



المشكلات
في ترجمة
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إلى اللغة
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Problems of Translating English Multiple Theme into Arabic

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Abstract

This study presents an available choice of Theme system within Systemic Functional Grammar (SFG). The study discusses the notion of multiple Theme and its elements order in English and their realizations in Arabic. This research also tackles the difficulties the translators pass through when translating such starting point of the message.

This paper aims at investigating the three kinds of Themes that constitute the English multiple Theme in specific sequence and the realization of such choice in Theme system in Arabic. It shows obstacles that come across the translator's way through translating such linguistic phenomenon within a systemic functional environment. It also assesses the translation of MA students and taking into account the word order and the possible starting point of the clause in English and Arabic.

In this study, it is hypothesized that the translators hardly encounter difficulties in translating topical, interpersonal and textual Themes from English into Arabic. It also hypothesizes that the difficulty lies in the sequential line of the three elements by fronting, delaying the thematic elements or even adding further particles. The translators hypothetically adopt both PSC and SPC word order.

English texts taken from books of SFG and a novel are given to M.A. students of Translation Department/College of Arts/University of Mosul. For analyzing these texts, Halliday's model as appeared in (1994), (2004) and (2014) is adopted in English. As for Arabic model, Aziz and Abdul Raof (1998) are adopted. Newmark's translational model is used to analyze the renderings into Arabic.

1. Introduction

SFG is the linguistic school that deals with languages as systems. Theme is one of those systems that represent the textual meaning of language where the message is organized according to the position of the clause elements. For Halliday, multiple Theme is a choice the speaker/writer makes between two available possibilities of Theme system; simple Theme and multiple Theme. Clauses have simple Theme when their first element is topical Theme i.e. process, participant or circumstances. Multiple Theme is the starting point of the clause where the topical Theme is preceded with textual and/or interpersonal Theme(s) respectively. For Eggins (2004: 307), it is very usual to start any clause with a number of Themes coming before the one topical Theme depending on the writer/speaker's decision about elements that must or can occupy the opening part to constitute the multiple Theme.

This study discusses Hallidayan multiple Theme (types and subtypes) in English and if Arabic language has similar element and in specific syntagmatic line. Then, a comparison of English texts and their Arabic renderings will be made to see how such elements are realized in Arabic. This paper includes five sections. Section 1 is an introduction, section 2 investigates the notion of multiple Theme in English and section 3 examines multiple Theme in Arabic. Section 4, however, discusses data analysis. Finally, section 5 displays conclusions.

2. Multiple Theme in English

Bloor & Bloor (2004: 77) discuss multiple Theme in relation to the three metafunctions. A clause implies a Theme related to the ideational metafunction that usually represents the aboutness or the topic of the clause i.e. the topical Theme. Clauses may also start with a textual and/or interpersonal Theme(s).

Compared with simple Theme as being "the first group or phrase that has some function in the experiential structure of the clause" functioning as participant, a circumstance or the process even if this group "consists of two or more groups or phrases forming a single structural element" realized by one only one unit namely topical Theme, Multiple Theme is constructed by some elements that precede the topical Theme plus topical Theme. The functions of these elements are either interpersonal or textual which are placed in the initial

position of the clause sharing thematic status with the topical Theme but playing a role in the experiential meaning of the clause. A complex-beginning clause is suggested to show the order of the textual and interpersonal Themes that come before the topical Theme (Halliday&Matthiessen, 2014: 91-92, 107, 110).

This example shown below explains the unmarked display of Multiple Theme where the presence of one or more than one textual Theme precedes one or more than one interpersonal Theme which in turn comes before the topical Theme; that is textual Themes ^ interpersonal Themes ^ topical Theme (Gómez-González, 1998: 83).

Well	but	then	surely	Jean	wouldn't	the best idea	be to join in
Cont	Stru	Conj	Modal	Voc	Finite	Topical	
Theme							Rheme

Figure (1) Multiple Theme order (Halliday&Matthiessen, 2014: 107)

3. Elements of Multiple Theme

Eggins (2004: 300) explains the borders of Theme by asking to what range what comes first in a clause as component(s) is considered a Theme through a mood or transitivity analysis. Theme may contain only one grammatical component as in:

(1) *Suha* bought her mother a gold necklace

In this example, *Suha* is Theme and whatever comes after is a Rheme. However, a clause can be initiated by two components as illustrated below:

(2) *Expectedly*, *Suha* bought her mother a gold necklace

The question we may ask why the Theme boundary starts from *expectedly* and stops at *Suha*. Addressing such questions requires probing the system of multiple Themes elements in the Theme network. Depending on the three Hallidayanmetafunctions, multiple Theme consists of Topical (Experiential), preceded by interpersonal and/or textual Theme(s) (ibid: 301).

3.1 Topical (Experiential) Theme

Topical or Experiential Theme is the essential element of the textual metafunction for being the inevitable first element in the clause that expresses experiential meaning and corresponds generally to the transitivity function realized by participant, process or circumstance (Fontaine, 2013: 149).

One of the most significant things to mention is that a clause has only one topical Theme that is assigned to a transitivity role, and that makes it easy to get Rheme role identified. An element of the experiential content signals 'what' is going to be fitted in, "what the actual starting point is" (Thompson, 2014: 163).

However, any process, participant or circumstance element that is the point departure of a clause in all mood choices, unmarked or marked, is topical Theme. Subject (unmarked), complement (marked) or circumstance(marked) element is the topical thematic choices to make in the declarative mood of the clause.

(3) *Jack* is the manager

(4) *The manager* Jack is

(5) *At this time*, Jack is the manager

In interrogative mood of the clause, the topical Theme is of two unmarked elements since there are wh-interrogative and yes/no interrogative. Wh-word is unmarked topical Theme in wh-interrogative. Because of the mood pattern, the experiential element after the finite verbal-operator is unmarked topical Theme of yes/no question. The marked topical Theme in the two subcategories is where a circumstance element comes first in such mood (Bloor & Bloor, 2004: 78).

(6) *When* will he come?

(7) *Will* he come?

(8) *In that case*, will he accept?

For imperative clauses, the unmarked topical Theme is the predicator for the positive imperative and the operator *Do not* plus the predicator or subject *you* for the negative one. The marked topical Theme of imperative clause is either by fronting the pronoun *you* or the adjunct part of the phrasal verb plus *you* (Halliday&Matthiessen, 2014: 103-104).

(9) *Watch* your steps

(10) *Do not let* him go

- (11) *Do not* you go
- (12) *You* listen to me
- (13) *Right* you turn

Topical Theme, then, is the typical first element of the mood of the clause.

3.2 Interpersonal Theme

Interpersonal Theme is one of the two metafunctional meanings that are allowed to precede the experiential or topical Theme. Halliday identifies three interpersonal choices to share the thematic role in the structure of the clause; they are vocative, modal adjuncts and finite verbal operator (1995: 53-54). Vocative is one of the characteristic elements of interactional language that can be included in all kinds of the clause mood and in any position. To be thematic, vocatives should come before the topical Theme although this element is not within the range of mood (Halliday & Matthiessen, 2014: 159). Best examples of vocatives are names and direct address like *darling* (Thompson, 2014: 146).

- (14) *Ali*, is this your mobile phone?

The second subcategory of interpersonal Theme is modal adjunct. Halliday discusses modal adjuncts under two subtypes i.e. mood adjuncts and comment adjunct, but specific elements are identified to function thematically (Halliday & Matthiessen, 2014: 157). Mood adjuncts function within the mood system and their usual position before or after the finite verbal operator. The mood adjuncts which are commonly fronted in thematic position are of temporality (eventually, always, etc.) and modality (probably, usually, perhaps, etc.) (ibid: 184, 187-189).

- (15) *Probably* he would not like it

The thematic mood adjuncts that have implicitly meaning of negation invert the declarative pattern of the clause.

- (16) *Rarely* have they visited her

For comment adjuncts, they “overlap semantically with the mood categories”. They occur in indicative mood of the clause expressing “the speaker’s attitude either to the proposition as a whole or to the particular speech function”. If Theme is realized by a modal adjunct of the propositional type, it is not integrated to what follows (ibid: 190-191).

- (17) *Significantly*, they won the match

The vocative and modal adjunct are features of dialogue moved in front to express the speaker's desire or to attract the listener's attention (ibid: 110).

The third interpersonal sequential element in the multiple Theme order is the finite verbal operator. It is an auxiliary verb that functions as an unmarked Theme in yes/no interrogative clauses to express polarity temporally or modally. It is one of the elements that is characteristically thematic alongside vocatives, modal adjunct and conjunctive adjuncts (Halliday&Matthiessen, 2014: 101, 108, 110, 145).

(18) *Do they like surfing?*

3.3 Textual Theme

The third main type of Theme is the textual Theme. Like interpersonal Theme, textual Themes are these elements that precede the topical Theme functionally and play no role in the experiential meaning of the clause. Writers and speakers use these Themes naturally as a point of departure in order to chain the clause to 'the surrounding discourse' (Halliday&Matthiessen, 2014: 107, 109).

Halliday classifies textual Theme into three subcategories; two of them are 'inherently thematic' and the third is 'characteristically thematic'. Themes which are inherently thematic and always come at the beginning are continuative and conjunction. Continuative Theme gives indication of a discursual shift: the same speaker's reply or new shift to the next point, creating a setting for the clause (yes, no, well, oh, now, etc.). Halliday& Hassan (1976: 267-268) describes continuatives as a tool of communication process functioning in the sense of internal and external relations in the text. Their cohesive function depends on the intonation pattern that comes with. If their phonological accent is low, they are then cohesive and relating to what has preceded (only two will be discussed: now, well).

Now, if it is not tonic, refers to a new starting adopted by the speaker in some situation.

(19) *Now*, what would you like, dear?

(ibid: 268)

Regardless of being adverb of the adjective (good), (well) has the meaning of answering a question. Halliday& Hassan argues that it expresses 'reluctance' implicitly and it is then cohesive.

(20) *Well*, usually means mostly.

(Halliday&Matthiessen, 2014: 111)

A conjunction is either a linker like (*and, or, nor, either, neither, but, yet, so, then, for*) or binder like (*when, while, before, after, until, because, if, although, unless, since, that, whether, to, by, with, despite, as, even, if, in case, supposing (that), assuming (that), given that, provided (that), so that to, as to, in order to, in the event that, in spite of, the fact that*) that occurs structurally to expand and project a new clause related to a previous one, locating the setting in a specific logical-semantic relationship to another clause in the neighborhood. Halliday adds that what follows these 'by default' thematic items share the thematic status but less prominently (Halliday&Matthiessen, 2014: 109-110).

The conjunctions that function thematically are of taxis relationship. It is of two types; parataxis and hypotaxis. Paratactic relationship is to link elements of equal status. Each element linked paratactically stands free of the other. Hypotactically, binders relate elements element of different status where one is dependent on the other.

(21) *Then* I used those two Pokémon to beat the Pokémon league (Linker)

(22) *because* they were so strong (Binder)

(Fontaine, 2013: 151)

Characteristically textual Theme, which can be present in a thematic position and other places, is conjunctive adjunct ('discourse adjunct'). Conjunctive adjuncts are the third and last thematic element in the sequence of textual Themes and they are "the limits of the concept of the clause as exchange". Their function is to relate contextually a clause to another one that usually came before. They constitute one of 'the logical-semantic' relationships of expansion (Halliday&Matthiessen, 2014: 157). Adverbial groups or prepositional phrases are the conjunctive adjuncts that join the clause to the preceding text (see table below). Conjunctive adjuncts are almost semantically cohesive the same as the conjunctions, but the latter is systematically structural and the former is not (ibid: 107-110).

The roles the conjunctive adjuncts play between clauses are elaboration, extension and enhancement. The elaboration is of two types; apposition and clarification. Extension is subdivided into addition and variation. For cohesive enhancement, there are four main categories; spatio-temporal, manner, causal-condition and matter (ibid: 611-620).

(23) *For example*, the dog says (apposition)

(24) *At least* we can say that (clarification)

	Type	Meaning	Examples
I	Appositive	'i.e., e.g.'	that is, in other words, for instance
	Corrective	'rather'	or rather, at least, to be precise
	Dismissive	'in any case'	in any case, anyway, leaving that aside
	Summative	'in short'	briefly, to sum up, in conclusion
	Verificative	'actually'	actually, in fact, as a matter of fact
Ii	Additive	'and'	also, moreover, in addition, besides
	Adversative	'but'	on the other hand, however, conversely
	Variative	'instead'	instead, alternatively
Iii	Temporal	'then'	meanwhile, before that, later on, next, soon, finally
	Comparative	'likewise'	likewise, in the same way
	Causal	'so'	therefore, for this reason, as a result, with this in mind
	Conditional	'(if ...) then'	in that case, under the circumstances, otherwise
	Concessive	'yet'	nevertheless, despite that
	Respective	'as to that'	in this respect, as far as that's concerned

Conjunctive adjuncts (Halliday&Matthiessen, 2014: 108)

Like binders and linkers, Halliday considers WH-relative elements inherently textual Themes when they combine topical with a non-topical function.

(25) (The book is faithful to the time)in *which* it took place

(Halliday&Matthiessen, 2014: 112)

The inherent textual Themes of WH- relative elements allow other experiential element (e.g. temporal circumstances) to follow, preceding the Finite, to share the thematic feature (Halliday&Matthiessen, 2014: 112).

4. Multiple Theme in Arabic

In the case of having a clause initiating with a single group, verbal or nominal, either a simple or complex group, as the first element, it is then a simple Theme. This simple Theme is called topical Theme which is

realized by process, participant or circumstance (Halliday&Matthiessen, 2014: 93).

(26) محمد زار صديقه (Mohammed visited his friend.)

(27) محمد وزيد ذهبا الى المدرسة (Mohammed and Zeid went to the school.)

Multiple Theme, on the other hand, is the co-occurrence of textual and/or interpersonal Theme(s) with only one unmarked or marked topical Theme. The textual and interpersonal elements precede and share thematicity with the experiential element (ibid: 107).

In Arabic, such a concept requires to analyze nominal clause i.e. starting with inchoative. Thus, verbal clauses are excluded from the analysis below since speaker/writer is free to choose between two unmarked available choices; verbal-initial clause and nominal-initial clauses. Another key feature of Hallidayan multiple Theme is the sequence of its elements in a specific order. Topical Theme, which is the 'anchorage in the realm of experience', comes after one or more interpersonal Themes which are preceded by one or more textual Themes (ibid). As cited in Najim (2009: 114), this complicated beginning can be found in Arabic since it has the three metafunctional meaning (Abdullah, 1991: 54).

(28) لكن أنت اشتراكي مخلص؟ (But are you a committed socialist?)

(Mahfuz, 1974: 155) (ibid)

According to Najim, there are three Themes in the clause above; لكن, أنت and أنت. The Theme لكن relates the clause to what precedes it in the text and it is a textual. The particle أنت, which is used to construct yes/no interrogative, is the second Theme and it is interpersonal. The topical Theme, which is the limit of the thematic range, is the participant أنت (ibid: 115).

She (ibid: 115-118) explains the subtypes of the interpersonal (finite verbal operators/vocatives/modal adjuncts) and textual Themes (continuatives/conjunctions/conjunctive adjuncts/relative pronouns) by giving an example of each. To make things clearer, next sections will discuss each metafunctional type of Theme and their subtypes in detail.

4.1 Topical (Experiential) Theme

Matthiessen (2004: 544) claims that syntagmatic sequences like PSC or SPC are just slots that conceal 'metafunctional motivation' behind the elements occupying these slots. Predicator in the basic order of the standard Arabic is positioned at the beginning as 'interpersonal initiation' or 'locus

of interpersonal realization' in clause exchange (ibid: 545). He (ibid: 549-551) supposes that since the first position element has a thematic feature, predicator is the unmarked topical theme.

All that corresponds to the description made by Halliday (2014: 89, 105) that process, among other elements like participant or circumstance placed or chosen at first position of the clause can be topical Theme. Aziz (1998: 126) claims that the Arabic translation of a clause such as:

(29) Alice saw a white rabbit in her dream

Can thematize the verbal group or nominal one to be a topical Theme:

(a) رأت اليس الارنب الابيض في منامها

(b) اليس رأت الارنب الأبيض في منامها

(ibid)

Abdul Raof (ibid: 36) demonstrates that classical Arab grammarians recognize certain initial nominal groups that can be treated as inchoative (مبتدأ) element. Topical Themes in the following structures are where the subject conflates with inchoative:

(30) الرجال ناموا (The men slept.)

(ibid: 24, 36)

Abdul Raof contends that subject does not always conflates with inchoative; subject can occur elsewhere other than clause-initial where another type of nominal group "even when definite and in the nominative case" resides in (1998: 36).

In clauses such as:

(31) الولد ضربته مريم (Maryam hit the boy.)

(32) قصة نشرت هند (Hind published a story.)

(ibid: 24-25)

the participants of the topical Theme are also inchoative corresponding not to subject but to complement i.e. object although الولد in clause (31) is definite and in nominative case, while قصة in (32) is indefinite and in accusative case. That all is owing to that the word order is a characteristic to the types of clause, not essential (Cantarino, 1974, 1: 28, 42). Aziz (1998: 135) considers these slightly marked constructions fairly common in Arabic.

Circumstances, for Halliday&Matthiessen (2014: 156), also function experientially in the transitivity structure. When they appear initially, they become topical Theme in the clause. They, systemically, are either

prepositional phrase or adverbial group. Beeston (1970: 64) proves that topicalizing circumstantial adjuncts occurs normally in Arabic.

(33) في اليوم التالي توفي الملك (On the following day, the king died.)

Abdul Raof deduces that it is prerequisite to discuss two types of adverbials: setting and specification. Adverbials of setting are optional and considered syntactically circumstantial adjuncts. Their modification to the whole clause makes it more mobile (initially, medially and finally) than other kinds of adverbials. Being not a part of any elements of the clause, adverbials of setting can be fronted regardless of the clause structure.

The least problematic is WH-interrogative, where the speaker asks about the identity of the elements subject, complement and adjunct. By applying this to Arabic, topical Theme is realized by the question words like من (who), ماذا (what), أين (where), متى (when), etc. (Halliday&Matthiessen, 2014: 101-102 and Bloor & Bloor, 2004: 74-75).

(135) من يحكم البلاد؟ (Who runs the country?)

(Abdul Raof, 1998: 194)

The Arabic clause structure that may entirely match that one of English is that of imperative mood. Besides its basic role in declarative nominal clause, predicator is the element that is typically a topical Theme in imperatives where 'the addressee ... is semantically an agent' (Bavin, 1980: 78, cited in Abdul Raof, 1998: 132-133).

(35) تحرك (Move!)

The negative marker لا is used before the verbal group to refer for prohibition (Aziz: 1998: 137).

(36) لا تترك الغرفة قبل الخامسة مساءً (Don't leave the room before 5 p.m.)

(ibid)

4.2 Interpersonal Theme

Whenever we choose one or more elements of vocative, modal/comment adjuncts and finite verbal operator (yes/no interrogatives), the departure point of the clause then is interpersonal Theme (Halliday&Matthiessen, 2014: 108).

Vocative in Arabic is expressed by interjections (حروف المناداة) coming before person or thing and the most used particles are (O), يا (Oh) and أيها. Vocative occurs when the person is addressed directly as in (37)

not directly by the speaker like (96) (Wright, 1896, 2: 85 and Ryding, 2005: 170-171).

(37) يارشيد (O Rashid!)

(ibid)

Vocative in clause (139) is similar to exclamation in being accusative case (حالة النصب) and are different in that the latter is emotional and not interpersonal. The particle *يا* (Oh), which is followed by definite nominal group, may be preceded by *يا* for emphatic reason.

(38) يا الهي (Oh my God!)

(Cantarino, 1975: 216-217)

Second type of interpersonal Theme is modal/comment adjuncts. These adjuncts are expressions chosen by the speaker/writer to judge 'the content of the message' or to show evaluative view in communication. She/he expresses a specific attitude of a situation if it is possible, probable, usual, apparent, evident, etc. for making a discoursal switch in the message exchange and then residing in a Theme spot. However, disjuncts are disintegrated from the clause (Quirk et al, 1972:241 and Halliday & Matthiessen, 2014: 108).

In Arabic, disjuncts like *بصراحة* (frankly), *من الغريب* (strangely), *بلا شك* (undoubtedly), etc. are identified similarly as English; they do not undergo a 'fronting process' as their occurrence is usually clause-initial.

(39) لا شك انه عرف ذلك وتديره (Undoubtedly he realized that and handled it.)

(Abdul Raof, 1998: 69)

While the Theme of yes/no interrogative in English, the polar type of making questions, is interpersonally realized by the finite, the inseparable particle *هل* (be, do, have and modal verbs) or the separable particle *هل* (be, do, have and modal verbs) functions in Arabic as interpersonal Theme in this kind of structure though they are somewhat semantically different.

(40) أغادر الطبيب؟ (Has the doctor left?)

(41) هل غادر الطبيب؟ (Has the doctor left?)

(Aziz, 1998: 133-134)

What makes *هل* differ from *هل*, for classic grammarians, is that the former is used with any question and the latter with negative-answer question. Nevertheless, modern Arabic grammarians show no discrepancy, with tendency to use *هل* in indirect question. Nominal group or predicator can follow both (Badawi et al, 2004: 685-686, 690).

(42) أهذان ما تبحثين عنه؟ (Are these what you are looking for?)

(43) هل ترى أن ذلك امر جيد؟ (Do you think that is good thing?)

(ibid)

The particle (be, do, have and modal verbs) can be associated with a particle of negation like لم (did not), لن (will/shall not), ليس (is/are/am not) indicating time but هل (be, do, have and modal verbs) does not have this characteristic. However, إ and هل do not specify tense in Arabic clause as finites do in English yes/no interrogative.

(44) ألم اقل لك هذا؟ (Didn't I tell you that?)

(45) هل لم يغادر الطبيب؟ (Hasn't the doctor left?)

(Aziz, 1998: 134)

Theme in yes/no interrogative starts from إ or هل (be, do, have and modal verbs) and extends to nominal or verbal group even in marked syntagmatic structure (as in 153) that follows because the interpersonal particles are not experiential elements of the clause (Halliday&Matthiessen, 2014: 102).

(46) أشعراً تكتب؟ (Is it poetry that you write?)

(Aziz, 1998: 134)

4.3 Textual Theme

Elements that may precede both interpersonal and topical themes are textual. The textual elements functioning as Themes are continuatives, conjunctions and conjunctive adjuncts.

To follow Halliday, words like أجل (yes), كلا (no), حسناً/حسن (well), أه (oh) and الآن (now) are continuative expressions the speaker uses to respond or switch to next point in the continuing dialogue. The continuative words أجل (yes) and كلا (no) are not those of polarity question i.e. interpersonal Theme (Halliday&Matthiessen: 175).

The element that plays the role of continuative as textual Theme is أجل (yes). It is a continuity particle that shows the confirmation to a statement.

(47) فعل ذلك - (- He has done that. – Yes.)

(Hassan, 2017)

As for كلا (no), it is different from لا (not). لا is a particle used to negate both declarative clause in present tense and imperative mood. كلا has more than one meanings. Some of them are:

1- To refer to deterrence and rebuke

(48) {الشعراء: ٦١-٦٢} (The followers of Moses said, “We are being overtaken”. He said, “No; my Lord is with me, he will guide me”)

(Itani, 2014: 138)

2- To answer with disapproval

(49) - شربت ماء - كلا بل شربت لبنًا (I drank water. - No, you drank milk.)

(Majma' al-Lughah al-'Arabīyah, 2004: 797)

Conjunctions are the second element of textual Theme (Halliday&Matthiessen, 2014: 107). In Arabic, conjunctions are called حروف العطف or العواطف. Arab grammarians deal with conjunctions as prepositions and adverbs (Wright, 1896: 290). Wright divided conjunctions into inseparable and separable (ibid). For Ryding (2005: 407), clauses in Arabic language tends to choose connective words or groups frequently as a starting point to be subordinated or coordinated to aforementioned clauses. Such connectives make effective contribution to the textual cohesion.

1- (and) و العطف

(and) is used very repeatedly in Arabic texts to link words, groups, clauses, sentences and even paragraphs functioning as an additives. Thematising a clause with (and) is so frequent and common.

(50) (And the assistant minister of defense left Cairo yesterday.)

(Ryding, 2005: 409)

Wright (1896: 290) classified (واو العطف) (and) under the inseparable conjunctions playing a coordinative role.

2- ف and so; and then; yet; and thus

ف is another inseparable conjunctions that Wright (1896: 290-291) defined as a “particle of classification or gradation” that linking or connecting clauses. It can realize several different meanings of relationship like sequential, resultative (السببية), a switch in conversation (moreover), contrastive or conclusive (Ryding, 2005: 410).

(51) {هود: ٤٥} (And Noah called to his Lord. He said, “O My Lord, my son is of my family, and Your promise is true, and You are the Wisest of the wise.”)

(And Noah called to his Lord. He said, “O My Lord, my son is of my family, and Your promise is true, and You are the Wisest of the wise.”)

مَجْلَتُهُ مَدَامَا لَا كَابِ

2- Extension: (conversely), على خلاف ذلك (except) ما عدا
(The city was calm. Conversely, the beach was crowded by people.)
(57)

(ibid: 104)

3- Enhancement: (meanwhile) وفي ذلك الأثناء - (at the end) وفي النهاية
كنا جالسين عند أحد الأصدقاء نسمع الشعر. وفي أثناء ذلك دخل علينا ضيف ما كنا
(We were listening to a poetry at a friend's house. Meanwhile, an
(58) unexpected guest came in.)

(ibid)

The use of such adjuncts as Themes is frequent in order to construct a cohesive text. Therefore, it is rare not to find an explicit connector thematizing clauses to get tied semantically (Aziz: 1998: 102-103).

The fourth structural subtype that Halliday adds to the textual Theme is wh-relative pronouns. Aziz (1989: 149) classified Arabic relative pronouns into two types. The first type is where a relative pronoun functions hypotactically, as in English, after a definite nominal group. The relative pronouns اللواتي, اللتين, اللتان, التي, الذين, اللتين, اللذان, الذي are of the first type.

(I saw the two men who are in the garden.) رأيْتُ الرجلين اللذين في الحديقة (59)

The second type of relative pronouns is those mentioned in the first type plus ما (what) and أي (who).

(I read what you read.) قرأتُ ما قرأته (60)

(I saw the man who is in the house.) رأيْتُ الذي في الدار (61)

The relative pronoun أي (which) can be suffixed by a noun or pronoun.

عرفتُ أيهم قال هذا (62)

(I knew which one of them had said that)

(ibid)

Finally, combining some of the elements discussed above, according to the order Halliday comes with i.e. textual and/or interpersonal and topical Theme, results in constructing the pattern of multiple Theme. The best clause to explain this systemic phenomenon is to have a suggested translation of the Hallidayan comprehensive example of English multiple Theme.

أن تشارك؟	من الأفضل	أليس	يا جين،	بالتأكيد	بعد ذلك	لكن	حسن
	topical	finite	voc	modal	conj	stru	Cont
Rheme	Theme						

Figure (2) Suggested translation of Halliday' multiple Theme example

5. Data Analysis

In this section, Arabic renderings of fifteen English clauses will be analyzed with respect to multiple Theme. The English clauses are quoted from books of SFG and a novel (The Judge). They are given to fifteen M.A. students in the Department of Translation, College of Arts, University of Mosul. The analysis model to follow is the Hallidayan approach where multiple Theme requires the clause to start with the three metafunctional Themes viz. topical, interpersonal and textual and their subcategories in specific order. In regard with the translation model, Newmark's (1988) semantic and communicative translation is adopted.

The data shows that the three types of Theme are there in Arabic renderings. Textual, interpersonal and topical meanings are found at the beginning of the translations in the same and different sequence of the SLTs. The percentage of the subjects who followed the order of the STs multiple Theme is 15.1 % by adopting semantic translation. 82.2% of the renderings showed communicative translation and 2.7% failed by changing the mood of the clause or having ambiguous renderings.

Two SLTs and their translations are taken as examples of data analysis.

SL Text (a): Well, children, the story is about to continue.

(Bloor & Bloor, 2004:78)

TL Texts:

- 1- ايها الاطفال القصة على وشك البداية.
- 2- حسنا يا اطفال فالقصة على وشك ان تبدأ.
- 3- حسنا ايها الاطفال، القصة على وشك ان تستمر.
- 4- حسنا ايها الاولاد، سوف اكمل لكم القصة.
- 5- حسنا، ايها الاطفال، القصة على وشك ان تستمر.
- 6- حسنا ايها الاطفال، القصة على وشك ان تستأنف.
- 7- حسنا، ايها الاولاد، القصة على وشك ان تنتهي.
- 8- حسنا ايها الاطفال، القصة ستستمر.

- 9- حسنا، ايها الاطفال، سيتم استئناف القصة بعد قليل.
- 10- حسنا يا اطفال القصة على وشك الاستمرار.
- 11- حسنا يا اطفال، القصة عل وشك الاستمرار.
- 12- حسنا ايها الطفل، القصة على وشك ان تستمر.
- 13- حسنا يا اطفال نحن على وشك اكمال القصة.
- 14- حسنا يا اطفال، سيتم الاستمرار بسرد القصة.
- 15- حسنا يا اطفال، لنكمل سرد القصة.

SL Text (b): So, probably his application is already in the pipeline.
(Bäcklund, 1992:548)

TL Texts:

- 1- لذا، فمن المرجح أن يكون طلبه في الاساس قيد الدراسة.
- 2- إذن ربما أن استمارة التوظيف ستجعله مرشحاً بشكل مباشر لنيل الوظيفة.
- 3- لذا ربما يكون تقديمه لا يزال قيد الدراسة.
- 4- ربما يكون طلبه قيد التنفيذ بالفعل.
- 5- ربما يكون طلبه قيد التنفيذ.
- 6- لذا، ربما يكون قد سلم طلبه و ينتظر دوره.
- 7- لذلك، من المحتمل أن يكون تطبيقه موجود أصلاً في خط الانبوب.
- 8- لذلك فمن المحتمل أن طلبه قد تم تسليمه للتو.
- 9- إذن من المحتمل أن يكون طلبه مسبقاً في طريقه للوصول.
- 10- إذن من المحتمل أنه قد تم التعاطي مع طلبه.
- 11- إذن، ربما يكون طلبه قيد التنفيذ.
- 12- وعليه، فقد يكون طلبه قد تم ارساله سلفاً.
- 13- إذن، فقد يكون التقديم الخاص به في قناة القبول مقدماً.
- 14- لذلك، ربما يكون تقديمه قيد الدراسة حقاً.
- 15- إذن على الأرجح فإن طلب التقديم خاصته قد اصبح في القمامة

The renderings show difference in the sequence of the elements of multiple Theme. According to the translations of the clause (a), eight of the subjects, (3, 5, 6, 7, 8, 10, 11 and 12), realized all elements of ST's multiple Theme in order; subject (2) was excluded since he/she used the textual-conjunction (ف) to prefix the topical Theme. All the renderings performed by the subjects started with the textual-continuative Theme (حسنا) except subject (1) who skipped it and initiated the clause with the interpersonal-vocative Theme. For the interpersonal Theme, all the subjects consider the vocative element (ايها/يا). The inchoative (القصة) was chosen to be the topical

Theme in nine clauses. Both semantic and communicative translations were there.

As for ST (b), the elements of multiple Theme of TLTs (5, 8, 9, 10, 12, 13, 14 and 15) were not sequenced according to the SLT one because of adding (فإن, هو أن, أن, و). Seven subjects started their clauses with the conjunction particle (و) before (لكن). All the subjects considered the textual-interpersonal sequence in their renderings, except subject (1) who changed the modal adjunct (surely) into a nominal clause (الشيء الأكيد). Subjects (2, 3, 4, 6, 7, 11) topicalized elements other than the nominal group; these elements are (لا, لن, سوف). The renderings are of semantic translation.

6. Conclusions

The translator rarely made mistakes in finding the suitable rendering for the diverse kind of SLT Themes used within the multiple Theme since all their elements are used in TL. In most of the renderings, the translators did not follow the same order of the SLT points of departure. Topicalizing the verbal group rather than the nominal group was the general feature of TLTs because of the basic order of Arabic is PSC. The translators made mistakes through translating a repeated element within the SLT multiple Theme. The translators usually put the marked Theme in different positions. Finally, it was noted that the translators added particle such as أن (that), قد (has), ف (then) or و (and) where no such equivalents were found in SLTs.

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