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**College of Education for Human Sciences**

**Department of English**



***A Grammatical Explicitness of the Translation in Some  
Selected Texts***

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of Bachelor Degree**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُوا الْأَلْبَابِ)

صدق الله العلي العظيم

( الزمر 9 )

**In the name of Allah**

**(Say, “Are those who know equal to those who do not know?” Only they will remember [who are] people of understanding)**

**God almighty has spoken the truth**

**(Al-Zumar 9)**

**I Dedicate this Paper to my  
Parents For Their Endless patience ,  
Love and Support**

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## Table of Contents

<b>Content</b>	<b>Page</b>
<b>Qur'anic Verse</b>	<b>I</b>
<b>Dedication</b>	<b>II</b>
<b>Acknowledgements</b>	<b>III</b>
<b>Table of Contents</b>	<b>IV</b>
<b>Abstract</b>	<b>VI</b>
<b>Chapter One</b>	<b>1</b>
<b>1.1 The Problem of the Study</b>	<b>1</b>
<b>1.2 The Aims of the Study</b>	<b>2</b>
<b>1.3Hypotheses of the Study</b>	<b>3</b>
<b>1.4 Procedures of the Study</b>	<b>3</b>
<b>1.5Limits of the Study</b>	<b>4</b>
<b>1.6Value of the Study</b>	<b>4</b>

<b>Chapter Two Literature Review</b>	<b>5</b>
<b>2.1 Translation</b>	<b>5</b>
<b>2.2 Explicitness</b>	<b>6</b>
<b>2.3 The Notion of Explicitness in Translation</b>	<b>8</b>
<b>2.4 Grammar</b>	<b>13</b>
<b>2.5 Subfields of Grammar</b>	<b>14</b>
<b>2.6 Fundamental Grammatical Rules</b>	<b>17</b>
<b>Chapter Three Data Analysis</b>	<b>20</b>
<b>3.1 Data Collection and Description</b>	<b>20</b>
<b>3.2 Data Analysis</b>	<b>21</b>
<b>Conclusion</b>	<b>31</b>
<b>References</b>	<b>33</b>

## **Abstract**

The research paper aims at shedding some light on the grammatical explicitness of translation in some selected texts. The research paper tries to explain what are explicitness, grammatical explicitness and how the grammatical explicitness is realised linguistically and how the grammatical explicitness linguistically realized in some selected texts under scrutiny. The current research paper aims at: Finding out what explicitness and grammatical explicitness are that are employed in the selected data and how they are realized linguistically. And setting out how grammatical explicitness is realized linguistically. And analysing how the Grammatical Explicitness is achieved in some selected translated texts under study.

Explicitness means the verbalization of information that the addressee might be able to infer if it were not verbalized. To put it somewhat informally, explicitness means saying something that the addressee might have understood anyway. From this definition, it also becomes clear that explicitness often (but not necessarily) entails redundancy, i.e. the encoding of information by means of more linguistic

material than is necessary. Explicitation is observed where a given target text is more explicit than the corresponding source text. The research paper sums up that the explicitness is delivered by being clear, concise and direct and filling out the elliptical expressions, using the active voice and be clear in using tenses and gender and case.

**Key words: grammar, explicitness, tense, translation, text, linguistic.**



## **Chapter One : Introduction**

### **1.1 The Problem of the Study**

A translator is responsible for ensuring that the meaning of the text is clear and free from ambiguity. Anticipate the reader's questions concerning the purpose of the work, author's meaning in a certain text, how the author links together two ideas (or these two paragraphs), and what are the evidence in the text, author's view about certain idea, author's intended meaning, etc. (Elalloway, 2014).

Explicitness is the verbalization of information that the addressee might be able to infer if it were not verbalized. To put it somewhat informally, explicitness means saying something that the addressee might have understood anyway. From this definition, it also becomes clear that explicitness often (but not necessarily) entails redundancy, i.e. the encoding of information by means of more linguistic material than is necessary (Von et al., 2011).

The systematic description of the features of a language is a grammar. These features are the phonology (sound), morphology (system of word formation), syntax (patterns of word arrangement), and semantics (meaning). Depending on the grammarian's approach, a grammar can be prescriptive (i.e., provide rules for correct usage), descriptive (i.e., describe how a language is actually used), or

generative (i.e., provide instructions for the production of an infinite number of sentences in a language). The traditional focus of inquiry has been on morphology and syntax, and for some contemporary linguists (and many traditional grammarians) this is the only proper domain of the subject ( Mahajan,2008) .

The current study deals with the analysis of Grammatical Explicitness of the translation in some selected texts. To the best of the researcher's knowledge , this notion hasn't been tackled thoroughly and there is a gap which the study tries to fill . Therefore, the present study tries to answer the following questions :

1. What the explicitness , grammatical explicitness are ?
2. How grammatical explicitness is realised linguistically?
3. How the grammatical explicitness linguistically realized in some selected texts under scrutiny ?

## **1.2 The Aims of the Study**

The current study aims at:

1. Finding out what explicitness and grammatical explicitness are. lexical devices that are employed in the selected data and how they are realized linguistically.
2. Setting out how grammatical explicitness is realized linguistically.
3. Analysing how the Grammatical Explicitness is achieved in some selected translated texts under study.

### **1.3 The Hypotheses of the Study**

It is hypothesized that:

1. The grammatical explicitness is denoted at the lexical and semantic level more than the syntactical level in the some selected translated .
2. The grammatical explicitness of lexis is conveyed at the word more than the phrasal and clausal level in the selected data under the study.
3. The grammatical explicitness at the level of syntax is denoted by number and tense more than gender .
4. Grammatical meaning is created by the relationships between the words that they have to one another for getting the effect of the clarity of language meaning and exactness of information.

### **1.4 The Procedures of the Study**

To achieve the aims of the study and to verify its hypotheses, the following procedures have been followed:

1. Reviewing the literature about explicitness , grammatical explicitness, and its background, in addition to the reviewing the translation.
2. Explaining how the translator could achieve the grammatical explicitness in the selected data under study.
3. Exploring how grammatical explicitness in the selected short stories translated texts is achieved .

4. The study will be rounded off with conclusions.
5. To verify the findings of the study, some statistical means are used for calculating the results of analysis.

### **1.5 Limits of the Study**

The study is limited to the analysis of Grammatical Explicitness in the Translation of Some selected texts like short stories texts . The researcher is limited themselves to analyse the grammatical explicitness in five selected short stories namely: The Hare and the Tortoise, The wolf and the sheep, The Ant and the Dove, The Lion and the Boar , and The hungry mouse.

### **1.6 The Value of the Study**

Hopefully, the study will be of good value to those who are interested in Linguistics and translation , the present study aims at achieving two kinds of significances , theoretical and practical. Theoretically, it might be of importance to those particularised in translation as it shows a clear idea about the grammatical Explicitness in the translation of selected texts . Practically, it clarifies how Grammatical Explicitness in the Translation of Some selected texts realize linguistically.

## **Chapter Two: Literature Review**

### **2.1 Translation**

Generally, translation is a process of rendering meaning, ideas, or messages of a text from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to consider whether the readers of the target text accept equivalent information as the readers of the source text do. These considerations are clarified in some definition of translation stated by some experts. One of the most prominent definitions of translation is stated by Newmark (1988: 5) who defines translation as “rendering the meaning of a text into another language in the way that the author intended the text”. This definition stresses on rendering meaning of the source language text into the target language text as what is intended by the author.

Hatim and Munday (2004: 6) define translation as “the process of transferring a written text from source language (SL) to target language (TL)”. In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process. Nida and Taber (1982: 12),

on the other hand, state that “translating consists in reproducing in the receptor language the closest natural equivalent of the source language message”. This definition is more comprehensive than the previous ones. Nida and Taber explicitly state that translation is closely related to the problems of languages, meaning, and equivalence.

From the definitions mentioned above, it is found that translation is a process which is intended to find meaning equivalence in the target text. Rochayah Machali (2001) underlines the term meaning equivalence because it is the meaning which is transferred in the target language. In this case, translators are faced with text as unit of meaning in the form of sets of words or sentences. This means that language which is used is unit of meaning in discourse which can be understood by the participants of the communication (Machali, 2007).

## **2.2 Explicitness**

Explicitness conveyed, on the basis that they would be hard-pressed to retract the explicit content of something they uttered, while they could at first glance be able to retract a representation they have implicitly communicated. Being explicit means avoid information that confuses the reader, that isn't relevant, being concise and direct while at the same time effectively informing your reader requires the

ability to edit thoroughly and communicate to your desired audience, fully and clearly expressed or demonstrated; leaving nothing merely implied; unequivocal. Explicitness is the quality of being explicit; plainness of language or statement; direct expression of knowledge, views, or intention, without reserve or ambiguity; outspokenness. Explicitness means each relation is given as the list of its elements.

The term explicitness refers to the overt encoding of information. In other words, the part of a message that is encoded linguistically is explicit, while the information which can be understood from the message without being directly referred to by linguistic material is implicit. Usually, in communicative interaction, only part of what is said is said explicitly, that is, with the lexical and grammatical means of a language. Another part is said implicitly; it is ‘said between the lines’, i.e., suggested, or presupposed by the speaker/writer. Part of this indirect meaning is conventionally associated with lexical and grammatical means – as e.g. in the case of indirect speech acts (Searle 1975) or conventionalized connotations of lexical items; another part of the implicit meaning, however, is unrelated to the linguistic structure of the message and is added on the basis of shared knowledge about the situational context of the communicative exchange and knowledge about the states of affairs referred to (Doherty 2002: 171).

Explicitness refers to lexical and grammatical material on the surface of the linguistic structure. Because all sentences, utterances, texts and discourses consist of linguistic material, all of them are explicit – but some feature more explicit information than others. On the other hand, in most of the uses of the term in linguistics explicitness is a measure of difference between two comparable variants of expression.

For an expression to be considered explicit, there has to be the systemic possibility of an implicit (or less explicit) variant and this dichotomy facilitates distinguishing properties of languages, communicative behaviours and registers. In short, explicitness is a property of the linguistic encoding and it is at the same time an inherently relative and relational concept, usually presupposing the comparison of two or more variants.

### **3.2 The Notion of Explicitness in Translation**

In translation the term “explicitness” is used in a slightly different way. While the phenomenon “explicitness” is generally also based on the premise of overt linguistic encoding, it is often considered to be the result of the process or procedure of “explicitation”, i.e., “the technique of making explicit in the target text [discourse] information that is implicit in the source text [discourse]” (Klaudy



1998: 80). Explicitness is seen as a feature of translated text as opposed to original text production and is invariably related to the translator/interpreter as the agent in the process of language mediation, who introduces explicitness into the target text/discourse. In translation and interpretation studies, explicitness tends not to be understood as a property that distinguishes preferences for patterns of information structuring, communicative conventions or registers in different languages independent of a translation relation.

Explicitation in Translation when considering the concept of explicitness in translation , it is useful to distinguish between linguistically-oriented approaches to translation which usually employ the term “explicitness” on the one hand, and translation-theory and translation-practice-oriented approaches ( Olohan 2000), which tend to consider explicitness in terms of “explicitation” on the other. Between these two approaches a third, slightly different notion of “explicitation”, influenced by discourse analysis, sociology of language, and relevance theory.

Among the linguistically-oriented approaches at least two could also be categorized as essentially contrastive-linguistic endeavours, employing translations and the shifts in the explicitness of linguistic encoding as indicators of underlying differences between the two language systems involved . Others, such as House

(2002) and Steiner (2004.), consider translations from the perspective of an increasing amount of language mediation via translation, which requires, in their view, a systematic description of the text type/register “translation” and its relation to comparable texts in the source language and target language communities. House focuses on translations in terms of language contact and source text induced target language variation. She posits a change in the conventions of the explicitness of linguistic encoding as a result of translational contact with English (House 2002).

Steiner investigates translations in terms of the properties of translated text as a genuine target language text type (Steiner 2004). Among the linguistically-oriented approaches to translation only Steiner connects explicitness in translations explicitly to explicitation in the process of translation; all others treat explicitness as a measure of difference between the two languages involved in the translation: first, as a property of the linguistic encoding and secondly, as a feature of the higher level unit text resulting from the linguistic encoding on the local level.

In the translation-theory and translation-practice-oriented approaches to explicitness in translation, the focus is placed on explicitation, i.e., the process that results in increased explicitness in the translated text as opposed to its source text.

Explicitation is variously described as a “strategy” or “technique” and “process” (Olohan 2000). While the first two terms stress the translators’ conscious decision to deviate from the information given in the source text, “process” defines explicitation as an involuntary departure from the information given in the source text, evoked by the specific conditions of cognitive language processing during language mediation.

Explicitness is the verbalization of information that the addressee might be able to infer if it were not verbalized. To put it somewhat informally, explicitness means saying something that the addressee might have understood anyway. From this definition, it also becomes clear that explicitness often (but not necessarily) entails redundancy, i.e. the encoding of information by means of more linguistic material than is necessary. Explicitation is observed where a given target text is more explicit than the corresponding source text.

Implicitness is the non-verbalization of information that the addressee might be able to infer. Implicitation is observed where a given target text is less explicit (more implicit) than the corresponding source text. What is more, the given definition of explicitation does not say how the target text’s higher degree of explicitness is related to the translation process. This latter point is particularly

important. When we investigate translation corpora, we do not see an increase in explicitness in the process of translation, strictly speaking. We merely observe the product, i.e. a higher degree of explicitness in the target text as compared to the source text, so we need to be careful with our conclusions. This is why the definition of explicitation provided does not say anything about the translation process.

Explicitation started with analytical emphasis on cohesive features . 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.

## **4.2 Grammar**

Grammar is the study of the rules governing the use of a language. That set of rules is also called the grammar of the language, and each language has its own distinct grammar. Grammar is part of the general study of language called linguistics. The subfields of grammar are phonetics, phonology, morphology, syntax, and semantics ( Rundle,1979).

Grammars evolve through usage and human population separations. With the advent of written representations, formal rules about language usage tend to appear

also. Formal grammars are codifications of usage that are developed by observation. As the rules become established and developed, the prescriptive concept of grammatical correctness can arise. This often creates a gulf between contemporary usage and that which is accepted as correct. Linguists normally consider that prescriptive grammars do not have any justification beyond their authors' aesthetic tastes. However, prescriptions are considered in sociolinguistics as part of the explanation for why some people say "I didn't do nothing", some say "I didn't do anything", and some say one or the other depending on social context.

Grammar is the study of rules governing the use of language. The set of rules governing a particular language is also called the grammar of the language; thus, each language can be said to have its own distinct grammar. Grammar is part of the general study of language called linguistics. The subfields of contemporary grammar are phonetics, phonology, morphology, syntax, semantics, and pragmatics. Traditional grammars include only morphology and syntax (Rundle, 1979).

## **5.2 Subfields of Grammar**

Phonetics is the study of human speech sounds. People who study phonetics are known as phoneticians. The subfield of phonetics is further divided into three areas

of study: articulatory phonetics, acoustic phonetics, and auditory phonetics. Articulatory phonetics is the study of articulation or the study of how and where speech sounds are produced in the human speech organs. Acoustic phonetics is the study of the characteristics of speech sounds including volume, amplitude, and frequency. Auditory phonetics is the study of how speech sounds are perceived by the human ear and brain. For example, the vowel [i] is produced in the upper front of the mouth with a tensed tongue and unrounded lips.

Phonology is the study of the organization and use of human speech sounds in a language. People who study phonology are referred to as phonologists. The subfield of phonology focuses on the inventory of sounds in a language and the rules that specify the interactions between those sounds. Phonologists study the phonemes — the smallest units of contrastive sound in a language — of a language. For example, the words *bye* and *pie* contrast in the English language because of the difference between the [b] and [p] sounds ( Crystal,2008).

Morphology is the study of the internal structure of words in a language. People who study morphology are called morphologists. The subfield of morphology focuses on what makes a word and what determines when a word changes form. Morphologists study the morphemes — the smallest linguistic units of a language

with semantic meaning — of a language. For example, the plurals of most English nouns are formed by affixing the morphological suffix -s to the end of the noun.

Syntax is the study of word order of a language. People who study syntax are known as syntacticians. The subfield of syntax examines the ways in which structures that are larger than a word such as phrases and clauses are constructed within a language. For example, the predicate in the English language may consist of verb, verb-subject complement, verb-direct object, verb-direct object-object complement, verb-indirect object-direct object, or verb-verb phrase complement.

Semantics is the study of meaning in a language. People who study semantics are called semanticists. The subfield of semantics focuses on the relationship between words and referents, the relationship between words and language users, and the relationship between words and other words. For example, the semantics of the English personal pronouns I and me indicates that both words have the same referent, the person speaking ( Crystal,2008).

Pragmatics is the study of language from the point of view of language users. People who study pragmatics are known as pragmaticists. The subfield of pragmatics examines language use in terms outside of linguistic knowledge such as



context, status of speaker and addressee, and inference and implicature. For example, English pragmatics account for the interpretation of *Could you open the window?* as a request to open the window rather than just a question of the ability to open the window ( Brinton and Brinton,2010).

## **6.2 Fundamental Grammatical Rules**

There are many different rules in the English language, but the fundamental ones are:

1. Use active voice. Active sentences have this formula: S (subject) + V (verb) + O (object):

Thomas walks a dog.

In this sentence, Thomas is the subject, walks is the verb (what Thomas does), and his dog is the object (the receiver of Thomas's action).

2. Link ideas with a conjunction. You can combine two S+V+O sentences with these coordinating conjunctions: but, or, so, and, yet, for, nor. For instance:

Anna likes coffee, but her brother prefers tea.

3. Use a comma to connect two ideas. When writing, don't forget to add a comma before the coordinating conjunction:

He's seventy, yet he still swims regularly.

4. Use a serial comma in a list. The serial comma is the last in the list, so make sure not to forget it when writing. It comes before and:

Hardy has a dog, a cat, and a goldfish.

Always use the same parts of speech in your list. In the above sentence, we have three nouns.

5. When writing, use a semicolon to join two ideas (in this case, you don't need coordinating conjunction). Let's look at an example:

Mary's dog is hyperactive; it won't stop barking or sit still.

5. When writing, use a semicolon to join two ideas (in this case, you don't need coordinating conjunction). Let's look at an example:

Mary's dog is hyperactive; it won't stop barking or sit still.

6. Use the Simple Present Tense for habitual actions. These are activities you do regularly (always, often, sometimes, usually, etc.):

Lily dances every day. (Don't forget to add (e)s for the third person singular.)

7. Use the Present Continuous Tense for current actions:

Tania is talking with her friend now.

8. When talking about past actions, don't forget that there are regular and irregular verbs. Add (e)d to regular verbs:

Marcus watched a movie last night.

When it comes to irregular verbs, there is a list you need to memorize. Here is an example:

I met my wife in 2014.

9. Use the Present Perfect Tense with words or expressions of unfinished time:

I have drunk three cups of coffee this morning (it is still morning).

10. Use the Present Perfect Continuous Tense when the action has not finished as well:

I have been drinking coffee all day. (It is still the same day, and I haven't stopped drinking coffee.)

11. When talking about two actions in the past, use the Past Perfect Tense for the older action. For example:

The train left at 9 am. We arrived at 9:15 am. When we arrived, the train had left (Akmajian et al.,2001).

## **Chapter Three: Data Analysis, Description and Analysis**

### **3.1 Data Collection and Description.**

The data are been selected for the analysis is five selected translated short stories , they are namely : The Hare and the Tortoise, The wolf and the sheep, The Ant and the Dove, The Lion and the Boar , and The hungry mouse. The researcher has chosen sixteen texts from these five short stories as a data for analysing the grammatical explicitness . Therefore, representative samples are to be selected. In the current study, the researcher follows qualitative methodology to analyze the the grammatical explicitness of the translation in some selected texts .Qualitative research Is “situationally constrained,” meaning that the social environment is crucial since it dictates the significance of social behaviours (Neuman, 2014: 17).

The selected data under study are chosen because they provide a sample to study the grammatical explicitness of translation in five selected short stories . The researcher will discuss examples which are taken from the syntactical point of view . The material was subjected to qualitative analysis in the present research.

## 3.2 Data Analysis

### Story (1): The Hare and the Tortoise

**Text 1.** Once there was a speedy hare, who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. All the animals in the forest gathered to watch.

ذات مرة كان هناك أرنب سريع كان يتفاخر بمدى سرعته في الجري. سئمت من سماعه يتباهى ، تحدثه السلحفاة في سباق. تجمعت كل الحيوانات في الغابة للمشاهدة.

The grammatical explicitness is expressed in this translated English text by at the level of tenses by keep using the same tense , simple past tense, in the same text all of the them are regular verb , there is no tense shift. And also the grammatical explicitness is expressed by using serial comma to join the parts of the text. Use active voice formula.

**Text 2.** The hare ran down the road for a while and then paused to rest. He looked back at the tortoise and cried out “How do expect to win this race when you are walking along at your slow paces?”

جرى الأرنب على الطريق لفترة ثم توقف ليرتاح. نظر للخلف إلى السلحفاة وصرخ عاليا ، كيف تتوقع ان تربح في هذا السباق حينما تكون ماشيا بخطواتك البطيئة؟

In this text, the grammatical explicitness is done by using the past tense to express past actions or completed actions and When talking about past actions, the writer doesn't forget that there are regular and irregular verbs. Add (e)d to

regular verbs: paused, looked, cried, and irregular for ran. And by using present continuous and simple present tense between two quotation mark to deliver the same speech that is spoken by the character without changing it. Conjunctions are used to link ideas like and . Serial commas are used to link the part of the text.

**Text 3.** The hare stretched himself out alongside the road and fell asleep. Thinking,” There’s a lot of time to relax.” The tortoise walked and walked; never ever stopping until she came to the finish line.

الأرنب مدد نفسه بجانب الطريق وغط في النوم . مفكرا ، “هناك الكثير من الوقت للاسترخاء.” مشيت السلحفاة وسارت. لا تتوقف أبداً حتى وصلت إلى خط النهاية.

In this text, the grammatical explicitness is done by using personal pronoun ' himself ' as a reference to keep referring to the pronoun ' hare' . And by using the personal pronoun she to refer to the tortoise. Past tense is used to refer to the finish actions, and the present tense is used inside the quotation to deliver the exact words that are spoken by the character. By using the past tense, the irregular verbs are put into consideration for example, came is irregular verb that doesn't receive -ed past . The conjunction 'and' is used to link part of the text.

**Story (2) :The wolf and the sheep**

**Text 4.**One day a sheep was eating sweet grass away from her flock of sheep.

She didn't notice a wolf walking nearer to her. When she saw the wolf, she

started pleading “please, don't eat me. My stomach is full of grass. ذات يوم كان

الخروف يأكل العشب الطازج (الحلو) بعيداً عن قطيعها من الغنم. هي لم تلاحظ ذئب يمشي بالقرب منها.

عندما رأت الذئب ، بدأت تتوسل “من فضلك ، لا تأكلني. معدتي ممتلئة بالعشب

In this translated text, the grammatical explicitness is expressed by using

present continuous to express continuous and unfinished action ' was eating ' .

Her is personal referential pronoun is used to refer to the tortoise. Simple past

tense is used to express finished actions . Comma is used to link ideas together.

**Text 5.”** You can wait for a while to make my meat taste much better. The

grass in my stomach will be digested quickly if you let me dance.” While the

sheep was dancing she had a new idea, “I can dance faster if you take my bell

and ring it so hard.”

يمكنك الانتظار لبعض الوقت حتى أجعل طعم لحمي

أفضل بكثير. العشب في بطني سوف يهضم بسرعة إذا تركتني أرقص “ . بينما النعجة

كانت ترقص ، خطرت لها فكرة جديدة ، “يمكنني الرقص بشكل أسرع إذا اخذت جرسى وقرعته بشدة ”

In this translated text, simple present tense is used to express and future is used

between two quotation mark to deliver the exact words that are said by the

character. Future is to express future action, and ' can ' is to express the ability

and request to wait . Continuous past tense is used to express incomplete action

in the past . Conjunction ' and ' is used to link part of the text. The text has active voice.

**Text 6.**The wolf took the bell and started to ring it so hard.The shepherd heard the sound and ran quickly to savethe sheep’s life..أخذ الذئب الجرس وبدأ يقرعه بقوة..  
سمع الراعي الصوت وركض مسرعا لكي ينقذ حياة النعجة.

In this translated text, the text has active voice because of the active formula. The past tense is used to express finished actions in the past by giving consideration for the regular verb and irregular ' took, ran and heard . Conjunction ' and ' is used to link part of the text. It is use to refer to the bell as a referential pronoun.

### **Story(3): The Ant and the Dove**

**Text 7.**One hot day, an ant was searching for some water. After walking around for some time, she arrived to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

ذات يوم حار ، كانت نملة تبحث عن بعض الماء. بعد المشي لبعض الوقت ، وصلت إلى ينبوع. للوصول إلى الينبوع ، كان عليها أن تتسلق ورقة من العشب. بينما كانت تشق طريقها لاعلى، انزلقت وسقطت في الماء.

In this translated text, actions are narrated in order from the old actions to the new. Past tense is used to express the finished or completed actions in the past. Continuous past tense is used to express incomplete action in the past ' was



searching '. She is used as a replacement for the ant by using the referential pronoun.' She ,here to keep referring for the same entity' ant' . The text has active voice formula.

**Text 8.**She could have drowned if a dove up a nearby tree hadn't seen her seeing that the ant was, in a trouble, the dove quickly plucked off a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed it up.

كان من الممكن أن تغرق إذا لم ترها حمامة فوق شجرة قريبة وهي ترى أن النملة كانت في مأزق ،  
فسرعان ما التقت الحمامة ورقة وألقته في الماء بالقرب من النملة التي تكافح. تحركت النملة نحو  
الورقة وتسلفتها.

In this translated text, 'she and her ' are used as referential pronouns to the ant, ' it 'is used as a referential pronoun to the leaf. Commas are used to link ideas together. 'and as a conjunction is used to link the part of the text. The text has active voice formula.

**Text 9.** Then the dove carried her 'safely to dry ground. Just at that time, a hunter nearby was thrōwing out his net towards the dove, hoping to catch it, guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove was quick to fly away to safety.

ثم حملتها الحمامة بأمان الى ارض جافة. في ذلك الوقت ، كان صياد في الجوار يرمى شبكته نحو الحمامة ، على أمل أن يمسكها ، ويخمن ما كان على وشك القيام به ، سرعان ما عضته النملة على كعبه. شعر الصياد بالألم ، وأسقط شبكته. كانت الحمامة سريعة في الطيران بعيدًا إلى بر الأمان.

In this translated text, past tense is used to express completed actions that happened in the past. The actions are expressed in order from the old to the new action. Continuous past tense is used to express incomplete action in the past tense . Future past is used to express that actions in the past were about to happen buy they didn't happy ' he was about to fly ' . Commas are used to link ideas together. The referential pronouns ' her, his, he, him, ' are used to keep referring to the entities' dove, ant'.

#### **Story (4): The Lion and the Boar**

**Text 10.** It was a hot summer day. A lion and a boar reached a small water hole for a drink. They began arguing and fighting about who should drink first. After a while, they were tired and stopped for breath, when they noticed vultures above.

كان يومًا صيفيًا حارًا. وصل أسد وخنزير إلى حفرة ماء صغيرة لتناول الشرب. بدأوا يتجادلون ويتقاتلون حول من يجب أن يشرب أولاً. بعد مدة قصيرة ، كانوا متعبين وتوقفوا للاتقاط الانفاس ، عندما لاحظوا النسور في الأعلى.

In this translated text, the grammatical explicitness is presented through using active voice formula, expressing actions in order . Also by using past tense to

express completed actions in the past with giving consideration for the regular and irregular verbs. The conjunction ' and ' is used to link part of the text. Commas are used to link ideas together.

**Text 11.** Soon they realized that the vultures were waiting for one or both of them to fall, to feast on them. The lion and the boar then decided that it was best to make up and be friends than fight and become food for vultures. They drank the water together and went their ways after.

سرعان ما أدركوا أن النسور كانت تنتظر سقوط أحدهما أو كليهما لتتغذى عليهما. الأسد والخنزير بعد ذلك قرروا أنه من الأفضل ان يتصالحوا ويكونوا اصدقاء بدلاً من ان يتقاتلو ويصبحوا طعاماً للنسور. شربوا الماء معاً وذهب كل منهما في حال سييله.

In this translated text, the grammatical explicitness is delivered by using referential pronouns to keep referring to the same entity, 'they' to refer to the lion and the boar. Simple Past tense is used to express completed actions in the past with giving consideration for the regular and irregular verbs, continuous past tense is used to express incompleting actions in the past tense. Actions are expressed in order from the old to the new. The text has active voice formula. Conjunction ' and ' is used to link the part of the text together.

**Story (5): The hungry mouse**

**Text 12.** There was a mouse that was having a very tough time. She had no'food for many days and made strenuous efforts to get her food. all her efforts went in vain. as the days passed by, she became very thin.

كان هناك فأرة تمر بوقت عصيب للغاية. لم يكن لديها طعام لعدة أيام وبذلت جهوداً مضنية للحصول على طعامها. ذهبت كل جهودها هباء. مع مرور الأيام ، أصبحت نحيفة جداً .....

In this translated text, the grammatical explicitness is done by using referential pronouns ' she and her ' as a personal pronoun is referring to the mouse character. Past tense is used to express action that happened in the past as well as actions are expressed in order. The conjunction ' and ' is used to link the part of the text together. The text has active voice formula.

**Text 13.**one day, the mouse found a basket with cheese. she noticed a tiny hole in the basket which was enough to get in through it. She moved inside the hole easily. since she had no food for many days, she ate a large amount of cheese.

ذات يوم ، عثرة الفأرة على سلة بها جبن. لاحظت وجود ثقب صغير في السلة كان كافياً لتدخل من خلاله. دخلت الثقب بسهولة. لأنها لم يكن لديها طعام لعدة أيام ، أكلت كمية كبيرة من الجبن. وبغير وعي ، تناولت وبشكل متواصل المزيد والمزيد من الجبن.

In this text, the grammatical explicitness is expressed through using simple past tense to express the past actions. Actions are expressed in order. ' she , ' as a referential pronoun is used to keep reference to the same entity' mouse' . The text has active voice formula.

**Text 14.**And non-consciously, she continuously ate more and more cheese. She realized very late that she ate a lot more than she needed. After eating that large amount of cheese, she got very fat. Satisfied with the cheese, the fat mouse tried to come out of the basket through the small hole.

أدركت في وقت متأخر جدًا أنها أكلت أكثر بكثير مما تحتاج. بعد تناول هذه الكمية الكبيرة من الجبن ، أصبحت سميكة جدًا. حاولت الفأرة السميكة ، الذي شعر بالرضا عن الجبن ، أن تخرج من السلة عبر الفتحة الصغيرة

In this text, the grammatical explicitness is presented through using referential pronouns ' she' to keep referring to the mouse. Simple past tense is used to express completed actions that are happened in the past with giving consideration for the regular and irregular verbs like' ate, realized, satisfied, tried'. Actions are expressed in order, and the text has active voice conjunction and commas are used to link ideas and part of the text together.

**Text 15.**Unfortunately, the tiny hole couldn't accommodate the big mouse!!! the mouse started screaming ” Oh, God! Let me come out, how can i “come out?” a rat after hearing the mouse's voice from the basket, asked her what happened! The mouse told the story and asked him to find a solution.

لسوء الحظ ، الثقب الصغير لا يمكنه استيعاب الفأرة الكبيرة !!! بدأت الفأرة تصرخ “آه ، يا إلهي! دعني أخرج ، كيف يمكنني ” الخروج؟ “سمع فأر صوت الفأرة من السلة ، سألها عما حدث! أخبرته بالقصة وطلبت منه إيجاد حل

In this translated text, the grammatical explicitness is delivered by using referential pronouns to keep referring to the entities ' me, her , and him'. Simple past tense is used to express completed actions in the past ' could, started, asked, happened, . The text has active voice formula.

**Text 16.**The rat said “If you want to come out, and wait for some time or even days to lose all your fat until you grow thin. The mouse started to starve now but with lots of food to come out of the trap.

قال الفأر “إذا أردت الخروج ، انتظري لبعض الوقت أو حتى أيام لتفقدى كل دهونك حتى تصبحي نحيفة. بدأت الفأرة تتضور جوعا الآن ولكن مع الكثير من الطعام للخروج من الفخ.

The grammatical explicitness in this translated text is represented at the level of tenses by using simple past tense to express finished actions in the past. Conjunctions are used to link ideas together in the text by using ' but 'and' and' . Commas are used to link ideas together. The text has active voice formula. The referential pronouns are used ' you, your ' are used to keep referring to the same entity' mouse'.

## Chapter Four: Conclusions

1-Explicitness refers to lexical and grammatical material on the surface of the linguistic structure. Because all sentences, utterances, texts and discourses consist of linguistic material, all of them are explicit – but some feature more explicit information than others.

2-Explicitation in Translation when considering the concept of explicitness in translation , it is useful to distinguish between linguistically-oriented approaches to translation which usually employ the term “explicitness” on the one hand, and translation-theory and translation-practice-oriented approaches.

3-Explicitattness in the translated texts under the analysis are achieved by using many different rules in the English language, like using the active voice, using conjunctions and commas, using Past tense to express completed actions in the past. And also done through expressing actions in order and by using referential pronouns as a replacement for the pronoun. Thus the first hypothesis of this study I being verified, explicitness is achieved through the lexical as well as the syntax .

4- All the tackled texts are attributed by having active voice by using such formula: S (subject) + V (verb) + O (object), link ideas with a conjunction, and combine two S+V+O sentences with these coordinating conjunctions: but, or, so,

and, yet, for, nor and use a comma to connect two ideas. Hypotheses number two, three and four are verified as the results show that, grammatical explicitness is created by the relationship between words like using references, and at the level of syntax is done by tense and number more than gender as well as at the level of lexis is conveyed at the level of words more than the phrasal or clausal level.



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