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**The Development of Interlanguage in the Written Production of Arabic  
Foreign Language Learners**

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**The Development of Interlanguage in the Written Production of Arabic  
Foreign Language Learners**

**by**

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**Thesis**

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## **Dedication**

For my mom, Barbara, and brother, Ameen.

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## **Abstract**

### **The Development of Interlanguage in the Written Production of Arabic Foreign Language Learners**

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This study analyzed the evolution of Interlanguage in the writings of intermediate and advanced level learners of Arabic. The analysis was conducted by using Larry Selinker's (1972 and 1992) definition of Interlanguage, a new language system that is related to but also distinct from both the learner's L1 and L2. This exploratory, descriptive study comprised of an analysis of 100 expository texts from university students enrolled in second-, third-, and post-third year Arabic courses at UT-Austin. The data were analyzed both qualitatively and quantitatively and looked at the following cohesive features: the use of overt and zero connectives, instances of repetition, lexical cohesion, and language transfer from English as a way of measuring the development of Interlanguage in the participants' Arabic writings. Each cohesive feature in the writing samples was measured by the number of occurrences, variety, and quality at the clause, sentence, paragraph, and discourse levels. The goal was to investigate the features and measure the development of

the written Interlanguage of Arabic language learners as they progress in their written proficiency.

The results of this study indicate two important aspects of Arabic Interlanguage development in writing among Arabic language learners: 1) Arabic students go through phases in the development of their Arabic writing skill and, 2) the transition from phase to phase indicates that Interlanguage development in writing is not a linear process. In this study, second- and third year participants varied in their variety and frequency of overt and zero connective. Post-third year participants demonstrate an awareness of the importance of connectives as cohesive markers. Overall, participants in this study are developing their application of connectives, yet their writings, at times, still contain drops and English-style sentences. Regarding lexical cohesion, second- and post-third year participants used lexical couplets, yet third year participants did not. Additionally, each phase featured an increase in the frequency of reiteration and reference, specifically anaphora, among participants as they move from second- to third- to post-third year. Overall, the findings from this study offer insight into the features of Interlanguage development in writing among Arabic language learners.

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## **Chapter 1: Introduction and Study Objectives**

### **1.1 Introduction**

The act of writing is considered one of the most challenging skills to master in a student's academic life. In order to write well, one needs to have a wide range of knowledge and ability which are usually acquired through training and schooling. Writing in a second language, however, requires learners to employ a different set of production skills. Writing in a second language is even more challenging as language learners have a limited amount of topical, rhetorical, and linguistic knowledge in the target language (Wong Su Chu, 2012). As Hyland (2003) argues, the most obvious factor that distinguishes many second language writers is the challenges they face when using rhetorical and stylistic features in L2 to express themselves. He also mentions that writing is among the most important skills that second language students need to develop, yet research in L2 writing development and approaches to teaching it still receive little attention (2003).

Over the past 30 years, Arabic L2 communicative (i.e. speaking and writing) competence research has witnessed noticeable progress. Yet writing itself is one of the most neglected language skill in Arabic (Al-Batal, 1995). This is in part due to Arabic teachers treating the act of writing as a means of practicing grammar (Leki, 1999 as cited in Khaldieh, 2000), while focusing their attention on the syntactic errors of the students. They overlook the stylistic and cohesive aspects of the communicative writing, in addition to the various stages Arabic L2 learners undergo in developing their writing

skill. As a result, students of Arabic as L2 seem to transfer their writing styles and strategies from their first languages into Arabic (Al-Batal, 1995).

Therefore, in order for the writing skill to develop in the Teaching Arabic as a Foreign Language (TAFL) field, Arabic educators need to understand the stages and features of their students' written Interlanguage. Larry Selinker's (1972 and 1992) described Interlanguage as a new language system created by second language learners, which is between the target language and learners' first language. Understanding the evolution of language learners' written production, or Interlanguage, can provide insight into the development of their Arabic writing skills.

## **1.2 Significance of this Study**

The current study makes three significant contributions to the teaching and development of the writing skill in Arabic. First, it adopts a semantic, rather than syntactic, approach while examining Interlanguage development in writing. In other words, the semantic approach does not focus on types of causes of learners' grammatical and syntactic errors in their writing, but rather, on meaning and cohesion in the text. One strength of this approach is that it parallels the communicative function of writing, where the purpose of a language is to convey meaning. Another strength includes identifying and measuring the quality of explicit and implicit cohesive features (i.e. connectives, lexical cohesion, reference, and instances of English transfer) used to signal discourse movement and cohesion within the text.

Second, the study contributes to the field of Arabic applied linguistics in general, and the study and teaching of Arabic writing in particular, by identifying and examining the various stages Arabic languages learners undergo in the development of their written Interlanguage. This is one of the first studies dedicated to identifying and analyzing the various stages in the evolution of the written Interlanguage of Arabic L2 learners. This study sheds light on primary characteristic of each stage in the evolution of Interlanguage development in writing by comparing and contrasting Intermediate and Advanced Arabic learners at various sub-levels. This, in turn, provides insights into quality, variety, and frequency of Arabic L2 learners' use of various cohesive features at each stage.

Lastly, this study sheds light on the development of Arabic L2 learner's language awareness and noticing skill in writing as they transition from stage to stage. Writing pushes learners from semantic to syntactic processing, triggering conscious attention to interlanguage limitations (i.e. noticing the gap) and to relevant target features in subsequent input (i.e. noticing) (Swain, 1985, 1995, 1998, and 2000). Therefore, this study also alludes to the role of noticing as a feature of Interlanguage development in writing. Overall, the goal of the study is to provide Arabic instructors with information that may help them improve and refine pedagogical techniques for addressing the development of the Arabic writing skills in ways that allow for effective teaching and learning, as well as offer direction and data for future research.

### **1.3 Objectives of this Study**

The goal of this study is to provide insight into the development of the written Interlanguage among intermediate and advanced Arabic language learners. The following research questions are addressed in this study:

1. Do Arabic L2 learners undergo stages in the development of their written Interlanguage?
2. How does the use of cohesive features (i.e. connectives, anaphora, etc.) evolve in the written Interlanguage of Arabic L2 learners?
3. To what extent does language transfer from English (i.e. drops<sup>1</sup>) play a role in the development of written Interlanguage among L2 Arabic learners?
4. What role does noticing play in the development of the written Interlanguage of Arabic L2 learners?

#### **1.4 Chapters of Study**

This present study will be presented in four chapters. The current chapter provides background on the status of the writing skill in Arabic L2 curricula and outlines the significance and objectives of the present study. In chapter 2, I review research pertinent to the discussion of Interlanguage development in Arabic L2 writing by presenting information on Interlanguage and language transfer in L2 writing, discussing cohesive features, specifically connectives, anaphoric reference, and lexical cohesion in English

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<sup>1</sup> <sup>1</sup>Due to the important role of connectives in Arabic writing, in this study, I will be using the term ‘drop’ to signify the lack of an overt or zero connective used between sentences and/ or paragraphs. See Chapter 2.3 and 2.5 for further explanation of connectives in Arabic writing.

and Arabic writing, and comparing a few defining characteristics of English and Arabic written discourse. Chapter 3 is divided into two sections. The first section details the qualitative methodology followed in the present study by offering information about the study participants, the data collections, procedures, and the steps of the data analysis. The second part presents the results of the data analysis of the use of Arabic connectives, lexical cohesion, and anaphoric reference in second-, third-, and post-third year writing samples. Finally, chapter 4 summarizes the study findings and explains the study's limitations. It also offers recommendations for promoting Interlanguage development in Arabic L2 writing, and makes suggestions for future research.

## **Chapter 2: Literature Review**

This chapter presents a review of the literature upon which the current study is based. The chapter consists of five sections. In the first section, I offer a definition of Interlanguage and discuss its various characteristics in writing. I then briefly discuss the features of language transfer in L2 writing in the second section. In the third section, I outline various cohesive features in English writing by primarily focusing on Halliday and Hasan's (1976) definition of cohesive features, in addition to the role of connectives in English writing. In the fourth section, I discuss various studies dealing with cohesive features in Arabic writing, mainly the use of connective, lexical cohesion, and reference. Lastly, I compare and contrast the nature and various features of Arabic and English written discourse.

### **2.1. Interlanguage of L2 Learners in Writing**

The notion of Interlanguage has been central to the development of the field of second language acquisition (SLA) and continues to exert a strong influence on both the development of SLA theories. The term Interlanguage was defined by Selinker (1972 and 1992) as the separate linguistic system evidenced when second language learners attempt to express meaning in a language they are in the process of learning. This linguistic system falls between the target language and the learners' first language.

Many studies in recent years have approached Interlanguage development from a syntactic and/or grammatical perspective in order to analyze learners' errors. Yet, for the purpose of this study, I will depart from the mainstream analysis of Interlanguage

development and direct my attention to the non-grammatical, cohesive characteristics featured in the development of Interlanguage in Arabic writing. Unfortunately, I did not come across any studies dealing with the cohesive features associated with Interlanguage development in writing among Arabic L2 learners.

## **2.2. Language Transfer in L2 Writing**

Based on the data collected in this study, language transfer from English to Arabic seems to play a significant role in the development of Arabic language learners' written Interlanguage. In order to further understand the process which Arabic language learners undergo, it is important to briefly discuss the characteristic of language transfer. Therefore, in this section, I will offer a general definition of language transfer, followed by a discussion of how language transfer is manifested in writing.

Language transfer has been defined as the influence resulting from the similarities and differences between the target language and any other language that has been previously and perhaps imperfectly, acquired (Odlin, 1989). Odlin (2003) points out that language transfer affects all linguistic subsystems including pragmatics and rhetoric, semantics, syntax morphology, phonology, phonetics, and orthography. Jarvis & Pavlenko (2008) put forward a more balanced definition of language transfer--the influence of a person's knowledge of one language on that person's knowledge or use of another language.

With regards to L2 writing, transfer can be considered both a learning device and as a strategy to solve communication problems. Mahmoud (2000) pointed out that when

Iranian L2 learners attempt to compose a written piece, they might use transfer as a tool to learn or as a means to convey their meaning; they may use it to formulate hypotheses about target language and to test those hypotheses. Many of the composing strategies are the same in the L1 and the L2, and thus, L2 learners may be able to transfer those from their L1 to their L2 writing. For example, learners who have already learned how to plan, develop ideas, revise, and edit their writing in their L1 may use the same strategies when they are composing in their L2 (Cumming, 1990; Uzawa & Cumming, 1989). Of course, for such composing strategies to be successfully carried over to the L2, L2 learners are required to have an adequate level of proficiency in the target language. Lower-level proficiency learners may not be able to successfully transfer such L1-based strategies because they have not yet reached a level of linguistic knowledge where they can linguistically compose a text in the target language (Berman, 1994). L2 learners may also resort to their L1 to compensate for their deficiencies in the L2 knowledge. As adult learners who are cognitively mature, they may have complex ideas to convey in their writings. In such cases, shortage of the target language knowledge may push them to rely on the L1 to express those ideas.

For these learners, reliance on the L1 can have both positive and negative consequences. Errors might occur if the learner inappropriately transfers a linguistic form from one language to the other or if the learner is misled by the partial similarities between the two languages. As Eckman (1977) pointed out, there are some language

features, such as unmarked features<sup>2</sup>, which are more prone to be transferred. However, transferability of language forms may not always be predicted based on their linguistic features. There may also be psychological factors such as the learner's perception of the distance between the L1 and the L2 that may play a role in the transfer of a linguistic item from one language to the other (Kellerman, 1983).

Additionally, L1 can be used as a tool not only to compose but also to simplify the complexity of the L2 writing task (Ringbom, 1987). L2 writers, for example, may make use of their native language when planning and organizing their essays by talking to themselves in their L1 or by getting engaged in various forms of L1 private speech. The use of the L1 in such cases can make the task more manageable and may consequently have beneficial effects on the learners' writing product.

### **2.3 Cohesive Features in English Writing**

Since the current study deals with native speakers of English and their development of their written Interlanguage in Arabic, it behooves us to examine various writing and cohesive features in English to better analyze the participants' process of language transfer and Interlanguage development. Therefore, in this section, I will outline Halliday and Hasan's cohesive model, in addition to briefly discuss the use of

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<sup>2</sup> Specific predictions about markedness and unmarkedness stem from Eckman's (1977) Markedness Differential Hypthesis (MDH) (Hummel, 2014). In this view, the areas of difficulty that a language learner will have can be predicted on the basis of a systematic comparison of the grammars of the native language, the target language and markedness relations (Eckman, 1977). Eckman (1977) defined unmarkedness as the notion that certain features are more natural, frequent, or basic than others across languages, while markedness is defined as other features less natural, frequent, or basic. "For example, *cat* is unmarked, while its plural *cats* is marked by the suffix -s" (Leech, 2006).

connectives in English writing.

### **2.3.1 Halliday and Hasan's Cohesive Features**

The concept of cohesion in this study will be based primarily on the landmark work on cohesion by M.A.K Halliday and R. Hasan in their *Cohesion in English* (1976) as they offer much insight into the explicit and formal intra-textual relations in the text. According to Halliday and Hasan (1976), the concept of cohesion is used to account for relations in the discourse. They define cohesion as the set of possibilities that exist in the language for making the text hang together; the potential that the speaker or writer has at her/his disposal. With this being said, let's look at Halliday and Hasan's framework of reference, lexical cohesion, and conjunctions as these features are pertinent to my current study.

Halliday and Hasan (1976) explain that reference occurs when an item in the text cannot be interpreted semantically in its own right, but requires making reference to something else for its interpretation. They focused on three various types of reference: , anaphoric reference, cataphoric reference, and exophoric reference. Halliday and Hasan (1976), explain that anaphoric reference occurs when an item in one sentence refers backwards. In the example, '*John has moved to a new house. He had it built last year,*' the pronouns '*he*' and '*it*' are anaphoric to '*John*' and '*a new house.*' Cataphoric reference, on the other hand, refers forwards in the sentence. In the example, '*When he arrived home, John went to sleep,*' the pronoun '*he*' (the cataphor) appears earlier than the noun '*John*'. Both anaphoric and cataphoric reference are endophoric, meaning that their referential ties are found with the text. Exophoric reference was described by

Halliday and Hasan (1976) as referential ties pointing to something outside of the text but understandable from the context. They also mention that the line between exophoric and anaphoric reference is not always very sharp. In the example, ‘*Did the gardener water those plants,*’ Halliday and Hasan (1976) state that “it is quite possible that *those* refers back to the preceding text, to some earlier mention of those particular plants in question. But it is also possible that it refers to the environment in which the dialogue is taking place - to the context of the situation, as it is called – where the plants in question are present and can be pointed to if necessary.” It is important to note that Halliday and Hasan (1976) did not consider exophoric reference as a text-building cohesive relation as they believed cohesion only occurs within a text. Since the present study focuses on the coherent use of cohesive features, I will direct my attention to the analysis of anaphoric reference as the data does not show sufficient and coherent evidence of cataphoric and exophoric reference.

Another type of cohesive tool used in writing is lexical cohesion, specifically reiteration. Reiteration is a type of lexical cohesion, and can involve the repetition of a lexical item or the occurrence of a synonym of some kind in the context of reference. Generally, a reiterated item is accompanied by some kind of reference item like the definite article or a demonstrative pronoun. In the following example, Halliday and Hasan (1976) demonstrate the use of reiteration with the definite article ‘*the*’ in the sentence, ‘*Henry’s bought himself a new Jaguar. He practically lives in the car,*’ ‘*the car*’ refers back to ‘*Jaguar.*’ Overall, according to Halliday and Hasan (1976), cohesion, such as reiteration, occurs within lexical cohesion through the relation of the lexical items themselves, which

create series of cohesive ties within a text.

A third tool used to create cohesion is referred to as “conjunction”. Conjunctions are somewhat on the borderline between grammar and lexicon, as they do not depend on referential meaning nor identity or association or wording (Halliday and Hasan, 1976). Additionally, conjunctions signal a different kind of relation than those of reference and lexical cohesion. According to Halliday and Hasan (1976), connective elements in writing are cohesive not in themselves but indirectly, by virtue of their specific meanings; they are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings which presuppose the presence of other components in the discourse. Additionally, Halliday and Hasan adopt a scheme of four categories into which they group conjunctions; however, for the purpose of the current study, I will only focus my attention on the broad semantic role of conjunctions.

### **2.3.2 The Use of Connectives in English Written Discourse**

In English, conjunction is an essential part of the grammar and the lexical system as it links phrases, clauses and sentences. It may also be used to indicate the relationship between ideas expressed in clauses and ideas expressed in the sentences (Philip, 2012) and tie clauses or sections of a text to demonstrate meaningful patterns (Bloor and Bloor, 1995). Conjunctions signal the way the writer wants the reader to relate what is about to be said to what has been said before (Feng, 2010). The act of signaling is an important feature of cohesion in English written discourse.

Maria Teresa Taboada (2004) states that conjunction is represented in a number of conjunctive elements that are not cohesive in and of themselves, rather, the meanings of conjunctive elements establish relationships among other parts of the text. She mentions that conjunctive elements are words such as ‘*and*,’ ‘*but*,’ ‘*yet*,’ ‘*so*,’ ‘*then*,’ ‘*therefore*,’ ‘*however*,’ etc. Conjunction links parts of the text (clauses) which are not linked through any other structural relation. More specifically, conjunctive elements signal presence of a conjunctive relation, such as succession in time, causal, adversative, etc. (Taboada, 2004).

In a study carried out by Edith Hanania (1984), Hanania compares the use of the connective ‘and’ in English and Arabic in terms of their grammatical, semantic, and rhetorical properties. She concluded that while the English ‘and’ and Arabic *wa* ‘*and*’ are very similar in terms of their purely coordinative function, they are different in their rhetorical functions. In Arabic, *wa* ‘*and*’ is of the highest frequency of all connectives and occurs at all levels of text (Al-Batal, 1990), and in certain instance, *wa* ‘*and*’ may be used in lists. In English, a comma would be used to separate items (Ryding, 2015), rather than depending on the use of the connective and. This is just one example of how the connective ‘*and*’ differs in both languages. Her study, however, was limited as it was based on the occurrences of the English ‘and’ rather than on actual occurrences of the Arabic *wa* in real texts.

## **2.4 Arabic Writing Features**

### **2.4.1. Cohesive Features in Arabic Written Discourse**

Although there are many characteristics of Arabic writing, I will restrict myself to the characteristics that have significance to the present study. Therefore, in this section, I will offer a brief overview of Arabic writing style features by discussing the three following cohesive features: reference, lexical cohesion, and conjunction.

Reference plays a vital role in Arabic writing. Yet, despite the importance of reference in Arabic written discourse, there have been few studies analyzing its various functions. Therefore, in this section, I will be discussing the few studies that have dealt with the use of anaphora in Arabic written discourse. Nuha Al-Shurafa (1994), analyzes the cohesive ties proposed by Halliday and Hasan (1976) in an Arabic expository text, with special attention to reference, substitution, ellipsis, conjunction, and lexical cohesion. With regards to reference, Al-Shurafa (1994) discusses three types of reference, to which she refers as ‘personals:’ personal pronouns, possessive determiners, and possessive pronouns. She also mentions that detached pronouns are not frequent in written Arabic discourse as they are used mainly for special stylistic purposes, like emphasis. Arabic, she maintains, uses demonstrative pronouns the same way English uses them in connected discourse, but they are inflected for gender and number in Arabic (Al-Shurafa, 1994). She adds that written Arabic and English texts function similarly with respect to the use of ‘personals’ as both languages presuppose items mentioned earlier in the discourse. Thus, both texts are cohesive in the sense that they link two units of meaning and make them a unified whole or part of a text (Al-Shurafa, 1994).

Hammami et al. (2009) have also examined the use of anaphora in Arabic written discourse; however, their study focuses primarily on presenting Arabic corpora annotation

with anaphoric links (i.e., the annotation of the identity relation between the anaphors and their antecedents). They propose an anaphoric annotating tool for Arabic for the purpose of automatic detection of Arabic pronouns, thus building a corpus which will be used for anaphora resolution (i.e., either for system training or evaluation). Hammami et al. (2009) discuss the important roles of pronouns by mentioning that pronouns form a special class of anaphors because of their empty semantic structure; they do not have an independent meaning from their antecedent. However, not all pronouns are anaphoric: e.g., deictic pronouns such as: 'I,' 'we,' 'you,' are not anaphoric ones (Hechiri, 1998). Pronominal anaphora includes *third person pronouns* ضمير الغائب, *demonstrative pronouns* أسماء الإشارة, and *relative pronouns* الأسماء الموصولة (Hammami et al., 2009). It is important to note that a reiterated item is generally accompanied by some kind of reference item like the definite article or a demonstrative (Al-Batal, 1985). In other words, reference and lexical cohesion tend to work together in Arabic to create a more cohesive feel throughout the text.

Another cohesive feature that plays an important role in Arabic writing is lexical cohesion. Since this study only focused on two aspects of lexical cohesion in Arabic, repetition and lexical couplets, I will limit this section to the discussion of these two features. Beginning with repetition, a number of studies examining Arabic discourse noted the prevalence of repetition in Arabic prose (Al-Jubouri, 1984; Fakhri, 1998, 2004; Johnstone, 1991; Kaplan, 1966; Ouaouicha, 1987; Sa'adeddin, 1989; Williams, 1989; Basheer, 2016). Al-Jubouri (1984) was among the first contemporary scholars to investigate the use of repetition in Arabic argumentative discourse. He investigated the rhetorical effect of repetition in argumentative writing in three newspaper articles by

different writers. In these texts, Al-Jubouri (1984) identifies three levels of repetition: morphological level, word level, and chunk level. He uses the term “chunk” to refer to the Arabic grammatical notions [jumla] and [shibh jumla], which do not always correspond exactly to the English concepts of ‘*phrase*,’ ‘*clause*,’ and ‘*sentence*’ (Al-Jubouri, 1984 as mentioned by Basheer, 2016). In other words, Al-Jubouri (1984) used the term chunk instead of sentence due to the absence of a clear definition of the latter (Basheer, 2016).

Barbara Koch (1981, 1983, and 1991) also discusses the use of repetition in Arabic written discourse, yet, she provides a more in depth explanation in which she identifies and discusses repetitive features on every level of analysis. In her dissertation and book, Koch discusses the various kinds of root, pattern, and morphological repetition in Arabic written discourse, and their role culturally, stylistically, and linguistically. Koch provides numerous examples of various repetition types, one of which includes the role of lexical couplets as a repetitious feature. She concludes by mentioning that lexical cohesion in Arabic, specifically repetition and lexical couplets reflect the process of repetition by which Arabic argumentative discourse is structured; they not only express the argument, but, via paradigmatic patterning, they *are* the argument (1991).

According to Al-Shurafa (1994), repetition in Arabic is used on a wide scale and plays a considerable role in Arabic texts in the sense that it links a unit of meaning to the previous one. She uses Halliday and Hasan’s definition of repetition to analyze an expository Arabic text. She explains that repetition involves the use of the same word, the use of synonymy or near synonymy, a superordinate or a general word (1994). Based on her analysis of the text, she goes on to mention that repetition in Arabic is used on a wide

scale and plays a considerable role in Arabic texts in the sense that it links a unit of meaning to the previous one (1994). Although Al-Shurafa's study is an important contribution to analyzing the use of repetition in Arabic texts, there is a deficiency with regards to detail in her analysis. Furthermore, her study does not emphasize the importance of lexical couplets as a significant aspect of lexical cohesion and repetition, as Koch (1981, 1983, and 1991) did in her studies.

Lexical couplets have been examined from a variety of perspectives and given a variety of labels as an important feature of lexical cohesion in Arabic writing. Lexical couplets have been studied. In this section, I will briefly discuss the various explanations and perspectives of lexical couplets in Arabic as presented by a number of researchers. Alfred Beeston (1970) refers to lexical couplets as hendiadys which he defines as the use of two words with overlapping semantic spectra to denote the area of overlap. For example, he explains that in order to express the concept 'authority', an Arabic writer will often use the couplet *حكم وسلطة* which both convey the meaning of 'authority'. In Arabic, this explanation is in no way tautological, or redundant, as it would be if one translated them with two English words; they represent a single concept and should be translated thusly in English (Beeston, 1970). He also explains that hendiadys illustrate the Arab fondness for the use of two or more terms which, while not 'synonyms' in a strict sense, are so close to synonymy as to do little towards developing the author's thought, producing a much more rhetorical style than is usual in current English (1970). But although some lexical couplets may be examples of hendiadys, not all are.

In fact, David Justice (1987) suggests using the term *accumulatio* to describe lexical

couplets, which is defined as a stylistic device that is defined as a list of words that embody similar abstract or physical qualities or meanings with the intention to emphasize the common qualities that words hold.<sup>3</sup> Vincent Monteil (1960), in a very brief discussion of Arabic couplets, refers to lexical couplets as *pléonasme*<sup>4</sup>, which is the classical term from the use of more words in a sentence than are necessary to express its meaning. This can be either a fault in style, or, if used purposely, a figure of speech (Lausberg, 1960 and Koch, 1983).<sup>5</sup> Another description of the use of lexical couplets presented by Barbara Koch (1983 and 1991).

Barbara Koch (1983 and 1991), defines a lexical couplet as a structure consisting of two synonyms or near-synonyms. Most Arabic couplets consist of pairs of nouns and verbs and are used adjectivally or adverbially prepositional phrases or in accusatives of specification (التمييز) or manner (الحال). According to Koch (1983), this is partly because there are very few adverbs or adjectives in Arabic; most modification is accomplished with nouns or with participial forms or verbs. Lexical couplets provide far more than ornamental intensification in Arabic prose; rather, they are key to the linguistic cohesion of the texts and to their rhetorical effectiveness. She points out that writers of Arabic use lexical couplets and other forms of repetition for cohesive, rhythmic, rhetorical functions, which she argued have persuasive effect on the listener. Furthermore, Arabic couplets rely on the

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<sup>3</sup> This is a paraphrase of David Justice's (1987) definition for the rhetorical device *accumulato*. Justice, D. (1987). *The Semantics of Form in Arabic, in the Mirror of European Languages*. Amsterdam/Philadelphia: John Benjamins.

<sup>4</sup> The definition of *pléonasme*, as explained in French by Vincent Monteil (1960): exprimer le meme concepte en "l'encadrant" (comme un artilleur fait de son objectif) entre deux mots synonymes ou de sens voisin. Monteil, V. (1960). *L'arabe Moderne*. Paris: Librairie C. Klincksieck.

use of a conjunction to join them together. For instance, the conjunction *wa* ‘and’, and occasionally the conjunction *aw* ‘or’, assists the formation of lexical cohesion phenomena such as lexical couplets by linking the synonyms or near-synonyms together (Koch, 1983). This is just one role conjunctions play as a cohesive feature in Arabic writing.

The final cohesive element of Arabic writing I will be discussing here is conjunction. I would like to note that I will replace the term “conjunction,” as employed by Halliday and Hasan (1976), with the term “connective” as has been suggested by Al-Batal (1985 and 1990) and Van Dijk (1977). Van Dijk’s rationale for preferring the term “connective” over “conjunction” is based on the fact that the account of natural language connectives is not restricted to expressions of the grammatical category of proper conjunction but also includes expressions from other categories. Furthermore, for the purpose of this study, I will offer a quick overview of the cohesive roles of explicit and implicit connectives in Arabic written discourse as discussed by two recent linguistic studies that applied a semantic approach to the examination of Arabic connectives within different theoretical frameworks.

Al-Batal’s study (1985 and 1990) is one of the earliest investigations of Arabic connectives to depart from the grammatical approach. In his study, Al-Batal analyzes the semantic functions of connectives in a modern expository Arabic text. He defines connectives as “any element in the text which – regardless of whether or not it belongs to the form-class of conjunctions – indicates a linking or transitional relationship between phrases, clauses, sentences, and paragraphs.” Findings from Al-Batal’s (1990) study offer important insights into the cohesive role of Arabic connectives. His analysis showed that

connectives tend to indicate certain functions at certain text levels.

Another important concept discussed by Al-Batal (1990) is the zero connective, a term he used to refer to instances “in which no explicit connectives were found but where the absence of a connective seemed to be performing certain functions.” Based on his text analysis, Al-Batal (1990) found that the zero connective created a rhetorical effect that would not have been possible to achieve through overt connectives. The zero connective marked the unity of meaning at the sentence and phrase levels, and the homogeneity of form and meaning at the phrase level by, for instance, joining two adjectives that are morphologically and semantically similar. At the paragraph level, the zero connective marked a discourse shift from introduction to discussion to conclusion. By proposing the zero connective, Al-Batal shows that the absence of a connective sometimes has a rhetorical and organizational function in the Arabic text.

Nesrine Basheer (2016) makes another important contribution in analyzing the use of connectives from a semantic perspective. In her study, Basheer investigated how native speakers and advanced speakers of Arabic use connectives to signal semantic relations in expository and argumentative writing. She examined the use of connectives in the writings of native and non-native speakers regarding their use of connectives in terms of their functions and type of discourse relations they signal at the clause, sentence, and paragraph levels (2016). She concluded that the native speaker participants drew connectives from a wider repertoire, produced less choppy clause and sentence transitions, and exhibited structural and pragmatic control over morphological and complex structural parallelism. The non-native speakers showed clear evidence of experimentation, especially when

addressing the argumentative task (2016).

Additionally, Basheer (2016) discusses the use of the zero connective among the native and non-native speakers in her study. From her analysis, Basheer (2016) concluded that the native participants and the non-native participants varied in their awareness of the contexts in which the absence of a connective would perform an organizational function in the text and when it would lead to disjointedness. The absence of a connective in the native speakers' texts often reflected the zero connective, a text-organizing tool that performed rhetorical effects. The non-native speakers, on the other hand, sometimes over-used overt connectives where a zero connective would be more appropriate, and did not use a connective where an explicit connective was preferred in context.

## **2.5 Some Defining Characteristics of English and Arabic Expository Written Discourse**

As mentioned in sections 2.3. and 2.4, both Arabic and English share many similar, stylistic and cohesive features, such as cohesive and literary devices i.e. repetition, connectives, alliteration, etc.; however, the role of these devices can also play different roles in creating unity and a cohesive feel throughout the text. Yet, the aforementioned stylistic and cohesive features are not the only characteristics that help establish the essence of English and Arabic written discourse. Therefore, in this section, I will attempt to compare and contrast some defining characteristics of English and Arabic written discourse by focusing on sentence length, sentence boundaries, and the structure and format of expository texts. However, I will not be offering a definition of an Arabic

and English sentence. Additionally, by briefly discussing these three characteristics of Arabic and English expository written discourse, I hope to provide additional insight into the development of the Arabic written Interlanguage of the participants in this study.

The characteristics of an Arabic sentence extends beyond the boundaries of syntactic and cohesive features when creating unity throughout the text. Firstly, I will offer an operational definition of an Arabic sentence using the characteristics described by Holes (2004). Syntactically speaking, Modern Standard Arabic sentence structures in expository writing generally fall into three categories: 1) simple sentences, 2) coordinated sentences, and 3) complex sentences (Holes, 2004 and Ryding, 2005). Simple sentences, for the most part, contain a main verb, subject, and a complement. A coordinated sentence is defined simply as one consisting of more than one simple sentence, conjoined by one of a closed set of conjunctive particles (i.e. connectives such as *'and,' 'but,'* etc.). For example, the Arabic equivalents of the sentences: a) *'Her hair is black and her eyes are blue,'* and b) *'I arrived and she smiled'* are conjoined sentences as they are in English. However, in Arabic sentence a) would contain no verbs, whereas sentence b) would contain only verbs and no freestanding subjects. A complex sentence is one in which one or more of the nonverbal slots in the simple sentence that form its substructure is filled by a string that could itself otherwise form a freestanding simple sentence (i.e. a dependent clause). According to Holes (2004), MSA has shown a tendency toward the use of complex sentences. Such sentences main contain several dependent clauses, linked by one or other of a large class of lexical phrases (*'regardless of the fact,' 'by virtue of the fact that,' 'in accordance with,'* etc.) Ryding (2005) defined a complex sentence as

one which consists of a main clause and one or more subordinate or embedded clauses. Subordinate clauses are of three main types – complement clauses, adverbial clauses, and relative clauses. Additionally, in each case, there is usually a linking or connective element bringing the two clauses into relation with each other. Overall, complex sentences in MSA writing differ from English in that they are usually long sentences with coordinating conjunctions (Al-Khatib, 2001; Oshima & Houge as cited in Almeahmadi, 2012). Thus, for the purpose of this study, I directed my attention to the development of complex sentences as a characteristic of Interlanguage development in Arabic writing.

English sentence structure in expository writing also, for the most part, fall into the same three categories with one addition, simple, compound, complex, and compound-complex (Quirk et al., 1985). Since I already defined simple, compound, and complex, I would like to briefly mention the criteria for a compound-complex sentence in English. A compound-complex sentence contains three or more clauses of which at least two are independent and one is dependent. For example, *'I don't like dogs, and my sister doesn't like' cats* because they make her sneeze would be considered a compound-complex sentence because it contains the necessary criteria. Overall, sentences in English tend to avoid long, run-on sentences filled with excessive wordiness (Quirk et al., 1985).

A second characteristic regarding the nature of Arabic and English expository written discourse is the use of connectives and punctuation. In Arabic, connectives act as both a cohesive feature and punctuation. As mentioned in section 2.4, Arabic writing has been characterized as syndectic, that is, as using conjunctions to link discourse elements (Ryding, 2005), while, asyndetic (the omission or absence of a conjunction between

sentences) linkage in descriptions of sequences of events is alien to Arabic (Holes, 2004). Most sentences within a text start with a connective that links each sentence with the previous one...and paragraphs are introduced with connectives that connect them to the text as a whole. This frequent use of connectives results in a high degree of textual cohesion in Arabic writing that contrasts significantly with the terser style of written English (Ryding, 2005).

Additionally, sentences in MSA expository writing also use connectives as punctuation markers, chunking the text and making explicit the logical relationships between the chunks (Holes, 2004). I would like to note that until perhaps the nineteenth century, much Arabic writing contained no punctuation at all and no fully standardized system of punctuation exists today (Holes, 2004). However, whether punctuation in Arabic is used or not, it functions alongside the native system of textual chunking, which relies on coordinating and subordinating conjunctions that perform the dual role of signaling formally the beginning and endings of sentence groups and indicating the nature of logical and functional relationships between them (Holes, 2004).

In English expository written discourse, connectives play an important role as mentioned in section 2.3.2; however, they do not serve as punctuation markers as they are in MSA expository writing. Punctuation in English writing can be used to show information structure, although it cannot express it fully, and most punctuation practice is a kind of compromise between information structure (punctuation according to the intonation) and sentence structure (punctuation according to that grammar) (Halliday and Hasan, 1984). In other words, punctuation marks are used to crease sense, clarity, and

stress in the sentence and throughout the text, by organizing and structuring written discourse. Yet, connectives and punctuation are not the only features of expository written discourse in English and Arabic.

The third characteristic regarding the nature of Arabic and English expository written discourse is the format of the text itself. English expository writing, is typically constructed using a specific type of format. Straugh (2005) mentions that writing in English requires writers to start their paragraphs with a topic sentence and end it with a concluding one. The topic sentence is a general statement composed of a topic and a comment, which should be followed with some background information. Conclusions could be expressed in the following five types: 1) providing a restatement of the topic sentence, 2) a summary of the main points mentioned in the supporting details, 3) a look to the future, 4) a related thought that grows out of the body and 5) a combination of several types of conclusions (Strauch, 2005).

In MSA expository writing, on the other hand, ideas, generally, do not build off of one another to relate back to a thesis statement. Paragraph development often occurs through the restatement of the initial idea or information from the introduction, followed by the use of many adjectives and adverbs relating to the main idea (Zaharna, 1995 and Flaitz, 2003).

## **Chapter 3: An Analysis of Interlanguage Development in Student Writing**

### **3.1. Participants**

For the purpose of this study, participants included undergraduate students who were enrolled in Arabic language courses at the University of Texas (UT), Austin. Writing samples were collected from 34 students in the following courses:

- Intensive Arabic III Fall semester (2<sup>nd</sup>-year Arabic) [8 students]
- Intensive Arabic IV Spring semester (2<sup>nd</sup>-year Arabic) [same 8 students from Intensive Arabic III]
- Intensive Arabic V Fall semester (3<sup>rd</sup>-year Arabic) [8 students]
- Intensive Arabic VI Spring semester (3<sup>rd</sup>-year Arabic) [same 8 students Intensive Arabic VI]
- The Arabic Spring (post-third year course) [9 students]
- Advanced Media Arabic (post-third year content course) [9 students]

All participants included in this study completed at least two semesters of intensive Arabic instruction at UT, Austin. Students from second-, third-, and post third year courses were included in this study in order to analyze the stylistic interlanguage development in their written production across multiple proficiency level and sub-levels. First year students were not included in this study, as their written output was limited, to a certain extent, in quantity and range of relevant Arabic stylistic features. Additionally, first year students rely heavily on memorized phrases and there appears to be little

evidence of functional writing skills among them. However, evidence of stylistic development in writing seems more evident among second year students, who are beginning the year around the Intermediate Low proficiency level.

Any participants who initiated Arabic instruction at an institution other than UT Austin, were excluded from the study, as to focus on the evolution of Interlanguage in writing of students whose linguistic background was exclusively formed at UT Austin, in addition to measuring the stylistic development of students who were exposed to the same linguistic and grammatical input.

All participants were native English speakers, as the study measured stylistic transfer in writing from English to Arabic. Heritage speakers of Arabic enrolled in the language classes examined here were also included in the study. Despite the fact that they had some degree of competence in speaking, they had no writing or reading ability, which means that their writing style in Arabic exhibited English-like features.

## **3.2 Data Collection**

### **3.2.1 The Data**

The data collection process resulted in 100 expository texts collected from 34 students. I collected a total of four writing samples from each student: one at the beginning and one at the end of the fall and spring semesters. By collecting four writing samples from the students, I was able to measure the development in their Arabic writing style as they applied various linguistic features learned through comprehensive input.

The data was collected from the same eight students from Intensive Arabic III Fall semester (2<sup>nd</sup>-year Arabic) and Intensive Arabic IV Spring semester (2<sup>nd</sup>-year Arabic) and the same eight students from Intensive Arabic V Fall semester (3<sup>rd</sup>-year Arabic) and Intensive Arabic VI Spring semester (3<sup>rd</sup>-year Arabic). Two writing samples were also collected from 18 different students, or 9 students in each of the two courses, enrolled in The Arabic Spring and Advanced Spoken Media Arabic courses.

The total word count for the data amounted to 31,426<sup>6</sup> words, of which Intensive Arabic III Fall semester (2<sup>nd</sup>-year Arabic) and Intensive Arabic IV Spring semester (2<sup>nd</sup>-year Arabic) produced 6,556 words, Intensive Arabic V Fall semester (3<sup>rd</sup>-year Arabic) and Intensive Arabic VI Spring semester (3<sup>rd</sup>-year Arabic) produced 12,035 words, and The Arabic Spring (post-third year course) and Advanced Spoken Media Arabic (post-third year course), produced 12,835 words. It is important to note that, due to the Intermediate Low to Intermediate High proficiency levels of the students in Intensive Arabic III and IV, students tend to write about topics familiar to them by using short, choppy sentences. However, in Intensive Arabic V and VI and post-third year courses, the topics expand past familiar topics and students become able to express their ideas and thoughts and provide evidence to support their claims.

### **3.2.2 Data Collection Procedures**

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<sup>6</sup> I counted the conjunction *و* *and* separately as I noticed there was an inconsistency in the use of this connective.

Data collection was a two-step process, which took place over the course of the 2015-2016 academic year. The first step involved soliciting student participation. After obtaining approval from the Institutional Review Board (IRB) for this study, I contacted Arabic instructors via e-mail and asked if I could speak to their students at the beginning of their Arabic class about the study. With the instructors' permission to speak to their students, I was given the opportunity to briefly explain the scope of the study and to request permission to collect the students' written texts by asking students to sign a student consent form.

The second step of the data collection process involved collecting the written texts. With the instructors' and students' permission, I had access to students' written texts posted on Canvas.<sup>7</sup> Additionally, if written texts were not posted on Canvas, then I collected photocopies of student written texts from the instructor, after grades for those written texts had been submitted. The grades were hidden and the students' names were removed by the instructor, in accordance with the IRB conditions. I then added all of the written texts necessary for analysis on a Google Doc, which made the data analysis portion of my study easily accessible and effective.

### **3.3 Data Analysis Procedures**

#### **3.3.1 Text Segmentation**

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<sup>7</sup> Canvas is a Web-based, new learning management system that allows instructors and students to easily connect. It also allows managing enrollment, sharing documents, submitting assignments, and assigning grades, as well as personalized features for individual students.

In this section I will discuss the approach that I used to analyze the development of clauses, sentences, and paragraphs in the students' written texts. By doing so, I hope to demonstrate two important aspects of the text segmentation process and its relevance to my study: (1) The establishment and evolution of boundaries of students' written production from clause to sentence as they progress from Intermediate Low to Advanced Mid proficiency levels, and (2) the establishment and development of boundaries of paragraphs. Therefore, in this segment, I will examine these two aspects in the data collected by second-, third-, and post-third year students by discussing the text segmentation of clauses and sentences, paragraphs, and the evolution of paragraph development.

### **3.3.1.1 Establishing Boundaries for Clauses and Sentences**

Before analyzing the development of clause and sentence formation, it was important to establish a method of analyzing clause and sentence boundaries in the students' samples. Determining and defining clauses and sentences proved to be slightly challenging, as sentences in Arabic can be summed up to two words syntactically (Ryding, 2005). Therefore, rather than basing clause and sentence identification on syntax, I decided to adopt the semantic approach used by Basheer in her dissertation to define clause and sentence boundaries (Basheer, 2016). A syntactic approach would have led to a grammar-focused analysis thus shifting the focus of the analysis from a stylistic interlanguage and communication of ideas at the clause, sentence, and paragraph level to a more syntax-based study.

Additionally, I did not depend on the students' use of punctuation to define clause and sentence boundaries. The problem with using punctuation is that in Arabic, conventional punctuation is not always used as a marker of sentence division because it is not intrinsic to Arabic (Alqinai, 2013). In fact, Arabic texts did not use punctuation until the nineteenth century (Holes, 2004), due to the tradition of oral recitation, which relied, more so, on audible intonation patterns (Alqinai, 2013). Written representations of punctuation marks were not given primacy nor followed a strict rule-governed system as in English (Alqinai, 2013), in fact, no fully standardized system of punctuation exists even today (Holes, 2004). Due to this lack of a "fully standardized system of punctuation," various inconsistencies exist in the application of punctuation in Arabic texts. In fact, this inconsistent use of punctuation was noticeable even in the data collected for this study, as illustrated in the following conclusion paragraph taken from a student enrolled in Intensive Arabic VI Spring semester (3<sup>rd</sup>-year Arabic):

Example 3.3-1:

فذلك، (1) من الممكن دونالد ترامب وسلطته، (2) في هذه الانتخابات أن تعني فشل الديمقراطية في أمريكا لأنه يستخدم الخوف، (3) وأفكار خطيرة لحصول على السلطة والدعم من الأمريكيين. (4) ومن الضروري أن الديمقراطية تعني المساواة والسلام وليست الخوف فترامب يمثل فشل الديمقراطية.

Therefore, for this reason (1), Donald Trump and his power (2), in this election, might mean the failure of Democracy in America because he uses fear (3) and dangerous ideas in order to obtain power and support from Americans. (4) It is necessary that Democracy means equality and peace and not fear. Thus, Trump represents the failure of Democracy.

In Example 3.3-1, the participant used a comma after the connective (1); however, this may be the result of transfer from English, as the participant is beginning a conclusion paragraph by using a connective to summarize the main idea in the text. This feature is used in English after a connective and before or after an adverbial clause or phrase. The commas placed before (2) and (3) are unnecessary and contribute nothing to the meaning of the phrase. In fact, the comma after (3) can be eliminated due to the use of the connective *و and*, which links the sentences together. The period after (4) can also be eliminated and does not add anything too significant to the paragraph. There is also another instance in which the connective *و and* was used to link the two sentences together. Simply eliminating the period and using the connective *و and* would suffice to convey the participant's intention to summarize the final thought expressed in this conclusion paragraph.

In the following example, the participant only resorted to using any punctuation four times:

Example 3.3-2:

(1) اليوم عايز أتكلم معكم عن دراساتي في الجامعة و مستقبلتي. (2) فأنا أدرس السياسة المقارن و عايز حأعمل في الأمم المتحدة أو حكومة الولايات المتحدة إن شاء الله و عشان كدا حأخذ الإمتحان الكبير إسمه جي أر إي في الأسبوع القادم فأنا حأقدر أروح جامعة ممتاز للحصول على الماجستير مثل جامعة كولومبيا في مدينة نيو يورك و كنت أذاكر لإمتحان كثير طبعاً و أقضي وقت كثير في واجبي و المذاكرة و عشان كدا كنت ما عنديش فرصة للنوم ولكن أنا مش عايز أتغيب عن صفوفتي فأنا تعبان دائماً و الدتي قات أنا أحتاج إجازة طويل بس ما عنديش الوقت لكدا. (3) في الأسبوع الماضي لقيت منحاة درجة الماجستير بس اليوم الآخر حأقدر أكتبهم هو في ثلاث سنين فأنا حأكون مشغول جداً. (4) إن شاء الله لو أعمل كثير عن حلمي و أفكر إن حأنجح فممكن لا حأفشل بحياتي و عايز حصل على وظيفة تمام و عايز حأستقر بوكرة بس مش الآن لأنني عندي حاجات كثير لأفعل.

(1) Today I want to talk to you about my studies at the university and my future. (2) I study comparative politics and I want to work in the United Nations or [for] the United States government. Because of that I am going to take the GRE next week so I can go to an excellent university like Columbia in New York, and obtain a master's degree. I was studying a lot for the test and I would spend a lot of time on my homework and studying. Because of that I did not have the opportunity to sleep, but I did not want to miss my classes so I was always tired. My mother said I need a long break but I do not have the time for that. (3) Last week, I found scholarships for the master's program but the last day I will be able to write them is in three years, so I will be very busy. (4) Hopefully, If I work hard on my dream and believe that I will succeed, then maybe I will not fail in my life. And, I want to get a good job and I want to settle down tomorrow not today because I have a lot of things to do.

In Example 3.3-2, the participant used a period at the end of sentences (1), (2), and (3), and at the end of the text (4). However, the text did not consist of only four sentences, and the placement of the punctuation in this text is inconsistent and unnecessary, as the participant attempts to use connectives to link sentences and clauses to one another.

This inconsistency and, perhaps overdependence on the use of punctuation, supported the decision to exclude punctuation from the text segmentation process in this study. Therefore, I will be using the same process that Basheer used in her analysis of text segmentation (Basheer, 2015). by answering the following question: If all punctuation marks were deleted from an Arabic text, how would a traditional grammarian semantically identify a sentence? To answer this question, I will be distinguishing clause from clause and sentence from sentence by utilizing the same semantic-intonational operational definition of the Arabic sentence, as Basheer did in her research.

A semantic-intonational operational approach was employed by engaging in a read-aloud, where a natural pause meant a clause or a sentence has ended. This procedure

has been adopted by a number of researchers in Arabic to address the challenge of defining sentence boundaries (e.g., Dickins, 2010; Obiedat, 1994; Kammensjö, 2005; Williams, 1989; Basheer, 2015). In the present study and following Basheer's technique, extended pauses and falling intonation marked sentence completion, while short pauses and neutral intonation marked clause completion.

In addition to employing a semantic-intonational operational approach, and in order to determine the formation of clauses and sentences in the data, I also examined each text from a semantic perspective by looking at the meaning of each clause and sentence. After reading each segment of the passage aloud, I looked to see if a "complete and independent meaning" was expressed (Khalifa et.al., 2001). If the segment had an independent meaning and was followed by a pause, I considered this segment to be a sentence. This approach proved successful in this study, and served as a secondary approach to segmenting clauses and sentences. Some sentences in the data were long, and so not every natural pause was interpreted as an indication of clause or sentence completeness. In the following complete text, there are multiple instances of pauses, indicating a new sentence:

Example 3.3-3:

[اهلاً و مرحباً يا شباب! اسمي -----] [وين بييدا؟ انا هون في مدينة "اوستن" الشغل على ماجستيري] [انا في السنة الأولى هون في جامعة "تكساس وبالْحَقِيقَة هدا يول فصل درراس لي] [حلمتُ الإلتحاق بهدي الجامعة منذ كنتُ صغيراً لأنني من مدينة "هوستن" مو بعيد عن اوستن] [قصتي ليست النفس معظم الطلاب في برنامجي] [اولاً انا أكبر منهم وكنتُ في الجيش منذ تسعة سنوات] [سافرتُ الى بلاد كثير معه و اشتغلتُ كضابط بالجيش و لم بيكن لي] [فقررتُ ان أخرج منها و أبدا هياتي كطالبة] [التحقتُ بجامعة جنوب الاباما حيث درستُ تاريخ و فلسفة الدين] [بعد ما تخرُجت من تلك الجامعة عملتُ في "لوز" في مدينة "موبيل" و حلمتُ ان الإلتحاق ببرنامج

ماجستير او دكتور] [كتبث الى ثلاث جامعات وو قالت أرغب في أذهب بهم ] [ قالت كل الجامعة  
"نعم" لي ولكن يرددت ان أذهب إلى "تكساس" فقط لان لها أحسن برنامج عربي في البلاد طبعاً ] [   
فشكراً جزيلاً للقراءه هذا "البلغ" و إن شاء الله لم يكن صعب للفهم]

[Hi, guys] [Where to start?] [I am here in the city of Austin, working on my Masters] I am in my first year here at the University of Texas, and to be honest, this is my first semester] [I dreamt about going to this university since I was little because I am from Houston, which is not far from Austin] [My story is not the same as the other students in my program] [Firstly, I am older than most of them, and I was in the military nine years ago] [I traveled to a lot of countries with the military and I worked as a soldier and it was not for me] [So, I decided to leave the military and start my life as a student] [I went to the University of Southern Alabama, where I studied history and philosophy of religion] [After I graduated from that university, I worked at Lowes in the city of Mobile and I dreamt of getting my Masters of PhD] [I wrote to three universities and I said that I want to attend them] [All of the universities told me "yes" but I only wanted to go to Texas because it has the best Arabic program in the country] [Thank you very much for reading this blog and hopefully it was not hard to understand]

In Example 3.3-3, the segments defined by brackets convey a complete thought and are considered sentences. The segments that precede and follow a forward dash are considered clauses as they do not form a complete thought, yet represent a unit of a sentence. I also applied the read aloud approach when dividing the segments into sentences or clauses. This approach solidified the decision to categorize sentences and clauses as previously stated.

By implementing a semantic-intonational approach through reading aloud, and by categorizing each sentence by the expression of a "complete thought, I was able to distinguish between sentences and clauses for second-, third-, and post-third year students.

### **3.3.1.2 Paragraph Boundaries:**

Composing a paragraph in Arabic differs in a unique way from forming a paragraph in English. Since paragraphing in Arabic is a recent development, it is not uncommon to witness a paragraph in Arabic consisting of one sentence (Baker, 1992). I would like to note that I noticed that Intermediate Low to Intermediate Mid participants did not use paragraphs in their writings, while third- and post-third year showed more of an ability to form paragraphs. Therefore, for the purpose of this study it is important to note that I determined paragraph boundaries based on van Dijk's definition of a paragraph. Van Dijk (1982) proposed that a paragraph is a sequence of propositions expressed by sentences, marked by a beginning and an end, and has some conceptual unity. Since third- and post-third year students formatted their paragraphs thusly, I decided to leave the orthographic paragraphing chosen by the students unaltered, so long as it corresponded to the definition previously stated. Therefore, there was no need to divide the text into paragraphs

Paragraph formation among third year and post-third year participants was similar in that each paragraph consisted of an additional point or idea necessary to support a claim or an opinion. In the following example, a student at the Intermediate Mid-level (third-year student) provides an introductory paragraph to a topic revolving around her involvement in helping the gay community:

Example 3.3-4:

(1) في الاسبوع الماضي أكثر من الإقبال على اهتماماتي الشخصية والأكاديمية في شيكاغو [شاركت في البناء مجتمع للناس المثليين والناس الذين يريدون أن يساعدوا في المجتمع [اسم الحدث هو "إحداث التغيير" وكثير من الناس والمنظمات من اجزاء مختلفة البلد والعالم شاركوا في الحدث] [ زملائي العمل وأنا شاركنا في الحدث للتوفير كثير من المعلومات والمساعدة لمجتمع الناس المثليين في جامعة تكساس ]

(2) [ أولاً كان بارد جداً في مدينة شيكاغو ورأيت الثلج أيضاً ] [ و على الرغم من الطقس البارد، تعلمت كثيراً من الناس الذين أكدوا أن هناك مستقبل لكل شخص والمستقبل سيضم كل شخص بغض النظر عن طابعهم أو طبيعتهم ] [ من الأشياء الملحوظة تعلمت من الحدث، ذهبت إلى الاجتماع التي احتوى على الآسيويين ] هؤلاء الناس اشتركوا قصص فريدة عن أسرهم المثليين أو أنفسهم [ من القصص الملحوظة، أتذكر جيد جداً عن ام وقصتها لأن أطفالها هم "مخنثون" (transgender) ] [ كان عندها ابنتان ولكن عندها ابنان الآن ] [ مع الأسف، ابنها الأصغر قتل نفسه في السنة الماضية بسبب اكتنابه لأنها ما فهمت حياته وكان عمره ١٤ سنة ]

(1) Last week I increased pursuing my personal and academic interests in Chicago. I participated in building a society for the gay community and people that want to help in this society. The name of this occurrence is “ making a change” and a lot of people and organizations from different parts of the country and world participant in this occurrence. My co-workers and I participated in this occurrence in order to provide information and help for this society in the University of Texas.

(2) First, it was really cold in Chicago and I saw the snow, too. Despite the cold weather I met a lot of people that confirmed that there was a future for everyone, and the future will include everyone regardless of their nature or affiliation. Those people shared unique stories about their homosexual families or themselves. Of these remarkable stories, I remember a story about a mother because her children were transgender. She had two daughters, but they are her sons now. Unfortunately, her youngest son committed suicide last year because he suffered from depressions because his mother did not understand his life. He was 14 years old.

In example 3.3-4, the participant is clearly demonstrating her ability to form paragraphs in Arabic. In paragraph (1), the participant introduces the topic, helping the gay community, by talking around the topic. She does not explicitly say that she will be discussing a specific topic, rather she mentions her trip to Chicago in order to bring awareness and help with this social issue. In paragraph (2), the participant elaborates on her involvement with helping the gay and transgender community by recalling a story she heard while visiting Chicago. The participant is discussing the same topic in paragraph (2), yet she is elaborating on this topic by introducing and discussing a new aspect or idea.

The following introductory paragraph was taken from a post-third year participant at the Advanced Mid to High proficiency level. The participant appears to be approaching Arabic paragraph formation

Example 3.3-5:

(1) [ كإنسان لا خلاف على أنّ ممارسة زواج القاصرات غير العادلة وتُعتبر قمع البنات وانتهاك حقوق الإنسان ] [ وأعتقد أنّ أغلب الأشخاص في هذا العالم لا يدركون أنّ هذه الممارسة مازالت شائعة في اليمن ] [ بنات كثيرات تحت العمر 15 عام يتزوجن برجال عادة أكبر منهن بشكل كبير وهن من المتوقع أن يمارسن الجنس مع هؤلاء الرجال الكبار ويعتنن بأطفالها ] [ طبعا ثمة عواقب سلبية على البنات من هذه الممارسة بما في ذلك أضرار نفسية وجسدية وخطورة أعلى من الموت خلال الحمل وضياع الطفولة وألخ ] [ وبالإضافة إلى ذلك ثمة أسباب ليبرر هذه الممارسة المروعة مما يخفق في تبريرها في رأي وعلى سبيل المثال وليس الحصر أسباب مالية بمعنى أن الأب ربما عاجز عن دفع الرسوم الدراسية أو الأب يستخدم مهر الزواج من أجل تخفيف ديونه بغض النظر عن رغبات بنته ] [ وبشكل عام هذه المسألة أكثر وجودا وسط طبقة الفقراء وتفتضي إنتباه من العالم على الفور.

(2) [ لماذا هذه الممارسة مازالت موجودة؟ ] [ لا أفهم ذلك على الإطلاق ] [ وبصراحة لا سبب يبرر هذه الممارسة لأن كل الأسباب مصنعة وسطحية وهؤلاء البنات يستحقن احترام وكرامة بمثابة بقية العالم ] [ ربما هذه المسألة أكثر شيوعا في العالم العربي بسبب معاملة النساء في الإسلام ] [ بعبارة أخرى المرأة أدنى من الرجل و الرجل له السلطة على المرأة ولذلك هؤلاء البنات يعتقدن أنّ غرضهن في الحياة خدمة رجلهن ] [ وعلى النقيض من ذلك تستحق المرأة التعليم وحياة السعادة ] [ فضلا عن ذلك هذه الممارسة تمثل العبودية وهن ضحايا الاغتصاب لأن الزواج مفروض عليهن ] [ ولكن تجدر الإشارة إلى أنّ ثمة البلدان العربية الأخرى التي تتيح لزواج القاصرات من ضمنها الجزائر ومصر وتونس والمغرب وليس فقط اليمن ] [ فهذا النوع من إهمال البنات موجود على نطاق واسع للأسف ]

(1) As a human being, there is no disagreeing that the practice of underage marriage is unfair, and is considered oppressive to girls and an infringement on human rights. I believe that the majority of people in the world do not realize that this practice is still prevalent in Yemen. A lot of girls, under the age of 15, marry men much older than them, and they are expected to copulate with these older men and bear their children. Of course, there are negative consequences for this practice, including psychological and physical damage, higher risk of death during pregnancy, losing their children, etc. In addition to that, there are reasons justifying this horrific practice, which fails to be justified, in my opinion, including but not limited to financial reasons. In other words, the father might be unable to pay for his children's college tuition or he might use his daughter's

dowry to lessen his debt, despite what his daughter wants. In general, this practice is most prevalent among the lower class, and requires the world's attention immediately.

(2) Why is this practice still present? I do not understand that at all. Honestly, there is no reason to justify this practice because every reason is artificial and superficial, and those girls deserve respect and dignity like the rest of the world. Perhaps this practice is more prevalent in the Arab world because of the treatment of women in Islam. In other words, women are lower than men and men have power over women. Because of that these girls believe that their significance in life is to serve their men. Additionally, women deserve the right to an education and to be happy. In addition to that, this practice represents slavery of women and they are victims of rape because marriage is forced upon them. However, it should be noted that there are other Arab countries, aside from Yemen, that allow underage marriage of girls such as Algiers, Egypt, Tunisia, and Morocco. Therefore, this type of carelessness of girls is, unfortunately, present on a wide scale.

In Example 3.4-5, the participant is introducing a social issue, which is discussed in the remainder of the text not featured above; however, the style of the introductory paragraph significantly resembles that of a native speaker of Arabic. Similar to Example 3.3-4, the participant in Example 3.4-5 is also elaborating on the topic by “talking around the topic,” rather than immediately presenting the issue, which will be discussed later (Almehmadi, 2012). In paragraph (2), the participant introduces a new idea or aspect of underage marriage of girls by discussing the treatment of women in the Middle East.

### **3.4 The Use of Connectives and their Role in Discourse Movement in the**

#### **Development of Arabic Writing**

Based on the data collected, I noticed that clause conjoining in the text was characterized by a high degree of “syndeton,”<sup>8</sup> thus indicating that clauses in Arabic are

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<sup>8</sup> **Syndeton** or **syndetic coordination** in grammar is a form of syntactic coordination of the elements of a sentence with the help of a coordinating conjunction. In a simple syndeton, two conjuncts are joined by a

generally required to be joined by connectives as sentences are, which in turn makes connectives an indispensable part of the internal structure of the sentence (Al-Batal, 1985). Therefore, in this section, I will discuss two important aspects witnessed in the data, with regards to connectives: (1) The use of connectives at the clause, sentence, paragraph, and discourse level, as seen in second-, third-, and post-third year writing samples, in order to examine how students' use of connectives as part of their written interlanguage evolves and contributes to the development Arabic style writing in the text, and (2) the absence of an overt connective, or zero connective,<sup>9</sup> as a transition marker at the sentence, paragraph, and discourse levels.

### **3.4.1 The Use of Connectives among Second Year Participants**

During their second year of Arabic, the participants expressed themselves at the clause and sentence levels; however, they did not express their ideas and thoughts at the paragraph level. Second year participants used a total of 603 connectives. Second year participants used 449 connectives at the clause level and 154 connectives were used at the sentence level. Table 3.1 and Table 3.2 list the connectives identified among second year participants' writings from the fall and spring semesters. The following tables present an

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conjunction: "I will have eggs **and** ham". In syndetic coordination with more than two conjuncts, the conjunction is placed between the two last conjuncts: "I will need bread, cheese and ham". The serial comma is not usually used in front of the conjunction between the last two items in British English, while American English generally suggests a comma: "I will need bread, cheese, and ham". (Englishdictionary.education)

<sup>9</sup> As mentioned in chapter 2, the zero connective is a phenomenon in which no explicit connectives are used but where the absence of a connective seems to be performing a certain function (Al-Batal, 1985 and 1990).

inventory of connectives according to their meaning in Arabic and English, levels of operation, and frequency of occurrence at each level:

Table 3.1 Frequency of Connectives at the Different Text Levels during the Fall Semester

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	72	20	0	0	92
ف	<i>So</i>	6	5	0	0	11
لأن	<i>Because</i>	19	0	0	0	19
ل	<i>In order to</i>	9	0	0	0	9
لكن	<i>But</i>	12	2	0	0	14
أيضا	<i>Also</i>	6	1	0	0	7
عندما	<i>When</i>	4	6	0	0	10
بس	<i>But</i>	5	2	0	0	7
لو	<i>If</i>	1	0	0	0	1
بالإضافة إلى	<i>In addition to</i>	1	12	0	0	13
كذلك	<i>Also; likewise</i>	0	2	0	0	2
أخيرا	<i>Lastly</i>	1	2	0	0	3
أولا	<i>Firstly</i>	0	2	0	0	2
بعد كذا	<i>After that</i>	1	0	0	0	1
إذا	<i>If</i>	3	1	0	0	4
ثم	<i>Then</i>	0	3	0	0	3
بسبب	<i>Because of</i>	1	0	0	0	1
عشان كذا	<i>Because of that</i>	0	7	0	0	7
إما	<i>Either</i>	1	0	0	0	1
لذلك	<i>So, thus</i>	3	4	0	0	7
كمان	<i>Also</i>	2	1	0	0	3
Zero connective	<i>No explicit connective used</i>	0	8	0	0	8

Table 3.1 provides a comprehensive list of connectives used by second year participants during the fall semester. Participants used a total of 22 different connectives, including the zero connective, at the clause and sentence levels. At the clause level, participants used connectives to mostly organize details and mark different relations

between ideas expressed within the sentence by giving reasons and elaborating. While at the sentence level, participants used connectives to mark the transition between main ideas beyond the clause level. In the following example, the participant uses the connectives at the clause and sentence levels to discuss why she is happy and why she visited Virginia:

#### Example 3.4-1

أنا مبسوطة جداً **لأنني** أستطيع أن أخذ صفوف ممتاز مثل الصف المسرح و ال صف العربية أيداً. **(0)** في العطلة الأخيرة، زرت ولاية برجنية **لأنني** كان عينت وظيفة في اللاب العلم النوروسينس. بعد رجع إلى بيتي قررت أن أقضي وقتاً مع عائلتي هناك. هذا السنة لقيت وظيفة في المكتب العلم. أظن أنه فرصة جديدة. أحياناً أفشل بالفهم كل شيء للدروس العربية **ولكن** أعمل في واجبي **لأخلصه**. أن شاء الله حلمي رح أسافر إلى الشوق الأوسط أو إسبانية **و** أستقر هناك مع حبيبي. **كمان** أرغب أعيش في مكان جميلة. الآن أنا ما زلت في الجامعة. قررت مجالات العلوم من الجامعة منذ التحقتها **و** بحبها كثيراً. حلمي رح ألاقى وظيفة في مستاسفى ممتاز في المستقبل أن شاء الله!

I am very happy **because** I can take excellent classes like theatre and Arabic, too. **(0)** During the last vacation I visited Virginia **because** I was appointed for a job in a Neuroscience lab. After I returned to my house I decided to spend time with my family. This year I found a job in the science library. I think that it is a new opportunity. Sometime I fail in understanding everything in the Arabic lessons **[and] but** I work on my homework **in order to** finish it. Hopefully, I will travel to the Middle East or Spain **and** settle down there with my love. **Also**, I want to live in a beautiful place. Now, I am still in school. I read science magazines from the university since joining the university, **and** I love them a lot. My dream is to hopefully find a job in an excellent hospital in the future.

In Example 3.4-1, the participant used 7 connectives at the clause level, highlighted in blue, and 2 connectives at the sentence level, highlighted in red. At the clause level, the participant uses the connective لأن *because to* and ل *in order to to* elaborate on the previous statements by giving a reason for the series of events expressed in the sentence. The participant is also joining two clauses together by using لأن *because*

and *in order to* which adds depth to the sentence as a whole and creates a sense of cohesion within the sentence. Additionally, the participant uses the connective *لكن* *but* as a means to contrast the previous clause with the following clause and the connective *و* *and* to join both clauses together and add additionally information within the sentence.

At the sentence level, the participant uses a zero connective (0) to signal a shift in the progression of discourse. In her first sentence, the participant gives the reason for her current happiness then moves to a slightly different topic in her next sentence. The use of the zero connective here seems to perform a cohesive function that cannot be performed by an explicit connective without affecting the rhetorical significance created by the absence of a connective. Additionally, the participant uses the connective *كمان* *also* to elaborate on her aspiration of living in the Middle East or Spain. Another example of connectives used at clause and sentence levels is featured in the following: example:

#### Example 3.4-2

ما أحب الاشتري من الملابس. (0) ما أحب الزيارة محلّات. (0) ما أحب أي إشياء **لأني** مملة مع الملابس. في الحقيقة، أزعل **عندما** لازم الاشتري. أظنّ أنّ أنا ما أحب أنّ أشتري الملابس **لأنّه** صعب، يعني **عندما** أروح أنّ أنوي البحث كل أشياء لازم **ولكن** أنا ما نفس الأشخاص في عائلتي. زوجة أحي بتحب الملابت اكتوبر! هي وأختها عندهم المدونة من الملابس. يبحبون التصوير **و** عندهم صورة الف في الانترنت في مدونة. أظنّ أنّها تملك مية ملابس نفسها **و** يزداد باستمرار. أظنّ أنّها تشعر الحرّية طوال الملابس **و** الملابس هوية كبير منها **ولكن** الملابس مش كبير مّني **ولكن** أحب الملابس الأخرى بين الثقافات. أنا بحب مشاهدة الملابس الأخرى في اوسطن. عندي أصدقائي من مكان أخرى و الثقافات أخرى **و** نحب مشاهدة الملابس **لأنّه** جميل اكتوبر. اوسطن شركة من مهاجرين في الولاية **و** كل الناس الأخرى جميل. في اوسطن، هناك مهاجرين من أمريكا جنوب ومن الشرق الأوسط و من كل عالم. **ولذلك** مدينة اوسطن عندها شخصيّة **لأنّ** الناس الأخرى. أتمنّى أنّ الناس عندهم الشخصيّة طوال الملابس **بس** الملابس مو كبير مّني. أعرف أنّ الملابس من الثقافة كبير من الناس كثير. كلنا نشترك في الملابس يعنيون أي شيء.

I do not like to buy clothes. (0) I do not like going to shops. (0) I do not like anything *because* I am bored with clothes. Honestly, I get upset *when* I have to buy. I think that I do not like to buy clothes *because* is it hard, meaning *when* I intend to look for everything I need *[and] but* I am not like the rest of my family. My brother's wife loves clothes a lot! She and her sister have a blog about clothes. They love taking pictures *and* they have a thousand pictures of clothes on their blog. I think that she has a hundred clothes herself *and* its constantly increasing. I think that she feels free through clothes *and* clothes are a big part of her identity, *[and] but* clothes are not a big part of me, *[and] but* I love clothes from other cultures. I do not like to look at other clothes in Austin. I have friends from other places and cultures *and* we like to look at clothes *because* they are really pretty. Austin is a company of immigrants in the state *and* all of the other people are pretty. In Austin, there are immigrants from South America, the Middle East, and from all over the world. *[And] thus*, Austin has character *because* of the other people. I hope that people have character through clothes *but* clothes are not a big part of me. I know that clothes from the culture are a really big part of people. We all share in clothing to mean anything.

In Example 3.4-2, the participant uses 14 connectives at the clause level and 4 connectives at the sentence level. She uses the connectives لأن *because*, عندما *when*, and *and* to express ideas within the sentence. The participant offers additional information and clarification by utilizing the connectives لأن *because*, عندما *when*, and و *and*. She also uses these connectives to offer reason for the previous clause and link the clauses together within the sentence. The participant also uses the connectives لكن *but* and بس *but* at the clause level. She uses these connectives to contrast the previous clause from the following clause.

At the sentence level, the participant uses the zero connective and the connectives لذلك *thus* and و *and*. She uses the zero connective twice in the beginning of the text, thus creating a parallel structure. The participant begins her first three sentences with the phrase ما أحب *I do not like* without using an explicit connective to link the sentences together. She could not have created the stylistic and rhetorical feel with the use of an

explicit connective such as *و and*. By using the zero connective here, the participant is adding balance and rhythm to the sentences and giving her ideas a special “rhetorical effect”. The participant also uses the connective *و and* with the connective *لذلك thus* toward the end the text to sum up the idea mentioned in the previous sentence.

As second participants progressed from the fall to spring semester, I noticed a distinctive development in their use of connectives. The following table illustrates the connectives participants used at the clause and sentences levels during the spring semester:

Table 3.2 Frequency of Connectives at the Different Text Levels during the Spring Semester

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	166	31	0	0	197
ف	<i>So</i>	4	8	0	0	12
لأن	<i>Because</i>	21	0	0	0	21
ل	<i>In order to</i>	2	0	0	0	2
لكن	<i>But</i>	53	7	0	0	60
أيضا	<i>Also</i>	3	1	0	0	4
عندما	<i>When</i>	6	2	0	0	8
بس	<i>But</i>	11	2	0	0	13
بالإضافة إلى	<i>In addition to</i>	2	7	0	0	9
أخيرا	<i>Lastly</i>	0	1	0	0	1
إذا	<i>If</i>	4	4	0	0	8
بسبب	<i>Because of</i>	4	0	0	0	4
عشان كذا	<i>Because of that</i>	0	3	0	0	3
إما	<i>Either</i>	2	0	0	0	2
لذلك	<i>So, thus</i>	0	2	0	0	2
كمان	<i>Also</i>	6	2	0	0	8
لما	<i>When</i>	4	1	0	0	5
بعدين	<i>After that</i>	0	1	0	0	1
بسبب ذلك	<i>Because of that</i>	0	1	0	0	1
حين	<i>when</i>	3	1	0	0	4
من أجل	<i>For the sake of</i>	1	0	0	0	1
عشان	<i>Because</i>	10	0	0	0	10
بعد ذلك	<i>After that</i>	0	1	0	0	1
Zero connective	<i>No explicit connective used</i>	0	1	0	0	1

Table 3.2 provides a comprehensive list of connectives used by second year participants during the spring semester. Participants used a total of 24 different connectives, including the zero connective, at the clause and sentence levels. When comparing Table 3.1 with Table 3.2, I noticed three distinctive developments in the second year participants' written Interlanguage. Firstly, it is important to note that although the participants used more connectives in the spring semester, they did not use all of the same ones from the fall semester. For instance, the participants during the fall semester used the connectives *أولا firstly*, *لو if*, *كذلك also*, and *ثم then*; however, they did not use these connectives during the spring. Secondly, participants used the zero connective once in the spring and 8 times during the fall, thus exhibiting a decrease in the use of the zero connectives as participants moved from the fall to the spring semester.

Lastly, I noticed an increase in the frequency of the connective *و and* at the clause and sentence levels during the spring semester. During the fall semester the participants used *و and* 72 times at the clause level and 20 times at the sentence level. However, the same participants from the fall semester used *و and* 166 times at the clausal level and 31 times during the spring semester. The use of connective *و and* is significant in Arabic in that it contributes to establishing textual cohesion. Thus, this shows that the participants are developing a feature of Arabic style writing and showing evolution in the written interlanguage. The following two examples illustrate the three developments previously mentioned:

### Example 3.4-3

هناك الأعياد المختلفة في كل العالم **و** هناك العادات المختلفة و الطقوس المختلفة مع كل هذه الأعياد. في عائلتي نحتفل بنوع من الأعياد في العالم. أنا رح أتكلم عن الأعياد المتنوعة التي عائلتي تمارسها **و** الاسباب وراء المناسبات لعائلتي. عائلتي مسيحية. **ف**بعض أهم الأعياد لعائلتي الأعياد المسيحية **و**. عيد مفضلتي منها عيد الميلاد. هناك الطقوس المهمة مع العيد **و لكن** أحبه **بسبب** نشاطات أخرى. كل سنة أنا و أبي عندنا عادة معتادة **و** نزيّن البيت مع الزينات الحلوة. في يوم العيد عائلتي و أنا نتجمع مع بعض **و** نتشارك في الهدايا **و** كل عائلتي لطيفة للفترة. واحد العيد المسيحي الذي عائلتي تحتفل به اسمه عيد الفصح. هذا العيد المسيحي التقليدي الذي يحتفل بحياة ثانية يسوع **و** هذا العيد مش كبير جداً في حياتي **و لكن حين** في بيت والديني أحتفل بالعيد. واحد العيد الذي ما يكون مسيحي يسمى عيد الشكر. هناك تاريخ كثير و أهمية كثيرة بالنسبة لعيد الشكر لعائلتي. ابن عمي اعلن أنه سيصبح عريس في واحد سنة **و** كان هناك التهاني كثير **و** هذا أشبه عيد الشكر أخرى **حين** بنت عمي اعلنت أنها ستصبح عروس.

There are different holidays all over the world **and** there are different practices and rituals that come with these holidays. In my family, we celebrate one of these holidays. I am going to talk about the various holidays my family celebrates **and** the reasons behind these occasions. My family is Christian. **So**, some of the important holidays for my family are Christian holidays. **And**, my favorite holiday is Christmas. There are important rituals with this holiday **[and]** **but** I love it **because** of the other activities. Every year my dad and I have our usually custom **and** we decorate the house with beautiful decorations. On Christmas day, my family and I gather together **and** we share gifts **and** my family is nice during this time. One Christian holiday that my family celebrates is Easter. This is the traditional Christian holiday that celebrates the second life of Jesus **and** this holiday is not a big deal in my life **[and] but when** I am at my parents' house I celebrate it. One holiday that is not a Christian holiday is Thanksgiving. To my family, there is a long and important history with regards to Thanksgiving. My cousin announced that he was going to get married one year **and** there were a lot of congratulations **and** that resembled another Thanksgiving **when** my other cousin announced that she was going to get married.

In Example 3.4-3, the participant uses 15 connectives at the clause level and 2 connectives at the sentence level. At the clause level, the participant uses the connectives **و** *and*, **بسبب** *because*, and **حين** *when* to join clauses and elaborate on information in the sentence. The participant also uses the connective **لكن** *but* as a means to contrast the previous clause with the following clause. It is noteworthy that the connective **و** *and*

accounted for 10 of the 15 connectives used at the clause level. This demonstrates an increase in the frequency of the connective *و* *and* among second year participants during the spring semester. Additionally, the participant uses the connective *حين* *when*, which was not used by participants during the fall semester.

At the sentence level, the participant uses the connective *ف* *so* that signals relations of reason and result in order to organize the details of the main statement. He does this by giving reason for his previous statement and stating that his family celebrates Christian holidays because they are Christian. The participant also uses the connective *و* *and* to change the direction of the main topic, his family celebrating Christian holidays, to mentioning his favorite holiday, Christmas. He later gives reasons as to why Christmas is his favorite holiday. Another example of connectives used at clause and sentence levels during the spring semester is featured in the following:

#### Example 3.4-4

أهلاً وسهلاً و إن شاء الله كل شيء بخير! اليوم عايز أركز على طفولتي **و** كيف عائلتي كانت فيها . ما زلت في الشباب **و لكن** يبدو أن طفولتي كانت في وقت طويلة من الآن. **و** في هذها لزمنا أنا كنت شوية مجنون **بس** مش مختلف عن أولاد آخرين مثل معظم أولاد. حبيت ألعب في الخارج **و** كان عندي أشياء غريبة **و** أحياناً دم على جسمي خاصةً وجهي وأيدي. الطفولة الوقت للحصول على أخلاق **و** أنا متأكد أنني صبحت مؤدب **عشان** علمت كل شيء من أمي الشخص الذي عندي وثق به **و** قلبها أبيض جداً. **و** ناقشنا موضوعات طوال شبابي **و** عودت أن أستمع إلى كل شيء الذي قالته. هي الأهم شخص في حياتي. كنت متضايق من ماما و بابا **عندما** غادرنا بيت جدتي في هيوستون أن نسكن في مدينة سان أنتونيو **عندما** عمري كان ثلاثة سنة **عشان** جزء كبير حياتي كان فيه **و لكن** حاولت أن أعمل صداقات **عندما** شغلت مدرسة **و** المدرسة رحبتي بها **و** عملت صداقات **و** نجحت في دراستي **لأنني** كنت ذكي بفضل الله. (0) طفولتي في سان أنتونيو كانت الأفضل **و** اعتبرت سكن فيها للجامعة. كنت عايز تجربة في مكان آخر **و** فعلاً أحب حياتي في مدينة أوستن **بس** ربما في يوم واحد حارج إلى سان أنتونيو خصوصاً أن المدينة تصبح رائع بفضل مشاريع حكومية. أشعر بالغربة شوية لبيت جدتي من طفولتي.

Welcome. Hopefully all is well. Today I want to focus on my childhood *and* how family was during that time. I am still a young adult *[and] but* it feels like my childhood was a long time ago. *And*, during this time I was a little crazy *[and] but* not that different from other children. I loved playing outside *and* I had strange things *and* sometimes I had blood on my body especially my face and hands. Childhood is a time for acquiring morals *and* I am sure that I became polite *because* I learned everything from my mom, the person that believed in me *and* who is really kind-hearted. *And*, we discussed topics throughout my adolescence *and* I got used to listening to everything she told me. She is the most important person in my life. I used to be upset with my mom and dad *when* we left my grandma's house in Houston to live in San Antonio *when* I was three years old *because* a big part of my life was there, *[and] but* I tried to make friends *when* I was at school *and* my school welcomed me *and* I made friends *and* succeeded in my studies *because* I was smart thanks to God. (0) My childhood in San Antonio was the best *and* I considered living there for the university. I wanted an experience in another place *and* I really love my life in Austin *but* maybe one day I will return to San Antonio especially since the city had become a great place thanks to government projects. I feel a little homesick for my grandma's house.

In Example 3.4-4, the participant used 23 connectives at the clause level and 3 connectives at the sentence level. At the clause level, the participant uses the connectives *و and*, *لأن because*, *عشان because*, and *عندما, when* to join clauses and elaborate on information in the sentence. The participant also uses the connectives *بس but* and *لكن but* as a means to contrast the previous clause with the following clause. The connective *و and* accounted for thirteen out of the twenty-three connectives used at the clause level.

At the sentence level, the participant used the connective *و and* and the zero connective. The use of these connectives signals a topic transition within the text. The participant uses the connective *و and* to add additional information about his relationship with his mother and childhood. He also uses a zero connective toward the end of the text to transition to a concluding sentence about his childhood. It is worth mentioning that the only instance of the zero connective used among second year spring semester participants

occurs in example 3.4-4. Overall, the data from the spring semester shows that second year participants have begun to develop their Arabic writing skill and provide evidence of further development of their written interlanguage.

### **3.4.2 The Use of Connectives among Third Year Students**

In this study, third year Arabic students expressed themselves at the clause, sentence, and paragraph levels. A total of 1175 connectives were used at the clause, sentence, and paragraph levels. Of these 1175 connectives, 775 connectives were used at the clause level, 334 connectives were used at the sentence level, and 66 connectives were used at the paragraph level. As demonstrated in the data, connectives at the clause level represented the vast majority of connectives used in all second and third year writing samples. Connectives at the clause level among third year students were used in the same way as seen among second year students. Third year participants in this study used connectives at the clause level to organize details and elaborate with in the sentence.

Table 3.3 and Table 3.4 list the connectives identified among third year participants' writings from the fall and spring semesters. The following tables present an inventory of connectives according to their meaning in Arabic and English, levels of operation, and frequency of occurrence at each level:

Table 3.3 Frequency of Connectives at the Different Text Levels during the Fall Semester

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	170	83	12	0	265
ف	<i>So</i>	7	24	4	0	35
لأن	<i>Because</i>	33	0	0	0	33
ل	<i>In order to</i>	21	0	0	0	21
لكن	<i>But</i>	35	3	2	0	40
حين	<i>When</i>	1	0	0	0	1
أيضا	<i>Also</i>	15	4	0	0	19
عندما	<i>When</i>	8	4	2	0	14
بل	<i>Rather; but actually</i>	1	0	0	0	1
بالإضافة إلى	<i>In addition to</i>	1	8	1	0	10
أخيرا	<i>Lastly</i>	3	0	0	0	3
إذا	<i>If</i>	4	6	0	0	10
بسبب	<i>Because of</i>	11	1	0	0	12
أولا	<i>Firstly</i>	0	0	1	0	1
لذلك	<i>So; thus</i>	2	11	1	0	14
مما	<i>Whereat; for which reason</i>	2	0	0	0	2
حيث	<i>Where</i>	4	0	0	0	4
لذا	<i>So; therefore</i>	1	1	0	0	2
من أجل	<i>For the sake of</i>	6	0	0	0	6
ثم	<i>Then</i>	2	3	0	0	5
ثانيا	<i>Secondly</i>	0	1	0	0	1
فضلا عن	<i>In addition to...</i>	1	1	0	0	2
إنما	<i>But rather; on the contrary</i>	3	0	0	0	3
هكذا		0	1	0	0	1
على أن	<i>Though; however</i>	3	1	0	0	4
بعد ذلك	<i>After that</i>	1	1	0	0	2
بمثابة	<i>Like; such as</i>	1	0	0	0	1
Zero connective	<i>No overt connective used</i>	0	7	6	0	13

Table 3.3 provides a comprehensive list of connectives used by third year participants during the fall semester. They used a total of 28 different connectives, including the zero connective, at the clause, sentence, and paragraph levels. Additionally, third year participants exhibit four distinctive developments in their written Interlanguage. Firstly, their writing features an increase in the variety of connectives. For instance, third year participants used the following eight new connectives that were not used by second year participants: بل *rather; but actually*, مما *where; for this reason*, لذا *so; therefore*, عن فضلا *additionally*, إنما *but rather; on the contrary*, هكذا *thus; so*, على أن *though; however*, and بمثابة *like*.

Secondly, I noticed a change in the frequency of connectives at the clause and sentence levels. I compared second year participants in Table 3.2 with third year participants in Table 3.3 in order to evaluate the progression of the frequency of connectives used at the clause and sentence levels. The following chart features the progression of six various connectives used by both groups of participants at the clause level:

Table 3.4 Frequency of Connectives at the Clause Level

Spring: Second Year Participants			Fall: Third Year Participants		
Connective	Translation	Quantity	Connective	Translation	Quantity
و	<i>And</i>	166	و	<i>And</i>	170
ف	<i>So</i>	4	ف	<i>So</i>	7
لأن	<i>Because</i>	21	لأن	<i>Because</i>	33
ل	<i>In order to</i>	2	ل	<i>In order to</i>	21
لذلك	<i>So; thus</i>	0	لذلك	<i>So; thus</i>	35
لكن	<i>But</i>	53	لكن	<i>But</i>	2

When comparing second year participants with third year participants in Table 3.4 semester, I noticed that there was not much of an increase in the use of the connectives و *and* and ف *so*. However, there was an increase in the use of the connectives ل *in order to* and لذلك *so; thus*. This increase is significant because it shows evidence of third year participants linking two clauses together by using the connective to elaborate on and/or give reasons for the previous clause. Another noteworthy observation is the decrease in the use of the connective لكن *but* at the clause level. Second year participants during the spring used the connective لكن *but* 53 times at the clause level, while third year participants used the connective لكن *but* 2 times. Yet, the progression in the frequency of connectives used at the sentence level slightly differed than at the clause level. Table 3.5 features the frequency of connectives at the sentence level:

Table 3.5 Frequency at the Sentence Level

Spring: Second Year Participants			Fall: Third Year Participants		
Connective	Translation	Quantity	Connective	Translation	Quantity
و	<i>And</i>	31	و	<i>And</i>	83
ف	<i>So</i>	8	ف	<i>So</i>	24
لأن	<i>Because</i>	0	لأن	<i>Because</i>	0
ل	<i>In order to</i>	0	ل	<i>In order to</i>	0
لذلك	<i>So; thus</i>	2	لذلك	<i>So; thus</i>	11
لكن	<i>But</i>	7	لكن	<i>But</i>	3

When comparing second year participants with third year participants in Table 3.5, I noticed that there was an increase in the use of the connectives و *and*, ف *so*, and لذلك *so; thus* among third year participants during the fall. However, second year participants during the spring used the connective لكن *but* more than third year participants during the fall. Both groups of participants did not start a sentence with the connectives لأن *because*

and *∪ in order to*. This is significant because the participants are demonstrating an understanding of the functions of these two connectives, which is to give reason within a sentence. Thus, they are using these two connectives to link two clauses together rather than starting a new sentence. Yet, the increase in variety and change in frequency of connectives are not the only two features that I noticed among third year participants during the fall.

A third feature of written Interlanguage development among third year participants during the fall is the use of connectives to organize thoughts and ideas at the paragraph levels. I noticed that third year, fall participants in this study were able to combine and link sentences into texts of paragraph length and structure. Additionally, they demonstrated ability to incorporate cohesive devices (i.e. connectives) when transitioning from paragraph to paragraph.

Lastly, I noticed that the frequency of the zero connective at the sentence level increased. Second year, spring participants used the zero connective once at the sentence level, while third year, fall participants used the zero connective 7 times. Also, third year fall participants also employed the use of the zero connective at the paragraph level. This is significant because it reflects how third year participants are beginning to exhibit an Arabic writing feature when signaling a shift in the flow of the discourse. The following two examples illustrate the four developments previously mentioned. In the following writing sample, the participant used a variety of connectives at both the clause and sentence levels:

#### Example 3.4-5

منذ آلاف السنوات كان هناك المملكة الفاخرة اسمه "تيراليا" **و** كان هناك ملك وحيدا اسمه. خالد كان خالد رجل جميل **و** كان عنده شخصية فريدة. **و بالإضافة إلى** ذلك كان ناضج جدا ونظيف جدا **و** كان شخص ممتاز. **و** بشكل عام كل شخص في المملكة أحبه كثيرا **و** كل شخص احترام له. **و** كان القصر ذو المعمارية الجميلة مع أركان كبيرة والعديد من النوافذ. **و** كانت مملكة خالد مزدهرة، كل من المواطنين كانوا سعداء كثيرا كل ليلة شربوا خمر **و** كانوا دائما عندهم مبلغ وفيرة من الطعام. **و** أنها لم تكن جائعة. **و أيضا** كانوا قادرين على غسل ثياب كل الأسبوع **و أيضا** يستحم كل اليوم. **و** كانت مملكة "تيراليا" دائما نظيفة جدا **لأن** المواطنين كانوا متخصصة في صنع الصابون. تتاجر المملكة البضائع اخرى مع الممالك الأخرى وبعض الجاليات الأجنبية الأخرى في كل أنحاء العالم.

Thousands of years ago, there was a luxurious kingdom called Tiralia **and** there was also a lonely king named Khaled. Khaled was a handsome man, **and** had a unique personality. **And, in addition to that**, he was very mature and clean, **and** he was an excellent man. **And**, generally, everyone in the kingdom loved him a lot, **and** everyone respected him. **And**, his castle had beautiful architecture with large columns and a lot of windows. **And**, his kingdom was prosperous, every citizen was happy every night, drinking wine, **and** they always had an abundance of food **and** no one went hungry. **And also**, they were able to wash their clothes every week and bath everyday. **And**, Tiralia was always a very clean kingdom **because** the citizens specialized in making soap. The kingdom traded other goods with other kingdoms and foreign communities all over the world.

In example 3.4-5, I noticed an increase in the frequency of connectives. The connectives highlighted in blue represent connectives linking clauses together, while connectives highlighted in red link sentences together. The participant has used four various connectives such as *and*, *لأن*, *because*, *و*, *إلى*, *in addition to*, and *أيضا* *also*. He used a total of 9 connectives at the clause level, including the connectives *و* *and* *لأن* *because*. The participant also used a total of 7 connectives at the sentence level, including the connectives *و* *and* and *أيضا* *also*. This increase in frequency of connectives is significant because it demonstrates the participant's awareness of linking sentences with

connectives. The participant is using a connective to avoid any disconnectedness or drop between sentences, thus creating a cohesive-feel in the text.

Another example of connectives used at the clause and sentence level is featured in the example below. The following example demonstrates an increase in the variety of connectives used at the clause and sentence levels:

Example 3.4-6:

يستخدم الأشخاص مدونة لأسباب كثيرة (1) مثلاً في وضعي أنشر مدونة (2) بسبب صفي باللغة العربية. (3) وعلى أن كثير من زملائي يستخدمون مدونات أن يكتبوا عن أمور مختلفة. يدون عدد كبير من أصدقائي أحداث من سفرهم أو دراستهم خارج الولايات المتحدة (4) فمن الممكن عائلتهم وأصدقائهم أن يقرئوا عن مغامرات أصدقائي. (5) وبالإضافة إلى ذلك يكتب هؤلاء زملائي في مدونة (6) لانهم يريدون أن يدونوا مذكراتهم (7) ف في المستقبل سينتظرونها. (8) وأيضاً بعض الناس يكتب عن السفر مع مركز محدد (9) بمثابة شكل السفر (ربما السيارة أو الطائرة) أو مكان واحد وكل الأشياء التي شخص من اللازم أن يعملها في هذا المكان. (10) و يقرأ هذه المدونات الأشخاص الآخرين للحصول على أفكار ومعلومات عن أماكن التي يرغبون أن يسافروا إليها.

People use blogs for many reasons (1) like in my situation I am publishing a blog (2) because of my Arabic class. (3) However, a lot of my peers use blogs to write about different issues. A lot of my friends write blogs about their travels and studies outside of the United states (4) so their families and friends can read about their adventures. (5) In addition to that, my peers write blogs (6) because they want to record their memories (7) so they can remember them in the future. (8) Also, some people write about traveling with a specific focus (9) like the setting of their travels (maybe in a car or plane) or one place and all the things that a person has to do in that place. (10) And, other people read these blogs to get ideas and information about the places that they want to travel to.

In example 3.4-6, The participant used a total of 9 different connectives at the clause and sentence levels. As demonstrated in example 3.4-5, the connectives highlighted in blue represent connectives linking clauses together, while connectives highlighted in red link sentences together. Example 3.4-6 features evidence of a variety of connectives used in addition to the increase of connectives used at the sentence level.

It is also worth mentioning that the participant also used the connective *ف so* twice, as featured in sections (4) and (7). In these two instances, the participant attempts to create a cohesive link by using the connective *ف so* at the clause level. Yet, from a semantic perspective, the connective *ف so* may not have been the most suitable connective for creating cohesion within the sentence and text as a whole, as it causes an abrupt shift in the sentence. The participant seems to be overgeneralizing the use of *ف so*, in order to indicate reason and result stated in the sentence.

Another important feature of third year Arabic students was the development of the text through paragraphing. Second year students use connectives to link clauses and sentences, while third year students in this study were able to combine and link sentences into texts of paragraph length as is typical of learners at the Intermediate High and Advanced Low levels of proficiency (ACTFL, 2012), in addition to using connectives to create a feeling of cohesion at the paragraph level. In the following example, the participant used the connectives *و and* and *بالإضافة إلى in addition to* to link paragraphs:

#### Example 3.4-7

- (1) عندما يحصل اللاجئون على بطاقة خضراء ويجيئون إلى أمريكا من كل أنحاء العالم بعد سنوات الانتظار لبداية جديدة ...
- (2) **و** لأن اللغة الانجليزية هي أساس التواصل...
- (3) **و** واحد من هذه العوامل هو تركيز المنظمات لإعادة التوطين وتركيزها على الحصول على العمل للاجئين ...
- (4) **و بالإضافة إلى ذلك** تحكم المنظمات لإعادة التوطين حال السكن للاجئين ...
- (5) على الرغم من ليس هناك حل سهل واحد لهذه المشكلة...

- (1) When refugees obtain a green card and come to America from all over the world and years of waiting for a new beginning...
- (2) ***And*** because English is a necessity for communication...
- (3) ***And*** one of these factors is the concentration of organizations for resettling refugees and focusing on getting them work...
- (4) ***And, in addition to that,*** the resettlement organizations control the living situation for refugees.
- (5) Despite the fact that there is not an easy solution for this problem...

The numbers in example 3.4-7 indicate the start of a new paragraph. In paragraphs (2), (3), and (4) in example 3.4.7, the participant is joining the paragraphs together, indicating a certain semantic relationship or discourse shift between the paragraphs (Al-Batal, 1990). With the connectives *و and* and *بالإضافة إلى in addition to* the participant is 1) establishing a sense of cohesion by linking the paragraphs together and 2) elaborating on the main idea of the text by providing various examples to support the topic addressed in the text. Thus, the connectives *و and* and *بالإضافة إلى in addition to* are signaling a shift in the text and communicating to the reader that an example will be included in order to support the matter addressed in the text.

Third year fall students also signaled a shift in discourse from paragraph to paragraph by using the zero connective. The following two examples illustrate the use of zero connective, in addition to other connectives, at the paragraph level:

Example 3.4-8

(1) منذ بداية البشر طوّرت حضارات في كل أنحاء العالم مفاهيم مختلفة حول معنى و خصائص الجمال...

(2) في الشرق الأوسط مفاهيم الجمال تأخذ شكل مشبه اليابانيون و مختلف عنهم أيضاً. و فيها كثيرة من مفاهيم الجمال تدور حول الأفكار التي تجيء من دين الإسلام مثل فكرة الحجب...

(3) و يبدو أنّ في أمريكا مفاهيم الجمال تأخذ شكل سطحي مختلف عن الشرق الأوسط و اليابان و ما يعتبر رائع يقتصر على الأشياء التي ملحوظة سهولةً...

(4) و في رأيي أكبر مصلحة تجيء من مفاهيم الجمال من الشرق...

(5) في رأيي تطوّرت مفاهيم الجمال الشرق الأوسطي و الشرقي أكبر من كل أجزاء العالم و أنها مفيدة أن يتأخذ هذه المبادئ الى حياة يوميا.

- (1) Since the beginning of mankind civilizations all over the world developed different concepts around the meaning and characteristics of beauty.
- (2) In the Middle East, concepts of beauty take a different form resembling the Japanese, and they also differ from them. And, of them a lot of concepts of beauty revolve around the ideas that come from Islam, like the idea of the headscarf.
- (3) And, it appears that in America, the concepts of beauty take a superficial form different from the Middle East and Japan, and what is considered wonderful is limited to the things that are easily noticeable.
- (4) و In my opinion, the greatest interest of the concepts of beauty comes from the East.
- (5) In my opinion, Middle Eastern and Eastern concepts of beauty have evolved in a greater way than in other parts of the world, and it is useful for these principles to be adopted in everyday life.

In paragraphs (3) and (4) in example 3.4.8, the participant is joining the paragraphs together, with the connective *و and* and the zero connective. In paragraph (3), the participant is using the connective *و and* to adding an additional point to her argument, the concepts of beauty around the world. In paragraph (2), she talks about beauty in Middle East and Japan, yet in paragraph (3), she begins talking about beauty in America. The zero connective in paragraph (4), on the other hand, is signaling a shift in the discourse as the participant begins talking about her opinion regarding the region in

which the interest in beauty is the greatest. This shift without an explicit connective marked a firm transition from the participant's observation of the idea of beauty in various regions to her opinion of the concept of beauty in the region of greatest interest.

In addition to using the zero connective to signal the presentation of their personal opinions, third year fall participants also used the zero connective to immediately shift the focus from the main topic to the presentation of details. The following example illustrates this:

Example: 3.4-9

- (1) في الاسبوع الماضي أكثر من الإقبال على اهتماماتي الشخصية والأكاديمية في شيكاغو...
- (2) **(0) أولاً**، كان بارد جداً في مدينة شيكاغو ورأيت الثلج أيضاً...
- (3) **ف**الأم أكدت أن قبول الأسرة مهم جداً لسعادة الأطفال المتليين...
- (4) **و لكن** أستطيع أن أشهد على التقدم التي صنعناه في السنوات الأخيرة. فمثلاً، ضم الرئيس أوباما الكلمة "مخنثون" في كلامه في حالة الاتحاد لأول مرة في التاريخ...
- (5) بعد مناقشة هذا الأمر العالمي مع النشطاء النضجون، سأكثر من التنظيم في جامعة تكساس. و الحمد لله، أنا عضوة اللجنة التي تساعد الطلاب المتليين في لمعيشة حياتهم بدون تمييز في الجامعة...

- (1) Last week, my personal and academic interests in Chicago have increased.
- (2) **(0) Firstly**, it was very cold in Chicago and I also saw snow.
- (3) **So**, the mother reassured that family acceptance is very important for gay children's' happiness.
- (4) **(And) but**, I can witness the progress that we have made in previous years. So, for example, President Obama included the word "bisexual" in his speech in the State of the Union for the first time in history.
- (5) After discussing this worldly matter with mature activists, I will increase the organization at UT. And, thank God, I am a committee member that helps gay students live their lives without discrimination at the university.

In paragraphs (2), (3), and (4) in example 3.4.9, the participant is joining the paragraphs together with various connectives, including the zero connective. In paragraph (2), the participant is using the zero connective to move from the general statement about Chicago in paragraph (1) to his observation of the city in paragraph (2). He also uses the connective *أولاً* *firstly* after the zero connective to signal that he will be discussing various observations of Chicago. In paragraph (3), the participant uses the connective *ف* *so* to elaborate on the topic presented at the end of paragraph (2). In paragraph (2), the participant mentions that he met a group of people who identified as gay. In paragraph (3), he begins the paragraph by delving into a specific story he remembered hearing from a mother of two children who both identify as gay. In paragraph (4), the participant begins the paragraph with the connectives *و* *and* and *لكن* *but*. The connective *و* *and* is signaling a continuation of the topic homosexuality in the U.S., and he uses the connective *لكن* *but* with the connective *و* *and* indicating a change in the direction of the topic.

As third year participants progressed from the fall to spring semester, I noticed a distinctive development in their use of connectives. The following table illustrates the connectives participants used at the clause and sentences levels during the spring semester:

Table 3.6 Frequency of Connectives at the Different Text Levels during the Spring Semester

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	265	91	20	0	374
ف	<i>So</i>	5	25	1	0	31
لأن	<i>Because</i>	43	0	0	0	43
ل	<i>In order to; to</i>	10	0	0	0	10
لكن	<i>But</i>	43	2	0	0	45
حين	<i>When</i>	3	1	0	0	4
لو	<i>If</i>	4	2	0	0	6
بدلا من	<i>Instead of</i>	1	0	0	0	1
أيضا	<i>Also</i>	9	3	0	0	12
عندما	<i>When</i>	12	3	0	0	15
بل	<i>Rather; but actually</i>	2	0	0	0	2
بالإضافة إلى	<i>In addition to</i>	1	11	1	0	13
أخيرا	<i>Lastly</i>	2	2	1	0	5
إذا	<i>It</i>	4	2	0	0	6
بسبب	<i>Because of</i>	16	1	0	0	17
أولا	<i>Firstly</i>	1	1	0	0	2
لذلك	<i>So; thus</i>	3	13	1	0	17
حيث	<i>Where</i>	2	0	0	0	2
من أجل	<i>For the sake of</i>	1	0	0	0	1
ثم	<i>Then</i>	5	0	0	0	5
فضلا عن	<i>In addition to...</i>	0	1	0	0	1
إذا...ف...	<i>If...then...</i>	0	1	0	0	1
بعدين	<i>After that; later</i>	0	1	0	0	1
على أن	<i>Though; however</i>	0	1	1	0	2
بعد ذلك	<i>After that</i>	5	3	0	0	8
مع ذلك	<i>However</i>	1	0	1	0	2
لذا	<i>So; therefore</i>	0	1	0	0	1
بس	<i>But</i>	1	0	0	0	1
Zero connective	<i>No overt connective used</i>	0	9	11	0	20

Table 3.6 provides a comprehensive list of connectives used by third year participants during the spring semester. I did not notice a significant change in the variety of connectives used by third year spring participants. Third year fall participants used a total of 28 different connectives, including the zero connective, at the clause, sentence, and paragraph levels, while third year, spring participants used a total of 29 connectives. Third year, spring participants did, however, exhibit two distinctive developments in their written Interlanguage.

Firstly, I noticed a change in the frequency of connectives at the clause and sentence levels. I compared Table 3.3 with Table 3.6 in order to evaluate the progression of the frequency of connectives used at the clause, sentence, and paragraph levels. The following chart features the progression of six various connectives used by third year participants during the fall and spring semester at the clause level:

Table 3.7 Frequency of Connectives at the Clause Level

Fall: Third Year Participants			Spring: Third Year Participants		
Connective	Translation	Quantity	Connective	Translation	Quantity
و	<i>And</i>	170	و	<i>And</i>	265
ف	<i>So</i>	7	ف	<i>So</i>	5
لأن	<i>Because</i>	33	لأن	<i>Because</i>	43
ل	<i>In order to</i>	21	ل	<i>In order to</i>	10
لذلك	<i>So; thus</i>	35	لذلك	<i>So; thus</i>	3
لكن	<i>But</i>	2	لكن	<i>But</i>	43

When comparing third year participants in Table 3.4 semester as they progressed from the fall to the spring, I noticed a significant increase in the use of the connectives *و and* and *لكن but*. I also noticed a slight increase in the use of *لأن because* as third year participants progressed from the fall to the spring. Another noteworthy observation is the

decrease in the use of the connectives *ف so*, *ل in order to*, and *لذلك so; thus*. Yet, I noticed a significant decrease in the use of the connective *لذلك so; thus* and *ل in order to*, while a slight decrease in the use of the connective *ف so*. The progression in the frequency of connectives at the sentence level slightly differed than at the clause level. Table 3.5 features the frequency of connectives at the sentence level:

Table 3.8 Frequency at the Sentence Level

Fall: Third Year Participants			Spring: Third Year Participants		
Connective	Translation	Quantity	Connective	Translation	Quantity
و	<i>And</i>	83	و	<i>And</i>	91
ف	<i>So</i>	24	ف	<i>So</i>	25
لأن	<i>Because</i>	0	لأن	<i>Because</i>	0
ل	<i>In order to</i>	0	ل	<i>In order to</i>	0
لذلك	<i>So; thus</i>	11	لذلك	<i>So; thus</i>	13
لكن	<i>But</i>	3	لكن	<i>But</i>	2
Zero connective	<i>No overt connective used</i>	7	Zero connective	<i>No overt connective used</i>	9

In Table 3.8, I did not notice a significant change in the frequency of connectives at the sentence level. One notable difference as third year participants progressed from the fall to spring semester was the increase in the connective *و and*. At the sentence level, third year participants during the fall used the connective *و and* 83 times and 94 during the spring. Additionally, I observed a slight increase with the connective *ف so* and *لذلك so; thus* and the zero connective, and a slight decrease with the connective *لكن and*. Participants did not start a sentence with the connectives *لأن because* and *ل in order to*.

Considering that third year participants expressed themselves at the paragraph level, I was able to evaluate their progress in the use of connectives at the paragraph level. The following table illustrates this progress:

Table 3.9 Frequency at the Paragraph Level

Fall: Third Year Participants			Spring: Third Year Participants		
Connective	Translation	Quantity	Connective	Translation	Quantity
و	And	12	و	And	20
ف	So	4	ف	So	1
لذلك	So; thus	1	لذلك	So; thus	1
لكن	But	0	لكن	But	0
Zero connective	No overt connective used	6	Zero connective	No overt connective used	11

In Table 3.9, third year participants exhibited three noteworthy features in their use of connectives at the paragraph level. Firstly, as they progressed from the fall to the spring, third year participants increased their use of the connective *و* and. Secondly, they increased the use of the zero connective. Lastly, they exhibited a slight decrease in the use of the connective *ف* so.

The second feature of written Interlanguage development among third participants during the spring is the increase in the frequency of the zero connective at the sentence and paragraph levels. The following four examples illustrate the two developments previously mentioned: Example: 3.4-10

في نهاية الاسبوع القادم أريد ان أروح إلى مدينة "سان انتونيو" في جنوب تكساس **لأن** جدي و جدتي و بعض اشخاص من أسرتي يعيشون هناك. **(1) (0) عندما** كنتُ صغيرةً ارادتُ ان أشاهد حيوانات. **ف**ذهبتُ مع أسرتي إلى حديقة الحيوان في سان انتونيو **و لكن** هي مختلفة **لأن** فيها الحيوان حرية **و** الاشخاص يجب ان ينقلون فيها داخل سياراتهم **و** يعتيون طعام لهم. **(2) (0)** احياناً الحيوانات يصبحون ضاحكة او مخيفة **لأنهم** يريدون الطعام كثيراً **و** يركضون إلى السيارة **و** يضعون رأسهم

فيها. (3) (0) حبيبتُ هذا كثيراً و لذلك أريد أرجع هناك و أحضر اصدقاء. و بالإضافة إلى ذلك أريد ان اتسوق في وسط المدينة و أكل طعم قرين من النهر شعبي اسمه "ريفر والك". يوجد اكثر اشياء للاستراحة و لذلك الان يوجد اكثر السياح.

At the end of next week, I want to go to San Antonio in west Texas because my grandparents and some members of my family live there. (1) (0) When I was young, I wanted to see animals. So, I went with my family to the zoo in San Antonio (and) but it was different because there were free animals and the people (zookeepers) had to move them in cars and give them food. (2) (0) Sometimes the animals would start laughing or get scared because they wanted a lot of food, and they would run to the cars and put their heads on them. (3) (0) I liked this a lot and so I want to go back there and make friends. And, in addition to that, I want to shop downtown and eat food close to the River Walk. There are a lot more things to do for to relax, and so you find more tourists.

In example 3.4-10, the participant used a total of 22 connectives, including the zero connective. These connectives include و and, ف so, بالإضافة إلى in addition to, لأن because, لذلك thus, لكن but, عندما when, and the zero connective. At the clause level, I noticed that the participant is creating a more cohesive feeling by signaling movement in the sentence with the use of the connective. He used 15 connectives to link clauses together to explain, add additional information, list events, and describe. At the sentence level, the participant used 7 connectives, 3 of which were zero connectives, in order to create a cohesive-feel and move from one sentence to the next. In section (1), he uses the zero connective to signal an immediate shift from the topic sentence, him wanting to go to San Antonio at the end of the week, to his memories as a child in San Antonio. In section (2), I noticed that the zero connective is used to signal the inclusion of additional information regarding the previous sentence. In the sentence prior to section (2), the participant is describing how the animals are fed. He then uses a zero connective in section (2) to explain how the animals would react to being fed. In section (3), the participant moves from talking about

how the animals reacted to how he felt about witnessing the animals and being at the zoo. Thus, the participant is using the zero connective, and overt connectives, to establish cohesion and create fluidity in the text.

In the following example, the participant does not use the zero connective; however, she utilizes the use of overt connectives to create a more cohesive feel while narrating a series of events:

Example 3.4-11:

**و** بعد البرنامج من جامعة تكساس عن الكنيسة الكاثوليكية في روما سأسافر في طائرة الى ملقة، أسبانيا **و** من مدينة ملقة سأسافر الى ماربيا، أسبانيا عن طريق قطار للمشاهدة حبيبي سبنسر فيها. **و بعدين** سنسفر الى البرتغال مع بعض **و ثم** نرجع مرة ثانية الى أسبانيا **و لكن** سننزل في مدينة مختلفة اسمها سان سيباستيان. **و** السبب لكل هذا السفر عمله في كرة القدم (هو واحد من الناس الذين يمثلون القواعد و القوانين في اللعبة **و** يقررون قرارات لحصول على السلام فيها). **و عندما** سنكون في أسبانيا و البرتغال سننزل قريب من البحر **و** سأقضي وقت كثير فيه. **و** بعد عصرنا في أسبانيا سنزور أسرته في فرنسا لاسبوعين. **و عندما** سنسكن مع عائلته من الممكن أن سنسافر الى بارس و الى الجبال في سويسرا **لان** أسرته تسكن قريب من جبال الألب السويسرية. **و أخيرا** سنرجع الى و طننا بعد تجارب ممتازة **و** سأبدأ أن أخطط الرحلة القادمة

**And**, after the program from UT on the Catholic church in Rome, I will travel on a plane to Malaga, Spain **and** from Malaga I will travel to Marbella, Spain by train to see my boyfriend. **And, after that**, we will travel to Portugal together **and then** we will return to Spain again, **(and) but** we will stay in a different town called San Sebastian. **And** the reason for all of this traveling is for his work in soccer (he is one of the people that practices the rules and regulations in the game **and** makes decisions to secure the peace. **And, when** we are in Spain and Portugal we will stay close to the sea **and** spend a lot of time there. **And**, after our time in Spain, we will visit his family in France for two weeks. **And, when** we live with his family we may be able to visit Paris and the Swiss mountains **because** his family lives close to the Swiss Alps. **And, lastly**, we will return to our country after excellent experiences **and** we will plan our next trip.

In example 3.4-11, the participant uses a total of 20 connectives at the clause and sentence levels. She uses the connectives *و* *and*, *بعدين* *after that*, *عندما* *when*, *لأن* *because*,

أخيراً *lastly*, لكن *but*, and ثم *then*. At the clause level, the participant used 9 connectives to explain, elaborate, and contrast, while at the sentence level, she used 11 connectives to connect sentences together, signal the upcoming event in her narration, recall previous information, and offer concluding remarks for her narration. This text also offers evidence of the increase in the use of the connective *و and* at the sentence level. Each time the participant starts a new sentence she uses the connective *و and*, even if coupled with another connective, such as in the case with *وعندما and when* and *وأخيراً and lastly*. Yet, I also noticed that third year spring participants also incorporated the connective *و and* in a similar fashion at the paragraph level.

It is worth mentioning that change in frequency of connectives and increase in the use of the zero connective is also present at the paragraph level. The following two explains provide evidence for the findings of connectives used to link paragraphs together:

#### Example 3.4-12

1. تناقل الصحف الامريكية يوم السبت ان مات حكم امريكي بارز انطنين سكاليا في مزرعة خلال رحلة سيض الحيوانات في غرب ولاية تكساس.
2. (0) كان سكاليا شخصية مثيرة من مواقفه عن حقوق المثليين و الإجهاض و سياسات من أجل تساوى العرق.
3. **و** سبب سكاليا ضجة كبيرة أخيراً حين تساءل إذا كان افضل بل نسبة الطلاب السود في جامعة تكساس الحضور إلى جامعة أسهل لو كانوا على مستوى خفض مستوى الدراسة المناسب.
4. **و** ولد سكاليا في ولاية نيو جيرسي في سنة ١٩٣٦ و كانت أمه من اصل ايطالي من الجيل الأول في الولايات المتحدة و كانت طفولته وحيدة.

5. **و** بنى سكاليا سمعة خلال عمله في محكمة الأستئناف في مدينة واشنطن العاصمة من كتاباته البارعة و مواقفه المحافظة التي لاحظها سياسيين من الحزب الجمهوري.

6. **و** كان من اهم قرارات سكاليا قضية مدينة واشنطن العاصمة ضد "هيلر" حين حدد المحكمة معنى التعديل الثاني.

7. **و** بدأ بعض موته ضجة شديدة عن حق الرئيس ان يختار الحكم الذي سيحتل مكانته سكاليا في السنة الأخيرة من رئاسة رئيس اوباما.

1. On Saturday, American newspapers communicated that the prominent [Supreme Court] Justice Antonin Scalia died in a field while on a hunting trip in west Texas.
2. **(0)** Scalia was an interesting person with regards to his stance on gay rights, abortion, and policies for racial equality.
3. **(And)** Scalia finally caused a huge uproar when he asked himself if it was better, but a percentage of African American students at UT would attend college easier if they were at a lower level, appropriate for their studies.
4. **(And)** Scalia was born in New Jersey in 1936, and his mother was a first generation Italian from the U.S., and his childhood was lonely.
5. **(And)** Scalia built a reputation during his work in the Court of Appeal in Washington D.C. from his distinguished books and conservative position that politicians from the Republican party noticed.
6. **(And)** One of Scalia's most important decisions was the case of Washington D.C. vs. Heller, when the Supreme Court defined the meaning of the Second Amendment.
7. **(And)** after his death, a huge uproar about the rights of the President to choose the Justice that will occupy Scalia's spot started during the last year of President Obama's presidency.

In example 3.4-12, the participant uses two types of connectives, the connective *و* *and* and the zero connective. The participant uses the zero connective in paragraph (2) to signal a shift from the introduction paragraph, paragraph (1). In paragraph (1), the participant begins by offering a brief overview of Antonin Scalia's current status. Then, in paragraph (2), the participant uses the zero connective as a way to communicate to the reader that he will delve into the details of Scalia's political and personal life. He is,

therefore, creating a rhetorical effect that would not have had the same impact with the presence of an overt connective.

I also noticed, in paragraphs (3) – (7), that the participant used the connective *و* *and* to signal the inclusion of new bits of information about Scalia. This is significant for two reasons: 1) the participant is signaling a continuation in the discourse, thus indicating the type of relationship existing between the paragraphs starting with the connective *و* *and*, and 2) The participant is creating a balance between the paragraphs by incorporating a kind of structural parallelism, a feature we observe in both English and Arabic style writing. This structural parallelism is important in that it helps generate a more cohesive-feel in the text due to the “tie” created (Halliday and Hasan, 1976) between paragraphs. By using the connective *و* *and* to signal a continuation in the discourse and incorporate structural parallelism, the participant is attempting to include Arabic rhetoric features in his writing. Therefore, the participant shows evidence of developing his written Interlanguage. The following example also features similar characteristics with regards to the use of the zero connective:

#### Example 3.4-13

1. بدأت الثورة الكوبية في السنة ألف و تسعمائة و ثلاثة وخمسين و كانت هذه الثورة بداية العلاقة المهمة بين الولايات المتحدة و كوبا و أدوارهم في العالم.
2. (0) قبل الثورة الكوبية كانت كوبا تحت سلطة رجل اسمه فوغانسسية باتيستنا و هو أصبح رئيس كوبا في السنة ألف و تسعمائة و أربعون

1. The Cuban Revolution started in 1953, and this revolution was the beginning of the important relationship between the United States and Cuba and their roles in the world.

2. (0) Before the Cuban Revolution, Cuban was under the power of Fulgencio Batista, and he became the president of Cuba in 1940.

In example 3.4-13, the participant is using the zero connective as she moves from paragraph to paragraph. In paragraph (1), the participant offers an introduction about her topic, Cuba's political development and "role in the world." She then uses a zero connective in the beginning of paragraph (2) to mark her discussion of the chronological series of political events in Cuba... Overall, the data presented from third year, fall and spring participants demonstrates the continuing, non-linear development of their written interlanguage. As third year, participants moved from the fall to the spring semester, they did not fully master the appropriate use of connectives Their writing still exhibited drops and/ or the underuse of connectives as they moved from sentence to sentence or paragraph to paragraph. Additionally, there was no notable difference in the variety and frequency of connectives as third year, participants progressed from the fall to the spring. Yet, in comparison to second year participants, the written discourse of third year participants exhibits an increase in both. I also noticed a continued progression in the written Interlanguage of post-third year participants.

### **3.4.3 The Use of Connectives among Post-Third Year Students**

In this study, post-third year Arabic students expressed themselves at the clause, sentence, paragraph, and discourse levels. At the clause level, post-third year participants used connectives to organize details of a main idea in the text, while at the sentence level, they used connectives as paragraph-organizing tools, in addition to enhancing cohesion within the text. Paragraph-initial connectives used by these students mostly signaled a

continuity of the preceding discussion or a shift between major ideas in the texts. In some instances, paragraph-initial connectives linked the text as a whole as they did at the sentence level. With regards to the variety and quality of the organizational functional connectives in a text, I noticed that post-third year participants' writing did not differ too much from third year participants' writing.

As mentioned in the beginning of this chapter, post-third year samples consisted of two different groups of participants; therefore, I will be comparing both groups of post-third participants to second- and third-year participants in order to measure the development of Interlanguage in writing.

Post-third year students used a total of 1025 connectives at the clause, sentence, paragraph, and discourse levels. Of these 1025 connectives, post-third year participants used 583 connectives at the clause level, 331 connectives at the sentence level, 92 connectives at the paragraph level, and 27 connectives at the discourse level. The following two tables present an inventory of connectives according to their meaning in Arabic and English, levels of operation, and frequency of occurrence at each level:

Table 3.10 Frequency of Connectives at the Different Text Levels for *The Arab Spring* course

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	120	92	24	5	241
ف	<i>So</i>	13	26	8	9	56
لأن	<i>Because</i>	11	0	0	0	11
ل	<i>In order to</i>	11	0	0	0	11
لكن	<i>But</i>	23	8	3	0	34
بما في	<i>Including</i>	1	0	0	0	1
بدلاً من	<i>Instead of</i>	2	0	0	0	2
أيضاً	<i>Also</i>	18	2	0	0	20
عندما	<i>When</i>	6	0	0	0	6
لكي	<i>In order to</i>	3	0	0	0	3
بالإضافة إلى	<i>In addition to</i>	2	8	0	0	10
أخيراً	<i>Lastly</i>	0	0	3	0	3
أولاً	<i>Firstly</i>	0	0	1	0	1
إذا	<i>If</i>	1	0	0	0	1
بسبب	<i>Because of</i>	15	2	0	0	17
أولاً	<i>Firstly</i>	0	0	1	0	1
لذلك	<i>So, thus</i>	2	12	0	1	15
حيث	<i>Where</i>	12	0	0	0	12
من أجل	<i>For the sake of; in order to</i>	13	0	0	0	13
إذا...ف...	<i>If...then...</i>	0	3	0	0	3
على العكس	<i>On the contrary</i>	0	1	0	0	1
مع ذلك	<i>However</i>	0	1	1	0	2
إذ	<i>As</i>	2	3	0	0	5
أما... ف	<i>As for</i>	0	1	1	0	2
لو	<i>If</i>	0	2	0	0	2
لا... فقط بل (ضمير)	<i>Not only...but (also)</i>	0	2	1	0	3
إنما	<i>But</i>	1	2	0	0	3
بل	<i>rather</i>	1	0	0	0	1
حينما	<i>When</i>	1	1	0	0	2
فوق هذا	<i>In addition to</i>	0	0	1	0	1
الدليل على ذلك	<i>Proof of that</i>	0	1	0	0	1
على عكس	<i>Opposite to</i>	0	1	0	0	1
بالجانب إلى ذلك	<i>On the other hand</i>	0	1	0	0	1

Table 3.10 Frequency of Connectives at the Different Text Levels for *The Arab Spring* course

بالاختصار	<i>In short</i>	0	0	0	1	1
هكذا	<i>So; thus</i>	0	4	0	2	6
إن	<i>So; thus</i>	0	0	1	0	1
بالتالي	<i>Therefore</i>	0	1	0	0	1
كما أن	<i>Like that</i>	3	1	0	0	4
كان + (ضمير)	<i>As if + (pronoun)</i>	1	0	0	0	1
بينما	<i>Whereas</i>	3	0	0	0	3
كذلك	<i>Also; likewise</i>	2	0	0	0	2
بمعنى أن	<i>Meaning that</i>	3	0	0	0	3
على النقيض من ذلك	<i>As opposed to this</i>	1	2	0	0	3
بعبارة أخرى	<i>In other words</i>	1	1	0	0	2
فضلا عن	<i>In addition to</i>	0	1	0	0	1
لما	<i>When</i>	3	1	0	0	4
مع أن	<i>However</i>	1	1	3	0	5
Zero connective	<i>No explicit connective used</i>	0	1	3	0	4

Table 3.11 Frequency of Connectives at the Different Text Levels for *Advanced Media* course

Connective	Translation	Level of Operation and Frequency				
		Clause	Sentence	Paragraph	Discourse	Total
و	<i>And</i>	160	99	21	3	283
ف	<i>So</i>	9	8	2	5	24
لأن	<i>Because</i>	30	0	0	0	30
ل	<i>In order to</i>	15	0	0	0	15
لكن	<i>But</i>	28	3	2	0	33
لأجل	<i>In order to</i>	1	0	0	0	1
كي	<i>In order to</i>	1	0	0	0	1
بينما	<i>Whereas</i>	1	0	0	0	1
عندما	<i>When</i>	4	1	0	0	5
وقتئذ	<i>At that time</i>	1	0	0	0	1
بالإضافة إلى	<i>In addition to</i>	3	6	1	0	10
أخيرا	<i>Lastly</i>	0	0	3	0	3
أولا	<i>Firstly</i>	0	1	4	0	5
ثانيا	<i>Secondly</i>	0	0	1	0	1
بسبب	<i>Because of</i>	20	7	0	0	27
لذلك	<i>So, thus</i>	3	11	0	0	14
حيث	<i>Where</i>	2	0	0	0	2
من أجل	<i>For the sake of, for</i>	3	0	0	0	3
إذا...ف...	<i>If...then...</i>	1	3	0	0	4
لكي	<i>In order to</i>	2	0	0	0	2
بالتالي	<i>Therefore</i>	0	0	0	1	1
أما...ف	<i>As for</i>	0	0	2	0	2
لو	<i>If</i>	1	0	0	0	1
لا... فقط بل (ضمير)	<i>Not only...but (also)</i>	2	0	0	0	2
أيضا	<i>Also</i>	14	7	0	0	21
على أن	<i>Though; however</i>	1	1	0	0	2
كأن + (ضمير)	<i>As if + (pronoun)</i>	3	0	0	0	3
إذا	<i>If</i>	2	0	0	0	2
كذلك	<i>Also; likewise</i>	0	2	0	0	2
لما	<i>When</i>	1	0	0	0	1
Zero connective	<i>No explicit connective used</i>	0	0	5	0	5

As featured in Tables 3.10 and 3.11, I noticed that the use of connectives among post-third year participants in this study differed from that of second and third year participants in three ways: 1) the linking of the text through the use of connectives at the discourse level, 2) the development of the cohesive roles of connectives by expanding the variety of connectives utilized throughout the text, and 3) the change in frequency of connectives, including the zero connective, at clause, sentence, and paragraph levels. These three observations are significant as they provide further insight into the development of the written Interlanguage among the participants in this study.

Firstly, participants increased the range in which they used connectives, thus, extending their use of connectives to the discourse level. This is significant in that participants are demonstrating their ability to create a more cohesive feel throughout the text. Thus, by using a connective at the discourse level, participants indicate a semantic relationship (e.g., signaling a shift in the flow of discourse towards a conclusion) between the preceding paragraphs and following parts in the discourse.

Secondly, I noticed a change in the variety of connectives used by post-third participants. Participants taking the Arab Spring course used a total of 49 connectives at the clause, sentence, paragraph, and discourse, and participants taking the Advanced Media Course used a total of 31 connectives. This represents a slight increase from spring semester third year participants who used a total of 29 connectives at the clause, sentence, and paragraph levels.

Lastly, I noticed a slight change in the frequency of connectives used by post-third year participants in comparison to spring, third year participants. Post-third year

participants used about the same or a fewer number of connectives than spring, third year participants. The following three tables demonstrate the change in frequency of connectives at the clause, sentence, and paragraph levels among third year participants during the spring and post-third year participants registered in the Arab Spring and Advanced Media courses:

Table 3.12 Frequency of Connectives at the Clause Level:

Spring: Third Year Participants			Post-Third Year: The Arab Spring			Post-Third Year Advanced Media		
Connective	Translation	#	Connective	Translation	#	Connective	Translation	#
و	<i>And</i>	262	و	<i>And</i>	120	و	<i>And</i>	160
ف	<i>So</i>	5	ف	<i>So</i>	13	ف	<i>So</i>	9
لأن	<i>Because</i>	43	لأن	<i>Because</i>	11	لأن	<i>Because</i>	30
ل	<i>In order to</i>	10	ل	<i>In order to</i>	11	ل	<i>In order to</i>	15
لذلك	<i>So; thus</i>	1	لذلك	<i>So; thus</i>	2	لذلك	<i>So; thus</i>	3
لكن	<i>But</i>	43	لكن	<i>But</i>	23	لكن	<i>But</i>	28
Zero Connective	<i>No overt connective</i>	0	Zero Connective	<i>No overt connective</i>	0	Zero Connective	<i>No overt connective</i>	0

In Table 3.12, I did not notice a significant change in the frequency of connectives at the clause level. As the data demonstrates, there was a decrease in the use of the connectives *و* *and*, *لأن* *because*, and *لكن* *but* among post-third year participants. Additionally, there was an increase in the use of the connectives *ف* *so* and *لذلك* *so* among post-third year participants. A change in the frequency of connectives also occurred at the sentence level:

Table 3.13 Frequency of Connectives at the Sentence Level:

Spring: Third Year Participants			Post-Third Year: The Arab Spring			Post-Third Year Advanced Media		
Connective	Translation	#	Connective	Translation	#	Connective	Translation	#
و	<i>And</i>	94	و	<i>And</i>	92	و	<i>And</i>	99
ف	<i>So</i>	25	ف	<i>So</i>	26	ف	<i>So</i>	8
لذلك	<i>So; thus</i>	15	لذلك	<i>So; thus</i>	12	لذلك	<i>So; thus</i>	11
لكن	<i>But</i>	2	لكن	<i>But</i>	8	لكن	<i>But</i>	3
Zero Connective	<i>No overt connective</i>	9	Zero Connective	<i>No overt connective</i>	1	Zero Connective	<i>No overt connective</i>	0

As demonstrated in Table 3.13, there are a few noteworthy occurrences with regards to the change in frequency of connectives at the sentence level. For instance, Advanced Media, post-third year participants exhibited a noticeable decrease in the use of the connective *ف so* and the zero connective. Arab Spring, post-third year participants also exhibited a notable decrease in the use of use of the zero connective and a slight increase in the use of the connective *لكن but*. I also noticed a noteworthy change in frequency of connectives at the paragraph level, as featured in the following table:

Table 3.14 Frequency of Connectives at the Paragraph Level:

Spring: Third Year Participants			Post-Third Year: The Arab Spring			Post-Third Year Advanced Media		
Connective	Translation	#	Connective	Translation	#	Connective	Translation	#
و	<i>And</i>	20	و	<i>And</i>	24	و	<i>And</i>	21
ف	<i>So</i>	1	ف	<i>So</i>	8	ف	<i>So</i>	2
لذلك	<i>So; thus</i>	1	لذلك	<i>So; thus</i>	0	لذلك	<i>So; thus</i>	0
لكن	<i>But</i>	0	لكن	<i>But</i>	3	لكن	<i>But</i>	2
Zero Connective	<i>No overt connective</i>	11	Zero Connective	<i>No overt connective</i>	3	Zero Connective	<i>No overt connective</i>	5

In Table 3.14, post-third participants' texts exhibited a slight increase in their use of the connectives *لكن* but, *و* and, and *ف* so. I also noticed a decrease in the use of the zero connective at the paragraph level. A possible explanation for this increase in explicit and implicit connectives frequency, among third year participants, may be due to the overgeneralization of connectives. They are attempting to use the zero and overt connectives to move from the separated and terse-style sentences, yet their writing contains an overuse of connectives, oftentimes causing a disruption in the flow. Furthermore, they seem to have limited awareness. The results displayed in Tables 3.12-3.14 are significant in that post-third year participants, for the most part, appear to be aware of the organizational and rhetorical functions of connectives in Arabic, which is exhibited in the selection and frequency of connectives. This is evident in their increased instances of drops between sentences and paragraphs compared to post-third year writing. Let's consider the following texts to further examine the development of post-third year participants' written Interlanguage through the use of connectives:

#### Example 3.4-9

لا ينبغي التقليل من دور الإعلام الاجتماعي في الربيع العربي (1) مع أن بعض المحللين وصفوا الثورات العربية بثورات فيسبوك وتويتر. (2) و الآخرون يقللون أهمية المواقع هذه ويركزون على عوامل أخرى (3) عندما يناقشون أسباب الربيع العربي. لا شك أن هناك مبالغة معينة في تسمية الثورات بأسم "ثورات فيسبوكية" أو أي شيء يماثله (4) ولكن من اللازم أن نذكر التكوين الديمغرافي حول العالم العربي حيث بين ٥٥٪ - ٧٥٪ من عدد السكان تحت سن الثلاثين (5) و معظمهم متعلمون ومعتادون على استخدام انواع كثيرة من التكنولوجيا في سياق الرقابة الاجتماعية من قبل الأنظمة السائدة في بلدانهم. (6) إذن، ليس من المفاجئ أن التواصل الاجتماعي ومواقعه العديدة لها وجود كبير جدا خلال الربيع العربي من أوائله وحتى الآن (7) وخصوصا في نشر الأخبار وتنسيق المعلومات وتنظيم المظاهرات والحملات.

The role of media during the Arab Spring should not be underestimated **(1) despite** that some analysts described the Arab revolutions as Facebook and Twitter revolutions. **(2) And**, Other analysts underestimate the importance of these websites and focus on other things **(3) when** they discuss the reasons for the Arabic Spring, **(4) but** there is no doubt that there is a degree of exaggeration in naming these revolutions, “The Facebook Revolutions” or anything like that, but we have to remember that 55-75% of the population in the Arab world are under the age of thirty, **(5) and** most of them are educated and accustomed to the use of many types of technology in the context of censorship by the ruling regimes in their countries. **(6) Therefore**, it is not surprising that social media has a large presence in the Arabic Spring, from the beginning until now, and **(7) especially** in spreading the news, categorizing information, and organizing protests and campaigns.

The participant in example 4.3-9 used 7 different connectives to signal cohesive ties in the paragraph. This variety of connectives suggests that the participant is aware of the need to use connectives in Arabic style writing. Also, the connectives used in this introductory paragraph signal that what is to follow is systematically connected to what has gone before. For example, the participant uses the connective *إذن therefore* at the end of the paragraph to initiate a clause that came as a conclusion from the previous statement. Post-third year participants utilized the connective *إذن therefore* in this way, while second- and third year students did not use this connective at all. The use of this particular connective is important as it is signaling a tie from the previous sentence to the next, within the paragraph, and with the rest of the text because the reader is aware that the participant will continue to discuss the topic of social media throughout the text.

At the discourse level, post-third students used the connective *ف therefore* and *و and* more frequently at the discourse level, as we see in the following two examples,

Example 3.4-10

**1** كإنسان لا خلاف على أن ممارسة زواج القاصرات غير العادلة و تُعتبر قمع البنات و انتهاك حقوق الإنسان و أعتقد أن أغلب الأشخاص في هذا العالم لا يدركون أن هذه الممارسة مازالت شائعة في اليمن. // بنات كثيرات تحت العمر 15 عام يتزوجن برجال عادة أكبر منهن بشكل كبير و هن من المتوقع أن يمارسن الجنس مع هؤلاء الرجال الكبار و يعتنن بأطفالها. طبعاً ثمة عواقب سلبية على البنات من هذه المدرسة بما في ذلك أضرار نفسية و جسدية و خطورة أعلى من الموت خلال الحمل و ضياع الطفولة و الخ. و بالإضافة إلى ذلك ثمة أسباب ليبرر هذه المدرسة المروعة مما يخفق في تبريرها في رأي و على سبيل المثال و ليس الحصر أسباب مالية بمعنى أن الأب ربما عاجز عن دفع الرسوم الدراسية أو الأب يستخدم مهر الزواج من أجل تخفيف ديونه بغض النظر عن رغبات بنته. و بشكل عام هذه المسألة أكثر و جوداً وسط طبقة الفقراء و تقتضي إنتباه من العالم على الفور.

**2** لماذا هذه المدرسة مازالت موجودة؟ لا أفهم ذلك على الإطلاق. و بصراحة لا سبب يبرر هذه المدرسة كل الأسباب مصطنعة و سطحية و هؤلاء البنات يستحقن احترام و كرامة بمثابة بقية العالم. ربما هذه المسألة أكثر شيوعاً في العالم العربي بسبب معاملة النساء في الإسلام بعبارة أخرى المرأة أدنى من الرجل و الرجل له السلطة على المرأة و لذلك هؤلاء البنات يعتقدن أن غرضهن في هذه الحياة خدمة رجلهن و على النقيض من ذلك تستحق المرأة التعليم و حياة السعادة. و فضلاً عن ذلك هذه المدرسة تمثل العبودية و هن ضحايا الاغتصاب لأن الزواج مفروض عليهن. و لكن تجدر الإشارة إلى أن ثمة البلدان العربية الأخرى التي تتيح لزواج القاصرات من ضمنها الجزائر و مصر و تونس و المغرب و ليس فقط اليمن فهذا النوع من إهمال البنات موجود على نطاق واسع للأسف

**3** **ف**طوال الربيع العربي المرأة كافحت لحقوقها و على وجه الخصوص في اليمن المرأة أصبحت القائدة من الضحية و انتهى عصر العزلة. هؤلاء النساء يحتاجن إلى نتائج حقيقية بما فيها القانون الذي يمنع الزواج قبل 18 عام و نحتاج كعالم إلى مقاربة معينة من أجل الكفاح ضد هذا النوع من القمع. مثلاً الزعماء في العالم يجب أن يشجعوا المجلس التشريعي أن يخلق هذا الحدود في الزواج. فالبنات بلا صوت و بلا كرامة و بلا فرح و ينظر قلبي حزناً عليهن فالسؤال المطروح هو متى سنرى ظاهرة القانون المناسب من أجل هؤلاء البنات و ليس عرائس؟

**1)** As a person, there is no disagreeing that the practice of marriage of younger girls is unjust. [This practice] is also considered an oppression of young girls and a violation of human rights. I believe that most people in the world do not realize that this practice is still prevalent in Yemen. A lot of girls under the age of 15, usually marry men significantly older than them. [These girls are also] expected to copulate with these older men and take care of their children. Of course there are negative repercussions for the girls because of this practice including psychological and physical damage and a increased danger of death during pregnancy and losing their childhood and so on. And, in addition to that, there are reasons to justify this horrific practices which are unjustifiable in my opinion. (And) for example, (and) not just limited to financial reasons, meaning that the father might be unable to pay for tuition or the father might use the dowry in order to reduce his debt regardless of his daughter. And, by and large, this practice is

most present among the lower social class and it (this practice) requires the immediate attention of the public.

2) Why is this practice still present? I do not understand that at all. And, frankly, there is no reason to justify this practice because every reason is artificial and superficial. And, these girls deserve respect like the rest of the world. Maybe this practice is most prevalent in the Arab World because of the way women are treated in Islam. In other words, women are inferior to men and men have the power over women. (And) thus, these women think that their purpose in life is serving their men. And, in contrast to this, women deserve an education and a life of happiness. And, in addition to that, this practice represents slavery and they are victims of rape because marriage is imposed on them. (And) but, it should be noted that there are other Arab countries that allow underage marriage such as Algeria and Egypt and Tunisia and Morocco and not just Yemen. So, this kind of neglect of girls is unfortunately widely present.

3) **Therefore**, during the Arab Spring the woman fought for her rights. In particularly in Yemen, the woman became a leader from a victim and ended the era of isolation. These women are in need of real results within the law that prevents marriage under the age of 18 and we, as a world, need a specific approach in the fight against this kind of oppression. For example, world leaders need to encourage lawmakers to create limitations for this kind of marriage. Girls without a voice, dignity, and happiness saddens me. So, the question is when will we see an appropriate law for these girls and not for the grooms.

In example 3.4-10, the participant is demonstrating her use of transitioning from paragraph to paragraph in two ways. Firstly, she begins paragraph (2) with a question rather than an overt or zero connective. This is significant because the participant is using a question to signal the change in discourse in the text. She also attempts to answer the question by providing specific examples as to why the practice of underage marriage is still present in the Arab World. Secondly, the participant uses the connective **ف therefore** in paragraph (3) to mark the transition from paragraph (2) to (3). Yet, the participant is not only using this connective in paragraph (3) at the paragraph level, but she is also signaling a conclusive relationship between the preceding and following parts of discourse in the text, thus, using the connective **ف therefore** at the discourse level. The

connective *so* ف is signaling to the reader that a major shift is occurring by summarizing the previous content mentioned in the text and tying the text together, in addition to implying a conclusive relationship with the rest of the text. Another example of post-third year participants using connectives at the paragraph and discourse levels is illustrated in the following example:

#### Example 3.4-11

**(1)** اليوم أنا ركزت على خبرين في الأخبار من موقع بي بي سي وواحد من الخبرين يخذ مكان في فلسطين و الخبر الآخر يخذ مكان في مصر و أولا سأركز على الوضع في فلسطين و بعد ذلك سأركز على الوضع في مصر.

**(2) أولاً** شاهدت الفيديو عن فلسطين و هذا الأسبوع أعطى بي بي سي قصة ممتعة في مدينة الجليل في فلسطين و يفسر الفيديو المصنع في المدينة الذي يصنع زجاجاً مقاوماً للرصاص و في بداية الفيديو، يحكي بي بي سي مع صاحب المحل و يفسر الرجل فكرة الأمن وكيف هو يشعر بالأمن بسبب الزجاج و بالإضافة إلى ذلك يفسر صاحب كيف بشكل عام السلطة مثل الشرطة تخلق الشعور بالخوف للمواطنين في المنطقة. و بالإضافة إلى زيادة الأمن هذا المصنع يساعد أيضاً على الاقتصاد في الضفة الغربية. و يحكي بي بي سي أيضاً مع مدير المصنع اسمه عبد الله شويكي و المدير يعرض المصنع و الناس الذين يخلقون الزجاج و بعد ذلك الفيديو يعرض رجل يستخدم سلاح و يطلق النار على مع الكثير من الرصاص على الزجاج فالجمهور يستطيع أن يشاد و يفهم قوة وقدرة الزجاج. و أخيراً يقابل بي بي سي إبراهيم جبارين وهو مدير الخدمات الفنية في مؤسسة المواصفات و المقاييس الفلسطينية و يناقش هذا الرجل إمكانية فرص العمل في المستقبل في فلسطين.

**(3) و بالإضافة إلى** هذا الخبر من فلسطين أنا أيضاً شاهدت فيديو من بي بي سي و يناقش الفيديو المشكلة الحالية مع أسعار اللحوم في مصر. ففي مصر الآن هناك حملة و هذه الحملة في اعتراضاً على غلاء أسعار اللحوم في البلد. و بعد التفسير في بداية الفيديو، تقابل بي بي سي محمود العسقلاني و هو رئيس جمعية مواطنون ضد الغلاء و يوضح دور الإعلام الاجتماعي في نشر رسالة الحركة للمواطنين في مصر و أيضاً دور الحكومة في الأزمة. و في هذه الحملة يأمل المصريون أسعار اللحوم ينخفض أو الجزائريون يغيرون أسعار

**(4) و** على الرغم من الاختلافات الكبيرة في هذه المقالات من المهم أن نرى كيف يتعامل المواطنون من فلسطين ومصر مع القضايا في المجتمع و كيف يفاعل المواطنون إلى المشاكل في المجتمع أو مشاكل الحكومة

5) من الاختلافات الكبيرة في هذه المقالات من المهم أن نرى كيف يتعامل المواطنون من فلسطين ومصر مع القضايا في المجتمع وكيف يفاعل المواطنون إلى المشاكل في المجتمع أو مشاكل الحكومة.

1) Today I concentrated on two pieces of news on the BBC website and one of the two pieces of news took place in Palestine and the other one took place in Egypt. (And) firstly, I will focus on the situation in Palestine and then after that I will focus on the other piece of news, the situation in Egypt.

2) **Firstly**, I watched a video on Palestine and this week BBC covered an interesting issue in the city of Hebron in Palestine. And, the video explains a factory in the city that makes bullet proof glass. And, in the beginning of the video BBC speaks with a store owner and the man explains that idea of safety and how he feels safe because of the glass. And, in addition to that, the store owner explains how the authorities such as the police, by and large create fear for civilians in the area. And, in addition to the increase of safety, this factory also helps the economy in the West Bank. And, BBC also speaks with the director of the factory, whose name is Abdullah Showekee. And, the director shows the factory and the people that make the glass. And, after that, the video shows a man using a weapon and using a lot of bullets to show the glass, so the audience can see and understand the power and durability of the glass. And, lastly, BBC meets with Ibrahim Jabarin and he is the director of technical services in the Palestinian Standards Institution. And, this man talked about the possibility of future work opportunities in Palestine.

3) **And, in addition to** this piece of news from Palestine I also watched a video from BBC. And, this video discussed the current problem with the price of meat in Egypt. So, in Egypt now there is a campaign and this campaign is in opposition to the high cost of meat in the country. And, after this explanation in the beginning of the video, BBC met with Mahmoud Alasqlaia and he is the president of the Citizens Association against the rising prices. And, he clarifies the role of social media in spreading the message of freedom to citizens in Egypt and also the role of the government in the crisis. And, in this campaign Egyptians hope that the meat prices will fall or that butcher will change their prices.

4) **And**, despite the big differences in these articles, it is important to remember that we see how civilians in Palestine and Egypt deal with the issues in society and how civilians react to problems in society and government.

5) **And** from the huge differences in these articles, it is important that we see how citizens from Palestine and Egypt deal with these issues in society, and how they react to the problems in society or the problems of the government.

In example 3.4-11, the participant uses connectives at the paragraph and discourse levels to discuss the content of two BBC videos. In paragraph (2), the participant uses the connective *أولاً* *firstly* to signal the discussion of the first video that he watched. In paragraph (3), the participant uses the connectives *و* *and* and *بالإضافة إلى* *in addition to*, to transition from paragraph (2) to (3) and indicate the shift in his discourse by discussing the content of the second video watched. Then, the participant uses the connective *و* *and* as a transition into paragraph (4), in which he briefly reiterates the importance of both videos.

Additionally, in paragraph (5), the participant uses the connective *و* *and* at the discourse and paragraph levels. He attached the connective *و* *and* to what can be defined as, an expression, which enhances the finality of the text by recalling the previous issue addressed in the text and summarizing the suggestion on how to improve the issue previously mentioned in the text. The connective *و* *and* in this concluding paragraph adds to the fluidity of the discourse in the text, in addition to signaling to the reader the emergence of a conclusion in the discourse.

Second-, third-, and post-third participants in this study have used connectives at various discourse levels to signal ties throughout the text. Yet, despite this evolution of the utilization of connective, students at all levels still depend on features of English style writing to express their ideas. In the following section, I will demonstrate how Arabic students transfer style from English to Arabic to convey an idea in their discourse.

### **3.5 Transfer of Style: Instances of Transfer of English Writing Style**

Each language has a unique rhetorical style, yet the writing conventions from the first language may, in fact, interfere with the writing of the second language (Conner, 1996) and shape the evolution of the written Interlanguage. In Arabic, connectives are used frequently in signaling a shift in the written discourse and linking the text together. In this study, I noticed many instances in which connectives, both overt and zero, were not used between clauses, sentences, and paragraphs thus creating a disruption in the flow of the text. I refer to this disruption as a drop and I want to argue that it reflects transfer of style from English.

In this study, I documented instances of drops between sentences and paragraphs in the text. In order to accurately determine the instances of drops in the participants' writings, I solicited the help of two native Arabic speakers, one from Lebanon and the other from Syria. I provided each person with a separate compilation of the participants' writing samples, in which I had already highlighted instances I considered to be drops. Both native speakers read through the writing samples and indicated whether the highlighted instances were considered drops in the text. I then determined the instances of drops based on their indications.

### **3.5.1 Transfer of Style between Sentences**

Transitioning from sentence to sentence in English differs from Arabic in that English does not rely on the use of connectives to signal cohesion in the text and maintain flow. In the following text from two second year participants, instances of transfers from English to Arabic occur when moving from sentence to sentence. A total of 305 drops were recorded among second year participants. Although I noticed a high frequency of

drops between sentences, a progression in the written Interlanguage among second year participants is evident. During the fall semester, 178 drops between sentences were present, while writing samples from the same group of students during the spring semester exhibited 127 drops between sentences. Two written texts were taken from the same second year participant in the study. I indicated instances of drops between sentences by highlighting them in red. The first text, provided below, is taken from a second year participant during the fall semester:

Example: 3.5-1

يجب أن أقول أن الحياة الجامعية جيّدة ولكن صعبة. █ طلاب لا ينامون على شرائف  
حرير لأنهم يريدون مال للإيجار وحسابات أخرى. █ الإكسسوارات فقط الموظفين الشقة يسمحون  
للناس بعندهم على الحيطان رسوم. █ مستأجرين لازم تعلمون العدد للقسم التوصيلات لذلك إذا أي  
شيء يصبح معطل المتخصصين سيصلحونه. █ إذا أشخاص عندهم زملاء في الشقة لازم يستعدّون  
عندما لأصدقائهم ليزورون و أحياناً لازم يعدّون الفطور أو الغداء أو العشاء لبعضهم البعض.  
█ طلاب يقبلون المشكلة أن عندهم خزائن صغيرة مقارنة مع الخزائن في بيوتهم و لذلك لا عندهم  
بعض الملابس التي يملكون هنا. █ يريدون يشتريون ملابس رخيصة و لكن لا يشتريون أي شيء  
لأنّ ليس عندهم مكان ليبقى. █ ممنوع الغسل أشياء حمراء مع شيء آخر وملابس بيضاء ستغيّر لون  
إذا تغسل معها. █ عندما طلاب لا يعملون هذه الأشياء يعملون واجبات و لكن أحياناً الواجبات مملّة  
و لذلك يزورون كثير الثلاجة. و بصراحة الأشياء فيها عادةً ليس فواكه أم خضار لكن حلويات و  
أشياء أخرى التي ليس جيّدة بالنسبة لي. █ إن شاء الله حياة ستصبح أسهل لكل شخص بعد أن يعدّون  
أنفسهم طوال هذه الوقت.

I have to say college life is good but hard. █ Students do not sleep on silk  
sheets because they want money for rent and other accounts. █ Only accessories,  
only the apartment staff are allowed to have pictures on the wall. █ Tenants must  
learn the [phone] number for the repairs department, because of that, if anything  
breaks the specialists will repair it. █ If people have friends in the apartment they  
have to prepare themselves for when their friends visit, and sometimes they have  
to prepare breakfast, lunch, or dinner for each other. █ Students accept the  
problem that they have small closets compared to closets in their houses and  
because of that they don't have some of the clothes they possess here. █ They  
want to buy cheap clothes but they do not wash some of the colors together. █  
Washing red clothes with other things is not allowed. White clothes will change

colors if they are washed with red clothes. █ When students don't do these things they do homework but sometimes homework is boring and because of that they visit the refrigerator a lot. And to be honest the things in the refrigerator are usually not fruit or vegetables, but sweets and other things that are not good in my opinion. █ Hopefully, life will be easier for everyone after they prepare themselves during this time.

In example: 3.5-1, the text consisted of nine instances of transfer from English to Arabic between sentences. Rather than signaling a transition from sentence to sentence with the use of connectives, the participant abruptly moves to the next sentence, disrupting the fluidity of the text.

Another example of instances of English transfer are present in the following second year text; however, the following text is taken from the spring semester and exhibits fewer instances of transfer from the L1:

Example: 3.5-2

أهلاً يا رفاقي إلى مدونتي السادسة! يا ترى، هل هذه المدونة النهائية للفصل الدراسي؟ █ غطينا الكثير من الأرض في فصلنا من جملة أسماء إلى أسم المفعول يعني "الخليج الفارسي و الخليج العربي يتشاركان في مكان تشابه" و "يقع وقت فراغي في مكان غير موجود لأنني طالبة مشغولة". █ في الأسبوعين الماضيين تحدثنا عن مناسبات خاصة و بعض الكلمات التي نجد في هذا الموضوع مثل المأكولات و الطقوس لتقافات متنوعة █. بنسبة الاحتفال يبدو أن معظم المحتفلون يريدون أن يقضون وقتهم خلال الأعياد مع عائلتهم █ شهدنا و قرأنا عن عيد الفصح في سوريا و عيد الميلاد و رمضان و علمنا عن العادات لهذه الأعياد █ العيد الأفضل لي هو عيد الشكر بسبب المأكولات و اجتمع الأسرة و البرامج في التلفزيون ككرة القدم أمريكي على الرغم من أن فريقتي ليس جيد مطلقاً و لكن من ضروري مئّي لأشجعهم لأنهم من مدينتي █ أسرتي المسيحيين فأعرف الكثير من هذا العيد. █ ما الذي يعجبني عن عيد الشكر هو عيد لكل الأشخاص ولكل الأديان █. هناك عيد آخر أحبه بس هو عيد من برنامج "ساينفيلد" يسمى "فيسستقوس" و هو عيد لأشخاص الذين غير متدينين و جزء الاحتفال أكل المأكولات مع أصدقائك و تبادل هدايا مع بعضنا البعض.

Welcomes, friends, to my sixth blog. I wonder, is this the final blog for the semester? █ We covered a lot of ground in this class, from nominal sentences to the passive participle, like the Persian Gulf and the Arab Gulf participate in a place that resemble, and my free time is placed in a place not present because I

am a busy student. ¶ In the past two weeks, we talked about special occasions and some of the words that we find in this topic, like foods and rituals for various cultures. ¶ Regarding celebrating, it seems as though most of the celebrators want to spend their time during the holidays with their families. ¶ We witnessed and read about Easter in Syria and Christmas and Ramadan and we learned about the customs for these holidays. ¶ My favorite holiday is Thanksgiving because of the food, family gathering, and television programs like football, despite that fact that my team is not good at all, but I have to support them because they are from my town. ¶ my family is Christian so I know a lot about this holiday. ¶ What I like about Thanksgiving is it is a holiday and every religion. ¶ There is another holiday I like but it is a holiday from Seinfeld called Festivus, and it is for people that are not religious and a part of the celebration is eating food with friends and exchanging gifts with one another.

In example: 3.5-2, the text displays seven instances of transfer from English to Arabic between sentences. The participant is developing a sense of awareness of the cohesive role of connectives, and this seems to reflect a phase of evolution in the students' written interlanguage.

Among third year students, the instances of transfer from English from sentence to sentence declined in frequency. A total of 198 drops between sentences were recorded among third year participants, over the course of the year. Data collected from the fall semester revealed a total of 121 instances of transfer from sentence to sentence, while the samples from the spring semester revealed 98 instances of transfer.

The data revealed that the frequency in instances of transfer from English to Arabic at the sentence level has declined from second to third year Arabic. Also, post-third year writing samples revealed a total of 45 instances of transfer in both post-third year fall courses.

### **3.5.2 Transfer of Style between Paragraphs**

Instances of stylistic transfer from English also occurred at the paragraph level. Second year participants did not construct written discourse at the paragraph level; therefore, this section will only address results from third and post-third year participants.

A total of 55 instances of transfer between paragraphs occurred among third year participants. I recorded 18 instances of transfer from the fall samples and 38 instance of transfer from the spring samples. The finding from the spring semester samples revealed an increase in frequency with regards to instances of transfer from English. This increase in English transfer among third year spring participants is evidence of a non-linear progression in their interlanguage development. In other words, third year fall participants used more connectives to prevent instances of transfer, while third year spring participants used less connectives. In the following paragraph, an instance of transfer from English is present as the participant moves from paragraph to paragraph:

#### Example 3.5-3

(1) لا حاجة للبيان انّ الجريمة المنظمة تجددت في كل انحاء العالم و انّ شبكاتها تمد من عواصم العالم إلى الارياف البعيدة و تقتصر بالنسبة الكثيرين الجريمة في البلاد العربية إلى حدود الارهاب بل هذه الفكرة ليست من الحق فالمجرمين العرب اسسوا مشاريع واسع النطاق في أممهم و حول العالم.

(2) يختلف بشكل ملحوظ تعريف الجريمة المنظمة في البلاد المختلفة و لكن يعمّم مكتب التحقيقات الفدرالي الأمريكي انّ تتكون الجريمة المنظمة من أي مجموعة من المجرمين تتماسك مع بعض و ذا التنظيم المتعمد و قاندين و تعمل عبر مخالفة القانون للحصول على اموال او سيطرة على السكان المحليّ و السلطة السياسية عن طريق تهديد العنف او الفساد. و تشمل بحسب منظمة التحقيقات الدولية "الانتربول" أنشطة الجريمة المنظمة من اختلاف الانواع مثلاً الاتجار بالبشر و الاسلحة والمخدرات و السطو المسلح و تقليد السلع و غسل الأموال.

(3) دل البحث على امثال وفير من التنظيمات الغير قانونية العديدة طوال القطر و تنوع المنظمات من المافيا الإسرائيلي متخصص بالبغاء إلى أسر الاكراد تتأجر المخدرات و الاسلحة ومرطبل في بعض الاحيان بالحزب العمال الكردستاني.

(1) It goes without saying that organized crime has spread throughout the world and that its networks extend from the capitols of the world to the countryside. For many, crime in Arab countries is confined to the borders of terrorism, but this idea is incorrect. Arab criminals have founded large-scale projects in their nations and all over the world.

(2) The definition of organized crime differs significantly in different countries, but the United States Federal Bureau of Investigation circulates that organized crime is composed of any group of criminals who cling to each other and to some intentional organization and its leaders. They act by breaking the law in order to obtain money or control over the local population and/ or political power by threatening with violence or corruption. According to the International Criminal Organization, organized crime takes many forms, such as human trafficking, weapons, drugs, armed robbery, imitation of good, and money laundering.

(3) Research [of this definition] is based on many examples of illegal organizations throughout the country and the variety of organizations from the Israel mafia, who specialize in prostitution to the families of the Kurds and trade drugs and weapons sometimes with the Kurdistan Worker Party.

In example 3.5-3, the participant demonstrates Arabic style paragraph transitioning by using the zero connective in paragraph (2). In paragraph (1), the participants introduced the topic of organized crime. She uses the zero connective to transition from paragraph (1) to (2), thus signaling her shift in discourse. In paragraph (2), she elaborates on her broad statement of organized crime by offering a definition. However, as the participant moves from paragraph (2) to (3), we see an instances of disconnectedness. In paragraph (3), the participant is attempting to give an example of organized crime yet there is no warning of her transition. Thus, we see a drop in

paragraph (3), where the use of a connective is needed. It is important to note that this transfer of English writing style is, in fact, less present among post-third year participants' data in this study.

Among post-third year participants, a total of 45 instances of English transfer in the way paragraphs connect occurred. Since both sets of data for post-third year participants were taken from the fall semester, rather than the fall and spring semester, I was unable to record the progression from fall to spring. However, there is a noticeable difference in the transfer of English style writing from third year to post-third year participants' writing in this study.

A total of 22 instances of transfer of English style from paragraph to paragraph occurred among participants in the Arab Spring course. In other words, I noticed a decrease in the instances of transfer from English among post-third year participants, when moving from paragraph to paragraph. In the following text, while the participant moves from paragraph to paragraph, evidence of English transfer still occurs, mainly in the beginning of paragraphs (2) and (3):

#### Example 3.5-4

**(1)** الأنظمة الاستبدادية استطاعت اجتياح الأنشطة المتمردة في العصور السابقة بسبب سيطرتها على الشبكات التقليدية للتواصل واحتكارها في المجال السياسي و هذه العوامل قد سببت عدم التنسيق و الاضطراب في ما بقي من المجتمع المدني وآليات التكنولوجيا الاجتماعية الجديدة قد انتجت اماكن التنسيق و التعاون جديدة للنشطاء وأيضا للناس العاديين و الأنظمة لا تستطيع أن تسيطر عليها في اشكالها المتنوعة. القمع السياسي و المذلة و التهميش الاقتصادي و الاجتماعي و حتى و الاحتجاجات ليست مسائل جديدة في التاريخ السياسي للعالم العربي و لكن مع حصول الإعلام الاجتماعي فمن الصعب لها أن تغطي رد فعلها (العنيف) من الشعب نفسه و من المجتمع الدولي. // مواقع فيسبوك و تويتر و يوتيوب هي مواقع تعطي للناس العاديين في تونس و مصر و

سوريا و اليمن و البحرين و الخ فرصة لقيام بتنظيم و بتنسيق للمظاهرات و لنشر الأخبار و الفيديوهات و المعلومات و الوسائل التقليدية بعثت الدعاية الرئيسية العادية.

(2) مواقع التواصل الاجتماعي ليست السبب الرئيسي أو الوحيد في اندلاع الثورات العربية و لكن لعبت دورا مهما و أساسيا فيها و كانت مساحة للنقاش و التنظيم السياسي في غياب مجتمع مدني . سرعة التواصل الاجتماعي سمحت للمتظاهرين أن يحصلوا على معلومات دقيقة بدقيقة عن الأحداث و المشاركين فيها و التواصل عبر هذه الوسائل قد دفع الناس إلى الشوارع و طمأنهم بمشاركة الآخرين في المظاهرات. و رغم من الرد فعل العنيف من قبل الأنظمة السائدة في بلدان الثورات، التواصل الاجتماعي سمح للمتظاهرين الاستمرار في ثوراتهم و احيانا وضع الضغط على الأنظمة الاستبدادية التي فقدت السيطرة على قنوات الاتصالات الشعبية

(1) Authoritarian regimes were able to invade the rebel activities in previous eras because of their control of the traditional networks for communication and their ability to monopolize them, in the political sphere. These are the factors that had caused a lack of coordination and confusion in what remains of civil society and mechanisms of the new social technology has produced places of coordination and a new cooperation for activists and also ordinary people and systems cannot be controlled in a variety of forms. Political repression, humiliation, marginalization Economic, social and even protests are not new issues in the political history of the Arab world, but with social media, it is difficult to cover the reaction (violence) of the same people and the international community. Facebook, Twitter, and YouTube are the sites that give ordinary people in Tunisia, Egypt, Syria, Yemen, etc. values in organizing and coordinating the demonstrations and publishing the news, videos, information, and traditional means of sending regular major propaganda.

(2) Social networking sites are not the only or main cause of outbreak in the Arab revolutions, but they played an important role and were an area of discussion and political organization in the absence of a civil society. The quick speed of social networking allowed protestors to access precise information about the happenings and participants in a minute. Communicating via these means pushed people into the streets and reassuring them of the other protestors in the demonstrations. And despite the violent response before the prevailing regimes in the countries where they are revolutions, social networking has allowed protestors to continue in their revolutions and sometimes put pressure on authoritarian regimes that have lost control of the popular channels of communication mode

The participant in example 3.5-4, moves from paragraph (1) to paragraph (2)

without the use of a connective. Rather, the participant immediately begins elaborating

topic stated in paragraph by describing a feature of the Arab Spring (1), thus resembling English style writing due to the abrupt transition from paragraph to paragraph.

Example: 3.5-5

- (1) تكلم المقدم مع الضيفين اسمهما مصطفى جميل بلجون، وهو دكتور ورئيس لجنة الحج التنفيذية، وعميد ابن حزة، القائد لمرور مشعر منى...
- (2) أولاً، قال القائد عميد أن لجنته استعدت المناسك ليوم التروية ويوم الوقوف...
- (3) وبالنسبة إلى الإجراءات الجديدة و عملية يوم التروية...
- (4) بالإضافة إلى ذلك قال الرئيس أن التطور التكنولوجي ساهم كثيراً في تطور العمل على تسهيل أمور الحجاج في الفترة الراهنة...
- (5) وأخيراً قال الرئيس والقائد أن القيادة لهذا المشروع مهمة جداً....

- (1) The presenter spoke to two guest whose names were Mustafa Jamil Baljoon, a doctor and the president of the Traditional Pilgrimage Committee, and Amid Ibn Hazza, the leader of passage to Mina...
- (2) First, the leader Amid said that his committee prepared the rituals...
- (3) And, in terms of the new procedures and operation for Day of the Tarwiyya...
- (4) In addition to that the president said that technological developments had a big part in making things easier for the Pilgrimage coming up.
- (5) And lastly, the president and the leader said that leading this project is very important.

In example 3.5-5, instances of English transfer from paragraph to paragraph are minimal. Additionally, the participant uses connectives as cohesive markers to transfer from paragraph to paragraph. For example, in paragraph (1), the participant states that \he will be talking about the Ministry of Health and the Ministry of Interior's involvement in the procedures implemented last year, due to the challenges and illnesses that affect the elderly during the Pilgrimage. In paragraph (2), the participant indicates that she will begin elaborating on the topic introduced in paragraph (1). The participant uses the connective أولاً *firstly*, as a cohesive marker when transitioning from paragraph (1) to

paragraph (2). The use of this connective is a feature utilized in Arabic style writing when listing reasons or elaborating on a topic. Another Arabic style writing feature occurs as the participant moves from paragraph (2) to paragraph (3). She is using the connective *و* *and* to indicate a transition into the paragraph where she explains the “new steps” implemented to improve services and conditions for Pilgrimage travelers.

In paragraph (5), the participant uses the connective *و* *and* to mark cohesion and transfer between paragraphs. Additionally, she attaches the connective *و* *and* to the connective *أخيرا* *lastly* to recall present the last statement presented in her introduction paragraph. Therefore, the participant is using the connective *و* *and* and its attachment to an additional connective as seen in writings by Arabic native speakers.

### **3.6 Lexical Cohesion: Instances of Lexical Couplets and Reiteration**

As mentioned in chapter 2 of this thesis, lexical cohesion is an important feature of Arabic writing. It does not only provide ornamental intensification in Arabic prose; rather, it is a key to the linguistic cohesion of the texts and to their rhetorical effectiveness (Koch, 1983). While examining the writing samples in this study, I noticed a development in the use of lexical cohesion, specifically the use of lexical couplets and reiteration. In this section I will be focusing on instances of lexical couplets, a subset of lexical cohesion, then in the following section I will shift my attention to the use of reiteration.

#### **3.6.1 The Use of Lexical Couplets**

Koch (1983) mentions that lexical couplets refer to pairs of semantic neighbors coordinated with the connective *و* *and*, such as *غريبة وعجيبة* *strange and weird*. I will also be analyzing the development of lexical couplet usage in the writings of second-, third-, and post-third year participants in this study. I believe that the emergence of lexical couplets in the writing of students further demonstrates how their written interlanguage is evolving.

### 3.6.1.1 Instances of Lexical Couplets among Second Year Participants

Among second year participants in this study, 2 instances of lexical couplet usage occurred. The first lexical couplet was formed in a sample from a second year participant during the fall semester. In the following sample, the participant describes a dream that he had last month and describes this dream as *strange and curious*:

Example: 4.6-1

في شهر الماضي، شفت حلم كنت كلب و لم وجدت اسرتي بدلا من اسرتي، استقرت في بيت جديد وعيّنت مديرة شركة ابل هذا القصة غريبة وعجيبة.

Last month, I had a dream that I was a dog and I could not find my family. Instead of my family, I settled in a new house and was appointed the boss of Apple. This story is strange and weird.

In example 4.6-1, the participant incorporates a lexical couplet, as highlighted in green, in his writing. She links the two adjectives *غريبة وعجيبة* *strange and weird* to describe the content, or “story,” of his dream. It is also important to note that this lexical couplet is commonly used in Arabic conversation and writing when describing something interesting and unusual. Nonetheless, by using this lexical couplet, the participant is

attempting to incorporate features of Arabic style writing. He has linked two adjectives that rhyme in Arabic, which is an important feature of Arabic writing and oral recitation. He has used a lexical couplet that is morphologically parallel, meaning that both adjectives follow the same pattern in Arabic. This instance of synonymy is commonly used in Arabic writing and contributes to the fluidity of the text, as both adjectives rhyme.

Furthermore, it is worth mentioning that lexical couplets usually appear in the writing of superior level students. Nonetheless, example 4.6-1 shows that participant has noticed this structure in the language through input. He made an effort to incorporate it in his output, thus reflecting a phase of evolution in his interlanguage in writing.

Another lexical couplet was formed in a sample from a different, second year participant during the spring semester. In the following sample, the participant mentions that her family and her gather together for every *holiday and (special)occasion*:

#### Example 4.6-2

أنا عندي عائلة كبيرة وبعض ذكرياتي المفضلة في دار جدتي وجدي في مدينة هيوستون مع  
أسرتي وأعمامي وعماتي وأطفالهم. اجتمعنا مع بعض لكل أعياد ومناسبات.

I have a big family and some of my favorite memories are at my grandparent's house in Houston with my uncles and aunts and their children. We gather together for every holiday and special occasion.

In example 4.6-2, the participant links the nouns *أعياد ومناسبات* *holiday and (special)occasion* with the connective *و and* to indicate that she gathers with her family for every holiday and special occasion. Rather than selecting two nouns that follow the

same morphological pattern, the participant in this sample has selected two nouns nearly synonymous in meaning in order to express the sample idea. In other words, the participant has included a “hendiadic”<sup>10</sup> lexical couplet, as she is using two words with similar meanings to complete the overall meaning. Yet, this incorporation of the lexical couplet is significant as it is evidence of the participant’s attempt to include a feature of Arabic style writing in her text.

### **3.6.1.2 Instances of Lexical Couplets among Third Year Participants**

Among third year participants in this study, I noticed that only one lexical couplet was used. I expected third year participants in this study to include more instances of lexical couplets; yet, this did not occur. However, as previously indicated, the formation and use of lexical couplets is expected among superior level students. Also, the lexical couplets used among the second and third year participants are a result of memorizing and listing, rather than creating as seen in the third year example below. Yet, these samples show that the participants are beginning to develop this Arabic style feature at the intermediate language level.

A lexical couplet was found in the writing of a third year participant during the spring semester. In the following sample, the participant uses a lexical couplet to describe the Egyptian singer, Oum Kalthoom, as ‘*famous and well-known:*’

Example 4.6-3:

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<sup>10</sup> Barbara Koch (1983) refers to *hendiadic* as the two terms in the lexical couplet share some meaning element, and it is this shared meaning element which is the referent of the couplet. In other words, two terms are linked to express one idea.

ولدت المغنية أم كلثوم في القرية المصرية مع إسم فاطمة إبراهيم هي مشهورة ومعروفة في كل شرق الأوسط بسبب صوتها جميل.

The singer, Oum Kalthoom, was born in an Egyptian village with the name Fatima Ibrahim. She was famous and well-known all over the Middle East because of her beautiful voice

In example 4.6-3, the participant has created a lexical couplet by linking two synonymous adjectives. Similar to the second participant in example 4.6-1, the third year participant is incorporating a stylistic feature in Arabic writing by linking two adjectives that are morphologically parallel. Thus, this lexical couplet is contributing to the fluidity of the text, as both adjectives rhyme. It is important to note that the lexical couplet مشهورة ومعروفة *famous and well-known* is a commonly used lexical couplet in Arabic. Therefore, the participant is using a memorized phrase, commonly used in Arabic.

### 3.6.1.3 Instances of Lexical Couplets among Post-Third Year Participants

Post-third year students incorporated 14 instances of lexical couplets in their writing samples. Table 3.15 provides a list of the lexical couplets used by post-third year participants:

Table 3.15: Lexical Couplets

English Translation	Arabic
<i>Consensual and participatory</i>	توافقية وتشاركية
<i>Complete and comprehensive</i>	كامل وشامل
<i>Superficial and fabricated</i>	سطحي ومصطنع
<i>Human and humane</i>	بشري وإنساني
<i>Growth and development</i>	التنمية والتطوير
<i>Problems and difficulties</i>	المشاكل والصعوبات
<i>Famous and well-known</i>	مشهور ومعروف
<i>Prejudice and discrimination</i>	عنصرية وتمييز
<i>Citizens and civilians</i>	مواطنين ومدنيين
<i>The far and strange</i>	البعيد والغريب
<i>Organized and planned</i>	نظموا وخططوا
<i>Problems and challenges</i>	المشاكل او التحديات
<i>Aid and assistance</i>	المعونة والمساعدة

This increase in the use of lexical couplets among post-third year participants is evidence that the students written interlanguage is further evolving and is approaching stylistic features observed in Arabic writing styles.

Table 3.15 displays a total of thirteen lexical couplets that were formed by post-third year participants. In the following example, the participant uses a lexical couplet to express that Islamic-Political groups in the Middle East has witnessed *التنمية والتطوير* *growth and development* through the years.

Example 4.6-4:

.... أما في العالم العربي (أو حتى العالم الإسلامي) فشهدنا التنمية والتطوير من جماعات

إسلامية-سياسية في انواع عديدة...

...As for the Arabic world (or even the Islamic world), we have witnessed **growth and development** from Islamic-Political groups in numerous ways...

In Example 4.6-4, the participant links the nouns *التنمية والتطوير* *growth and development* with the connective *و* *and* to describe a feature of Islamic-Political groups in the Middle East. The participant has included a “hendiadic” lexical couplet, as he is using two words with similar meaning to convey the overall meaning. If the participant were to remove either word in the pair, the sentence would still be understood. It is also important to note that the participant has used the same morphological pattern for both of the nouns. This is significant in that it adds a feeling of fluidity, cohesion, and parallelism in the sentence and remainder of the paragraph, Thus, this participant is exhibiting a feature of Arabic style writing in this text.

Post-third year participants in the Media Arabic course also demonstrated the creation and usage of lexical couplets in their texts. A total of 7 lexical couplets were observed in the samples analyzed in the Media course . In the following example, the participant uses a lexical couplet to argue that discrimination and prejudice against various social groups were both witnessed after September 11<sup>th</sup>:

Example 3.6-8:

و قالت الضيفة الثانية إن هناك قوانين في أمريكا لا تفرق بين المواطنين على الدين أو الجنسية أو العرق ولكن بعد ١١ سبتمبر أمريكا تعرفت على وجه البشر على الاسلام ولذلك كان هناك **عنصرية وتمييز** ضد كثيرة من الأطراف في المجتمع ولكن خصوصا المسلمين.

The second guest said that there are laws in America that do not discriminate between citizens based on religion, gender, or creed. But, after September America showed a different face regarding Islam. Because of that there was

prejudice and discrimination against a lot of sects in society, especially Muslims.

In example 3.6-8, the participant creates her own lexical couplet by linking the nouns, عنصرية وتمييز *prejudice and discriminate* with the connective و *and*. Examples 3.6-7 and 3.6-8 are similar in that both participants are creating their own lexical couplets by linking two synonyms together. However, one notable feature in example 3.6-8, is that both words in the lexical couplet are not from the same morphological pattern; rather, these two words are only similar in meaning.

The development of Arabic writing style through the use of lexical couplets is demonstrated by second-, third-, and post-third year participants in this study. Second year participants in this study relied primarily on listing memorized lexical couplets, rather than creating their own. However, among third year participants, only one participate incorporated a lexical couplet by linking two synonyms with the connective و *and*. Post-third year participants did, in fact, create and incorporate their own lexical couplets in their writing. While we noticed an isolated use of lexical couplets among second and third year participants, the real evolution in the use of lexical couplets seem to emerge among post-third participants. This shows an interesting phase of evolution in the written interlanguage of the learners.

### **3.6.2 Instances of Reiteration among Participants in this Study**

As discussed in chapter 2, reiteration is a form of lexical cohesion which involves the reiteration of a lexical item, at one end of the scale; the use of a general word to refer back to a lexical item, at the other end of the scale; and a number of things in between –

the use of a synonym, near-synonym, or superordinate (Halliday and Hasan, 1976). In this study, I did not notice clear instances of reiteration among second year participants in this study. Therefore, I will only be discussing the use of reiteration among third and post-third year participants.

### 3.6.2.1 Reiteration among Third Year Participants

A progression in the use of reiteration occurs among third year participants, as they attempt to create more cohesive ties in their writings. I recorded a total of 28 instances of reiteration among third year participants. In the following five examples, the participants use reiteration in their writing:

#### Example 3.8-1

هناك (1) جاليات كبيرة في ولاية فلوريدا تحتوي على عدد كبير من اللاجئين الكوبيين وفي (2) هذه الجاليات وفي المناطق خارج (3) الجاليات أيضاً هم يتحدثون باللغة الإسبانية فقط.

There are large (1) communities in Florida consisting of Cuban refugees, and in (2) these communities and areas outside of (3) the communities they only speak Spanish.

#### Example 3.8-2

كتبوا (1) دستور جديد و(2) هذا الدستور وحيدة من أهم المؤسسات الأمريكية

They wrote a new (1) constitution and (2) this constitution is one of the most important American establishments.

#### Example 3.8-3

وشهد في قصائد باشو (1) صفات البساطة وأناقة الفكر واستخدم (2) هذه الصفات لتمثيل أعقد أفكاره ومشاعره

He witnessed in Basho's poems (1) pages of simplicity and elegant ideas and he used (2) these pages to represent his ideas and feelings.

Example 3.8-4

بدأت (1) الثورة الكوبية في السنة ألف وتسعمائة وثلاثة وخمسين وكانت (2) هذه الثورة بداية العلاقة المهمة بين الولايات المتحدة وكوبا

(1) The Cuban revolution started in 1953 and (2) this revolution was the beginning of important relationship between the U.S. and Cuba

Example 3.8-5

في الشرق الأوسط (1) مفاهيم الجمال تأخذ شكل مشبه اليابانيون ومختلف عنهم أيضاً وفيها كثيرة من (2) مفاهيم الجمال تدور حول الأفكار التي تجيء من دين الإسلام مثل (3) فكرة الحجب (3) وهذه الفكرة تظهر قيمة الحياء الذي يشبه المفهوم الياباني

In the Middle East, (1) concepts of beauty take on a form which is similar to that of the Japanese, and it differs from them two. There are a lot of (2) beauty concepts that revolve around the ideas that come from Islam like the (3) idea of the headscarf. (4) This idea demonstrated the values of modesty that resembles the Japanese concept of modesty.

In each of the examples above, we see two instances of reiteration. The

participant refers back to مفاهيم الجمال in segment (1) by reiterating it in segment (2). She also refers back to فكرة الحجاب *the idea of the headscarf* in segment (3) by saying هذه الفكرة *this idea* in segment (4). Additionally, the participant is using the demonstrative pronoun هذه *this* with the reiterated word in segment (2). This shows that anaphora and reiteration are working together to assist in creating cohesion in the text. We will be discussing the instances of anaphora use in the participants' writing in section 3.7 below.

### 3.6.2.2 Reiteration among Post-Third Year Participants

I noticed a slight increase of reiteration among post-third year participants compared to third year participants as I was able to identify a total of 45 instances of reiteration at this level. In the following four examples, the participants use reiteration in their writing:

Example: 3.8-6

كإنسان لا خلاف على أنّ **ممارسة** زواج القاصرات غير العادلة وتُعتبر قمع البنات وانتهاك حقوق الإنسان وأعتقد أنّ أغلب الأشخاص في هذا العالم لا يدركون أنّ (1) **هذه الممارسة** مازالت شائعة في اليمن. بنات كثيرات تحت العمر 15 عام يتزوجن ب**رجال** عادة أكبر منهن بشكل كبير وهن من المتوقع أن يمارسن الجنس مع (2) **هؤلاء الرجال** الكبار ويعتنن بأطفالها.

As a person, there is no disagreeing that **the practice** of marriage of younger girls is unjust. [This practice] is also considered an oppression of young girls and a violation of human rights. I believe that most people in the world do not realize that (1) **this practice** is still prevalent in Yemen. A lot of girls under the age of 15, usually marry **men** significantly older than them. [These girls are also] expected to copulate with (2) **these older men** and take care of their children.

In example 3.8-6 the participant uses same-word reiteration in segments (1) and (2). In the beginning of the sample, the participant mentions that “the practice of marriage of younger girls is unjust” **ممارسة** زواج القاصرات غير العادلة. She refers back to “practice” in segment (1) by using the same word, in addition to a demonstrative pronoun. The participant also uses reiteration in segment (2). She states that “a lot of girls under the age of 15 marry men usually significantly older than them”

بنات كثيرات تحت العمر 15 عام يتزوجن ب**رجال** عادة أكبر منهن بشكل كبير

In segment (2), the participant refers to the “men” رجال precious mentioned by using the same word and a demonstrative pronoun.

Example: 3.8-7

وبالإضافة إلى ذلك يذكر الكاتب في بداية المقالة (1) الوضع السياسي في المنطقة وبسبب (2) هذا الوضع، لا نستطيع أن نقارن (3) الوضع السياسي في بلدان أخرى في العالم العربي.

In addition to that, the writer mentions, in the beginning of the article, (1) the political situation in the area. Because of (2) this situation, we are unable to compare (3) the political situation in other countries in the Arab world.

In segment (2), in example 3.8-7, participant refers back to the الوضع السياسي political situation mentioned in segments (1) and (3). The examples below, also illustrate the occurrence of reiteration among post-third year students.

Example 3.8-8

أدت إلى (1) الأزمة التي يواجهها الشعب اليمني حاليا ولا شك أنّ (2) هذه الأزمة ستلعب دورا بارزا ومهما

It led to (1) the crisis that the Yemeni people are currently facing and there is no doubt that (2) this crisis will play a prevalent and important role.

Example 3.8-9

بعد ثورة ٢٥ يناير نوجد مزيد من (1) المنظمات التي تعارض ظاهرة التحرش الجنسي في الشوارع المصرية. ومن (2) هذه المنظمات هناك «حركة بصمة» نشأت في عام ٢٠١٢

After the 25<sup>th</sup> of January revolution we find a lot of (1) organizations that oppose sexual harassment in the Egyptian streets. Of (2) these organizations, there is a stigma movement that was established in 2012.

In the previous two examples, the participants are referring back segment (1) but restating the same word in segment (2). Additionally, in all post-third year examples above, the participants are using a demonstrative pronoun in segment (2) to refer back to

segment (1). This is important as it illustrates anaphora and reiteration working together to create a more cohesive-feel in the text.

### **3.7 The Use of Anaphora**

As mentioned in chapter 2, anaphora is a linguistic relation between two textual entities which is defined when a textual entity (the anaphor) refers to another entity of the text which usually occurs before (the antecedent) (Hammami et.al., 2009). It is also an important linguistic feature present in both Arabic and English. Anaphora also binds different syntactical elements together at the sentence, paragraph, and discourse level, thus creating a feeling of cohesion throughout the text. Therefore, in this study, I am concentrating on the three following types of anaphora in the participants writing samples: (1) demonstrative pronouns, (2) third person, pronominal pronouns, and (3) relative pronouns. I will also be focusing on the evolution of anaphora usages among second-, third-, and post-third year writing samples.

#### **3.7.1 The Use of Anaphora among Second Year Participants**

In this study, second year participants used anaphora in their writing. Fall semester participants used anaphora 47 times, while the same participants in the spring used anaphora 159 times in their writing. I noticed an increase in the use of anaphora among the same group of participants in this study as they progressed in their Arabic proficiency level from the fall to the spring semesters. This progression in the use of anaphora was noticeable in the participants' writing, as illustrated in the following example:

#### Example 4.7-1

أنا لا أتذكر آخر مرة كتبت باللغة العربي فعلت ب(1) **هذا** بلوغ طبعاً أشعر سعيدة. قررت أن أخذ إجازة من شغلي وواجباتي وأقضي وقت على (2) **هذا** فقط. وراجع إلى البيت حوالي الساعة الثامنة. ما عنديش فرصة للمقابلة أصدقائي. أحياناً أفكر أن أذهب إلى مسرح ولكن لا انتهي واجباتي في وقت مناسب. أعمل كثير لأن لا أرغب في فشل إمتحاناتي. بعد التخرج أريد أن أجد وظيفة في المستشفى إن شاء الله. كذلك أريد أن استقرّ واجد زوج. عندما رجعت إلى الامريكة اشعر بالغربة طبعاً ولكن بعد سنتين ما شعرت بالغربة إن شاء الله العطلة الصيفية القادمة سآزور عائلتي في باكستان. بالإضافة إلى القضاء وقت مع عائلتي هناك أريد آزور أصدقائي من الطفولة.

I do not remember the last time I wrote in Arabic. So, I learned of (1) **this blog** and felt happy. I decided to take a break from my work and homework and spend time on (2) **this** only. I return to the house around 8 o'clock. I do not have the opportunities to meet my friends. Sometime, I think to go to the theatre, but I do not finish my homework at an appropriate time. I work a lot because I do not want to fail my tests. After I graduate, I want to hopefully find a job in the hospital. Because of that, I want to settle down and find a husband. When I returned to America I felt homesick, of course, but after two years I stopped feeling homesick. Hopefully, next summer break I will visit my family in Pakistan. In addition to spending time with my family I want to visit my childhood friends.

The participant in example 4.7-1, composed this writing piece during the fall semester. As highlighted in red, the participant only uses one type of anaphora, demonstrative pronoun, which she used twice to refer to **هذا البلوغ** 'this blog.' Although the participant uses minimal varieties and instances of anaphora, the participants is using the demonstrative pronoun to identify and refer to a specific blog. In the following example, the same participant, during the spring semester, incorporates more types and instances of anaphora, thus creating a cohesive feeling throughout the text:

#### Example: 3.7-2

أحب بيوت وكل أشياء **عنها** (1). أنا ارغب في الحصول الفلوس كثيراً للشراء بيت الآن. أريد بيت جميل مثل مشاهير ولكن سعر لالبيوت الكبيرة غالية جداً ولا أريد اقضي الكثير من الفلوس على بيت ولا أريد أن أسكن في البيت الرخيص أيضاً. يا ترى هل راح عندي الفلوس للشراء بيت في المستقبل؟ لا أريد بيت قديم لان بيت قديم فيه (2) كثير من مشاكل التوصيلحات. أريد بيت مع مطبخ

كبير ولازم فيه (3) ثلاجة فضية وخزائن كثيرة أيضاً. أحب ألوان غامق لان أريد بيت مع مفروشات غامق مثل الألوان أحمر وأزرق وذهبي وأصفر أيضاً. في غرف النوم أريد حرير شرشف وشبابيك واسعة. عندما كنت في المدرسة الابتدائية رسمت صور لبيت حلمي ورتبت كل أشياء ومفروشات في غرفتي كل الوقت. عندما راح أجد بيت حلمي سأبيع أبداً و عندما هناك شيء معطل راح إصلاح هذا (4) شيء أو راح اغيّر هذا (5) شيء. أريد البيت في الوسط المدينة لان كل الأماكن قريب إلي. إذا زاروا أصدقائي إلى بيتي، سأبدأ الاستعداد لزيارتهم (6) وسأشتري مناشف كثير لهم (7). يجب على ان يكون مناشف كثير في الحمام . إن شاء الله ساحصل على بيت جميل في المستقبل.

I love houses and everything about (1) **them** . I want to get a lot of money in order to buy a house now. I want a beautiful house like celebrities, but big houses are very expensive and I do not want to spend a lot of money on a house. And, I do not want to live in a cheap house. I wonder if I will have money to buy a house in the future. I do not want an old house because an old house has (2) [in **it**] a lot of problems. I want a house with a big kitchen and (3) in **it** there is a silver refrigerator and large cabinets, too. I like dark colors because I want a house with dark furniture like red, blue, gold, or yellow. In the bedrooms, I want silk sheers and large windows. When I was in elementary school, I drew pictures of my dream house and organized the furniture and everything in my room all the time. When I find my dream house, I will never sell it and when there is something broken I will repair (4) **it** or change (5) **it**. I want the house to be downtown because everything is close to me. If my friends visited me in my house, I will start to prepare myself for (6) **their** visit and buy a lot of towels for (7) **them**. There has to be a lot of towels in the bathroom. Hopefully I will have a beautiful house in the future.

The same participant in example 3.7-2, composed the writing piece, in example 3.7-1, during the spring semester. As highlighted in red, the participant only uses two types of anaphora, demonstrative pronouns and possessive pronouns. I noticed that the participant used demonstrative pronouns twice and possessive pronouns 5 times. This increase in the use of anaphora is not only noticeable, but significant, too. The participant is attempting to demonstrate Arabic-style writing by incorporating a feature of cohesion and referring back to items previously occurring in the text. For instance, in section (1), in example 3.7-2, the participant states that أحب بيوت وكل أشياء عنها *I love houses and*

*everything about them.*’ The participant is not only stating that she loves houses, but she is also attempting to elaborate and informing the reader that she loves everything about them (the houses). The writer is attempting to create a longer, more cohesive sentence by providing the reader with more detail and using an anaphoric feature as well.

### 3.7.2 Instances of Anaphora among Third Year Participants

In this study, fall semester, third year participants used anaphora 260 times, while the same participants in the spring used anaphora 270 times in their writing. This reflects a slight increase in the use of anaphora among third year participants as they progressed in their Arabic proficiency level from the fall to the spring semester. However, despite this slight increase of anaphoric constructions, third year participants in this study used different types of anaphora such as demonstrative pronouns, possessive pronouns, and third person pronominal pronouns such as *هم* *them* and *ها* *it*. This anaphoric variety was not present among second year participants in this study. This the use of anaphora was noticeable in the following fall and spring writing pieces from a third-year participant:

Example: 4.7-3

عندما كنتُ في القوات الجوية تعلمتُ اللغة العربية. لم أعرف اي شي عن الثقافة في الشرق الاوسط ولكن احببتُ اللغة و كذلك قررتُ أن أسافر إلى الخليج. عندي علاقات في الإمارات العربية المتحدة فذهبتُ هناك من أجل البقاء معهم (1). يسكنون في مدينة أبو ظبي فقررنا أن سوف أنزل في بيتهم (2) لمدة الاسبوع. عندما وصلتُ في المطار في أبو ظبي كنتُ أعجب بالمشاهد. كل الناس لبسوا ثياب مختلف مني. كثيت من النساء هناك تغطي وجوههم (3) و كلهم (4) محجبات. الرجال يلبسون ملابس طويلة و بيضة و اسمها (5) الدشداشة. بعد تركتُ المطار مشيتُ في احد من مراكز تجاري في المدينة. كنتُ أدهش لأن لا يوجد اي البضائع المحلية في هذه (6) منطقة. كل شي جديد او من الهند او الصين. الاستثناء هي العطور. الريح يشنبه الخشب و يوجد كثير من الانوع التي تحتوي على ورود و جلد و خشب الصندل و شي

مثل ذلك. أحب الريح كثيراً لذا اشتريتُ بعضهم (7). الثمن هو غالباً جداً على أنّ جودتهم (8) من الطراز الأول. معظم البضائع في اسواق أبو ظبي فاختراً لأن كل الناس فيها (9) الأغنياء باستثناء بعض الاجنبيين الذين (10) يسكنون هناك للعمل. بعد التسوق ارادتُ أن أجد طعم عربي تقليدي و أتجهت الى مطعم لبناني. في حقيقة الأمر المذاق الطعم نفس الشيء كطعم عربي في الولايات المتحدة فممكن يجب أن أذهب الى دولة اخرى في الشرق الاوسط لطعم عربي الافضل. المواطنين هناك ليست بحاجة من العمل و يحصلون على نقود من الحكومة كل شهر و لا عجب أن عدم المؤنات المحلية لشي محل مثل طعم او بضائع إنما يشتريونهم (11) من دول اخرى. برغم من كل هذه (12) حقائق احببت المدينة. يوجد المباني رائعة في كل اتجاه و كل مدينة نظيفة و ريحها (13) جميلاً. اليوم التالي ذهبتُ الى المسجد مشهور اسمه مسجد شيخ زايد. العمارة كانت جميلة و ضخمة. في المنطقة فخورون لدينهم (14) و لذلك يظهرونه في البناية. في المسجد يوجد السجادة الاكبر في العالم و الثريا احد من الافضل في العالم العربي. لبستُ العباءة فيه (15) من وراء الاحترام لدينهم (16). كنتُ أشعر الحرارة الشديدة

ولكن لقد استمتعت بالرحلة. لم أفعل كثير من الاشياء في الايام بعد ذلك إنما حاولت أن ألاحظ الثقافة مثلاً رأيتُ في البقالة يوجد لافتة فوق الستارة بيضة تقول "ليس للمسلمين" و وراءهم (17) يوجد خنزير و الكهول و دهشتُ من هذا (18) أنا سعيد جداً ذهبتُ إلى هذا البلد و أمل سأستمر أن أسافر في كل أنحاء العالم.

When I was in the Air Force, I learned Arabic. I did not know anything about the culture in the Middle East, but I loved the language. Because of that, I decided to travel to the Gulf. I have connections (friends) in the United Arab Emirates, so I went there to stay with (1) **them**. They live in Abu Dubai, so we decided to travel and stay at (2) **their** house for a week. When I got there, to the Abu Dubai airport, I was in love with what I saw. Everyone was wearing different clothes. A lot of women there covered (3) **their** faces and (4) **they** all wore a hijab. The men wore long, white clothes, (5) **it's** called "disdaashas."

After I left the airport, I walked around in one of the trading centers in the city. I was surprised because I did not find any local goods in (6) **this** area. Everything was new or from India or China, except for the perfumes. The smell resembled that of wood and there were a lot of different types consisting of flowers, skin, sandalwood, and other things like that. I love the smell a lot, so I bought some of (7) **them**. The price was really expensive however, (8) **their** quality was top class. Most of the goods in the Abu Dubai marketplaces are luxurious because everyone in (9) **it** (the people) are rich, except the foreigners (10) **who** live there because of work. After shopping, I wanted to find some traditional, Arab food and I turned to Lebanese food. To be honest, the food tasted just like the food in the U.S. So, I should probably go to another country in the Middle East with better Arab food. The citizens there were not in need of work and received money from the government every month. No wonder there wasn't anything local like food or goods, rather they buy (11) **them** (the goods and food) from other countries. Despite all of (12) **these** truths, I loved the city. There were

extraordinary buildings in every direction and every city was clean and (13) **its** smell was nice.

The next day I went to the famous mosque, [which is] known as Sheikh Zaid Mosque. The architecture was beautiful and huge. People in the region are proud of (14) **their** religion, and they displayed it on their buildings. In the mosque, there was the largest carpet in the world, and the chandelier is one of the best in the Arab World. I wore an abayyah in (15) **it** (the mosque), as a display of respect for (16) **their** religion. I felt really hot, but I enjoyed the trip. I did not do many things during the following days, but I tried to notice the culture, like I saw in the store that there was a sign above a car that said “not for Muslims.” And, behind (17) **them** there was a pig and alcohol. I was surprised by (18) **this**. I was very happy to go to that country, and I hope I will continue to travel all over the world.

In example 3.7-3, written during the fall semester, the participant uses more instances of anaphora than the second year participant in example 3.7-2. He uses a total of 14 pronominal pronouns, such as هم *them*, ه *it*, and ها *it* and 4 demonstrative pronouns, such as هذا *this*. This increase in anaphora helps create a cohesive feel in the text, as the frequency, quality, and types of anaphora have increase. For example, the participant mentions:

اليوم التالي ذهبتُ الى المسجد مشهور اسمه مسجد شيخ زايد

*“The next day I went to the famous mosque, [which is] known as Sheikh Zaid Mosque”*

He is providing details about the characteristic of the mosque, such as its name, by not being redundant in his elaboration. The anaphora ‘it’ (referring to the mosque), is a feature of cohesion employed by the participant in order to ultimately make the passage easy to read and help create a feeling of fluidity. The participant is also attempting to use a literary device, both present in English and Arabic writing, to add depth to his writing.

The progression in the use of anaphora was also evident in the participant's writing from the spring, as illustrated in the following example:

Example: 3.7-4

أحب السفر كثيراً وأظن أن السفر مهم بسبب الفرص لتعلم عن ثقافات ولغات وأنواع الحياة مختلفة وعلى أن عندي تجربة واحدة فقط خارج الولايات المتحدة الأمريكية ولكن **هذا** الصيف سأحصل على تجارب كثيرة خارج الولايات المتحدة في بلاد متنوعة في أوروبا ولذلك في **هذه** المدونة سأتكلم عن خطتي للصيف القادم والتجارب التي سأجربها خلال **هذه** عطلة الصيف. فأنا سأعيش في أوروبا معظم **هذا** الصيف وفي بداية العطلة سأسافر إلى روما، إيطاليا مع برنامج من جامعة تكساس فسأدرس مع أستاذ من قسم العلم السياسية في جامعة تكساس وطلاب آخرين من الجامعة ونحن الآن في صف عن تاريخ الكنيسة الكاثوليكية الديني والسياسي في **هذا** الفصل الدراسي وبعد ذلك في الصيف سندرّس الكنيسة الكاثوليكية في روما ومدينة الفاتيكان ومدن أخرى في إيطاليا بسبب مركز الصف على الكنيسة الكاثوليكية وتأثيرها وأهميتها في إيطاليا وكل أنحاء العالم.

وفي إيطاليا سأسكن مع بعض البنات من البرنامج في شقة خاصة في دخل روما وقريب من نهر التيبر وسندرّس اللغة الإيطالية وسيكون عندنا صف ثلاثة أيام كل اسبوع فقط فسيكون هناك وقت فراغ كثير وأيضاً كل واحد منا سيبحث عن مكان ثقافي مهم في روما أو قريب من روما وسيدرّس بقية الصف عن المكان وأهميته ومن الممكن أن نختار أي مكان نريد أن نقدم عنه فمن اللازم كل طالب أن يكون الأستاز أو الأستازة يوم واحد في البرنامج. وبالإضافة إلى ذلك سنكون عندنا الفرصة لعيش مثل الإيطاليين والفرصة لأكل طعام إيطالي لذيق كل يوم وأظن أن **هذا** البرنامج سيكون ممتاز ومثير جداً واعتقد أنني سأعجبني **هذه** الفرص في إيطاليا كثيراً.

وبعد البرنامج من جامعة تكساس عن الكنيسة الكاثوليكية في روما سأسافر في طائرة إلى ملقة، أسبانيا ومن مدينة ملقة سأسافر إلى ماريبا، أسبانيا عن طريق قطار للمشاهدة حبيبي سبنسر في **ها** وبعدين سنسافر إلى البرتغال مع بعض وثم نرجع مرة ثانية إلى أسبانيا ولكن سننزل في مدينة مختلفة اسمها سان سيباستيان والسبب لكل **هذا** السفر عمله في كرة القدم (سبنسر واحد من الناس الذين يمثلون القواعد والقوانين في اللعبة ويقررون قرارات لحصول على السلام فيها) وعندما سنكون في أسبانيا والبرتغال سننزل قريب من البحر وسأقضي وقت كثير في **ه**. وبعد عصرنا في أسبانيا سنزور أسرته في فرنسا لاسبوعين وعندما سنسكن مع عائلته من الممكن أن سنسافر إلى بارس وإلى الجبال في سويسرا لأن أسرة سبنسر تسكن قريب من جبال الألب السويسرية. وأخيراً سنرجع إلى وطننا بعد تجارب ممتازة وسأبدأ أن أخطط الرحلة القادمة.

I like to travel a lot and I think that traveling is important because of the opportunities to learn about cultures, languages, and different types of life.

However, I only have one experience traveling outside of the U.S., but, **this**

summer, I will have a lot of experiences travelling outside of the U.S. in different countries in Europe. Because of that, in **this** blog, I will talk about my plan for next summer and about the experiences I will experience during **this** summer. I will live in Europe for most of **this** summer. And, during the beginning of the break, I will travel to Rome, Italy with a program at the University of Texas. So, I will travel and study with a professor from the Political Science department at UT and different students from the university. We are all in a class about the history of the catholic church and politics **this** semester. After that, in the summer, I will study the Catholic church in Rome in the Vatican City and other cities in Italy because the focus of the class is on the Catholic church and its influence and its importance in Italy and all over the world.

In Italy, I will live with some girls from the program in a special apartment in Rome and close to the Tiber River. We will study Italian and will only have class three times a week. So, there will be a lot of free time. Also, every one of us will look for an important cultural place in Rome or close to Rome and they will teach the rest of the class about that place and its importance. We can choose any place that we want to present on. So, every student will be the teacher for a day in the program. In addition to that, we will have the opportunity to live like the Italians and the opportunity to eat delicious, Italian food everyday. I think that **this** program will be excellent and very exciting. I believe that I will like **these** opportunities in Italy a lot.

In example 3.7-4, the spring semester participant used a total of 7 demonstrative pronouns. The participant did not demonstrate an increase in the frequency of anaphoric constructions while progressing from example 3.7-3 in the fall to example 3.7-4 in the spring, yet the use of anaphora is still present.

### **3.7.3 Instances of Anaphora among Post-Third Year Participants**

In this study post-third year participants also incorporated a higher frequency of anaphoric elements in their writing, similar to third year participants. Post-third year participant samples from the Arab Spring course used anaphora 378 times, while the participants in the Media Arabic course used anaphora 263 time. I noticed that post-third year participants are incorporating the use of the relative pronoun الذي *'that'* more so than

second-, and third year writing samples. The increase in anaphora frequency is noticeable in the two following writing samples:

#### Example 3.7-5

طيلة السنوات الثلاثة الماضية انفجر الفن السوري وخصوصاً الفن المكون بالمنفى في المسرح الفني العالمي. بمعنى من المعاني يمكننا أن نفسر **هذه** الظاهرة كأنها كانت حملة علاقات عامة دعمت للشعب السوري عن طريق ابداعى يقدمه كضحية للعنف الغامض **الذي** يستمر أن يحزنه مع عدم وجود النهاية في الأفق. إذ يلعب **هؤلاء** الفنانون دوراً فردياً في إنفاذ ذاكرة الحرب السورية عن طريق **فنههم** كما أنهم يواجهون مجالاً واسعاً للتعبير حيث يمكنهم أن يصوروا الوضع بشكل بشري وانساني من أجل ترويح خير الشعب السوري من الخارج.

بدأ أهتم بتحليل الفن السوري الثوري لما زرت معهد الشرق الأوسط في باريس الصيف الماضي حيث شاهدت عدة أعمال مرتبطة بمعرض خاص كان يقدم بعض **هؤلاء** الفنانين. إحدى الأعمال لحظتها كانت لوحة بعنوان "الحولة" للفنان الفرنسي-السوري فارس كاشو **الذي** يمثل فيها تفاعلاً بين بشار الأسد وعدة أطفال من مدينة الحولة. في **هذا** العمل ينظر الأطفال إلى بشار بالخوف دون أن يعرفوا أنه يحلم سكيناً وراء ظهره مما يدل على المذبحة **التي** ارتكبتها القوات السورية فيها بنحت ١٠٨ نسمة في يوم واحد فقط. تمثيل الأطفال كضحايا أبرياء للعنف بلا منطق موضوع بارز في أغلبية الأعمال **التي** شاهدت في المعرض.

Throughout the past three years, Syrian art has burst out on to the scene, especially art about the exile featured at the global art theatre. In other words, we can interpret **this** phenomenon as if **it** were a public relations campaign supporting the Syrian people. **It** is presented in a creative way as a victim of mysterious violence **which** continues to mourn **it** with no end. **These** artists play a unique role in influencing the memory of the Syrian war by way of **their** art, as if **they** face a wide space of expression where **they** can capture the situation in a humane way, in order to promote the goodness of the Syrian people from abroad.

I started becoming interested in analyzing Syrian Revolutionary art when I visited the Middle Eastern Institute in Paris last summer. I witnessed a number of works connected with a special exhibit that some of **those** artists presented. One of the works that I noticed (**it**), was a canvas titled, "Houla" by the French-Syrian artist Faris Casho, **in which** he represented the interaction between Bashaar Al-Asaad and a number of children in the city of Houla. **In this work**, the children are looking at Bashaar Al-Asaad fearfully, without knowing that **he** is carrying a knife behind his back, indicating a massacre **in which** the Syrian Forces committed and killing **in it** 108 people in only one day. The representation of the children as innocent victims of violence without logic is a prevailing topic in most of the works **that** I saw [them] in the exhibit.

The participant in example 3.7-5, demonstrated an increase in anaphora frequency to word count ration, in addition to an increase in the variety used. Example 3.7-5 illustrates the following amounts and types of anaphora used: 4 demonstrative pronouns, 12 pronominal pronouns, and 4 relative pronouns. This increase in anaphora frequency and variety has contributed to creating a cohesive-feel throughout the text, as it is an important feature in Arabic-style writing. Furthermore, this increase in anaphora frequency and variety is significant because it shows that the participant is incorporating a necessary grammatical and stylistic feature of Arabic writing. For example, in the first paragraph, the participant states:

(a) نفس هذه الظاهرة كأنها كانت حملة علاقات عامة دعمة للشعب السوري

(a) We interpret this phenomenon as if **it** were a public relations campaign in support of the Syrian people

As demonstrated in the sentence (a), the participant is aware that she needs to include a pronominal pronoun *ها* *it*, indicated in blue, when referring back to *هذه الظاهرة* *this phenomenon*, indicated in the underlined portion. The participant understands that after the connective *كان* *as if* she needs to include a nominal sentence, which in this case she refers back to “this phenomenon” as she intends to describe its significance in her text.

## **Chapter 4: Implications and Further Research**

This research establishes preliminary work for further research on Interlanguage development in writing and the related pedagogical implications for instructors of Arabic. The present chapter summarizes the main research findings and discuss their implications for the study of Interlanguage development in Arabic writing, and for the teaching of Arabic writing. Finally, this chapter offers a number of recommendations for future research in Arabic writing and teaching.

### **4.1 Summary Findings**

The study followed an exploratory, descriptive, semantically-driven method in its analysis of 100 expository texts, divided among second-, third-, and post-third year participants. In my analysis of the texts, I focused my attention on the use of connectives, lexical cohesion, and reference as a way of measuring Interlanguage development in writing. I examined the variety and quality of each of the three cohesive features used by the participants in order to assess the development of their Interlanguage in writing. Overall, the findings in this study indicate two important aspects of Arabic Interlanguage development in writing among students of Arabic as a foreign language: 1) Arabic students undergo phases in the development of their Arabic writing skill and, 2) they do not fully master or acquire the appropriate application of Arabic writing features before moving on to the next phase. In other words, the development of the Arabic writing skill does not evolve in a linear or sequential manner.

The first aspect of Interlanguage development in writing includes the use of connectives. In terms of connectives, we see an evolution in variety and frequency of

connectives used among participants as they move from second- to third- to post-third year. Second year participants undergo a phase involving the variety and frequency of connectives featured in their written discourse as they progress from the fall to the spring semester. As the second year participants progressed from the fall to spring semester, I noticed a slight increase in the variety of connectives; however, during the fall they used a variety of connectives, which they did not use during the spring. For instance, second year participants during the fall semester used the connectives *أولا firstly*, *لو if*, *كذلك also*, and *ثم then*; however, they did not use these connectives during the spring. During the fall, they used these connectives, in addition to the zero connective, to organize their written discourse and signal a shift in the discourse itself. They are also adding balance and rhythm to the sentences giving their ideas a smoother flow. During the spring semester, second year participants are also using connectives to organize the events in their texts; however, they are not building off of the connectives used during the fall semester as their written Interlanguage development process is not linear. Instead, second year participants during the spring displayed an overall increase in their frequency of connectives within the sentence, attempting to create a smoother transition from idea to idea and clause to clause.

As second year participants moved from the fall to spring, I noticed a change in the frequency of connectives. During the fall semester, they used fewer connectives as they transitioned from sentence to sentence. Second year participants during the fall semester do not seem to be aware of the role the zero connective plays in Arabic written discourse. They appear to be using the zero connective similar to the way in which they

would not include a connective when transitioning from sentence to sentence in English. Evidence of this unawareness is present in the structure of their writing. Their writing resembles English-style writing as they are characterized by short, choppy sentences and a number of drops between sentences. Participants during the spring semester also exhibit the same type of structure in their sentences; however, they also feature various developments as they move from fall to spring.

As second year fall participants progressed to the spring semester, I noticed an overall increase in the frequency of connectives at clause and sentence levels. Although their writing still exhibits English-style characteristics, participants are building an awareness of Arabic writing. For instance, during the spring semester they used the connective *و and* at the clause level twice as much as they did during the fall semester. They are becoming aware of the importance, particularly the connective *و and*, in Arabic. Second year participants during the spring are also attempting to elaborate and give reason to their statement by increasing their frequency of connectives. Second year participants during the spring exhibited two notable features in their writing: 1) an increase in the overall frequency of overt connectives and 2) a slight decrease in drops between sentences. Overall, second year participants are developing their noticing skills with regards to the use of connectives in Arabic writing, semantically and syntactically, through comprehensible input. As the participants progress from second year to third year, we see how the written Interlanguage further develops into another phase.

Third year participants exhibit a development in variety and frequency of connectives as they attempt to link clauses, sentences, and paragraphs together. There was no notable difference in the variety of connectives as third year participants progressed from the fall to the spring; however, when compared to second year participants, the written samples of third year participants exhibit an increase in the variety of connectives. For instance, third year participants used the following eight connectives not used by second year participants: بل rather; but actually, مما where; for this reason, لذا so; therefore, عن فضلا additionally, إنما but rather; on the contrary, هكذا, thus; so, على أن, though; however, and بمثابة, like. This change in variation of connectives is significant in two ways: 1) third year participants are developing an awareness of the polysemy of connectives and the role of context in determining what a connective means in relation to its semantic environment, and 2) they are also attempting to create structure throughout the text by comparing and contrasting, introducing details, giving reasons, concluding, and explaining.

In addition to the change in variety of connectives, I noticed a development in the frequency of connectives at the clause, sentence, and paragraph levels. Third year participants are continuing to develop their written Interlanguage skill and awareness of the role of connective in Arabic written discourse. Although the frequency of each connective varied among the texts of third year participants, I did notice an overall increase in frequency of overt connectives at the clause, sentence, and paragraph level, and an increase in the zero connective at the sentence the paragraph levels. The increase in frequency of connectives is significant in that it influences the quality of the

participants' writing in two noticeable ways. First, third year participants are moving from the separated and terse-style sentences and including more connectives at the clause, sentence, and paragraph levels to create a more cohesive-feel through the text. Second, they are attempting to use connectives at the sentence and paragraph levels to lessen instances of drops, which also helps create a more cohesive-feel throughout the text. As the participants progress from third year to post-third year, we see how the written Interlanguage further develops into another phase.

Post-third year participants use a wider variety of connectives at the clause, sentence, paragraph, and discourse levels. As expected, they possess a larger repertoire of connectives than second and third year participants. We see that this increase in variety is correlated with the quality of connectives used throughout the text. Post-third year students, for the most part, appear to be aware of the organizational and rhetorical functions of connectives in Arabic, which is exhibited in the selection of connectives. Post-third year participants, more or less, seem to be aware of the semantic relationship they would like to signal in their writing based on their connective selection.

The frequency of connectives did not vary too much among third- and post-third year participants. Yet, post-third year participants' texts consist of longer, more fluid and cohesive sentences. Their writing also features less instances of drops from sentence to sentence and paragraph to paragraph. Although the participants in this study are increasingly using connectives to lessen instances of drops, instances of drops still exist. This is important in remembering that the participants Interlanguage development is not linear, as they have not completely mastered eliminating instances of drops. This aspect

of Interlanguage development is still forming. Thus, we see that post-third year participants are developing their noticing skill even more than third year participants in this study as post-third year participants are even more aware of context and what the role of a connective is in relation to its semantic environment.

In addition to the development in variety and frequency, post-third year participants extended the range of connectives to the discourse level. This is significant because post-third year participants are indicating a conclusive relationship between the preceding paragraphs and following parts in the discourse. They are signaling a major shift in the flow of discourse towards a peak one of the major conclusions made in the text. Overall, connectives play an important role in reflecting the development of various phases of Interlanguage in writing. Yet, it is not the only aspect of Interlanguage development among Arabic language learners.

The second aspect of Interlanguage development in writing is lexical cohesion. In this study, we also see a non-linear progression among the participants regarding the use and frequency of two aspects of lexical cohesion: lexical couplets and repetition. Beginning with the use of lexical couplets, it is important to note that lexical couplets are used more so at higher levels of Arabic rhetoric as they represent a clear example of the evocation and creation of linguistic paradigm in discourse (Koch, 1991). Additionally, lexical couplets can be seen as parallelism on the level of semantics (Koch, 1991). We see that second year participants' writings feature two instances of lexical couplets; however, they are unaware of the rhetorical importance of these couplets in Arabic discourse.

When comparing second year participants with third year participants, we see that third year participants only used one lexical couplets in their writings. The use of the one lexical couplet in the third year participant's text is significant as it proves that the development of Interlanguage writing does not occur in a linear fashion, and that third year participants still remain unaware of the importance of lexical couplets.

Additionally, we see another progression in the phases of Interlanguage development as post-third year participants incorporate an increased number of lexical couplets. Post-third year participants are beginning to develop their noticing skill with regards to the use of lexical couplets in Arabic discourse. They used a total of 14 lexical couplets in their writings. This increase in the use of lexical couplets among post-third year participants is evidence that the students written interlanguage is further evolving and is approaching stylistic features observed in Arabic writing styles.

Repetition is also another important aspect of lexical cohesion featured the writings of the participants in this study. In Arabic and many other languages, repetition plays a considerable role in the sense that it links a unit of meaning to the previous one; thus, creating a more cohesive-feel throughout the text. Although second year participant did not use repetition in their writing, we see third-, and post-third year participants' incorporate this cohesive feature. Third year participants show evidence of noticing the importance of repetition in Arabic discourse; their writing demonstrate 28 instances of repetition to help establish cohesive ties in their writings. Post-third year participants also show evidence of Interlanguage development as they exhibit 45 instances of repetition in

their writing. Third-, and post-third year students also use anaphora with repetition to create a more cohesive-feel throughout their writings.

The third aspect of Interlanguage development in writing is reference. In terms of reference, specifically anaphora, we see a progression in variety and frequency of anaphoric elements (i.e. demonstrative pronouns, third person, pronominal pronouns, and relative pronouns) among participants as they move from second- to third- to post-third year. Second year participants during the fall incorporate a one variety of anaphora at a low frequency. However, we see a development in the use of anaphora as second year, fall participants progress to the spring. In the spring, they use two varieties of anaphora and demonstrate a significant increase in the use of anaphora. Participants during the spring show evidence of noticing development regarding the use of anaphora and its role as a cohesive tool.

We also witness an increase in variety and frequency of anaphora third year participants. Third year participants during the fall and spring incorporate roughly the same types of variety and frequency of anaphora in their writing. Yet, their use of anaphora differs from that of second year participants in that third year participants show evidence of using anaphora to make the text easier to read and help create a feeling of fluidity. They are also continuing to develop their noticing skills by attempting to incorporate more anaphoric ties throughout the text. Thus, the findings show that third year participants are undergoing a phase where they are attempting to incorporate more types and instances of anaphoric elements in their writings.

We see another phase among post-third year participants regarding the development of variety and frequency of anaphora. Although there is not a significant change in the variety of anaphora among post-third year participants in comparison with third year participants, both third- and post-third year participants are using anaphora to emphasize ideas, in addition to developing their use of anaphora by using it as a rhetorical device. However, post-third year participants show evidence of using the relative pronoun more than second-, and third year participants. This is significant in that relative pronouns provide a link between a clause and the balance of the sentence, thus creating a more fluid, cohesive-feel throughout the text.

Overall, the development of the participants' Arabic Interlanguage in writing proves that learners of Arabic as a foreign language undergo a process establishing writing proficiency in Arabic. It also proves that Interlanguage constitutes an unstable system and is permeable to invasion by new linguistic forms and input; its dynamic quality is reflected in tremendous Interlanguage variability and also in overlapping stages over development as one set of variable rules is revised in favor of another (Song, 2012).

#### **4.2 Pedagogical Implications**

The development of Interlanguage in writing is influenced by the role of the instructor and student through the development of noticing, language scaffolding in writing, and feedback. Of the functions associated with L2 production, noticing has been considered of particular importance, as noticing has been conceptualized as an attentional construct involving the “conscious registration” of occurrences in language input

(Schmidt, 1995). In promoting L2 learners' noticing in writing, rich, comprehensible input and writing targeted tasks have been proposed as a noticing-triggering mechanism. Swain's (1985, 1995, 1998, 2000) Comprehensible Output Hypothesis proposes that output pushes learners from semantic to syntactic processing, triggering conscious attention to interlanguage limitations (i.e. noticing the gap) and to relevant target features in subsequent input (i.e. noticing) (Nassif, 2014).

The first aspect of promoting noticing among Arabic students involves providing rich, comprehensible input. The participants, in this study, are noticing through activities, materials, and instructor feedback. These three sources of rich, comprehensible input help build awareness among the participants in this study, thus, helping them to become conscious of Arabic writing features. Furthermore, Schmidt (2001) suggests that since many features of L2 input are likely to be infrequent, non-salient, and communicatively redundant, intentionally focused attention may be a practical (though not theoretical) necessity for successful language learning. Increasing the saliency and frequency of a form will, therefore, enhance learners' noticing of the form (Nassif, 2014). It is, therefore, necessary for teachers to provide meaningful contexts in which learners are required to constantly use language forms in a way that would help engender linguistic and stylistic processing and item retrieval (Nassif, 2013). In other words, rich, comprehensible input such as activities aimed at building awareness, thus helping to develop Arabic learners' written interlanguage.

The second aspect of promoting noticing among Arabic students involves making writing activities goal-oriented. By doing this, students are thinking of the content and

structures of the language, the content within which the language is being communicated, the audience to whom they are writing, and the appropriateness of the level of the language used (Al-Batal, 1995). For example, activities requiring students circle the instances of various connectives such as *و* *and* used in a text and differentiate between the different types of *و* *and* used. These activities can be implemented in the Arabic classroom during the first year of language learning in order to help building awareness and noticing skills and contribute to interlanguage development.

The instructor plays a pivotal role in the learner's development of the learner's written interlanguage. First, it is important to not assume that all L2 learners will possess the necessary cultural understanding of key genres or access to knowledge of the typical patterns and possibilities of variation within the text they are asked to write (Hyland, 2003). Second, through scaffolding, instructors help to create learning situations that are cognitively and intentionally demanding for learners, making it possible to push them to higher levels of performance (Ohta, 2000). Instructors can incorporate language scaffolding in writing by asking students to submit and revise multiple drafts of the text, thus allowing students to elaborate, clarify, and make necessary corrections based on instructors' comments and suggestions. As Johnson (1988) and Thornbury (1997) argue, L2 writers need to be exposed to the feedback after they have produced their own output and identified their respective problems. Providing feedback is an important way in which instructors can incorporate language scaffolding in writing. Instructors can also set up writing conferences with their students and discuss Arabic writing style and

semantics, in addition to important grammatical concepts. By providing feedback, instructors are inviting students to develop their noticing skills.

The student's peers also play a role in language scaffolding in writing. Al-Batal (1995) notes that, in most cases, we write because we want people to read what we write. However, writing activities in the classroom limit this interaction to the teacher and student. Creating readership and peer-revision in the classroom allows the student a different perspective and means of receiving feedback on writing activities. The classmates can read their peers' writings and give feedback on both content and style (Al-Batal, 1995). This form of feedback on writing assignments promotes noticing and heightens awareness of Arabic stylistic features among Arabic language learners, in addition to helping students further develop their written interlanguage.

Overall, instructors are in a position to help with the development of interlanguage in writing by promoting the development of noticing skills in writing through rich input and writing-goal activities. Instructors can also incorporate language scaffolding in writing and encourage collaboration through peer-editing.

### **4.3 Limitations and Future Research**

This study has limitations that could be addressed in future research. First, one individual (the researcher) completed the data analysis and text segmentation. The researcher, however, solicited help from two native speakers of Arabic to assist her with identifying instances of transfer at the sentence and paragraph levels. Therefore, results and findings should be viewed in light of the subjectivity associated with an individual-

analysis and examination. Second, I was unable to measure the development of Arabic writing style of the same group of participants as they progressed from Intermediate sublevels to Advance sublevels. This would require a longitudinal analysis over the course of three academic years of Arabic, in order to document the progression of the same size. Lastly, the participants in the study were assumed to be performing at specific proficiency levels (e.g. Intensive Arabic III Fall semester and Intensive Arabic IV Spring semester ranged from Intermediate Low to High, Intensive Arabic V Fall semester and Intensive Arabic VI Spring semester ranged from Intermediate High to Advanced Low, and The Arab Spring and Media courses included various subranges of Advanced speakers). Therefore, no validated quantitative measure of their writing proficiency level was available. Their written proficiency level was, therefore, based on the course in which they were enrolled and their instructors' judgment.

A future study may set as it aims to monitor the development of the Arabic written Interlanguage of the same control group as they move from second to third to post-third year courses. Although this process may require a few years of commitment, it may assist Arabic practitioners in understanding the process students undergo when their Arabic writing style. Additionally, increasing the sample size of participants may offer a better insight of Arabic style development. Therefore, such research should be conducted in light of a more extensive body of data.

Another area of potential research is to measure the development and process of noticing of writing style among Arabic language learners. Noticing plays a key role in the development of the Arabic written skill among Arabic language learners; therefore, it

would be beneficial to measure the degree to which noticing correlates with interlanguage Arabic writing style development.

Lastly, another area of potential research may be the quality and types of writing feedback to which students are exposed. Feedback is a pivotal part of building awareness and developing noticing skills among language learners; therefore, measuring the quality and types of feedback can assist Arabic practitioners in further understanding the process of Arabic writing style development among Arabic students.

Overall, the findings obtained in this study constitute an initial step towards defining the process in which Arabic learners undergo while developing their written interlanguage. Being acquainted with this process may help instructors better understand effective methods of teaching writing. Therefore, through the findings of this study and future research, I hope to contribute to implementing an updated and new integrated approach to teaching writing in the Arabic classroom.

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