

Article

Functional Misinterpretation in Translating Discourse Markers

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Abstract: This research investigates the influence of functional misunderstanding, literal transfer, and cross-linguistic interference on the translation of discourse cues by Saudi EFL learners. The study used a mixed qualitative-quantitative methodology to examine patterns of semantic and pragmatic disruption in translated texts, identifying the cognitive and linguistic elements that contribute to these errors. The results indicate systematic heterogeneity among marker types, with contrastive markers exhibiting the greatest vulnerability to misinterpretation, succeeded by causal and more intricate relationship forms. These patterns suggest a continual challenge in comprehending discourse interactions and a significant dependence on superficial, literal translation from the originating language. The findings indicate that translation errors at the discourse level are systematically connected to interference and functional misanalysis, resulting in diminished coherence and distorted semantic relationships. The study contends that discourse markers provide a significant area of susceptibility in EFL translation, wherein language form frequently takes precedence over functional meaning. The study presents a conceptual framework for understanding discourse-level interference in translation by incorporating insights from cross-linguistic theory and discourse analysis. The findings have significant implications for translation teaching, emphasizing the necessity to progress beyond sentence-level precision towards functional and discourse-focused training. The study promotes teaching methods that integrate contextualized practice, corpus-informed instruction, and innovative AI-assisted technologies to elevate learners' understanding of discourse relations and enhance translation quality, coherence, and communicative efficacy.

Keywords: Functional, Literal, Misinterpretation Transfer, Pedagogy, Errors, Translation

1. Introduction

Discourse markers, which connect words and ideas to convey logical relationships, are essential for maintaining textual coherence. Cross-linguistic interference frequently presents difficulties for Saudi EFL students in comprehending discourse markers, resulting in errors that obscure the intended meaning [1][2][3]. The main reasons of these challenges are a lack of comprehension regarding the functional differences between Arabic and English discourse markers and a propensity for literal translation without suitable context. The translation process is further obstructed by idiomatic expressions, ambiguity in polysemous terminology, and the lack of direct equivalents in the target language [4][5][6]. Linguistic interference, in applied linguistics, denotes a cognitive interaction among learners' linguistic systems that transcend mere lexical or syntactic transfer. El-Siddig and Ibrahim contend that cross-linguistic interference arises when the phonological, lexical, syntactic, and discourse frameworks of the first language (L1) affect the understanding or generation of the second language (L2) [7][8]. Translation research demonstrates that this interference occurs through the transfer of coherent procedures and

speech structure patterns from Arabic to English, frequently leading to pragmatic or semantic modifications. A solid theoretical framework for clarifying the influence of bilingual mental representations on translation behavior and mistake classification is established by seeing interference as an interlanguage phenomenon instead of mere translation errors. Previous studies indicate that contrastive markers like "but" and "although" present unique difficulties for pupils [9][10]. Employing direct translation methods may result in contextual inaccuracies owing to the impact of discourse markers on cognitive processing [11][12][13]. Furthermore, students frequently have difficulties in adjusting discourse markers to their linguistic proficiency due to the inadequate instructional focus on this topic in regional translation curricula [14]. Researchers have predominantly neglected the amalgamation of theoretical and practical dimensions of discourse marker translation among Saudi students, despite comprehensive investigations on this subject in other contexts. We must rectify these deficiencies to improve communication accuracy, optimize curriculum development, and advance translation pedagogy in EFL contexts. This study aims to identify the problems encountered by Saudi students in translating direct communications, examine their practical application in student translations, and provide evidence-based instructional solutions to improve translation accuracy. It provides essential assistance for educators and translators, as well as novel scientific insights into the impacts of cross-linguistic interference.

Statement of the Study Problem

Although discourse markers play a crucial role in creating coherence and expressing semantic and pragmatic relationships, their translation continues to pose significant challenges for EFL learners. Saudi EFL students sometimes encounter difficulties in accurately interpreting and translating discourse markers, leading to disruptions in textual cohesiveness and misinterpretation of intended meanings. The challenges are not solely lexical but are fundamentally based on functional misinterpretation, an overdependence on literal translation, and the impact of cross-linguistic interference from the native language.

Objectives of the Study

This study seeks to examine the influence of cross-linguistic interference, functional misunderstanding, and literal transfer on EFL learners' translation of discourse markers. This study aims to investigate the degree to which cross-linguistic interference impacts the precise translation of discourse markers among Saudi EFL learners and to uncover patterns of functional misinterpretation that disturb semantic and pragmatic relationships in translated texts. The study intends to examine the influence of literal transfer from the first language on discourse-level translation errors, while comparing the frequency of errors across several types of discourse markers to identify which categories are more prone to misinterpretation. Furthermore, it examines the cognitive and linguistic aspects that contribute to learners' challenges in perceiving discourse interactions. The study ultimately seeks to offer educational insights that enhance discourse-level translation proficiency in EFL learners.

Questions of Study

1. To what extent does cross-linguistic interference affect EFL learners' translation of discourse markers?
2. How do functional misinterpretation and literal transfer contribute to errors in representing semantic and pragmatic relations in translated texts?
3. Which types of discourse markers are most susceptible to translation errors, and what cognitive and linguistic factors underlie these difficulties?

Literature Review

This study is based on an integrative theoretical framework that synthesizes findings from translation studies, discourse analysis, and applied linguistics to elucidate how

meaning is produced and distorted at the discourse level during translation. This concept is predicated on the premise that translation transcends simply verbal substitution, constituting a complex act of meaning-making influenced by cognitive, linguistic, and cross-linguistic elements. In this environment, discourse markers are essential for structuring texts, indicating semantic relationships, and directing the interpretation of meaning among clauses and sentences. These markers, encompassing contrastive, causal, elaborative, illustrative, and purposive linkages, serve as cohesive mechanisms that guarantee textual coherence and pragmatic clarity. Nonetheless, their significance is not static or solely lexical; instead, it is profoundly contingent on context and functionally motivated, rendering them especially susceptible to misinterpretation in second-language environments [15][16].

From a functional linguistic viewpoint, discourse markers are perceived as indicators of discourse relations rather than autonomous semantic entities. Halliday and Hasan's theory of cohesion establish a fundamental framework for comprehending how cohesive markers enhance textual unity through cohesive ties, while Halliday's systemic functional linguistics elucidates the simultaneous operation of meaning at ideational, interpersonal, and textual levels. The precise interpretation of discourse markers necessitates both lexical knowledge and an understanding of their functional role in meaning construction and reader guidance. When learners do not acknowledge these functional responsibilities, they often depend on superficial similarity, leading to translations that maintain form but misrepresent meaning [17].

This tendency is intricately linked to the phenomena of functional misinterpretation, when learners erroneously identify the intended discourse function of a marker, leading to the selection of an unsuitable equivalent in the target language. Functional misinterpretation is not merely a lexical error but a profound cognitive deficiency in appropriately processing speech interactions [18]. It illustrates a disparity between language competency and discourse competence, wherein learners may comprehend individual words yet struggle to understand their roles within broader textual frameworks. This is especially apparent in the translation of contrastive and causal markers, where nuanced distinctions in meaning can profoundly affect the understanding of a text [19][20].

Besides functional misinterpretation, the study utilizes the idea of literal transfer, which denotes the straight application of linguistic structures from the source language to the target language without enough regard for contextual or functional suitability. Literal transfer frequently results from learners' dependence on superficial similarities and their restricted experience with genuine target-language discourse [21]. Although such transfers may sometimes yield satisfactory translations, they often result in unnatural or misleading formulations, particularly concerning discourse markers, where form and function do not consistently correspond across languages.

The overarching explanatory framework for these events is supplied by cross-linguistic interference theory, which asserts that the first language significantly impacts second-language performance. This perspective posits that learners utilize their pre-existing linguistic information during language processing and production, resulting in both positive and negative transfer. In the realm of discourse marker translation, negative transfer transpires when learners impose first-language discourse structures and relationships onto the target language, leading to erroneous or unsuitable translations [22]. This interference functions at the lexical, syntactic, and discourse levels, influencing the construction and interpretation of links between ideas.

Cognitive methods to second language acquisition enhance this concept by highlighting the influence of processing limitations and finite attentional resources on learner performance. From this viewpoint, inaccuracies in translating discourse markers may stem from cognitive overload, wherein learners emphasize lexical meaning at the

expense of functional interpretation due to processing constraints [23][24]. This is exacerbated by inadequate exposure to genuine input, which restricts learners' capacity to integrate target-language conversation structures and cultivate awareness of contextual subtleties. Consequently, learners frequently revert to established structures from their native language, so perpetuating patterns of interference and misinterpretation.

The research uses error analysis as both a methodological and theoretical instrument to find regular patterns in learner performance. Error analysis facilitates the categorization and explanation of persistent translation errors, yielding insights into the cognitive and linguistic mechanisms that produce them. Within this approach, errors are perceived not as random aberrations but as significant signs of interlanguage development, demonstrating learners' advancing comprehension of the target linguistic [25]. The study identifies which kinds of discourse markers are most vulnerable to intervention by analyzing mistake patterns across various types.

The amalgamation of qualitative and quantitative methodologies signifies a prevailing trend in applied linguistics towards mixed-methods research, wherein statistical analysis is utilized to discern patterns and qualitative interpretation is applied to elucidate them. This combination facilitates a more thorough comprehension of the emergence of discourse-level errors and their formation through language structures and cognitive processes.

This theoretical framework emphasizes the necessity of transitioning from form-focused instruction to a discourse-oriented approach in translation training. Conventional pedagogical approaches that prioritize verbatim equivalence are inadequate for cultivating the competencies necessary to effectively interpret and translate discourse markers [26]. Instead, learners must engage with actual texts and be instructed to identify the functional roles of language features within context. This involves cultivating an understanding of how meaning is generated across sentences and how various linguistic selections might modify the reading of a text.

This work enhances the expanding corpus of research that perceives translation as a dynamic and context-dependent endeavor, influenced by the interplay of linguistic information, cognitive processes, and socio-cultural elements. By contextualizing the translation of discourse markers within this extensive theoretical framework, the study offers a thorough basis for comprehending the reasons for errors and the methods for rectifying them. Ultimately, it underscores the necessity for a more comprehensive approach to translation teaching, one that amalgamates linguistic, cognitive, and discourse-level views to improve learners' capacity to generate precise, coherent, and contextually suitable translations.

Previous Studies

A substantial amount of research has examined the difficulties and intricacies related to the utilization of discourse markers, especially in the formation of cohesive texts, paragraphs, and essays. Prior research has continuously highlighted the challenges students have in the effective use of discourse markers, especially regarding their variety, classification, and contextual accuracy.

Ibrahim examined the linguistic structure of texts by exploring the semantic functions and expressive values of discourse markers via a comprehensive taxonomy of their components [27]. The research employed a descriptive-analytical approach to analyzing fictional texts, evaluating the mechanisms of textual cohesion and their impact on meaning and coherence. The research had an introduction, four analytical chapters, and a conclusion, commencing with a discourse on connection and association as essential linguistic principles.

Idris and Ibrahim examined the translation of discourse markers, emphasizing the difficulties related to hyperlink usage and diverse connecting tactics in texts [28]. The

research emphasized the necessity of preserving both formal and semantic integrity to guarantee textual coherence and efficient communication.

Ibrahim examined pragmatic indicators in English and their capacity to improve literary coherence and credibility [29]. The findings emphasized the necessity of comprehending these links to avert erroneous or unreasonable associations that could undermine the intended meaning. The research discovered multiple language obstacles to the accurate formulation of textual connections.

Ibrahim investigated the translation challenges related to coordinating discourse markers, demonstrating that a translator's inability to accurately comprehend utterances may lead to erroneous translations and misinterpretations [30]. Mistranslations may lead readers to regard the translated text as the original, so disregarding the translator's interpretative impact. The study conducted a comparative analysis that revealed significant variations between Arabic and English discourse markers, especially in the translation of terms such as "well," "either" and others, which fulfill essential discourse functions.

Idris analyzed discourse markers in the English language, elucidating their unified and coherent roles across several linguistic levels [31]. The study examined the syntactic, lexical, semantic, and pragmatic aspects of connective devices, demonstrating how these linking mechanisms improve unity and cohesiveness in textual parts, therefore strengthening overall discourse coherence.

The study demonstrated that the inclusion of discourse markers in communication significantly influences processing costs and comprehension strategies, as these markers shape the interpretative framework of the listener or reader and alter cognitive processing compared to unmarked communication.

El-Siddig examined the importance of discourse markers in translation, highlighting their crucial function in cross-cultural communication and audience understanding [32]. The research, centered on audiovisual translation encompassing simultaneous, technical, and dubbed translation, emphasized the significance of precise and contextual awareness of discourse markers to guarantee clarity and intercultural comprehension.

Notwithstanding these academic contributions, many research deficiencies remain, especially regarding the use and translation of discourse markers in Saudi EFL contexts. This work aims to fill this gap by offering new insights into the utilization of discourse markers and the associated issues in translation. The objective is to provide Saudi learners with an in-depth comprehension of discourse markers, thereby promoting linguistic research and increasing awareness of their significance in achieving translation precision and textual coherence.

2. Materials and Methods

This study utilizes a mixed-methods research methodology that integrates quantitative and qualitative methodologies for comprehensive analysis. The quantitative component consists of a translation test aimed at assessing accuracy and error frequency across different categories of speech indicators. The qualitative component, comprising content analysis, interviews, and classroom observations, investigates the way students employ discourse markers in their translations. This thorough method provides a deep and complex understanding of the linguistic and cognitive factors that contribute to translation errors.

Samples

The sample comprised fifty second-year students from the English. All participants were male and enrolled in a Bachelor of Arts program in English as a Foreign Language. Their primary language is Arabic, and they have been learning English since elementary school, leading to a limited linguistic foundation.

The participants' understanding of complex vocabulary and grammatical structures varied, impacting the accuracy of their translations. Although they had finished translation courses as part of their academic program, most lacked professional translation experience.

Excluding female students constitutes a demographic limitation. The absence of female participants may restrict the generalizability of the findings, as gender-related linguistic and cognitive differences could affect translation performance, particularly in discourse interpretation and cohesion management. Future research should encompass male and female participants from diverse institutions to enhance representativeness and external validity.

Instruments

The research employed the test to gather data on the subject under investigation and to provide relevant solutions to address these problems. The examination consists of a collection of factors. The preliminary version of the test contained an introduction that clarified the test methodology and objectives to address anticipated student questions. The assessment consisted of a series of statements necessitating translation to gauge the student's translation skills. The purpose of the research instrument is to collect data and information from the primary research community to provide accurate research results. The translation assessment gathered data regarding the subject matter and offered resolutions. The document included an introduction outlining the methodology and objectives, along with a series of sentences requiring translation to evaluate pupils' proficiency. The objective was to gather data from the primary research community to obtain precise results.

Data collection and Analysis

The researcher employed a 30-sentence translation evaluation to collect data for the study. The researcher conducted classroom sessions, assisting students in translating various sentences while providing help and clarification as needed. These sentences served as the primary source of information for the investigation. Discourse signals were identified to clarify the challenges faced by pupils in translation.

A detailed report was compiled, integrating all data and analyzing errors in the test papers based on statistical results. Notwithstanding the students' multiple errors, the study focused solely on discourse markers, underscoring the significance of the research topic.

3. Results and Discussion

The results demonstrate distinct and systematic mistake patterns in the translation of discourse markers by Saudi EFL learners, indicating that discourse-level translation is significantly susceptible to cross-linguistic interference, functional misunderstanding, and literal transfer. The findings indicate that errors are systematic, repetitive, and closely associated with learners' failure to comprehend speech interactions functionally instead of lexically.

The analysis reveals considerable diversity among types of discourse markers, with contrastive markers identified as the most challenging group. These markers constituted 36.8% of total errors, signifying that learners have significant challenges in interpreting opposition and contrast interactions. The elevated error rate indicates a propensity to depend on direct equivalence from Arabic, where contrastive relations are frequently articulated differently or with diminished structural sensitivity compared to English. Consequently, learners often misconstrue the intended contrast or inadequately express the necessary pragmatic change, resulting in distorted meaning and diminished textual coherence [33].

Causal markers constitute the second most challenging category, with 21% of errors. The results indicate that learners have difficulty differentiating between cause, effect, and

justification, frequently interpreting markers according to superficial meaning instead of functional context. This results in improper linkages between clauses and a flawed depiction of logical relationships. The issue is exacerbated by literal transfer, when learners apply first-language structures to the target language without regard for contextual suitability [34][35][36].

Complex signals, necessitating advanced cognitive processing and contextual interpretation, constitute 17.7% of errors. These indicators frequently encompass various discourse functions or implicit connections, rendering them especially challenging for learners with restricted exposure to actual English conversation. The faults identified in this category reflect a deficiency in discourse awareness and an incapacity to comprehend meaning beyond the phrase level [37][38][39].

These data collectively affirm that the principal source of error resides in functional misinterpretation rather than mere vocabulary shortage. Students often emphasize form rather than function, leading to translations that are grammatically correct yet pragmatically flawed. This trend indicates a fundamental problem with discourse competency, as learners fail to understand the function of discourse markers within larger textual frameworks [40][41].

Cross-linguistic interference further consolidates these patterns by influencing how learners comprehend and transfer discourse linkages. The impact of Arabic as a primary language causes the imposition of native discourse patterns onto English, leading to consistent divergences from target-language standards [34]. This interference functions at several levels, encompassing lexical selection, syntactic configuration, and discourse arrangement, rendering it a pivotal element in elucidating the identified mistake patterns [42][43].

Literal transfer significantly contributes to errors, especially when learners depend on straight translation procedures without accounting for contextual meaning. This inclination is closely associated with insufficient exposure to genuine English discourse, which hinders learners' capacity to comprehend the functional applications of discourse markers. Consequently, learners rely significantly on familiar linguistic structures from their native language, perpetuating patterns of misreading and incoherence [44][45].

The findings further emphasize the interplay between cognitive and linguistic elements in influencing translation efficacy. Students frequently encounter challenges in comprehending discourse interactions owing to constrained attentional resources and inadequate practice in analyzing intricate textual frameworks. This results in simplicity, omission, or misrepresentation of discourse markers, hence diminishing coherence and communicative efficacy.

The data indicates that discourse markers represent a significant area of weakness in EFL translation. Errors at this level directly affect meaning creation, coherence, and reader interpretation, rendering them more consequential than superficial grammatical errors. The study thus illustrates that enhancing translation quality necessitates a transition from form-based education to a discourse-oriented methodology that prioritizes functional interpretation and contextual awareness.

Table 1. Frequency of Errors across Discourse Marker Types

Discourse Type	Marker Interpretation	Error Percentage	Discourse Marker Type
Contrastive	Highest difficulty; misinterpretation of opposition relations	36.8%	Contrastive
Causal	Confusion in cause-result relations	21%	Causal

Table 1 offers a definitive quantitative basis for comprehending the variability of translation errors associated with different types of discourse markers among Saudi EFL learners. The allocation of errors among categories is neither arbitrary nor consistent; instead, it demonstrates significant cognitive, linguistic, and cross-linguistic limitations that influence learners' performance at the discourse level.

The most notable finding in the table is the prevalence of contrastive markers, constituting 36.8% of total mistakes. This excessively high percentage signifies that learners encounter considerable challenges in comprehending contrastive connections, including antagonism, concession, and contradiction. In contrast to simpler connectors, contrastive markers necessitate that learners identify latent alterations in argumentation and reevaluate the relationship between phrases beyond their superficial meaning. The elevated error rate indicates that learners frequently depend on direct lexical equivalence instead of functional interpretation, often translating conjunctions like "but" or "although" in manners that do not adequately convey their pragmatic significance. This results in distortions of meaning, where the intended contrast is diminished, misallocated, or completely obliterated. This shows a cognitive inability to understand discourse relations deeply and, from a cross-linguistic perspective, suggests interference from Arabic, where contrastive relations may be articulated differently or with less clarity.

Causal markers, constituting 21% of errors, are the second most challenging group. While these markers are typically seen as more clear than contrastive ones, the findings indicate that learners have difficulties in differentiating between cause, consequence, justification, and explanation. This ambiguity frequently leads to unsuitable or faulty translations, wherein the logical connections between concepts are either overly simplified or misrepresented. The moderate error rate in this category suggests that learners possess a basic sense of causal relationships, although their comprehension is predominantly superficial and inadequately attuned to contextual nuances. Literal transfer is particularly significant in this context, as learners often immediately apply Arabic causal structures to English without accommodating the variations in discourse standards.

Complex discourse markers, constituting 17.7% of errors, pose a distinct problem. These signals frequently encompass several or implicit discourse roles, necessitating advanced cognitive processing and contextual interpretation. The mistake rate in this category indicates learners' restricted capacity to manage indicators that cannot be translated using straightforward equivalence procedures. These signals require comprehension of overarching discourse structure, speaker intent, and contextual subtleties. The challenges noted here underscore the significance of cognitive load, since learners may lack the requisite processing ability or expertise to effectively comprehend and communicate these indicators.

The distribution of errors across these categories indicates a significant pattern: the greater the functional and cognitive demands of a discourse marker, the higher the probability of error [35]. The gradient of difficulty indicates that translation issues at the discourse level are predominantly caused by functional misinterpretation rather than lexical deficiencies. In essence, learners do not falter due to insufficient lexical knowledge, but rather because they find it challenging to comprehend the function of discourse markers within a wider communicative framework.

Moreover, the table offers compelling evidence for the significance of cross-linguistic interference as a cohesive explanatory element. In all categories, learners regularly demonstrate a propensity to transfer first-language conversation patterns into the target language, leading to systematic deviations from English conventions. This interference is most apparent in the excessive dependence on literal translation, which solidifies erroneous correlations between form and function and hinders learners from cultivating a more adaptable and context-aware translation methodology.

The results possess significant pedagogical significance. The elevated frequency of errors in contrastive and causal markers indicates that these categories warrant further focus in translation education. Teaching methodologies should prioritize functional comprehension, contextual analysis, and engagement with actual language, rather than merely concentrating on lexical equivalence. By instructing learners on the function of discourse markers in authentic texts, educators can diminish dependence on literal translation and enhance overall accuracy in translation.

In summary, Table 1 not only displays numerical data but also elucidates a systematic pattern of discourse-level difficulty that is fundamentally anchored in cognitive processing, cross-linguistic effect, and functional misinterpretation. The table thus functions as a pivotal piece of evidence corroborating the study's principal assertion that the translation of discourse markers represents a significant area of susceptibility in EFL learning, wherein errors indicate fundamental problems in meaning formation rather than mere linguistic inaccuracies.

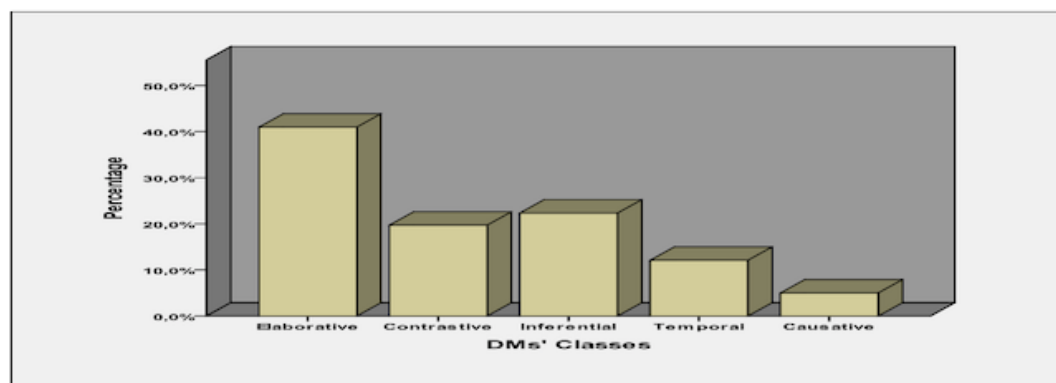


Figure 1. Distribution of Translation Errors across Discourse Marker Types

The image depicts the allocation of translation errors among discourse marker categories, indicating that contrastive markers constitute the largest share of errors, succeeded by causal and complex markers. This distribution indicates that learners have more challenges in interpreting speech interactions necessitating elevated levels of functional and contextual awareness. The prevalence of contrastive marker errors underscores the significant influence of functional misinterpretation on translation efficacy, while the occurrence of errors across all categories reflects the extensive effects of cross-linguistic interference and literal transfer on discourse-level translation.

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4. Conclusion

This study has shown that the translation of discourse markers among Saudi EFL learners is a significant area of weakness where language form, cognitive processing, and cross-linguistic effect converge intricately. The results unequivocally indicate that discourse-level errors are systematic and predictable, revealing fundamental impairments in functional comprehension rather than simply lexical knowledge. The elevated frequency of errors in contrastive markers, succeeded by causal and complicated markers, substantiates that translation difficulty escalates with the degree of functional and cognitive effort necessary for precise interpretation of discourse relations. The prevalence of errors in contrastive markers, which constituted the majority of inaccuracies, underscores learners' difficulty in processing implicit opposition and concessive interactions. This indicates that learners typically engage in superficial language processing, depending on direct equivalence instead of comprehending the underlying discourse function. The challenges encountered in translating causal markers demonstrate a continual conflation of cause, effect, and justification, suggesting that learners find it challenging to uphold logical consistency within phrases. The difficulties linked to complex markers highlight the impact of cognitive constraints and inadequate exposure to genuine speech, as these indicators necessitate greater contextual awareness and interpretive adaptability. This study's primary contribution is illustrating that functional misunderstanding, literal transfer, and cross-linguistic interference function as interrelated mechanisms that jointly influence translation performance. Functional misinterpretation is the principal source of inaccuracy, as learners often do not recognize the intended discourse function of markers, resulting in inaccurate or misleading translations. Literal transfer exacerbates these errors by promoting dependence on first-language structures without sufficient adjustment to target-language norms. Cross-linguistic interference offers a comprehensive explanatory framework that affects learners' perception and reconstruction of discourse interactions across languages. The results indicate that discourse-level translation fundamentally differs from sentence-level translation, necessitating the incorporation of semantic, pragmatic, and contextual knowledge. The failure to accurately interpret discourse markers leads to diminished textual coherence, skewed meaning relationships, and decreased communicative efficacy. This highlights the necessity of perceiving translation not merely as a mechanical exchange of words but as a dynamic process of meaning creation reliant on functional comprehension and discourse awareness. The study underscores the pressing necessity to change translation education in EFL environments from a pedagogical standpoint. Conventional methods that emphasize grammatical precision and lexical correspondence are inadequate for tackling discourse-level issues. Teaching techniques should transition to a functional and discourse-oriented framework that prioritizes the interpretation of meaning within context. This encompasses augmenting learners' exposure to genuine texts, enhancing their understanding of discourse relations, and instructing them to identify the functional functions of language components within broader textual frameworks. Utilizing corpus-based resources and AI-assisted technologies can augment this process by offering learners authentic examples and feedback that improve their capacity to interpret and translate discourse signals effectively. Furthermore, the work enhances theoretical discourse in applied linguistics and translation studies by providing a cohesive approach that links cross-linguistic interference theory with discourse analysis and error analysis. The work elucidates systematic mistake patterns and connects them to cognitive and linguistic processes, so enhancing the understanding of how discourse-level meaning is generated and warped in translation. This integrated approach enhances the area by transcending standalone error descriptions to establish a more explanatory framework that considers the interplay of language systems, cognitive processing, and discourse structure. Notwithstanding its merits, the study recognizes specific limitations. The emphasis on a particular cohort of Saudi EFL learners may restrict the applicability of the findings to

alternative contexts. Moreover, although the study offers comprehensive insights into error patterns, additional research is required to investigate the temporal evolution of these errors and their correlation with varying skill levels and instructional methodologies. Subsequent research may examine the influence of exposure to genuine discourse, the effects of technology-enhanced learning, and the methods by which learners cultivate discourse competency in various language contexts. This study confirms that the translation of discourse markers is a complicated and varied task at the junction of language, cognition, and discourse. This research reveals that enhancing translation accuracy necessitates a fundamental transformation in both theoretical comprehension and educational methodology. By prioritizing functional interpretation, minimizing dependence on literal translation, and mitigating cross-linguistic interference, educators and researchers can facilitate the advancement of more effective translation training, thereby improving learners' capacity to generate coherent, accurate, and contextually suitable translations..

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