

# **Modes of Emphasis in Standard English and Modern Standard Arabic : A Contrastive Study form a Hallidayan Perspective**

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Modes of Emphasis in Standard English  
and Modern Standard Arabic : A Contrastive  
Study from a Hallidayan Perspective \*

### **1. Introduction**

Communication may be hindered due to errors regarding emphasis . As such, it is the duty of the language user ( speaker or writer ) to reveal the emphasis he wants in a way that helps avoid errors and ambiguity . Both Arabic and English employ emphasis to achieve the same functions , particularly removing ambiguity out of the discourse. However , the lexical items and linguistic devices that the two languages employ to express emphasis are sometimes different and sometimes similar but differently used . This study aims at specifying , examining and functionally explicating the modes of emphasis in Standard English ( SE henceforth ) and Modern Standard Arabic ( MSA henceforth) . Then , the similarities and differences of modes of emphasis in both languages are highlighted . The analysis and comparison of modes of emphasis in the two languages are made according to the model of Halliday's theory . This study could be a contribution to the disciplines of contrastive linguistics , error analysis , discourse analysis and pragmatics ( in relation to the functions of language ) , stylistics ( because emphasis is a stylistic device in the first place ) and translation (since it deals with emphasis across two languages ).

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## 2. A Review of the Basic Aspects of Halliday 's Theory

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In Halliday's theory of functional grammar , language is not viewed in isolation from its social environment ( Widdowson, 1980:237 ;Mohan, 1989:99 , Catford,1979:1 and Edwards ,1976:3 ) and generally language is needed to communicate and construct social reality . This kind of grammar describes the relation between the discourse and the situation in which it occurs . In this respect , Halliday advocated three meta- functions of grammar : the ideational , interpersonal and textual . The social roles of language are involved in these three functions which are culture-specific ( Halliday, 1970:191 ). The ideational function of language refers to the propositional content of the sentence . It is the representation of experience outside and inside us . It stands for processes such as action and event . The interpersonal function refers to " a set of related options which give structures to the speech situations and defines the relations between speaker and listener via linguistic interaction " (Ibid:336 ) . The textual function refers to the way the grammatical and intonational structure of sentences relate to each other in continuous texts and to the situation in which they are used' ( Ibid ).For Halliday , the three functions of language are grammatical ones and they are embodied by devices such as transitivity , mood , theme , • ••etc ( Ibid, 1985:XX ) . Transitivity specifies the different types of processes in language and the structure by which they are presented

It is the representation of PROCESSES ,the PARTICIPANTS and the CIRCUMSTANTIAL features associated with them . PROCESS refers to anything that can be expressed by a verb , event or state or relation . **This** review introduces only those aspects of Halliday's theory that are explicitly related to the main concern of the study, i.e emphasis and thematization .The participants are realized by nominal groups and the circumstantial features are represented by adverbial groups or prepositional phrases . The theme-rheme structure ( thematization ) is the basic form of the organization of the clause as message . .Here , the constituent is the clause and the element selected by the speaker as theme is placed in first position in the sequence ( Kress , 1976 :179 ) . The theme is what the message is concerned with and an item will have a thematic status if it is located in first position . For example , in interrogative clauses , themes are of categories of yes/no ( the finite verb ) or wh-word question ( the wh-element ) . In imperative clauses , the verb acquires the status of theme because it comes in the first position . The interrogative and imperative cases represent the unmarked theme .Any deviation from these cases results in marked theme ; and the most usual form of marked theme is the adverbial group .

### 3. Modes of Emphasis in SE

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Emphasis in SE is realized by several methods . They are listed in the following :

**1• Change in word order** : Any element in the sentence other than the subject can be thematized for purpose of emphasis. Emphasis by change of word order is based upon the fact that there is no point of departure and it constitutes the body of the message which Halliday( 1970:161 ) considers as " the peg on which the message is hung .The position may change not only to make emphasis but also to avoid ambiguity " ( Blumenthal,1962:236 ) • For example :

- Soon ,they decided to leave .

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 Theme                      Rheme  
 means that it was not long before they decided to leave , whereas in: They decided to leave very soon.

Theme Rheme  
 It is implied that they decided not to stay much longer.

**2. Passivization** : The major function of the passive construction is 'to render ... the two semantic categories of agent and patient for emphatic purposes ( Khafaji ,1997 :21 ). Passivization dissociates the agent and emphasizes the patient .

**3. Use of the operator:** The basic functions of the operator are emphasis and revealing the " contrast between positive and negative meaning " ( Quirk et al , 1972 :Z09 ) • The use of DO is regarded essential as being emphatic affirmation of doubtful statement or as the denial of the negative ( Palmer ,1965 :26 ) .For instance , in ' I do love you ' there is an emphatic affirmation to either ' Do you love me? ' or ' You don't love me ' Emphasis by Do is also caused by " the pattern of the stress and intonation " ( Sledd , 1959: 108 ) . It means that in speech , the operator DO is stressed

**4 . The cleft sentence structure** : By this structure , any element in the clause except the subject complement and the verb can be emphasized . This construction is useful for fronting an element as theme and also for putting focus on the theme . The cleft sentence consists of two parts : the topic ' highlighted ' and the verb to be ' ( Leech and Svartvik , 1975 : 182 ) . The cleft sentence is useful where emphasis cannot be marked by intonation . e.g. ' John broke the window . It was John who broke the window ' .

There are two types of cleft sentences in English . The first type is the one which starts with the introductory ' it ' ( the example above ) . The second type is wh- cleft sentence . It is useful for highlighting one element for contrast and emphasis ( Ibid ) , e.g. : ' What we need is more tutoring ' . This is a cleft sentence of: ' More tutoring is what we need ' . The wh-cleft sentence takes up the subject (theme ) and the object ( rheme)positions .

**5. Use of certain emphasizeers** : These emphasizeers are of two groups:

\_ Attitudinal disjuncts which co-occur with any verb or predication . They are used to express that what is being said is true . They are: actually , certainly , clearly , definitely , indeed , obviously , plainly , really , surely , for certain and for sure .

\_Style disjuncts which convey that the speaker is asserting the validity of what he is saying. They are : fairly , frankly ,honestly ,just , literally ,simply ... etc . These emphazisers are also called ' modifiers ' by Strang ( 1974 , 189) and adverbs of affirmation by Eckeresley and Eckeresley ( 1960 : 251f ).

**6. Use of Emphatic Pronouns :** These pronouns are made by 'self ' added to the base pronoun ( Lambert ,1972: 176 and Fromkin and Rodman , 1972 : 218 ). They function as intensifiers and they are situated immediately after the related central pronoun or at the end of the clause ( Strang , 1979 : 122 ).

e.g. : The dean himself visited the class .

The dean visited the class himself .

**7. Use of the intensifier ( -ever ) :** Emphasis is imparted to wh-question by inserting the intensifier ( -ever ) to wh-words ( Leech and Svartvik , 1975:136 and Strang, 1974 : 122 ) . They are used in the sense <sup>1</sup> It doesn't matter who, which, when,...etc<sup>1</sup> as in :

e.g. : I'll give the bag back to John or Henry or whoever it belonged to . In addition to the use of ( -ever ) , there are other items that are used to intensify the emotive effect of wh-questions

e.g. : - Who on earth opened my letter ?

- Who the hell are you ?

- What in heaven's name do you think you are doing ?

**8. Repetition :** Repetition is a device that is used for giving an intensifying effect in certain clauses. It involves repeating lexical items , phrases , structures or ideas for the sake of emphasis ( Sledd , 1959 : 317 ;Ochs,1979:60 and Maclin , 1981 : 294 ) . For example , repeating attributive adjectives that are absolute and of degree intensifiers does convey 'emphasise

e.g. : an old old man = a very old man very very good = extremely good .

Prepositions can be repeated but they should be coordinated . e.g. : He is an out and out liar . Prepositional phrases are also repeated for the sake of emphasis or reinforcement .

e.g.: Away from people , they must go away from people.  
( Woolf , 1976 : 24 )

#### 4. Modes of Emphasis in MSA

Emphasis /ʔal tawki:d/ in MSA falls into two major categories /ʔal tawki:d ʔal laffsi/ ( emphasis by repetition ) and /ʔal tawki:d ʔal maqnawi: / ( emphasis by certain lexical items ) . The basic function of all ways of making emphasis in MSA is to strengthen the meaning and to avoid ambiguity in the discourse . In the following is a review of the ways of realizing emphasis in MSA :

**1• Change in Word order** : Arabic has two dominant word orders : SVO and VSO • but the basic one is the latter where the verb precedes the subject . In SVO sentences , the predicate / xabar / can be thematized or fronted before the subject /mubtada? / , It is possible to thematize the predicate if there is no resulted ambiguity ( Ayyub,1975 :191 )as in :

e.g .: /qa:ʔim-un zayd-un /  
standing-nom. zaid-nom.

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Theme Rheme  
( Zaid is standing )

It is obligatory to thematize the /xabar/ if the theme is indefinite as in :

e.g. / fil da:r-i zayd-un/  
in~def. house-gen. zaid-nom.

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Theme Rheme  
( In the house is Zaid )

or if the theme contains the pronoun referring to the /xabar / as  
in :

e.g. /fil dar:-ri sahibuha: /  
in~def. house-gen. owner – its

-----  
Theme Rheme  
( In the house is its owner ) .

or if the /xabar / is a noun which has precedence such as interrogative and conditional nouns as in :

e.g. : /ʔayn-a nasi:ruk-a/  
where supporter-your-acc .

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Theme Rheme  
( Where is your supporter ? )

It is worth mentioning that Sometimes <sub>g</sub> the translation of the researcher is very literal so as to retain the idiosyncracies of MSA especially the word order. The use of /ma:/ ( not ) in MSA leads to shifts in the natural word order . Thematizing the negative particles and the accompanying inversion is basically used for restriction which is the best way to realize emphasis in Arabic as in :

e.g. / ma:kari:m-un ʔilla qaaliy-un /  
not generous-nom. but qli-nom.

-----  
Theme Rheme  
( No one is generous but Ali )

**2. Passivization :** The passive voice in MSA is chosen to emphasize the process that is realized by the verb and to highlight the patient which becomes, after passivization, the acting subject /na:ʔib fa:gil /. The passive in MSA is partly made by a change in the vowel pattern of the verb stem. This means that part of the process of passivization in Arabic is morphological ( Aziz, 1989:267 and Bakir ,1997:34 ). The passive in MSA is agentless but sometimes the agent is post-posed in final position by the use of the prepositional phrase /minqibal-i/ (by). In the transformation from active to passive in Arabic , no change in word order is involved . The reasons behind the choice of the passive rather than the active are : emphasizing the process ,highlighting the patient and when the active counterpart involves ambiguity ( Tawfik , 1976 : 9 ).

**3. Use of Emphasizers of verbs :** The particle /gad / is used to emphasize the verbs in the past tense in Arabic . It is placed before the verb ( irfan, 1979:30 ). It enables the verb to remain in the theme of the clause and still receives the focus and emphasis. ( It is worth mentioning that the phonemic transcription after the dash in some of our examples represents the closing vowels of MSA which indicate the nominative , accusative , and genitive cases in addition to the nunation case ). Sometimes , the particle \ gad \ is prefixed by the emphatic /la:/ so as to strengthen its emphasis .

e.g. / gad ja:ʔ-a l-walad-u /

truly came-acc. Def-boy-nom.

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 Theme Rheme  
 ( Truly the boy came ) or ( It was the boy who came )  
 / laqad na:m-a Zayd-un /

Truly slept-acc. Zaid~nom.

-----  
 Theme Rheme  
 ( Truly Zaid slept ) or ( It was Zaid who slept )

The emphatic /nu:n/ which refers to the second person is used in Arabic to emphasize the present tense and the imperative clauses .

There are two kinds of this /nu:n/ : the dark and the light . The imperative verb has a future meaning with this energetic /nu:n/ and it emphasizes the verb without any restriction ( Galayini:1972:V.3 .267 ; Wright 1972 V.11 .61 and Jafar,1983 :136-94 ). The function of this /nu:n/ is to remove any doubt out of the discourse and any doubt on the part of the listener ( Hasan,1963:iv 129 ). This pattern of emphasis is idiosyncratic to Arabic ( Al-Naylah , n.d. : 76 ).

e.g. / ʔuxlusann~a fi: wa: jibik-a /  
 be honest-acc. in work-gen-your

Theme Rheme  
 ( Be honest in your work )

/ʔihfidan kala:mik-a qanil xata?~i /  
 keep speech-your from-def Error-gen

Theme Rheme

( Keep your speech out of error )

**4. Use of cognate object** : The cognate object is derived from the infinitive . It is employed for reinforcing the process realized by the verbal group in the clause by adding greater force to the

verb ( Deeb ,1984 : I34 and Wright , V2 1972 : 54 ). The cognate object is not the logical object- the patient - because it is not affected by the process . It emphasizes a process of doing on the ideational level . The process affects the patient and not the cognate object . The function of the cognate object is to remove ambiguity and any doubt on the part of the listener on the inter-

personal level . Thus , the use of the cognate object in MSA is an effective way to show emphasis . It can be used with all tenses .

e.g. / kasar-a l-walad-u l-qalam-a kasr-an/  
 broke-acco def-boy-nom. def-pen-acc breaking-acc.

Theme Rheme

( The boy broke the pen breaking )

**5 .Use of certain lexica items** : Emphasis in MSA can also be achieved by the use of certain lexical items . These items include : (I) nouns

- /hasb/ ( being enough ) which expresses sufficiency but it does not impart emphasis unless it is prefixed by /fa:/( Deeb , 1984:103 ). This item appears in the rheme of the clause : ma2 e.g. : \ ma: raʔayt-u miOlah-u qat /

not saw-I like-it never-nom.

Theme Rheme

( I never saw such a thing )

- /gayr / ( other than , except ) : This noun is used as a conjunction of concession . If it appears between two opposites , it helps get rid of ambiguity . . It is

a genitive that designates one or more object (s) expressed before it ( Wright ,1974 : 208) e.g. : / lan ʔaf9 al-a gayr ʔalazi: ʔamartani: /

not do - I other than what ordered-you-me.

Theme Rheme

( I will not do other than what you ordered me )

3. Adverbs : -/qat/ ( never ) which is used to intensify negative in Arabic and it is preceded by the negative particle like / ma:/(not) ( Aziz ,1989 : 25Z ) . It can also be

used to intensify interrogative clauses « It cannot be used with the present term since it refers to the past ( Deeb , 1989 : 109 ) .  
 e.g. : / ma: ra?ayt-u miOlah-u qat /  
 not saw-i like-it never-

-----  
 Theme Rheme  
 ( I never saw such a thing )  
 -/?abadan/ ( never ): It is an adverb of time that is used to emphasize affirmative and negative future •  
 e.g. / sa:lim-un. sadi:q-i fahasb /  
 Salim-nom. friend-my and-that's it

-----  
 Theme Rheme  
 ( Salim is my friend and that's it ).

-/?albattah/ ( at all ) : It is used to intensify negation in Arabic and it always appears in final position within the complex of the rheme . It can be used with the past .  
 e.g. : / lam ya?kul shay?-?-an ?albattah /  
 not ate-he thing-acc. at all

-----  
 Theme Rheme  
 ( He ate nothing at all )  
 As far as emphasis of negation in Arabic is concerned , there are items that express partial negation . These /include /la:yaka:d/(barely), /yandur/ (rarely ) , /qallama/( seldom ) ... etc /bilta?kiid/ ( certainly ) : This emphatic adverb is derived from the radical verb /?akadda/ ( emphasize or ensure ) ( Al-Razi,1983 : 20 , Al-Tihir , 1984 : 85 and Ibrahim et al , 1960 : 22 ) . It can emphasize what is said previously in the discourse and summarize the whole issue as in :

e.g. : / la:kina l-matar-i bihaza: l-shakil-i yu?aOir-u  
 but-acc. Def.-rain in-this def.way-gen, affect-nom.  
 qala qamalik-a bilta?kiid /  
 on work- your certainly

( But rain in this way will certainly affect your work )

- /nafs /and /qayn/ ( self or essence): These items are attached to the pre-nominal suffix which corresponds to the emphasized item in number and gender . They are used to emphasize the idea of the self as in :

e.g. : / ra?ayt-u zayd-an nafsahh-u /  
 saw-I Zaid-acc. Himself

-----  
 Theme Rheme  
 ( I saw Zaid himself )



These lexical items can be made genitive by attaching the preposition /bi-/ as in :

e.g. : /ja:ʔ-a      zayd-un   bi-nafsih-i   /  
          came      zaid-nom. by-himself

Theme                  Rheme  
 ( Zaid himself came )

- /kila: / and /kilta: / ( both ) : These lexical items are used to get rid of doubt or ambiguity in the case of the dual in Arabic . They are attached to a dual pre-nominal suffix corresponding to the emphasized item (Al-Antaki , n<sub>0</sub>d<sub>0</sub>: 27k ).

\_ /kull / and /ja:maqan / ( all ) : These items are annexed to a plural pre-nominal suffix corresponding to the emphasized item to remove ambiguity out of the plural items that they emphasize .  
 e.g. : /ja:ʔ-a t-tula:b-u      kullahum~u   /

came      def-students-nom.      all of them-nom.

Theme                  Rheme  
 ( All of the students came )

The emphaziers of dual and plural are used to persuade the listener that what is spoken is true in addition to the function of emphasizing the duality and totality .

\_ Use of particles /ʔinna / ( truly ) and /ʔanna / ( truly ) : These particles resemble verbs in that they have certain verbal force . Sometimes , the predicate /xabar /of them is prefixed by the emphatic /la- / which gives them more force and prominence and is better translated as indeed .( Cowen , 1964: 67 ) .

e.g. : /ʔinna   l-rajul-a      qa:dim/  
          truly      def-mian-nom.      Coming

Theme                  Rheme  
 ( Certainly , the man is coming )

These particles thematize the subject and focus the predicate and they are used to signify the truth value of the clause ( Irfan , 1979:21 ) . The addition of /ma: / to the particle /ʔinna / makes it more restrictive in its meaning and is adding more emphasis to the rheme. Tie particle /ʔanna / connects the preceding clause ( theme ) with the following one ( rheme ).

e.g. : /sarrani:      ʔannak-a      Nadjih-un /  
          pleased-me      truly-you      successful-nom

Theme                  Rheme  
 ( Truly <sub>5</sub> it pleased me that. you are successful )

**6 - Repetition** : Emphasis by repetition is one of the major categories in Arabic . Repetition involves lexical items , phrases and clauses.

e.g. : /ʔaqbal ja:ʔ-a r-rabi:q-U /  
 came came def. spring-nom.

Theme Rheme

( Spring came came )

/ʔinhazam-a ʔal-ba:til-u ʔinhazam-a ʔalbatil-u/  
 defeated def.-vanity-nom. defeated def.-vanity-nom.

Theme Rheme Theme Rheme

( Vanity was defeated , vanity was defeated )

Not only may the same lexical item impart emphasis through repetition , but also synonyms may do so ( Deeb, 1984 :9 ).

e.g. : /ʔaqbal-a ja:ʔ-A r-rabi:q-u /  
 came came def.-spring-u

Theme Rheme

( Spring came came )

It should be put into consideration that not any repetition results in emphasis in MSA in the sense that it may refer to order, division or manner .

e.g. : /qaraʔt-U l-kitab -a fasl-san fasl-an / .  
 read-I def.book-acc. chapter chapter

Theme Rheme

( I read the book chapter by chapter )

A pronominal suffix may be emphasized by the use of its corresponding pronoun .

e.g. : / marart-u bika ʔanta /  
 passed-i by-you you

Theme Rheme

( I passed by you - you )

The functions of emphasis by Repetition in MSA are related to the ideational as well as the interpersonal Levels . This is due to the fact that both speaker and listener are involved in the

verbal interaction and the fact that every theme of a given clause contains an ideational element . The speaker emphasizes the content of his message through repetition .

## 5 . Contrastive Analysis of Emphasis in SE and MSA

Studying the modes of emphasis in the two languages shows the following Similarities and differences :

1 . Both SE and MSA realize emphasis by changing the normal word order . Emphasis is closely connected to thematizing the element that is to emphasized

i.e. pulling any element from its normal position and fronting it in SE and MSA lead to emphasizing it. Themmatization is also used to rule out any doubt and ambiguity in the discourse and on the part of the listener. In SE, any themmatized element is a marked theme except a subject in a statement, an operator in a yes/no question, a wh-element in a wh-question and a main verb in a command. In MSA, any element except the verb (in VSO word order) and the subject (in SV0 word order) is a marked theme. A marked theme is an element which is not ordinarily taking a front position. Themmatizing prepositional phrases in both SE and MSA is possible but sometimes, the verb is missing in MSA whereas it is always present in SE. Themmatizing negative adjuncts in SE is accompanied by inversion whereas, this is not the same in MSA. e.g.:

<i>SE</i>	<i>MSA</i>
Never have I seen such a film	/qallama: Shahdt-u miOl-a
Ha:zal film/	

2. The -passive is chosen in both SE and MSA within the ideational and textual functions to emphasize the patient in SE and the process in MSA. The themmatized element in a passive clause in SE is highly important; it takes the Initial position and becomes the point of departure. So the emphasis is mainly on the patient. In MS, the verb occupies the first position. Thus, it is emphasized. The patient has its own importance too.

The passive in SE is mainly syntactic and there is a resulting change in word order whereas MSA, there is no need to shift the position of the verb. The patient is made important by a morphological process. Generally in SE, the patient is themmatized while what is themmatized in MSA is the verb.

3. Basically, SE uses the emphatic DO to fulfil the aim of emphasizing verbs, but in MSA we have a variety of ways to achieve this. The cognate object is used in MSA to emphasize the verb in all tenses. /gad/ is used in MSA to emphasize the past tense.

For emphasizing the imperative, SE makes use of DO and MSA adds energetic /nu:n/ which refers to the second person to the end of the verb. In both languages, the verb constitutes the theme of the clause and thus it becomes the point of departure.

Sometimes, for still greater emphasis, clauses in MSA are enunciated by the particle /?anna/ (truly) together with /gad/. Both SE and MSA have the adverbs certainly and /bilta?ki:d/ respectively. In SE, the adverb certainly and verbal degree intensifiers can be used to emphasize a verb in a clause. The same is true in MSA.

4. In SE, the structure of the cleft-sentence helps themmatize any element in the clause except C and V and it gives the themmatized element emphasis and focus; a case which represents one of the pragmatic functions. Similar effects in MSA can be achieved by the use of /gad/ and the particle /?inna/ that resembles verbs. In both SE and MSA, the

emphasized element is thematized . In SE , there is a relative pronoun which refers to the emphasized antecedent in the clause , whereas there is no such relative pronoun in case of MSA .

5 . The emphasizees like certainly , actually , definitely...etc are mobile in their position . However , their basic position is before the verb and their basic function is to emphasize the item next to them and sometimes the whole clause is emphasized . The particle /ʔinna/ in MSA is always at the beginning of the clause and it emphasizes and thematizes the item, next to it . In MSA , the adverb /biltaʔki:d / is a good equivalent to certainly in every respect .

6. The basic function behind the use of the emphatic pronouns in SE and the lexical items /nafs / and /gayn / in MSA is to emphasize the participants involved in the verbal interaction • The emphatic pronouns in SE have greater positional mobility than /nafs/ and /gayn / of MSA . The emphatic pronouns of SE can come within the theme or the rheme depending on the nouns or the pronouns they are used with . In contrast , /nafs/ and /gayn/ are almost always final in position . These lexical items should follow the item that they emphasize and agree with it in gender and number . Each grammatical person in SE has its own emphatic (-self) pronoun like myself , himself , herself...etc ; but in MSA , the lexical items /nafs/ and /qayn/ are used with all grammatical persons but with the corresponding personal pronoun. Pronouns are prefixed to (-self ) in SE but they are suffixed to /nafs/ and /\$ayn / of MSA .

/kila:/ and /kilta:/ are used in MSA to emphasize the dual ( masculine and feminine respectively ) . Their equivalent both in SE is not used for emphasis . /kull/ and /jam:q / are used in MSA to emphasize the plural . Their equivalent all in SE is not used for emphasis • Generally , the basic function of emphatic pronouns in both SE and MSA is to emphasize the participant(s) involved in the verbal interaction .

7.The basic function of intensifiers in SE and MSA is to assert the request of information that is represented by the theme of the interrogative clause , namely the wh-element in SE and the question word or the particle in MSA . The theme in SE is the wh-element together with the intensifying item . In MSA , it is nearly the same case , but adverbs that express oath may come finally in the question .

8 • Certain lexical items are *used* in both languages to emphasize negative clauses . In SE , any means , at all , never ... etc are used . In MSA , /gat/ , /ʔabadan/ and /ʔalbattah/ are used . 'Never' in SE is assigned a heavy stress . Its counterpart in MSA is also used in final position within the rheme of the clause .

There are other adverbs in MSA namely /qallama/ (rarely ) and /na: diran\ ( hardly ) which, can come initially within the theme of the clause . In SE , similar adverbs like hardly , seldom ...etc can cause inversion if they are thematized .

9 .Repetition in SE is a device that helps emphasize something in a clause . All lexical items and grammatical structures can be repeated for the sake of emphasis . The use of synonyms in SE is also effective and it emphasizes the given idea in the clause . Similarly , *in MSA* , repetition is one of the major types that Arabic makes use of so as to achieve emphasis . All lexical items and grammatical structures can be repeated .

## CONCLUSION

The study reveals that there are similar and different modes of realizing emphasis . However , the basic functions behind any of these modes in the two languages are to avoid ambiguity and to remove doubt in the discourse . Some of the differences are due to the different language families that the two languages belong to . For example , the different word order and sentence patterns in the two languages result ; in that different elements are thematized in the same structure that is used to express emphasis . Another obvious example is passivization which is a morphological process in MSA whereas it is more syntactic in SE . Sometimes , the differences are very slight, especially in the case of using certain lexical items such as the emphasisers and intensifiers which, most of the times , have equivalent meanings . Whether similar or different , thematization , and consequently emphasis , satisfy the metafunctions that are proposed by Halliday and which represent the informational and interactional roles of language .

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