

Pitfalls Encountered by Bilingual Arab Learners in Translating the Arabic Discourse Marker '*thumma*' into English

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Abstract—Modern Standard Arabic (henceforth, MSA) is characterized as syndetic and formulaic language. The current study aimed at investigating the problems that Arab learners of English and translators encounter in translating sentences holding the discourse marker (henceforth, DM) *thumma* into English. This may be especially true if these languages are genetically unrelated, as is the case with Arabic and English. Five functions [*sequence with span of time, sequence with no span of time, resumption, adversative and consequence*] were identified through surveying various kinds of MSA texts. A translation task of 40 Arabic sentences holding the discourse marker *thumma* was performed by a random sample of 55 senior students with similar linguistic, sociocultural and educational backgrounds studying at Al-Balqa' Applied University-Jordan. Findings revealed that the improper translation of functions of the Arabic DM *thumma* is still prominent among Arab learners of English even at advanced stages of their learning. The pitfalls were ranked hierarchically in terms of difficulty. Findings of the study were discussed, conclusions had been drawn, implications and future directions were provided at the end.

Index Terms—textual functions, bilingual learners, intercultural communication, contrastive linguistics translation, Arabic DM '*thumma*', coordination, EFL learners

I. INTRODUCTION

Arab grammarians usually refer to the connectives – according to their different significance – as *adawaat-u l-rabṭ* or *ḥuruuf al-9aṭf* i.e. connective particles. Sometimes they are treated under the headings of *9aṭf nasaq* 'conjunction of sequence' and *9aṭf bayaan* 'explicative apposition'. For most of the Arab grammarians, connectives are treated as linking devices, and their function is mainly to coordinate units such as words, phrases, clauses, sentences, etc. In other words, there is a consensus among Arab grammarians that *ḥuruuf al-9aṭf* 'conjunction particles', 'discourse connectives' or 'discourse markers' (henceforth, DMs) are common cohesive devices, or *adawaat-u l-rabṭ* 'connectives' that connect one part of discourse with another- are a pervasive feature of MSA syntax (see Al-Hmouz, M.A.2001,p.364). However, in this study, the acronym DMs is used in lieu of connectives or conjunctions. Arabic sentences and clauses within a text are connected and interconnected by means of words or phrases (such as *thumma*, 'then') that subordinate, coordinate, and otherwise link them semantically and syntactically (Karin, C.R.2005,p.407). Despite the fact that DMs play an important role in information processing in both modes of communication: speech and writing, analysis of DMs in English has tended to focus on spoken conversation, whereas analysis of DMs in Arabic (Johnstone 1990, Al-Batal 1990, Kammensjo1993) has focused particularly on the structure of written discourse, because Arabic writing has always been characterized as syndetic, that is, as using conjunctions to link discourse elements; and it has also been described as formulaic, that is, relying on 'fixed sets of words' (Johnstone 1990, p.218) to make semantic and syntactic links. This linguistic phenomenon, i.e. the frequent use of DMs, results in a high degree of textual cohesion in Arabic writing that contrasts significantly with the terser style of written English. Thereby, *ḥuruuf al-9aṭf* (such as *wa*, *fa*, *thumma*) play a pivotal role in the realm of Arabic usage and they are looked upon as an indispensable devices for connecting and interconnecting parts of the Arabic discourse. In other words, they are a set of clues which create cohesiveness, coherence and meaning in discourse, when expressing our feelings, and ideas to others during the act of communication. Al-Batal (1990) rightly states: 'MSA seems to have a connecting constraint that requires the writer to signal continuously to the reader, through the use of connectives, the type of link that exists between different parts of the text. This gives the connectives special importance as text-building elements and renders them essential for the reader's processing of text' (ibid: 256). T'sou et al. (2003) observe that 'discourse connectives constitute a major linguistic device available for a writer to explicitly indicate the structure of a discourse'. Hence, this study has chosen

30 written sentences, holding the Arabic DM *thumma*, extracted from various MSA texts to be translated into English by bilingual Arab senior learners. However, translating these connectives is not a simple or easy task; as a matter of fact, it has been described (Hamdan & Fareh, 1999, p. 595) as one of the most problematic tasks that bilingual learners and translators face when endeavoring a professional performance of a text. The faulty substitution, addition or omission of a DM during a translation process of texts may lead to the decline in understanding the intended message. Crewe (1990) states that the overuse of DMs will lead to a potential communicative breakdown (ibid: P. 317).

A. *The Problem*

From our earlier experience as EFL learners, and later, as teachers, seems to suggest that DMs are perhaps one of the most important components of any language course. It has been observed that Arab students of English find it difficult to translate and construct an organised and coherent text in English. Also, it has been observed that little progress is made in the efficiency of their translation. The number of students who fail translation courses covering DMs every year in comparison with other English language subjects has revealed this, which means that something has to be done to improve it and lessen the number of repeaters.

Hence, it is a *sine qua non* in this situation to investigate the difficulties that may account for translating Arabic sentences holding the DM *thumma* by Arab university students majoring English. In other words, what concerns this study is the focus on the Arabic DM *thumma*, its impact on the process of translation performed by Arab university students majoring English, in the sense that DMs facilitate grasping the intended meaning conveyed in the discourse; and vice versa is true, that is, the improper translation of a connective into a target language is likely to lead to drastic changes in meaning or to unintended meanings, in other words, DMs can explicitly indicate the function that each sentence has in a text, and they contribute to utterance interpretation effectively. It is with this research problem and its possible causes in mind; the investigators pave the way and present the research objectives in the coming section.

B. *Objectives of the Study*

The main purpose of this study is to identify major difficulties that Arab EFL university students and translators might face through translating sentences holding Arabic DM *thumma* into English. It also aims at clarifying how this Arabic connective is interpreted and rendered into English. The implications to translating from the source language into the target language will also be highlighted. To be more specific, the study seeks answers to these questions:

- 1-What difficulties may translators encounter in translating Arabic texts holding the DM *thumma* into English?
- 2-How do the functions of *thumma* rank order in terms of difficulty?
- 3- What is the nearest English counterpart of each function of Arabic *thumma*?
- 4-What implications for teaching translation from Arabic into English does this study have?

C. *The Rationale of the Study*

The rationale and need of this study emerges from two-fold justification. The first one could be attributed to the fact that, within the past twenty years or so there has been an upsurge interest in studying the theoretical status of DMs, focusing on what they are, what they mean and what uses they manifest, in spoken and written discourse, but for some reasons few studies have been conducted cross-linguistically. 'The contrastive method proves to be a useful heuristic tool capable of throwing valuable light on the characteristic features of the languages contrasted' (Firbas, 1992, P.13). Language comparison is of great interest in a theoretical as well as an applied perspective. It reveals what is general and what is language specific and is therefore important both for the understanding of language in general and for the study of the individual languages compared, (Johansson and Hofland, 1994, P. 25).

The second one, is that, most of old classical Arab grammarians were mainly interested in *Al-i9raab*, 'parsing' i.e. they examine each word and clause in order to work out what grammatical type each one is, in their descriptions of the DMs. That is, the textual function fulfilled by the DMs in discourse has been neglected or overlooked; while the present study has been found to focus on the functions of Arabic DM *thumma* '(and)then' that may constitute difficulties to Arab learners when translate them into English. To the researchers' knowledge no studies have been conducted on '*thumma*' cross-linguistically yet. However, recently, the importance and need to investigate the textual function, i.e. the role of connectives in discourse has been noted and has attracted the attention of many discourse analysts (e.g. de Beaugrande and Dressler, 1981; Halliday and Hassan, 1976; McCarthy, 1991; Schiffrin, 1987; Wright, 1974; Cantarino, 1975; Al-Jubouri, 1987; Williams, 1989; Holes 1995; Stubbs, 1983; Al Batal, 1990, etc.). For example, Stubbs (1983) stated that 'another set of items which have not received any natural treatment within grammar are items known variously conjunctions, connectives or connectors ...' (ibid, P.72). In his book, *The Syntax of Modern Arabic Prose* published in (1975), Cantarino puts forward a full account and detailed analysis and description of the syntactic and semantic features of the cohesive category 'connectives in Arabic. He investigates the different functions a single connective may perform in different contexts.

To sum up, all languages make use of DMs or some such devices although the repertoire of devices and their various functions may vary from one language to another. The study will discuss how the Arabic DM *thumma* is interpreted and translated into English by Arab university senior students majoring English. Generally speaking, there is no one-to-one correspondence between two languages in the field of coordination particles: most of the time their correlates in the target language have not the same pragmatic meaning, constituting translation problems to Arab learners of English and

translators. This might be true if these languages are genetically not related, as is the case with Arabic and English. However, translation students also should know that in certain instances short function words such as *wa-* 'and', actually function in Arabic texts as punctuation marks would function in English texts. These connective words are therefore not always translatable because they sometimes perform strictly grammatical functions rather than adding semantic content. At the discourse or text level, the presence of appropriate connectives is an important feature of 'acceptability', according to Al-Batal, who notes that 'although 'no explicit or formal rules exist,' interconnection between sentences is essential to authentic Arabic texts' (1990,P.253). Having discussed the rationale and need for this study will bring us to our next point, which is why a translation task is employed for data elicitation procedure in this study.

D. Why a Translation Task?

The reason for the choice of the translation task, for eliciting the data of this study, is related to the fact that translation is one of those tasks that are most frequently used by the Arab students as EFL learners in their academic work at university. It is said that one of the most serious problems of contrastive linguistic studies is the problem of equivalence. How do we know what to compare? What is expressed in one language by, for example, *thumma* - 'then' could be expressed in other languages in quite different ways. Then we do not get very far by a comparison of connectives. Most linguists have either explicitly or implicitly made use of translation as a means of establishing cross-linguistic relationships. For instance, in his book on contrastive analysis James, C. (1980) reaches the conclusion that translation is the best basis of comparison: 'We conclude that translation equivalence, of this rather rigorously defined sort [including interpersonal and textual as well as ideational meaning] is the best available TC [tertium comparationis] for cross-linguistic analysis (ibid, P, 178). Also, in his paper on 'the translation paradigm' Levenston suggests that contrastive statements ... may be derived from either (a) a bilingual's use of himself as his own informant for both languages, or (b) close comparison of a specific text with its translation. (Levenston 1965, P. 225).

To conclude this section, when an EFL or a translator wants to understand the speaker's/writer's intended meaning, he should consider that an extra meaning is there, not because of the semantic aspects of the words themselves, but because the reader/hearer shares certain contextual knowledge with the writer/speaker of the text.

E. The Significance of the Study

It is believed that Arab university students and translators working into English as a foreign language can be evaluated by means of examining their ability to translate selected sentences holding the Arabic discourse marker *thumma*, 'then' 'and then', i.e. focusing on the functions of the Arabic DM *thumma* and on its English counterparts, can tell us a good deal about the students' cross-linguistic competence, and may provide important data which help in evaluating translation students and in syllabus design.

This study can also be considered significant, in that, it addresses one of the important academic issues confronting Arab students at different levels of English learning in the Arab world. In respect of this academic issue, the empirical research regarding students' performance of translating Arabic sentences containing Arabic DMs such as *thumma*, in their writing is not only scarce, but urgently needed due to the continuous faulty translation of connectives yielding a big number of mal-semantic sentences and distorted pragmatic production as referred to by several researchers (e.g. Saeed & Fareh, 2006; Hamdan & Fareh, 1999; Illayyan, 1990). Therefore, the primary significance of this study lies in taking a further step towards investigating and gaining a comprehensive understanding of the translating process, by providing concerned people with some new insights to facilitate the process of translating Arabic DMs, e.g. *thumma* into a target language.

F. Possible Causes of the Problem

The problems that EFL students and translators often encounter in the process of translating conjunctive particles from one language into another may be ascribed to several causes. The fact that DMs do not have exact equivalents cross-linguistically may contribute to these problems. That is to say that there is no one-to-one correspondence between two languages in the field of coordination particles: most of the time their correlates in the target language have not the same pragmatic meaning, constituting translation problems to translators and learners, especially if these languages are genetically unrelated, as is the case with Arabic and English. A DM may indicate more than one logical relationship and the same logical relation may be signalled by more than one conjunctive. For instance, the Arabic DM '*thumma*' as in (1) below signals sequential function without delay, i.e. succession and immediacy are meant. Consider: (1) شرب زيد ثم ارتوى = Šariba zaidun *thumma* ?irtawa=Zayd drank water then he quenched. That is to say, Zayd was thirsty and he drank water until he quenched. Also *thumma* 'indicates sequence with time span, i.e. succession and non-immediacy are meant. Consider: (2) زرع الفلاح بذور القمح ثم حصده = zara9?a ?alfallah-u bu ōura al-qamḥ-i *thumma* ḥaṣada-haa = The farmer sowed the wheat seeds; and then he reaped it. i.e. the farmer first sowed the seeds of wheat in winter and then (after span of time could be four, five or six months) he reaped it. However, the same conjunction indicates *adversative* function. Consider:

(3) أعطيتك ألف دينار ثم تطمع أن أزيد! = 9taytuka ?lfa dinar *thumma* taṭma9u ?n ?zeed! = I gave you a thousand dinar; *but nonetheless*, you covet more!

The problem becomes more aggravated when a DM in a learner's native language is best translated into a grammatical device other than a connective in the target language (e.g. adverbial conjuncts such as: e.g. *causal*

conditional, e.g. then, otherwise; *emphatic*, e.g. moreover, furthermore; *proper adversative*, e.g. however, despite this; *contrastive*, e. g. in fact, however; *dismissal*, e.g. in any case, anyhow; *general causal*, e. g. therefore, consequently,...etc.), a non-lexical device such as punctuation marks, or even nothing (zero). As I mentioned hereinbefore, Arabic writing has great tendency to make use of DMs to link discourse elements, that is, syndetic linkage (particularly 'θumma, wa and fa as well as other DMs) whereas, in English, terseness and asyndetic linkage is commonly preferred. Sometimes in an idiomatic translation, a lot of these DMs are rendered into zero in English. Moreover, the functional polysemy that most DMs have leads to significant problems for learners and translators as well.

The faulty translation of a DM into a target language is likely to lead to drastic changes in meaning or to unintended meanings. Dickins et al. (2002, P. 87) assert that when an inappropriate DM is used, translation loss may occur on the prosodic level, for example, because the use of this DM in this particular context implies an informationally inappropriate intonation pattern. This involves that EFL learners and translators need to use DMs with utmost care and discrimination, taking into account the multiplicity of functions that DMs have in discourse. Several researchers (e.g. McCarthy, 1991; Hamdan and Fareh, 1999; Saeed & Fareh, 2006) assert that the accuracy of translated texts should not be superficially evaluated by examining the target language text without matching it with the source language text. For example, McCarthy (1991, P. 46-47) states that discourse analysts have sought to find out whether the categories and realizations of DMs are similar or different cross-linguistically. This is considered an invitation to discourse analysts to conduct contrastive studies that aim at determining the similarities and differences between the various discourse functions of DMs for the sake of displaying the difficulties that translators and foreign language learners encounter. In this respect, Fareh (1998,) compared and contrasted the discourse functions of English 'and' and its nearest Arabic equivalent 'wa'. The results of this study revealed that the two connectives have various functions that do not often match. This mismatch, although partial, may lead to translation problems. Illayyan (1990) conducted a study to find out the difficulties that translators face in translating English texts holding transitional words into Arabic. The results of his study showed three major problems. The first problem was the unnecessary addition of an Arabic DM leading to different meaning relationships. The second problem was substituting one or more Arabic DMs or transitional words for a certain English one, which yielded in changing the intended meaning relationships between the two conjoined discourse elements. The third problem was in ignoring the explicitly stated English connective.

Hamdan and Fareh (1999) conducted a study that aimed at investigating the problems that translators confront in translating the Arabic DM *wa* into English. They examined six functions of *wa*, namely, the resumptive, the additive, the alternative, the comitative, the adversative and the circumstantial. They, also suggested conducting further contrastive studies in the area of DMs, and Karin, (2005:416) provide a very brief discussion of the functions of Arabic DMs including *θumma*. Her discussion of the functions of *θumma* is far from being exhaustive. She hold that *θumma* has only one discorsal function, a sequential action coming later in time than the action in the preceding sentence or clause. In fact, *θumma* has more elaborate discorsal functions than the sequential action with span of time. This succinct review of related studies shed light on the scarcity of cross-linguistic studies on DMs and the need for more in-depth studies that investigate the difficulties that Arab learners of English and translators may encounter in translating from Arabic into English, especially in the area of DMs. The current study is an endeavour in this direction. Having given the problem of this study and its possible causes through a brief review of related studies, will take us to the next section which is the methodology of this study.

II. METHODOLOGY

A. Subjects

A total of 55 senior students of 21-22 years old were selected randomly. They constitute about 31 % of total number (179) which is the population of 4th year-1st semester in the academic year 2009/2010, at Al-Balqa' Applied University-Princess Alia University College, Amman-Jordan. Like most of the Jordanian students, the subjects live in an exclusively Arabic-speaking community and had learned English as a foreign language at public schools prior to taking it up as their major field of study at the university. All subjects are homogeneous in terms of their linguistic, socio economic, cultural and educational background. Opportunity for naturalistic acquisition is almost all the same to all subjects. They also passed through an English placement test to measure their proficiency when they joined the department of English. The original number of the subjects was 57 students. The responses of two subjects were excluded because they did not completely translate the required translation task. When the experiment was conducted, the subjects had already studied several specialized courses of linguistics and literature including Writing I, Advanced writing, grammar, language skills, translation I & II, syntax I & II morphology, semantics, short story, drama, novel,...etc.

B. Data Elicitation Procedure

The instrument employed in this study for collecting the data was a translation task particularly designed for the purpose of this study. The 55 participants were asked to translate sentences from Arabic into English. Although almost all of the given sentences seem decontextualized, they were extracted from longer texts including utterances from Arabic literary textbooks, articles from magazines and newspapers, etc., (see appendix D). It is undeniable that the

context is fundamental for comprehending the meaning of utterances and for identifying the intended functions of DMs in written discourse. However, the functions of Arabic DMs such as the *thumma*, are more often than not determined by considering the relationship holding between the two elements, sentences or clauses that a certain DM links. The task was a two-hour session, and since (Ellis & Barkhuizen, 2005, P.27) their translation task was timed, students had no access to reference tools such as dictionaries and grammars during the test, but they were given the chance to ask questions about some words believed to be unfamiliar to them because the focus was on how they would translate the DM *thumma* from Arabic into English. When analyzing the data, the researchers focused only on the translation of the targeted DM, ignoring all other types of grammatical or lexical errors, as they are beyond the scope of the study. Each student, therefore, was assigned to translate the given 40 Arabic sentences within the allotted time of a 90-minute session (the allotted time of the translation task was decided upon their translation instructors' experience in similar exams and population). Each of the five targeted functions of *thumma* was represented in 8 tokens. Five well-known Arabic grammar references were examined in order to identify the discourse functions of *thumma* together with the frequency of each function, these are: *Al-nahw al-waafii* (1963); *Al-Jana Addani fii Huroof Al-Ma'anii* (1992); *Al-Kitaab*.2 vols (1966); *Muğni Al-Labiib ?an Kutubi- AL ?9aariib*(2002); *AL-mu9jam al-waafii fii adawaat al-nahw al-Arabi* (1993). The functions of the DM *thumma* in our data were found to be the only five, and they were selected on the basis of frequency and practicality. It would be a heavy burden on the subjects if each function was to be represented in more than eight tokens in the translation task, therefore, the study focuses on the five identified functions, and each of them represented in 8 tokens so totally will be forty sentences. We believe that it might be helpful, before embarking on the analysis, to provide a brief account of the five functions of *thumma* with illustrative examples.

C. The Functions of 'thumma'

The Arabic DM *thumma* ثم ('then', 'and then', 'subsequently') is one of the most commonly used connective particles in Arabic. Generally speaking, the DM *thumma* is an adverb that indicates a sequential action, coming later in time than the action in the preceding sentence or clause. Syntactically, it works as coordinating conjunction that links between two elements (clauses, sentences, etc.) in order to make a compound element. It emphasizes the sequence existing between two structurally independent statements as an interval, thus, before 'thumma', a pause or an interval in the context to be understood. In other words, it links clauses/sentences by specifying how one clause /sentence is related to another in terms of time. *thumma* holds five functions as illustrated in the following.

1. Sequential Function with Span of Time

The sequential *thumma* ثم introduces a clause subordinate to the main clause by indicating time relationship between the two clauses. Semantically, this DM indicates that the two events involved in the resulting compound sentence, occurred successively, with pause of time between the two events in the sequence, and in the order indicated in the sentence. Often, the interval of time between the two events in a sequence is unspecified, consider this example:

(4) تزوج علي ثم رزق بمولود =

Tazawwja ?ali-un *thumma* ruziqa bimawluud=Ali got married *and then* he got a child.

In this compound sentence, there is a logical sequence of the two events: 'getting married' and 'getting a child', the span of time between the two events is logically understood, but not specified, i.e. whether it lasted for seven, eight or nine months. That is, the length or the shortness of the span of time is determined according to the context and meaning the DM signals. But in some cases, the duration of time between the two events occurred in the sequence is specified. This is an illustrative example:

(5) أمضى زيد عشر سنوات في الغربة ثم عاد إلى وطنه

?amḍa Zayd-un 9ašru sanawaat-in fii al- ġurba *thumma* 9aada ?ilaa waṭanih.=Zayd had spent ten years abroad (and) then he returned to his home.

This sentence means that Zayd had stayed 10 years (outside his country) continuously, (that was the first event which took 10-year duration), after that he returned back to his country, (that is the second event). So, it is obvious that there is a delay of time between the two events. Hence, on the face of it, this *thumma* may translate as 'and' forming a sentence which is both grammatical and acceptable, though 'and' does not entail the implication of sequence, i.e. 'and' is unmarked for sequential temporality. So, when a semantic precision in a translation context involves a high priority, the DM *thumma*, which is the only conjunction entails sequence and non-immediacy, is likely to be better rendered as 'then', 'and then', subsequently and 'after that' (after long time, after a while or after few hours) rather than 'and' or 'next' According to Baker, (1992:193) what determines the function that a DM indicates in discourse is very often governed by the context in which the DM is used. In this particular instance, context plays a significant role, as the context is a logical sequence of two events with a ten-year span of time between them.

2. Sequential with immediacy or with a short Span of Time

Syntactically, the sequential *thumma* in sentence (6) works as a coordinating conjunction that links between two elements (clauses, sentences, etc.) in order to make a compound element. Semantically, it indicates sequence (in order) with no interruption between the two involved events.i.e. immediate succession of the two actions that come before and after *thumma*. Consider:

(6) استيقظت من النوم ثم رتب فراشي

Istayqa ḍ-tu mina al-nawm *thumma* rattabtu firaashii =I woke up from sleeping (and) then I tidied my bed.

The *thumma* in sentence (6) signal a sequential and temporal relation. As a consequence of its temporal meaning, *thumma* implies that the action (waking up) of the preceding sentence has been completed, thus, immediately (without much delay = might be after, e.g. one, two or three minutes) introducing the new action (which is tidying the bed). *thumma* may translate as *wa* 'and' producing a grammatical and acceptable sentence, whereas, the precise function that *thumma* signals, i.e. the event in the second clause 'tidying the bed' is chronologically sequent to the event occurs in the first 'waking up from sleeping', with immediacy or without much delay, is no longer implied, simply because Arabic conjunction *wa* 'and' does not indicate any implication of temporal sequence of the events. This interpretation of the function of *wa* 'and' goes in line with the majority of Arab grammarians and jurists (e.g. Sībawayh, 1966; al-Juwaynī, 1996; Ibn Hisham, 2002, among others) who believe that the terms conjoined by *wa* 'and' enter into a participatory relationship without any implication of sequence. So, when a semantic precision is demanded as a high priority for a translation context the DM *thumma* 'then' is likely to be better translated as 'then' or 'and then' rather than 'and', simply because 'then' is an adverb that indicates a sequential action coming later in time than the action in the preceding sentence or clause.

3. Resumptive Function

'Resumption' = *Al-isti'naaf* in Arabic can be introduced by the Arabic DM *thumma*. It is very frequently used at the beginning of clauses, sentences and paragraphs but not the first. In such cases, the resumptive DM *thumma* comes after a clause/sentence that had finished and, introducing a clause/sentence in order to serve the sequential function with span of time (whether it is short or long), in addition to the presumptive function where it is used to indicate speech continuity (but not topic continuity), i.e. the speaker resumes his speech, but with a new topic, presenting new information and takes the reader/hearer into quite new territory of new thought. The clause/sentence introduced by *thumma* is related pragmatically in a way to the sentence mentioned before, and this pragmatic relation is being understood by both the speaker and the hearer/reader. This is an illustrative example:

(7) استرد زيد ماله. ثم عاد علي إلى البيت.

Istaradda Zayd-un Maalahu. *thumma* 9aada 9ali-un ilaa al-bayt-i. Zayd restored his money. Then 9ali-un (Ali) returned home.

In this sentence (7), *thumma* links two sentences which are irrelevant syntactically. Each utterance is an independent meaningful sentence. The speaker/writer informs the hearer/reader two messages; each one is different from the other in its basic meaning. In the first sentence, the speaker informs the hearer that Zayd got his money back. In the second sentence, which starts with '*thumma*', the speaker resumes his discourse by introducing a new topic, that is: 9ali-un returned home. Three factors make the two utterances, before and after *thumma*, are related pragmatically, that is, the two concerned utterances encoded by the same speaker, decoded by the same hearer and both utterances were said and heard in the same context. i.e. there is a pragmatic relationship between "Zayd getting his money back and 9ali-un returning home" is only understood by the speaker/writer and the hearer/reader. Of course, there is a presupposition that the two sentences are extracted from linguistic texts which are known and understood by both the speaker and hearer. Arabic tends to use extracted clauses/sentences instead of employing the whole texts for conveying such pragmatic meanings, and '*thumma*' is the tool which paves the way to indicate the speech continuity (but not topic continuity). The Arabic DMs *wa* 'and' and *fa* 'next' can be used to indicate *Al-isti'naaf* = 'Resumption', but the sequential and temporal relation (which it could be short or long span of time) indicated by *thumma* (Al-Hmouz, M.A. 2001:365) is no longer implied, because *wa*, which is unmarked for *sequentiality and temporality*, has the additive function, and *fa* which stresses the connected series, indicates an immediate succession of events without any delay or pause of time between the two events. Additionally, *thumma*, unlike *wa* 'and', and *fa* 'and', 'so' or 'next', implies the meaning of *mihaad* = (create the circumstances to enable something to happen). It creates new development, event or change of direction, i.e. new territory of new thought. Holes (1995:220-21) describes *thumma* as 'a superordinate staging marker for the discourse as a whole'. In other words, it makes a situation in which it is very possible or more likely to enable both: the speaker to resume speech with a new topic and the hearer to understand the pragmatic relation between the two utterances, and to decode the intended meaning. Hence, translating '*thumma*' to *and*, *so* or *next*, the pragmatic function *mihaad* of '*thumma*' is no longer implied.

4. Adversative Function

Adversative = *Al-istidrakīyah* in Arabic is usually expressed by the DM '*thumma*'. The adversative *thumma* is used to connect two utterances (clauses, sentences) in order to make a compound element, the second of which stands in adversative relation with the preceding one. This is an illustrative example:

استيقظ زيد مبكراً ثم تأخر في الوصول إلى عمله! (8)

Istayqaḍa Zaydun mobakkir-an *thumma* ta'axara fii al-wuṣul ?ilaa 9amalihi! = Zayd woke up early; however/but he arrived his work late!

In this example, *thumma* introduces the second clause which expresses an unexpected result, i.e. arriving his work late'. The most appropriate translations of adversative *thumma* in a translation context where semantic precision has a high priority are likely to be *but*, *however*, or the like. The use of other devices might change or distort the logical relation between the two clauses. We use the DMs such as *however*, *but*, or the like, in the foregoing example, when you are adding a comment which is surprising or which contrasts with what has just been said. The speaker's *adversative* attitude in the second clause expresses negative feeling implying some sort of astonishment mixed with shock, pain or

anger towards Zayd's being late. The two clauses of the context are linked by *thumma* sequentially, i.e. the clauses of the sequence are fixed, and the tone or the quality in the speaker's voice (which shows what he is feeling or thinking when producing his utterance) determines the degree of the astonishment implied by *thumma*, and also determines whether this *adversative* reflects the speaker's negative or positive feeling (shock, surprise, admiration, excitement, or anger, etc.). *thumma* may translate as 'and' producing a sentence that is both grammatical and acceptable, but the precise function that *thumma* serves, i.e. the fixed sequence of the two events and the time relationship between them, in addition to some sort of blame forwarded to Zayd, is no longer implied. In principle, however, either event might have been occurred before the other. Hence, in a translation context where semantic precision has a high priority, any translation that does not keep this logical relation held between the two parts of the sentence may be deemed faulty, though the fact that the outcome could be acceptable.

5. Consequential Function

The logical relation that this DM indicates is that of result or consequence. In Arabic, *thumma al-sababiyah* = 'the consequential *thumma*', usually betokens a relationship between two clauses of a context such that the second clause describes a state or an action which occurs as a consequence of the first one. This is an illustrative example:

استيقظ علي مبكرا ثم وصل المدرسة نشيطا (9)

Istayqaḍa 9ali-un mobakkir-an *thumma* waṣala al-madrasa naṣiit-an=9ali woke up early; consequently, he actively arrived the school.

Sentence (9) means that 9ali actively arrived the school as a consequence of his waking up early. In other words, the second clause of this sentence, i.e. 9ali was energetic and full of life, is the result of waking up early. Hence, in a translation context where the semantic precision has a high priority, any translation that does not keep this logical relation existing between the two parts of the sentence deemed flawed, though the outcome might be acceptable. For example, when students translate *thumma* '(and) then' into *wa* 'and', the consequential function of *thumma* is no longer implied.

III. FINDINGS AND DISCUSSION

The above mentioned five functions are the only functions of *thumma* in Arabic, and which were represented in the translation task. Each one of these functions was manifested in eight tokens which might sound to be a limitation of this study. However, each clause/sentence was excerpted from a larger text, which is not included in the appendix for the sake of time, room, economy and practicality. The full texts were not given to the subjects either, for the same reasons. The functions of '*thumma*' were identified and determined by the two researchers who are native speakers of Arabic. One of them is specialist in semantics and pragmatics of Arabic, and has long experience in teaching Arabic linguistics. The other researcher is specialist in English applied linguistics, and has long experience in teaching linguistics and translation courses. The researchers teach at both the undergraduate and graduate levels. When the researchers were in dispute over some cases, they consulted specialists in Arabic language and literature to confirm their decisions. With the help of two other colleagues whose expertise in linguistics & translation, the researchers produced renderings of the sentences in the translation task that were deemed acceptable by all involved. In determining the acceptability of a translation, semantic accuracy as a main criterion was adopted by researchers. The researchers are fully aware of the fact that, by and large, semantic accuracy is not the only consideration that should be taken into account in launching a verdict on the acceptability of a translation. Dickins et al. (2002, P. 228-230) throughout their book '*Thinking Arabic Translation...*', they highlight the notion of strategic prioritising in translation in which a creative translation strategy means 'prioritizing the cultural, formal, semantic, stylistic, and genre-related properties of the ST'. The number of functions under question in this study represents all functions of '*thumma*' in Arabic language. Each function represented in 8 tokens, so totally would be 40 sentences. As the translation task was given to 55 students, we would expect 2200 translated tokens. Table 1 shows the types of '*thumma*' and the number of tokens in the translation that represent each type. Table 2 shows the percentage and rank order of all possible correct responses for each function including the zero alternatives.

TABLE 1:
TYPES OF '*THUMMA*' AND NUMBER OF REPRESENTATIVE TOKENS IN THE TRANSLATION TASK

Functions of <i>thumma</i>	No. of tokens	Sentence No. in Translation Task
Sequence with span of time	8	1, 2, 11, 12, 21, 22, 31, 32
Sequence with no span of time	8	3, 4, 13, 14, 23, 24, 37, 38,
Resumption	8	5, 6, 15, 16, 25, 26, 33, 34
Adversative	8	7, 8, 17, 18, 27, 28, 39, 40
Consequence	8	9, 10, 19, 20, 29, 30, 35, 36
Total	40	

Table 2 shows that the translation of Arabic '*thumma*' into English was rather difficult. The percentage of correctly translated tokens was 62%. This means that more than one third, i.e. 38% of the subjects translated the tokens incorrectly. It also shows that translating the resumptive '*thumma*' was the most difficult, as only 43 % of the responses were correct. The second most difficult function was when succession with non-immediacy were meant (i.e. sequence

with span of time), followed by 'exclamation', then the 'consequence' and finally when the 'succession with immediacy' were meant (i.e. sequence with no span of time).

TABLE 2:
NUMBER, PERCENTAGE AND RANK ORDER OF CORRECT RESPONSES

Functions of 'θumma'	No. of Tokens	Expected Responses	No. of Correct Responses	% of Correct Responses	Rank of Difficulty
1- Sequence with span of time	8	440	221	50	2
2- Sequence with immediacy	8	440	337	77	5
3- Resumption	8	440	191	43	1
4- Adversative	8	440	290	65	3
5- Consequence	8	440	311	71	4
Total	40	2200	1313	62	

The following will be a discussion of the results with regard to difficulties encountered in translating each function, hierarchically in terms of difficulty. What we attempt in the following discussion is to explain aspects of meaning of the Arabic DM 'θumma' which cannot be found in the plain sense of words or structures, as explained by semantics. In other words, it is a systematic way of explaining language use in context.

A. Responses to the Resumptive 'θumma'

Results in table 2 show that resumptive 'θumma' was the most difficult to translate from the source language (Arabic) into a foreign language (English). The percentage of correct responses was only 43%. This means that 57% of the total number of tokens representing this function was erroneously translated by Arab EFL university students. The most frequent flawed translations of resumptive 'θumma' were *and*, *also*, *next*, *while*, and *comma*, whereas the possible translations included the use of *and then*, *subsequently*, *suddenly*, *unexpectedly*, or the like. Examining the erroneous translations, one might not fail to observe that the subjects seem to have not obviously identified the 'resumptive' function of *θumma* in the representative source language tokens. It is also clear that the great majority of the subjects translated the resumptive function of *θumma* as *simultaneity*, *concession* and *addition*, as can be seen from the faulty replacements of *θumma* by 'and'. This is an illustrative example

(10) ليلى تدرس. ثم بدأ تساقط الأمطار (10)

Layla tadrus-u . θumma bada?a tasaqaot al-amṭaar

Layla is studying. And then it has started raining.

The DM *θumma* was erroneously rendered by 36% of the subjects as 'and', 11% as 'also' and 10% as *comma*, *zero* (nothing) respectively. The faulty responses indicate that the subjects failed to recognize the logical relationship holding between the two sentences. The faulty use of *and* or *also* instead of the possible DM 'then' or 'and then' changed the intended meaning of the target language text. Moreover, the wrong use of the *comma* leads to the formation of a run-on sentence, a feature that is unacceptable in formal written English. Since we do not use a comma with the conjunctive adverb 'then' *θumma*, a *semicolon* or *full stop* followed by *then* or *and then*, etc., would have been more appropriate than a *comma* alone. Anyway, it is acceptable in English as well as in Arabic to use a *semicolon* or *full stop* immediately at the end of the first sentence, followed by the DM *θumma* (then, and then, subsequently, etc.) to introduce the second sentence to indicate speech continuity. It bears repeating here that one should consider that an extra meaning is there, not because of the semantic aspects of the words themselves, but because the reader/hearer shares certain contextual knowledge with the writer/speaker of the text.

B. Responses to the Sequential 'θumma' with Span of Time

The results in table 2 show that this function was found to be the second most difficult one. Only 50% of the responses were correct. The possible translations of this type of *θumma* include: *then*, *and then*, *after that* (after long time, after a while or after few hours) *subsequently*, etc. Findings showed that about 30% of the subjects mistakenly translated *θumma* into English 'and' instead of 'then', 'and then', 'subsequently'...etc. The DM 'and' does not entail the idea of temporal sequence, i.e. 'and' is unmarked for temporality, therefore, when translating 'θumma' into 'and', the sequential- temporal function of 'θumma' is no longer implied. The analysis of the data also revealed that 17% of the subjects inappropriately replaced 'then' or 'and then' by 'next' which indicates two events occurred consecutively and without delay. In the remaining portion of the flawed responses, the subjects used *comma* to conjoin the two clauses which gives the formation of a run-on sentence, a feature leads to malformed structure in formal English, though in Arabic is allowed to employ 'θumma' ('then' or 'and then') without *comma* or *semicolon* before or after the DM 'θumma'. This is an illustrative example.

(11) مشيت نصف ميل ثم استرحت = Maṣayt-u niṣfa miil-in θumma istraḥtu =

I walked a half mile; and then I rested.

This sentence means that first, 'I walked half a mile', *then*, *and then*, *after that* (after long time, after a while or after few hours) *subsequently*, etc., 'I lied down and took some rest', i.e. The DM 'θumma' indicated the sequence of the two events with significant delay between the two clauses. The translation 'I walked a half mile *and* rested' does not necessarily impose any absolute ordering of the events of walking and resting although its most normal interpretation would be that the writer walked half a mile first. In principle, however, either action might have been occurred before

the other. This shows that 'and' is not the most precise semantic translation equivalent of *thumma* in such a context. The flawed translations suggest that the subjects were not able to determine the intended function of *thumma* in the source language tokens.

C. Responses to the Adversative 'thumma'

Table 2 showed that the third most difficult function to translate was the *adversative thumma*. The correct responses constituted 65% of the total answers. The possible translation of *adversative* function includes the use of *nevertheless*, *but*, *however*, *on the contrary*, *despite this*, *but nonetheless*, etc. The analysis of the data indicated that 31% of the subjects inappropriately translated 'thumma' into 'and'. Furthermore, 4% of the subjects wrongly used *comma*, *semicolon* instead of 'thumma'. Anyhow, all the faulty responses *and*, *semicolon*, *comma*, employed by translation students as a replacement of *thumma* do not precisely capture the intended meaning of this Arabic DM. Here is an illustrative example:

(12) ترعى الأم أبناءها حتى يكبروا ثم لا تلقى منهم معاملة حسنة!

tar9aa al?ummu abnaa?ah-aa hatta yakbaruu thumma laa talqaa minh-um mo9aamala hasana! = The mother takes care of her children until they grow up; *nevertheless*, she does not receive the good treatment from them.

D. Responses to the Consequential 'thumma'

Translations such as: 'The mother takes care of her children until they grow up; *and/semicolon/comma* she does not receive the good treatment from them', are unacceptable because there is an obvious change in the intended relationship holding between the two clauses of the source language token (the *adversative* relationship). The resultative 'thumma' usually indicates a relationship between two clauses of a context such that the second clause describes a state or an action which occurs as a result of the first one. Numbers in table 2 indicated that the fourth difficult function to translate was the consequential 'thumma'. The percentage of the correct responses was 71%. The possible translations of the consequential 'thumma' include *therefore*, *thus*, *hence*, *consequently*, *and so*, *so that*, *so*. The relatively high percentage of correct answers may be attributed to the fact that the consequential 'thumma' in Arabic can easily be replaced by *liḍaalika* = 'so', which commonly translates into English as 'so' introduces the clause that provides the result or consequence of the first one. The inappropriate translations of consequential 'thumma' include the use of *so as*, with a percentage of 21%. However, *so as* is used to introduce the reason for doing the thing that you have just mentioned. In the remaining portion (8%) of the faulty responses, the subjects used *as...so*, *as*, *because*. This type of *thumma* is best rendered as *so*, *therefore*, *thus*, *hence*, *consequently*. The faulty translations show that some of the subjects confused between functions of the Arabic DM *fa* which is called '*fa al-sababiyya* (causal *fa*)' (=so as, because, since or as) and the resultative *thumma* (=so, therefore, thus, hence, consequently). The former one, i.e. the causal *fa* introduces the second clause that provides the cause or the reason of the event stated in the first clause of the compound element. Consider the following example (13) لا تبك فان البكاء ضعف = laa tabki fa?inna al-bukaa?a ḍa9f-un.=Don't cry because crying is weakness.

In sentence (13), the clause introduced by *fa* 'because' provides the cause or the reason of the action/event stated in the first clause, which is 'don't cry'. Whereas, the latter, i.e. *thumma al-Natiija* = consequential/resultative *thumma*, usually indicates a relationship between two clauses of a context such that the second clause describes a state or an action occurs as a consequence/result of the cause/reason which occurs in the first clause; Consider the following example:

(14) = الذي حضر ثم قام الأولاد المعلم

?al-la ḍi ḥaḍara thumma qaama al-awlad-u al-mu9alim = The teacher came; so the boys stood up.

In sentence (14) which consists of two clauses linked by *thumma*, means that 'the boys stood up as a respect for their teacher who came to their classroom. In other words, the cause or reason that the boys stood up was the teacher's coming. Therefore, the faulty translations (*so as*, *because*, *just as...so*, *as...so*, *that*) show that the use of a DM that does not signal a consequential relationship between the two clauses joined by Arabic *thumma* would yield an unacceptable translation because of the change in the intended meaning of the source language token.

E. Responses to the Sequential thumma with Immediacy

Findings in table 2 show that the sequential function with no pause or delay was the easiest to translate. The analysis of the data showed that 77% of the responses were correct. The possible translations of the sequential 'thumma' with no span of time include *and ...immediately*, *soon*, *then*, *and then*, *at once*, *in a second*, *followed by*. The analysis of the data revealed that 19 % of the subjects inappropriately used 'and' instead of 'then'. Furthermore, 4% of the subjects mistakenly used 'so' or 'and so'. It might be worth mentioning at this point that 'thumma' does not usually translate as 'and', because 'and' is unmarked for temporal relationship and does not necessarily indicate sequence with order. In this kind of the sequential function, Arabic 'thumma' is used to mean that two events occurred consecutively and without delay; whereas 'and' does not necessarily imply the successive occurrence of events, i.e. happening one after the other without unusual interruption. This is an illustrative example:

(15) = دخل محمد الغرفة ثم أغلق الباب

Daxala Moḥammed-un alḡurfa-ta thumma ?aḡlaqa al-baab.= Mohammed entered the room; then closed the door.

Sentence (15) means that Mohammed entered the room first and he closed the door immediately without any significant delay. The translation 'Mohammed entered the room *and* closed the door' does not necessarily impose any

absolute ordering of the events of 'entering the room and closing the door', although its most normal interpretation would be that the writer entered the room first. In principle, however, either action might have been before the other. In other words, 'and' indicates grouping, but doesn't specify order or timing. Therefore, translating 'thumma' into English 'and' does not precisely capture the intended meaning of 'thumma' in the source language text. An exception might be there is that *and* implies sequence only when combination is untenable. This entails that 'and' is not the precise semantic translation equivalent of 'thumma' in such a context. The faulty translations suggest that some of the subjects failed to determine the intended function of 'thumma' in the source language tokens.

IV. BY WAY OF CONCLUSION

A careful look at the results warrants these observations:

(1) EFL Students do not usually have much difficulty in understanding certain rules or classifications, but when they need to apply them they sometimes fail to do so. As Goldman and Murray (1992:505) rightly state 'ESL students frequently are very good in reciting the prescriptive rules of usage for various [conjunctions], but to master the appropriate use of conjunctions is 'extremely difficult'. Geva also (1992:735) highlighted that 'adult L2 learners may demonstrate familiarity with the meaning of conjunctions, yet fail to utilize them in extended discourse'.

(2) The translation of the Arabic DM 'thumma' was, on the whole, not easy. The average percentage of the correct responses was 62%, which means that more than 1/3 (38%) of the total responses was incorrect. However, it was observed that the resumptive and sequential functions of 'thumma' were more difficult to translate than the other three types.

(3) The use of 'then' in translating the resumptive 'thumma' was more frequent than its synonyms; and the use of 'and then' in translating the sequential 'thumma' with or without pause, was more frequent than its synonyms. Similarly, the use of 'so' in translating the consequential 'thumma' was much more frequent than its synonyms.

(4) Very often, the subjects did not distinguish between the causal and the resultative functions of the Arabic DMs *fa* and 'thumma' respectively. This might account for the subjects' use of *as*, *because*, instead of 'so' in translating the consequential 'thumma'.

(5) The use of punctuation marks, the semicolon in particular, to connect two related sentences was very seldom. However, the comma was inappropriately used to link two clauses where the result was often a run-on sentence, a feature which is not acceptable in appropriate English. Also, the sequential 'thumma' in both cases (with or without span of time) was frequently rendered as 'and', with the result of changing the logical relationship holding between the two sentences.

(6) The improper translation of functions of the Arabic DM *thumma* is prominent among Arab EFL students even at advanced stages of their learning. This indicates their insufficient knowledge of what, when and how to translate textual functions of Arabic DMs into English.

V. IMPLICATIONS & FUTURE DIRECTIONS

The results of the study and the foregoing observations inspire and motivate the formulation of the following implications to EFL learners, translators and to the process of teaching translation:

(1) Generally speaking, DMs are items that are notoriously difficult to describe regarding all linguistic levels involved and it is not even clear whether they constitute a class. The main problem in the description of DMs, however, is taken to be their functional polysemy. DMs contribute essentially to the interpretation process. From this theoretical perspective, DMs are considered signals the writer/speaker uses to guide cooperatively his reader/hearer's interpretative process. Hence translators and translation students need not to beware, but be aware of the multiplicity of functions that each DM may signal in discourse.

(2) In general, there is no one-to-one correspondence between two languages in the field of DMs: most of the time their correlates in the target language have not the same pragmatic meaning, constituting a usual pitfall in translation. This may be especially true if these languages are genetically unrelated, as is the case with Arabic and English. Consequently, DMs should constitute a major component of a larger whole in the syllabus of translation courses. EFL Learners should be trained to recognize and identify the role that DMs play in entailing/indicating logical relations between clauses and sentences in discourse.

(3) Since the findings of this study shed light on the difficulties that EFL learners encounter in translating the DM 'thumma', it might be helpful, in teaching writing courses, to focus on the use of intra/inter-sentential relations as well as the devices used to create these connections.

(4) Since determining the function that a DM signals in discourse is usually governed by the context in which the DM is used; in a translation context where semantic precision has a high priority, EFL learners and translators should consider that an extra meaning is there, not because of the semantic aspects of the words themselves, but because the reader/hearer shares certain contextual knowledge with the writer/speaker of the text.

(5) The results of this study back up the recommendations suggested by McCarthy (1991), Hamdan and Fareh (1999), Saeed and Fareh (2006), that the accuracy of translated texts should not be superficially evaluated by examining the target language text without matching it with the source language text. For example, McCarthy (1991: rightly states

that 'discourse analysts have sought to find out whether the categories and realizations of DMs are similar or different cross-linguistically (ibid, 46-47). In other words, when EFL learner or a translator describes a relationship signalled by certain DM superficially, he means that it indicates only the explicit aspect of that relationship, and not those implicit (implied) aspects which require more effort to deal with or understand, especially where semantic precision has a high priority. In this respect, there is nothing wrong in the sentence 'I gave you a thousand dinar and you covet more'. But when matched with the source language text, the use of 'but' or 'but nonetheless' instead of 'and' would be a more appropriate translation equivalent of the source language text in which adversative *thumma* is used. This does not mean that the connective 'and' cannot be used in an adversative sense in certain contexts.

(6) EFL undergraduates and translators working into English as a foreign language can be evaluated by means of examining their ability to translate selected sentences, holding DMs, extracted from several types of literary texts of the source language. Meanwhile, focusing on the pragmatic functions of these DMs and on their English equivalents, can tell us a good deal about the students' cross-linguistic competence, and may provide important data which help in evaluating translation students and in syllabus design. Equipped with this methodology, the educator or assessor may construct instruments to profile subjects so that they can be placed in appropriate instructional grades, as well as design appropriate syllabus objectives.

(7) The poor performance of EFL Arab undergraduates in translating textual functions of *thumma*, indicates the need for instruction especially designed to clarify the implicatures stand beyond the literal sense of what explicitly stated by a DM in certain context. Therefore, we end by recommending further cross-linguistic work in this area, including other Arabic DMs such as *fa*, *wa*, *innama*, *lakinna*, *bal bainama*, *lakin*, etc., and their English counterparts which can be an interesting and fruitful topic to the real needs of EFL learners, translators and translator educators in a post-colonial world.

APPENDIX A: MSA VOWELS USED IN THE EXAMPLES

SR	MSA Vowel	Description and an example From Arabic and its meaning in English
1-	i	Short high front unrounded eg. Sit = English : six
2-	ii	Long high front unrounded e.g. Haziin = English : Sad
3-	u	back high rounded short e.g. sum = English : deaf
4-	uu	High back rounded long e.g. kub=English : cup
5-	a	low central unrounded Short e.g.mal =English: got bored
6-	aa	Front low unrounded long e.g.maal=English : money

APPENDIX B: MSA DIPHTHONGS USED IN THE STUDY

SR	MSA diphtong	Example from MSA	English Meaning
1-	ay	As in 'bayt'	'house'
2-	aw	As in 'yawm	'day'

APPENDIX C: MSA CONSONANTS USED IN THE EXAMPLES OF THE STUDY

S.N.	Arabic consonants	English Equivalents	Description of the sounds
1-	ء, ا	?	glottal stop
2-	ب	b	a voiced bilabial stop
3-	ت	t	a vl non-emphatic denti-alveolar fricative
4-	ث	θ	a vl non-emphatic denti-alveolar fricative
5-	ج	j	a vd palato-alveolar fricative
6-	ح	h	a vl pharyngeal fricative
7-	خ	x	a voiceless uvular fricative
8-	د	d	a voiced non-emphatic denti alveolar stop
9-	ذ	ð	A voiced interdental fricative
10-	ر	r	A voiced alveolar flap
11-	ز	z	A voiced palato-alveolar fricative
12-	س	s	A vl non-emphatic denti-alveolar fricative
13-	ش	ʃ	A voiceless palato-alveolar fricative
14-	ص	ʂ	A voiceless emphatic denti-alveolar fricative
15-	ض	ɖ	A voiced emphatic denti-alveolar plosive
16-	ط	ʈ	A voiceless emphatic denti-alveolar plosive
17-	ظ	ɗ / ʐ	A voiced emphatic denti-alveolar fricative
18-	ع	ɣ	A voiced pharyngeal fricative
19-	غ	g	A voiced uvular fricative
20-	ف	f	A voiceless labiodental fricative
21-	ق	q	Voiceless uvular plosive
22-	ك	k	A voiceless velar plosive
23-	ل	L	a voiced alveolar lateral
24-	م	m	a voiced bilabial nasal

25-	ن	n	A voiced alveolar nasal
26-	ه	h	glottal fricative
27-	و	w	Labial-velar semi-vowel
28-	ي , ي	y	A palatal semi-vowel

APPENDIX D: TRANSLATION TASK: (A QUESTIONNAIRE OF 40 ARABIC SENTENCES)

عزيزي الطالب: ارجو التكرم بترجمة الجمل التالية للغة الانجليزية علما بانها فقط لاغراض البحث , مع الاحترام والتقدير:

- 1 - أمضى زيد عشر سنوات في الغربية ثم عاد إلى وطنه
- 2 - درس زيد في الجامعة الأردنية ثم عمل فيها أستاذا جامعيا
- 3 - شرب زيد ثم ارتوى
- 4 - توقفت الحافلة ثم صعدنا للركوب فيها
- 5 - ركب الأولاد الحافلة. ثم إنك ما تزال واقفا
- 6 - غادر زيد البيت. ثم أخوه يشاهد التلفاز
- 7 - أعطيتك ألف دينار ثم تطمع أن أزيد!
- 8 - ترعى الأم أبناءها حتى يكبروا ثم لا تلقى منهم معاملة حسنة!
- 9 - من يزرني ثم أكرمه فعليك احترامه
- 10 - الذي حضر ثم قام الأولاد المعلم
- 11 - زرع الفلاح بذور القمح ثم حصده في الصيف
- 12 - تزوج علي ثم رزق بمولود
- 13 - توقفت السيارة عند ممر المشاة ثم عبر الواقفون هناك
- 14 - استيقظت من النوم ثم رثيت فراشي
- 15 - بدأت العطلة الصيفية. ثم يساعد الأولاد أباهم في العمل
- 16 - استمرت أعمال البناء في المدينة. ثم دخل فصل الشتاء
- 17 - رضي زيد بكل ما كلف به من أعمال ثم طلب منه المدير المزيد!
- 18 - اجتهد علي في أداء واجباته ثم قصر في الامتحان
- 19 - من يسألني ثم أجبه فله جائزة
- 20 - إن اجتهدت ثم نجحت فاشكر الله
- 21 - يمر الإنسان بمرحلة الطفولة ثم الشباب ثم الكهولة
- 22 - عمل زيد في الجامعة سنتين ثم استقال
- 23 - أنهى الممثلون عرض المسرحية ثم أسدلت الستارة
- 24 - دخل محمد الغرفة ثم أغلق الباب
- 25 - اصطاد علي سمكة. ثم ألقى زيد صنارته
- 26 - أنهيت أداء واجبي. ثم استمر إخوتي في أداء واجباتهم
- 27 - اعتنى الفلاح بأرضه طوال السنة ثم أهمل في جمع المحصول
- 28 - استيقظ زيد مبكرا ثم تأخر في الوصول إلى عمله!
- 29 - إن أكلت ثم شبعت قوي جسمك
- 30 - إن عملت الخير ثم شكرك الناس فلا تتكبر
- 31 - نمت ثم قمت نشيطا
- 32 - مشيت نصف ميل ثم استرحت
- 33 - ليلى تدرس. ثم بدأ تساقط الأمطار
- 34 - زيد يلعب. ثم عاد والده إلى البيت
- 35 - استيقظ علي مبكرا ثم وصل المدرسة نشيطا
- 36 - امتلأت السماء بالغيوم ثم نزل المطر
- 37 - دخل زيد الصف ثم جلس
- 38 - جلست في السيارة ثم أدت محركها
- 39 - أمضيت سنة في التدريب على القيادة ثم لم أنل رخصة القيادة
- 40 - عمت الأمطار أنحاء البلاد ثم عانى الناس شح المياه

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