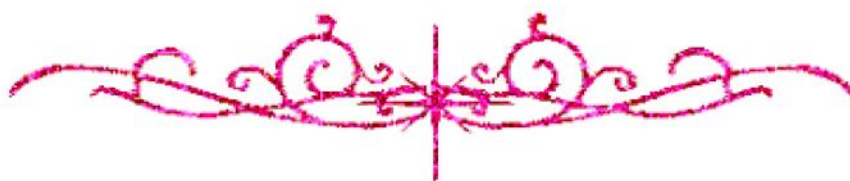


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شبكة المعلومات الجامعية

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شبكة المعلومات الجامعية



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



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شبكة المعلومات الجامعية

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



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بعض الوثائق الأصلية تالفة



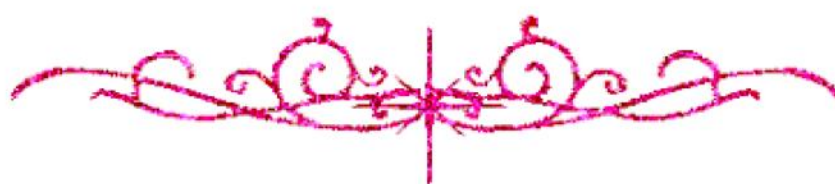
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**بالرسالة صفحات
لم ترد بالأصل**



**A SYNTACTIC ANALYSIS OF THE DISCOURSE OF
FAIRY TALES IN ENGLISH AND ITS ARABIC
TRANSLATION**

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**A Thesis submitted in
the Requirements for
the Degree of
Master of Arts
to the
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University of Alexandria**

In

Linguistics

By

**Dalia Abd El-Wahab Massoud
(BA, University of Alexandria, 1996)**

September 2006

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Examiners' Committee:

Approved

Prof. Dr. Abdou El-Rajehi

.....

Prof. Dr. Olga Mattar

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Prof. Dr. Amal El-Kaary

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Prof. Dr. Mahmoud Nahla

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CHAPTER ONE

Introduction

1.1 Children's Literature

Literature is one of the most widespread writing activities, which is playing an important role in people's lives around the world. It is a popular means used to teach about other cultures. The great influence of literature on human lives can be understood from the following definition of 'literature' in the article titled 'Children's Literature' by Charlotte Huck:

Literature is the imaginative shaping of life and thought into the forms and structures of language. The province of literature is the human condition, life with all its feelings, thoughts and insights. The experience of literature is always two dimensional, for it involves the book and the reader. Literature enables us to live many lives and begin to see the universality of human experience (Huck 2001: 1).

The above quote shows how people perceive the importance of literature with its various types, including children's literature. Literature is important in a child's life as it helps him recognize the world in which he lives as well as his role in society and the roles of those around him. Children should discover first their own identities so that they could identify with their world and appreciate the differences and similarities between themselves and the others. Providing children with literature is one way to help them achieve this sense of identity. For this reason, people throughout the ages have used fiction to teach children the norms and values of their societies as well as the ways in which they can deal with different situations.

McDowell (1973: 51- 63) stated that since children's literature is a well-established genre it has its particular characteristics which make it attractive to young children. Moreover, these particular characteristics enable children's literature to perform its functions. In fact, children's literature serves both to entertain and educate children, for it gives them the chance to see different characters interacting with each other in settings that are appealing to them. In this way, they identify themselves with these characters and try to find solutions to their problems, in addition to acquiring their cultural norms and values.

In fact, there is a magnificent heritage of children's literature. It can be classified into five types: firstly, adult books that were adapted to suit children's needs as they are read by children and are affecting the course of children's literature. Some examples are: Daniel Defoe's Robinson Crusoe, Jonathan Swift's Gulliver's Travels, the Collection of Folktales by the brothers Jacob and Wilhelm Grimm, the folk-verse anthology Des Knaben Wunderhorn ["The Boy's Magic Horn"], edited by Achim Von Arnim and Clemens Brentano, and William Blake's Songs of Innocence; secondly, books that their creators may have ignored their audiences, but these books are now fixed stars in children's literature. Examples are Mark Twain's Adventures of Huckleberry Finn, and Charles Perrault's Fairy Tales. Thirdly, picture books and easy-to-read stories. Fourthly, first

quality children's versions of adult classics Walter de la Mare's Stories from the Bible, perhaps Howard Pyle's retellings of the Robin Hood Ballads and Tales; finally, the domain of once oral "folk" material that children have kept alive, folktales and fairy tales; fables, sayings, riddles; folksongs, and other simple poetry; rhymes of the street, the playground, the nursery; and Mother Goose and nonsense verse (Glazer 1979: 77).

The researcher mentions the present point about children's literature in the introduction to introduce it as the general field, which includes many types, where fairy tales type is one of them.

1.2 Fairy Tales

Concerning fairy tales, they are a type of children's literature which belongs to the wider category of 'narrative genre', which has been extensively analyzed from many different viewpoints. Yet, fairy tales distinguish themselves especially for the relationship between the writer and the audience. In fairy tales, communication is asymmetrical, consisting of an adult author or teller who tells his/her tale to an audience, or readership made up of children. The aim of that genre is to teach by delighting the child, which often, if not always, implies transporting him into the world of the tale. Therefore, the author arranges his reader's textual journey before it actually starts (Darton 1982: 88-100).

Jan (1974: 99) stated that like any other kind of narrative and also like any form of formal organization, fairy tales are able to exploit the features of the medium they use. In particular, all verbal narratives exploit the characteristics of language by way of encoding narrative in linguistic form. One of the clearest cases of encoding of narrative in linguistic form is the use of initial/final fixed phrases. Traditional folk tales that belong to the oral tradition count on some outstanding characteristics, that is to say, all the possibilities of speech such as prosodic phonology, intonation, the use of pauses, rhythm, the different qualities of voice, as well as the paralinguistic codes, among which gestures, mimicry, eye contact and so on. Written narratives cannot exploit all the devices of oral story telling, but have developed an independent tradition of narrating with its own techniques.

The field of linguistics has many areas that can provide useful insights in the analysis of fairy tales discourse, e.g. social discourse analysis, sociolinguistics, pragmatics, etc. These areas relate to the analysis of linguistic signs and their usage in real-life contexts; thus, the study of fairy tales discourse should make use of the basic concepts pertaining to linguistics.

1.3 Discourse: (Definition and Basic Concepts)

Discourse, in its general definition, is a term used to refer to the linguistic units that are composed of several sentences. In other words, discourse could be conversations, arguments or speeches. Therefore, fairy tales texts that are chosen in the present research are considered a type of discourse. There are many researchers and linguists such as Teun A. Van Dijk that analysed discourse. According to Van Dijk (1997: 55), discourse is a very broad and difficult concept to be defined due to its interdisciplinary nature. He stated 'discourse analysis has been used as a generic term for virtually all research concerned with