
| RESEARCH ARTICLE

Integrating Discourse Analysis into Pedagogical Translation: Enhancing EFL Students' Language Proficiency through Cohesion and Coherence

Hicham Beddari

Interdisciplinary Research Laboratory for Environment, Management, Energy, and Tourism, Cadi Ayyad University (ESTE), Morocco

Corresponding Author: Dr. Hicham Beddari, **E-mail:** h.beddari@uca.ac.ma

| ABSTRACT

The use of translation into foreign language learning classrooms has been an issue of considerable controversy for a long time in the history of language pedagogy. However, in the past few decades, translation has experienced a revival and reappraisal in education settings (Cook 2001, Leonardi, 2010, Carreres et al., 2018; Pintado Gutiérrez, 2020). Numerous voices have advocated for its reintegration in EFL classrooms. Since then, researchers and scholars approached translation from a diverse array of perspectives. Hence, the present study ostensibly aims at approaching pedagogical translation from a pointed perspective. The latter essentially boils down to highlighting the relevance and interconnectedness of translation and discourse analysis (DA) for educational purposes. This relationship is purported to be deeply intertwined (Farahani, 2013 Erton, 2014, Kim et al, 2017). By applying DA in the act of direct and inverse translation, the student-translator can manage the flow and the structure of the text in focus, ensuring the establishment of coherence and cohesion of the target text and securing its communicative impact. The Findings show that through contrastive analysis and reflection on the written and translated texts studied in the educational setting, the student-translator advances considerably his or her knowledge of the foreign language.

| KEYWORDS

Pedagogical Translation; discourse analysis; coherence; cohesion, discourse markers; contrastive analysis.

| ARTICLE INFORMATION

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1. Introduction

Within the discipline of applied linguistics, discourse analysis (DA) and pedagogical translation have been witnessed to serve as important instruments for fostering students' mastery of language both accurately and meaningfully. Discourse analysis, which scrutinizes how language functions in real contexts, equips students to understand features, such as coherence and cohesion, all of which are important for maintaining clarity and effective communication. Pedagogical translation, when grounded in discourse principles, enables students to examine thoroughly a particular text, while also deepening their understanding of the nuances and intricacies of the language and developing their command of the language, more significantly. This view is evidently supported by Robinson (1997), who stated that "when translating, learning is achieved whether consciously or unconsciously as a result of different complex processes that take place along with translating" (p.2)

As Hatim and Mason (1997) argued, translation is not a mere rendition of words from one language to another, but an act of communication shaped by the specific discourse in which it occurs. This perspective underscores the significance of discourse analysis in helping students improve their skills in meaning-making in both their first and second languages.

Moreover, Newmark (1988) pointed out that translation goes beyond word-for-word substitution, it requires sensitivity to the communicative function of the text and the translator's mediating role. Engaging in this process helps students develop their use of grammar, acquire richer vocabulary, and foster stylistic competence, all of which are essential components of language proficiency.

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Thus, this study examines the effect of pedagogical translation and DA on supporting foreign language learning, and how they play a vital role in developing an understanding of a particular text. Moreover, it examines the importance of raising students' awareness of DA in translation equipping them with the practical skills necessary for advanced language use in both written and spoken communication. Accordingly, the present study aims to address the ensuing questions:

1. How significantly does enhancing students' awareness of DA tools while actively engaged in pedagogical translation affect the development of students' language competence?
2. Can DA be integrated into pedagogical translation to enhance language acquisition?

2. Literature Review

2.1 Pedagogical Translation

Pedagogical translation refers to the use of translation for pedagogical purposes, and it is deemed to be an effective tool in teaching and learning foreign languages (Leonardi, 2010). In Leonardi's viewpoint, Translation should be neither associated with the Grammar-Translation method nor with the traditional activity aimed at training translators. Translation, instead, "should be seen as an integrating activity not to be used in isolation but rather as a support to the four traditionally taught skills" (Leonardi, 2010, p.88). That is, reading, writing, speaking and listening skills. At this point of discussion, a distinction must be made between pedagogical translation and translation pedagogy to avoid any possible ambiguity. Pedagogical translation refers to translation as "a valid teaching tool in foreign language learning", whereas translation pedagogy points out to "the teaching of translation to train professionals" (Leonardi, 2010, p.81).

A close reading of the literature shows that the concept under discussion has been employed, either literally or under other appellations, by a vast horizon of theorists, linguists, teachers and language practitioners. Lavault (1985) defined 'pedagogical translation' as the "didactic use of translation in language teaching" (cited in Lucía Pintado Gutiérrez, 2018, p.4). Gile (1995), in this regard, differentiated between 'professional translation' and 'school translation'. The former casts considerable light on the content (product), whereas the latter focuses on the language itself (process).

Delisle, Lee-Janke and Cormier (1999) defined pedagogical translation as "a mode of translation practiced as an exercise for the purpose of learning a foreign language" (p. 167). Such exercises aim at enhancing students' lexical repertoire, developing coherence and cohesion in both written and spoken discourse, and play a facilitative role for syntactic structures to be easily and fully grasped. They are also skilfully designed to check students' comprehension and assess vocabulary retention (Delisle, Lee-Janke and Cormier, 1999).

In line with Gile (1995), Christina Schäffner (1998) indicated that a distinction must be drawn between translation being utilized for language teaching/learning and translation for professional purposes. According to her, translation for language learning "seeks to reproduce 'the message of the ST' with attention drawn to 'different linguistic structures' and can thus be regarded as a 'decoding-encoding' task". Conversely, translation for professional purposes "seeks to accomplish 'text production for specific purposes' and the focus lies on the function of the text" (Schäffner, 1998 cited in Sio Wai LO, 2016, p. 28).

In this concern, Gonzales-Davies (2002) made a clear cut distinction between "translation to be used as a means in FL classes 'as a communicative learning activity' and translation as an end 'to prepare students who wish to follow Translation and Interpreting Studies at University'" (cited in Leonardi, 2010, p. 17)

In the same vein, Klaudy (2003) underscored two types of translation; 'real translation' and 'pedagogical translation'. The translated text, in real translation, is "the goal of the process and the addressees are real-world readers in the target language (L2) who want information from the translated texts". However, the translated text, in pedagogical translation, "functions as a tool to improve the learners' L2 proficiency and the addressees are language teachers or examiners who are interested in understanding or improving learners' L2 proficiency" (Cited in Sio Wai Lo, 2016, p. 28).

More recently, Laviosa (2014) introduced a new term referring to the same concept under examination. That is, 'pedagogic translation' which is "understood as a translation-based approach to FL pedagogy" (cited in Lucía Pintado Gutiérrez, 2018, pp.4-5).

Altogether, given the aforementioned definitions which addressed the concept of pedagogical translation, the latter can be defined as a mode of translation used in the classroom as a teaching aid to improve students' foreign language proficiency at the lexical, textual, cultural, semantic, pragmatic and syntactic level.

2.2 Exploring the Link between Discourse Analysis and Translation Studies

Since its emergence as a new discipline, Discourse Analysis has influenced various academic fields, such as translation studies, from which pedagogical translation has developed. A thorough examination of the literature reveals that there is an inextricable relationship between DA and translation (Al-selwi, 2019). In the past few decades, DA has impacted translation in multiple ways. According to Trosborg (2000), the impact has redirected the focus of translation from isolated words toward the examination of complete texts, highlighting the importance of cultural aspects. Within the framework of discourse analysis, cohesion and coherence are recognized as particularly important concepts for translation.

Schaffner (2002), affirmed that Contemporary linguistics concern itself with the way language functions in real-life communication, extending beyond mere grammatical rules. For her, there is a "general agreement that understanding a text is a prerequisite for translating it" (p. 1). This broader perspective helps students develop their reading comprehension, and writing skills on equal footing. By engaging in discourse analysis, students develop insights into meaning construction, thereby supporting more comprehensive language learning. (Baker, 1992; House, 2015).

Nida (1996) pointed out that DA generally helps translators understand the way the discourse is structured and unfolds. Greater knowledge of discourse allows translators to better preserve the intended meaning and tone of a text in translation. It is widely accepted that translators engage deeply with texts and read with insight. Their primary goal is not only to understand the original text, but also secure the clarity and coherence of the **translated version** for the target audience. Accordingly, careful reading enables student-translators to examine the way ideas are connected, how coherence and cohesion are established and how the author's communicative act is conveyed, playing a crucial role in students' language acquisition.

The notion of discourse in the context of translation studies has also been highlighted by Werner Koller (1979). In his words, he posited that:

The study of translation investigates conditions of equivalence and describes the coordination of utterances and texts which are in two languages and to which the criterion of translational equivalence applies; it is the study of parole. Contrastive linguistics, on the other hand, investigates the conditions and preconditions of correspondence (formal similarity) and describes corresponding structures and sentences; it is the study of langue. (pp. 183-184)

What can be deduced from the above-mentioned passage is that translation focuses on how meaning is constructed and interpreted in real-life communication. By focusing on language in use (Parole), translation studies, supported by discourse analysis, enables students to lay their fingers on how texts function across different cultures. This not only helps them produce communicative and meaningful translations but also develop greater awareness of language and strengthen communicative competence, making it a useful tool for language acquisition.

Finally, Newmark (1988) explored the notion of the **unit of translation (UT)**. He highlighted the fact that translation theorists hold divergent views. Some advocated for the centrality of the entire discourse or text as an important unit, whereas others, like Vinay and Darbelnet, argued that individual language chunks should be translated as integral units. Newmark explained that with the rise of text linguistics, diverse scholars have shifted away from sentence-by-sentence translation approach toward a more holistic text translation. That is, emphasizing the translation of texts in their entirety. Discourse analysis, or text linguistics, supports the view that **the whole text** constitutes the essential unit of translation on the ground that it focuses on the text's **cohesion and coherences in its entirety**. This view aligns with students' primary objective, which is to reach an advanced level of language mastery by enhancing clarity and coherence in expression. Overall, Discourse Analysis and translation are **closely connected**. While the act of translation involves shifting spoken or written content from one language to another, discourse analysis assists translators or student-translators by providing essential tools for text examination. . DA functions as a guiding framework throughout the translation process. To produce meaningful translations, students must first build a solid understanding of the original text, a fundamental objective that discourse analysis helps them achieve. This process requires a comprehensive understanding of coherence and cohesion, as they play a key role in ensuring clarity and flow in both written and spoken language.

2.3 Coherence and Cohesion in Discourse Analysis and Translation

Cohesion and coherence are key standards of textuality, which determine the organic unity of a particular text (Beaugrande and Dressler, 1981). Any incongruity of these fundamental elements results in dramatic loss of the meaning conveyed by the original

message. Cohesion and coherence are purported to play a crucial role in both discourse analysis and translation. Newmark (1991) serves as a relevant example. He asserted that “the topic of cohesion... has always appeared to me the most useful constituent of discourse analysis or text linguistics applicable to translation” (p. 69). Therefore, in the absence of the aforementioned components, effectively writing or making sense of a text becomes difficult for all parties involved, notably the writer and the reader (or student). Cohesion refers to “the network of lexical, grammatical and other relations which provide links between various parts of a text. These relations or ties organize and, to some extent, create a text...cohesion is a surface relation, it connects together the actual words and expressions that we can see or hear” (Baker, 1992, p.190). These formal links boil down to conjunctions, reference, substitution, ellipsis, and lexical ties— that link sentences and clauses together, ensuring the text reads smoothly and logically.

Before examining these key concepts in practice, it is important to begin by defining them. Reference refers to the use of pronouns and deictic expressions (*this, that, here, and there*), with the aim of avoiding repetition of words or nouns in spoken or written discourse. Substitution, as the name suggests, means that one item is replaced by another, and ellipsis implies that one item is omitted. Conjunction is the use of words such as *and, but, because, and however* to link ideas and help readers follow the flow of diverse units of meaning. (Halliday and Hasan, 1976). Baker succinctly captured the subtle difference between the four cohesive devices and explained them as follows:

“Unlike reference, substitution, and ellipsis, the use of conjunction does not instruct the reader to supply missing information either by looking for it elsewhere in the text or by filling structural slots. Instead, conjunction signals the way the writer wants the reader to relate what is about to be said to what has been said before”

(Baker, 1992, p. 190)

Coherence, on the other hand, goes beyond formal ties and refers to the “the procedures which ensure conceptual connectivity, including (1) logical relations, (2) organization of events, objects and situations, and (3) continuity in human experience.” (Hatim, 1990, p. 195). Coherence is concerned with the extent to which the ideas presented in a given text are logically organized and collectively meaningful, and whether they correspond to the readers’ background knowledge, expectations and cognitive perspective. A text may be coherent for one reader but not for another, especially if its logical flow or cultural allusions are unfamiliar.

In translation, therefore, coherence cannot be re-established in the target text “using literal sentence-for-sentence renderings”. To illustrate, “L2 coherence must be recreated using the translator’s understanding of the coherence structure of the original to direct modifications in the L2 textual surface” (Albrecht and Gregory, 1992, P.93). It is the translator’s or student-translators’ responsibility to understand how cohesion and coherence are established in the source text through language and culture, and ensure they are accurately conveyed in the target language in a manner that maintains both the structure and intended meaning of the original. Failure to do so may result in translations that are ineffective in communication producing texts that are unnatural or hard to follow for the target reader.

Discourse analysis, however, plays a crucial role in producing accurate translations, as it facilitates translators or student-translators’ comprehension with respect to the manner whereby meaning is constructed and conveyed in context. By applying DA tools, translators or student-translators can ensure the translated text stays true to the source text’s communicative impact.

On the whole, cohesion and coherence are essential for effective communication and play a central role in producing translations that not only stay true to the original text but also make the target text intelligible to the target audience. Moreover, engaging with DA in translation tasks fosters deeper language awareness, hones translators or student-translators’ comprehension skills, and supports the development of communicative competence, thereby reinforcing its role in supporting language development (Hatim & Mason, 1997; Baker, 1992; Munday, 2016)

3. Methodology

The present study utilized a qualitative research methodology adopting a general inductive approach for data analysis. The data of the study was collected through an analysis and evaluation of the participants’ translated texts from Arabic into English. Participants’ translations were carefully analysed to pinpoint areas where cohesion and coherence have been effectively rendered into the target language, and how these components of textuality facilitated the process of translating industry-specific texts. It is interesting to note that participants’ renditions are presented in conjunction with illustrative examples.

3.1 Scope of the Study

The study is limited to analyse and compare the participants' translations of ten industry-specific texts from Arabic into English. The study is strictly confined to analyse and assess the translated texts through the lens of coherence and cohesion, and to determine whether these components of textuality and discourse analysis were accurately conveyed and supported language acquisition among students.

3.2 Population and Sampling

A convenience sampling method was employed in this study. The population of this study consisted of students who are pursuing a Diplôme Universitaire de Technologie (DUT) program, a two-year higher education diploma in Morocco, all of whom were enrolled in semester two during the academic year 2024/2025. The study was carried out at Cadi Ayyad University, Essaouira-Morocco. The sample included 29 male students (44.62%) and 36 female students (55.38%). The 65 participants' ages ranged from 17 to 19 with a mean of 18 years old.

3.3 The Corpus

To examine the participants' translations of cohesive devices, coherence features and their effect on students' language development, two representative translation excerpts from each cohesive marker (lexical cohesion and grammatical cohesion) were selected as the basis for the present analysis. It is important to note that these excerpts, which were translated by students, were thoroughly examined with the aim of evaluating whether their application were effective in conveying meaning and enhancing students' English language competence. Owing to space limitations, the selected excerpts are by no means exhaustive. Rather, they served as a representative to support the analysis and the conclusions emerging from the study.

3.4 Research Instrument

An observation rubric was employed and adapted to assess the participants' assigned translations based on the model of Halliday and Hasan (1976). The rubric systematically identified instances where discourse analysis tools and discourse markers or cohesive devices are rendered into the target language. It also cursorily evaluated the extent of students' language acquisition. The observation rubric is structured as follows:

Cohesion	Coherence
References	Logical Organization of Ideas
Conjunctions	Thematic Progression
Ellipsis	Clarity of Relationships Between Ideas
Substitutions	
Synonym	
Collocation	

3.5 Course Description

The course was delivered within an established time frame of fourteen weeks, with a one-and-a-half-hour commitment every week. During this time, students performed a wide range of translation tasks.

On the whole, the course was facilitated by giving equal consideration to theory and practice. As to the theoretical part of the course, the teacher-researcher gave a wide variety of presentations on coherence and cohesion. Additionally, the presentations concisely touched on Halliday and Hasan's (1976) model. Students were instructed on different types of cohesion and coherence. As an example, students were informed that cohesion is realized in five major ways through which a given text can be described and analysed. These ways are divided into grammatical and lexical cohesion. Grammatical cohesion comprises of reference, substitution, ellipsis and conjunction. Lexical cohesion is essentially achieved by means of reiteration and collocation. Accordingly, students were guided to identify and appropriately translate the above-mentioned cohesive devices. With regard to coherence, students were made aware of these key elements on the basis of which texts can be approached as coherent. These are logical organization of ideas, thematic progression and clarity of relationships between ideas.

Discourse has been dealt with considering two major structures: micro and macro. The micro-structure of discourse involved the construction of a word by merging smaller linguistic parts, the phrase, the clause and the sentence. As per the macro-level structure of language, discourse facilitates the examination of meaning and coherence across larger linguistic structures than disjointed sentences

The primary goal behind introducing the aforementioned components of textuality and discourse analysis was to facilitate students' task during the translating act and help them produce written outputs marked by transparency, fluency, naturalness of expression and recognisability. Concerning the practical part of the course, students were presented with ten short texts from

environment-related field, with one text per session. The chosen texts were translated by students, as a homework assignment, and discussed in the class via different interaction modes including; single endeavors and collaborative efforts in multiple facets. The texts were retrieved from the following specialized websites: <https://www.env-news.com/in-depth/articles/> and <https://www.un.org/ar/climatechange/what-is-climate-change>

The major themes explored in the course can be summarized as follows:

- Water Scarcity
- Solar Energy
- Climate Change
- Deforestation
- Waste Management
- Wind Turbines
- Biofuel Technologies
- Plastic Pollution
- Plastic Bags
- Biodiversity

It is important to note that the student-translator faced numerous difficulties while engaged in the task of translating scientific texts, which were readily observable as he/she read his or her produced work during the implementation of the teaching learning sessions. These difficulties were strictly related to word choice (vocabulary), coherence and cohesive devices, including both grammatical and lexical cohesion. Each of which is systematically addressed through representative illustrations outlined as follows:

Grammatical Cohesion

Reference

Source Language

البلاستيك يعيش معنا، أصبحت البوليميرات جزءاً لا يتجزأ من حياتنا اليومية. له إيجابيات لا غنى عنها لكن له سلبيات كثيرة يجب الحذر منها

Target Language

Plastics live with us, polymers have become deeply embedded in our daily lives. *It* offers essential benefits, but it also comes with numerous drawbacks that must be avoided.

"It" refers back to 'plastics', maintaining cohesive reference, continuity and avoiding unnecessary repetition. The cohesive device in focus has been observed to link the clause to its antecedent, thereby ensuring the smooth flow of information between successive sentences.

Source Language

ولتحقيق ذلك، نحتاج إلى التخلص من اعتمادنا على الوقود الأحفوري والاستثمار في مصادر بديلة للطاقة تكون نظيفة ومتاحة وفي المتناول ومستدامة وموثوقة

Target Language

To achieve this, we need to reduce our reliance on fossil fuels and invest in clean, accessible, cost-effective, sustainable, and reliable sources of energy.

The demonstrative **this**, which functions as a reference, has been successfully employed by the student-translator. He/she used it to refer back to the previous idea which fundamentally highlights the primary purpose of reducing emissions and reaching net zero. The cohesive device in question (**this**) has been observed to connect ideas across sentences and maintain textual continuity, thereby strengthening cohesion and facilitating the logical flow of ideas.

Substitution

Source Language

وتسبب الأكياس البلاستيكية الشفافة موت السلاحف البحرية والتي تعتقد بأنها قناديل بحرية فتأكلها، حيث أنها تقتات عليها وتؤدي إلى نفوق السلاحف

Target Language

Transparent plastic bags cause the death of sea turtles, which believe that they are jellyfish and eat them, as they feed on **them** and lead to the death of turtles

The use of 'them' serves as a substitute for 'jellyfish' avoiding repetition and linking sentences grammatically. Rather than repeating the same noun, the student-translator utilized nominal substitution to produce a more concise sentence. The cohesive device in question is seen to maintain textual continuity while also reducing redundancy and securing the naturalness of expression, which is the primary purpose of a foreign language learner.

Source Text

تعتمد بعض المدن على الطاقة الشمسية لتوليد الكهرباء، بينما تعتمد مدن أخرى على الرياح، وقد أثبتت الأولى أنها أكثر كفاءة في المناطق الصحراوية، في حين أثبتت الثانية فعاليتها في المناطق الساحلية

Target Language

Some cities rely on solar energy to generate electricity, while other cities depend on wind. While the former proved to be more efficient in desert regions, the latter proved its efficiency in coastal cities.

In the above example, which illustrates nominal substitution, it is self-evident that the student-translator made an important decision regarding the translation of the Arabic-language passage. Instead of repeating the two noun phrases, he/she replaced them with the ensuing substitutive expressions (the former) and (the latter), establishing cohesion without lexical repetition.

Ellipsis

Source Language

كما أن الأكياس البلاستيكية تسبب في نفوق عدد كبير من الثدييات والحيوانات البرية مثل (الجمال والأبقار)، وأن 50٪ من الجمال النافقة بالإمارات سببها أكياس البلاستيك

Target Language

Plastic bags also **cause** the death of a large number of mammals and wild animals such as (camels and cows), and that 50% of the dead camels in the UAE **are linked** to plastic bags.

The omission of the verb 'تسبب' in the second coordinated clause is easily inferred from the context, and it has been replaced by the use of the passive to create cohesion. The causality evinced in the sentence under discussion is implicitly understood. What can be deduced from the above-mentioned example is that by eliminating repeated linguistic material, ellipsis is viewed to enhance textual economy while maintaining coherence and continuity within the cited passage.

Source Language

فقد انخفضت تكلفة الكهرباء المولدة من الطاقة الشمسية بنسبة 85 في المائة بين عامي 2010 و2020. وانخفضت تكلفة طاقة الرياح البرية والبحرية بنسبة 56 في المائة و48 في المائة على التوالي.

Target Language

The cost of **Solar-generated electricity** has significantly decreased **by 85 percent between 2010 and 2020. Also, the cost of** Onshore and offshore wind energy has dropped by 56 percent and 48 percent consecutively.

In this example, the omitted **temporal prepositional phrase** 'بين عامي 2010 و 2020' in the second sentence is implicitly conveyed by the preceding clause. It is axiomatic that the use of ellipsis, once again, is skilfully utilized by the student-translator to prevent redundancy and create a cohesive connection between the two aforementioned clauses, allowing the reader to deduce the missing information with ease.

Conjunction

Source Language

التوعية بمخاطر الأكياس أحادية الاستخدام لا تكفي، لأنه في الحقيقة البلاستيك بحد ذاته ليس هو المشكلة بل حظره ليس هو الحل؟ بل المشكلة في تغيير سلوك الافراد والمؤسسات والشركات في التعامل مع البلاستيك

Target Language

Raising awareness about the risks of single-use plastic bags is **not sufficient, because** in reality, plastic itself is **not** the problem, **and** banning it alone will not solve the issue.

The conjunctive 'because', which functions as a **causal cohesive device**, is employed to give reason that clearly justifies the claim made in the main clause. It explicitly establishes a cause-and-effect relationship between the writer's claim and the supporting explanation, thereby strengthening the logical organization and coherence of the discourse. Moreover, the conjunction 'and', which serves as an **additive cohesive device**, is explicitly utilized to add information by linking two related propositions. By linking the two propositions, the conjunction *and* contributes to the logical progression of the argument and the overall coherence of the short passage. Through translating the aforementioned conjunctions and similar cohesive devices in other passages, students develop a clearer understanding of their use, enhancing both language proficiency and comprehension.

Source Language

وبالتالي، فإن التحول إلى مصادر الطاقة النظيفة، مثل الرياح والطاقة الشمسية، لا يساعد في معالجة تغير المناخ فحسب بل يسمح أيضاً بالتكفل بتلوث الهواء والصحة

Target Language

Therefore, the shift towards clean energy sources, such as wind, solar energy not only helps deal with climate change, but also makes it possible to address air pollution and health issues.

In the example cited above, the causal conjunction '**therefore**' is noticed to be accurately used signalling that the second proposition logically follows from the first. By clearly establishing this cause-and-effect relationship, the reader or the assessor becomes sufficiently prepared to follow the student-translator's line of reasoning in the translated text and discern how both cohesion and the overall coherence of the discourse are established.

Lexical Cohesion

Reiteration/Repetition

Source Language

وحذر تقرير صادر عن المجلس الاقتصادي والاجتماعي والبيئي بالمغرب، وهو جهة استشارية رسمية، من أن أربعة. أخماس موارد البلاد من المياه قد تختفي على مدار 25 عاما مقبلة. وحذر أيضا من المخاطر على السلم الاجتماعي بسبب شح المياه.

Target Language

A report issued by the **Economic, Social and Environmental Council**—an official advisory body in Morocco—**warned** that **four-fifths of the country's water resources** could decline over the next 25 years. It also **warned of potential threats to social stability** as a results of **water shortages**.

Repetition, as a cohesive device, has been implemented through reiterating the word '**warned**', which essentially emphasizes the topic of water scarcity and maintains lexical focus. What can be inferred from the above-mentioned passage is that cohesion has been preserved and the intended meaning is conveyed with greater clarity. By dealing with the same lexical item in both the source text and the target text, the student-translator's vocabulary knowledge strengthens, his/her understanding of contextual word use increases, and their overall acquisition of the target language improves.

Source Language

الوقود الأحفوري، مثل الفحم والنفط والغاز، هو إلى حد بعيد أكبر مساهم في تغير المناخ العالمي... نحتاج إلى التخلص من اعتمادنا على الوقود الأحفوري

Target Language

Fossil fuels, such as coal, oil and gas contributes, to a greater extent, to world climate change... It is necessary to end our dependence on **fossil fuels**

In this example, the repeated lexical item '**Fossil fuels**' is observed to create a cohesive link between the two sentences by continuously drawing the assessor's attention to the same concept. This reiteration, which is accurately maintained by the student-translator, is viewed to contribute preserve the thematic unity of the discourse and demystify the intended message, thereby preserving textual coherence.

Collocation

SL: ورغم انخفاض الإنتاج

TL: Despite the **drop in production**

SL: زيادة إمدادات المياه على مدار الأعوام السبعة المقبلة

TL: **Increase water supplies** over the next seven years

SL: اضطراب أنماط هطول الأمطار

TL: **Disrupted rainfall patterns**

SL: تزايداً في حدة ندرة المياه

TL: **Worsening water scarcity**

The use of "drop in production", "increase water supplies", "Worsening water scarcity", "Disrupted rainfall patterns" are deemed to be natural English collocations, which evidently enhance lexical cohesion. It can be noted that the collocations or word combinations in the examples shown above demonstrate that they are accurately rendered in the target text, enabling student-translators to recognize natural lexical patterns and enlarge their lexical repertoire, more importantly.

Coherence

Source Language

يمكن أن يؤثر تغير المناخ على صحتنا وقدرتنا على زراعة الغذاء والسكن والسلامة والعمل. البعض منا أكثر عرضة بالفعل لتأثيرات المناخ، مثل الأشخاص الذين يعيشون في الدول الجزرية الصغيرة والبلدان النامية الأخرى. لقد تطورت ظروف مثل ارتفاع مستوى سطح البحر وتسلل المياه المالحة إلى النقطة التي اضطرت فيها مجتمعات بأكملها إلى الانتقال، كما أن فترات الجفاف التي طال أمدها تعرض الناس لخطر المجاعة. في المستقبل، من المتوقع أن يرتفع عدد "لاجئي المناخ"

Target Language

Climate change may affect our health, food production, housing, safety and employment. **In fact**, some of us are more likely to be subject to climate effects, **such as** the people who live in small Island countries and other developing nations. A number of conditions have developed, **such as** Sea-level rise and saltwater intrusion to the extent that several communities were obliged to emigrate. **In addition, due to** the prolonged drought, people face the danger of starvation. In the future, the number of 'climate refugees' is expected to rise.

A careful reading of both passages reveals that the student-translator has successfully managed to render the discourse features, namely logical organization of ideas, thematic progression, clarity of relationships between ideas target text, into the target text. To begin, the logical organization of ideas is viewed to be preserved by presenting the main problem of the passage and its potential consequences in a logical sequence. Besides, thematic progression is noticed to be well-established, as each sentence develops the central theme of climate change effect without digressing from the central problem in question. Furthermore, the relationships between ideas is clearly expressed through the use of cohesive markers such as **in addition** (Addition), **in fact** (Emphasis), **due to** (Cause/Reason) and **such as** (Illustration), ensuring coherence for the reader while demonstrating a good level of language proficiency and conspicuous improvement by utilizing appropriate discourse markers in the correct context.

4. Discussion

In the present study, the researcher attempted to explore and identify the relevance and interconnectedness of pedagogical translation and discourse analysis for educational purposes. Additionally the study sought to delve into applying DA tools in the act of inverse translation (Arabic into English) with the aim of ensuring the establishment of coherence and cohesion of the target text and securing its communicative impact to support language learning. Ten environment-related texts, which were drawn from two websites specializing in the field, were curated, translated into English and analysed with the intent of answering the two central questions of the study at hand.

a) Question One

In response to the initial question (How significantly does enhancing students' awareness of DA tools while actively engaged in pedagogical translation affect the development of students' language competence?), the analysis undertaken in the section above based on observing students during task completion indicated that Discourse Analysis tools, notably cohesion and coherence, played a facilitative role in helping students develop a deeper insight into the English language through translating a wide range of texts. These tools enabled students to go deeper than surface language, guiding them to understand how meaning is formed and transmitted within wider communicative contexts. When students incorporated discourse analysis into their translation practice, they have been observed to develop greater awareness of how language operates in real-world contexts, thereby improving their overall language competence and the quality of their translations. To further illustrate this point, when provided with DA tools, students have been observed to become fully aware of **thematic progression** and its crucial role in establishing coherence within the presented texts. Through analysis of source and target language texts, students noticed the progression of ideas from theme (known information) to rheme (new content). For instance, when translating environment-related texts using DA tools such as thematic structure analysis, students developed a clear understanding of shifts in focus and how to maintain **logical information sequencing** between languages, thereby enhancing their overall language proficiency and translation skills. Moreover, it is interesting to note that following the intervention, student-translators' use of cohesive markers has witnessed significant growth. The following examples, obtained from the participants' translated work, illustrate these cohesive markers. Besides using simple connectors, such as *but*, *and*, *because* as demonstrated in the methodology section, student-translators employed a diverse array of cohesive devices, namely *although* (concession), *therefore* (result/consequence), *furthermore* (addition), *on the other hand* (contrast), *similarly* (comparison), *such as/for example* (illustration), and *meanwhile* (time). The use of such a variety of cohesive markers were found to not only help student-translators organize the translated ideas more effectively but also improve the overall coherence of the target texts and the broader quality of their English language skills.

Furthermore, discourse analysis stresses the significance of cohesion and coherence in texts. Cohesive devices, namely reference, substitution, ellipsis, conjunctions, and lexical ties contribute significantly to the unity and continuity of ideas both within individual sentences and throughout the text. In contrast, coherence focuses on the logical arrangement of content and the consistent development of themes within the text. Through the analysis of these elements, students are reported to develop an awareness of how texts are built and how meaning flows from one idea to another, which evidently enabled them to apply similar discourse structures when translating. For example, recognizing how repetition, as a cohesive device, is employed, students gained insight into the emphatic function of the aforementioned cohesive device while also maintaining lexical focus. One more example is found in how collocations are addressed throughout the presented texts, which play a crucial role in securing the naturalness of expression, but generally pose considerable challenges for students. By practicing and translating regularly, students built up a strong repertoire of collocations helping them gain further insight into patterns of natural language use and how meaning is formed in context. Some of these newly acquired collocations pertaining to various environment-related themes can be illustrated as follows: *carbon footprint*, *biodiversity loss*, *soil erosion*, *forest degradation*, *biodegradable materials*, ***plastic waste accumulates***, *drop in production*, *rainwater harvesting*, *photovoltaic cells*, *waste sorting*, *dwindling water supply*, *irregular rainfall patterns* and *deplete water resources*-to name but a few.

Finally, the process of using DA tools encouraged critical thinking and reflection. Through comparison of the structural elements, stylistic features, and intended messages in both the source text and the target text, student-translators enhanced their

metalinguistic awareness. Such an approach strengthened their ability to critically analyse and defend their translation decisions, fostering more deliberate and self-aware language practices. Over time, these skills not only enabled more accurate translations but also fostered meaningful language learning.

b) Question Two

In relation to the second question (Can DA be integrated into pedagogical translation to enhance language acquisition?), a close reading of the student-translators' body of translation work along with observing their oral answers and written products in both the class and during the end-of-term written exam provided the researcher with visible indications pertaining to the increasing amount of cohesive devices and features of coherence, and their role in supporting students' language competence. When embedded into an English language course with more focus on the use of translation as a pedagogical approach, DA supported foreign language learning by enhancing students' receptive and productive skills. Through the examination of scientific texts, closely analyzing vocabulary and grammatical structures, students built familiarity with the manner whereby information is organized, and how cohesive devices are established. These skills are essential for both comprehension and production. For example, when translating environment-related texts, DA helped students understand how ideas are organized in a logical flow, how arguments are developed, and how terminology is woven into the wider conceptual and thematic structure. This type of discourse fundamentally entails clarity, and DA helped students recognize patterns in word usage, and interpret how key terms are defined, which are vital for producing optimal translations of technical content. The results obtained are corroborated by the work of various researchers cited previously, whose insights lend credibility to the study's findings. Their views converge on the idea that the use of both DA and PT helps students develop reading comprehension (receptive skills), gain a clear perspective on meaning construction and advance language learning (Schaffner, 2002). Additionally, Nida (1996) underscored the importance of DA in translation in that it essentially helps translators or student-translators become adept at examining the way ideas are linked, coherence and cohesion are established and how the authors' communicative act is conveyed. Therefore, embracing PT and applying DA tools in language education emerge as an essential constituent in transforming foreign language learning contributing to student-translators' overall communicative competence.

Considering its educational implications, incorporating DA through translation activities in English language courses encourages a learner-centered approach, which substantially supports the development of autonomous learning and the cultivation of reflective skills. Activities that require students to examine and compare source and target texts and detect changes in discourse structure or meaning obviously develop their critical thinking and reflective skills, which are deemed to be important for making informed decisions during the act of translation. Additionally, engaging in peer analysis of discourse elements through pair or group collaboration encourages interaction and fosters students' ability to communicate effectively using the target language. Overall, DA enhances students' awareness of language structure and use, refines translation skills, and enormously supports the development of foreign language proficiency.

5. Conclusion

It has been demonstrated through this paper that Discourse Analysis and translation are **deeply intertwined and can potentially be integrated into English language courses yielding positive** and effective outcomes in the context of foreign language learning. **While** the act of translation involves transferring spoken or written content from one language to another, discourse analysis has been witnessed to assist translators or student-translators by providing essential tools for text examination, such as cohesive devices (both grammatical and lexical ones) and features of coherence. DA has significantly equipped students with practical skills necessary for advanced language use cultivating an awareness of language beyond the sentence level, and encouraging students to become effective communicators and coherent writers. Through the analysis of students' translation works, it has also been reported that pedagogical translation, supported by discourse analysis, serves as a guiding framework assisting students to produce meaningful translations, foster deeper language awareness, hone their comprehension skills, support the development of communicative competence, thereby reinforcing its role in supporting foreign language development

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ORCID ID: <https://orcid.org/0009-0000-1679-2194>

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