

A Semantic Coherence Analysis of a Short Story

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الملخص

فيما انتهى إليه علمنا يوجد القليل من الأبحاث التي أجريت في تحليل ترابط النص من حيث المعنى، هذه الدراسة تحلل بعض الشروط التي تجعل من "قصة الساعة" مترابطة من حيث المعنى. بإتباع فان ديجيك (1977)، حاول الباحثان أن يكتشفا كيف يعمل كل من التطابق الفردي، والكل والجزء، والتضمين والعضوية والإطار الفكري والعلاقات الحسية... الخ على ترابط النص من حيث المعنى، ولتسهيل عملية التحليل قام الباحثان بتقسيم القصة إلى عشرة اجزاء معتمدين على المزاج الايجابي المساعد على اعطاء حكم حدسي على الترابط المعنوي للقصة. أظهر التحليل أن القصة متماسكة من حيث المعنى حسب الشروط المذكورة أعلاه، ويأمل الباحثان أن تساهم هذه الدراسة في أساسيات التعليم والمواد التعليمية وإنتاج نصوص متكاملة من حيث المعنى.

Abstract

Few studies have been conducted on the semantic coherence analysis of To the knowledge of the researchers, there has not been any research involving

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the analysis of coherence of an English discourse carried out by Arab scholars in the Arab World. This study analyzes some conditions which make "the Story of an Hour" coherent. Following Van Dijk (1977) , the researchers have attempted to find out how individual identity, whole-part , inclusion, membership , frame , senses relations , make this story coherent . Just for To facilitate the process of analysis , each line in the story is numbered . The analysis has shown that this story is coherent according to these conditions . It is also hoped that the study may contribute to the basics of teaching , teaching materials, and producing and understanding coherent discourses .

Key Words : Coherence, Frame , Inclusion , Frame , Sense Relations , The Story of an Hour.

Introduction

Van Dijk (1977) defines coherence as a semantic property of discourses, based on the interpretation of each individual sentence relative to the interpretation of other sentences . He states that sentences or propositions in a discourse may form a coherent discourse, however, even if they are not all connected to every other sentence or proposition .

Brown and Yule (1983) define a coherent text as one having the elements of the message to be connected with or without overt linguistic connections between those elements. They also quote Labov (1970) who states that coherence or incoherence is not based on a relationship between utterances , but between the actions performed with those utterances. The following two examples are coherent although there are no formal linguistic links connecting contiguous linguistic strings .

1. Find the Ball . Win a House.
2. Ali was ill . He didn't go to school.

Despite the imperative form in number 1 , the required interpretation of the first sentence involves the first as a condition for the second . But in number

2, despite the declarative form, the required interpretation of the first sentence involves the first as a reason for the second.

Beaugrande and Dressler (1981) assert that a text is coherent if the concepts and "relations" which underlie the surface text are mutually accessible and relevant. A concept is a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind. Relations are links between concepts which appear together in a textual world. In supplying these relations, people draw upon their stored knowledge of the world. A text which makes sense is one where there is continuity of sense among the knowledge activated by the expressions of the text. The continuity of senses is the foundation of coherence.

Coherence begins in the mind of the writer (Morgan & Sellner, 1980), is transferred to the text (Halliday and Hasan, 1976), and finally occurs in the mind of the reader (Carrel, 1982). Coherence is a global feature of discourse (Mandl, Stain, & Trabasso, 1984).

Coherence is related to the principle of organization postulated to account for the underlying functional connectedness or identity of a piece of spoken

or written language (text , discourse) (Crystal, 1991, p.60) . In other words , coherence refers to connectivity in terms of content and organization .

McCarthy (1991) states that making sense of a text is an act of interpretation that depends as much as on what we, as readers, bring to a text as what the author puts into it . He emphasizes the role of the reader in actively building the world of a text based on his/her experience of the world and how states and events are characteristically manifested in it . The reader has to activate such knowledge, make inference and constantly assess his/her interpretation in the light of the situation and the aims and goals of the text as the reader perceives them.

In the following section , a short story called "The Story of an Hour" by Kate Chopin (1894) has been chosen to be the subject of this study . The researchers are going to analyze some conditions which make this story coherent . For the sake of facilitating analysis only , each line in the story is numbered as shown in the appendix .

A Semantic Coherence Analysis of the Story

In the first twelve lines of the story , it seems that the **Individual Identity** is the first determinant in the model sequence . V (Mrs. Mallard) = (she) .

The other individuals , viz V (death) ,V (disaster), V (the list of killed) , V (Josephine) , V (Richard) are related in a less direct way . The relations involved are those of **inclusion , membership and part-whole** . *Death, disaster, the list of killed , message , storm , and truth* may be included in the individual , **story** , the most general term, similarly, Josephine , Mrs. Mallard and Mr. Mallard may be members of the same family , while Richard be a member of friends related to that family . In the first line, heart is part of Mrs. Mallard's body , similarly , room (line 11) is part of her house where she received the news of her husband's death .

The individuals seem to cluster around two concepts , viz the wife and the husband's death . The individuals related by *identity* or *partiality* through successive models will be called a series . In most sentences , these two series are related by predicates , eg by verbs. The predicates in these successive sentences are related to each other because they denote a possible sequence of activities , bodily states , and mental (emotional) states for the sick wife series and related properties of her husband's death series . These twelve lines are also coherent due to *time period* and *place identity* which are associated with the activity sequence and the husband's death series . To

understand this , further explication is necessary . All predicates are identical by past tense and also identical by place , *her house* where those sequences of activities , bodily , mental (emotional) states happened .

The second determinant in making such a story coherent is the **Assumed Normality of the World** involved . That is our expectation about the semantic structures of this discourse are determined by our knowledge about the structures of worlds in general and of particular states or affairs or courses of events .

According to this normality condition , the following alternative for the main clause in the first sentence (lines 1-2) is not acceptable .

(.....) no care was taken to break to her the news of her husband's death .

As such , this main clause could occur in discourses in which such a state or event is made plausible . Normality , therefore , is a relative concept . The set of propositions characterizing our conventional knowledge of a situation (activity , courses of events, states) is called a **Frame** . In the above example , we have a husband's death frame , viz a set of typical death individuals and typical activities concerning husband's death . For this

reason, the alternative above in this respect conflicts with a husband's death frame . Also , such a frame includes propositions determining the possible ordering of facts , e.g. along the causal- consequence and general –particular or whole-part lines .

The previous topic in which Mrs. Mallard is in her room (line 11) , is being picked up again by the phrase *there stood* (line 13) . The adverb *there* in that case refers to her room where she was alone . The predicate facing the open window (line 13) is related to the predicates being *in* her room (line 11) , and sinking and pressing down (lines 13-14) .

The new topic sentence : She could see (line 16) is less obviously coherent. The individuals introduced in the subsequent sentences, viz *trees, rain, peddle, sky, clouds ,sparrows , song* (lines 16-19) do not belong to the wife or to the husband's series or frames. None of the individuals introduced before reappear in the models for these sentences. Therefore , these passages (lines 16-21) would be incoherent with the previous passages (lines1-15). We have an example of **a change in the topic of discourse** . Now , the question is whether this change is acceptable

or not . In other words , whether the new topic of discourse can be reached from the previous one .

The link connecting the two topics is expressed by the clause she could see... (line 16), which entails that she sees something outside . The implied introduction of the notion seeing in the open square allows introduction of the atmosphere-biosphere frame . The access to the new topic , established in a locally different world , is provided by **seeing relation** , whereas it is understood in such a case that some individuals in that world are objects of the seeing relation . Also hearing and feeling relations implied play a role in making the new topic coherent and a few other individuals are the objects of hearing and feeling relations implied .

The sentence (lines 22-24) is related to the previous passages by introducing *cushion* , *chair* which are parts of her room where she sat (line 11) . It is also related to the sentence: Into this she sank... (lines 13-15) by being tired property .

The subsequent sentences (propositions) (lines 25-31) , therefore , are to be satisfied in models with world accessible by **seeing , thinking , feeling and hearing relations** . Indeed , the individuals (*sky* , *patches* , *air* , *sounds*

, *scents, color*, etc belong to the actual atmosphere / biosphere series). No new individuals are introduced in these subsequent models. Thus recall worlds are coherently introduced because they are related to the present actual world of the agent .

The subsequent sentences (lines 32-38) are related to the previous sequences by **recognizing relation** . The words *free, free, free* are included in the individual, *thing* , she saw previously through her open square .

The topic of freedom is introduced . Terror going from her eyes , staying keen and bright , pulses beating fast, the course of warming blood, relaxation , living for herself , possession of coming years , welcoming those years , no imposing will , brief moment of illumination , self-assertion and strongest impulse of her being are propositions characterizing the freedom world of the wife frame (lines 32-53) .

In (lines 54-56) , Josephine introduced at the beginning of the story, reappears again here . Since she is the closest member in the family , *a sister* , her role here is to console her sister , Louise (Mrs. Mallard) and ease her . Louise (Mrs. Mallard) still lives in the freedom world .

In (lines 57-70) , leaving her room and with her sister going down are still coherent with the previous propositions by **feeling relations** . Feeling and living in freedom exist by introducing individuals , viz *triumph* , *victory* which are relevant to freedom series introduced in the previous sentences .

Richard , introduced at the beginning of the story, reappears here again .

In (lines 66-70) the introduction of a new topic comes as a surprise by the action of opening the front door . Mr. Mallard , introduced as dead at the beginning of the story, reappears here as alive .

Josephine and Richard also appear in these lines . By normality condition , all of them were amazed particularly Mrs. Mallard (Louise) who fainted . Doctors were called for help . They said that heart disease , introduced at the beginning of the story , was the cause of her death (line 71) .

By activating the **inference process** , the joy of freedom which she lived ended after seeing her husband alive and that is the reason for her death .

Therefore , (line 71) is coherent with the previous lines (66-70) .

Conclusion

We can say that the conditions which make this story coherent are :

1. Each situation of each model for this story is either identical with an actual situation or accessible from this situation .
2. The valuation functions of Mrs. Mallard (Louise) are related to the valuation functions of the individuals of the atmosphere / biosphere - series by **the seeing , hearing and feeling relations** .
3. The valuation functions of Mrs. Mallard (Louise) are related to the valuation functions of the individuals of the freedom series by **the feeling and thinking relations** .
4. Many individuals are defined by relations of partiality (**inclusion, part - whole , membership**).

Examples :

- a. accident , disaster , storm and message may be Included in the most general individual , **story** .
- b. Head , eyes , hands and blood are parts of a body.
- c. Mrs. Mallard (Louise) and Josephine are members of a family .

5. Human working activities are composed of components such as , she **wept** , she **went** , (she) **stood** , whereas **sad , veiled , killed** are members of death condition dimension .

6. **The Assumed Normality of the Worlds** , (lines 1-2) reveals that it is a normal condition that her sister Josephine who told her sister the news of her husband's death in broken sentences , veiled hints that revealed in half – concealing .

7. **Frame** : to prevent any exception to **the normality of the world** , *a frame* is introduced. Such a frame includes propositions determining the possible ordering of facts , e.g. Along the cause / consequence and general – particular or whole – part lines .

(.....) no care was taken to tell her sister the news of her husband's death .

According to death frame of this situation, this alternative is not acceptable (lines 1-2).

8. **The Approximation of the Condition of Coherent Topic Change** . This means that a sequence of sentences consisting of two coherent sequences is coherent if there is a relation such that individuals or properties of the two

topics or frames satisfy this relation in this story , or if the first sequence contains a predicate giving possible access to the possible worlds in which the second sequence is satisfied.

Examples :

She wept at once , with sudden , wild abandonment , in her sister arms (lines 10-11).

She sat with her head thrown back upon the cushion of the chair , quite motionless , except when a sob came up into her throat and shook her , as a child who has cried itself to sleep continues to sob in its dreams (lines 22-24). She knew that she would weep again when she saw the kind tender hands folded in death : the face that had never looked safe with love upon her , fixed and gray and dead (line40 -42) . And yet she had loved him sometimes . Often she had not (line 50) . It was only yesterday she had thought with a shudder that life might be belong (line 61) .

These sentences (propositions) existing in different topics are coherent by the approximation of the condition of coherent topic change . Therefore , the sequences of the sentences consisting of these coherent sequences are coherent .

9. **Repetition**: repeating the same individuals .

Examples :

days (lines 59, 60).

Open window (lines 13,58).

10. The **permanence** of the individuals during the story .

Examples :

Mrs. Mallard = she = Louise

Josephine appears at the beginning , in the middle and at the end of the story

.

11. **Inference** as filling in gaps or discontinuities in interpretation .

Inferences are connections people make when attempting to reach an interpretation of what they read or hear .

Examples :

the joy that kills , (the last line) .

The researchers hope that this analysis may contribute to the basics of teaching and teaching materials which may help in producing and understanding coherent discourses. The designers of the syllabus should focus on sense relations between lexical items , such as synonymy ,

hyponymy , meronymy , antonymy , inclusion , possessions as well as other terms , such as inference , entailment , predicate and referring expressions since each of them plays an important role in making a text coherent. Teachers should also be interested in how to teach each of them effectively in order to make a message coherent. For example , Some inferences create coherence, for example:

- 1 . I went shopping yesterday.
- 2 . The climb did me good.

To understand this, it is necessary to infer that *the climb* of the second sentence was part of *the shopping trip* of the first .

Another example on hyponymy and entailment can be seen as follows:

A . Suzan is from Amman.

B . Suzan is from Jordan.

Sentence A entails Sentence B according to the following basic rule of sense inclusion :

Given two sentences A and B , identical in every way except that A contains a word X where B contains a different word Y , and X is a hyponym of Y , then sentence A entails sentence B.

In short , each term above should be presented in a syllabus in a good way and should be taught successfully showing the role of each in creating and understanding coherent texts.

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Appendix 1

“ The Story of an Hour” by Kate Chopin (1894)

1 Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to

2. break to her as gently as possible the news of her husband’s death.

3. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in

4. half concealing. Her husband's friend Richards was there, too, near her. It was he who had

5. been in the newspaper office when intelligence of the railroad disaster was received, with

6. Brently Mallard's name leading the list of "killed". He had only taken the time to assure

7. himself of its truth by a second telegram, and had hastened to forestall any less careful,

8. less tender friend in bearing the sad message.

9. She did not hear the story as many women have heard the same, with a paralyzed inability

10. to accept its significance. She wept at once, with sudden, wild abandonment, in her

11. sister's arms. When the storm of grief had spent itself she went away to her room alone.

12. She would have no one follow her.

13. There stood, facing the open window, a comfortable, roomy armchair.

Into this she sank,

14. pressed down by a physical exhaustion that hunted her body and seemed to reach into

15. her soul.

16. She could see in the open square before her house the tops of trees that were all aquiver

17. with the new spring life. The delicious breath of rain was in the air. In the street below a

18. peddler was crying his wares. The notes of a distant song which someone was singing

19. reached her faintly, and countless sparrows were twittering in the eaves.

20. There were patches of blue sky showing here and there through the clouds that had met

21. and piled one above the other in the west facing her window.

22. She sat with her head thrown back upon the cushion of the chair, quite motionless,

23. except when a sob came up into her throat and shook her, as a child who has cried itself

24. to sleep continues to sob in its dreams.

25. She was young, with a fair, calm face, whose lines bespoke repression and even a certain

26. strength. But now there was a dull stare in her eyes, whose gaze was fixed away off

27. yonder on one of those patches of blue sky. It was not a glance of reflection, but rather

28. indicated a suspension of intelligent thought.

29. There was something coming to her and she was waiting for it, fearfully.

What was it? She

30. did not know; it was too subtle and elusive to name. But she felt it, creeping out of the

31. sky, reaching toward her through the sounds, the scents, the color that filled the air.

32. Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that

33. was approaching to possess her, and she was striving to beat it back with her will – as

34. powerless as her two white slender hands would have been. When she abandoned

35. herself a little whispered word escaped her slightly parted lips. She said it over and over

36. under the breath: "free, free, free!" The vacant stare and the look of terror that had

37. followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and

38. the coursing blood warmed and relaxed every inch of her body.

39. She did not stop to ask if it were or were not a monstrous joy that held her. A clear and

40. exalted perception enabled her to dismiss the suggestion as trivial. She knew that she

41. would weep again when she saw the kind, tender hands folded in death; the face that

42.had never looked save with love upon her, fixed and gray and dead. But she saw beyond

43.that bitter moment a long procession of years to come that would belong to her

44.absolutely. And she opened and spread her arms out to them in welcome.

45.There would be no one to live for during those coming years; she would live for herself.

46.There would be no powerful will bending hers in that blind persistence with which men

47.and women believe they have a right to impose a private will upon a fellow-creature. A

48.kind intention or a cruel intention made the act seem no less a crime as she looked upon

49.it in that brief moment of illumination.

50.And yet she had loved him –sometimes. Often she had not. What did it matter! What

51.could love, the unsolved mystery, count for in the face of this possession of self-assertion

52. which she suddenly recognized as the strongest impulse of her being!

53. "free! Body and soul free!" she kept whispering.

54. Josephine was kneeling before the closed door with her lips to the key hold, imploring

55. for admission. "Louise, open the door! I beg; open the door -- you will make yourself ill.

56. What are you doing, Louise? For heaven's sake open the door."

57. "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through

58. that open window.

59. Her fancy was running riot along those days ahead of her. Spring days, and summer days,

60. and all sorts of days that would be her own. She breathed a quick prayer that life might

61. be long. It was only yesterday she had thought with a shudder that life might be long.

62. She arose at length and opened the door to her sister's importunities. There was a feverish

63. triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She

64. clasped her sister's waist. And together they descended the stairs. Richards stood waiting

65. for them at the bottom.

66. Some one was opening the front door with a latchkey. It was Brently Mallard who entered,

67. a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far

68. from the scene of the accident, and did not even know there had been one. He stood

69. amazed at Josephine's piercing cry; at Richards quick motion to screen him from the view

70. of his wife.

71. When the doctors came they said she had died of heart disease--of the joy that kills.

بالرغم من الاهتمام المتزايد بموضوع المتلازمات اللفظية (Collocation) في العقود الأربعة الأخيرة , كما يبدو واضحا من الأدبيات المتوفرة عنها , لم يلق هذا الموضوع الاهتمام الكافي في البرامج المعتمدة لتدريب طلبة الترجمة في الجامعات . ولقد أظهرت نتائج الاختبار الذي تم إجراؤه على طلبة قسم الترجمة في جامعة اربد الأهلية هذه الملاحظة . وبالتالي فان البحث يوصي بإعادة النظر في التعامل مع المتلازمات اللفظية في المناهج الجامعية وإيلائها اهتماما اكبر .

"Tell me who you go with and I'll tell you who you are."

Abstract

Collocation has received a wide interest over the last four decades and that has led to the proliferation of a bulky literature on the topic. Unfortunately, however, this aspect has received very little attention in the programs designed and accredited to train translators at the university level. This observation has been supported by the results of a test conducted for

this purpose. This paper is, then, a call to reconsider the university syllabuses for the purpose of giving collocation its due attention.

1. Introduction.

Collocation is "an expression consisting of two or more words that correspond to some conventional way of saying things" (Manning & Schutze, 1999:14). This term was first introduced by Firth (1951) through his focus on the importance of context: the context of the social setting (as opposed to the idealized speaker), the context of spoken and textual discourse (as opposed to the isolated sentence), and the context of the surrounding words (collocation).

Collocation is a significant aspect of language, and hence in translation, for "If grammar is the bones of a text, collocations are the nerves, more subtle and multiple and specific in denoting meaning, and lexis is the flesh" (Newmark, 1988:213). The significance of collocation is ascribed to the following reasons:

1. Choosing the appropriate collocation will make the translated text more natural and more easily understood (www.englishclub.com).

2. Readers of a translated text unconsciously predict what is going to be said based on the use of phrases (Deveci, 2004:17).

3. Appropriate collocation will minimize the possibility of misinterpretation, "The precise meaning in any context is determined by that context: by the words that surround and combine with the core word – by collocation" (Oxford Collocation Dictionary, 2002:9).

Some linguists, for example Harmer (1991), have gone as far as to assume that collocation relations are sometimes more important than structural relations, thus he writes "It is accepted that choosing our words carefully in certain situations is more important than choosing grammatical structures".

2. Collocation: Range and Types.

Collocation is a very wide topic, so investigating any of its aspects should begin with delimiting its range and types. Bischof (2004) sees that collocations "...are situated on a scale between free word-combinations and idioms". This opinion is reinforced by Halliday and Hassan (1976) who use the term as a subclass of lexical cohesion that covers any instance which involves a pair of lexical items that are associated with each other in the

language in some way. This would entail, among other things, that three types of collocation can be said to exist:

1. incidental collocation: refers to a sequence of two lexical items whose either constituent can be freely substituted by other, synonymous, alternative. For example, in *fire staff*, *fire* can well be replaced by *dismiss*, *sack*, or *lay off* and *staff* can be replaced by *workers*, *employees*, etc. Such kind of co-occurrence cannot be considered collocation proper, and thus are outside the scope of the present study.

2. true collocation: refers to the habitual co-occurrence of lexical items which are either used together or avoided together. For example, no constituent in *addled eggs* can be replaced.

3. frozen collocation: refers to the sequence of words whose meaning cannot be inferred from the meanings of its constituents. They are idioms, proverbs, and clichés. For example, *kick the bucket* cannot be interpreted from the meanings of each of its parts. In other words, opacity is a prerequisite of this kind of collocation.

Thus, frozen collocation is a special type of collocation that differs from the true collocation kind in the following ways:

1. The lexical items involved in collocation are always, to some degree, mutually predictable (Crystal, 1995). Idioms, proverbs, and clichés, on the other hand, are unpredictable either in terms of the co-occurring items or in terms of meaning .

2. Collocations are subject to syntactic modification, whereas the majority of idioms, proverbs, and clichés are not. (www.ac/web.org/anthology).

Accordingly, this type of collocation requires a separate investigation. Thus, the present paper is entirely restricted to the true collocation type.

As for types of collocation, several divisions have been forwarded based on range, meaning, register, and structure.

1. As far as range is concerned, Lewis (1988) gives the following types:

a. strong: those that have very small range, for example 'rancid bacon', but not in other contexts.

b. medium strength: those words that collocate in a wider range than those of the first type. For instance, 'hold' and 'carry out' in 'hold a meeting' and 'carry out a study'.

c. weak: words which occur with a wider range than those of the first two types. For example, 'good' can collocate with so many words that one can hardly talk of collocation proper here.

Baker (1992:50) (citing Beekman and Callow, 1974) mentions two factors that influence the range of collocation. The first is its level of specificity: the more general a word is, the broader its collocational range; the more specific it is, the more restricted its collocational range. The second factor is the number of senses a collocated word has.

2. In terms of meaning, Cowie (1983) distinguishes between:

a. restricted collocations: here one constituent has a literal meaning, the other has a figurative meaning, e.g. 'to jog somebody's memory'.

b. open collocations: both elements keep their literal meaning, e.g. 'fill the bucket'.

Other linguists use various terms to designate this same division: primary sense vs. figurative sense, transparent vs. opaque, natural vs. conventional, etc.

3. With register, collocations are divided into register-specific vs. register-free (others use technical vs. general). The first is typical of a particular jargon, while the latter is used in general, everyday English.

4. Finally, collocations can be classified formally and various structural patterns have been set down. The commonest of such types are mentioned here for convenience:

a. adv. + adj. : completely satisfied

b. adj. + n. : excruciating pain

c. n. + n. : a surge of anger

d. n. + v. : lions roar

e. v. + expression with preposition: burst into tears

f. v. + n. : commit suicide

g. v. + adv. : wave frantically

3. Some Sources of Difficulties in Rendering Collocations Interlingually.

In recent years, collocation has aroused much interest, and this is evident from the bulk of literature available on the topic. However, it is

poorly understood and can hardly be rendered interlingually without agony. This section is designed to survey briefly the most outstanding sources behind such difficulties. For the purpose of this study, only the difficulties in connection with Arabic into English and English into Arabic translation are dealt with.

1. The first source of difficulty is associated with the syllabuses used to train students of translation. In such syllabuses, much attention is placed on "...the grammatical, phonological and orthographic aspects of language" in comparison with the lexical component (Sadeghi, 2010). Moreover, when the lexical level draws any attention, then there is more "...concentration on the paradigmatic relations of lexical items. Very little attention is paid to the syntagmatic aspect of lexis" (Sadeghi, 2010).

2. Another source of difficulty is related to the idiosyncratic meaning a word acquires from co-occurring with another word in a collocation (Bennett, 1981:273). This indicates that the meaning of a collocation cannot be predicted from the meanings of its constituting parts. In this connection, Lu and Zhou (2004:1) maintain that collocations "...are idiosyncratic in the sense that they are unpredictable by syntactic or semantic features". For

instance. 'heavy' is always understood to mean ثقيل ; however it can acquire a variety of senses depending on what it collocates with as shown in the following:

Heavy smoker	مدخن شره
Heavy sleep	نوم عميق
Heavy fog	ضباب كثيف
Heavy rain	مطر غزير

These different senses the word 'heavy' can display make it very difficult to predict its collocational patterns. Thus, unless well familiar with the idiosyncratic meanings of 'heavy' in different collocational environments, a non-English speaker can hardly guess these added meanings.

Unpredictability of the collocational patterns can also stem from the fact that every language is arbitrary in terms of how it puts words together (Nation, 2001 b). For example, 'rancid butter' and 'addled eggs' are quite arbitrary though both mean the unlikely 'rotten' (Palmer, 1976). Collocational patterns, moreover, change along time, 'bridge the gap' was

about to become an idiom due to the strong collocatability they show, 'close the gap', however, is widely used nowadays.

3. In many cases, collocation is a feature of the linguistic system, rather than a logical reflection of the outside world. In this connection, Sinclair (1987a:320) maintains that "...there are many ways of saying things, many choices within language that have little or nothing to do with the outside world". In other situations, however, a collocation is closely connected with cultural setting. For instance, 'law and order' is a frequent collocation in English, whereas القانون والتقاليد is more frequent in Arabic. This indicates the high value the English people place on 'order', and the high value the Arabs place on 'tradition' (Baker, 1992:49).

4. The non-substitutability nature of the words used in collocation. Near-synonyms cannot be used to replace any element of collocation. For example, we cannot say 'yellow wine' instead of 'white wine' even though 'yellow' is a good description of 'white wine' (Manning and Schutze, 1999:172-3).

5. Another difficulty arises from using words involved in collocation in their non-primary sense. This constitutes a serious problem in translation, for

translators usually opt for the primary sense of a word which helps a translator form a mental image, and this works as a context in which the less transparent word must be used (Sadeghi, 2010). When the primary sense does not fit, then translators go for chaotic interpretations. For instance, 'dry' in 'dry clean' causes no problem in interpretation and consequently in translation. 'Dry voice', on the other hand, is likely to cause serious problem, for 'dry' here is used in the non-primary sense to mean 'emotionless' and literal translation into صوت جاف would sound odd.

6. Collocational status is different from one language to another, for "one cannot assume that a concept expressed by way of a collocation in one language will use a collocation in another language" (Mekeon and Radev, 2000:12, cited in Gorgis and Al-Kharabsheh, 2009 p.25). For example, the English non-collocations 'controversial' and 'brief' are the equivalents of the Arabic collocations مثير للجدل and يقدم إيجازا respectively. This particular point has a serious burden in translation, as translators are greatly influenced by the L1 text when rendering into L2.

4. Statement of the Problem.

A quick look at the bulk of literature available on collocation reveals that it has received a world-wide interest by researchers who handled it from various aspects. A corollary to this was the interest in investigating the importance and/or difficulty of collocation in English as a second or foreign language, including translation. This is apparent from the experimental works conducted to test collocational knowledge (cf. Farghal and Shakir 1992f., Farghal and Obiedat 1995, Mahmoud 2005) to mention but few. By the same token, excellent dictionaries have been produced such as Lea's (2002) *Oxford Collocations Dictionary for students of English*, Hill and Lewis' (1997) *LTP Dictionary of Selected Collocations, Al-Hafiz Arabic Collocations Dictionary* (2004), among others.

Unfortunately, the findings and recommendations of these and other studies have not been made use of in the curriculum designed to train translators at the undergraduate level at the Jordanian universities. In fact the researchers, being staff members at various departments of translation inside Jordan and abroad, have noticed that collocation is the weak point not only in the syllabuses, but in the instructional orientation which tends to overlook collocational relations as well. This has resulted in having

translation trainees with very weak command of collocation, which has had its serious consequences in leaving translators subject to a variety of influences in juxtaposing words when translating into L2, at the top of which are L1 influence, haphazard choice, persistent looking for primary sense equivalents etc. Moreover, translators have weak perception of the role of collocation in register-specific vs. register-free texts, which constitutes the core of any translation program. In some register-specific texts, such as legal texts where near synonyms are never tolerated, an erroneous collocational use is a fatal mistake.

In accordance with these observations, the present paper is set to examine advanced level translation trainees' collocational competence in both register-specific and register-free texts. Through examining the collocational competence, difficulties and their reasons can be specified and recommendations can accordingly be set down. As stated earlier, this paper is restricted entirely to the true collocations type.

5. The Test.

5.1. Population and Design.

To verify the observation related to the problem stated in the previous section, fourth year students (i.e. those who passed 99 credit hours out of the total 132) majoring in translation between English and Arabic at Irbid National University were asked to sit for a test designed for this purpose. Out of 45 total number of fourth year translation students, 40 attended the test.

The test consists of 24 Arabic texts along with their English translations with one word missing in each of the English translations. The missing word is the core collocational element targeted for the purpose of this study. All the collocations included in this test are contextualized, for the main objective of this paper is to investigate translational awareness of collocation. This requires collocations in context so as to elucidate the impact of translating on collocational choices. Moreover, context is important in distinguishing between register-free vs. register-specific texts. Above all "The precise meaning in any context is determined by that context: by the words that surround and combine with the core word – by collocation" (Oxford Collocations Dictionary, 2002:9). This last point is enhanced by Miller (1993:2) (cited in Bowker, 1998:3) who makes the

following observation "Translators are knowledge users , they need background information about the subject matter of the source text". Following each text, four alternatives are given and the testees are asked to choose among them. It might seem strange, at first sight, to test translational competence through providing multiple choices. However, the aim of giving multiple choices is two-fold, (1) to create real-life like situation where translators are equipped with a variety of dictionaries, and (2) to make the testees of this paper aware of the aim this paper is designed for, thus controlling other variables such as caring about syntax or the like.

Proceeding from the rationale that translators are expected to work on general as well as specialized texts, and also from recognizing the general fact that collocations usually, but not always, take on the characteristics of the text in which they occur, the test has included register-specific vs. register-free texts. Texts 1, 4, 5, 8, 9, 10, 11, 13, 18, 19, 20, and 21 are register-free texts. Texts 2, 3, 6, 7, 12, 14, 15, 16, 17, 22, 23, and 24, on the other hand, are register-specific. All the collocations and their texts are taken from authentic texts subjects of this test have been exposed to, for one cannot expect capacity to incorporate new, not previously used collocations

in a non-native language. For this purpose, textbooks or collections of texts compiled by the concerned instructors which testees have covered in different ex-courses, namely *Texts and Translation*, *Translation into Arabic*, *Translation into English*, *Literary Translation*, *Legal Translation* etc. have been surveyed and most frequently used collocations have been selected.

The collocations included in this test cover as many structural patterns mentioned in section (2) as possible; consequently six adj.+ n., three adv.+ adj., seven v.+ n., three n.+ v., four v.+ expression with preposition, one n.+ n. collocational patterns are incorporated.

5.2. Results and Discussion.

The results of the testees' achievement are tabulated and discussed as below.

Table 1

Descriptive Statistics of the Items and their Difficulty Coefficients

Item	a		b		c		D				Difficulty Coefficient
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
1	9	22.5	2	5.0	29 *	72.5	0	0.0	40	100.0	0.75
2	32	80.0	4	10.0	3	7.5	1*	2.5	40	100.0	0.03
3	1	2.5	35 *	87.5	3	7.5	1	2.5	40	100.0	0.88
4	15 *	37.5	8	20.0	13	32.5	4	10.0	40	100.0	0.38
5	5	12.5	12	30.0	14	35.0	9 *	22.5	40	100.0	0.23
6	15	37.5	8 *	20.0	11	27.5	6	15.0	40	100.0	0.20
7	9	22.5	5	12.5	12	30.0	14 *	35.0	40	100.0	0.35
8	24	60.0	4 *	10.0	12	30.0	0	0.0	40	100.0	0.10
9	9 *	22.5	8	20.0	7	17.5	16	40.0	40	100.0	0.23
10	2	5.0	8 *	20.0	22	55.0	8	20.0	40	100.0	0.20
11	6 *	15.0	12	30.0	7	17.5	15	37.5	40	100.0	0.15
12	6 *	15.0	19	47.5	12	30.0	3	7.5	40	100.0	0.15
13	7	17.5	14	35.0	7 *	17.5	12	30.0	40	100.0	0.18
14	2	5.0	27 *	67.5	7	17.5	4	10.0	40	100.0	0.68
15	30 *	75.0	2	5.0	4	10.0	4	10.0	40	100.0	0.75
16	6	15.0	1	2.5	26 *	65.0	7	17.5	40	100.0	0.65
17	22	55.0	8	20.0	10	25.0	0 *	0.0	40	100.0	0.00
18	18	45.0	9 *	22.5	11	27.5	2	5.0	40	100.0	0.23
19	11	27.5	16	40.0	4	10.0	9 *	22.5	40	100.0	0.23
20	6 *	15.0	15	37.5	10	25.0	9	22.5	40	100.0	0.15
21	10	25.0	11	27.5	12	30.0	7 *	17.5	40	100.0	0.18
22	2	5.0	14	35.0	19 *	47.5	5	12.5	40	100.0	0.45
23	25	62.5	5	12.5	6 *	15.0	4	10.0	40	100.0	0.15
24	5	12.5	19 *	47.5	5	12.5	11	27.5	40	100.0	0.48
	277	28.9	266	27.7	266	27.7	151	15.7	960	100.0	

* The correct answer of each item

Table (1) shows that the subjects of the test attempted all the items included on the test, and that indicates their seriousness. This is an indicator that the test's results are reliable and indicative.

The total results show that the first items (alternatives) were resorted to more frequently (277, 266, 266, 151) respectively. This is an indication, among other things, of the testees' lack of collocational knowledge, for it is generally held that inadequate knowledge drives testees always to the first alternative(s).

Most of the difficulties encountered by trainee translators (testees) show that they were greatly influenced by L1 (i.e. Arabic) and persistent looking for primary sense equivalent(s). This manifests itself clearly in item (2) where *بأنا* in the SL text is understood in terms of absoluteness and that distracted the majority of the testees, thirty two, to the erroneous alternative *absolute*. Another representative instance is item (8), where the SL *دفع* tempted most of the students, twenty four, to rush towards the unlikely *pay*.

Related to the above point is the influence of the SL culture. This is very clearly shown, as was expected by the researchers, in item (13) where the SL الشرعي is usually associated with religion and that led fourteen testees to opt for the erroneous choice *religious*.

Moreover, intralingual translation played a negative role in the trainee translators' choices. This is shown in item (17), among others, where testees interpreted the standard Arabic أقامت into the more frequently used, the non-standard عملت and that led more than 50% of the students, twenty two, to go for *made*, with 0% opting for the correct item *gave*.

The collocational status of the SL expression played an important, negative role in the testees' choice. This interprets why students opted more frequently for the erroneous single item options in item (20) to stand as equivalents of العاقل 15, 10, and 9 respectively than for the appropriate alternative which was resorted to by the least number of subjects, six only.

Table 2

Descriptive Statistics (Scores on the Test, Register- specific Items and Register- free Items)

	No. of Students	Range of Scores	Minimum Score	Maximum Score	Mean	Std. Deviation
Test	40	9	3	12	7.73	2.04
Register-specific	40	6	0	6	2.98	1.40
Register-free	40	6	2	8	4.75	1.53
Students' Cumulative Average	40	26	56	82	67.67	6.87

Table (2) shows that the test subjects were more able, as expected, to recognize register-free collocations than register-specific ones (4.75 vs. 2.98). This reveals two important factors:

1. That students counted more on their general, rather than curricular, knowledge of English.
2. That when they are introduced to a new jargon, very little attention, if any, is ever paid to collocation when discussing the salient features of that jargon.

Ironically, however, the worst-answered item (17) is one of the register-free ones. The test has also shown that the more frequent a collocation is, the better it is scored by trainee translators. This is maintained clearly with the best register-free answered item (3) *hard work*, a very frequent expression in everyday English, whose coefficient difficulty is (0.88). This is also true of the best register-specific answered item (1) whose coefficient difficulty is (0.75) as shown in Table 1. Item (1) collocation *integral part* is the most frequently used collocation in the preamble of every legal and legal-like text.

Table (2) finally states down the students' cumulative averages in their university career, which ranged between (56) and (82) with the mean (67.67) and standard deviation (6.87). The correlation between students' cumulative and their achievement in the test is detailed in Table (3) below.

Table 3

Correlation between Students' Cumulative and their Scores on Test,
Register- specific Items and Register- free Items

		Students Cumulative Averages
Test	Pearson Correlation	0.25
	Sig.	0.12
	N	40
Register- Specific	Pearson Correlation	- 0.27
	Sig.	0.09
	N	40
Register- Free	Pearson Correlation	0.58 *
	Sig.	0.00
	N	40

Table (3) indicates that the general correlation between students' cumulative averages and their scores on the test was (0.25). With register-specific, the correlation between testees' cumulative averages and their test scores was negative (i.e. those with high scores were not able to score better). This gives another evidence to the observation mentioned above, namely that collocation is the neglected variable in identifying students with the features of a specific jargon. With register-free collocation, however, the image is conversed, that is a positive correlation was shown to exist between

students' cumulative averages and their test scores (those with higher cumulative scored better).

6. Conclusion.

This paper was carried out to verify the observation that translation advanced level students encounter serious problems in dealing with collocation, and that this weakness is attributed to the negligence of this notion in university syllabuses and instructional orientation. For this purpose, a test was designed, in both general as well as technical texts which trainee translators are supposed to deal with, to see to what extent this observation is valid. The findings of the test support this observation. The results specifically indicate that the subjects of the test haphazardly dealt with collocation, which is mainly attributed to the wide negligence of this notion. It also showed that a number of factors intervene in the students' dealing with collocation, the most important of which are: the influence of the SL text, both interlingual and intralingual, persistent looking for primary sense equivalent(s) which do not always fit, and inability to distinguish between register-free vs. register-specific texts which represents one of the major tasks of a potential translator.

To sum up, the test results have portrayed a gloomy picture of the students' translational awareness of collocation. This, consequently, needs a serious reconsideration of the syllabuses and methods, as far as collocation is concerned, used to train translators at the academic level. As a practical aid to this problem, it is recommended that instructors identify students with the notion of collocation at an early stage of their academic career and to guide them to consult and own specialized dictionaries, both monolingual and bilingual. Moreover, instructors may use effective methods in instructing students about collocation, such as isolating, at the end of every lecture/text, the most frequent collocations used. Such method is expected to help in forming efficient repertoire of collocation and in drawing the trainees' attention to the importance of this notion.

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APPENDIX (1)

Name:

Cumulative Average:

Choose the most appropriate item a, b, c, or d that gives the exact equivalent of the underlined Arabic expression in each of the following texts.

1. تعتبر مقدمة هذا العقد جزءا لا يتجزأ منه وتقرأ معه وحدة واحدة.

1. The preamble of this contract shall be considered ----- part hereof and shall be read along with it as one unit.

- a. one b. a unified c. an integral d. a central

2. ممنوع التدخين في هذا المكان منعا باتا.

2. Smoking is ----- forbidden in this area.

- a. absolutely b. totally c. fully d. strictly

3. حملنا صندوق الكتب إلى الطابق الرابع وكان عملا شاقا حقا.

3. We carried the carton of books to the fourth floor, and it was a very ----- work indeed.

- a. great b. hard c. tiring d. hectic

4. أي فريق يخل بينود هذا العقد يكون ملزماً بدفع مبلغ (1000) دولار للفريق الثاني على سبيل التعويض.

4. In case either party ----- the articles of this contract, that party shall pay an amount of \$1000 to the other party.

- a. breached b. violated c. broke d. contradicted

5. ... وذلك بناءً على تقريره المؤيد بشهادة كل من المكلفين شرعاً (عادل رمزي) و (ثامر محمد).

5. This is in accordance with his testimony supported by the testimony of the legally ----- (Adel Ramzi) and (Thamir Mohammad).

- a. able b. mature c. competent d. capable

6. هلا أسديت إلي معروفا وحملت هذا الصندوق عنى؟

6. I wonder if you could ----- me a favour and carry this box for me.

- a. make b. do c. give d. hold

7. إنها تتحسن ببطء بعد الحادثة.

7. She is slowly ----- after the accident.

- a. improving b. recovering c. getting well d. getting better

8. يلتزم الفريق الثاني بدفع تكاليف الطباعة من أوراق وأخبار وتجليد، وكذلك مصاريف النشر والدعاية والتوزيع دون الرجوع إلى الفريق الأول بأي من ذلك.

8. The Second Party shall ----- the costs of printing such as papers, inks, binding, as well as all expenditures related to publishing, advertising and distributing the book. None of these costs is borne by the First Party.

- a. pay b. bear c. be responsible for d. operate

9. يصبح هذا العقد ساري المفعول اعتباراً من يوم 1977/7/20 ويمكن إنفاؤه في حال حدوث خلافات خطيرة أو في حال وقوع ظروف خارجة عن إرادة الطرفين.

9. The contract shall ----- into effect as of 20/7/1977 and may be terminated by either of the two parties in the event of serious disagreements or circumstances beyond the control of the two parties.

- a. come b. enter c. get d. start

10. على أن لا يحق للوصي المذكور بيع أو رهن أو تأجير أي شيء من أملاكهم أو تنظيم وكالة عامة أو قبض مبلغ من المال يزيد عن (100) دينار أردني.

10. The abovementioned custodian has no right to sell, mortgage, or rent any of their properties, also, neither to ----- a general power of attorney or receive an amount of money exceeding JD (100).

- a. give b. grant c. organize d. donate

11. يوافق الطرف الأول ويجيز استخدام (العلامة التجارية) من قبل الطرف الثاني.

11. The First Party agrees and ----- the use of the (Trademark) by the Second Party.

- a. licenses b. permits c. grants d. accepts

12. في البداية امتلأت عيناها بالخوف، ثم انفجرت باكياً

12. At first her eyes filled with terror, and then she ----- into tears.

- a. burst b. blew up c. exploded d. bombed

13. في المجلس الشرعي المعقود لدي أنا (احمد يونس) قاضي (اربد) الشرعي

13. In the ----- council convened in my presence I (Ahmad Younis) the religious Judge of (Irbid)

- a. Islamic b. religious c. legal d. judicial

14. يسعى مجلس الأمن لجعل العالم خاليا من أسلحة الدمار الشامل.

14. The Security Council works to make the world free from ----- of mass destruction.

- a. arms b. weapons c. guns d. armament

15. سيعقد المدير اجتماعا الأسبوع المقبل.

15. The manager will ----- a meeting next week.

- a. hold b. carry out c. conduct d. convene

16. منحت وزارة التربية والتعليم هاني منحة دراسية للدراسة في الولايات المتحدة.

16. The Ministry of Education has ----- Hani a scholarship to the United States.

- a. given b. donated c. granted d. presented

17. أقامت أختي حفلة عيد ميلاد الأسبوع الماضي.

17. My sister ----- a birthday party last week.

- a. made b. conducted c. held d. gave

18. وعليه، فقد عقدت مجلسا للعدل ونظمت هذا السند وتلوته عليه علنا.

18. I have therefore ----- a Notary Council and drawn up this document and it has been read aloud to him.

- a. held b. convened c. assembled d. made

19. عينت ونصبت (أحمد فالج) من سكان (إربد) وصيا شرعيا ومتكلما مرعيا.

19. I appointed and installed Mr. (Ahmad Falih) resident in (Irbid) as legal guardian and ----- spokesman.

- a. legal b. authorized c. dependable d. competent

20. الزوج – الرجل البالغ – العاقل – الأعزب.

20. The male spouse, a bachelor man of legal age and ----- .

- a. of sound mind b. mature c. adult d. wise

21. يعقد الزواج بموافقة الزوجين وبكامل حريتهما دون أي منع خارجي أو إجبار.

21. Marriage shall be ----- into only with the free and full consent of the intending spouses.

- a. got b. maintained c. involved d. entered

22. نصحه الطبيب بممارسة الرياضة بانتظام.

22. The doctor advised him to ----- exercise.

- a. on time b. daily c. regular d. organized

23. يعد احتلال البلدان عملاً غيبياً بشكل واضح.

23. Invading countries is ----- stupid act.

- a. a clearly b. an evidently c. an utterly d. an overtly

24. أطلق العاهل السعودي مبادرة السلام العربية.

24. The Saudi monarch ----- the Arab peace initiative.

- a. delivered b. launched c. made d. conducted

Appendix (2)

Answer Key

1	c	13	c
2	d	14	b
3	b	15	a
4	a	16	c
5	d	17	d
6	b	18	b
7	d	19	d
8	b	20	a
9	a	21	d

10	b	22	c
11	a	23	c
12	a	24	b