





"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 15-16 كانون الاول 2020 «الجلدالثاني)

A Study of Analysing the Usage of Arabic Devices of Answer in the Qur'anic Text with Reference to Translation

Nida S. Omar

Department of Iraqi Board, College of Medicine
University of Mosul, Mosul, Iraq
E-mail: nidaaso@uomosul.edu.iq
Mobile no. +9647701639818
Mahmood Abdul Khaliq Al-Baqoa

Department of Arabic Language, College of Education for Girls
University of Mosul, Mosul, Iraq
E-mail: m.albagooh@uomosul.edu.iq
Mobile no.+9647701676818

Dr. Kais A. Kadhim, Sohar University, Oman
E-mail: KAlwan@su.edu.om
Mobile no. +601117776924

Abstract

The letter in Arabic language has no meaning by itself. It takes its meaning from elements in the previous sentence (Al-Zamakhshari, 2003, 367). The present study aims to reply to the research question "how do the devices of answer functioning in Qur'anic text". Upon this ground, the study is based on the theory of the context of situation by Firth (1957) and theory translation by Nida (1964) in translating the devices of answer in Qur'anic texts. The study has exposed how the context of situation affects the devices of answer in Qur'anic texts when translating into English.In a sense, the effect of the context was distinct in translating some Arabic devices of answer in Qur'anic text to the English text. The study has also exposed how the implicit meaning of the devices of answer is transferred by formal translation and, sometimes, is transferred by both dynamic and formal translation. That is, the functional uses of Arabic devices of answer in Qur'anic text have not been transmitted obviously through translation to English text due to the distinction of meaning in line with cultural use and context.

Key words: devices of answer; Qur'an; Firth's theory; translation.

1. Introduction

In Arabic the speech consists of three parts, namely noun, verb, and letter. The letter is indicative of a meaning in other than it, and it does not depart from a noun or verb that accompanies it except in places designated where the verb was deleted; and the meaning was limited to the letter so the letter became as substitute such as the device of answer "yes" (Makwai & La'aroosi, 2016, p. 23). In other words, the meaning of a letter depends on the meaning of the mentioned text (al-Muradi, 2010, p.2). The present study investigates the meaning of the devices of answer in Arabic comparing







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" [14-16 كانون الاول 2020 (الجلدالثاني)

with their counterparts in English. It deals with how the context of situation and translation affect the devices of answer when translating into English. The translating of the devices of answer in Qur'anic text may produce a problem to a translator because the translator needs to be mindful of the context of situation of the Our'anic Does man think / أَيَحْسَبُ الْإِنسَانُ أَلَّن نَجْمَعَ عِظَامَهُ ، بَلَى قَادِرِينَ عَلَى ان نُسَويَ بَنَانَهُ (القيامة 4-3) We Cannot assemble his bone? Nay, we are able to put Together in perfect order The "is "yes very tips of his fingers." The equivalent of the Arabic advice of answer "بَلَى" is "yes" but its implicit meaning reflects that the Arabic device of answer "بَلِّي" yes" is used as a negative answer for blocked question. The translator has to convey to reader that the 'naam نَعَمْ" yes" differs from other devices of answer such as 'بَلَى" /naam / yes, أَجُلُ / jalal, جَيْر / jeir, أَجَلُ / jajal. However, no studies have been done pertaining translation of Arabic devices of answer in Qur'anic texts. The present study embarks on fulfilling this gap namely understanding the differences in usage Arabic devices of answer in Qur'anic texts and their counterparts in English. This hardness might encounter a translator because of linguistic variances between Arabic and English.

2. Particles of Answer in English and Arabic

English language has only two particles "yes and no" which are sometimes followed by a part of the clause and express simply the feature of polarity; they have the meaning of positive or negative (Halliday & Hasan, 1977, 208). Moreover, the answer to a question may not be recognized by the above mentioned particle, but a statement according to the particle of a question. Goddard (2002) investigated the particles of answer from the semantic standpoint. He remarked that although yes/ no questions have a schematic structure, they definitely differ on the schema's nature. He also concludes that some languages have various ways of yes/ no questions and such differences definitely have various meanings. Hassanova & Rzayev (2013) dealt with particles of answer (yes / no) from the pragmatic viewpoint. They wanted to know how the information is transferred via the structure of question- answer. They attempted to prove how the meaning and its interpretation are rationally and incontrovertibly produced. Mahmood (2014) also examined the particles of answers in press conference from the pragmatic pint of view. He aimed to examine if yes/ no question has pragmatic value in addition to syntactic one. The study dealt with yes/ no questions directed to the President of the United States of America, Barak Obama. The study came to conclusion with suggesting of a standby term to yes/ no questions from the pragmatic point of view.

In Arabic, al-Bakaili (2004) points out that particles (letters) in Arabic language are of two kinds. The first type involves forty –eight particles and named active because they have both function and meaning. The second type involves sixty nine particles and they are called inactive because they only have meaning. According to the particles of answer, they are of inactive ones refer to an assent and information. They involve خَدْ /naam (means yes), ابن / inna, خِلْ / jalal, خَدْ / jalal, خَدْ / jalal







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (الجلدالثاني)

3. Uses of Particles of Answer

Arabic has various particles of answer in comparison to English (al-Annsari, 2007, vol.2, p. 398; al-Rummani, 2008, p. 119)

1. نَعَمْ /yes: it is a particle of confirmation.

1.1 It is used to affirm sentences which precedes it whether a negative or affirmative.

ST (1): قَدْ زَاْرَكَ خَالِد. نَعَمْ (al-Samrrayai, 2007, vol. 4, p. 235)

TT (1): Khalid has visited you. Yes.

(Ibid) مَا زَارَكَ خَالِد .نَعَمْ (Ibid)

TT (2): Khalid has not visited you. Yes.

It is noted that the particle" نَعَمْ / yes " has come in reply to the affirmative sentence (1) to confirm that Khalid has stood and to the negative sentence (2) to confirm that Khalid has not stood.

2.1 It is noted that نَعَمْ is used for a promise after the command (3) and prohibition (4).

ST (3): زَرْنَا قَرِيْباً. نَعَمْ

TT (3): Visit us in the near future. Yes. (It means I will visit you) (al-Annsari, 2007, vol. 1, p. 131)

لاً تخْبِره بِمَا حَدَثَ. نَعَمْ : (4) ST

TT (4): Do not tell him what happened. Yes. (It means I will not tell him) (Ibid)

3.1 The particle نَعَمْ / Yes is also used to assent to what follows the interrogative particle whether it is negative or affirmative (i.e. to inquire information after interrogation).

أقام علي؟ نَعَمْ (5): ST

TT (5): Has Ali stood up? Yes, he has stood up.

أَلَمْ يَقِمْ عَلِي ؟ نَعَمْ :(6) ST

TT (6): Has not Ali stood up? Yes, he has stood up.

It seems obviously that that the particle نَعَمْ Yes has confirmed the standing of Ali in both (5) and (6) sentences.

2. بَلَى /yes: it also a particle of answer similar to نَعَمْ /yes.







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (الجلدالثاني)

2.1 It is always used as a negative answer for blocked question. In other words, it breaks the preceding negation and denotes the invalidation of it (al-Annsari, 2007, vol.1, p.132).

لَمْ بَرْ رُكَ خَالد. بَلَى : (7) ST

TT (7): Khalid did not visit you. Yes. (al-Samrayai, 2007, vol. 4, p. 235).

2.2 It is used after a negation conjoined with the interrogation whether the interrogation is a real or not as in (8) or it relates to rebuke as in (9) or to make one confess as in (10).

أَلَيْسَ زَيد بِقَائِم؟ بَلَيَ (8): ST

TT (8): Have Khaled not stood up? Yes.

أَيَحْسَبُ الْإِنسَانُ أَلَّن نَجْمَعَ عِظَامَهُ ، بَلَى قَادِرِينَ عَلَى ان نُسَويَ بَنَانَهُ (القيامة 3-4) : (9): (3-4)

TT (9): Does man think We Cannot assemble his bone? Nay, we are able to put Together in perfect order The very tips of his fingers (Ali, 2006, p. 427)

أَلَمْ يَأْتِكُمْ نَذِيرٌ ، قَالُوا بَلَى (الملك: 8-9) : ST (10):

TT (10): "Did no Warner Come to you?" They will say: "Yes indeed.." (al-Mulk: 8-9) (Ali, 2006, p. 776).

There is agreement among Arab grammarians that بنكئ / yes is used after negation, but it is mentioned in the books of tradition as a particle of answer to reply a bare interrogative (e.g. when the prophet says to his companions. "Are you content that you should be the fourth part of the people of paradise?" They say بنكى yes.

2.3 Moreover, some Arab grammarians have said that نَعَمُ / yes may put instead of بِنَكَى / yes when it follows a hamza prefixed to a negation to indicate confess. The best usage of this case is the poetic verses of Jahdar Ibn Malik as transmitted by al-Muraddi (2010, pp. 422-423)

TT (11): Does not the night unite Umm Amru and us? Then that is a bringing of us together. Yes, and she sees the new moon as I see it, and the day rises upon her as it has risen upon me. I.e. verily the night unites Umm Amru and me.

On the other hand, some grammarians have disproved that by the saying of Almighty Allah (الْسَنْتُ بِرَبِّكُمْ ، قَالُواْ بَلَى) Am I not your Lord? (who cherishes and sustains you) They said: Yea! We do testify! (al-A`raf: 172) (Ali, 2006, p. 106).

Ibn Abbas says that if they had said (نَعَمْ /yes) in reply to اَلْسُت بِرَبِكمْ it would be unbelief and the answer would be (you are not our Lord), whereas بَلَى means (you are our Lord).







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (المجلدالثاني)

From these examples, it is noted that the particle بَلَى / yes is used with the negation whether it is a question or statement to indicate the confirmation of the negative question or negative statement. On this ground, a distinction can be made between بَلَى / yes and مَنَا / yes. The former is always used for a negative statement or question. The latter is used with a negative statement, affirmative and after the negative question or with a question preceded by an interrogative particle. (al-Zamakhshari, 2003, p. 402; al-Annsari, 2007, vol.1, p.131).

- 3. جَلًا and بَعْمُ .They are particles of answer as the same as بَعْرِ ,أَجَل / yes. They are used in Arabic for confirmation of what has been said
 - 3.1 أَجُلُ / yes is used to confirm the sentence whether it is affirmative or negative as in (12). It is also an assent to information for inquire and a promise to command and prohibition as in (13) (Ghallayeeni, 1987, p.255).
 - قَدْ نَجَحَ أَخُوكَ. أَجَلُ ST (12):
 - TT (12): Your brother has succeeded. Yes.
 - ST (13): أَجَلُ (13).
 - TT (13): Beat Zaid. Yes. (al-Annsari, 2007, vol.1, p. 270)
 - 3.2 : with kasr is a particle like نَعَمْ but not like أَحَقًا in which case it would be an infinitive noun, nor like أبداً in which case it would be an adverb of time.
 - أذا تقول لا ابنة العجير تصدق لا إذا تقول جَيْر (14): ST (14)
 - TT (14): When the daughter of al-Ujair says no she speaks truth not when she says yes (al-Annsari: 2007: vol.1: p.138)
 - is a particle of answer the same as عَالَى It indicates providing information for the inquirer . It has only the meaning of reply as transmitted by al-Zajjaj (aL-Murradi :2010 : p. 420)
 - هَلْ قَامَ زَيد ؟ جَلَل :(15) ST
 - TT (15): Has Zaid stood up? Yes. (Ibid)

To add, it is does not convey assent to the enunciator, nor a promise to the inquirer like نَعَمْ .

- 4. أَنْ it is the same as إِنَّ yes and used for the agreement of a sentence. The best example of that is to cite is the saying of Abdullah Ibn AL-Zubair to a man who said to him.
- أَلْرَجِل: لَعَنَ الله نَاقَةً حَمَاتَتِي إِلَيْكَ إِبْنِ أَلْزِبِير: إِنَّ وَرَاكِبِهَا (16): ST (16)
- TT (16): Man: May Allah curse a camel that has carried me to you. Ibn AL-Zubair: Yes and her rider.

The implied meaning of Ibn AL-Zubair `s speech is نَعَمْ وَلَعَنَ رَاكِبَهَا. In his speech the subject and the predicate is omitted at the same time (al-Annsari, 2007,vol.1, 47).

5. أيْ : it is the same as نَعَمْ and always occurs only before an oath. It indicates assent to the informer, information for the inquirer and promise to the inquirer. For this reason it occurs after an affirmative statement, a question preceded by an interrogative particle and an imperative statement as illustrated below (al-Samrrayai, 2007,vol. 4, p. 235).







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (الجلدالثاني)

قَامَ زَيد. إِيْ وَرَبِي. :(17) ST

TT (17): Zaid has stood up. Yes, by God.

هل قام جاسم؟ إِيْ وَرَبِي . :(18) ST

TT (18): Has Jasim stood up? Yes, by God.

ST (19): إيْ وَرَبِي . الصرب زيداً. إيْ وَرَبِي .

TT (19): Beat Zaid. Yes, by God.

6. Its meaning is reprehension and refutation and the meaning to dispel the notion that the meaning of the two words remains. Moreover, is a particle whose meaning is reprehension and refutation and refutation and the scholars such as al-Khalili, Sibawaih, al-Mubarred, al-Akhfash, and al-Zajjaj always allow recitation to pause upon it and inception in what follows it. In other words, it is disconnected from what follows it because it is a refutation and reprehension of what preceded it. They added, it is mostly occurred at Meccan chapters since it is a refutation to pause (al-Zarkashi, 2007, vol.1, p.189; Ghallayeeni, 1987, p.255) mention that has the meaning of itruly it is meaning of itruly it is meaning of its an emphatic rejection of same amening of its meaning of its an emphatic rejection of same and its meaning of menace (al-Zarkashi, 2007, vol.1, p.189; Ghallayeeni, 1987, p.255) mention that has the meaning of itruly its meaning of its an emphatic rejection of same and its meaning of menace (al-Zarkashi, 2007, vol.1, p.189; Ghallayeeni, 1987, p.255) mention that has the meaning of itruly.

(كَلَّا إِنَّ الْإِنسَانَ لَيَطْغَىٰ) (العلق:6) ST (20):

TT (20): Nay but man doeth Transgress all bounds (Ali, 2006, p. 457)

هَلْ أَنْتَ جَبَان ؟ كَلاً . (21): مَلْ أَنْتَ جَبَان ؟

TT (21): Are you coward? Certainly not.

7. Y: It is one of the oldest negative particles in Arabic and it is most widely used of all the negative particles. It has many uses and is also used as a particle in reply to answer.

TT (22): Do you want to go to the cinema? No.

4. Theoretical Framework and Methodology

The present qualitative study inspects the explicit and implicit employment of devices of answer in Qur'anic texts that cause a challenge to a translator. It inspects five Qur'anic texts imply Arabic various devices of answer from various chapters with their English translation by Yusuf Ali (2006) based on Firth's Theory of Context of Situation (1957). The data were also elaborated using Nida's Theory of Translation (1964) to analyse how the devices of answer in Qur'anic texts were translated into English. The devices of answer in Qur'anic text were chosen because rare and independent studies were done on devices of answer in both Arabic and no studies were done on the in Qur'anic texts in English. In other words, the researchers have not yet found studies pertaining devices of answer in Qur'anic texts. For this reason, the present study is occurred in order to fill this gap.

4.1. Theory of Context of Situation (Firth, 1957)







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 16-16 كانون الاول 2020 (الجلدالثاني)

The context of situation indicates each non-linguistic element impacts the meaning of a sentence or a phrase. For example, the simple statement "it is hot here" could be fact or a request to turn on air-condition. He thought that the nature of meaning is a context- dependent and whatever one said should be understood in terms of the context of situation. The term context of situation is connected with the English linguist John R. Firth (1957) who studied the meaning in respect of situation. He depicted four factors of context of situation as follows:

- 1. The entrants
- 2. The verbal and non-verbal action of the entrants, i.e. what are they acting?
- 3. Other pertinent countenances of the situation
- 4. The effect of the verbal action. (1957, p.182)

Each spoken utterance takes place in specific situation which implies the addresser and addressee, the actions they are doing at time and different outward objects and events. Firth (1957) pointed out that full meaning of a word is constantly contextual. He also pointed out that there is no study is available could be taken earnestly of meaning independent of complete context. He added that each word when used in a new context is considered a new word. He affirmed that the disciplined helped us in doing statements of meaning. Moreover, Firth viewed that the meaning has to be considered as a complex of contextual relations. Grammar, phonetics, semantics, lexicography each manages its own elements of the complex in its suitable context (Firth, 1957, pp. 19-26)

Firth's theory of context of situation has been chosen in this study because Firth presented appropriate schematic structure enable anyone to clench to the event of language. It also views meaning thorough implies those sides that can be depicted in the matter of relations of intra- linguistic as well as between language and the world outside the language.

4.2. Translation Theory (Nida, 1964)

Nida (1964) suggests two translation modes embedded dynamic and formal equivalence. According to him, the dynamic equivalence is the relative natural equivalent to the message of the source language and concentrates on naturalness in the target language. In other words, dynamic equivalence is concerned with translating the sense of the whole phrase or sentence with the ability of reading in mind. Formal equivalence concentrates on the message itself; i.e. both form and content of the source language at the same time. In other words, formal equivalence is concerned with translating the meaning of a phrase or a sentence in a literal way with keeping literal honestly.

Nida's theory of translation has been chosen in the present study because it focuses on translation of a sacred book such as Bible; its language like any other language with its same limitations. It also draws the attention to the receptor and the variance of meaning according to the culture and context. Qur'an like as a sacred book taking into account receptor and the variance of meanings in the opinion of culture and context.







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" [المستجدات 17-16 كانون الاول 2020 (المجلدالثاني)

5. Data Analysis

SL Text (1)
وَجَاء السَّحَرَةُ فِرْ عَوْنَ قَالُواْ إِنَّ لَنَا لأَجْراً إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعَمْ وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ
وَجَاء السَّحَرَةُ فِرْ عَوْنَ قَالُواْ إِنَّ لَنَا لأَجْراً إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعَمْ وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ
وَجَاء السَّحَرَةُ فِرْ عَوْنَ قَالُواْ إِنَّ لَنَا لأَجْراً إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعَمْ وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ
وَجَاء السَّحَرَةُ فِرْعُونَ قَالُواْ إِنَّ لَنَا لأَجْراً إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعْمُ وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ

TT Text (1)

So there came the sorcerers to Pharaoh: they said "Of course we shall have a (suitable) reward if we win!" He said "**Yea** (and more) for ye shall in that case be (raised to posts) nearest (to my person)"

Discussion:

The participants in this Qur'anic verse are the magicians and Pharaoh. When the magicians and Musa came at the exact appointment under Pharaoh's request, they asked Pharaoh to reward them if they defeated Musa and Pharaoh promised them to do that (al-Sabuni, 2003, vol.1, 434). The Qur'anic text لَ الْمُقَرَّ بِينَ He said / He faid "Yea (and more) for ve shall in that case be (raised to posts) nearest (to my person) is the answer of Pharaoh to the magicians. It is noted that the device of answer "نَعَمْ / yes" is used for dual tasks. The first task of 'نَعَنْ / yes" is used to refer to consent to what follows the interrogative particle الهمزة / hamza that is omitted in the previous Of course we shall have a (suitable) reward if / إِنَّ لَنَا لأَجْرِاً إِن كُنَّا نَحْنُ الْغَالِبِين we win! It also noted that the second task of the device of answer "نَعَمْ / yes" is used here for a promise coming after implied interrogative particle الهمزة / hamza in the previous Qur'anic text إِنَّ لَنَا لِأَجْرِاً إِن كُنَّا نَحْنُ الْغَالِبِينِ Of course we shall have a (suitable) reward if we win! In other words, the device of answer نَعَمْ / yes does not come after command or prohibition but deviates to come for promise after the implied interrogative particle الهمزة / hamza. The device of answer نَعَمْ / yes has no function alone, but it implies the meaning of the previous Qur'anic text إِنَّ لَنَا لأَجْرِاً إِن كُنَّا نَحْنُ Of course we shall have a (suitable) reward if we win!, whether the previous الْغَالِبِينَ text conveys the meaning of consent or promise. In addition, in both dual tasks the for ye shall in / وَإِنَّكُمْ لَمِنَ الْمُقَرَّبِينَ yes is followed by Qur'anic text / نَعَمْ / yes is followed by that case be (raised to posts) nearest (to my person) that affirms the implied meaning of the device of answer نُعَمْ / yes.

In terms of translation, the Arabic device of answer is نَعَمْ is translated into affirmative answer "yea". It is an archaic formal means "yes" and used to confirm a more suitable word than one just used. It is translated semantically to confirm the promise of Pharaoh to reward the magicians if the defeat Musa. It is worth mentioning that the Arabic device of answer is "نَعَمْ" is changed from a device to the noun "yea" as a result of the effect of context through translating it into English. In addition, using the noun "yea" does not reflect the implicit functioning of the Arabic device of answer "نَعَمْ" in English text. In the same time, the entrants remain the same in translation. The Arabic Qur'anic text الأَجْرِا أَن لَنَا لأَجْرا أَن لَنَا لَا المَا الله والمعالى المعالى المعالى







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 17-16 كانون الاول 2020 (الجلدالثاني)

Consequently, the effect of the verbal action does not remain the same in the English text.

TL Texts (2)

They seek to be informed by thee: "Is that true?" Say: Aye! By my Lord! It is the very truth! And ye cannot frustrate it!

Discussion

The disbelievers asked Muhammad about the torment and the Day of Judgment. Allah told his messenger to say yes to them (al-Sabuni, 2003, vol.1, p. 554). The Qur'anic construction إِي وَرَبِّي / Aye! By my Lord! is the reply of Muhammad to disbelievers. It implies the device of answer إِي / Aye that refers to information for the inquirer because it occurs after a question preceded by the interrogative particle أَحُقُ هُوُ / Is that true? The device of answer إِي / Aye occurs only before the oath. It is noted that the verb of swearing is not used after it, therefor, the expression "بِي أَسُمت بربي / Aye! By my Lord! is followed by the nominative clause إِي وَرَبِّي / ti is the very truth! It also followed by the negative clause وَمَا أَنْتُمْ بِمُعْجِزِينَ / And ye cannot frustrate it! Both clauses support the meaning of the construction oath إِي وَرَبِّي / Aye! By my Lord!

In the field of translation, the construction affirmative oath إي وَرَبِّي is translated into the constructive oath Aye! By my Lord! The lexical item "aye" is an archaic used to convey the meaning of agreement yes. It is a noun followed by the exclamation mark and the construction oath "By my Lord!" which is also followed by the exclamation mark. This change does not affect the meaning of the original text when it is translated into Arabic. The change from a device into a noun due to the effect of the context which keeps the original meaning of the construction إي وَرَبِّي / Aye! By my Lord! in English text. Consequently, the Qur'anic text is translated semantically into English with sustaining the same meaning. In the same vein, the entrants remain the same in English text. The effect of the construction إي وَرَبِّي / Aye! By my Lord! remains the same in English text.

ST Texts (3)

Behold! Abraham said:" My Lord! show me how thou givest life to the dead. He said: "Dost thou not then believe?" HE said: "Yea! But to satisfy my own understanding."

Discussion

In this Qur'anic text Abraham asked Almighty God to show him how Almighty God creates the dead in order to strengthen his own faith and to see that by his eyes (al-







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 13-16 كانون الاول 2020 (الجلدالثاني)

Sabuni; 2003, vol.1, p.150). The Qur'anic text implies the device of answer بَلَى which comes in reply to a negative question أَوَلُمْ تُؤْمِن / Dost thou not then believe? and expects an affirmative answer. The device of answer بَلَى / yea is used here to confirm the negative question of the Qur'anic text أَوَلَمْ تُؤْمِن / Dost thou not then believe? In a sense, the device of answer بَلَى / yea is used to confirm the faith of Abraham. At the same time, the second clause 'وَلَكِن لِيَطْمَئِنَ قَلْبِي 'But to satisfy my own understanding" followed the device of answer بَلَى / yea also confirms the faith of Abraham and his desire to strengthen his faith.

TL Texts (4)

They said: "These two Are certainly (expert) magicians: Their object is to drive you Out from your land With their magic, and To do away with your Most cherished institutions.

Discussion

After the magicians agreed to an opinion, they said that Musa and Haron are magicians want to govern the land of Egypt (al-Sabuni, 2003, vol. 2, p. 807). It is worth mentioning that Arab grammarians have three opinions on this Qura'nic text. The first opinion that is supported by al-Zajjaj, al-Zamakhshari, al-Zarkashi, and al-Sutti regards أيا as the same as نعم The second opinion is supported by Bisher bin Hilali and Abu-Ubaidah and regards أيا as an inceptive (introductory) letter. The third opinion regards أيا as the same as اللام means إلا means إلا ساحران . The third opinion is supported by Ibn Khalawai , Abu —Ali al-Farisi, and Maki bin Abu-Talib (Muttar, 1980, p.31).

The researchers support the first opinion that إِنَّ inna is a device of answer used for consent of the previous sentence " فَتَنَازَعُوا أَمْرِهُم بَيْنَهِم وَاسرُوا النَّجُوى ' So they disputed,







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" [المستجدات 17-16 كانون الاول 2020 (المجلدالثاني)

one with Another, over their affair, But they kept their talk secret" and support the implied meaning of اِنَّ المَاحِرَانِ السَاحِرَانِ السَاحِرَانِ السَاحِرَانِ / inna has two tasks in this Qur'anic text; both of them belong to the devices which resemble the verb. The first one has a certain verbal meaning and force. It precedes and governs the subject المهنا which is suppressed here المهنا in the accusative case and makes the predicate المناجران in the nominative. The letter المناجران is inceptive. The second task has no function, the subject is السَاحِرَانِ and the predicate is اساحران.

In terms of translation, the device of إنّ / inna is translated into the adverb of "certainly" to express the complete agreement with something that has just been said. It also emphasises the belief of the speaker that what are saving about Musa and Haron is true. It expresses the magicians' agreement on the opinion that Musa and His brother Haron are magicians. In other words, the translator keeps the entrants the same in the English text. He also keeps the verbal action of the Qur'anic text إِنْ هَذَانِ These two Are certainly / لَسَاحِرَانِ يُرِيدَانِ أَن يُخْرِجَاكُم مِّنْ أَرْضِكُم بسِحْر هِمَا وَيَذْهَبَا بِطَريقَتِكُمُ الْمُثْلَى (expert) magicians: Their object is to drive you Out from your land With their magic, and To do away with your Most cherished institutions" the same through translation into English. Consequently, the effect of the verbal action remains the same in English text. It is also noted that the translator has made use of the dynamicequivalence in this Qur'anic text when he translated the device of i/ inna is translated into the adverb of "certainly". This change from a device of answer into adverb occurs due to change of context that happened through translation. Consequently, the translator has succeeded to convey the implicit functioning of اِنّ / inna" into English text. مرخز مؤن للبحوث والدراسات

SL Text (5) [أَفَرَ أَيْتَ الَّذِي كَفَرَ بِآيَاتِنَا وَقَالَ لَأُوتَيَنَّ مَالاً وَوَلَداً ----كَلَّا سَنَكْتُبُ مَا يَقُولُ وَنَمُدُّ لَهُ مِنَ الْعَذَابِ مَدًا (مريم 77-79)

TL Texts (5)

Has thou then seen The (sort of) man who Reject Our Signs, yet Says: "I shall certainly Be given wealth and children"? Nay! We shall record What he says, and We Shall add and add To his punishment.

Discussion

It is an address to Prophet Muhammad that reflects the position of disbelievers who is so arrogant as to claim knowing the unseen. They rejected the signs of Allah and claimed that they will certainly get wealth and children. (al-Sabuni, 2003, vol. 2, p. 795). The Qur'anic text implies the device of negative answer ">\(\subset \subset \)/ no" indicates that God Almighty will write down what disbelievers say and punish them. The device of negative answer ">\(\subset \subset \)/ no" is used for an emphatic rejection of the preceding statement. The device of negative answer is "\(\subset \subset \)/ no" implies the meaning of reprehension and refutation, therefore, the scholars such as al-Khalili , Sibawaih , al-Mubarred , al-Akhfash , and al-Zajjaj always allows pause upon it and inception in what follows it. In this Qur'anic text, the device of negative answer "\(\subset \subset \)/ no"







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 17-16 كانون الاول 2020 (الجلدالثاني)

indicates reprehension and refutation of what precedes it. It also allows pausing upon it and inception in what follows it.

In terms of translation, the device of negative answer "> / no" has been translated into an archaic negative adverb "Nay" used to emphasis something one have just said. It emphasises that disbelievers' sayings will be recorded and they will get punishment. Therefore, the device of negative answer "> / no" has been translated dynamically into "nay". This change from a device into adverb has occurred due to the context which slightly helped in turn to convey the implicit functioning of the Arabic device of answer "> / no" into English. Because the Arabic device of answer is used to convey the meaning of reprehension and refutation and this meaning does not convey to somewhat into English text.

In the same time, the entrants keep the same in English text. The verbal action and its effect of the whole Qur'anic text الَّذِي كَفَرَ بِآيَاتِنَا وَقَالَ لَأُوتَيَنَّ مَالاً وَوَلَداً ----كَلَّا سَنَكُتُبُ مَا Has thou then seen The (sort of) man who Reject Our Signs, yet Says: "I shall certainly Be given wealth and children"? Nay! We shall record What he says, and We Shall add and add To his punishment" is also remain the same in English text.

6. Conclusion

The present study deals with the devices of answer in the Qur'anic texts and their English translation in terms of Theory of Context of Situation by Firth (1957) and Theory of Translation by Nida (1964). On the ground of these theories, five Qur'anic texts were analysed in terms of their deep meaning. The results have shown that the devices of the answer in Qur'anic texts have no meaning when they stand alone and got their meaning from their previous Qur'anic text. The device of answer "بنع yes" has dual tasks. It comes to emphasis the previous command or prohibition text. It also deviates to emphasis the previous consent or promise text. The device of answer "بان "has two tasks. The first one indicates that "بان "has certain verbal meaning and force. The second one indicates that "بان "has no function. The device of "کل" implies the meaning of reprehension and refutation. Some devices of answer like "کل" are also used to emphasis what has been said before.

In the field of theory of translation (Nida 1964), the semantic equivalence has been often used in translating devices of answer in Qur'anic text. The dynamic and semantic equivalence has been once used in translating one Qur'anic text. In addition, devices of answer have often been translated into English archaic noun of answer. Some has been translated into adverb in order to convey the implicit functioning of the Arabic devices of answer. Although devices of answer has been translated to noun and adverb, the functional uses of the whole devices of answer have not been conveyed clearly to reader because it is impossible to convey such implicit functional use to other language and require to make use of footnote in order to clarify that to English reader.







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 16-17 كانون الاول 2020 ﴿الجلدالثاني ﴾

In the same of Firth's theory, it is noted that the theory is applicable / useable. It gave flexibility to use the factors of the theory to the study of Arabic devices of answer in Qur'anic text and their counterparts in English text.

The results have shown that often devices of answer such as "جَيْرِ / جَلَلُ / أَجَلُ ' are not found in the whole Qur'an. They also have shown that device of answer "نَعْمَ" is only used four times in Qur'an as shown in table no.1. The device of answer "بَلَى" is used twenty-three times in the whole Qur'an as shown in table no.2. The device of answer "كل" is used thirty- three times in the whole Qur'an.

Acknowledgment

The authors are very grateful to University of Mosul / College of Medicine and College of Education for Girls for their provided facilities, which helped to improve the quality of this work.

References

Al-Annsari I. H. (2007). *Mughni AL-Labeeb An Kutub AL-Areeb(Ed)*. Lebanon: Beirut

Al- Bakaili, A.S. (2004). Kashif AL-Mushkel Fi Al-Nahu(Ed).

Firth, J. R. 1957. Papers in Linguistics 1934-1951. London: Oxford University Press.

Ghallayeeni, M. (1987). Jame' Al-Durus Al-Arabia. Saiyda: Beirut.

Goddard, C. (2002). Yes or no? The Complex Semantics of a Simple Question. Proceedings of the 2002 Conference of the Australian Linguistic Society.

Halliday, M.A. K. & Hasan, R. (1977). Cohesion in English. London: Longman.

Hassanova, A. and Rayev, H. (2013). Pragmatics of yes/ no Indirect- Responses (YNIRs). *Procedia –Social and Behavioral Sciences* 70(2013) 1038-1048. http://www.Sciencedirect.com.

Makwai. F. &La'aroosi, K. (2016). Letters of Meaning: Syntactic and Linguistic Study (Selected Practical Samples). Unpublished M.A Thesis. Algeria: Al-Jaylani University Buna'ama Bukhamis Malyana.

Mahmood, R. K. (2014). A Pragmatic of Yes/ No Questions in English with Reference to Press Conferences. *Procedia –Social and Behavioral Sciences* 136 (2014) 36-40 http://www.Sciencedirect.com.

Al-Muradi, H.A. (2010). Al-Juna Al-Dani Fi Huruf Al-Ma'ani(Ed). Lebanon: Beirut.

Nida, E. (1964). Towards a Science of Translation. Leiden: E. J. Brill.

Al-Rummani, A. H.A. (2008). *Ma'ani Al-Huruf(Ed)*. Lebanon: Beirut.







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني" 17-16 كانون الاول 2020 (الجلدالثاني)

Al-Samirraiy, F. S. (2007). Ma'ani Al-Nahu . Lebanon: Beirut.

Al-Zamakhshari , M. O. (2003). *Al-Mufassal Fi Ulm AL-Arabia (Ed)*. Lebanon: Beirut.

Al-Zarkashi, M.B.A. (2007). Al-Burhan Fi Ulum Al-Qur`an(Ed). Lebanon: Beirut.

Table no.1

السورة	رقم الآية	الآية	Ü
الأعراف	44	وَنَادَى أَصْحَابُ الْجَنَّةِ أَصْحَابَ النَّارِ أَن قَدْ وَجَدْنَا مَا وَعَدَا رَبُّنَا حَقَّا فَهَلُ وَجَدِثُم مَّا وَعَدَ رَبُّكُمْ حَقًا قَالُواْ نَعَمْ فَأَذَّنَ مُؤذِّنٌ بَيْنَهُمْ أَن لَعْنَةُ اللهِ عَلَى الظَّالِمِينَ	1
الأعراف	114-113	وَجَاء السَّحَرَةُ فِرْعَوْنَ قَالُواْ إِنَّ لَنَا لأَجْرِاْ إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعْمُ وَإَنَّكُمْ لَمِنَ الْمُقَرَّبِينَ	2
الشعراء	41-42	فَلَمًا جَاء السَّحَرَةُ قَالُوا لِفِرْ عَوْنَ أَئِنَّ لَنَا لَأَجْراً إِن كُنَّا نَحْنُ الْغَالِبِينَ قَالَ نَعَمْ وَإِنَّكُمْ إِذَا لَمِنَ الْمُقَرَّبِينَ	3
نَا وَكُنَّا ثُرَاباً وَعِظَاماً أَنِثًا لَمَبْعُوثُونَ قُلْ نَعَمْ وَأَنتُمْ دَاخِرُونَ 18-16 الصافات	أُئِذًا مِثْنَا وَكُنَّا تُرَاباً وَعِظَاماً أَئِنَّا لَمَبْعُوثُونَ قُلْ نَعَمْ وَأَنتُمْ دَاخِرُونَ	4	

Table no. 2

السورة	رقم الآية	الآية	ت
البقرة	81-80	وَقَالُواْ أَنْ تَمْسَنَا النَّارُ إِلاَّ أَيَاماً مَّعْدُودَةً قُلْ أَنَّخَذُتُمْ عِندَ اللهِ عَهْداً فَأَن يُخْلِفَ اللهُ عَهْدَهُ أَمْ تَقُولُونَ عَلَى اللهِ مَا لاَ تَعْلَمُونَ ب بَنِى مَن كَسَبَ سَيَئِنَّةً وَأَحَاطَتُ بِهِ خَطِينَتُهُ فَأُوْلَئِكَ أَصْحَابُ النَّارِ هُمْ فِيهَا خَالِدُونَ	1
البقرة	112-111	وَقَالُواْ لَنَ يَدُخُلَ الْجَثَةَ إِلاَ مَن كَانَ هُوداً أَوْ نَصَارَى ثِلْكَ أَمَانِيُّهُمْ قُلُ هَاتُواْ بُرُ هَاتَكُمْ إِن كُنتُمْ صَادِقِينَ ب َلَى مَنْ أَسْلَمَ وَجْهَهُ لِلَهِ وَهُوَ مُحْسِنٌ قَلَهُ أَجْرُهُ عِندَ رَبِّهِ وَلاَ خَوْف عَلَيْهِمْ وَلاَ هُمْ يَحْزَنُونَ	2
البقرة	260	وَإِذْ قَالَ إِبْرَاهِيمُ رَبِّ أَرِنِي كَيْفَ تُحْيِي الْمَوْتَى قَالَ أُوَلَمْ تُؤْمِن قَالَ بَلَى وَلَكِن لِيَطْمَئِنَ قَلْبِي	3
آل عمران	76-75	وَمِنْ أَهْلِ الْكِتَّابِ مَنْ إِن تَأْمَنْهُ بِقِنطَارٍ يُؤَدِّهِ الِنْكَ وَمِنْهُم مَّنْ إِن تَأْمَنُهُ بِدِينَارٍ لاَّ يُؤَدِّهِ إِلَيْكَ إِلاَّ مَا دُمْتَ عَلَيْهِ قَائِماً ذَلِكَ بِأَنَّهُمْ قَالُواْ لَيْسَ عَلَيْنَا فِي الأُمَّتِينَ سَبِيلٌ وَيَقُولُونَ عَلَى اللهِ الْكَذِبَ وَهُمْ يَعْلَمُون بَ بَلَى مَنْ أَوْفَى بِعَهْدِهِ وَاتَّقَى فَإِنَّ اللهَ يُحِبُّ الْمُتَقِينَ	4
آل عمران	125- 124	إِذْ نَقُولُ لِلْمُؤْمِنِينَ أَلَن يَكُونِكُمْ أَن يُمِدَّكُمْ رَبُّكُم بِثَلاَئَةِ آلاَفٍ مِّنَ الْمَلاَئِكَةِ مُنزَلِينَ بَ لَى إِن تَصْبِرُواْ وَتَتَقُّواْ	5
الأنعام	30	وَلَوْ تَرَى إِذْ وُقِفُواْ عَلَى رَبِّهِمْ قَالَ أَلَيْسَ هَذَا بِالْحَقِّ قَالُواْ بَلَى وَرَبِّنَا	6







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (المجلدالثاني)

			,
7	وَإِذْ أَخَذَ رَبُّكَ مِن بَنِي آدَمَ مِن ظُهُورِ هِمْ ذُرَيَّتَهُمْ وَأَشْهَدَهُمْ عَلَى أَنفُسِهِمْ أَلَسْتُ بِرَبِكُمْ قَالُواْ ب بَلَى شَهِدْنَا أَن تَقُولُواْ يَوْمَ الْقِيَامَةِ إِنَّا كُنَّا عَنْ هَذَا عَافِلِينَ	172	الأعراف
8	الَّذِينَ تَتَوَفَاهُمُ الْمَلائِكَةُ ظَالِمِي أَنفُسِهِمْ فَأَلْقَوْاْ السَّلَمَ مَا كُنَّا نَعْمَلُ مِن سُوءٍ بَلَى إِنَّ اللهَ عَلِيمٌ بِمَا كُنتُمْ تَعْمَلُونَ	28	النحل
9	وَأَقْسَمُواْ بِاللهِ جَهْدَ أَيْمَانِهِمْ لاَ يَيْعَثُ اللهُ مَن يَمُوثُ بَلَى وَعْداً عَلَيْهِ حَقّاً وَلـكِنَّ أَكْثَرَ النَّاسِ لاَ يَعْلَمُونَ	38	النحل
11	وَقَالَ الَّذِينَ كَفَرُوا لَا تَأْتِينَا السَّاعَةَ قُلْ بَلَى وَرَبِّي لَتَأْتِيَنَّكُمْ	3	سبأ
12	أُوَلَيْسَ الَّذِي خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ بِقَادِرٍ عَلَى أَنْ يَخْلُقَ مِثْلَهُم بَلَى وَهُوَ الْخَلَّاقُ الْعَلِيمُ	81	يس يس
13	بَلَى قَدْ جَاءَتُكَ آيَاتِي فَكَذَّبْتَ بِهَا وَاسْتَكْبَرْتَ وَكُنتَ مِنَ الْكَافِرِينَ	59	الزمر
14	وَسِيقَ الَّذِينَ كَفَرُوا إِلَى جَهَنَّمَ زُمَراً حَتَّى إِذَا جَاؤُوهَا فُتِحَتُ أَبْوَابُهَا وَقَالَ لَهُمْ خَرَنَتُهَا الَّمْ يَأْتِكُمْ رُسُلٌ مِّنكُمْ يَتَلُونَ عَلَيْكُمْ آيَاتِ رَبِّكُمْ وَيُنذِرُ ونَكُمْ لِقَاء يَوْمِكُمْ هَذَا قَالُوا بَ لَى وَلَكِنْ حَقَّتُ كَلِمَةُ الْعَذَابِ عَلَى الْكَافِرِينَ	71	الزمر
15	قَالُوا أُوَلَمْ تَكُ تَأْتِيكُمْ رُسُلُكُم بِالْبَيِّنَاتِ قَالُوا بَلَى قَالُوا فَادْعُوا وَمَا دُعَاء الْكَافِرِينَ إِلَّا فِي ضَلَالٍ	50	غافر
16	أَمْ يَحْسَبُونَ أَنَّا لَا نَسْمَعُ سِرَّهُمْ وَنَجْوَاهُم بَلَى وَرُسُلُنَا لَدَيْهِمْ يَكْتُبُونَ	80	الزخرف
17	أُوَلَمْ يَرَوْا أَنَّ اللَّهَ الَّذِي خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ وَلَمْ يَعْيَ بِخَلَقِهِنَّ بِقَادِرٍ عَلَى أَنْ يُحْيِيَ الْمَوْتَى بَلَى إِنَّهُ عَلَى كُلِّ شَيْءٍ قَدِيرٌ	33	الأحقاف
18	وَيَوْمَ يُعْرَضُ الَّذِينَ كَفَرُوا عَلَى النَّارِ أَلَيْسَ هَذَا بِالْحَقِّ قَالُوا بَ بَلَى وَرَبِّنَا قَالَ قَذُوقُوا الْعَذَابَ بِمَا كُنتُمْ تَكُفُرُونَ	34	الأحقاف
19	يُنَادُونَهُمْ أَلَمْ نَكُن مَّعَكُمْ قَالُوا بَلَى وَلَكِنَكُمْ فَتَنَتُمْ أَنفُسَكُمْ وَتَرَبَّصْنَتُمْ وَارْتَبْتُمْ وَغَرَّتُكُمُ الْأَمَانِيُّ حَتَّى جَاءَ أَمْرُ اللهِ وَغَرَّكُم بِاللهِ الْغَرُورُ	14	الحديد
20	زَعَمَ الَّذِينَ كَفَرُوا أَن لَن يُبْعَثُوا قُل ُ بَلَى وَرَبِّي لَتُبْعَثَنَّ ثَمَّ لَتُنَبَّؤُنَّ بِمَا عَمِلْتُمْ وَذَلِكَ عَلَى اللهِ يَسِيرٌ	7	التغابن
21	تَكَادُ تَمَيَّرُ مِنَ الْغَيْطِ كُلُمَا الْقِيَ فِيهَا فَوْجٌ سَالَهُمْ خَزَنَتُهَا اللهِ يَاتِكُمْ نذيرا قالوا بِلَّى قَدْ جَاءَنَا نَذِيرٌ فَكَذَّبْنَا وَقُلْنَا مَا نَزَّلَ اللهُ مِن شَيْءٍ إِنْ أَنتُمُ إِلَّا فِي ضَلَالٍ كَبِيرٍ	9-8	الملك
22	أَيَحْسَبُ الْإِنسَانُ أَلَن نَجْمَعَ عِظَامَهُ بَلَى قَادِرِينَ عَلَى أَن نُسَوِّيَ بَنَانَهُ	4-3	القيامة
23	إِنَّهُ ظَنَّ أَن لَن يَحُورَ بِلَمِي إِنَّ رَبَّهُ كَانَ بِهِ بَصِيرِ أَ	15-14	الانشقاق

Table no. 3

السورة	رقم الآية	الآية	ت







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (الجلدالثاني)

مربم	79-78	ٱلطَّلَعُ الْغَيْبَ أَمِ اتَّخَذَ عِندَ الرَّحْمَنِ عَهْداً كَلَا سَنَكُتُبُ مَا يَقُولُ وَنَمُدُّ لَهُ مِنَ الْعَذَابِ مَدَاً الْعَذَابِ مَدَاً	1
مربم	82-81	وَاتَّخَذُوا مِن دُونِ اللَّهِ آلِهَةَ لَيَكُونُوا لَهُمْ عِزّاً كَلَا سَيَكُفُرُونَ بِعِبَادَتِهِمْ وَيَكُونُونَ عَلَيْهِمْ ضِدّاً	2
الشعراء	15-14	وَلَهُمْ عَلَيَّ ذَنبٌ فَأَخَافُ أَن يَقْتُلُونِ قَالَ كَلَّا فَاذْهَبَا بِآيَاتِنَا إِنَّا مَعَكُم مُسْتَمِعُونَ	3
الشعراء	62-61	فَلَمًا تَرَاءى الْجَمْعَانِ قَالَ أَصْحَابُ مُوسَى إِنَّا لَمُدْرَكُونَ قَالَ كَلَا إِنَّ مَعِيَ رَبِّي سَيَهْدِينِ سَيَهْدِينِ	4
سبأ	27	قُلْ أَرُونِي الَّذِينَ أَلْحَقْتُم بِهِ شُرَكَاء كَلَّا بَلْ هُوَ اللَّهُ الْعَزِيزُ الْحَكِيمُ	5
المعارج	15-11	يُبَصَّرُونَهُمْ يَوَدُّ الْمُجْرِمُ لَوْ يَقْتَدِي مِنْ عَذَابِ يَوْمِنِذٍ بِبَنِيهِ كَلًا إِنَّهَا لَظَى	6
المعارج	39-38	أَيَطْمَعُ كُلُّ امْرِيُ مِنْهُمْ أَن يُدْخَلَ جَنَّةَ نَعِيمٍ كَلَّا إِنَّا خَلَقْنَاهُم مِمَّا يَعْلَمُونَ	7
المدثر	17-11	ذَرْنِي وَمَنْ خَلَقْتُ وَحِيداً كَلَا إِنَّهُ كَانَ لِآيَاتِنَا عَنِيداسَأْرْ هِقُهُ صَعُوداً	8
المدثر	32	كَلَّا وَ الْقُمَرِ	9
المدثر	53	كَلَّا بَلَ لَا يَخَافُونَ الْآخِرَةُ	10
المدثر	55-54	كَلَّا إِنَّهُ تَذْكِرَة فَمَن شَاء ذَكَرَهُ	11
القيامة	12-11	كَلَّا لَا وَزُر إِلَى رَبِّكَ يَوْمَئِذِ الْمُسْتَقَرُّ	12
القيامة	21-20	كَلَّا بَلْ تُحِبُّونَ الْعَاجِلَةَ وَتَذَرُونَ الْآخِرَةَ	13
القيامة	27-26	كَلَّا إِذَا بَلَغَتُ النَّرَاقِيَ وَقِيلَ مَنْ رَاقٍ	14
النبأ	4	كَلَّا سَيَعْلَمُونَ	15
النبأ	5	ثُمَّ كَلَّا سَيَعْلَمُونَ	16
عبس	12-11	كَلَّا إِنَّهَا تَذْكِرَةٌ فَمَن شَاء ذَكَرَهُ	17
عبس	23	كَلَّا لَمًا يَقُضِ مَا أَمَرَهُ	18
الانفطار	9	عَلَا بَلْ تُكَذِّبُونَ بِالدِّينِ	19
المطففين	7	كَلَّا إِنَّ كِتَابَ الْفُجَّارِ لَفِي سِجِّينٍ	20
المطففين	14	كَلَّا بَلْ رَانَ عَلَى قُلُوبِهِم مَّا كَانُوا يَكْسِبُونَ	21
المطففين	15	كَلَّا إِنَّهُمْ عَن رَّبِّهِمْ يَوْمَئِذٍ لَّمَحْجُوبُونَ	22
المطففين	18	عَلَا إِنَّ كِتَابَ الْأَبْرَارِ لَفِي عِلِّيِينَ	23







"المستجدات الحديثة في التعليم العالي في ظل التعليم الالكتروني"

17-16 كانون الاول 2020 (الجلدالثاني)

الفجر	17	عَلَا بَل لَا تُكْرِمُونَ الْيَتِيمَ	24
الفجر	21	عَلَا إِذَا نُكَّتِ الْأَرْضُ دَكَأَ دَكَأُ	25
العلق	6	كَلَّا إِنَّ الْإِنسَانَ لَيَطَّغَى	26
العلق	15	كَلَّا لَئِن لَّمْ يَنتَهِ لَنَسْفَعا بِالنَّاصِيَةِ	27
العلق	19	كَلَّا لَا تُطِعْهُ وَاسْجُدْ وَاقْتَرِبْ	28
التكاثر	3	كَلَّا سَوْفَ تَعْلَمُونَ	29
التكاثر	4	ثُمَّ كَلَّا سَوْفَ تَعْلَمُونَ	30
التكاثر	6-5	كُلَّا لَوْ تَعْلَمُونَ عِلْمَ الْيَقِينِ لَتَرَوُنَّ الْجَحِيمَ	31
الهمزة	5-4	كَلَّا لَيُنبَذَنَّ فِي الْحُطَمَةِ وَمَا أَدْرَاكَ مَا الْحُطَمَةُ	32
المؤمنون	100	لَعَلِّي أَعْمَلُ صَالِحاً فِيمَا تَرَكْتُ كَلَا إِنَّهَا كَلِمَةٌ هُوَ قَائِلُه	33
		وَمِن وَرَائِهِم بَرْزَخٌ إِلَى يَوْمِ يُبُعَثُونَ	