to cover syntactic or lexical gaps. This explicitation feature can be exemplified as follows:

ST	TT
58. The university's <u>offshore</u> retirement investment plan	58. خطة الجامعة الخاصة باستثمار مكافأة التقاعد بنظام "الأوف شور" (بعيداً عن القيود الضريبية القومية)
59. The basic uniform complement for the operational public-contact employees shall consist of short-sleeve shirts and pants (for men) or blouses, <u>slacks</u> , <u>smocks</u> and/or dresses for women	59. يتكون الطقم الأساسي للزي الرسمي الخاص بموظفي التشغيل الذين هم على اتصال مع الجمهور من قمصان ذات كم قصير وبنطلون (للرجال)، أو بلوزة، وبنطلون فضفاض، ورداء فضفاض خارجي أو فستان (بالنسبة للنساء)
60. <u>Sweat shirt</u>	60. قميص مصنوع من نسيج قطنى ثقيل
61. boots	61. الأحذية طويلة الرقبة
62. Torn garments, <u>shorts</u> , open-toed shoes, sandals, scuff or <u>flip-flops</u> are not appropriate	62. ليس من الملائم ارتداء أي ملابس ممزقة، أو سراويل قصيرة "الشورت"، أو أحذية مفتوحة عند الأصابع، أو صنادل، أو شباشب، أو صنادل ذات السير الذى يمسك بالقدم عند الإصبع الأكبر

The writer may disagree with the translator, or reviser, over the bracketed amplified translation of 'offshore' in (58) as 'بعيداً عن القيود الضريبية القومية' (Lit. away from local taxation restrictions). The disagreement is based on the fact that there could have been a shorter rendering of the term. According to the accepted translation of the International Monetary Fund, 'offshore' is translated as '(أوفشور) خارجي'. (Please refer to the website: <http://www.imf.org/external/arabic/pubs/ft/eds/guide/pdf/texta.pdf>)

The translator, or reviser, may be excused, however, as s/he may have read the definition of 'offshore' in association with another economic term, 'safe haven' where, according to Najera, (2011), savings are deposited in a foreign country with lower level of taxes, or no taxes at all. This meaning may have prompted them to give such amplified translation of 'offshore'.

Other than the word 'offshore', this particular explicitation technique was obviously employed in the part of the Manual describing how the uniform should look like for operational public-contact employees. The translator apparently faced the dilemma of not finding one-to-one equivalent to the ST word. Therefore, 'slack' is rendered into 'بنطلون فضفاض' (Lit. baggy pants); 'smock' into 'رداء فضفاض خارجي' (Lit. external baggy gown); 'sweat shirt' into 'قميص مصنوع من نسيج قطنى ثقيل' (Lit. a shirt made of heavy cotton fabric); 'boots' into 'الأحذية طويلة الرقبة' (Lit. long-neck shoes) and 'shorts' into 'سراويل قصيرة' (Lit. short pants). Perhaps the longest amplification came with the word 'flip-flop', which was rendered into 'صنادل ذات السير الذى يمسك بالقدم عند الإصبع الأكبر' (Lit. A rubber sandal held to the foot at the big toe by means of a thong).

4.1.8 Substitution

As explained before, substitution is used if an ST word does not exist in TT, it is substituted with another in TT having similar meaning. Only 18 occurrences were detected in the data, the most salient of which are as follows:

ST	TT	
63. <u>Educational</u> certificate	شهادة المؤهل الدراسي	.63
64. <u>Fingerprint identification (Criminal Record Check)</u>	صحيفة الحالة الجنائية	.64
65. <u>Marital</u> status	الحالة الاجتماعية	.65
66. The job candidates should submit their <u>curriculum vitae or résumé</u> ...	يجب على المرشحين للحصول على الوظيفة تقديم سيرتهم الذاتية المفصلة أو الموجزة...	.66

Aware of the fact that 'educational certificate' in (63) cannot be translated literally as 'الشهادة التعليمية' since such collocation is not common in the context where a candidate is applying for a job, the translator substituted 'التعليمية' with 'المؤهل الدراسي' to be 'شهادة المؤهل الدراسي' (Lit. academic qualification certificate). The same technique was employed in (64) where 'Fingerprint identification (Criminal Record Check)' would have been literally translated as 'التعرف على بصمات' (فحص السجل الجنائي). Such rendering, had it been opted for, would have been an unacceptable departure from the far more commonly used Arabic substitution 'صحيفة الحالة الجنائية' (Lit. criminal status sheet) which gives the exact meaning of the English ST expression. In (65), the adjective 'marital' in 'marital status' was rendered as 'اجتماعية' (i.e. 'social') although the basic equivalent of 'marital' is 'زيجي' (i.e. related to marriage). This is because in Arabic, unlike English, we do not say 'الحالة الزيجية', but rather 'الحالة الاجتماعية'. In (66), the translator was confronted with a different type of lexical intricacy, where both 'curriculum vitae' and résumé mean 'السيرة الذاتية' in Arabic with the exception that the former is detailed and the latter is shorter. So, the translator rendered both words as 'السيرة الذاتية' to which the adjectives 'المفصلة' ('detailed') and 'الموجزة' ('short') were attached. It is here believed that the substitution took place when 'curriculum vitae' is translated into Arabic as 'السيرة الذاتية المفصلة' (as if it were 'detailed curriculum vitae' in ST) and 'résumé' into 'السيرة الذاتية الموجزة' (as if it were 'short curriculum vitae' in ST).

4.1.9 Ellipsis

Ellipsis means that some words are omitted in order to avoid repetition on condition that the omitted words in the elliptical ST sentence must be ones that would appear twice in the full TT sentence. The fact that the ST author may have been reluctant to use elliptical expressions, which may have equivocal interpretations among AUC support staff with varying linguistic competency, may give reason why ellipses were few in the collected data – only 8 cases – some of which are cited below:

ST	TT	
67. <u>All candidates level 10 and above</u> have to be interviewed by the Director of Organizational Development <u>and from level 13 and above</u> have to be interviewed by the	يجب إجراء المقابلة الشخصية لجميع المرشحين من المستوى العاشر وما هو أعلى منه مع "مدير التنمية التنظيمية"، ولجميع المرشحين من المستوى الثالث عشر وما هو أعلى منه مع "المدير	.67

- | | |
|--|--|
| Executive Director of Human Resources | التنفيذي للموارد البشرية" |
| 68. The candidate is held accountable for the information provided on the resume and later on the application form when completed. | .68. <u>ويعد المرشح مسؤولاً عن المعلومات الواردة في سيرته الذاتية الموجزة، وكذلك يعد مسؤولاً فيما بعد عن المعلومات الواردة في نموذج التقدم لطلب الوظيفة عند استيفائه</u> |

In (67), the ellipsis in the ST is lexicalized in the TT as if the ST were: "All candidates level 10 and above ...and all candidates level 13 and above..." The same technique was followed in (68) where the ST was rendered as if it were: "The candidate is held accountable for the information provided on and later the candidate is held accountable for the information provided on the application ..."

4.1.10 Lexical broadening

According to Klaudy (2010:94), lexical broadening, or in other terms, generalization (Vinay & Darbelnet, 1958/1995) of meaning is "a standard transfer operation whereby the SL unit of a more specific meaning is replaced by a TL unit of a more general meaning." Numerically, this is the feature that has been least common in the data. Two examples are given for illustration:

- | ST | TT |
|--|---|
| 69. Store <u>helpers</u> | .69. <u>عمال المخازن</u> |
| 70. <u>Hats or caps</u> may be worn as long as the logos and images on the hat or cap do not offend general public values... | .70. <u>يجوز ارتداء القبعات بأنواعها (قلنسوة أو كاب) طالما أن الشعارات والصور التي تحملها لا تسيء إلى القيم العامة للجمهور...</u> |

In (69), the word 'helpers' (Literally 'مساعدون' or 'معاونون' in Arabic) was translated into 'عمال' (i.e. 'workers') which has a lexically broader meaning than 'helpers' whose main task is to 'help' others do their work. In (70), 'hats or caps' were given a broader, more generic, equivalent 'قبعات' then they were each assigned a separate lexical equivalent between brackets (i.e. 'قلنسوة' and 'كاب' respectively). The reason for this lexical broadening here is that the translator may not have readily found an easy Arabic plural for either the word 'قلنسوة' or the word 'كاب'.

4.2 Longevity of translation?

After discussing the explicitation techniques employed in the data, the researcher believes that one of the first questions to be asked here is whether such explicitation, which does not add to the meaning and is simply based on the fact that no two languages are isomorphic (Halliday & Yallop 2007), inevitably leads to the translation being longer than the original text. I share with Séguinot (1988) the conviction that explicitation does not necessarily mean redundancy, which Blum-Kulka (1986) supported in her definition of the Hypothesis: "The process of interpretation performed by the translator on the source text might lead to a TL text which is more redundant than the SL text." (p. 19). Besides, there has been a common conviction held by some scholars, among whom was Blum-Kulka (1986), that even though explicitation may be common, it is not

recommended, since it may lead to a longer TL, and that a more competent translator could have produced an equivalent TL text. The present paper gives evidence to the contrary. A simple mathematical calculation would give a negative answer to this query. As stated above, the total word count of the ST English text is (21,937 words). The total word count of the TT Arabic text is 21,646 words – even fewer than the original text. Before trying to solve this riddle, it should be stressed that both the ST and TT have been read three times to make sure nothing was left out or abridged in the translation. Four reasons may be given as an explanation for this.

First, it has to do the definite/indefinite article system in both English and Arabic. In English, a (countable) noun must be preceded by either 'a/an' for indefinite, or 'the' for definite, making the total number of the words that a computer can count as two words. In Arabic, however, the definite article 'ال' (i.e. the) is attached, or cliticised, to the noun, thus retaining the total number of words to be counted as one word. Besides, Arabic has no indefinite article equivalent to 'a/an'.

Second, cliticisation - basically represented in possessive and objective pronouns along with some cliticisable prepositions - plays a key role in reducing the total word count of any Arabic output. So, the prepositional phrase 'to his benefit' (3 words), which has the possessive pronoun 'his', is translated into one word in Arabic 'لمصلحته'. The verbal clause 'belongs to me' (3 words), which has the objective pronoun 'me', is also translated into one word in Arabic 'يخصني'.

Third, internal vowelings, which can denote passive constructions – among other functions – is instrumental here. For instance, the sentence: "He was dismissed" can be translated into one Arabic verb after being internally voweled according to a certain pattern, to be 'فُصِّل'.

Fourth, Arabic has the optional grammatical feature of 'absent pronoun' whereby the subject is not expressed in a separate word, but rather implicitly understood from the meaning of the verb, thereby reducing the number of words written. Thus, the English sentence: "I eat an apple." (4 words), will be translated in only two Arabic words: أكل تفاحة.

Given the word count of the Arabic translation, it seems that the usage of the above Arabic features have exceeded that of all the investigated explicitation features even though some of which visibly increase the word count of the translation output.

5. Conclusion

This paper attempted to give corroborating evidence of explicitation as a universal translation technique. It has been proved that explicitation is used in the translation of official, institutional documents. Based upon a corpus of the English-Arabic translation of the "Policies and Procedures Manual for Support Staff" (Office of Human Resources, the American University in Cairo, April 2012), up to ten explicitation techniques have been investigated. It has been shown that 'Explicative Paraphrase', which was given four subcategories, was the most frequently used explicitation shift, followed by 'Conjunction' and 'Reference'. Other shifts came in descending order. Lexico-grammatical, syntactic or morphological reasons were given in an attempt to explain why each of the explicitation techniques was used by the translator. It was shown that Arabic is more verbal than English, thus more explicative. The commonest Arabic

conjunction 'و' ('and') was observed to have initiated almost all new sentences in the TT. Other Arabic conjunctions which were used in the middle of the sentence were also examined. Two other subcategories have been added to reference other than replacing ST pronouns with TT nouns; namely, adding Arabic demonstratives and referential clitics. As for phrase-to-clause raising, it has been shown that it is because Arabic clauses are all restrictive, thus necessary, that English-Arabic translators tend to use relative clauses, thus explicitation, in Arabic. The 'ma....min' Arabic-specific construction was given to be an additional reason why explicative clauses are used in Arabic in the translation of English phrases. Contrary to widespread belief, it has been observed that the explicitation shifts used in the translation under investigation have not led to the TT being longer than the ST. Four reasons have been given to corroborate this. One of the most essential points this paper stressed is the difference between necessary (or, positive) explicitation and redundant (or, negative) explicitation. While the former is indispensable to getting to a translation that would sound natural in Arabic, the second is not recommended and is labeled as a mistranslation. According to House (2008:16), if evidence of a necessary intervention is absent, and the translator nevertheless intervenes and manipulates the function of the text, "we are no longer dealing with a translation but a version."

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