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A CONTRASTIVE STUDY OF RELATIVIZATION IN ENGLISH AND ARABIC WITH REFERENCE TO TRANSLATION PEDAGOGY

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A CONTRASTIVE STUDY OF RELATIVIZATION IN ENGLISH AND ARABIC WITH REFERENCE TO TRANSLATION PEDAGOGY

A Thesis Submitted to the University of Durham for the Degree of Doctorate in Contrastive Linguistics and Translation Studies

By

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ABSTRACT

This thesis presents a theoretical overview of relativization in English, relativization in Arabic, and contrasts between them. It also investigates the problems encountered by fourth-year English department students of El-Mergib University in Libya in translating relative clauses from English into Arabic and vice versa. Despite the fact that some studies have been conducted that include relativization in English and Arabic, none of them could be considered comprehensive. Therefore, this thesis presents a detailed discussion of relativization in both languages and examines translation between them. It can also be considered as an attempt to suggest a link between contrastive linguistics and translation studies.

It also aims to persuade the officials of the University of El-Mergib to revise the teaching programme at the department of English and/or to establish a new programme in which translation is taught as a separate course. This is shown in the remedial solutions suggested in the conclusion chapter of this thesis.

The thesis comprises seven chapters. Chapter One is an introduction to the study. Chapter Two reviews the relevant literature on contrastive studies and relativization in the world's languages with an emphasis on English-Arabic relativization. Chapter Three presents a theoretical discussion of translation theories, pedagogy, and assessment. Chapter Four gives a theoretical background to relativization in English, relativization in Arabic, and a contrastive study between them. Chapter Five presents the research methodology and design. Chapter Six presents the quantitative and qualitative data analysis. This chapter is the empirical part of the research. It focuses on the description of students' errors. Chapter Seven (the last one) deals with the conclusion, presents some remedial solutions, gives some recommendations for the University of El-Mergib to overcome the students' difficulties in translating relative clauses from English into Arabic and vice versa, and suggests some topics for further research.

DECLARATION

I hereby declare that no portion of the work that appears in this study has been used in support of an application of another degree in qualification to this or any other university or institution of learning.

STATEMENT OF COPYRIGHT

The copyright of this thesis rests with the author. No quotation from it should be published without the prior written consent and information derived from it should be acknowledged.

DEDICATION

To my family
and to all my close friends

ACKNOWLEDGEMENTS

LIST OF CONTENTS

VIII

X

LIST OF TABLES

XII

LIST OF ABBREVIATIONS

The following abbreviations are used in this study:

acc. = accusative
CA= Contrastive Analysis
D= Determiner
diff. = difficulty
fem. = feminine
gen. = genitive
H= Head
L1= First Language
L2= Second Language
masc. = masculine
MSA = Modern Standard Arabic
MT= Mother Tongue
NL= Native Language
nom. = nominative
Non-per. = non-personal
NP = Noun Phrase
NPDH = Noun Phrase Difficulty Hierarchy
per. = personal
pl. = plural
POM= Post modifier
RC = Relative Clause
sing. = singular
SL= Source Language
ST= Source Text
S V O= Subject Verb Object
TL= Target Language
TT= Target Text
UG= Universal Grammar
* = Incorrect structure or incorrect translation

TRANSCRIPTION SYMBOLS

The following table shows the Arabic alphabet and the corresponding International Phonetic Alphabet (IPA) Symbols used for transliteration in this thesis. Please note that for ease of reading, proper names have been less strictly transliterated.

?	الهمزة	ḍ	ض
b	ب	ṭ	ط
t	ت	ẓ	ظ
θ	ث	ʕ	ع
ʒ	ج	ɣ	غ
ħ	ح	f	ف
x	خ	q	ق
d	د	k	ك
ð	ذ	l	ل
r	ر	m	م
z	ز	n	ن
s	س	h	هـ
ʃ	ش	w	و
ṣ	ص	j	ي

The vowels are:

ﹷ‌ـــ   (short) = / a /   ﹻ   (short) = / i /

ﹷ‌ـاـ   (long) = / a: /   ـي   (long) = / i:/

ﹹـ   (short) = / u /   و - = /aw/

ﹹـ و   (long) = /u:/   ي- = /aj/

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Languages are the means of communication and debate among human beings and nations. Due to the fact that the world is becoming a small village, no nation stands alone and apart from the other nations of the world. But people do not speak the same language though they need to communicate. Therefore, the need for translation is rising all over the world. Translation needs competent translators whose main tool is languages which consist of words and words are structured together to form meaningful sentences and texts for communication. Relativization is one of the basic structures of languages and it is a universal phenomenon that exists in most if not all human languages (see 2.2). Thus, relative clauses are found in both English and Arabic. As will be shown later in the next chapters, relative clause formation in English and Arabic appears to be similar in many aspects; however, there are certain aspects which are distinct (Hamadallah and Tushyeh, 1998: 141). The similarities and differences between English and Arabic in relativization are discussed in detail in 4.3 later.

The idea of researching in the area of English-Arabic-English translation problems started during some years of experience in teaching translation to undergraduate students at the Department of English in El-Mergib University in Libya. The main observation during that period was that undergraduate students often seem to have higher expectations of performance than how they actually perform in practice, particularly in their exams. Accordingly, Masoud quoted in Deeb (2005: 2) states that "More often than not, new translators dive into translation work thinking that because they speak two languages, they are qualified for the task".

From my experience as a teacher of translation, students and trainee translators are, generally, not aware of the requirements of the task of translation they are assigned. This shows the gap that exists in the translation teaching programme at the University of El-Mergib in Libya, where this research was undertaken. This is because the translation training programme in Libya only targets the postgraduate level. However, "even at the level of post-graduate, such programs are not based on an analytic practice" (Deeb, ibid). The current situation of translation teaching in Libya is discussed in 2.4.2 later. However, in most cases, "the market of translation is packed with translation practitioners who never studied translation as a discipline of its own but merely as a

language learning exercise at undergraduate level, i.e. without a coherent approach to translation problems, strategies, and solutions with which to tackle them" (Deeb, ibid). Consequently, graduates from languages departments sometimes find themselves taking translation as their life vocation or practicing the profession in one way or another. Therefore, in order to fill this gap, one of the aims of this thesis could be an attempt to give more emphasis on teaching translation as a separate discipline in a separate department at the University of El-Mergib to fulfil the market needs of translators rather than depending on the language departments' graduates.

In this thesis, the researcher gives a theoretical background to relative clauses in both English and Arabic, contrasting them, and examining the possibility of translating them from English into Arabic and vice versa. Thus, this thesis attempts to make a contrastive analysis to investigate the points of similarity and difference between relativization in English and relativization in Arabic. The following areas of English relative clauses are covered in this study: relative clause definition, restrictive and non-restrictive relative clauses, embedding and its types, functions and position of relative clauses and finally relative pronouns. The following areas of Arabic relative clauses are also covered: relative clause definition, kinds of relative pronouns, kinds of relative clauses, functions and rules of relative clauses, and finally the resumptive pronoun.

In addition, this thesis is an attempt to discuss in detail the areas mentioned above, including the similarities and differences between English and Arabic relative clauses, as well as the translation of relative clauses from English into Arabic and vice versa. In this thesis the researcher further investigates relative clauses in English and Arabic in order to find out the similarities and differences which may affect translating those clauses from English into Arabic and vice versa.

As is well known, translation deals with transferring a text in one language to another text in another language bearing in mind the cultural and linguistic aspects of both languages. This thesis concentrates on the linguistic approach in the act of translating rather than the cultural one. Some translation theorists who are in favour of a linguistic approach to translating offer some definitions for the term 'translating' which is used to mean the process of translation. Bell (1991: 20), for example, defines it as "the replacement of a representation of equivalent text in a second language", whereas Jakobson (1995: 233) states that languages, from a grammatical perspective, differ from

one another to a greater or lesser degree; which, in my opinion, could pose translation problems. Therefore, we cannot separate translation from language accuracy. Nida and Taber (1982), who adopt a less extreme position, believe that translating consists of reproducing in the target language the nearest equivalent to the message in the source language. Baker (1992: 86, 87) also states that grammatical rules differ across languages and this might pose some problems in finding a direct equivalent in the target language. She (ibid) asserts that different grammatical structures in the SL and the TL may cause remarkable changes in the way the information or message is carried across. In addition, these changes may take the form of adding to the TT information which is not expressed in the ST or omitting information specified in the TT because of the lack of parallel grammatical devices in the TL to those which exist in the SL.

From the above mentioned quotes, it becomes clear that supporters of the linguistic approach consider the complex relationship between the linguistic systems of the two languages to be the main source of translation problems simply because they exert a crucial influence upon the process of translating at all linguistic levels (phonological, lexical, syntactic, etc). This, therefore, leads to the importance of studying contrastive linguistics. Accordingly, this thesis is focused on the linguistic and translation difficulties in translating relative clauses, from English into Arabic and vice versa, and contrasting them.

Later in this thesis, it is shown that one of the problems that some Libyan university students encounter is the difficulty in translating relative clauses from English into Arabic and vice versa. They commit some translation and linguistic errors when they do translation. Among the translation problems that are discussed is the overuse of literal translation. Newmark (1988: 68) states that "The prevailing orthodoxy is leading to the rejection of literal translation as a legitimate translation procedure". However, a literal translation is a valid solution and a very common technique used when translating between two languages of the same family (e.g. between French and Italian) and even more common when they share the same culture (Vinay and Darblent quoted in Venuti, 2000: 86); but as is well known, English and Arabic belong to different language families. Therefore, in many contexts, literal translation is invalid when translating between English and Arabic. Some other translation problems that are shown are the wrong use of translation by omission, and some linguistic problems such as the difficulties in translating the grammatical categories, antecedent/relative pronoun

3

agreement, mistranslating the English marginal and Arabic general relative pronouns, and difficulties caused by language transfer.

1.1 Statement of the Research Issue

As is well known, the major difficulties encountered by any translator in general and students of English studying translation as one of their courses, in particular, the sample of this study, are cultural and linguistic difficulties. This thesis is limited to linguistic ones. Therefore, the general issue of this research is based on the fact that some Libyan students at El-Mergib University encounter difficulties in translating relative clauses from English into Arabic and vice versa. The main purpose of this choice is basically an attempt to shed some light on the importance of linguistic problems in English-Arabic-English translation of relative clauses. Linguistic difficulties in the translation of relative clauses from English into Arabic and vice versa are attributable to different factors such as the structural differences between English and Arabic relative clauses, the wrong adoption of some translation techniques, and ignoring the study of contrastive linguistics.

Those difficulties may also be attributed to some other factors such as the unfamiliarity with English marginal and Arabic general relative pronouns, the differences between English and Arabic in the grammatical categories of gender, number, case, and person/non-person, interlingual transfer, 'negative language transfer', and the fact that there is no one-to-one correspondence between relative pronouns in the two languages. Such factors are shown and proved in this study. In brief, the problem addressed in this thesis is the following major question: what are the difficulties that students of the Department of English at El-Mergib University in Libya encounter when translating relative clauses from English into Arabic and vice versa?

1.2 Hypotheses of the Research

In this thesis, the researcher makes the following hypotheses:

1- Translation is taught in some Libyan Universities (e.g. El-Mergib University) as one or two courses within foreign languages teaching programmes. Therefore, students are not exposed to studying translation comprehensively and do not have enough translation practice though some of them work in the translation field directly after graduation.

2- English and Arabic differ in their use of relative pronouns in relation to grammatical categories such as gender, number, case, and person/non-person. These differences affect the construction and usage of relative clauses in English and Arabic and consequently lead to translation problems when translating relative clauses from English into Arabic and vice versa.

3- Students whose mother tongue is very different from English such as Arabic may have particular difficulties in recognising and understanding relative clauses; so they may face difficulties in translating relative clauses because of not comparing and contrasting them, which could be considered one of the main reasons for such problems. This is based on the fact that contrastive linguistics is a precondition for translation studies (Malmkjaer, 1999: 37).

1.3 Aim and Objectives of the Research

The aim of this research is to make a contrastive study between English and Arabic in relativization and to examine the translation of relative clauses between the two languages. This research also has the following objectives:

1- To give some idea about contrastive studies, their relations with language teaching, and translation teaching.

2- To shed some light on relativization as a universal phenomenon that exists in all human languages with a special emphasis on English and Arabic.

3- To contrast relativization in English and Arabic to find the similarities and differences between them.

4- To investigate the difficulties encountered by some Libyan university students of El-Mergib University in translating relative clauses from English into Arabic and vice versa.

5- To identify the possible causes of these difficulties when translating relative clauses from English into Arabic and vice versa.

6- To suggest remedial methods to overcome the above mentioned difficulties, which are also to be applied to the translation pedagogy at the University of El-Mergib in Libya.

7- To contribute to the field of English-Arabic-English translation and to translation teaching.

8- To focus on the problems of English-Arabic-English translation that are related to the differences between the English and Arabic linguistic systems.

9- To focus on the influence of Arabic as a source language on the use of English as a target language by the students at the university where this study was undertaken.

1.4 Scope of the Research

The present study is limited to a contrastive study of relativization in English and Arabic and the examination of the translation of relative clauses from English into Arabic and vice versa. The study is also limited to fourth-year students at the Department of English at El-Mergib University in Libya in the academic year 2008/2009. Therefore, the findings of this research should not be generalised to all Libyan and Arab Universities. The reason for choosing the sample from El-Mergib University in Libya as a case study is based on the fact that "case studies embody examples of real-world teaching and learning that are evaluated in terms of both professional and learning. The production of a corpus of case-studies provides an evidential base for generalisation, and more importantly, for the dissemination of good practice" (Nichol and Watson, 2003: 134). However, the findings of this thesis cannot be generalised to all Libyan and Arab Universities because of the differences in the background between the sample used in this study and the students of other universities.

1.5 Significance of the Research

The importance of this research lies in the fact that relativization is a universal phenomenon and needs to be discussed. Though a number of studies have already been undertaken to discuss English-Arabic-English translation, this thesis is a more focused one because it discusses a very specific issue, which is relativization as a part of the two languages' grammatical systems. It also forms a part of developing translation pedagogy at the University of El-Mergib in Libya. Moreover, discussing and analysing grammatical systems in English including relativization is still required because of the importance of English as a second language and the need for translation from and into English. Quirk (1968: 95, 96) states that "There can be little doubt that the need for a thorough analysis of the English grammatical system has not yet been fulfilled and that it becomes increasingly great. On the one hand, there is the need in schools and among laymen for an assured and accurate statement of educated usage (together with the need, expressed by more than one literary critic, for precise linguistic data); on the other hand, an at least equally pressing need springs from the new importance of English as a second language and from the challenge of large-scale translation, including mechanical

6

translation". Although more than forty years have now passed since Quirk's statement, the need for discussing and analysing the grammatical system of English is still there. Moreover, such discussion and analysis is needed in most languages including Arabic.

Yong (1987: IX), in addition, claims that "The study of relative clauses, or relativization, forms one of the most important and interesting topics on language typology and universals, and it is clearly a rich field of enquiry which has attracted a wide range of intensive work by good minds over a long span of the history of linguistics". Peranteau et al quoted in Yong (ibid) highlight that the Chicago Linguistic Society held the Relative Clause Festival in April 1972. In this festival, linguists from different American Universities participated to talk about relative clauses and they presented data from different languages on relativization. This led to a collection of a number of papers concerning relativization in more than twenty languages, which is also an indication of the universality of relativization in world languages and the significance of studying it (ibid).

Moreover, based on the findings of this research, this is an attempt to persuade the University of El-Mergib officials to improve the translation teaching programme and to attract the translation teachers' attention to the linguistic difficulties in English-Arabic-English translation

1.6 Data Collection

This study basically consists of two parts: a theoretical part and an empirical one.

In the theoretical part (chapter four), a theoretical presentation of relativization in English (4.1) and relativization in Arabic (4.2) is given. This presentation is followed by a contrastive comparative presentation (4.3) to show the similarities and differences between English and Arabic relativization. Such a contrastive presentation is referred to in the investigation of the areas of translation and linguistic difficulties in translating relative clauses from English into Arabic and vice versa, which represents the empirical part of this research.

To collect data for the empirical part, this study contains two translation tests. In the first one, some texts (containing relative clauses) in English were given to the students for translation into Arabic. In a like manner, in the second test, some texts (containing relative clauses) in Arabic were given to the same sample students for

7

translation into English. The researcher then investigated and analysed the students' translations of the texts used in both tests.

These two tests were given to twenty-five students, studying in the fourth year in the university (seniors), whose ages range from nineteen to twenty-four years. These students are native speakers of Arabic studying English as their core major.

The tests are intended to measure the students' ability to translate relative clauses from English into Arabic and vice versa. The texts of these tests include some grammatical categories suggested by Baker (1992: 85-94) as a difficulty causing area in achieving the grammatical equivalence. The sample used is limited to university students from El-Mergib University in Al-Khoms, a city about 120 k m. east of Tripoli.

In order to achieve clear and accurate results, the translation tests were designed to suit the requirements in both languages to be translated from English into Arabic and vice versa. In short, a detailed presentation of the methodology adopted in the empirical part of this thesis is presented in chapter five later.

1.7 Research Structure

This thesis is divided into seven chapters as follows:

Chapter One: the Introductory Chapter (the current chapter) introduces the whole study concentrating on the research issue and question, hypotheses and aims, scope and limitations, importance of the research, and an overview on the research structure.

Chapter Two: Review of Literature, in which a review of the related available literature is presented. This review includes the history and theory of contrastive studies, relativization in the world's languages with a special emphasis on English and Arabic, and a brief view on the current position of translation and its teaching in Libya.

Chapter Three: Translation Theory, Pedagogy, and Assessment; in this chapter, a theoretical framework for common translation theories is presented. This includes Catford's, Nida's, Newmark's, and Hatim and Mason's theories of translation. It also presents some ideas about translation equivalence, and translation pedagogy and assessment.

Chapter Four: Relativization in English and Arabic. This chapter presents a general background to relative clauses in English and Arabic in addition to comparing and contrasting them. In this chapter, the researcher deals with describing relative

8

clauses in English showing their syntactic structure, their types, their usage, relative pronouns, embedding, etc. In this chapter, the researcher also deals with describing relative clauses in Arabic showing their syntactic structure, their types, their usage, relative pronouns, embedding, the resumptive pronoun, etc. Later on, in this chapter, a contrastive analysis of relative clauses in English and Arabic is undertaken to compare and contrast relative clauses in English with relative clauses in Arabic showing the similarities and differences between them.

Chapter Five: Research Methodology and Design. This chapter presents an administration of two written translation achievement tests. The researcher presents these two translation tests to the students (sample) to reveal the difficulties that they encounter in translating relative clauses from English into Arabic and vice versa. Therefore, this chapter explains the type of research, the research tools, subjects of the research, the texts used in the two translation tests, and the administration of the two translation tests used as a main tool for data collection for this thesis.

Chapter Six: Data Analysis and Discussion of the Results. In this chapter, the researcher presents a quantitative data analysis explaining statistically in numbers and percentages the results obtained from the translation tests. Moreover, this chapter presents a discussion of the results and a qualitative data analysis in which the errors committed by the sample used in this research are described, reasons for such errors are shown and clarified, and samples from the students' translations are given.

Chapter Seven: Conclusion and Recommendations. This chapter summarises the whole thesis giving some remedial solutions for the translation problems that appeared from the results of the translation tests, and tries to give some useful suggestions, recommendations for the University of El-Mergib where this study was conducted, and some suggestions for further studies.

CHAPTER TWO: REVIEW OF LITERATURE

2.0 Introduction

Having consulted the available English and Arabic literature, the following literature is found relevant to this study. This available literature is subdivided into four main sections. The first is contrastive studies in which contrastive studies are defined, and their role and relationship to language teaching and translation is shown. The second is a discussion of relativization in the world's languages. In this section, contrastive studies of relativization in a number of the languages of the world are shown in order to prove that relativization is a universal phenomenon that needs to be discussed. The third is only concerned with contrastive studies of relativization in English and Arabic. The fourth and last basically concentrates on showing the current position of translation in Libya where the empirical part of this research was undertaken.

2.1 Contrastive Studies

Studies in contrastive linguistics are of great value in linguistic studies of second/foreign language teaching and translation studies. Accordingly, there is a need to have an idea about the history and theory of contrastive studies, their role in language teaching and translation pedagogy, and English-Arabic contrastive studies in particular. Therefore, this section deals with these issues.

2.1.1 History and Theory of Contrastive Studies

There are many studies in the field of contrastive analysis and error analysis. Studies in contrasting and comparing languages linguistically have been conducted for many decades. During the 1940s and 1950s, a great interest was shown in studies in contrastive and comparative linguistics. This is what is known as *comparative historical linguistics* (Fisiak, 1981: 1). Contrastive studies are not a modern phenomenon in linguistics. They might have started in the eighteenth century. Van Els et al quoted in Amir (1990: 3) claim that William Jones in 1786 conducted a comparative study in which he compared Greek and Latin with Sanskrit in order to investigate equivalents between them. Fisiak (1981: 1) argues that "Comparative studies in linguistics have a long history". When two languages or more are contrasted and compared to clarify the similarities and differences between them, this is termed *contrastive analysis* or

10

contrastive study (Fisiak, ibid). In terms of contrastive analysis, structuralists paid special attention to second language acquisition. Therefore, they embarked on identifying the areas where learners of a second language face difficulties trying to find suitable remedies for such difficulties. One of the most important techniques for the identification of the areas of those difficulties was contrasting and comparing the students' native language with the target language that they learn. By conducting such comparisons, they came to the view that the rules and expressions of the students' native language may interfere with the rules and expressions of the target language. This interference could affect the students' production in the target language. So, teachers should focus on the points of similarity and difference between the two languages (native and target). Thus, according to Fisiak et al and Jackson quoted in Fisiak (ibid) "Contrastive linguistics may roughly be defined as a subdiscipline of linguistics concerned with the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them".

Similarly, Lado (1957: 7) claims that "By using the results of linguistic and cultural comparison of the native and the foreign languages and cultures, we can pinpoint our research problems, and individuals can carry out highly significant and sorely needed experiments single-handed." Moreover, a number of linguists and teachers of foreign languages such as Lado (ibid) realised the influence of the native language on the production of the learners of the target language. Fries quoted in Abu-Jarad (1986: 9) thinks that the best ways of learning a foreign language are "those based upon scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners."

It becomes clear now that contrastive analysis is a valid and useful but not a unique method in second language teaching, but language interference is a phenomenon that occurs when learning another language. James (1980: 23) argues that "Interference theory predicts that if a learner is called upon to produce some L2 form which he has not learnt, he will tend to produce an erroneous form having its origin in his L1." In like manner, Lado (1957: 2) considers that language interference is the way in which learners of a second language transfer "the forms and meanings, and the distribution of forms and meanings of their native language and culture both productively when attempting to speak the language and to act in the culture, and respectively when

attempting to grasp and understand the language and the culture as practiced by natives."

Abu-Jarad (1986: 12, 13) mentions that linguists have classified language transfer into three main types; however, I do not see any difference between the last two. These three types are

1- Positive transfer, which occurs when L1 and L2 structures are parallel.

2- Negative transfer, which occurs when L1 and L2 structures are not parallel.

3- Neutral transfer, which occurs when parallelism is absent.

It is worth mentioning here that there are two types of contrastive studies: theoretical and applied. Fisiak (1981: 2) claims that theoretical contrastive studies are concerned with showing the similarities and differences between two or more languages. Applied contrastive studies, on the other hand, is a branch of applied linguistics and is mainly concerned with providing a framework for the comparison of languages drawing on the findings of theoretical contrastive studies. Such findings can be used for specific purposes, e.g. teaching, bilingual analysis, and translation (Fisiak, ibid).

Finally, it can be concluded that contrastive analysis in general is a description of both native and target languages and contrasting and comparing the two descriptions in order to discover the similarities and differences between the two languages. The results of contrastive studies are used in pedagogy and translation studies. Therefore, the following subsection deals with the pedagogical implications of contrastive studies.

2.1.2 Contrastive Studies and Pedagogical Implications

Contrastive analysis is not only a theory, but the results of this theory are applied in the teaching/learning process. Linguists and language teachers started to use the results of this theory pedagogically in second language teaching. Lado (1957: 2), who discusses the significance of contrastive analysis in the second language learning/teaching process, claims that "the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult." The teacher who compares the native language of the students and the foreign language they learn will know better what the learning problems are and can better perform in teaching them (Lado, ibid).

12

In other words, contrastive analysis is of great value and can be a useful tool for teaching, material preparation, design of the linguistic and cultural content of the textbooks, diagnosis of learning difficulties, and preparing language testing (Abu-Jarad, 1986: 14). As for course design, James (1980) claims that contrastive analysis is very useful in selecting the material to be taught. In reference to language testing, Lado (1957: 4) claims that "A major advance has already been achieved in tests of English as a foreign language, largely as a result of the linguistic comparison of English and the native language of the student. With the results of such a comparison we know pretty accurately just what the learning problems are, and we can concentrate our ingenuity on how to test them. It so happens that language problems are very stable and specific and we can observe our results rather well." James (1980: 149) highlights the fact that there are two roles for contrastive analysis to play in language testing: what to test, and to what degree to test different L2 items, stating that "It will be more informative for the tester to test only the learning problems predicted by the CA."

2.1.3 English-Arabic Contrastive Studies

Contrastive studies of English and Arabic are numerous and they have a long history. They started more than a half century ago. Mukattash (2001: 115) claims that "Arabic-English contrastive studies are not a recent development; their history goes back to the late 1950s". Therefore, in this section some studies are to be referred to in order to shed some light on the importance of this thesis as one of contrastive studies of English and Arabic.

Aziz (1974) compares the phonological features of Iraqi Arabic and English and predicts that the differences between individual sounds and clusters will pose a major problem for Iraqi learners. His conclusion, which is based on empirical research, shows that mispronunciations of the sounds caused by interference of the native language are not many, which contradicts his predictions.

A contrastive study of the phonology of English with that of Jordanian Arabic has been done by Rummuny as quoted in Abu-Jarad (1986: 17). In this study, Rummuny finds that "Jordanian learners of English, for example, will pronounce the English sound /p/ as the Arabic sound /b/ because the NL (Arabic) does not have /p/."

An investigation of English and Arabic in the areas of phonology, vocabulary, and syntax was made by Nasr (1963). In this investigation, he predicts some problems that

some Arab students face when learning English. Some of the problems he predicted are the use of the resumptive pronoun in the English relative clause, the use of '*hisself*' instead of 'himself', and '*theirselves*' for 'themselves'. However, according to Abu-Jarad (1986), these predictions have not been empirically proved.

The most comprehensive contrastive study of English and Arabic, according to Elwedyani cited in Abu-Jarad (ibid) was conducted by Catford et al. This comprehensive contrastive study includes phonology, morphology, and syntax. Abu-Jarad (ibid: 18) states that "The results of this comparison predict that the differences between the two languages (English and Arabic) will create an area where NL interference, TL overgeneralization, and fossilization, are most likely to occur."

Mukattash (2001: 116) highlights the following titles that investigate different issues in English-Arabic contrastive studies in the last five years: 'Verb movement, subject movement and word order in English and Arabic', 'Locative attention in English and Jordanian spoken Arabic', 'Negation in Cairene colloquial Arabic, English and French: an historical linguistic analysis', 'Syntactic devices for marking information structure in English and Arabic', and 'Lexical, phonological and textual features of English and Arabic advertisements: a contrastive study'.

2.1.4 Criticism of Contrastive Studies

Dulay and Burt conducted an empirical study on 179 Spanish children learning English in the United States in 1974. In this study, they criticised dependence on contrastive analysis in second language teaching on the basis of their findings in which they found that "Out of 513 errors made by 179 children, less than 5% could be classified as interference errors, while 86% were the same type of errors that first language learners make". 9% were attributed to some other factors (Burt and Dulay, 1975: 26).

Duskova quoted in Abu-Jarad (1986: 22, 23) criticises dependence on contrastive analysis, claiming that "While interference from the mother tongue plays a role, it is not the only interfering factor. There is also interference between forms of the language being learnt both in grammar and lexis."

Dependence on contrastive analysis has also been criticised by Sciarone quoted in Abu-Jarad (ibid) stating that "The idea that difficulties of a foreign language can be predicted implies the supposition that corresponding structures are easy, and structures

that differ, difficult. This supposition should be rejected on the ground of being too simplistic."

Another convincing empirical study on the criticism of contrastive analysis is that which has been conducted by Whiteman and Jackson cited in Abu-Jarad (ibid: 24) to examine the validity of predictions based on a comparison of English and Japanese. They conclude that contrastive analysis is "inadequate, theoretically and practically, to predict the interference problems of the language learner."

2.1.5 Contrastive Studies and Translation

Contrastive studies are useful not only in second language teaching, but also in translation studies as well. Catford (1965: 20) states that "The theory of translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistics". Catford (ibid: 76) also argues that "translation equivalence may occur between sentences, clauses, groups, words and (though rarely) morphemes".

Contrastive and comparative linguistic studies are of great importance to translators and translation students. Translation theory itself is a branch of comparative linguistics (Newmark, 1988). Moreover, James (1980: 4) highlights that "There are … three branches of two-valued (2 languages involved) interlingual linguistics: *translation theory*- which is concerned with the process of text conversion; *error analysis*; and *contrastive analysis*".

In addition, Hatim (1997: 1) states that "One useful way of seeing contrastive linguistics at work is through translation, and an interesting way of looking into the translation process is perhaps through an examination of the kind of decisions which translators make in handling texts. This should enhance our understanding not only of what actually happens when text confronts text, but also… of what it means to be textually competent". Therefore, the decision-making involved in the translation process for the discipline of contrastive linguistics must get to grips with linguistic structures of a syntactic and semantic nature; and also seen not within the sentence and elements below but the sentence and beyond (Hatim, ibid: 11).

Baker (1998: 47) states that "Contrastive analysis is the study of two languages in contrast … It is probably most useful in pointing out areas where direct translation of a term or phrase will not convey accurately in the second language the intended

meaning of the first. At a global level, it leads the translator to look at broader issues such as whether the structure of the discourse for a given text-type is the same in both languages".

Contrastive studies in translation do not only concentrate on texts but also they go further to smaller units in languages such as grammatical structures and/or even lexis. Williams and Chesterman (2002: 90) highlight that "A contrastive approach might also focus not on texts but on grammatical structures or lexical items, looking for equivalence rules for translating certain structures between a given pair of languages, or for terminology equivalents".

Malmkjaer (1999: 12) states that "The relationship between descriptive linguistics and translation studies has been heavily discussed by both translation scholars and descriptive linguists although it is worth pointing out that discussion has not infrequently included the question of whether the two disciplines are, in fact, concerned with related matters at all". From a translation studies point of view, Toury cited in Malmkjaer (ibid) states that "an exhaustive contrastive description of the languages involved is a precondition for any systematic study of translations".

Finally, Malmkjaer (ibid: 37); with whom this study agrees, believes that "the issue of comparative/contrastive descriptions of languages (is considered) as a prerequisite for translation studies".

2.2 Relativization in the World's Languages

This section deals with the studies of relativization in a number of the world's languages. The main purpose of this review is to pay special attention to relativization as a universal phenomenon that exists in all human languages. This review of the related literature is organised chronologically as follows:

A syntactic study of relative and comparative clauses was made by Andrews (1975) in which he makes a survey discussing relativization in a number of the world's languages namely: English, Japanese, Turkish, Eskimo, Samoan, Faroese, Classical Tibetan, Hottentots, Navajo, Warlpiri, Mabuiag, Hindi, Sanskrit, Marathi, Crow, Swahili, Modern Greek, and Persian. Andrews (ibid: 1) claims that this typological survey of relative clauses in the languages of the world directs the attention to the varieties of constituent structure relations between relative clauses and their heads.

16

Andrews (ibid) adds that this "serves both to convey a general impression of what relative clauses are like in the languages of the world, and to establish certain phenomena that are of theoretical import. One of the most significant of these is that there are relative clauses that cannot be deep structure constituents with the NP they modify, but must be generated in the base at an unbounded distance from those NPs".

Finally, Andrews (ibid: 4) concludes that this discussion gives a useful and valuable picture of the relative clause construction in universal grammar.

Dunbar (1982:154), who discusses some parallel constraints in German and English subordinate clauses, argues that "Further effects of topic switch on German and English syntax can be seen when reviewing the restrictive/non-restrictive distinction in relative clauses. … it is quite easy to effect a switch of discourse topic after a (coordinate) non-restrictive relative clause, but very difficult after a (subordinate) restrictive relative clause".

After conducting this discussion, Dunbar (ibid: 155) concludes that

> Three things have been illustrated in this section: (1) that topic switch in both German and English is more allowable in main clauses than in subordinate clauses, and correspondingly more allowable in non-restrictive than in restrictive relative clauses; (2) that topic switch in German occurs much more readily in conjunct subordinate and relative clauses with paratactic verb-second than the hypotactic verb final order; and (3) that constraints on left dislocation and shift of topic with the English conjunction *because* can be predicted on the basis of whether it translates as paratactic *denn* or as hypotactic *weil*.

Relativization in Chinese has been investigated by Yong (1987). He argues that the aim of his study is "to provide a clear, comprehensive description of relativization in Chinese and present further data from Chinese to form a modest contribution to the growing body of data and formulations for topics on language typology and universals". Yong (ibid: 85) concludes his study by saying that "The relative clause in Chinese always precedes the head NP it modifies and relative clause formation involves either of the two different processes: deletion and pronominalization of the relativized NP".

Mhinga (1987) has discussed relativization in Tswana and how Tswana relative clauses fit into the Accessibility Hierarchy introduced by Keenan and Comrie. According to Keenan and Comrie quoted in Mhinga (ibid) "Languages differ in relation

to which noun phrase position can be relativized. Some relativize all four positions, i.e. subject, direct object, indirect object and the genitive, while others do not".

Mhinga (ibid) also argues that "All languages use clauses to modify nouns, but the syntactic form and the positioning of these relative clauses differs considerably across languages". He (ibid: 2) also claims that "There are two kinds of relatives in Tswana: subject relatives and non-subject relatives".

A study of syntactic properties of restrictive and non-restrictive relative clauses in Japanese was done by Kameshima (1989). In this study, Kameshima (ibid: 1, 2) claims that "Japanese relative clauses do not have relative pronouns corresponding to wh-words in English which associate the head and a gap in a relative clause… Semantic properties of restrictive and non-restrictive relatives in Japanese are not expressed as overtly as English".

In this study also, Kameshima (ibid) points to:
- What some linguists describe as gapless relatives saying that "restrictive relatives in Japanese in fact require a gap".
- Whether movement is involved in restrictive relatives.
- The analysis of restrictive and non-restrictive relatives distinction in Japanese.
- The existence of the resumptive pronoun in some Japanese relative clauses.

A contrastive analysis of relative pronouns in English and Dutch was made by Amir (1990). Amir (ibid: 62) claims that "One of the distinctive syntactic features of English and Dutch relative pronouns is that they perform two main functions in the relative clauses in which they normally occur. First, they serve as subject, object, or object of preposition in the subordinate clause; and secondly, they, as their name implies, act as connectors relating the subordinate clause to the main clause".

Amir (ibid) discusses further, the areas of difficulties that English learners of Dutch and Dutch learners of English encounter in learning relative pronouns. One of the findings of this study is that "English learners of Dutch are likely to transfer relativizer deletion from their MT (mother tongue) into Dutch. One of the reasons is that the word order of such a construction is parallel in these two languages, a phenomenon which may tempt the learners to impose a literal translation of their own construction whenever they use the Dutch one".

A discussion of relativization in English and Korean was done by Lee (1991). In this study, the writer found that

> The review of English and Korean RC and related structures … suggests that fundamental principles of UG can account for both English and Korean, in spite of apparent surface differences across these. Cross-linguistic differences appear to lie in morphology (e.g. the fused verb morphology in Korean, or the morphological realisation of *Comp*), or in language-specific variations relevant to case to assignment in each language, or in the level of representation at which rules apply. They do not lie in the fundamental principles of UG which underlie RC formation in both languages.

A comparison of grammatical categories: nominal number in English and Yucatec was conducted by Lucy (1992). Lucy (ibid: 1, 2) argues that "Without a comparative dimension, nothing can be established about the impact of language differences… The comparison should also be undertaken with a broad understanding both of the attested world-wide range of language types and of the particular cultural context of the specific languages communities being compared". In terms of the comparison of Yucatec and English, Lucy (ibid: 56), focusing on the grammatical category of number, claims that "Both English and Yucatec represent number in the noun phrase and do so in somewhat similar ways: they both mark plural by inflection and concord, they both mark singular by modification …, and they both provide a variety of specialised modifiers to indicate other number distinctions".

An investigation of the semantics of relative clauses in Korean has been done by Yoon (1994). Yoon concludes that "Korean-type RCs cannot be accounted for by the standard syntactic and semantic approaches available, both because syntactically they lack a syntactic gap and because semantically the relation between an RC and its head noun is not one that is directly describable in the popular approaches". Yoon (ibid: 427) finds further that Korean, along with Chinese and Japanese, has the type of discourse-bound R-relation (relative-relations), while English does not.

Relativization in English and Chinese has been discussed by Ming L Chiu and Lili, (1994: 61, 62). They state that:

> Relativization is a cross-linguistic phenomenon. That is, relativization is to be found in many of the world languages. It may, and does, take different surface forms in different (types of) languages. For example, in English which has the basic S V O order, relativization is postnominal; Chinese is the only S V O language

that has the prenominal relativization (the relative clause precedes its antecedent noun).

Relativization in Hindi has been investigated by Dayal (1996: 152) who claims that "Hindi relativization structures are known in typological literature by the name of correlatives… The chief characteristic associated with correlative construction is the possibility of having the relative clause at the periphery of the main clause".

Dayal (ibid: 186) concludes that "Hindi correlatives … argue for a more traditional view of restrictive relativization at the NP level".

An investigation of the use of relative clauses in French children's narrative texts was conducted by Jisa and Kern (1998). The results of their study show that "The use of relative clauses in general discourse functions precedes their use in more specific narrative functions".

Alexidou et al (1999: 10) who discuss relativization in Greek argue that "Relative clauses are introduced either by the declinable relative pronoun preceded by the definite article … or by the invariable complementizer/ relativizer".

2.3 English-Arabic Relativization

In this section, a review of related literature regarding studies of English and Arabic relativization is illustrated chronologically as follows:

A contrastive study of restrictive relative clause in English, Hindi, and Baghdad Arabic was made by Fox (1970). In this paper, Fox analysed the restrictive relative clause in English, Hindi, and Arabic attempting to find out the areas where difficulties can be expected to appear when a speaker of Hindi or Arabic tries to master the relative clause in English. Having contrasted and compared the languages in question, Fox (ibid) finds that "they are remarkably similar, and in the case of English and Arabic they are identical". Fox (ibid) highlights some useful recommendations for teachers of English as a second language.

Al-Najjar (1984) who discusses the translatability of syntactic structures of English and Arabic including grammatical categories such as gender, number, and case, concludes that "Syntactic structures are untranslatable. Only syntactic matching between the source language and the receptor language is possible".

A contrastive analysis of English and Arabic was made by Kharma and Hajjaj (1985: 124-129). They specify the types of errors in English among Arab speakers. They state that "The first problem is that in Arabic the relative pronoun itself (not the whole of the relative clause) functions as the modifier of the antecedent. Hence, the subject or object of the verb in the Arabic relative clause is always present, either explicitly or implied, as in:

رأيت الرجل الذي جاء أمس

/ra?ajtu rraʒula llaði: ʒa:?a ?amsi/

(Lit: *I saw the man who came (he) yesterday.)

(Here the subject is understood as a part of the verb.)"

The authors point out some other difficulties such as:

a) Repetition of the object of the relative clause (like in the case of the resumptive pronoun).

b) Omission of the relative connector in English.

c) Use in English of the personal pronoun instead of the relative pronoun as in:

   (The boy he goes to school every day works at the evenings too.)

d) Wrong number agreement in the English sentences.

e) Confusion of *who* and *whom* in English.

An analysis of the written English performance of Palestinian students after they have entered university has been done by Abu-Jarad (1986). In this analysis, Abu-Jarad deals with the errors committed by Palestinian university students in the areas of relative clauses predicting for example that (1) The Palestinian learners will confuse the choice of the relative pronouns because there is only one form of the relative /illi:/ in their native (colloquial) language. (2) They will use the relative *that* excessively when they form relative clauses in their English interlanguage. (3) They will insert a resumptive pronoun when the predicate of the relative clause is either an adjective or a noun. (4) When the relative clause ends with a preposition, the learners will use a resumptive pronoun after the preposition.

The findings of this study support his predictions and show that the formation of relative clauses in Palestinian Arabic "differs from English with regard to the relative pronouns used, the definiteness of the head noun, and the use of resumptive pronouns."

Similarly, Tadros quoted in Abu-Jarad (1986: 19) contrasted the formation of relative clauses in English and Sudanese Arabic. The findings of this study (some of them are similar to the findings of this thesis) show that the Sudanese learners' errors are

1) Direct translation of relative+personal pronouns from Arabic.

2) Omission of the English relative clause.

3) Use of the definite article for relative pronouns.

Moreover, the conclusion of this study "stresses the necessity of explaining errors by drawing a comparison between the first and second languages." (Ibid)

An investigation of the acquisition of English relative clauses by speakers of Arabic, Chinese, Japanese, and Persian has been made by Schachter as cited in Abu-Jarad (ibid: 20). This investigation shows that "Japanese and Chinese learners would have difficulty with the position of the relative clause with respect to the head NP, but the Arabs and Persians would not because in both languages the relative clause occurs to the right of the head NP, just as in English." This study also shows that Arabs and Persians commit a high percentage of errors because of the insertion of the resumptive pronoun in the English relative clause (which is a negative transfer from the native languages).

Hatim (1997: 67) discusses the translation of background information claiming that "This is a kind of information commonly found in genres such as event reviews (e.g. news report). The segment in italics … illustrates one way of presenting background information in expository texts:

… *Mr. Bencheik, who was on his first visit to the UK, has been concerned with Moroccan economic planning for many years*".

Hatim (ibid) argues that "Although often just one or two sentences, this particular kind of 'back information' (which is a relative clause here) is nevertheless problematic when translating into more explicative languages such as Arabic".

A study of transfer and related strategies in the acquisition of English relative clauses by adult Arab learners was also made by Tushyeh (1998: 69-84). She used four types of data elicitation techniques in her study in order to elicit and analyse the written English output of Arab learners. These techniques included a translation test, a grammatical judgment task, a sentence combining test and a multiple choice test. The

findings of her study show that the majority of the Arab learners' errors involved the appearance of the resumptive pronoun which apparently (as she claims) is a case of language transfer from the students' native language, Arabic.

A contrastive analysis of English and Arabic in relativization has been done by Hamdallah and Tushyeh (1998: 141-151). They discuss the similarities and differences between English and Arabic relativization. In their analysis, they found that the relativization process is basically the same in English and Arabic.

Ibrahim et al (2000: 50, 51) investigate the differences between English and Egyptian colloquial Arabic as well as Modern Standard Arabic. They state that English uses a relative pronoun that agrees with the noun it replaces, *who* for subject-case human, *whom* for object-case human, *which* for non-human, *that* for both and *whose* for human and non-human possessive determiners. Modern Standard Arabic uses relative pronouns that agree with the head noun in case (only in the dual), i.e. nominative, genitive or accusative, e.g. اللتـان /allata: ni/ vs. اللتـين /allatajni/, gender. i.e. feminine or masculine, e.g. الذي /allaði:/, التـي /allati:/ and number. i.e. singular, dual and plural, e.g. الذي /allaði:/, اللذان /allaða:ni/, الذين /allaði:na/**.** In other words, English and Modern Standard Arabic differ in this area; therefore Arab students use the wrong relative pronoun (e.g. *which* instead of *who/ whom)*. The wrong use of relative pronouns can also be attributed to Arabic since in Modern Standard Arabic the relative pronoun التـي /allati:/ is used with both persons and non-persons (cf. English 'who(m)' and 'which', e.g.:

This is the woman whom I met yesterday. (التي) /allati:/

This is the car which I bought yesterday. (التي) /allati:/

The above two relative pronouns can be translated into Arabic as التـي /allati:/. Thus, Arabic does not make a distinction here between human and non-human relative pronouns.

Al Ghussain (2003: 64) who discusses linguistic problems in English-Arabic translation states that "It is useful for English/Arabic translators to be aware of the differences between the Arabic and English linguistic systems, since differences between the two linguistic systems may cause problems in translation".

Within this discussion of the linguistic problems in English-Arabic translation, Al Ghussain (ibid: 100, 101) points to relative clauses as an area causing difficulty in English-Arabic translation.

A discussion of the ambiguity of gender, which is one of the grammatical categories of relativization, in English-Arabic translation, concentrating on the translation problems due to types of gender, was done by Mohammed (1999) in his book entitled *Word Order, Agreement and Pronominalization in Standard and Palestinian Arabic*. He says that "The objective of this work is to draw the attention of translators and students of translation to the significance of the context in disambiguating the gender (an important grammatical category in relativization) of the first person singular pronoun when translating from English into Arabic". Mohammed (ibid) argues that this leads to improving the quality of the translated texts into Arabic.

Most of the above mentioned literature has investigated contrastive studies among the world languages and between English and Arabic in particular. However, the findings of such studies on relativization have concentrated only on teaching English as a second/foreign language and/or contrasting languages but none of these studies was made to indicate the role of contrastive studies of relativization in translation and translation teaching; or translating relative clauses from one language to another. Therefore, this thesis is an attempt to fulfil this gap focusing on translating relative clauses from English into Arabic and vice versa.

2.4 Translation Need and Teaching in Libya

Due to the increasing role of the need for translation all over the globe, Duff quoted in Rojo (2009: 28) claims that "Translators will always be needed. Without them, there would be no summit talks, …, no Cannes Film Festival, no Nobel prizes, no advances in medicine, science, or engineering, no international law, no Olympic Games, no *Hamlet*, no *War and Peace…*". Accordingly, a brief idea about the need for translation in the 21st century in Libya (where the empirical part of this research was conducted) as well as translation teaching is given in this section. The purpose of this reflection is to give the reader a clear idea about the current position of translation in Libya. Moreover, it clarifies how translation is being taught in Libya at the time of writing of this thesis.

2.4.1 The Need for Translation in Libya

Libya, like many other countries, has always depended on translation and interpreting in dealing with others to conduct many political and business activities. During the last ten years, following the suspension of sanctions on the country imposed

by the UN in 1992 because of the air crash on Lockerbie, the demand for translation and interpreting in Libya has increased considerably as a means of communication with others in all sectors especially business and politics. This increase in demand for translation and interpreting in Libya is due to a number of reasons related to the new political and business orientations of the country (Gaber, 2007: 52).

According to Gaber (ibid: 53), the increase in demand for translation (and interpreting) in Libya has two main reasons: politics-related and business-related. The politics-related reasons include the shift in emphasis from internal to external political discourse, and the shift in emphasis in political orientation from Arab nationalism to Africanism. On the other hand, the business-related reasons are the promotion of foreign investment, and encouragement of private business activities.

However, according to Gaber (ibid: 61-64), translation and interpreting still face a lot of problems, among which are the lack of laws to regulate translation activities, the lack of professional translator/interpreter training institutions, scarcity of specialised translators and interpreters, and the non-existence of translators/interpreters' societies. In spite of the above mentioned problems, Gaber (ibid) speaks of some expectations in the light of the increasing demand for translation and interpreting in Libya. These expectations are

    a.   Increase in the number of translators.

    b.   Increase in translators/interpreters' income.

    c.   Emergence of translators/interpreters' societies.

    d.   Setting up of more translator-training centres.

    e.   Formulation of laws regulating translation activities.

    f.   Increase in competition among translators/interpreters and translation/interpreting teams.

    g.   Increase in foreign language learning.

2.4.2 Translation Teaching in Libya

Translation, as (a) module(s), has been taught to undergraduate students in language departments in Libyan universities (e.g. El-Mergib University where the empirical work of this thesis was conducted) for a long time (since the 1950s). But it was only taught as a subject within language departments at all Libyan universities. Later (since 2000), translation began to be taught in separate translation departments at

two universities, namely: Garyounis University and Khaleej Al-Tahaddi University. One of the objectives of this study is to persuade the officials of El-Mergib University to initiate a translation department parallel to that in the two universities where translation is taught in separate departments.

Moreover, there is only one postgraduate programme in which translation is being taught as a separate field of specialisation. This programme was established in 2000 at the Academy of Graduate Studies in Tripoli and consists of theoretical and practical courses in both translation and interpreting. The programme consists of two parts: courses and a dissertation. According to Gaber (ibid: 115) (the programme initiator), this programme "was designed to produce translators and interpreters who are professionally competent and academically qualified … to meet the country's increasing demand for translators, interpreters, and teachers of translation and interpreting".

However, the only postgraduate programme faces some problems which, according to Gaber (ibid: 132), are divided into three categories: students' problems represented in language problems, research problems, and problems of limited practice; teachers' problems represented in student-related problems and reference-related problems (lack of references); and some other problems related to administrative and financial factors. To improve the quality of this programme, Gaber (ibid: 134- 136) recommends the following:

a. Admission of linguistically better-qualified students in order to avoid language-related problems.

b. Giving more emphasis to practice in order to improve students' translation and interpreting skills.

c. Giving more emphasis to the teaching approaches which exhibit more advantages than disadvantages.

d. Giving more emphasis to research methodology (in order to improve research in translation difficulties).

e. Speeding up the provision of sources and references needed for research.

f. Organisation of seminars and conferences with the aim of activating and updating both students and teachers.

2.5 Summary

This chapter has presented an idea of the studies on contrastive linguistics and their relations to translation, relativization in the world's languages with special emphasis on English and Arabic, and the current position of translation in Libya. The next chapter presents a detailed background to translation from general perspectives including some definitions of translation, the history of translation theory, common theories in the field of translation, translation equivalence, translation pedagogy, and translation assessment.

CHAPTER THREE: TRANSLATION THEORY, PEDAGOGY, AND ASSESSMENT

3.0 Introduction

Translation is an activity of increasing importance in the modern world and is becoming an established area in linguistics and language studies. Translation studies are a serious field whose basic aim is to investigate the translation process concentrating on equivalence and meaning within the process itself. Moreover, translation theory and practice cannot be separated, i.e. translation theory and understanding the process of translation help in the production of the translated text. Studying the practicality and usefulness of translation theory is an important means of providing insights in solving translation problems. Translation is considered as an art as well a skill and a science (Newmark 1981: 36).

Accordingly, this chapter presents briefly several aspects of translation theory. It gives some idea of the definition of translation, the history of translation theory, some relevant theories in the field of translation, translation pedagogy, and translation assessment. The main reason for this theoretical overview on translation is to give the readership a brief idea on translation studies in general rather than criticising any of these theories presented.

3.1 Definitions of Translation

Translation has been given a number of definitions by different scholars but no comprehensive and agreed definition has so far been provided. This could be attributed to the fact that theorists differ in their perspective on the nature and process of translation. Munday (2001: 4) indicates that the term 'translation' could be used to refer to the *product* (the translated text), the *process* (the action of producing the translation) or the *subject* (the field of study). Al Ghussain (2003: 10), similarly, claims that "Most definitions of translation… may be classified under one of two headings. The first is concerned with what is involved in translation as a process … The second group of definitions concentrates on translation as a product, and describes what good translations should be like".

The following is a presentation of some common definitions of translation given by some scholars in the field of translation studies such as Catford, Nida and Taber,

Newmark, and Hatim and Mason. The above mentioned scholars have been chosen because of their importance and contributions to the field of translation studies.

Catford (1965: 1) defines translation as "An operation performed on languages: a process of substituting a text in one language for a text in another". According to Catford's definition, translation is basically considered an operation performed on languages. Thus, he describes translation as the replacement of textual material in one language by equivalent textual material in another. Catford also distinguishes between full and partial translation, "depending on the extent to which the source language text is submitted to the translation process" (Al Ghussain, 2003: 11). In a full translation, the entire text is submitted to the translation process and every part of the source text is replaced by target text material. On the other hand, in partial translation, some parts of the source language text are not translated and simply transferred to and incorporated in the target text (Catford, 1965).

In addition, Catford (ibid) distinguishes between total and restricted translations. He (ibid: 22) defines total translation as "the replacement of source language grammar and lexis by equivalent target language grammar and lexis with consequential replacement of source language phonology/graphology by target language phonology/graphology". In contrast, restricted translation is defined by Catford (ibid) as "the replacement of source language textual material by equivalent target language textual material at only one level".

Nida and Taber (1969: 12) define translation as "Producing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style". They give priority to the reader and audience at whom the translation is aimed. They (ibid: 31) "…attach greater importance to the forms understood and accepted by the audience for which a translation is designed than the forms which may possess a longer linguistic tradition or have greater literary prestige". Moreover, Nida and Taber (ibid) emphasize the importance of understanding the original source language text before constructing the target language text. Nida (1964: 14) argues that "Translation is the interpretation of verbal signs of one language by means of verbal signs of another".

Newmark (1981: 7) defines translation as "A craft consisting in the attempt to replace a written message and/or a statement in one language by the same message

and/or statement in another language". He (1988: 5) also defines translation as "rendering the meaning of a text into another language in the way that the author intended the text". Moreover, Newmark (ibid) considers translation "complicated, artificial, and fraudulent, since by using another language you are pretending to be someone you are not". He (ibid: 7) also thinks that translation is a useful technique for learning foreign languages and it is "a two-edged instrument: it has the special purpose of demonstrating the learner's knowledge of the foreign language, either as a form of control or to exercise his intelligence in order to develop his competence. This is its strong point in foreign language classes".

Hatim and Mason (1990: 1) consider translation "a communicative process which takes place within a social context. It is a useful test case for examining the whole issue of the role of language in social life and creating a new act of communication of a previously existing one".

In addition to the above mentioned definitions, scholars interested in translation studies are still trying to provide some other definitions of the concept and process of translation bearing in mind that it is a complex field that comprises different types of activities and processes. Rojo (2009: 22), for instance, defines translation as "a complex activity characterised by the intervention of opposing forces that pose serious dilemmas for translators. Some are:
- the tension between the 'truth' or facts of the matter and the translator's competence.
- the conflict between the intentions and style of the ST writer and the expectations of the TL readership.
- the differences between the conventional features of a given text type in the SL and the conventions of the same type of text in the TL.
- the differences in the cultural settings of the languages involved."

3.2 Translation Theories and Approaches

At first, translation theory was not construed as a separate discipline but within the field of language studies. Later, linguists and translation theorists draw attention to the role of linguistics in building different translation definitions. In showing the importance of linguistics to translation theories, Newmark (1981: 5) states that "Translation theory derives from comparative linguistics, and within linguistics, it is

mainly an aspect of semantics, all questions of semantics relate to translation theory". Moreover, it has been difficult to distinguish between language theories on one hand and translation theories on the other. Kelly (1979: 34) states that "Each stream of language theory corresponds to a theory of translation. All linguistic schools or trends devoted part of their work to translation problems". Recently, the focus has shifted towards the relationship between linguistics, culture, and translation. A modern orientation is gradually moving from the mainly sentence-oriented approach to more discoursal and macro-textual approaches such as discourse analysis. Hatim and Mason (1990: 35) claim that

> Translation theory has indeed, moved from its sentence-based stage and has taken a discoursal and macro-textual orientation which not only operates on the textual and discoursal level in both source text analysis and transfer, but also considers translating as a dynamic communicative act, and restores to the translator the central role in a process of cross-cultural communication and ceases to regard equivalence merely as a matter of entities within texts.

3.2.1 History of Translation Theories

According to Munday (2004: 7), "Writings on the subject of translating go far back in recorded history… However, although the practice of translating is long established, the study of the field developed into an academic discipline only in the second half of the twentieth century". Venuti (2004: 13) states that "Translation theory as we know it today…did not exist in classical antiquity". Hatim (2001: 3), in like manner, argues that "Translation studies, the discipline which concerns itself with the theory and practice of translation, has come of age and is maturing very quickly. Nevertheless, a number of obstacles remain and will have to be overcome if the discipline is to develop further". Therefore, this subsection presents a brief overview on the history of translation theory as an academic discipline from the 1940s onwards.

In the 1940s and 1950s, translation theory was "dominated by the fundamental issue of translatability. Influential figures in philosophy, literary criticism, and linguistics all consider whether translation reconciles the differences that separate languages and cultures … Opinions are shaped by disciplinary trends and vary widely, ranging between the extremes of philosophical skepticism and practical optimism" (Venuti, 2004: 111). The most important scholars in the field of translation studies in

31

these two decades were the Canadian linguists, Vinay and Darbelnet, whose work was written in 1958. They approach French-English translation from the field of comparative stylistics to provide a theoretical basis for a variety of translation methods used today (ibid: 114). Another scholar, Roman Jakobson, introduced a semiotic reflection on translatability in 1959. He underestimates the interpretive nature of translation, "the fact that recoding is an active rewording that does not simply transmit the foreign message, but transforms it" (ibid: 113, 114).

During the 1960s and 1970s, translation theory shifted from the issue of translatability to the issue of equivalence. Venuti (ibid: 147) claims that "The controlling concept for most translation theory during these decades is equivalence… equivalence is fundamentally normative, aiming to provide not only analytical tools to describe translations, but also standards to evaluate them". The most influential translation theorists in these two decades were Eugene Nida who presented *Toward the Science of Translating with Special Reference to Principles and Procedures Involved in Bible Translation* and Catford who presented *A Linguistic Theory of Translation* (see 3.2.2.1 and 3.2.2.2). This was the first time that linguistics began to concern itself with translation.

In the 1980s, translation emerged as a separate discipline, overlapping with linguistics, literary criticism, and philosophy, and exploring the problem of cross-cultural communication. This period also witnessed the emergence of a postcolonial reflection on translation in anthropology, area studies and literary theory and criticism. Translation theory, in this decade, was remarkably fertile and wide-ranging, taken up in a variety of discourses, fields, and disciplines (Venuti, ibid: 221-226). Newmark proposed an eclectic translation approach and wrote on communicative and semantic translation techniques during this era (see 3.2.2.3).

From the last decade of the twentieth century onwards, the field of translation studies achieves a certain institutional authority, manifested in translator training programmes and a flood of scholarly publishing. Translation text-books also begin to appear and more concentration is paid to cultural studies as an interdiscipline within the translation theory. Moreover, varieties of linguistics continue to dominate the field due to their usefulness in training translators in different text-types (ibid: 325- 335). In this

period, Hatim and Mason aimed to develop a proper and complete translation theory; and Baker wrote on translation equivalence at different levels.

3.2.2 Some Relevant Translation Theories

As mentioned earlier, translation studies as a discipline has become an important field for research and in translation teaching and translator training programmes in different institutions worldwide. This subsection sheds some light on some of the relevant translation theories namely Catford's linguistic theory of translation, Nida's theory of translation, Newmark's theory of translation, Hatim's and Mason's theory of translation, and finally equivalence theory.

3.2.2.1 Catford's Linguistic Theory of Translation

Catford (1965: vii) claims that there is a mutual influence between language and translation. Translation theory is basically concerned with the relation between languages and is consequently a branch of comparative linguistics. Catford, then, states that translation is connected to language because language is the translator's main tool. Therefore, the analysis and description of the translation process makes considerable use of categories set up for the description of language. Moreover, it should draw upon a theory of language, a general linguistic theory. Thus, translation is seen as an operation performed on languages. Catford also stresses the importance of the role of context in the translation process. A formal correspondent is any target language category that may occupy, as nearly as possible, the same place in the economy of the target language as the given source language category occupies in the source language (Catford 1965: 32). Accordingly, formal correspondence between languages is nearly always approximate and can be easily established at relatively high levels of abstraction. Formal correspondence can only be established ultimately on the basis of textual equivalence at some point. A textual translation equivalence is the target language form as a text or a portion of a text, which could be the equivalent of a given source language form as a text or a portion of a text. In addition, Catford emphasizes the importance of meaning in total translation in particular (ibid: 35).

The various formal relations into which a form enters constitute its formal meaning. Accordingly, formal meaning is rarely the same in two languages. In like manner, equivalence in total translation is possible only if the source language and target language texts are interchangeable in a given situation. By contextual relations,

Catford (1965: 36) means "the relationship of the grammatical or lexical items to linguistically relevant elements in the situations in which the items operate as, or in, texts". The ranges of situational elements which are found to be relevant to a given linguistic form constitute the contextual meaning of that form.

Catford (1965: 27) also distinguishes between textual equivalence and formal correspondence. He considers textual equivalence to obtain when any target language form as a text or a portion of a text is observed to be an equivalent of a given source language form as a text or a portion of a text. Textual equivalence means that the source language and target language have to function in the same way as well as in the same situation. By formal correspondence, Catford (ibid) means any target language category such as unit, class, structure, element of structure, etc. that can be said to occupy, as nearly as possible, the same place in the economy of the target language as the given source language category occupies in the source language. Therefore, translation is reduced to a purely structural exercise in which syntactic and grammatical relations are given priority over semantic and cultural aspects. Translation consists of replacing each word in the source language text by a word in the target language text. This approach seems to be, to a certain degree, an application of traditional grammar.

Catford (1965: 56-71) proposes four kinds of translation: phonological translation, graphological translation, grammatical translation, and lexical translation. In phonological translation, the source language phonology of a text is replaced by the target language phonology. Grammar and lexis of the source language text remain unchanged. In graphological translation, the source language graphology of a text is replaced by equivalent target language graphology. In grammatical translation, the source language grammar of a text is replaced by equivalent target language grammar but lexes remain with no replacement. In lexical translation, the source language lexis of a text is replaced by equivalent target language lexis, but with no replacement of grammar.

Fawcett (1997: 55,56) criticises Catford's linguistic theory as being disappointing claiming that "Much of his text on restricted translation… seems motivated mainly by a desire for theoretical completeness, covering all the aspects of his model, and is out of touch with what most translators have to do. Even though the process is based on a linguistic procedure called 'communication' which works well in

discovering the structural description of a language, it becomes dubious in application to translation".

3.2.2.2 Nida's Theory of Translation

In 1964, after much experience in Bible translation, Nida wrote *Toward the Science of Translating with Special Reference to Principles and Procedures Involved in Bible Translation,* trying to find out whether translation is an art or a science, whether it is a skill that can only be acquired by practice or there are certain procedures to be described and studied. When he speaks of 'the science of translating', Nida (1964: 3) states that "we are of course concerned with the descriptive aspect; for just as linguistics may be classified as a descriptive science, so the transference of a message from one language to another is likewise a valid subject for scientific description". He (ibid: 61-68) incorporates linguistic notions derived from transformational generative grammar such as surface and deep structure in his translation method.

Nida (ibid) suggests some practical approaches for a linguistic translation theory to take to produce efficient translation. One of the methods he suggested is to reduce the source text to its structurally simplest and most semantically evident kernels. The kernel constructions in any language are the minimal number of structures from which the rest can be most efficiently and relevantly derived. i.e. kernels are the basic structures of different languages. Another method of translation is to transfer the meaning from the source language to the receptor language on a structurally simple level and generate the stylistically and semantically equivalent expression in the receptor language. Nida aims at transferring the deep structure of the source language texts to the deep structure of the target language texts and then generating a surface structure. This could be considered as the translated version. Accordingly, transferring the deep structure is considered an important issue in translation, since meaning can be adequately determined in terms of the deep structure rather than the surface structure. Thus, it becomes easy to achieve equivalence. Moreover, from a practical point of view, Nida (1964: 120) suggests five important aspects of any communication that must be considered by the translator: the subject matter, the participants who engage in the communication, the speech act or the process of writing, the code used, and the message.

Later, a shift in the focus in translation was made from the form of the message to the readership. Nida and Taber (1969: 1) state that "The new focus … has shifted

35

from the form of the message to the response of the receptor. Therefore, what one must determine is the response of the receptor to the translated message. This response must then be compared with the way in which the original receptors presumably reacted to the message when it was given in its original setting". Nida and Taber (ibid) also draw attention to the role of context in translation; highlighting the different ways languages map reality and the effect of such differences on language organisations, use and processing.

3.2.2.3 Newmark's Theory of Translation

According to Newmark (1981: 19), "translation theory is neither a theory nor a science, but the body of knowledge that we have and have still to have about the process of translating". The main concern of translation theory is to determine appropriate methods for the range of texts or text-categories. Then he proposes an eclectic translation approach. Translation theory also "attempts to give some insight into the relation between thought, meaning and language; the universal, cultural and individual aspects of language and behaviour, the understanding of cultures; the interpretation of texts that may be clarified and even supplemented by way of translation" (ibid). Translation theory introduces all that is or may be involved in the translation process by offering principles and guidelines. Assumptions and propositions about translation normally arise only from practice, and should not be offered without examples of originals and their translations.

Newmark believes that translation theory is concerned with both linguistic and cultural factors in the translation process. It goes hand in hand with translation methodology at every stage, so it acts as a body of reference both for the translation process and translation criticism. Translation theory also goes beyond linguistics; the decision on the quality of a source language text; arguments about various procedures for translating institutional or cultural terms and what is important or unimportant in the sense of sounds of a text. Translation theory is applied to a potentially unlimited variety of texts, and is not basically concerned with comparing language systems. Its function consists of identifying a general or particular problem, numerating the various options, relating them to the target text reader, proposing a solution and then discussing the generality of the problem for future use. Accordingly, the ultimate aim of translation theory is to provide a framework of principles, restricted rules and hints for translating

texts and criticising translations, and a background for problem solving. Newmark stresses that translation theory cannot propose a single method, but must be concerned with the full range of text types and their corresponding translation criteria, as well as the major variables involved. Therefore, the main reason for formulating a translation theory is to propose methods of translation related to or derived from translation practice and translation teaching.

Newmark (1981: 20) claims that "The translator's first task is to understand the text, often to analyse, or at least make some generalisations about his text before he selects an appropriate translation method, so it is the business of translation theory to suggest some criteria and priorities for this analysis". He proposes four things that a translator should know through reading and understanding the text which are: the intention of the text, the intention of the translator, the reader and the setting of the text, and the quality of the writing and the authority of the text.

The concepts of semantic translation method and communicative translation method represent Newmark's major contribution in the field of translation studies. Newmark (1981: 39) claims that "Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original". According to Newmark (ibid: 42), in communicative translation, one can correct or improve the logic, replace syntactic structures, erase repetition, and correct mistakes of facts and slips in a footnote, whereas in semantic translation one cannot. Unlike semantic translation, communicative translation encourages translators to modify the source text to communicate its message to the target readers. Communicative translation is concerned with receptors in the context of a language and cultural variety. Semantic translation, on the other hand, is concerned with the transmitter usually as an individual. The aim of semantic translation is to recreate the precise flavour and tone of the original.

Newmark (ibid) asserts the importance of text typology in the translation process. Through the identification of the text type, readers are provided with the clues to understanding the choices and decisions made by the text producer at any level of the text. Newmark (1981: 12-15) distinguishes three types of texts corresponding to three functions of languages. The first is the expressive-function or self-expressive, creative,

and subjective function which is author-centred and exists in literary and authoritative texts. According to this function, the emphasis is on the writer more than the reader, i.e. on the source text. The second is the vocative function or social, emotive, affective, directive, dynamic, suggestive, and persuasive function which is reader-centred and exists in texts of law, regulations, propaganda, and notices. According to this function, the emphasis is on the extra-linguistic information content of the text. The third is the informative-function which is fact-centred and exists in scientific and technical reports and textbooks. According to this function, the emphasis is on the effect created by the target language, i.e. the situation. Newmark (ibid) states that the three functions co-exist in each text in varying degrees and the dominant function determines the text type.

In terms of the application of communicative and semantic translation methods to the three text types, Newmark claims that vocative and informative text types require the communicative translation approach. Expressive text types, in contrast, demand a semantic translation approach. Communicative translation attempts to produce an effect on the target readers as close as possible to that produced by the source text on the source text readers. It can be used as a tool in translation quality because it lays some emphasis on the reader of the target language text. On the other hand, semantic translation attempts to render the semantic and syntactic structures of the source language as closely as the target language allows. Because of the differences between the source language system and the target language system, structure is sacrificed at the expense of some other elements such as meaning. Accordingly, grammar (form) and meaning (content) are seen as one unit. Newmark (1981: 39) states that "A semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for nuance of meaning". Moreover, the two concepts were formulated in opposition to the monistic theory that translation is a means of communication and like language, it is purely a social phenomenon.

3.2.2.4 Hatim and Mason's Theory of Translation

Hatim and Mason (1990: 169-178) stress the importance of the language/culture-specific nature of conventions, norms, and restrictions set up for text organisation. These conventions underline the potential differences between languages

in this area, in addition to the importance of taking such aspects into consideration in translation. Hatim and Mason consider that the translators' task in terms of source text analysis is to determine the strategy followed by the text producer in organising the text. Thus, the translator needs to identify the elements and sequences that make up the text. This is done in the light of clues from the text itself, the context of situation, the larger cultural context and the crucial rhetorical purpose underlying the text.

Hatim and Mason (ibid) emphasise the importance of translation methods in transferring the source language text into the target language. Texts display common characteristics related to their structure, texture, and choice of grammatical devices. Identifying the text type enables the translator to find suitable equivalents at both levels of the text: macro-textual and micro-textual. They believe that translators are supposed to be aware of the textual restrictions "constraints imposed by language-specific norms and conventions in relation to different text-types" (ibid). To achieve the proper equivalence, the overall rhetorical purpose of the source text should be preserved and conveyed in the target text. As the reader of the source text, the translator needs to identify the source text writer's communicative goal in order to understand the text and the strategies used in the production of the text.

According to Hatim and Mason (1990: 92) "The role of the translator as reader is then one of constructing a model of the intended meaning of the ST and of forming judgments about the probable impact of the ST on intended receivers. As a text producer, the translator operates in a different socio-cultural environment, seeking to produce his or her interpretation of 'speaker meaning' in such a way as to achieve the intended effects on TT readers".

Hatim and Mason (1990) agree with Newmark's (1981) approach in many respects. Both stress the importance of context in determining the appropriate meaning. Both emphasize that the areas of text-linguistics, cohesion, and discourse analysis have evident applications in translation theory. Discourse analysis is important for clarifying expressions semantically and establishing the importance of connectives in the source language text (Al Ghussain 2003: 25).

3.2.2.5 Equivalence Theory

One of the most controversial and debatable issues in translation studies is the achievement of equivalence. According to Rojo (2009: 22), "Much of the controversy around the concept of equivalence comes from the deceptive assumption that total equivalence is an achievable goal. Instead, equivalence should be understood in a relative sense, as the closest approximation possible to the meaning of the ST." However, Kenny quoted in Baker and Saldanha (2009: 96) claim that "proponents of equivalence-based theories of translation… define equivalence as a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of STs and TTs. In many cases, it is the relationship that allows the TT to be considered as a translation of the ST in the first place". In spite of equivalence being an essential concept in translation theories (Catford 1965 and Nida 1964), achieving exact equivalence is relative. However, some theorists refute the theoretical notion of equivalence. Baker (1992: 5, 6) states that "the term equivalence is adopted …for the sake of convenience … although equivalence can usually be obtained to some extent, it is influenced by a variety of linguistic and cultural factors and is therefore always relative". In addition, it has been considered as being unsuitable as a basic concept in translation theory. Snell-Hornby (1988: 22) argues that equivalence "is imprecise and ill defined".

However, some other theorists regard equivalence as a positive notion in translation theory. Baker (1992), for instance, discusses equivalence in detail at all levels. She presents a hierarchical and straightforward principle for equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence, and pragmatic equivalence. Fawcett (1997: 53) suggests five frames of reference constituting word and text meaning to express the importance of equivalence in translation theory:

- Denotative meaning/referential meaning/ the object or concept referred to.
- Connotational meaning which includes nine subcategories: language level, sociolect, dialect, medium, style, frequency, domain, value, and tone.
- Textual norms/ the kind of language typical of such things as legal texts, instructions for use, etc.
- Pragmatic meaning/ reader expectations.

- Linguistic form/ rhyme, rhythm, metaphor, etc.

Dickins et al (2002: 5) suggest a practical approach to equivalence. They propose that translators must not seek equivalence at all levels in translation. But it is important for the translator to decide which aspect of the source language is to be given priority in translation (phonological, semantic, generic, etc.). Thus, it is unlikely that the translator will be able to preserve all aspects of the source text in the target text. The matrix suggested by Dickins et al (ibid) comprises five levels for evaluating equivalence between source text and target text. They are:

- Genre matrix, which deals with the question, "what genre does the text belong to"? Oral or written, literary (e.g. short stories), religious (e.g. Quranic commentary), philosophical (e.g. essay on good and evil), empirical (e.g. scientific paper), persuasive (e.g. law), and/or hybrid (e.g. sermon).
- Cultural matrix, which deals with the question of whether there are significant features presenting a choice between: exoticism (e.g. wholesale foreignness), calque (e.g. idiom translated literally), cultural borrowing (e.g. name of historical movement), communicative translation (e.g. public notices), and/or cultural transplantation (e.g. Romeo recast as قيس).
- Semantic matrix, which deals with the question of whether there are significant instances of: denotative meaning (e.g. synonyms), attitudinal meaning (e.g. hostile attitude to referent), associative meaning (e.g. gender stereotyping of referent), affective meaning (e.g. offensive attitude to addressee), allusive meaning (e.g. echo of proverb), collocative meaning (e.g. collocative clash), reflected meaning (e.g. play on words), and/or metaphorical meaning (e.g. original metaphor).
- Formal matrix, which deals with the question of whether there are significant features on the: phonic/graphic level (e.g. alliteration), prosodic level (e.g. rhythm), grammatical level: lexis (e.g. archaism), syntax (e.g. simple vs complex syntax), sentential level (e.g. foregrownding-backgrounding), discourse level (e.g. cohesion markers), and/or intertextual level (e.g. pastiche).
- Varietal matrix, which deals with the question of whether there are significant instances of: tonal register (e.g. ingratiating tone), social register (e.g. Islamist

intellectual), sociolect (e.g. urban working class), and/or dialect (e.g. Egyptianisms).

3.3 Translation Pedagogy

Translation teaching programmes are becoming increasingly important in universities and language institutes. In the past, translation was taught as (a) course(s) within foreign language(s) teaching departments. "Perhaps because foreign languages are the most distinctive tools of the translator's trade, there is a natural tendency to see the ability to translate as just another foreign language skill" (Kiraly 1995: 1). Despite the new interest in translation teaching, there is a lack of clear objectives, materials, and methodology which implies a pedagogical gap in translation teaching (ibid: 5). This gap is represented "between the classroom practice and a detailed understanding of translation processes and competences and how they are acquired" (ibid: 33). Kiraly (ibid) suggests some new ideas

1- Moving from teacher-centred to student-centred instruction.
2- Using teaching methods that foster responsibility, independence, and the ability to see alternatives.
3- Using methods such as role-playing and simulation that create a greater sense of realism and thereby generate enthusiasm and overcome passivity.
4- Fostering creativity and encouraging cooperation through small-group techniques.
5- Giving students tools for using parallel texts and textual analysis to improve translation.
6- Teaching translation as a realistic communication activity.
7- Adopting new approaches to translation evaluation, such as commented translation.
8- Developing a sense of profession through a basic or core in translation studies that develops broad translation principles and attaches them to translation practice.

Translation pedagogy (teaching) is preferred to have two bases: theory and practice. Studying translation theory makes translation students and trainee translators aware of the concepts, processes, and methods of translation. This helps them to be able to overcome the translation problems. Practically, translation students and trainee translators are supposed to be subjected to as many and varied texts as possible to have good experience in the field of translation practice before embarking upon any translation career. Kiraly (ibid: 37) states that:

translation pedagogy divides into three areas or levels: (a) a theoretical foundations level emphasising the multidisciplinary theoretical origins

42

of translation pedagogy and providing a teachable model of translation process and competence, (b) a theory of methodology, based on a model of how translation processes and competences are learned or acquired, which serves to provide principles for guiding the teaching of translation, and (c) a practice level which activates the methodological theory in the classroom through specific curricula, syllabi, evaluation schemes, text selections, and other teaching practices.

Critchley et al (1996: 103) state that "A perennial issue in translation teaching is the relationship between theory and practice. The value of translation theory has often been questioned". To make a trainee translator competent in French or German, they (ibid: 104) propose the following skills that the trainee translator needs to be able to master:

1. target the text that they produce, drawing on knowledge engineering and user modelling…
2. apply a coherent typology of texts in formulating a translation strategy for this particular text...
3. know enough about the relevant specialised field to understand the information in the text….
4. be familiar with the special terminology used in the field, in French/German and English…
5. be able to write good English of the appropriate kind for that particular text, and provide a finished product of a professional standard.

When talking about translation teaching, one should talk a little about the translation teacher and whether the teacher of translation should be a translator or not. According to Pym (1993: 105, 106), "teachers of translation should be translators… Teachers who have never been professional translators tend to retreat to the linguistic aspects of translation or to what they can find in the textbooks. And sometimes … they retreat to the traditional basis of *filologia*, concentrating on literary translation and the illusion of rendering fine nuances that only experts can appreciate". However, translation teaching cannot be separated from language teaching because the translation students' tool is language, and students, consequently, convey meanings of the source language text to the target language text via language. Therefore, translation students are in fact language students. Some scholars such as Nord, quoted in Pym (ibid: 107), state that "languages should not be taught in the (translation) class". This is true to a certain degree but means that students should already have a very good command of the two languages they deal with, which cannot be easily found especially at the

undergraduate level (from which the sample of this thesis is selected). Moreover, Pym (ibid: 281), in the context of Spain, argues that "The power structures … are such that translation is and will continue to be used as a way of learning foreign languages, a perfect command of foreign languages before learning about translation … would mean teaching translation to virtually empty classes".

3.4 Translation Assessment

One of the critical issues in translation studies is translation assessment. It is very difficult to assess a translation because it is related to the translator's taste as the source text is related to the writer's taste. There is a debate on who evaluates a translated text and how a translated text be assessed. According to Reiss (2000: 2, 3) "Reviewers rarely take the time to compare a translation with its original language version, even if they are familiar with the language… translation criticism is possible only to persons who are familiar with both the target and source languages, and accordingly in a position to compare the translation directly with its original. In brief, translation criticism requires a comparison of the target and source texts ". Moreover, translation criticism is essential in all translator training programmes. Reiss (ibid) states that "The student's practical translation exercises and their examinations, whether on the elementary or more advanced levels, are corrected and graded, i.e. criticised and evaluated".

Translation criticism involves the evaluation of cultural and linguistic categories and how the translator transfers them from one language into another bearing in mind the cultural and linguistic differences between the source and target texts. In addition to the earlier mentioned categories, Reiss (ibid: 87) adds another category to make an objective judgment. "This may … be called the pragmatic category of translation criticism because it does not rely on linguistic factors of a purely objective nature" (ibid). However, translation criticism has some limitations. Reiss (ibid: 89) argues that some factors such as subjectivity and objectivity may affect the above mentioned categories saying that "the categories of translation quality criticism …are based upon factors that govern the translation process under normal circumstances. Neglecting any one of these factors under any circumstances would affect the full equivalence of the source and target texts". Moreover, according to Reiss (ibid: 113) "translation criticism is always limited by the subjective conditions of the hermeneutical process and by the personality of the translator. Therefore … translation criticism should recognize the

criteria of the personal category which should complement or replace the normal categories of translation criticism".

On the other hand, Al-Rubaii (2005: 1) states that "The field (translation criticism) has witnessed the crystallisation of two distinct approaches: the response-based and the source-based. Proponents of the former approach … have failed to guarantee the validity of the criteria and practical tests they have suggested. Most of the proponents of the latter approach, on the other hand, build models which feature criteria for the analysis of the source text and for the assessment of the translated text". She (ibid: 13) proposes a model for assessing the translation of narrative fictional texts. The model follows the source text-based approach as well as a reader-oriented one. Al-Rubaii (ibid: 43) states that "assessment of a target text should be a model which overlooks neither the source text nor the target language reader; a model with reliable, consistent, and coherent criteria".

In case of the common methods in translation assessment, some approaches are suggested by Nida and Taber (1969: 168-173) in their chapter entitled 'Testing the Translation' for the translation quality assessment. Their approaches and shortcomings given by House (1981: 11-15) are as follows:

1- The cloze technique. In this method the degree of comprehensibility of a text is related to its degree of predictability. The reader is given a translation text in which, for instance, every fifth word is omitted, and he is asked to fill in whatever words see suitable to the context. The greater the number of correct guesses, the easier the text is to comprehend because its predictability is greater. According to House (ibid), the limitations of this approach are

a) It may be extremely difficult to analyse the results of such a test and to decide why incorrect guesses were being made.

b) The cloze technique seems to be too rough an instrument for a detailed qualitative judgment of a translation's benefits and deficiencies. It measures only intelligibility, a criterion which cannot necessarily be equated with overall quality of translation.

c) "The test cannot be used to make judgments about the intelligibility of a translation vis a vis its source text, but can only be used for comparative judgements. The cloze test provides only a relative yardstick because there is no such thing as a 'norm of comprehension'." (Ibid)

2- Elicitation of respondents' reactions to several translation alternatives. The investigator presents sentences in two or more different versions, and asks questions such as: which way sounds sweetest? Which is plainest? What words will be easiest to understand?

According to House (ibid), such a test merely compares several translations, but fails to undertake the more basic task of judging a translation against its source text. Also, test questions of such generality cannot possibly reveal any subtle qualitative differences between different translations.

3- Reading out the translation text to some other person who will then be asked to explain the contents to several other individuals who were not present at the first reading of the text. With this test, it is hoped to find out "how well the meaning comes across, both in terms of the total content and in terms of the correctness of understanding" (Nida and Taber 1969: 172).

According to House (1981: 13), "This test seems altogether too global and general… This test relies entirely on the individual, who is asked to report on the translation text, rather than on the translation".

4- The last test and according to Nida and Taber (1969: 172) "one of the best tests of a translation" is the reading aloud of a translation by several individuals before an audience. In the reading aloud, any difficulty in reading the text fluently will indicate those points at which translation presents problems.

According to House (1981: 14) "A major limitation of this test seems to be the fact that too many variables other than the mentioned 'problems of translation' may also be responsible for failure in the public presentation of the translation text. Thus, this test may, for instance, measure the readers' different knowledge of the subject matter or their general knowledge and competence in oral presentation rather than point to inadequacy of the translation".

Having gone through this evaluation of Nida and Taber's approaches for translation quality assessment, House (ibid: 244-250) suggests her own method. This method is basically

> to develop a model for characterising the linguistic-situational peculiarities of a given ST, comparing ST and TT, and making argued statements about the match of the two texts … The model's method of operation consists of the following steps: a given ST is first analysed according to a set of eight dimensions, three language

user dimensions (Geographical Origin, Social Class, Time), and five language use dimensions (Medium, Participation, Social Role Relationship, Social Attitude, Province), for which linguistic (syntactic, lexical, and textual) correlates are established. ST's resultant textual profile which characterises its function such that each situational dimension contributes in a particular way to the two functional components is then taken as the yardstick against which TT is measured. Thus, TT's textual profile and function resulting from the same type of situational-linguistic analysis as that conducted with ST, is compared with ST's textual profile and function. The degree to which TT's profile and function match or do not match ST's, is the degree to which TT is more or less adequate in quality.

As far as translation teaching inside the classroom is concerned, Pym (1993: 103) argues that translation errors should be corrected orally using expressions like "It is right, but…" According to Pym (ibid), this "should lead to an oral discussion, which is the only way to find out why the error came about and how a better solution might be found. Translation errors should become the basis for a discussion." Moreover, Slepchenko (no date) expands on Pym's view to suggest that many translation corrections should be done by the students themselves during oral discussions inside the classroom, for instance

- they listen to each other (students learn from each other's mistakes)
- the teacher does not have to correct the same errors several times. One comment is quite enough for the whole group.

However, translation does not mean that the correction of a written work should be rejected. Translation in writing must be done and it needs correcting. Correction might be the opportunity to encourage: marking not only errors, but also underlining felicitous solutions (Slepchenko, no date).

This chapter has shed some light on the history of translation studies in general including the issues that are most discussed in the field of translation. This, to a certain degree, gives the theoretical background for this study. The next chapter deals with an overview on relativization in English and Arabic in detail, including contrasting them to identify the similarities and differences between them.

CHAPTER FOUR: RELATIVIZATION IN ENGLISH AND ARABIC

4.0 Introduction

This chapter presents in detail relativization in English, relativization in Arabic, and a comparison of English and Arabic relativization to find out the similarities and differences between them. It is divided into three major sections: the first one is a theoretical presentation of relativization in English, the second is a theoretical presentation of relativization in Arabic, and the third is a contrastive analysis of relativization in English and Arabic to find out the similarities and differences between them that may affect the translation of relative clauses from English into Arabic and vice versa. As is noted in this chapter, example sentences are numbered for ease of reference. An asterisk refers to ungrammatical and/or incorrect sentences. The examples used are not only restricted to modern English and Modern Standard Arabic (MSA) but also include Old English and Classical Arabic as well. This is because the main focus of examples in this chapter is to clarify the structure (Old or Modern) rather than to clarify the difference between Old and Modern languages. Accordingly, some examples have been quoted from The Holy Qur'an and old Arabic poetry in particular.

Before embarking on the discussion of relativization in English and Arabic, it is worth estating here that "Relative clauses appear to be universal or nearly universal in human language, although their apparent structures may vary across languages" (Comrie quoted in Lee 1991: 5). Andrews (1975: 4) defines a relative clause as "a subordinate clause that modifies a constituent external to it by virtue of containing a constituent that is in some sense semantically equivalent to the modified constituent".

4.1 Relativization in English

This section deals with the definition of English relative clauses, restrictive and non-restrictive relative clauses, embedding and its types, relative pronouns, and the functions and position of relative clauses.

Generally, clauses that function inside the noun phrase as modifiers are called relative clauses (RCs), i.e. relative clauses are typically found as a part of a noun phrase and provide some information about the person or thing indicated by the head of a noun phrase (Park, 2000: 4; Yule, 2000: 240).

According to Crystal (2003: 148), "The most complex kind of postmodification in the noun phrase is a finite clause … introduced by the set of pronouns *who(m), whose, which, that*, or 'zero'. These are the **relative pronouns**… and the clause they introduce is known as a **relative clause**." He (ibid: 151) adds that "Relative clauses need to be distinguished from a second type of finite clause which can postmodify a noun: the **appositive** clause". This seems to be very similar to a relative clause introduced by *that*. Compare these two sentences:

(1) The story that she told her brother is not true. (Relative)

(2) The story that she killed her brother is not true. (Appositive)

The first sentence is relative: 'that' can be replaced by 'which' and the sentence becomes *the story which she told her brother is not true*. The second is appositive: 'that' cannot be replaced by 'which', and the sentence means *the story is that she killed her brother and the story is not true* (Govande, 2010). In addition, Hudson (1990: 383) says that "One of the typological characteristics of English is the wide range of 'relativization strategies' that it allows". And as it is well known that complement clauses modify verbs (e.g. as objects; Miller, 2002: 64), relative clauses modify nouns. In older descriptions, relative clauses were called adjectival clauses, reflecting the fact that adjectives also modify nouns (Miller, 2002: 64).

(3) The available money.

(4) The money which is available.

One feature that distinguishes between adjectives and relative clauses in English is that the former precede nouns while the latter follow them.

Reibel and Schane (1969: 225) say that

> Relativization is the process whereby a sentence is embedded as a modifier in a noun phrase. In this way the relative clause becomes the source of productive instances of both pre- and postmodifiers. Involving as it does the introduction of relative pronouns, the movement of constituent, and various deletions, relativization provides a rich source of insight into other areas of the structure of English.

4.1.1 Definition of Relative Clauses

According to Roberts (1997: 288) "Relative clauses are wh-clauses, but they are not interrogatives. In contrast to interrogative clauses, they can only be subordinate. This is because relative clauses function as modifiers." Radford (2004: 233) says that

"They are called **relative clauses** because they contain a **relative pronoun**… that 'relates' (i.e. refers back) to an… antecedent in a higher clause". For example the clause in brackets, in example (5) below, is a relative clause:

(5) The man [who crossed Antarctica] was happy.

However, some relative clauses do not include relative pronouns. These are called **zero relative pronouns.** Miller (2002: 64,65) states that "The term 'relative' goes back to the Roman grammarians, who called the Latin equivalent of *which, who* and so on relative pronouns because they referred to a noun. *Refer* derives from the Latin verb *referre*, an irregular verb whose past participle passive is *relatus*, from which 'relative' derives".

English relative clauses are introduced normally by relative pronouns and modify the noun phrase (NP) preceding them. In example (5), *man* is the antecedent of the relative pronoun *who* that is modified by the relative clause (RC) in brackets. The relative pronoun *who* indicates or replaces the antecedent *man* and also serves as a complementiser.

According to Biber et al (1999: 608), "relative clauses are always missing a constituent, which corresponds in meaning to the head noun. The structural location of this missing constituent is referred to as the 'gap'". Consider a relative clause construction like:

(6) The diamond earrings that Mama wore are beautiful.

The head of the noun phrase is *the diamond earrings*; the relative pronoun *that* refers to the earrings and the *gap* occurs in the direct object position, after the verb *wore*. That is, the underlying meaning of the relative clause is that 'Mama wore the diamond earrings'.

The basic structural relationship in RCs is formed by a process called relativization or embedding, which is the generation of one clause within another higher–order or superordinate clause, such that the embedded clause becomes a part of the superordinate main clause. For example:

(7) *The fans [who were attending the rock concert] had to wait* in line for three hours.

    a. The fans had to wait in line for three hours.

50

b. The fans were attending the rock concert.

(Celce–Murcia & Larsen–Freeman, quoted in Park (2000:5)).

Sentence 7 is derived from 7a and 7b. 7a is a main clause and 7b is embedded in 7a. *The fans* is the noun that occurs in both sentences. When embedded, this noun will be substituted by the relative pronoun, which is *who* in sentence 7. In this process, the relative pronoun will take the same case as the noun in the original embedded sentence. In other words, *the fans* in the second clause (7b), is in the nominative case, therefore, it will be replaced by the nominative relative pronoun, *who*. In the main sentence, *the fans* will be an antecedent that will be modified by the relative clause.

One common type of post-modifier is the relative clause:
(8) He had a nasty gash which needed medical attention.

The relative clause is embedded in the noun phrase. As an independent sentence, it might be:
(9) The gash needed medical attention.

We might think of the embedding as a process that takes place in stages. The first stage puts the sentence close to the noun it will be modifying:
(10) He had a nasty gash. *The gash* needed medical attention.

It can be noticed that the two sentences share the same noun (gash) which refers to the same thing. The second stage changes the noun phrase into a relative pronoun.
(11) He had a nasty gash *which* needed medical attention.

The relative pronoun *which* functions as subject in the relative clause just as the gash functions as subject in (10). In (11), the relative pronoun *which* can be replaced by the relative *that.* (Greenbaum 1991: 42).

In the process of embedding, different modifications become available. The chief of them is **relative pronoun omission**, which is acceptable in some constructions but cannot be accepted in some others. The omission could include something else too. Consider the following examples:
(12) The girl [who was] sitting on the beach remained quite impassive. (The auxiliary verb is omitted as well).
(13)*The girl [who was] impassive sat on the beach.

51

(14)*Bankers [who are] capitalists lack popularity.

(15)*Professors [who] give grades to pretty co-eds are impressionable (Fowler 1971: 144)

4.1.2 Structure of Relative Clauses

There are four steps for producing RCs in English: first, the identical NP or modified antecedent should be identified. Second, a proper relative pronoun should be chosen to substitute the identical NP in the relativized clause. Third, the relative pronoun should be fronted when the function of the identical NP is an object in the relativized clause. Fourth, the relativized clause should be placed after the modified antecedent. This process, as mentioned above, is called embedding. When the relative clause modifies the subject of the main clause, the relative clause is embedded in the middle of the main clause; this is called centre embedding (Park, 2000: 6).

Identifying identical NPs, relative pronoun substitution, and embedding apply to all types of relative clauses. On the other hand, relative pronoun fronting and centre embedding apply only to certain types. The following sections introduce the different types of relative clauses and explain the structures involved in each type.

4.1.3 Identification of Relative Clauses

According to Stageberg (1971: 249, 250) relative clauses in English can easily be identified by the following characteristics:

a) A relative clause is introduced by a relative: *that, who, whom, whose, which,* or 'zero'.

b) The relative has a grammatical function in its own clause (subject, direct object, object of preposition, modifier, or subjective complement), as illustrated in the following sentences:

(16) The man *who suffers from AIDS* is half dead. (Subject)

(17) The partner *whom she selected* was a very educated man. (Direct object)

(18) It was the prime minister *to whom I presented the novel*. (Object of preposition)

(19) The client *whose stock he was handling* died. (Modifier)

(20) The play *he wants* is Romeo and Juliet. (Zero)

(21) The victory *that you achieved* is the first step in your practical life. (Subjective complement)

4.1.4 Types of Relative Clauses

The structure of relative clauses can be broadly categorised in terms of the function of the head noun in the main clause and of the identical noun in the relative clause. In the main clause, a head noun can function as a subject, a direct object, an indirect object, an object of a preposition, or a predicate noun. In the relative clause, heads of the NPs can function as subjects, direct objects, indirect objects, or objects of prepositions. Moreover, the possessive determiner *whose* can relativize any noun functioning as a subject, a direct object, an object of a preposition, or a predicate noun, as in:

(22) I met a teacher whose ideas confused me. (Subject)

(23) It was a car whose colour I could not recognise. (Object)

The following is a discussion of the kinds of relative clauses in English, namely: nominal relative clauses, sentential relative clauses, and restrictive and non-restrictive relative clauses.

4.1.4.1 Nominal Relative Clauses

The nominal relative clause, also called the **fused relative construction,** is illustrated in (24), which may be compared with the structurally more straightforward (25):

(24) [He had quickly spent] what she gave him.

(25) [He had quickly spent] the money which she gave him.

In (25) *which she gave him* is a restrictive Rel-word relative clause functioning as modifier within the NP *the money which she gave him*; the relative word *which* is anaphoric to *(the) money*. Semantically (24) is very similar to (25): both can be roughly analysed as "she gave him X; he had quickly spent X" (with (25) explicitly saying X is money). But whereas in (25) we find separate expressions corresponding to the two Xs, *(the) money* and *which*, in (24) we do not: they are, as it were, fused together in *what* (='that which'). We will accordingly call *what she gave him* in (24) a **fused relative** construction (Huddleston 1988: 158).

Huddleston (ibid) also adds that "The major relative words occurring in the nominal fused relative construction are *what*, and the –ever compounds *whatever, whoever, whichever*:

(26) Whoever did that must be a lunatic."

Greenbaum (1991: 109) claims that "**Nominal relative clauses** are clauses that are introduced by nominal pronouns… Whereas relative clauses post-modify nouns, nominal relative clauses have the same functions as noun phrases:

(27) He gave his children what they wanted.

(28) Whoever said that does not understand the question."

4.1.4.2 Sentential Relative Clauses

Sentential relative clauses are similar to non-restrictive relative clauses with a slight difference owing to the fact that they do not postmodify nouns only, but they postmodify their antecedent which is the whole or part of what precedes them in a sentence (Greenbaum, 1996: 228), as in:

(29) Neither of the two students gave an excuse for their absence for the whole week, which may affect their level this term.

In the above mentioned sentence, the antecedent of *which* is everything that precedes the relative pronoun *which*.

Greenbaum (ibid) also adds that "The sentential relative clause is non-restrictive, and therefore it is generally separated from what precedes it by an intonation break or pause in speech and by a punctuation mark in writing."

Moreover*, which* can be used as a determiner in relative clauses, with a general noun which repeats the meaning of what came before. This construction is mainly used after prepositions, especially in some fixed phrases like *in which case* and *at which point.*

(30) She may be late, in which case we ought to wait for her.

(31) He lost his temper, at which point I decided to go home.

- *That* is the relative pronoun that can be used in restrictive clauses to replace any relative pronoun except *whose.*

4.1.4.3 Restrictive and Non-Restrictive Relative Clauses

Stageberg (1971: 250) states that "The two kinds [of relative clauses] are traditionally called restrictive and non-restrictive". These two kinds are used to refer back to the head noun. According to Crystal (2003: 150)

> There are two ways in which a relative clause relates to the head noun, as can be seen from these two sentences:
> (32) My brother who is abroad has sent me a letter. (My other brothers have not).
> (33) My brother –who is abroad- has sent me a letter. (He is the only brother I have).
> In the first case, the relative clause is needed in order to identify what the noun is referring to; it 'restricts' the noun to mean 'the brother I am talking about'. This is therefore known as **restrictive relative clause**. There is no such restriction in the other sentence; the relative clause provides optional, extra information which could be omitted without affecting the noun's identity. 'My brother has sent me a letter'. This is known as a **non-restrictive relative clause**.

Huddleston (1988: 155) notes that "Restrictive relative clauses function as modifiers within NP structure". Restrictive relative clauses are also called "defining" relative clauses because they define or restrict the reference of the antecedent noun. They help to identify or classify the person or thing being talked about.

Dixon (1992: 28) says that "In a restrictive clause, a wh-relative (other than *whose*) may be replaced by *that* (which is here functioning as a relative pronoun); or it can be omitted, so long as the coreferential NP was not in subject function in the relative clause… Restrictive relative clauses that have a coreferential subject NP and refer to present time can have a reduced version; the relative pronoun is omitted and the verb is put in –ing form", as in:

(34) Those mangers who/that sack firemen are saving money for the company.

(35) Those mangers sacking firemen are saving money for the company.

Dixon (ibid) says that "A nonrestrictive relative is like an inserted, parenthetical comment, and is set off by contrastive intonation (shown by commas in the written style). It could be considered as not really a part of the subordinate NP, but rather as an independent constituent in apposition with it. The relative pronoun in a nonrestrictive clause is not likely to be replaced by that, and could not be omitted." A non-restrictive relative clause is, syntactically, a parenthetical structure in which additional information is given for the sake of clarification.

A non-restrictive relative clause gives extra information about an antecedent. It provides additional information, not identifying information. In writing, a non-restrictive clause is usually marked by commas, dashes, or parentheses, as shown in 36

below. In speaking, these non-restrictive clauses would be marked by pauses, and a change in intonation. These commas, dashes, brackets, and pauses are generally known as **separation markers** (Yule, 2000: 248). Hence, the parenthetical structures in 36 below are all non-restrictive relative clauses which provide additional information, not identifying information. If they were restrictive relative clauses, there would be no separation markers between the antecedents and the relative pronouns.

(36) a- My neighbour, who is an English teacher, plays very loud music.

b- The man –whose name is John Johnson- also likes to have weekend parties.

c- The parties (which are very crowded) seem to go on all night.

These distinct separation markers around non-restrictive relative clauses make them easy to recognise. In writing, they also help to make a distinction between some extra information about the antecedent, as with *my friend* in (37a) and some necessary information, as in (37b) that identifies a particular *friend who is Japanese*.

(37) a. My friend, who is Japanese, is coming.

b. My friend who is Japanese is coming.

We can paraphrase (37a) as 'My friend is coming and, by the way, s/he is Japanese', whereas (37b) will communicate that 'My friend who is Japanese, not my friend who is Chinese, is coming'. The commas in the non-restrictive relative clause in (37a) actually signal that this clause could easily be omitted.

But to choose the right kind of relative clause can be critical. Compare the following sentences:

(38) a. Snakes which are poisonous should be avoided.

b. Snakes, which are poisonous, should be avoided.

The use of the restrictive clause (sentence 38) implies that only **some** snakes are poisonous, which is true. But the use of the non-restrictive clause implies that **all** snakes are poisonous, which is false (Crystal 2003: 151).

In the following example, (a) is restrictive and (b) is non-restrictive:

(39) a. The coat which Jack had presented to her was in the safe.

b. The coat, which Jack had presented to her, was in the safe.

As already suggested, in speech, the distinction is clearly marked prosodically: non-restrictive relatives are pronounced with a separate intonation contour, whereas restrictive clauses are prosodically bound to their antecedent. In writing, non-restrictive clauses are normally distinguished from restrictive clauses by being marked off by separation markers as has been mentioned earlier. Semantically, the information included in the non-restrictive clause is presented as separate from, and secondary to, the information included in the rest of the subordinate clause, whereas this is not so with the restrictive clause: here the information it expresses forms an integral part of the message conveyed by the subordinate clause as a whole. For example, in (a) the relative clause is part of the description that defines which coat is being referred to: the implication is that there is more than one coat in the context of discourse, but just one that Jack had presented her; (b) on the other hand, implies a context where there is only one coat: the non-restrictive relative clause simply gives additional (and extra) information about it. (Huddleston 1988: 157)

According to George Yule (2000: 248), separation markers are found more often with names and other proper nouns as in [40a], with additional comments on previous statements, as in [40b], with clauses that begin with quantity expressions (e.g. *many of whom, none of which),* as in [40c].

(40) a- Mrs. Britos, who is the librarian, reported that some books were missing.

b-Someone said that I took the books, which is not true.

c- I had never touched the books, most of which were in German.

In order to clarify the difference between restrictive and non-restrictive relative clauses, Stageberg (1971: 250, 251) analyses these two examples:

(41) He walked to the garage *which he liked best*. (Restrictive)
(42) He walked to the garage, *which was a mile away*. (Nonrestrictive)

"The first clause points out one garage among many. Of all the garages, he walked to the particular one that he preferred. In the second sentence, however, there is only one garage, and as additional information, we learn that it is a mile away. In short, the restrictive clause restricts the meaning to part of the total, but the nonrestrictive clause makes no such limitation. This is the semantic way of distinguishing the two kinds of relative clause" (Stageberg, ibid).

George Yule (2000: 249) also states that:

> There are some aspects of restrictive relative clauses that are not normally found with non-restrictive types. The relative pronoun "that" and the zero relative pronoun are typical features of restrictive relative clauses. Also with antecedents such as *anyone, any person, everyone* and *everything,* a restrictive relative clause is typically used to identify more specifically who or what is being talked about.

It would be unusual to find a non–restrictive relative clause after any of these general antecedents. Thus, the italicised examples in [43] are all restrictive relatives.

(43) a- Is there anything *you cannot do?*

b- Well, I cannot help every person *who needs help.*

c- But those *that you help* are usually satisfied.

d- I am sure there are some people *who are never happy.*

Hudson (1990: 383, 384) claims that:

> It is quite easy to represent this distinction (between defining and non-defining relative clauses), because defining relatives clearly relate to the sense of their antecedent, whereas non-defining relatives refer to its referent. For example, *if my wife who lives in Rio* is taken to contain a defining relative, then *who lives in Rio* adds a property to the existing properties of the sense of *wife*, so that this word refers not just to 'wife of me', but to 'wife of me such that she lives in Rio'. If on the other hand the relative clause is non-defining, then the referent of *who* is the same as that of *wife*, and does not define a particular kind of wife; consequently it is customary to compare a non-defining relative with a parenthetical clause containing an ordinary identity-of-reference pronoun.

Perlmutter and Soames (1997: 267) summarise the differences between restrictive and non-restrictive relative clauses under two main headings which are semantic and related:

1- Semantic Differences

Perlmutter and Soames (1997: 267) argue that "A restrictive relative clause in a sentence of the form '[NP relative clause] NP predicate' restricts the predication to the class of individuals specified in the relative clause."

In this case, a restrictive relative clause restricts the predication to the class of individuals specified in the relative clause, but a non-restrictive relative clause does not.

When the relative clause is non-restrictive, the predication is made of all those individuals specified by the head NP; it is also assured that this group of individuals is the same as the group of individuals specified by the relative clause (ibid).

2- Related Differences

Specific individuals are referred to by proper names; "As a result, when the head NP of a relative clause is a proper name, it picks out the subject of predication, leaving no role for a restrictive clause to play. Consequently, it has been argued that proper names cannot be heads of a restrictive clause" (ibid: 268,269), e.g.:

(44) *Rose who has just played the piano told us about the party.

(45) Rose, who has just played the piano, told us about the party.

To conclude what Perlmutter and Soames (ibid) have said, non-restrictive relative clauses are set off by commas, dashes, or parenthesis in writing and pauses in the spoken language; whereas restrictive relative clauses are not.

Baker (1996: 333) states that

> Going along with this difference in function are a few small differences in form. In the first place, a nonrestrictive relative inside a larger sentence is set off in speaking by a special 'interruption' intonation that occurs before it begins and also when it ends. This intonation, which involves a slight upturn at the end of the final word of the intonational unit, contrasts with the ordinary downturn intonation that we generally find at the end of a sentence. E.g.:

(46) George Washington, who is said to have cut down a cherry tree, became a president.

Baker (ibid) adds that "In writing, the spoken intonation breaks are presented by commas, as is other special material that represents an interruption or an independent addition to a sentence".

Another clear distinction between the two types of relative clauses is that non-restrictive clauses can only be introduced by wh-phrases. The following examples quoted from Baker (ibid: 333, 334) clarify this:

(47) The man who(m) the Republicans nominated in 1980 now lives in California.

(48) Reagan, who(m) the Republicans nominated in 1980, now lives in California.

(49) The man that the Republicans nominated in 1980 now lives in California.

(50) *Reagan, that the Republicans nominated in 1980, now lives in California.

(51) The man the Republicans nominated in 1980 now lives in California.

(52) *Reagan, the Republicans nominated in 1980, now lives in California.

Moreover, Roberts (1997: 233) claims that "The difference between restrictives and non-restrictives lies in the way they relate to the head noun within the overall NP… Restrictive relative clauses specify more exactly which of the things picked out by the head noun are being mentioned … Nonrestrictive clauses serve to add extra information, without restricting the set of things… being mentioned."

Stageberg (1971: 250) claims that "The restrictive-nonrestrictive distinction is characteristic of all postnominal-phrase modifiers: prepositional phrases, participial phrases in –ing and –ed, infinitive phrases, appositives, and noun phrases. This is not surprising, as all of these can be considered as elliptical forms of relative clauses."

Restrictive relative clauses are also shorter than non-restrictive relative clauses. Finally, the differences between the two types of relative clauses are summarised in table 1 below.

Table 1: Differences Between Restrictive and Non-restrictive Relative Clauses

Restrictive	Non-restrictive
Defining	non-defining
necessary information	extra information
no separation markers	separation markers (e.g. commas)
not usually after proper nouns	after proper nouns
not as additional comments	provide additional comments
initial "that" and "zero" relative	not with "that" or "zero" relative
with general antecedents	not with general antecedents
shorter and more common	longer and less common

Restrictive relative clauses are thus closely tied to their antecedents while non-restrictive ones are quite separated. The commas in writing or pauses in speech before the non-restrictive relative clauses create more linguistic distance between the antecedent and the relative clause. As can be noted elsewhere, more linguistic distance conveys a much looser connection. This distance is also noticeable when both restrictive

and non-restrictive relatives are used with the same antecedent. The restrictive comes first, closest to the antecedent noun, as shown in 53 below.

(53) The person who left this bag, who must be very careless, will probably come back for it.

In short, it can be said that the information provided in a restrictive relative clause is crucial in understanding the meaning of the sentence. For example:

(54) The woman who lives in apartment No.34 has been arrested.

So, the purpose of a restrictive relative clause is to clearly define or restrict who or what we are talking about. Without this information, it would be difficult to know who or what is meant, whereas non-restrictive relative clauses provide interesting additional information which is not essential to understanding the meaning of the sentence. For example:

(55) Mrs. Jackson, who is very intelligent, lives on the corner.

4.1.5 Functions of Relative Clauses

The main function of relative clauses is to modify a noun phrase. But according to Maxwell (2004) they also have the following functions:

1- **Identifying**: relative clauses are used to say which person or thing we mean; they identify a person or a thing compared to the others in a potential group. For example:

(56) We stayed at a hotel which Keith had recommended.

(57) She is the woman who swam the channel.

2- **Classifying**: relative clauses are used to classify a noun, to say which type of person or thing we mean. For example:

(58) I hate people who talk with their mouths full.

(59) Can I borrow a jacket that is waterproof?

3- **Emphasis**: if placed within a sentence beginning with *it,* relative clauses can be used to emphasise a phrase. For example:

61

(60) It was me who scored the goal, not Smith.

4.1.6 Major Relative Pronouns

Relative pronouns introduce relative clauses. They also have distinctions in gender and case:

	Subjective case	**Objective case**	**Genitive case**
		who	
Personal	who	whom	whose
Non-personal	which	which	whose
	that	that	-

4.1.6.1 Definition

According to Preisler (1997: 211) "The **central relatives** are: *who, whom, whose, which, that/zero*. The **marginal relatives** are: *what, when, where, why, how, whoever, whichever, whatever*. The relative pronouns are named after their typical function, viz. that of relating postmodifier clause in which they occur to its head". E.g.:

(61) The boy who had broken the window. (ibid)

    D   H   POM

4.1.6.2 Modification

Preisler (ibid: 212) states that "Relative pronouns are rarely modified, though **all**, **both** and **each** … may occasionally occur as postmodifiers, e.g.:

(62) Joan and Peter, who both wanted to wish her goodbye".

4.1.6.3 Grammatical Categories

The grammatical categories of the relative pronouns are case, gender, number, person/non-person, and restrictive/non-restrictive.

- Case: The case category is reflected in the difference between *who* (the subject case), *whom* (the object case), and *whose* (the genitive case); e.g.:

(63) The man who teaches English is my friend. (Subject case)

(64) The girl whom you love will marry. (Object case)

(65) The boy whose bike was stolen cried all the night. (Genitive case)

It can be said further, that the subject case 'who' is used to a large extent as a common case at the expense of the object case 'whom', especially in informal language. The object case 'whom' is compulsory after a preposition, but this construction is not very common in the spoken language in which the more common construction is to put the preposition at the end, e.g.:

(66) He is one of those people of whom posterity will say that he did his best.

(67) I do not know who you are talking about. (ibid: 180, 181)

- Gender: The gender category is minimally represented in the relative pronouns. In fact, there is no gender distinction when the relative realises the determiner. Preisler (ibid: 216) states that

> Relatives realizing the determiner are neutral in terms of gender, i.e. they can refer to persons as well as nonpersons. *Whose* always realizes the determiner…. *Which* is occasionally used as a determiner, most often in noun phrases introduced by a junctive (prepositional phrase), and only when the relative clause is nondefining…:
>
> (68) Sometimes they expect him to make a speech, in which case he is in a state of terrible anxiety throughout the meal.

- Number: Preisler (ibid) states that "Neither number nor specification is indicated formally in the relative pronoun. When the pronoun is the subject of the relative clause, the form of the finite verb, in terms of number, is determined by the head (antecedent) of the relative clause". E.g.:

(69) The girl who studies with me is pretty.   (Singular)

(70) The girls who study with me are pretty.   (Plural)

- Person/non-person: the person/non-person is a distinguishing grammatical category as far as relative pronouns are concerned. It is reflected in the distinction between *who/m* (person) and *which* (non-person). E.g.:

(71) My brother, who is a Democrat, has got a job in New York   (Person).

(72) The block, which was old, collapsed last month   (Non-person).

In the same way with the interrogative pronouns, *who* is the subject and object cases, whereas *whom* is used only in formal speech. The relative pronoun *that,* which is

gender-neutral can be omitted in certain sentences or situations. The omitted pronoun is sometimes called *zero relative pronoun*.

(73) The professor who (or 'that') taught me translation is my favourite one.

(74) The flat which (or 'that' or zero) I bought is very expensive.

(75) The man whom (or, less formally, 'who', 'that', or zero) I met in the college is the prime minister (Greenbaum, 1991: 89, 90).

4.1.6.4 Nominal Relative Pronouns

Greenbaum (ibid: 90) also adds that "There is another set of relatives that introduce **nominal relative clauses** …; these are the **nominal relative pronouns**. In addition to who, whom, and which, they include *whoever, whomever* (in formal style), *whichever, what*, and *whatever"*.

$$\text{which}$$
(76) You may take   whichever   you wish.
$$\text{what}$$
$$\text{whatever}$$

(77) *What* I need is a period of peace and quiet.
(78) I will speak to *whoever* is in charge.

Nominal relative pronouns correspond to a combination of a relative pronoun with a preceding antecedent.

(79) *what* I need …('the thing that I need')
(80) … to *whoever* is in charge ('to the person who is in charge')

Specific relative pronouns (*who, whom, which, whose* and *that)* are used within relative clauses to join sentences together, to refer to nouns or pronouns that have been used before in a sentence. Crystal (2003: 149) claims that "In many sentences, the relative pronouns carry out the role of a clause element." Learners and translators whose native language is not English may be confused by the fact that all the words that we can use as specific relative pronouns can also be used for other purposes too. For example:

64

-*who, whose* and *which* can introduce questions.

-*that* can refer to specific things as a demonstrative pronoun (that man) or stand in place of them (give me that), or introduce subordinate clauses (I think that…).

4.1.6.5 Position of Relative Pronouns

Generally speaking, relative pronouns are placed at the beginning of the relative clause, but in literary English they can/may appear later in the sentence: after a present participle form, after an infinitive, after a word group ending with a preposition, after all and both used adjectivally, as in the following example quoted from Schibshy (1970: 240):

(81) The African Queen issued forth upon the lake to gain which they had run such dangers and undergone such toil.

Also, a conjunction which is co-coordinating can of course precede the relative pronoun in the last two or more relative clauses. E.g.:

(82) The different nations must restore their own international equilibrium by co-operation with other countries which are at a similar stage of development, or which have well-defined interests in common with them (Schibshy, ibid).

4.1.6.6 Relative Pronoun as a Subject of a Relative Clause (Who, Which, That)

The verb in a relative clause needs to have a subject.

- *Who* or *that* is the relative pronoun that can be used as subject with personal antecedent.

(83) a- He is the sort of person who always answers letters.

b- He is the sort of person that always answers letters.

In old English, *who* could be used as a nominal relative meaning 'whoever', 'anybody' or 'the person who'. In modern English, this is very unusual.

(84) Who steals my purse steals trash. (Shakespeare, Othello: Act III, Scene III, Line 170). (Modern English: whoever/ anybody who...)

In old English too, *that* used to be used in the same way as *what.* However, this is very unusual in modern English.

(85) We have that which we need. (Modern English: we have what we need).

According to Huddleston et al (2002: 1048),

> *Who* occurs predominantly with human antecedents, but with antecedents denoting animals, both pronouns are possible [who and which] … *Which* is the default choice, but **who** by no means is uncommon. …The most obvious cases where **who** is used are in references to pets, but it is also found with other creatures (or even collections of creatures), as in these attested examples:
>
> (86) For eighty years, grizzly bears have been feeding at the rubbish dumps, often in great bands who come down from the remote pine forests.
>
> (87) The more vigorous dance for a dilute source of nectar in turn recruits other bees, who then visit that dilute source instead of concentrated ones.

One might add another category to Huddleston's animals, e.g. countries (c.f. the translation of text 16 in test two in appendix four).

- *Which* or *that* is the relative pronoun that can be used as subject with non-personal antecedents.

(88) a- This author uses lots of words which are new to me.

b- This author uses lots of words that are new to me.

In these examples, the relative pronouns *who, which* and *that* are the subjects of the embedded clauses. In contemporary spoken English, *that* is found much more than *who* or *which* in some constructions. For example:

(89) a- I did not see the man that was here.

b- And I did not take the book that was on the desk.

Exceptionally, Van and Robat (1984: 422) argue that "When the notional subject of an existential clause is realised by a noun phrase which contains a postmodifying restrictive relative clause, this post-noun clause may be non-introduced in colloquial English, even when the zero-relative functions as subject:

(90) There is nothing (that) irritates me more than having to explain things over and over again."

4.1.6.7 Relative Pronoun as an Object of a Relative Clause (Who, Whom, Which, That)

When a relative pronoun is functioning as the object of the verb in a relative clause and refers back to a person or people, the relative pronoun *who, that* or *whom* are used, or the relative pronoun is left out altogether (this last case, as mentioned earlier, is sometimes technically referred to as a zero relative pronoun). For example:

(91) They were a group of college friends (who) I had not seen for several years.

(92) I am afraid Jack is someone (that) I really dislike.

(93) He was a distant cousin (whom) she had never met.

- *Whom* is rather formal and is only used in written English and formal spoken English. The relative pronoun *who* is often used instead. Crystal (2003: 149) states that "When the personal relative pronoun *who* acts as the object in the clause, there is divided usage. In formal speech and writing, *whom* is preferred. In informal contexts, people use *who* or *'zero'* (which is in fact more common). E.g.:

(94) That is the girl whom I admire. (Formal)

(95) That is the girl (who) I admire. (Informal)

When a relative pronoun is functioning as the object of the verb in a relative clause and refers back to a thing or things, the relative pronoun *which* or *that* is used, or the relative pronoun is left out altogether (zero relative pronoun). For example:

(96) On the dining room wall was a photograph which my sister had taken.

(97) This is the kind of flour that we usually use.

(98) You could put the stones you have collected into that bucket. (Zero relative pronoun).

Note that if a relative pronoun occurs immediately after words such as 'much', 'all', 'little', and these words are functioning as pronouns, *that* is used and not *which*. For example:

(99) There was not much (that) they could do to help.

(100) These ruins are all that remain.

Biber et al (1999: 615) mention that "with animate heads, *which* is rare, while *that* is more common, especially in conversation. A more important difference is that *which* commonly occurs with non-restrictive relative clauses depending on the register. In contrast, *that* rarely occurs with non-restrictive relative clauses". For example:

(101) The book, which I read, deals with medical terms.

4.1.6.8 The Possessive Relative Pronoun (Whose)

Whose is a relative possessive word, used as a determiner before nouns in the same way as *his/ her/ its* or *their*. In sentence (102) below, *whose* replaces *his* in (102b). *Whose* generally refers to human head nouns but sometimes it refers to inanimate nouns too as in (103).

(102) I met the man whose name is John.

    a-I met the man.

    b-His name is John.

(103) I found an old coin whose date has become worn and illegible.

Accordingly, *whose* can refer back to people or things. In a relative clause, *whose+ noun* can be the subject, the object of a verb or the object of a preposition. For example:

(104) I saw a girl whose beauty took my breath away. (Subject)

(105) It was a meeting whose purpose I did not understand. (Object)

(106) I went to see my friends, the Forests, **whose children** I used to look **after** when they were small. (Object of preposition)

Whose can be used in both identifying and non-identifying relative clauses.

(107) I met the man whose car is stolen. (Identifying)

(108) Jack, whose car is stolen, is my closest friend. (Non-identifying)

Table 2: Uses of Relative Pronouns

	Restrictive and non-restrictive		Restrictive
	Personal	Non personal	Personal and non-personal
Subjective	who	which	That
Objective	who(m)		that, zero
Genitive	whose	of which, whose	of which, whose

4.1.7 Marginal Relative Pronouns

Some marginal relative pronouns do not need an explicit antecedent to be included in the meaning of the relative pronoun itself. The marginal relative pronouns are *what*, the proadverbials (*when, where, why*, and *how*) the 'ever' forms (*whoever, whatever, whomever*, and *whichever*), *as, while* and *whence*.

-What: *what* as a marginal relative pronoun can be paraphrased by *that which.* With the relative clause introduced by *what*, the antecedent is included in the meaning of the relative pronoun (i.e. *what=that which*). E.g.:

(109) They asked only what I knew   (what=that which).

(110) What I do not understand is your enthusiasm (that which), (Preisler 1997: 48, 217).

- The Proadverbials: *when, where, why,* and *how,* as relative pronouns (sometimes called relative adverbs), are characterised by always realising the adverbial of the relative clause, in reference to time, place, cause and manner. **After an explicit antecedent**, *when* and *where* may be either restrictive or non-restrictive, whereas *why* can only be restrictive. *How* cannot have an explicit antecedent; *when* and *why* as restrictive may be replaced by *that*. E.g.:

(111) I will show you the village where I grew up.

(112) She is not available in May, when she will be away on her annual business trip.

(113) She told me the reason why/that/'zero' there are so few members.

69

(114) Do you have to arrive at that time in May? That is the time when/that/'zero' I will be away on my annual business trip (ibid: 217, 218).

Without an explicit antecedent they are all non-restrictive, *when, where*, and *why* corresponding to *the time when, the place where,* and *the reason why. How* which is never preceded by an antecedent, cannot be paraphrased this way. E.g.:

(115) Do you have to arrive at the time in May? That is [the time] when I will be away on my annual business trip.

(116) That is [the reason] why there are so few members.

(117) Watch closely now, this is how you operate it (ibid: 218).

In addition, Preisler (ibid) claims that "…the forms *when, where, why,* and *how,* when used as relatives, are regarded as belonging to the same class of words (relative pronouns) as the other wh-forms, the only distinguishing feature being the fact that they can realise no other clause constituent than the adverbial".

Where with a number of prepositions can be used as marginal relative pronouns. These relatives are *whereat, whereby, whereof, whereon, whereto,* and *whereupon.* Most of these marginal relatives are archaic and rare, though *whereby* and to a lesser extent *wherein* and *whereupon* are still regularly used, as in the following examples quoted from Huddleston et al (2002: 1052):

(118) "His Lordship might make an order, [whereby, each side would bear its own costs].

(119) Try to imagine a market, [wherein, the majority consistently wins what the minority loses].

(120) She told him his essay was incoherent, [whereupon, he tore it up and stormed out of the room]."

- The –ever Forms: *whoever, whatever, wherever,* and *whichever* represent the same system as the interrogative pronouns. *Whichever* (referring to persons as well as non-persons) selects from a limited group of possibilities, as opposed to *who-* and *whatever.*

Therefore, apart from the determiner function of *whatever* and *whichever*, the -ever forms occur in relative clauses without an explicit antecedent. E.g.:

(121) Whichever you choose will make her happy.

(122) Ask whoever you meet.

This means that the antecedent which is contained in the meaning of the –ever form is perhaps seen most clearly if we compare it with the construction where the relative is a determiner. E.g.:

(123) Whichever book you choose will make her happy.

(124) Ask whatever child you meet (ibid: 219).

(125) Wherever I go, I will never forget her.

- As: *As* occurs only in restrictive relative clauses and only if the antecedent contains *such* or *same*. *As* is occasionally replaced by *that* after *same*, e.g.:

(126) You must have had the same teacher as (that) I had.

(127) Such information as he had was soon sold in exchange for tobacco (Preisler 1997: 219).

- While: Relative *while* is mostly used in fused construction, but it can occur in supplementary relative clauses. The antecedent denotes a period of time, and *while* can be replaced by *when*, *during* or *in which* (time), (Huddleston et al 2002: 1051), e.g.:

(128) I learnt a lot about English syntax during the years while I was doing my PhD in Durham.

- Whence: *Whence* belongs to formal style. It expresses spatial and logical sources. This use is archaic, but is still found in journalistic writing. It is the counterpart of the more commonly used word 'hence' (Huddleston et al, ibid, from which the following example is quoted):

(129) He sent his son with the papers to another congressman's house, [whence they were spirited to a governor].

However, one might say that *whence* commonly means 'from where'; whereas, *hence* is more commonly used in the sense of 'therefore'. Moreover, there is another archaic relative pronoun *whither* used in the sense of 'to where'.

4.1.8 Position of Relative Clauses

When a relative clause is connected to a main clause, it can be placed in medial position (i.e. in the middle) or in final position (i.e. at the end) of the main clause. Relative clauses typically occur in medial position when they are modifying the subject of the main clause, as in:

(130) The man that likes large cats has a dog.

On the other hand, Dixon (1992: 29, 30) states that "A restrictive relative clause may sometimes be moved out of its NP to the end of the main clause, usually being set off from the rest of the clause by appositional intonation; this is found in colloquial style, as in:

(131) That man got sacked, who you were praising yesterday.

And also in legal English, as in:

(132) Those persons will be prosecuted who are found in possession of illegal firearms.

Such an extraposed clause must retain its relative pronoun."

4.2 Relativization in Arabic

This section presents in detail relativization in Arabic. According to the traditional Arab grammarians, adjectival clauses identifying indefinite nouns are taxonomically the same as adjectives and both are called صفة /ṣifa/ adjective; whereas, the clauses that qualify definite nouns are dealt with as adjuncts and thus called صلة /ṣila/ adjunct. Both are relative clauses (Badawi et al, 2004: 491).

The aim of this section is limited to describing Arabic relative clauses with respect to definition of relative pronouns, kinds of relative pronouns, kinds and functions of relative clauses and finally the resumptive pronoun.

4.2.1 Relative Pronouns

Relative pronouns are the determining factor of relativization in general.

72

4.2.1.1 Definition of Relative Pronouns

A relative pronoun is a pronoun that refers to a specific person or thing and introduces a clause that modifies it. A relative pronoun cannot stand alone but it needs a clause or a quasi-clause (see 4.2.2.1 later) that follows it in order to clarify it. This is called صلة الموصول /ṣilatu lmawṣu:l/ (relative clause), as in:

ما أجمل الأغنية التي استمعنا إليها! (133)

/ma: ?aʒmala l?uɣnijata llati: stama ʕna: ?ilajha:/

What a beautiful song (zero) we listened to!

In the above sentence, the relative pronoun التي /allati:/ (which) refers to الأغنية /al?uɣnijata/ (the song), the particular song being identified by the clause that follows it which is استمعنا إليها /istama ʕna: ?ilajha:/ (we listened to it). It is noted here that the clause استمعنا إليها /istama ʕna: ?ilajha:/ (we listened to it) includes another pronoun that refers back to the relative pronoun, called الضمير العائد /aḍḍami:ru lʕa:?id/ (resumptive pronoun). This means that the relative pronoun needs two important things which are صلة الموصول /ṣilatu lmawṣu:l/ (relative clause) and الضمير العائد /aḍḍami:ru lʕa:?id/ (resumptive pronoun) (Nor-Addeen, 1991: 133).

4.2.1.2 Kinds of Relative Pronouns

Relative pronouns in Arabic are divided into two main types: specific and general (common).

4.2.1.2.1 Specific Relative Pronouns

Specific relative pronouns, namely; الذي /allaði: / , التي /allati:/, اللذان/allaða:ni/, اللتان /allata:ni/, الذين /allaði:na/ and اللاتي /alla:ti:/, اللائى /alla:?i:/ or اللواتي /allawa:ti:/; regularly reflect gender and number. And so, each of the terms just mentioned, may, depending of course on the context, stand for or be translated into *who, whom, which, that* or *what*. However, Dickins (2009) claims that "Relative 'elements' in Arabic, such as الذي /allaði:/ and even the colloquial forms such as اللي /illi/ are sometimes referred to as relative pronouns … do not function much like pronouns, and certainly not like the relative pronouns of English and some other European languages." The following is a discussion of each pronoun:

- الذي /allaði:/ is a specific relative pronoun applicable to singular, masculine, persons and non-persons. For example:

(134)   الطالب الذي نجح فاز بالجائزة   (Per.)

/aṭṭa:libu llaði: naʒaħa fa:za bilʒa:?iza/

The student who succeeded won the prize.

(135)   الكتاب الذي قرأته بالأمس مفيد   (Non-per.)

/alkita:bu llaði: qara?tuhu bil?amsi mufi:d/

The book which I read yesterday is useful.

- التي /allati:/ is a specific relative pronoun applicable to singular feminine persons and non-persons, and inanimate (non-human) plurals. For example:

(136)   الفتاة التي رسمت الصورة بارعة   (Per.)

/alfata:tu llati: rasamati ṣṣu:rata ba:riʕa/

The girl who drew the picture is clever.

(137)   الصورة التي رسمتها الفتاة جميلة   (Non-per.)

/aṣṣu:ratu llati: rasamatha: lfata:tu ʒami:la/

The picture which the girl drew is beautiful.

The feminine singular التي /allati:/ is also used with the inanimate (non-human) plurals; so we may say:

(138)   البيوت التي على الشاطيء مريحة

/albuju:tu llati: ʕala ʃʃa:ṭi:?i muri:ħa/

The houses which are on the beach are comfortable.

(139)   الشجرات التي أمام المنزل مثمرة

/aʃʃaʒara:tu llati: ama:ma lmanzili muθmira/

The trees which are in front of the house are fruit-bearing.

- اللذان /allaða:ni/ is a specific relative pronoun applicable to dual, masculine, nominative persons and non-persons. Its equivalent in the accusative and genitive cases is اللذين /allaðajni/; as in:

74

(Dual, masc., per., nom.)   رجع الولدان اللذان سافرا بالأمس (140)

/raʒaʕa lwalada:ni llaða:ni sa:fara: bil?ams/

The (two) boys who travelled yesterday came back.

(Dual, masc., per., acc.)   قابلت الولدين اللذين كتبا الدرس (141)

/qa:baltu lwaladajni allaðajni kataba: ddars/

I met the (two) boys who wrote the lesson.

(Dual, masc., per., gen.)   ذهبت إلى الولدين اللذين كتبا الدرس (142)

/ðahabtu ?ila lwaladajni llaðajni kataba: ddars/

I went to the (two) boys who wrote the lesson.

اللذان /allaða:ni/ and اللذين /allaðajni/ are used for non-persons too; as in:

(Dual, masc., non-per., nom.)   العلم والمال هما اللذان يبنيان الأمم (143)

/alʕilmu wa lma:lu huma: llaða:ni jabnija:ni l?umam/

Knowledge and money are those (two) which build nations.

(Dual, masc., non-per., acc.)   أصلحت البابين اللذين كسرا (144)

/aşlaħtu lba:bajni llaðajni kusira:/

I repaired the (two) doors which were broken.

(Dual, masc., non-per., gen.)   كتبت بالقلمين اللذين اشتريتهما بالأمس (145)

/katabtu bilqalamajni llaðajni ʃtarajtuhuma: bil?ams/

I wrote with the (two) pens which I bought yesterday.

اللتــان- /allata:ni/ is a specific relative pronoun applicable to dual, feminine, nominative persons and non-persons. Its equivalent in the accusative and genitive cases is اللتين /allatajni/; as in:

(Dual, fem., per., nom.)   الفتاتان اللتان تدرسان بجد ستنجحان (146)

/alfata:tani llata:ni tadrusa:ni biʒiddin satanʒaħa:n/

The (two) girls who study hard will succeed.

(Dual, fem., per., acc.)   أعرف الفتاتين اللتين فازتا بالجائزة (147)

/?aʕrifu lfata:tajni llatajni fa:zata: bilʒa:?iza/

75

I know the (two) girls who won the prize.

ذهبت إلى الفتاتين اللتين فازتا بالجائزة (148)   (Dual, fem., per., gen.)

/ðahabtu ?ila lfata:tajni llatajni fa:zata: bilʒa:?iza/

I went to the (two) girls who won the prize.

اللتان /allata:ni/ and اللتين /allatajni/ are also used with non-persons, as in:

الصورتان اللتان رسمتهما الفتاة جميلتان (149)   (Dual, fem., non-per., nom.)

/aṣṣu:rata:ni llata:ni rasamathuma: lfata:tu ʒami:lata:n/

The (two) pictures which the girl drew are beautiful.

أصلحت النافذتين اللتين كسرهما خالد (150)   (Dual, fem., non-per., acc.)

/aṣlaħtu nna:fiðatajni llatajni kasarahuma: xa:lid/

I repaired the (two) windows which Khalid broke.

أنا مهتم بالقصيدتين اللتين كتبهما حسان (151)   (Dual, fem., non-per., gen.)

/?ana muhtammun bilqaṣi:datajini llatajni katabahuma: ħassa:n/

I am interested in the (two) poems which Hassan wrote.

- الذين /allaði:na/ is a specific relative pronoun applicable to plural, masculine, persons. It does not change for case; as in:

غادر الرجال الذين حضروا إلى المؤتمر (152)   (Pl., masc., per., nom.)

/ɣa:dara rriʒa:lu llaði:na ħaḍaru: ?ila lmu?tamar/

The men who attended the conference left.

رأيت الرجال الذين شاركوا في المهرجان (153)   (Pl., masc., per., acc.)

/ra?ajtu rriʒa:la llaði:na ʃa:raku: fi: lmahraʒa:n/

I saw the men who participated in the festival.

اشتريت كتابا من الرجال الذين يبيعون الكتب (154)   (Pl., masc., per., gen.)

/iʃtarajtu kita:ban mina rriʒa:li llaði:na jabi:ʕu:na lkutub/

I bought a book from the men who sell books.

- الأولى /al?u:la/ is an archaic specific relative pronoun applicable to plural, masculine (mostly) and feminine (rarely), persons and non-persons. (Helal, no date: 153), as in:

وتبلي الأولى يستلئمون على الأولى   تراهن يوم الروع كالحدأ القبل (155)

/wa tubli: l?u:la: jastal?imu:na ʕala l?u:la trahunna jawma arrawʕi kalħida?i lqubali/

And you defeat those (men) who blame those (horses) which you see are coming in the day of war like kites (attacking small chickens).

Helal (ibid) states that in the above mentioned line, the poet used الأولى /al?ula/ twice: the first is for the masculine, animate plural; whereas, the second is for the inanimate plural which is the horses.

It is also used for the feminine animate plural, as in:

(Qais ibnu Almulawh   محا حبها حب الأولى كن قبلها   وحلت مكانا لم يكن حل من قبل (156) quoted in Helal, ibid)

/maħa: ħubbuha: hubba l?u:la kunna qablaha: wa ħallat maka:nan lam jakun ħulla min qablu/

Her love erased the love of those who came before and she occupied a place (in my heart) that has never been occupied before.

- اللاتي/alla:ti:/, اللائى /alla:?i:/ or اللواتي /allawa:ti:/ is a specific relative pronoun applicable to plural, feminine, persons and non-persons. It does not change in any grammatical cases (nominative, genitive, and accusative), as in:

(157)   الفتيات اللاتي / اللائي /اللواتي كتبن المقال طالبات في الجامعة (Pl., fem., per., nom.)

/alfataja:tu lla:ti:- lla?i:- llawa:ti: katabna lmaqa:la ṭa:liba:tun fi: alʒa:miʕa/

The girls who wrote the article are university students.

(158)   قابلت الفتيات اللائى/اللاتي/اللواتي كتبن المقال (Pl., fem., per., acc.)

/qabaltu lfataja:ta lla:?i: - lla:ti:- llawa:ti: katabna lmaqa:l/

I met the girls who wrote the article.

(159)   ذهبت إلى الفتيات اللاتي / اللائى/ اللواتي كتبن المقال (Pl., fem., per., gen.)

/ðahabtu ?ila alfataja:ti lla:ti: - lla?i:- llawa:ti: katabna lmaqa:l/

I went to the girls who wrote the article (Hassan 1975, Vol. I: 343-345).

77

Moreover, Elder (1950: 57) states that "The relatives الذي /allaði:/, التي/allati:/ (and the other specific relatives) may be used as من/man/ and ما/ma:/ without antecedents", e.g.:

الذي يدرس بجد ينجح (160)

/allaði: jadrusu biʒiddin janʒaħ/

Whoever studies hard succeeds.

The following table summarises the forms of specific relative pronouns.

Table 3: Specific Relative Pronouns

	Masculine	Feminine
Sing, all cases.	الذي /allaði:/	التي /allati:/
Dual, nom.	اللذان /allaða:ni/	اللتان /allata:ni/
Dual, acc, and gen.	اللذين /allaðajni/	اللتين /allatajni/
Pl., all grammatical cases (nominative, genitive, and accusative)	الذين /allaði:na/ الأولى/al?ula/	اللاتي /alla:ti:/ اللائي /alla:?i:/ اللواتي/allawa:ti:/ الأولى/al?ula/

- اللي /ill/ is a colloquial relative pronoun, which exists in most if not all dialects of Arabic, used in reference to all antecedents, regardless of gender, number, case, and person/non-person. Accordingly, it could substitute all relative pronouns in the above mentioned examples. Althogh, this thesis is limited to standard English and Arabic, اللي .illi/, which is a colloquial word, is mentioned here because its addition to standard Arabic is a suggestion for a future research (7.3 later).

4.2.1.2.2 General Relative Pronouns

General relative pronouns are applicable to both types of gender and to all the numbers. They are six in number;   من /man/, ما/ma: /, أل /al/, أي /?ajju/, ذا /ða:/, and ماذا/ma:ða:/.

According to Hassan (1975, Vol. 1: 347) none of these pronouns change even if the antecedent nouns change; and because of this, general relative pronouns are applicable to different kinds of antecedent nouns. The antecedent nouns are clarified

and distinguished by the resumptive pronouns which are discussed later. The following is a discussion of the general relative pronouns that are widely used in Arabic.

- من /man/ is a general relative pronoun applicable to persons with both types of gender and all numbers, as in:

(161)   من يتكلم كذلك يكذب

/man jatakallamu kaða:lika jakðib/

He who/whoever talks like that lies.

(162)   طرد الأستاذ من تكلم أثناء المحاضرة   (Sing., masc.)

/ṭarada l?usta:ðu   man takallama   ?aθna:?a lmuħa:ḍara/

The teacher dismissed the boy who talked during the lecture.

(163)   طرد الأستاذ من تكلمت أثناء المحاضرة   (Sing., fem.)

/ṭarada l?usta:ðu   man takallamat   ?aθna:?a lmuħa:ḍara/

The teacher dismissed the girl who talked during the lecture.

(164)   طرد الأستاذ من تكلما أثناء المحاضرة   (Dual, masc.)

/ṭarada l?usta:ðu   man takallama: ?aθna:?a lmuħa:ḍara/

The teacher dismissed the (two) boys who talked during the lecture.

(165)   طرد الأستاذ من تكلمتا أثناء المحاضرة   (Dual, fem.)

/ṭarada l?usta:ðu   man takallamata: ?aθna:?a lmuħa:ḍara/

The teacher dismissed the (two) girls who talked during the lecture.

(166)   طرد الأستاذ من تكلموا أثناء المحاضرة   (Pl., masc.)

/ṭarada l?usta:ðu man takallamu: ?aθna:?a lmuħa:ḍara/

The teacher dismissed the boys who talked during the lecture.

(167)   طرد الأستاذ من تكلمن أثناء المحاضرة   (Pl., fem.)

/ṭarada l?usta:ðu man takallamna ?aθna:?a lmuħa:ḍara/

The teacher dismissed the girls who talked during the lecture.

Helal (no date: 158) states that من /man/ could be used with inanimate nouns when they are made similar to people. This could happen in three cases which are

a) When the non-person is personified, as in:

The) ((ومن أضل ممن يدعوا من دون الله من لا يستجيب له إلى يوم القيامة وهم عن دعائهم غافلون)) (168)
Holy Quran, 46: 5)

/wa man ?aḍallu mimman jad٩u: min du:ni llahi man la: jastaʒi:bu lahu ?ila: jawmi lqija:mati wa hum ٩an du٩a:?ihim ɣa:filu:n/

And who is more astray than one who invokes, besides Allah, such as will not answer him on the Day of Judgment, and who (in fact) are unconscious of their call (to them). (The Translation of The Holy Quran, 46: 5).

Here من /man/ is a relative pronoun that means statues.

b) When the persons are preferred and more in number than the non-persons and are mentioned in the same context, as in:

(169) ((ألم تر أن الله يسجد له من في السموات ومن في الأرض))   (The Holy Quran, 22: 18)
/?alam tara ?anna llaha jasʒudu lahu man fi: assama:wa:ti wa man fi: l?arḍ/
Seest thou not that to Allah bow down in worship all things that are in the heavens and on earth. (The Translation of The Holy Quran, 22: 18)

In the above mentioned example, من /man/ is preferred to be used to refer to the creatures in the heaven and earth whether they are animate or inanimate.

c) When separating them after mentioning them together in a term (word) that can be used for both; i.e. when they are combined together in a term, then they are mentioned separately, as in:

(170) ((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على
أربع))   (The Holy Quran, 24: 45)
/wa llahu xalaqa kulla da:bbatin min ma:?in faminhum man jamʃi: ٩ala baṭnihi wa minhum man jamʃi: ٩ala riʒlajni wa minhum man jamʃi: ٩ala ?rba٩/
And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. (The Translation of The Holy Quran, 24: 45)

Here, من /man/ is used for both persons and non-persons because they are combined in the same term which is دابة /da:bba/ 'creature/ animal'.

80

ما- /ma:/is a general relative pronoun applicable to non-persons of both genders and all
numbers, as in:

(171) قرأ ما كتبت عن السياحة في ليبيا   (Sing., masc.)

/qara?a ma: katabta ʕani ssija:ħati fi: li:bja:/

He read what you wrote about tourism in Libya.

(172) قرأت ما كتبت عن السياحة في ليبيا (Sing., fem.)

/ qara?at ma: katabtu ʕani ssija:ħati fi: li:bja:/

She read what I wrote about tourism in Libya.

(173)   قرآ/قرأا ما كتب عن السياحة في ليبيا وقرأتا ما كتب عن السياحة في ليبيا   (Dual)

/qara?a: ma: kutiba ʕani ssija:ħati fi: li:bja: wa qara?ata: ma: kutiba ʕani ssija:ħati fi:
li:bja: /

They (masc. dual) read what has been written about tourism in Libya and they (fem.,
dual) read what has been written about tourism in Libya.

(174) قرأوا ما كتب عن السياحة في ليبيا وقرأن ما كتب عن السياحة في ليبيا (Pl.)

/qara?u: ma: kutiba ʕani ssija:ħati fi: li:bja: wa qara?na ma: kutiba ʕani ssija:ħati fi:
li:bja:/

They (masc. pl.) read what has been written about tourism in Libya and they (fem. pl.)
read what has been written about tourism in Libya.

Helal (no date: 162) argues that ما /ma:/ could be used to refer to persons too in
two cases which are

a) When inanimate and animate are combined together but the inanimate is preferred or
much more in number than the animate. In this case, ما /ma: /, which is used for the non-
persons, is the relative pronoun used in such context, as in:

(175) ((سبح لله ما في السموات وما في الأرض))   (The Holy Quran, 61: 1)

/sabbaħa lillahi ma: fi: ssama:wa:ti wa ma: fi: l?arḍ/

Whatever is in the heavens and on earth, let it declare the praises and glory of Allah.
(The Translation of The Holy Quran, 61: 1)

81

b) When some aspect of the animate is undetermined, ما /ma: / is used rather than من /man/, as in:

(176) (The Holy Quran, 3: 35)   ((رب إني نذرت لك ما في بطني محررا))

/rabbi: ?inni: naðartu laka ma: fi: baṭni: muĥarrara:/

O my Lord! I do dedicate unto Thee what is in my womb for Thy special service. (The Translation of The Holy Quran, 3: 35)

In the above mentioned example, ما/ma:/ means 'the one who is inside my womb' which, of course, means a human being; but she did not know whether that one is a male or female.

Elder (1950: 57) states that من /man/ who and ما/ma:/ that, which, or what have the same form in all three cases and can be used without antecedents, as in:

(177)   من يسجل هدفا سيمنح جائزة قيمة بعد نهاية المباراة مباشرة

/man jusaʒʒilu hadafan sajumnaĥu ʒa:?izatan qajjimatan baʕda niha:jati lmuba:ra:ti muba:ʃaratan/

Whoever scores a goal will be given a valuable prize at the end of the game immediately.

(178)ما نعرفه عن الترجمة جيد

/ma: naʕrifuhu ʕani ttarʒamati ʒaji:d/

What we know about translation is good.

It is worth mentioning also that من/man/ and ما /ma:/ can be used for other purposes such as; interrogatives, conditional pronouns, exclamatory or definite conjunctives, as in:

(179) من فتح الباب ؟   (Interrogative)

/man fataĥa alba:b/

Who opened the door?

(180)   من يجتهد ينجح   (Conditional)

/man jaʒtahid janʒaĥ/

He who studies hard succeeds.

(See 4.2.7 for the other uses of ما /ma:/)

- أل **/al/** which can sometimes be used as a relative pronoun meaning الذي /allað: / 'who', as in the following line by Al-Farazdaq quoted in Radwan et al (1973: 160):

وما أنت بالحكم الترضى حكومته   ولا الأصيل ولا ذي الرأي والجدل (181)

/wa ma: ?anta bilħakami lturḍa: ħuku:matuhu wa la: l?aṣi:lu wa la: ði: rra?ji: wa lʒadali/

You are neither the judge whose judgment can be accepted nor a noble, wise or advisable man as well.

أحب تلك العيناها أحلى من اللؤلؤ (182)

/?uħibbu tilka l?ajna:ha: ?ħla: mina llu?lu?/

I love that one (girl) whose eyes are more beautiful than pearls.

Such a structure, in which ال /al/ is used as a relative pronoun, provides a very close parallel to the participial form with ال /al/, which in this case is a relative pronoun المهاجرون المتوقع وصولهم /almuha:ʒiru:na lmutaqqa? wuṣu:lihim/ exactly means .i.e المهاجرون الذين يتوقع وصولهم /almuha:ʒiru:na llaði:na jutawaqqa? wuṣu:lihim/ and both could be translated into English into 'the immigrants whose arrival is expected'.

- أي **/?ajju/** is a general relative pronoun that can be used with masculine and feminine, as in:

أعط أيا يستحق وأيا تستحق   (Radwan et al, 1973: 158) (183)

/?a?ṭi ?ajjan jastaħiqqu wa ?ajjan tastaħiqq/

Give anyone who deserves.

- **ذا/ða:/** which is not the demonstrative ذا /ða:/. ذا /ða:/ as a relative pronoun must follow the interrogative من /man/or ما /ma:/ without demonstrative indication, as in:

من ذا قابلت؟ (ibid: 160) (184)

/man ða: qa:balt/

Whom did you meet?

ماذا فعل؟ (185)

/ma:ða: fa?al/

What did he do?

In modern Arabic, ماذا فعل /ma:ða: faʕal/ simply means 'what did he do?'

- ماذا /ma:ða:/ is rarely used as a relative pronoun corresponding to 'what' as in the following line said by Al-Muthaqqab quoted in Qabawa (1989:112)

(186) دعي ماذا علمت، سأتقيه   ولكن، بالمغيب نبئيني

/daʕi: ma:ða: ʕalimtu saʔattaqi:hi wa la:kin bilmuɣajjabi nabbiʔi:ni:/

Leave what I already know, I will be aware about it but tell me about what I do not know.

In the above mentioned line, ماذا /ma:ða:/ is used as a relative pronoun meaning الذي/allaði:/.

Table 4: General Relative Pronouns

Relative pronoun	Persons	Non-persons
(All numbers, genders and cases)	من /man/	ما /ma:/
(All numbers, genders and cases)	أل /al/	أل /al/
(All numbers, genders and cases)	أي /ʔajju/	أي /ʔajju/
(All numbers, genders and cases)	ذا /ða:/	ذا /ða:/
(All numbers, genders and cases)	ماذا /ma:ða:/	ماذا /ma:ða:/

4.2.1.3 Relative Pronouns with Different Antecedents

Mace (1998: 149) states that "The relative pronoun agrees as far as possible with its antecedent (the word to which it relates). It is used only when the antecedent is a definite noun, or, in circumstances, a pronoun. The relative pronoun is used as it stands, when it is the subject of its own verb (i.e. the verb in the same clause)", e.g.:

(187)الوزير الذي أصدر القرار موجود

/alwazi:ru llaði: ʔaṣdara lqara:ra mawʒu:d/

The minister who issued the decision is present.

(188) الكتاب الذي قرأته بالأمس مفيد

/alkita:bu llaði: qra?tuhu bil?msi mufi:d/

The book which I read yesterday is useful.

(189)القصة التي اشتريتها اليوم ممتعة جدا

/alqiṣṣatu llati: ʃtarajtuha: ljawma mumtiʕatun ʒiddan/

The story which I bought today is very interesting.

84

Therefore, when the relative pronoun is a direct object or a prepositional object of its own verb, the antecedent of the relative pronoun can be reiterated in the relative clause by attaching the appropriate direct object suffix to the verb or the prepositional object suffix to the preposition in particular (ibid), as in:

(190) الكتب التي قرأتها أمس لا فائدة فيها

/alkutubu llati: qara?tuha: ?amsi la: fa:?idata fi:ha:/

The books which I read yesterday are useless.

(191)   كانت الوزارة التي معتمد لديها المترجم فعالة

/ka:nati lwiza:ratu llati: mu?tamadun ladajha: lmutarʒimu fa??a:la/

The ministry, to which the translator is accredited, was active.

But when the antecedent is a pronoun, the masculine singular pronoun من /man/ 'who', or ما/ma:/ 'what' can be used to express the antecedent and the relative pronoun together. In such relative clauses reiteration is optional for the direct object, but obligatory for the prepositional object. The relative pronoun itself with no antecedent can be used instead of من/man/ 'who' (ibid), e.g.:

(192) الذي/من يدرس بجد يتحصل على درجات عالية   (Subject)

/allaði: - man jadrusu biʒiddin jataħaṣṣalu ?ala daraʒa:tin ?a:lija/

He who/ whoever studies hard gets high marks.

(193) لم أفهم ما يعني /يعنيه   (Direct object)

/lam ?afham ma: ja?ni: - ja?ni:h/

I did not understand what/ that which he means.

(194) هذا ما يريدون فعله   (Prepositional object)

/haða: ma: juridu:na fi?lah/

This is what they want to do.

In addition, من /man/ or ما /ma:/ may be attached to the appropriate preposition when it is the prepositional object of the main clause, as in:

(195) استغربنا مما قيل

/istaɣrabna: mimma: qi:l/

We were surprised at what has been said.

(196) ستدفع الحكومة لمن يتحصل على ميدالية ذهبية

/satadfaʕu lħuku:matu liman jataħaSSalu ʕala mi:da:li:jatin ðahabi:ja/

The government will pay anyone who gets a golden medal.

(197) لنستعير سيارة ممن يفهم الموقف

/linastaʕira saja:ratan mimman jafhamu lmawqif/

Let us borrow a car from the one who understands the situation.

Almost always the relative pronoun is omitted when the antecedent is an indefinite noun. Cowan (1958: 72) states that "But note that if the noun qualified by the relative is indefinite the relative pronoun is omitted altogether." e.g.:

(198) هم أناس سافرنا معهم

/hum ?una:sun sa:farna: maʕahum/

They are people with whom we travelled.

(199) (Subject)   سيرافقنا مرشد سياحي يعرف المدينة جيدا

/sajura:fiquna: murʃidun sija:ħi:jun jaʕrifu lmadi:nata ʒaji:dan/

A tourist guide who knows the city well will accompany us.

(200) سيرسلون مرشدا سياحيا لا نعرفه   (Direct object)

/sajursilu:na murʃidan sija:ħi:jan la: naʕrifuh/

They will send a tourist guide (whom) we do not know.

(201) مرشد سياحي يمكننا الاعتماد عليه   (Preposition object)

/murʃidun sija:ħi:jun jumkinuna: l?ʕtima:du ʕalajh/

A tourist guide on whom we could rely.

(202) مرشد سياحي له معرفة الطريق سيرافقنا   (Preposition object)

/murʃidun sija:ħi:jun lahu maʕrifatu ttˤari:qi sajura:fiquna:/

A tourist guide who has understanding of the way will accompany us.

After an indefinite antecedent, when the clause is an equation, the subject pronoun is interposed (Mace, 1998: 150), e.g.:

(203) أعرف فتاة هي جذابة جدا

/?aʕrifu fata:tan hija ʒaðða:batun ʒiddan/

86

I know a girl who is very attractive.

4.2.2 Relative Clauses

Relative pronouns whether specific or general are themselves unclear in meaning; so they need a sentence which makes them clear and clarifies their ambiguities. This sentence is called الصـلة /aṣṣila/ (clause), or صلة الموصـول/ṣilatu lmawṣu:l/ (relative clause).

Therefore, صـلة الموصـول/ṣilatu lmawṣu:l/ (relative clause) which follows the relative pronoun must be a clause or a quasi-clause completing the meaning of the relative pronoun. And because of the importance of the relative clause, it is required for both specific and general relative pronouns (Hassan 1975, I: 373).

According to Cantarino (1975: 147) "A relative clause is always a complete sentence, but not an independent one in the sense that it must include the noun to which it refers, since it is essential for a relative statement to be a modification of a substantive. This latter is called 'the antecedent'; its presence in the relative clause is usually taken up by a personal pronoun, which Arab grammarians have named الضـمير العائد /aḍḍami:ru lʕa:ʔid/ 'the resumptive pronoun'."

In terms of the construction of the relative clauses, Arabic makes a distinction between syndetic and asyndetic relative clauses. The major distinction between them is determined by the nature of the relative clause (ibid). Cantarino (ibid: 148) also adds that "The presence of relative adjective صلة/ṣila/ 'the tie' is based upon the grammatical determination of the substantive that functions as an antecedent, which the relative clause modifies and to which it refers. Hence, when the relative clause is missing, with a resulting substantive antecedent, no relative adjective is used to connect the clause to its antecedent".

Moreover, Cantarino (ibid: 147, 148) claims that "the actual function of this adjective in the main clause is to emphasise the grammatical determination of the noun which it modifies, not the statement of this determination in relation to the clause. It is for this reason that we can understand the fact that, while an undefined noun never takes a syndetical relative qualification, a defined one may, and frequently does, take a relative clause asyndetically" (see 4.2.2.1.2).

4.2.2.1 Kinds of Relative Clauses

According to Mohammed (1999: 159) "There are two types of relative clauses in Arabic…: one type with an overt relative pronoun, and the other without an overt relative pronoun. The former is used when the head of the relative clause is definite and the latter is used when the head of the relative clause is indefinite". Consider:

(204) وصل الولد الذي يعرف أحمد

/waṣala lwaladu llaði: jaʕrifu ?aħmad/

The boy who knows Ahmed arrived.

(205) وصل ولد (*الذي) يعرف أحمد

/waṣala waladun (*allaði:) jaʕrifu ?aħmad/

A boy who knows Ahmed arrived.

In (204) the head of the relative clause is definite and in (205) it is indefinite. So, the absence of the relative pronoun in (204) and its presence in (205) is an ungrammatical structure (Mohammed, ibid: 160).

Generally speaking, some Arab grammarians such as Hassan (1975), Nor-Addeen (1991), and Radwan et al (1973) say that Arabic relative clauses are of two types:

(1) **Clause**: the clause whether it is nominal or verbal, must be a predicative clause. For example:

(206) جاءني الذي قام   (Verbal)

/ʒa:?ani llaði: qa:m/

He who stood up came to me.

(207) جاءني الذي أبوه قائم   (Nominal)

/ʒa:?ani llaði: ?abu:hu qa:?im/

He whose father is standing up came to me.

In (206) above, the relative clause is a verbal clause and in (207) above the relative clause is a nominal clause; but in both cases the relative clause is a predicative one and cannot be a request or a question.

(2) **A quasi-clause**: the relative clause may be a quasi-clause, which is one of the following kinds:

a) Complete adverb الظرف التام /aẓẓarfu tta:mm/ (an adverb that indicates the time or place of a certain action), as in:

(208) قرأت الكتاب الذي فوق الطاولة

/qara?tu lkita:ba llaði: fawqa ṭṭa:wila/

I read the book which is on the table.

b) Preposition and its complement الجار والمجرور /alʒa:ru wa lmaʒru:r/, as in:

(209) رجع الذي في المنزل

/raʒaʕa llaði: fi: lmanzil/

He who is in the house came back.

In (209) above في /fi:/ (in) is the preposition and المنزل /almanzil/ (the house) is its complement.

4.2.2.1.1 Relative Clauses with Indefinite Antecedents

Relative clauses with indefinite antecedents are asyndetic, i.e. they cannot stand alone as noun phrases; whereas syndetic relative clauses can stand alone. Relative clauses occur immediately after the head, e.g.:

(210) خمسة وخمسون سؤالا فقط أجيب عنها شفاهة

/xamsatun wa xamsu:na su?a:lan faqaṭ ?uʒi:ba ʕanha ʃafa:hatan/

Fifty-five questions only which were answered orally.

It should be noted that in the above mentioned example, the feminine singular pronoun in عنها /ʕanha:/ agrees with the grammatical gender of the plural (Badawi et al, 2004: 494).

Sometimes two asyndetic relative clauses can be used together in one sentence which could be some kind of embedding, e.g.:

(211) بفضل امرأة ساعدتها هي أمها

/bifaḍli mra?atin sa:ʕadatha: hija ?ummuha:/

By the grace of a woman who helped her, who is her mother.

89

In (211), ساعدتها /sa:ʕadatha:/ she helped her, contains a 'concealed' subject pronoun (as part of the verb) and the second clause هي /hija/she, is both the subject of the nominal sentence and the referential pronoun in its own clause (ibid: 495).

Asyndetic relative clauses can also be used to define elative annexation structures, as in:

(212) كونداليزا رايس كانت أكبر مسؤول أمريكي يزور ليبيا منذ نيف وخمسين عاما

/kunduli:za ra:jis ka:nat ?akbara mas?u:lin amri:ki:jin jazu:ru li:bja: munðu najjifin wa xamsi:na ʕa:ma:/

Condoleezza Rice was the most senior American official to visit Libya for more than fifty years.

From the above example, it could be noted that elative + indefinite noun is definite in terms of the sense but indefinite in terms of grammar.

In addition, heads bearing the generic articles may be dealt with as indefinite and thus could be asyndetic relative clauses, as in the following example quoted from Badawi et al (ibid: 496):

(213) "...سيارة محملة بالأقمشة قدرت قيمتها بمبلغ"

/sajja:ratun muħammalatun bil?aqmiʃati quddirat qi:matuha bimablaɣi/

A vehicle loaded with fabrics whose value is estimated at…"

Cowan (1958: 72) says that "The subject pronoun is also used, together with the relative, in sentences of the kind 'It is/was I who…': e.g.:

(214) الرئيس هو الذي قد تكلم

/arra?i:su huwa llaði: qad takallam/

It is/was the chairman who spoke.

(215) نحن الذين نطلب

/naħnu llaði:na naṭlub/

It is we who are asking. ('We are who…')".

In brief, the relatives من /man/ and ما /ma:/ are always treated as nouns, whereas الذي/allaði:/ …etc. are always treated as adjectives.

قابلت الفتاة التي عيناها خضراوان (216)   (Definite antecedent)

/qa:baltu lfata:ta llati: ʕajna:ha: xaḍra:wa:n/

I met the girl whose eyes are green.

4.2.2.1.2 Asyndetical Relative Clauses

Asyndetical relative clauses can be used as follows:

- After an indefinite genitive construction, as in:

(كان العام) عام جدب عانت الأسرة فيه أسباب العسرة والضيق" (217)

/(ka:na alʕa:mu) ʕa:ma ʒadbin ʕa:nati lʔusratu fi:hi ?asba:ba lʕusrati wa ḍḍi:q/

It was a year of drought in which the family suffered destitution and poverty" (Mahmud Taimur quoted in Cantarino, 1975: 149).

- After an elative followed by an indefinite genitive, as in:

قد كانت عندها أنفس هدية جاءتها في ذلك النهار" (218)

/qad ka:nat ʕindaha: ?anfasu hadi:jatin ʒa:?atha: fi: ðalika nnaha:r/

For her it was the loveliest gift she received that day" (Mikha'il Nu'aima quoted in Cantarino, ibid: 150).

- After a defined noun when followed by a non-restrictive relative clause, i.e. after a comparison, as claimed by Cantarino (ibid) as in:

لأن النفس كالزهرة تظم أوراقها أمام الظلمة" (219)

/li?anna nnafsa kazzahrati taẓẓumu ?awra:qaha: ?ama:ma aẓẓulma/

For the soul is like a flower, that folds its petals against darkness." (Gibran Khalil Gibran quoted in Cantarino, ibid).

- After a definite noun when the relative clause is non-restrictive, as in:

الناس الآن كالأطفال غابت أمهم" (220)

/anna:su l?a:na kal?aṭfa:li ɣa:bat ?ummuhum/

Mankind today is like a child whose mother is absent (Mustafa Sadiq al-Rafi quoted in Cantarino, ibid: 151).

- With temporal expressions (day, week, month, and year), as in:

الطعام الذي داوم على تناوله لثلاثة أسابيع مضت" (221)

/aṭṭaʕa:mu llaði: da:wama ʕala: tana:wulihi liθala:θati ?sa:bi:ʕa maḍat/

The food which he had been eating for the past three weeks" (Najib Mahfuz quoted in Cantarino, ibid: 153).

Haywood and Nahmad (1965: 285) state that "The relative pronoun is always omitted when it refers to an indefinite noun." For example,

(222) قابلت فتاة عيناها خضراوان   (Indefinite antecedent)

/qa:baltu fata:tan ʕajna:ha: xaḍra:wa:n/

I met a girl whose eyes are green.

In (216) above, the relative pronoun exists with the definite antecedent الفتاة /alfata:ta/ 'the girl' and does not exist with the indefinite one فتاة /fata:tan/ 'a girl' in (222).

4.2.2.1.3 Syndetical Relative Clauses

Cantarino (ibid: 162) states that "The use of a syndetical relative clause is based on the grammatical determination of the substantive antecedent". Arabic uses the relative الذي /allaði:/ 'who' which is variable in number, gender, and in dual only, also in case. And this relative pronoun accordingly agrees with its antecedent in gender, number, and case (ibid).

When the antecedent is singular, the relative pronoun should be singular; when the antecedent is dual, the relative pronoun should be dual; and when the antecedent is plural, the relative pronoun should (unless the referent is non-human) be plural as well. See the following example (Gibran Khalil Gibran quoted in Cantarino, ibid: 163):

(223) رأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليها الحلاوة"

/ra?ajtu ʃʃafatajni llatajni ka:nata: kazahrati ?uqa:ħin tasi:lu ʕalajha alħala:wa/

I saw her two lips, which were like a daisy full of nectar."

In the above mentioned example, the relative pronoun agrees with its antecedent in number (dual), gender (feminine), and case (accusative).

When two or more relative clauses are embedded in one sentence and modify two or more coordinated antecedents, there is no need for the repetition of the relative pronoun and only one can modify both (all) of them, as in:

92

من هذا العالم المجهول الذي جئنا منه وسنعود إليه" (224)

/min haða: lʕa:lami lmaӡhu:li llaði: ӡi?na: minhu wa sanaʕu:du ?ilajh/

From this unknown world from which we came and to which we shall return" (Suhair al-Qalamawi quoted in Cantarino, ibid: 164)

On the other hand, it could be repeated as claimed by Cantarino (ibid) that "It is, however, repeated when the relationship of the coordinated relative clauses would otherwise not be clear, e.g. when the first one is very long or followed by other clauses"; as in:

كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين (225)
الأزهر سبب قوي أو ضعيف

/ka:na liha?ula?i lfuqaha:?i ʕilmun muxa:lifun kulla lmuxa:lafati liʕilmi lʕulama:?i llaði:na ju?xaðu ʕilmuhum mina lkutubi wa llaði:na bajnahum wa bajna l?azhari sababun qawi:jun ?aw ḍaʕi:f/

These jurists had a knowledge completely different from that of the *ulemas*, who had learned from books and who had a more or less close connection with al-Azhar (Taha Husain quoted in Cantarino, ibid).

Furthermore, a parenthetical construction could sometimes be placed between the relative pronoun and the relative clause, as in the following example (Gibran Khalil Gibran quoted in Cantarino, ibid: 165):

تلك الحياة التي إذا ما تأملناها وجدناها مبتسمة في الربيع..."(226)

/tilka lħaja:tu llati: ?iða: ma: ta?ammalna:ha: waӡadna:ha: mubtasimatan fi arrabi:ʕ/

That life which we, when we contemplate it, find smiling during the spring…"

4.2.2.1.4 Sentential Relative Clauses

When the antecedent of the relative pronoun is the whole preceding clause, not only a noun or a pronoun; الأمر الذي /al?amru llaði:/ 'that, which' or مما /mimma:/ 'because of which, from which' is the usual relative pronoun or conjunction used; e.g.:

يقولون أن نتيجة المبارة ايجابية الأمر الذي أشك فيه (227)

/jaqu:lu:na ?anna nati:ӡata lmuba:rati ӡa:biatun al?amru llaði: ?aʃuku fih/

They say that the game score is positive, which I doubt.

See also the following example which is quoted from Mace (1996: 190)

مرض المدير الأمر الذي عقد مفاوضاتنا" (228)

/mariḍa lmudi:ru l?amru allaði: ʕaqqada mufa:waḍa:tina:/

The director fell ill, which complicated our negotiations".

As noted in the above examples, الأمر الذي /al?amru llaði:/ 'that', 'which', or literally 'the matter which' introduces a sentential relative clause.

مرض المدير مما عقد مفاوضاتنا (229)

/mariḍa lmudi:ru mimma: ʕaqqada mufa:waḍa:tina:/

The director fell ill, which complicated our negotiations".

4.2.2.1.5 Relative Clauses with Definite Antecedents

Relative clauses with definite antecedents are syndetic and introduced by relative pronouns (specific relative pronouns). This form is already definite by nature, and the relative pronoun in these clauses also agrees with its antecedent in number, gender, and case. Thus, the relative pronoun makes the whole clause definite (Badawi et al, 2004: 498), e.g.:

الأسواق التي اعتدت شراء البضائع منها قريبة جدا (230)

/al?aswa:qu llati: ʕtadtu ʃira:?a lbaḍa:?iʕa minha: qari:batun ʒiddan/

The shops from which I used to buy goods are so close.

الفتاة التي قابلتها في المكتبة بالأمس جميلة جدا (231)

/alfata:tu llati: qa:baltuha fi: almaktabati bil?amsi ʒami:latun ʒiddan/

The girl whom I met in the library yesterday is very pretty.

When the antecedent is a mixed gender (i.e. masculine and feminine), the relative pronoun used is the masculine one, as in:

الولد والفتاة اللذان تحصلا منحة دراسية بالخارج سيغادران غدا صباحا (232)

/alwaladu wa lfata:tu llaða:ni taħaṣṣala: minħatan dira:si:jatan bilxa:riʒi sajuɣa:dira:ni ɣadan ṣaba:ħan/

The boy and the girl who got a scholarship to study abroad will leave tomorrow morning.

الفلم والمسرحية اللذان شاهدتهما الأسبوع الماضي كانا ممتعين (233)

/alfilmu wa lmasraħi:jatu llaða:ni ʃahadtuhuma: l?usbu:ʕa lma:ḍi: ka:na: mumtiʕajn/

The film and the play which I watched last week were interesting.

In the two examples mentioned above, the antecedents are mixed genders but the relative pronouns used are both the dual masculine pronouns.

In addition, proper nouns which are definite take syndetic relative clauses (ibid: 500), as in:

(234) أشتاق إلى خالد الذي كنت أدرس معه

/?aʃta:qu ?ila xa:lidin allaði: kuntu ?adrusu maʕah/

I miss Khalid whom I was studying with.

(235) ليبيا والجزائر اللتان وقعتا اتفاقية التعاون المشترك سيصدران النفط معا

/li:bja: wa lʒaza:?iru llata:ni waqqaʕata: ttifa:qi:jata ttaʕa:wuni lmuʃtaraki sajuṣaddira:ni annifṭa maʕan/

Libya and Algeria who signed the agreement of mutual cooperation will export oil together.

Elatives may also be definite and in such cases take syndetic relative clauses as well, e.g.:

(236) لا شك أن جامعة درم كانت واحدة من أهم الجامعات البريطانية التي تهتم بمجال الترجمة

/la: ʃakka ?anna ʒa:miʕata daram kanat wa:ħidatan min ?ahammi lʒa:miʕa:ti lbiriṭa:nijati llati: tahtamu bimaʒa:li ttarʒama/

There is no doubt that Durham University is one of the most important British Universities in the field of translation.

Syndetic relative clauses are also used commonly with demonstrative pronouns, as in:

(237) هذه التي قابلتها أمام المكتبة الأسبوع الماضي

/haðihi llati: qabaltuha ?ma:ma lmaktabati l?usbu:ʕa lma:ḍi:/

This is whom I met in front of the library last week.

(238) هؤلاء الذين يساعدون الفقراء في كل مكان

95

/ha?ula:?i llaði:na jusa:ʕidu:na lfuqara:?a fi: kulli maka:n/

Those are the people who help the poor everywhere.

ذلك الذي يدافع عن حرية المرأة (239)

/ðalika llaði: juda:fiʕu ʕan ħurri:jati lmar?a/

That is the one who defends the woman's liberty.

4.2.2.1.6 Restrictive and Non-Restrictive Relative Clauses

Badawi et al (2004: 503) state that "Restrictive and nonrestrictive relative clauses do not have to be formally distinguished". Therefore, the distinction and differentiation between restrictive and non-restrictive relative clauses has no value in Arabic. Compare:

هذه هي القصة التي كنت أبحث عنها (240)   (Restrictive)

/haðihi hija lqiṣṣatu llati: kuntu ?abħaθu ʕanha:/

This is the story which I was looking for.

وقفت أنتظرك أمام المكتبة التي لم تفتح بعد (241)   (Nonrestrictive)

/waqaftu ?antaẓiruka ?ama:ma lmaktabati llati: lam tuftaħ baʕd/

I stood waiting for you in front of the library, which had not been opened yet.

> However, Dickins (2009) states that
>
>> it is possible to mark a non-restrictive relative clause in Arabic by the use of و /wa/ 'and' preceding the relative pronoun. The following fragment includes both restrictive and non-restrictive relative clauses:
>> ومنها (رد قلبي) الذي أذاعه التلفزيون المصري على القناة الثالثة – والتي (242)
>> يقتصر البث فيها على دائرة القاهرة الكبرى فقط – والذي كتب قصته يوسف السباعي
>> الضابط الذي تولى منصب وزير الثقافة في العهد الثوري
>> /wa minha: raddu qalbi: llaði: ?aða:ʕahu ttilfizju:nu lmaṣri ʕala lqana:ti θθa:liθa wa llati: jaqtaṣiru lbaθθu fi:ha: ʕala da:?irati lqa:hirati lkubra: faqaṭ wa llaði: kataba qiṣṣatahu ju:sufu ssiba:ʕi: ḍḍaa:biṭu llaði: tawalla: manṣiba wazi:ra θθaqa:fati fi: lʕahdi θθawri:/
>> These [films] include The Restoration of my Heart, which was shown on Egyptian television on Channel Three, reseption of which is limited to Greater Cairo only, and the storyline of which was written by Yusuf al-Sibia'i, the officer who became Minister of Culture during the revolutionary era.

4.2.2.1.7 Nominal Relative Clauses

Definite relative clauses may occur without antecedents and indefinite ones with من /man/ and ما /ma:/ may do so, e.g.:

(243) الذي يدرس بجد ينال أعلى الدرجات

/allaði: jadrusu biʒiddin jana:lu ?aʕla: ddaraʒa:t/

The one who/ whoever studies hard gets the highest marks.

(244) التي تحترم زوجها امرأة عاقلة

/allati: taħtarimu zawʒaha: imra?atun ʕa:qila/

The one who/ whoever respects her husband is a wise woman.

Semantically, in the above two examples, the antecedents are implied in the relative clause. Therefore, the antecedent in (243) can be easily interpreted into الطالب الذي /aṭṭa:libu llaði:/ 'the student who'; and in (244), it is certainly المرأة التي /almar?atu llati:/ 'the woman who'. Whereas, indefinite relative clauses can of course occur without antecedents with من/man/ and ما /ma:/, as in:

(245) من حضر الحفل استمتع كثيرا

/man ħaḍara lħafla stamtaʕa kaθi:ra:/

Anyone who attended the party enjoyed a lot.

(246) ما تفعله بالتأكيد خطأ جسيم

/ma: tafʕaluhu bitta?ki:di xaṭa?un ʒasi:m/

What you do is certainly a big mistake.

In addition to what has been mentioned earlier, it can be said that relative clauses occur in most of the nominal functions, i.e. the structure of the relative clause requires a referential pronoun which can be used without an antecedent in different structures such as:

- As a subject, as in:
(247) ما أريد قوله أن الترجمة مهارة ليس إلا

/ma: ?uri:du qawlahu ?anna ttarʒamata maha:ratun lajsa ?illa:/

What I would like to say is that translation is no more than a skill.

97

- As a predicate, as in:

<div dir="rtl">

طبعا درجتك العلمية الأولى هي التي ستبين مجال تخصصك العلمي (248)
</div>

/ṭabʕan daraʒatuka lʕilmijatu l?u:la: hija llati: satubajinu maʒa:la taxaṣuṣika lʕilmi/

Of course, your first scientific degree is the one which will show your specific field of specialisation.

- As a direct object, as in:

<div dir="rtl">

ساعدت الذي ساعد أباها العجوز (249)
</div>

/sa:ʕadati llaði: sa:ʕada ?aba:ha: lʕaʒu:z/

She helped the one who helped her old father.

- After a preposition (when the antecedent is implied), as in:

<div dir="rtl">

الانتقام من الذي قتل الأبرياء عنوان حكايتنا القادمة (250)
</div>

/al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatuna: lqa:dima/

Revenge against/on the one who killed the innocents is the title of our coming tale.

4.2.3 Functions of Relative Clauses

A relative clause in Arabic is used to clarify any ambiguity in the antecedent noun to the relative pronoun and completes its meaning. The relative pronoun is itself semantically incomplete and is in need of a clause placed after it to clarify it and complete its meaning either explicit or implied (Helal, no date: 174), e.g.:

<div dir="rtl">

(Explicit)   احترمت الذي زارني بالأمس (251)
</div>

/iħtaramtu llaði: za:rani: bil?ams/

I respected the one who visited me yesterday.

<div dir="rtl">

(Implicit) (Obaid ben Al-Abras quoted in نحن الأولى فاجمع جموعك   ثم وجههم إلينا (252)
</div>
Helal, ibid)

/naħnu l?ula: faʒmaʕ ʒumu:ʕaka θuma waʒihhum ?ilajna:/

We are (the brave, strong, courageous, etc), so gather your troops and come to us.

Some Arab grammarians such as Hassan (1975) and Nor-addeen (1991) say that relative clauses have the following functions:

1- Identifying: relative clauses are used to say which person or thing we are referring to, i.e. they identify a person or a thing compared to the others in a potential group. For example:

تلك الفتاة التي شعرها أشقر وعيناها خضراوان خطيبتي (253)

/tilka lfata:tu llati: ʃaʕruha: ʔʃqarun wa ʕajna:ha xaḍrawa:ni xaṭi:bati:/

That girl with the blond hair and green eyes is my fiancée.

2- Classifying: relative clauses are used to classify a noun, to say which type of person or thing we are referring to. For example:

أكره الرجال الذين لا يحترمون زوجاتهم (254)

/ʔakrahu rriʒa:la llaði:na la: jaħtarimu:na zawʒa:tihim/

I hate men who do not respect their wives.

3- Emphasis: relative clauses are sometimes used to emphasise a phrase by mentioning a relative clause after it. For example:

انه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير (255)

/inahu ṭa:riqu bnu zija:din allaði: fataħa l?andalusa wa lajsa mu:sa bna nuṣajr/

It was Tariq Ben Ziad who conquered the Andalusia, not Musa Ben Nusair

4.2.4 Rules Governing the Use of Relative Clauses

1- A relative clause should follow the relative pronoun directly and should not precede it. In some languages such as Chinese, relative clauses can precede relative pronouns.

2- A relative clause must not refer to something very obvious or well known by nature, so we cannot say with pragmatic reasonableness:

(256) * حضر الذي رأسه فوق عنقه   (this is grammatically correct)

/ħaḍara llaði: ra?suhu fawqa ʕunuqih/

* He whose head is on his neck came (Hassan, 1975, Vol. I: 374).

4.2.5 Resumptive Pronoun الضمير العائد /aḍḍami:ru lʕa:?id/

A relative clause must normally include an implicit or explicit personal pronoun connected to the verb. In Arabic, this pronoun is called العائد /al?a:?id/ or عائد الصلة

99

/ʕa:ʔidu ṣṣila/ (resumptive pronoun). The resumptive pronoun is usually placed at the end of the relative clause and refers back to the relative pronoun with which it agrees in gender, number and case (Radwan et al, 1973: 161-163).

When the relative clause is nominal, the resumptive pronoun is sometimes placed close to the antecedent it refers back to (Cantarino 1975: 155), as in:

(257) الحب الصادق هو الذي فيﻪ تتحرك المشاعر ويزداد فيه نبض القلب

/alħubbu ṣṣa:diqu huwa llaði: fi:<u>hi</u> tataħarraku lmaʃa:ʕiru wa jazda:du fi:hi nabḍu lqalb/

Real love is that in which feelings move and heart's beating increases.

As for the resumptive pronoun with syndetical relative clauses and because "the relative adjective syntactically belongs to the main clause, it is only logical that the substantive antecedent be represented in the relative clause by a resumptive personal pronoun in the appropriate case:

(258) وصف له حياتها الغريبة التي تحياها منذ عادت إلى القرية

/waṣafa lahu ħaja:taha: lɣari:bata llati: taħja:ha: munðu ʕadat ?ila: lqarja/

He described to him the strange life she had lived since returned to the village". (Mustafa Lutfi al-Manfaluti quoted in Cantarino, ibid: 166).

In addition, the resumptive pronoun must agree with the specific relative pronouns in number, gender and case. For example:

(259) قرأت الكتاب الذي اشتريته

/qara?tu lkita:ba llaði: iʃtarajtuh/

I read the book which I bought.

In this statement the connected accusative pronoun ﻪ /hu/ in اشـتريته /iʃtarajtuhu/ (I bought it) is a resumptive pronoun which agrees with the specific relative pronoun الذي /allaði:/ in gender and number.

Other examples illustrating that the resumptive pronoun must agree with the specific relative pronouns in number and in gender are:

(260) رجع الذي ضربته ورجعت التي ضربتها

/raʒaʕa llaði: ḍarabtuhu wa raʒaʕati: llati: ḍarabtuha:/

He whom I hit came back, and she whom I hit came back.

(261) رجع اللذان ضربتهما ورجعت اللتان ضربتهما

/raʒaʕa llaða:ni ḍarabtuhuma: wa raʒaʕati llata:ni ḍarabtuhuma:/

The (two) boys whom I hit came back, and the (two) girls whom I hit came back.

(262) رجع الذين ضربتهم,ورجعن اللائى/اللاتي/ اللواتي ضربتهن

/raʒaʕa llaði:na ḍarabtuhum wa raʒaʕna lla:ʔi:- lla:ti:- llawa:ti: ḍarabtuhun/

They whom I hit came back.

But with the general relative pronouns, the resumptive pronoun can:

a) be singular masculine with all relative pronouns, as in:

(263) احترم من علمك

/iħtarim man ʕallamak/

Respect whoever taught you. Or

b) agree with the relative pronouns in number and in gender, as in:

(264) احترم من علمك ومن علمتك

/iħtarim man ʕallamaka wa man ʕallamatk/

Respect the man who taught you, and respect the woman who taught you.

(265) احترم من علماك ومن علمتاك

/iħtarim man ʕallama:ka wa man ʕallamata:k/

Respect the (two) men who taught you, and respect the (two) women who taught you.

(266) احترم من علموك ومن علمنك

/iħtarim man ʕallamu:ka wa man ʕallamnak/

Respect those who taught you.

The resumptive pronoun is sometimes not required in the subject position, as in:

(267) الرجل الذي اشترى السيارة غني

/arraʒulu llaði: ʃtara: ssaja:rata ɣani:/

 The man who bought the car is rich.

101

الكتاب الذي يحكي قصة روبن هود مفيد (268)

/alkita:bu llaði: jaħki: qiṣṣata rubin hu:d mufi:d/

The book which tells Robin Hood's story is useful.

So, when the meaning of the relative clause is clear and can easily be understood, الضمير العائد /aḍḍami:ru lʕa:?id/ 'the resumptive pronoun' could be omitted as in (269) and (270) below, especially in modern standard Arabic. In classical Arabic, it is mostly after من /man/ and ما /ma:/ (Haywood and Nahamad, 1965: 285), e.g.:

أعجبني من رأيت (269)

/?aʕʒabani: man ra?jt/

I admired (the girl) whom I saw.

استغربت مما قرأت (270)

/istaɣrabtu mimma: qara?t/

I was astonished at what I have read.

On the other hand, its appearance is obligatory in the indirect object, oblique object, genitive and object of comparison positions, as in:

الولد الذي أعطيته الكتاب سافر (271)

/alwaladu llaði: ?aʕṭajtuhu lkita:ba sa:far/

The boy to whom I gave the book travelled.

القلم الذي كتبت به ضاع (272)

/alqalamu llaði: katabtu bihi ḍa:ʕ/

The pen with which I wrote was lost.

الأستاذ الذي قتل أخواه هو الأستاذ سميث (273)

/al?usta:ðu llaði: qutila ?axawa:hu huwa l?usta:ðu smiθ/

The professor whose brothers were killed is Professor Smith.

When the object is relativized, the resumptive pronoun is usually required and cannot therefore be omitted, e.g.:

الولد الذي عرفته منى وصل (274)

/alwaladu llaði: ʕarafathu muna: waṣal/

The boy whom Mona knew arrived (Mohammed, 1999: 162).

So, it can be said again that the resumptive pronoun may be explicit as mentioned before or implicit; as in:

(275) أنا الذي حضر المؤتمر

/ʔana: llaði: ħaḍara lmʔutamar/

It was me who attended the conference, instead of

(276) أنا الذي حضرت المؤتمر

/ʔana: llaði: ħaḍartu lmʔutamar/

It was me who attended the conference.

4.2.6 Interference Between Relative Clauses and Indirect Questions

من /man/ and ما /ma:/ which have been discussed as general relative pronouns before, are actually the same as those used in interrogative sentences. The relative construction could be derived from the interrogatives because of the fading of the interrogatives in some positions.

Cantarino (1975: 170) states that "In general, we may say that the difference between an indirect question and a relative construction consists, from the point of view of their meanings, in the fact that the interrogative clause intends to seek out information; it is used only after verbs of an interrogative character… A relative sentence, on the other hand, introduces a statement of fact independent of any request for information."

Thus, interrogative sentences can, syntactically, stand alone making only one syntactic function which is an interrogative, whereas the relative clause is related to a main clause. The only structural distinction between the two appears in sentences when the resumptive pronoun completes the function of a genitive within the clause. Therefore, it must be used in the relative construction but not in the interrogative one (ibid: 171).

Compare the following two examples (Mustafa Lutfi al-Manfaluti quoted in Cantarino, ibid: 172):

(277) "وقف النساء في المقاصير ينظرن ماذا جرى"   (Relative)

/waqafa nnisa:ʔu fi: almaqa:ṣi:ri janẓurna ma:ða: ʒara:/

The women stood up in their balconies to see what was taking place.

<div dir="rtl">ليت شعري ماذا تريد أن تقول لي؟ (278)</div>   (Interrogative)

/lajta ʃiʕri: ma:ða: turi:du ʔan taqu:la li:/

I wish I knew what she wants to tell me?"

4.2.7 Further Uses of ما /ma:/

ما /ma:/ which has been explained as a general relative pronoun has some other uses in Arabic as an interrogative as explained earlier and in combination with some verbs and/or prepositions. Badawi et al (2004: 516) state that "In combination with verbs ما /ma:/ 'what' creates the equivalent of a verbal noun and it is thus called ما المصدرية /ma: almaṣdari:ja/ 'the verbal noun ma:' …This ما/ma:/ is present in many compound adverbial phrases."

Some uses of ما /ma:/ may be summarised as follows:

- As a relative pronoun as mentioned earlier and also when combined with prepositions, for example:

- With فوق/fawqa/, as in:

<div dir="rtl">وجاءت النتائج فوق ما توقعناه (279)</div>

/wa ʒa:ʔati nnata:ʔiʒu fawqa ma tawaqaʕna:h/

And the results came out above what we expected.

- With في/fi:/, as in:

<div dir="rtl">وفيما يتعلق بعملية السلام في الشرق الأوسط (280)</div>

/wa fi:ma: jataʕallaqu biʕamali:jati ssala:mi fi: ʃʃarqi l?awsaṭ/

And with regard to what is connected to the peace process in the Middle East.

Furthermore, it is used in some other constructions, for instance:

- An interrogative, as in:

<div dir="rtl">ما هذا الكتاب؟ (281)</div>

/ma: haða: lkita:b/

What is this book?

- A conditional noun (note the use of the jussive mood in the verbs), as in:

(282) ((وما تنفقوا من خير يوف إليكم)) (The Holy Quran, 2: 272)

/wa ma: tunfiqu: min xajrin juwaffa ?ilajkum/

((Whatever good ye give, shall be rendered back to you)), (The Translation of the Holy Quran, 2: 272).

- A described indefinite noun, as in:

رب ما تكره النفوس من الأمر   له فرجة كحل العقال (283)

/rubba ma: takrahu nnufu:su mina l?amri lahu furʒatun kaħalli alʕiqa:li/

What people may dislike of things could be solved as the rope's knot can be untied.

In the above mentioned line, ما /ma:/ means anything and consequently used as a described indefinite noun (Helal, no date: 282).

As demonstrated above, some grammatical categories such as number, gender and case as well as resumptive pronouns play a vital role in constructing relative clauses in Arabic. These categories and the construction of Arabic relativization in general are different from that of English. The coming section (4.3) deals with comparing and contrasting relativization in English and Arabic.

4.3 Similarities and Differences Between English and Arabic Relativization

This section provides a comparison between English and Arabic relativization. The purpose of this comparison is to analyse the similarities and differences between English and Arabic in terms of relativization which may help overcome the translation problems (shown in chapter six later) between the two languages. The comparative analysis is shown in the following:

4.3.1 Relative Clause Formation

Relative clause formation in English and Arabic seems to be the same in many ways, in spite of some aspects which are different. According to transformational grammar, established by Chomsky (Bornstein, 1984: 21), a relative clause is a surface structure realisation of an embedded sentence that follows a definite or an indefinite head noun phrase called the antecedent.

Badawi et al (2004: 491) claim that "The syntax of (Arabic) relative clauses is fundamentally different from English, in that the true 'relative pronoun' is always

105

located within the relative clause… The demonstrative element prefixed to syndetic relative clauses (i.e. with definite heads…) does not correspond at all to the English 'relative pronoun' even though it is commonly referred to as such". As mentioned earlier, Dickins (2009) argues that "relative 'elements' such as الذي /allaði:/ and اللـي /illi/ which occur in various variations in Arabic are not pronouns, but rather markers of definiteness".

The relative clause formation rule involves the deletion of the second identical NP, i.e. the NP of the embedded sentence, and its replacement by the appropriate relative pronoun. The relative clause formation rule is the same for both English and Arabic, and the position of the relative clause is postnominal in both languages, i.e. the relative clause always follows its antecedent. However, there are basic differences between English and Arabic as far as the relative pronoun is concerned. In English, a relative pronoun may follow either a definite or an indefinite antecedent (cf. Yule, 2000: 248, 249), as in:

(284) The player who scored the goal got the prize.
(285) A player who scores a goal gets a prize.
(286) A man who was blind hit me last night.

In Arabic, no relative pronoun follows an indefinite antecedent. Thus, while sentence (287) below is grammatical in Arabic, sentence (288) is not:

(287) عرفت الرجل الذي سافر

/ʕaraftu rraʒula llaði: sa:far/

I knew the man who travelled.

(288) *عرفت رجلا الذي سافر

/ʕaraftu raʒulan allaði: sa:far/

I knew a man who travelled.

Also, in Arabic, if the relative clause refers to a definite noun, that noun is usually followed by a relative pronoun agreeing with it in number, gender and case (for duals). There is no relative pronoun if the modified noun is indefinite, as in (288) mentioned above.

106

Moreover, relative pronouns in Arabic are used, in some circumstances, where they stand for both the antecedent and the pronoun. In this case, the singular من /man/ 'who' or ما /ma:/ 'what' can be used to express the antecedent and the relative pronoun together, as in:

(289) من يشاهد بقايا الحرب يدرك الحقائق

/man juʃa:hidu baqa:ja: lħarbi judriku lħaqa:?iq/

He who/ whoever witnesses the remains of the war realizes the truth.

But when the antecedent of the relative pronoun in Arabic is not (only) a noun or pronoun, but the whole preceding clause; الأمر الذي /al?amru llaði:/ 'that which' or مما /mimma:/ 'from which' is the conjunction usually used, as in:

(290) يتظاهرون بالعدالة الأمر الذي/ مما يقلقني كثيرا

/jataẓa:haru:na bil?ada:lati l?amru llaði:- mimma: juqliquni: kaθi:ra:/

They pretend to be fair, which greatly worries me.

(291) كانت المكافأة ذات قيمة كبيرة الأمر الذي/مما جعلهم يلعبون بشكل جيد

/ka:nati lmuka:fa?atu ða:ta qi:matin kabi:rattan l?amru llaði: - mimma: ʒaʕalahum jalʕabu:na biʃaklin ʒajid/

The prize was very valuable, which makes them play well.

In English nominal relative clauses, on the other hand, *what* or the *ever-form* is used without a noun or pronoun as an antecedent, for example:

(292) Whoever talks a lot in the lecture will be ousted.

(293) She is gregarious but what she says is completely unreasonable.

In English sentential relative clauses, the relative pronouns do not refer back to nouns or pronouns only, but they refer back to their antecedent which could be the whole of what precedes them in a sentence, for instance:

(294) Both of the opponent teams did very well, which makes the match very interesting.

In Arabic, when the antecedent of the relative pronoun is indefinite, the relative pronoun is omitted altogether, as in:

107

روية قرأتها قبل سنوات ومازلت أذكر أحداثها وأبرز شخصياتها (295)

/riwa:jatun qara?tuha: qabla sanawa:tin wa ma:ziltu ?aðkuru ?aħda:θaha wa ?abraza ʃaxṣi:ja:tiha:/

A novel, which I read years ago and still remember its incidents and main characters.

Consequently, definiteness and indefiniteness are two significant factors that should be taken into consideration in the relationship between the head noun and the relative pronoun used in the Arabic relativization. This is because the use of relative pronouns with indefinite antecedents leads to ungrammatical structures in Arabic. Thus, English and Arabic are different as far as the antecedent is concerned. Relative pronouns in English are used with both definite and indefinite antecedents, whereas relative pronouns in Arabic are used only with definite antecedents.

In some constructions in English, however, the relative pronoun could be omitted whether the antecedent is definite or indefinite. This is called in English 'zero relative pronoun', as in (b) below:

(296) a. The teacher that I met yesterday is Mr. Smith.

   b. The teacher I met yesterday is Mr. Smith.

Nevertheless, the omission of the relative pronoun in English is not always optional, because its omission sometimes is ungrammatical. Consider the following examples in which (a) is grammatical whereas (b) is not:

(297) a. I met the professor that teaches morphology.

   b. *I met the professor teaches morphology.

(298) a. The student who is intelligent got the prize.

   b. *The student is intelligent got the prize.

By contrast, there is no relative pronoun omission in Arabic relative clauses when the relative pronoun refers back to a definite antecedent. Mace (1998: 151) states that "In English a relative pronoun which is either the direct or the prepositional object of its own verb may be omitted at all ('a man (whom) I trust …', 'the money (which) we live on…'). The rule for omitting the relative pronoun in Arabic is binding and applies differently".

4.3.2 Kinds of Relative Clauses

Relative clauses in Arabic are of two main types: a clause or a quasi-clause (see 4.2.2.1). A relative clause in Arabic could be a verbal sentence or nominal sentence; but in both cases, it should be an affirmative or predicate one and it can never be a request or a question. In addition, relative clauses in Arabic sometimes occur without apparent antecedents, with both specific and general relative pronouns, but semantically the antecedents are implied in the relative clauses (see 4.2.2.1.7).

In English, on the other hand, relative clause formation is categorised by the function of the head noun in the main clause and the identical noun of the relative clause. This also depends on the embedding process in relativization. Thus relative clauses are of the following types:

4.3.2.1 Nominal Relative Clauses

As in Arabic, a relative clause in English can be a nominal sentence which is also called fused relative construction. Along with this kind of relative clauses *what* or *ever-forms* are the relative pronouns that usually occur, as in:

(299) What you sow today, you will reap tomorrow.

(300) Whoever studies hard gets a distinction.

Nominal relative clauses in English function as noun phrases (see 4.1.4.1).

4.3.2.2 Sentential Relative Clauses

According to Quirk et al (1984: 1118), "Sentential relative clauses are relative clauses which refer back to the predicate or predication of a clause, a whole clause or sentence, or even a series of sentences." Sentential relative clauses are found in both English and Arabic. A sentential relative clause in English is similar to a non-restrictive relative clause, with a slight difference in the fact that a sentential relative clause does not modify only the noun, but it postmodifies its antecedent which is the whole or part of what precedes it in a sentence (see 4.1.4.2), as in:

(301) They pretend to be honest and ignorant, which makes me doubtful.

Like the non-restrictive relative clause, a sentential relative clause is also separated by pauses and punctuation marks.

In Arabic, الأمر الذي /al?amru llaði:/ 'that, which' or مما /mimma:/ 'from which' is used in sentential relative clauses, as in:

إنه يثق بهم كثيرا الأمر الذي/ مما جعله يصفهم بالأمانة (302)

/?innahu jaθiqu bihim kaθi:ran al?amru llaði: - mimma: ʒaʕalahu jaṣifuhum bil?ama:na/

He trusts them so much, which made him describe them of being trustworth.

4.3.2.3 Restrictive/ Non-Restrictive Relative Clauses

Some grammarians of English such as Stageberg (1971), Quirk et al (1972), Dixon (1992), and Crystal (2003) argue that the most common distinction in terms of the types of relative clauses in English is that between restrictive and non-restrictive relative clauses. In English, definiteness and indefiniteness of the head noun is a distinguishing factor between restrictive and non-restrictive relative clauses. According to Smith quoted in Abu-Jarad (1986: 96) "definiteness is associated with nonrestrictive relative clauses and indefiniteness with restrictive relative clauses". Proper nouns mostly occur with non-restrictive relative clauses whereas common nouns occur with both types (see 4.1.4.3).

In Arabic, unlike in English, the distinction between restrictive and non-restrictive relative clauses makes no significant difference in the relative clause formation in Arabic. However, this distinction can be marked orthographically by some punctuation marks such as commas and dashes or by the use of a conjunction such as و /wa/ 'and' (see 4.2.2.1.6).

4.3.2.4 Relative Clauses with Indefinite Antecedents

One of the features that govern relative clause structure in Arabic is that of the asyndetical/syndetical distinction. Relative clauses that can stand alone as noun phrases are asyndetical, whereas relative clauses that cannot stand alone are syndetical. For more explanation about asyndetical and syndetical relative clauses in Arabic see also 4.2.2.1.2 and 4.2.2.1.3 earlier.

4.3.2.5 Relative Clauses with Definite Antecedents

In Arabic, relative clauses with definite antecedents that are introduced by specific relative pronouns are syndetic. The specific relative pronoun used agrees with its antecedent in number, gender, and case with some exceptions especially when the antecedent is mixed gender (masculine and feminine). In this case the relative pronoun used is the masculine one (see 4.2.2.1.5).

Syndetic relative clauses are also used with proper nouns which are definite by nature, as in:

(303) مصر التي تتحكم في قناة السويس لها سواحل على البحرين المتوسط والأحمر

/miṣru llati: tataħakkamu fi: qana:ti ssuwajs laha: sawa:ħilun ʕala: lbaħrajni lmutawasiṭu wa lʔaħmar/

Egypt which controls the Suez Canal has coasts on both seas, the Mediterranean and the Red.

Elatives and demonstrative pronouns which are also definite take syndetical relative clauses, as in:

(304) لاشك أن الحاجة هي فعلا أم الاختراع وأن الغاية تبرر الوسيلة

/la: ʃakka ʔanna lħa:ʒata hija fiʕlan ʔummu lʔixtira:ʕi wa ʔanna lɣa:jata tubarriru lwasi:la/

There is no doubt that [the] need is really the mother of invention and the end justifies the means.

(305) تلك التي أعجب بها جميع من حضر المؤتمر

/tilka llati: ʔuʕʒiba biha: ʒami:ʕu man ħaḍara lmʔutamar/

That is the one of whom everyone attended the conference was admired.

4.3.3 Occurrence of Relative Clauses

Relative clauses in Arabic can be found in verbal sentences. A verbal sentence in Arabic is one that begins with a verb. In a verbal sentence relative clause, the relativization process can affect NPs of different grammatical functions: subject, object, and indirect object. The deletion of the resumptive pronoun when it refers to the direct object is optional (though very rare), as in:

(306) القصة التي قرأتها/قرأت ممتعة

/alqiṣṣatu llati: qaraʔtuha: – qaraʔtu mumtiʕa/

The story that I read is interesting.

Unlike in English, prepositions normally cannot precede relative pronouns in Arabic because this mostly gives ungrammatical sentences especially when the antecedent is explicit, as in (307) below:

(307)* السيد جاءك مع الذي تحدثت عن أحوال الطقس

/assajidu ʒa:k maʕa llaði: taħaddaθtu ʕan ?ħwa:li ṭṭaqs/

Mr. Jack with whom I talked about the weather.

4.3.4 Relative Pronouns

There are two sets of relative pronouns in both English and Arabic. In English, there are major relative pronouns which are five in number namely: 'who', 'whom', 'whose', 'which' and 'that'; only two are marked for case: the object *whom* for the accusative and the subject and object *whose* for the genitive, which has no equivalent in Arabic. There are also marginal relative pronouns which are 'what', the proadverbials ('when', 'where', 'why', and 'how'), the ever-forms ('whoever', 'whatever', and 'whichever'), 'as', 'while', and 'whence'.

In Arabic, there are two sets of relative pronouns; specific relative pronouns namely: الذي /allaði:/, التي /allati:/, اللذان /allaða:ni/, اللـذين /allaðajni/, اللتـان /allata:ani, اللتين /allatajni, الذين /allaði:na/, and اللائـي /alla:?i:/, اللاتي /alla:ti:/, or اللـواتي /allawa:ti:/; and general relative pronouns namely: من /man/, مـا /ma:/, ذا /ða:/, مـاذا /ma:ða:/, أل /al/, and أي /?ajju/.

When comparing English and Arabic relative pronouns, it can be said that as a set, major relative pronouns in English are equivalents of the specific relative pronouns in Arabic with some differences. As a set also, marginal relative pronouns in English are correspondents to general relative pronouns in Arabic with the existence of some distinctions. Specific relative pronouns in Arabic have phonological variations in masculine and feminine and various endings for case and number. Grammatically, specific relative pronouns in Arabic are determined by number, gender and case. These forms are not distinct as English major relative pronoun forms are. Thus, we have eight different forms of specific relative pronouns in Arabic. These forms and their distinctive grammatical features as well as their equivalents in English are given in table 5 below:

Table 5: Arabic Specific and English Major Relative Pronouns

No.	The Arabic Specific Relative Pronoun	Its Features	Its Correspondent in English
1	الذي /allaði:/	masc., sing., all grammatical cases	who, that, which
2	التي /allati:/	fem., sing., all grammatical cases	who, that, which
3	اللذان /allaða:ani/	masc., dual, nom.	who, that, which
4	اللتان /allata:ni/	fem., dual, nom.	who, that, which
5	اللذين /allaðajni/	masc., dual, acc. and gen.	who, that, which
6	اللتين /allatajni/	fem., dual, acc. and gen.	who, that, which
7	الذين /allaði:na/	masc., pl., all grammatical cases	who, that, which
8	اللاتــي /alla:?i:/, اللائــى /alla:ti:/ orاللواتي /allawa:ti:/	fem., pl., all grammatical cases	who, that, which
		_____	whose

The above table shows that there is no one-to-one correspondence in relative pronouns between English and Arabic. In addition, there is no equivalent in Arabic to the English relative pronoun *whose*. Therefore, when translating the English major relative pronoun *whose* into Arabic, it has to be translated into an Arabic specific relative pronoun with a possessive pronoun in the same clause, as in:

(308) The man whose car was stolen is my teacher.

  This sentence can be translated into:

(309) الرجل الذي سرقت سيارته هو أستاذي

/arraʒulu llaði: suriqat sajja:ratuhu huwa ?usta:ði:/

Another distinction between English major relative pronouns and Arabic specific relative pronouns is that English major relative pronouns are used for some other purposes such as interrogative pronouns, whereas specific relative pronouns in Arabic are used only in relativization and they have no other uses. Moreover, Arabic specific relative pronouns, unlike the English ones, do not occupy the place of a subject or object, act as an adjective agreeing with the antecedent in number, gender and case.

Arabic general relative pronouns may be considered, as a set, as correspondents to the marginal relative pronouns in English bearing in mind that one general relative pronoun in Arabic can be translated into more than one marginal relative pronoun in English and vice versa, i.e. there is no one-to-one correspondence in relative pronouns

113

between English and Arabic. Consider the Arabic general relative pronoun ما /ma:/ and its translations into English in the following examples:

(310) ما تزرعه اليوم تحصده غدا

/ma: tazraʕhu ljawma taħṣuduhu ɣadan/

What you sow today, you will reap tomorrow.

(311) ما أحاول قوله أن الدراسة في جامعة درم ممتعة ولكنها صعبة

/ma: ?uħa:wilu qawlahu ?anna ddira:sata fi: ʒa:miʕati daram mumtiʕatun wa la:kinnaha: ṣaʕba/

What I am trying to say is that studying in Durham University is interesting but difficult.

(312) قل ما تريد فلن أقتنع بهذه المغامرة المجنونة

/qul ma: turi:du falan ?aqtaniʕa bihaðihi almuɣa:marati lmaʒnu:na/

Say whatever you like, I will never be convinced with this mad adventure.

(313) خذ ما تريد من هذه الكتب قبل أن أهديها لأصدقائي

/xuð ma: turi:du min haðihi lkutubi qabla ?an ?uhdi:ha: li?aṣdiqa:?i:/

Take whichever you want from these books before I present them to my friends.

As in English, Arabic general relative pronouns are not distinguished by the grammatical categories of gender, number, and case. Thus, any general relative pronoun in Arabic is used with different antecedents without morphological or orthographical changes no matter what the gender, number, or case are. Nevertheless, both English marginal relative pronouns and Arabic general relative pronouns make a distinction in person/non-person category in some contexts. For instance, English uses *whoever* for persons and *whatever/ whichever* for non-persons, as in:

(314) You can elect whoever you prefer.

(315) You choose whatever/ whichever you need.

In a like manner, Arabic uses من /man/ for persons and ما /ma:/for non-persons with some exceptions (see 4.2.1.2.2), for example:

(316) أحب من يتكلم بصراحة في كل المناسبات

114

/ʔuħibbu man jatakallamu biṣara:hatin fi: kulli lmuna:saba:t/

I like whoever talks frankly in all the occasions.

أعجبني ما قلت عن خليل جبران وكتاباته (317)

/ʔaʕʒabani: ma: qulta ʕan xali:l ʒibran wa kita:ba:tih/

I liked what have you said about Kahlil Gibran and his writings.

     English marginal relative pronouns and Arabic general relative pronouns are not only used as relativizers in the relativization process, but also in some other structures and contexts such as in interrogative sentences. Table 6 below shows the Arabic general relative pronouns and their English marginal counterparts with respect to the person/ non-person grammatical category:

Table 6: Arabic General and English Marginal Relative Pronouns

No.	Arabic General Relative Pronoun	The Person/Non-person Grammatical Category	English Marginal Relative Pronoun
1	من/man/	Person	whoever
2	ما /ma:/	non-person	what/whatever/whichever/wherever
3	ذا /ða:/	person/ non-person	-
4	ماذا /ma:ða:/	person/ non-person	-
5	أل /al/	person/ non-person	-
6	أي/ʔajju/	person/ non-person	-
	-	non-person	why
	-	non-person	how
	-	non-person	where
	-	non-person	when
	-	non-person	while
	-	non-person	as
	-	non-person	whence

     In translation, on the other hand, some marginal relative pronouns in English have no direct equivalent general relative pronouns in Arabic. The Arabic general relative pronoun ما /ma:/ is attached to some other words (such as بين /bajna/, حيث

/ħajθu/, من /min/, أين /?ajna/ and عند /ʕinda/) to correspond to those English marginal relative pronouns that have no direct equivalents in Arabic. For example:

(318) I should have studied where my family lives.

كان علي أن أدرس حيثما تقطن عائلتي

/ka:na ʕalajja ?an ?adrusa ħajθuma: taqtˤunu ʕa:?ilati:/

(319) I learnt a lot about research methods while I was studying in the UK.

تعلمت الكثير عن طرق البحث بينما كنت أدرس في المملكة المتحدة

/taʕallamtu lkaθi:ra ʕan tˤuruqi lbaħθi bajnama: kuntu ?adrusu fi: lmamlakati lmuttaħida/

(320) I will travel to Rome when I finish my study.

سأسافر إلى روما عندما أنهي دراستي

/sa?usa:firu ?ila: ru:ma: ʕindama: ?unhi: dira:sati:/

(321) Wherever you go, I will go with you.

أينما تذهب، سأذهب معك

/?ajnama: taðhab sa?aðhabu maʕak/

(322) She pretends to be honest, which makes me upset.

تتظاهر بالصدق مما يجعلني قلقا

/tataẓa:haru biṣṣidqi mimma: jaʒʕaluni: qaliqan/

4.3.5 Grammatical Categories

English and Arabic are different as far as the grammatical categories are concerned. These differences in gender, number, case, and person/non-person are as follows:

1 Gender: as far as relative pronouns are concerned, gender is considered as an important category in which English and Arabic are distinct. For instance, English does not differentiate between masculine and feminine, as in:

(323) The boy who reads the book is my brother. (Masculine)

(324) The girl who plays guitar is my fiancée.   (Feminine)

On the other hand, Arabic differentiates between masculine and feminine, as in:

(325) الولد الذي يقرأ الكتاب أخي   (Masculine)

116

/alwaladu llaði: jaqra?u lkita:ba ?axi:/

The boy who reads the book is my brother.

(326) الفتاة التي تعزف القيثارة خطيبتي   (Feminine)

/alfata:tu llati: taʕzifu lqi:θa:rata xaṭi:bati:/

The girl who plays guitar is my fiancée.

2 Number: is another category in which English and Arabic relative pronouns are different. In English there is no difference between singular, dual, and plural as far as relative pronouns are concerned, as in:

(327) The boy who plays football is my friend.   (Singular)

(328) The two boys who play football are my friends   (Dual)

(329) The boys who play football are my friends.   (Plural)

By contrast, Arabic makes a distinction between singular, dual, and plural, as in:

(330) الولد الذي يلعب كرة القدم صديقي   (Singular)

/alwaladu llaði: jalʕabu kurata lqadami ṣadi:qi:/

The boy who plays football is my friend.

(331) الولدان اللذان يلعبان كرة القدم صديقاي   (Dual)

/alwalada:ni llaða:ni jalʕaba:ni kurata lqadami ṣadi:qa:j/

The two boys who play football are my friends.

(332) الأولاد الذين يلعبون كرة القدم أصدقائي   (Plural)

/al?awla:du llaði:na jalʕabu:na kurata lqadami ?aṣdiqa:?i:/

The boys who play football are my friends.

3 Case: is also different in terms of English and Arabic relative pronouns. In English, this category is operative with nominative 'who' and non-nominative 'whom' and in Arabic it is only operative with duals. Thus, Arabic makes a difference between nominative on one hand, and accusative and genitive with duals on the other, for example:

(333) الولدان اللذان يتحدثان الانجليزية يعملان في مجال الترجمة   (Nominative)

/alwalada:ni llaða:ni jataħaddaθa:ni l?inʒili:zi:jata jaʕmala:ni fi: maʒa:li ttarʒama/

117

The two boys who speak English work in translation field.

(Accusative)   رأيت الولدين اللذين يعملان في مجال الترجمة (334)

/ra?ajtu lwaladajni llaðajni jaʕmala:ni fi: maʒa:li ttarʒama/

I saw the two boys who work in translation field.

(Genitive)   مررت بالولدين اللذين يعملان في مجال الترجمة (335)

/marartu bilwaladajni llaðajni jaʕmala:ni fi: maʒa:li ttarʒama/

I passed through the two boys who work in translation field.

4 Person/non-person: in terms of relative pronouns, English makes a difference between person and non-person, as in:

(336) The boy who bought the book is my nephew.   (Person)
(337) The book which my nephew bought is useful.   (Non-person)

In contrast, Arabic does not make any difference between person and non-person, as in:

(Person)   الولد الذي اشترى الكتاب أخي (338)

/alwaladu llaði: ʃtara: lkita:ba ?axi:/

The boy who bought the book is my brother.

(Non-person)   الكتاب الذي اشتراه أخي مفيد (339)

/alkita:bu llaði: ʃtara:hu ?axi: mufi:d/

The book which my brother bought is useful.

4.3.6 Types of Embedding

In both English and Arabic, it is possible to use multiple relative clauses: each has its own antecedent but they are all in one sentence, as follows:

أعرف الولد الذي أكل التفاحة التي كانت على الطاولة التي اشتراها سمير (340)

/?aʕrifu lwalada llaði: ?akala ttufa:ħata llati: ka:nt ?ala ṭṭa:wilati llati: ʃtara:ha: sami:r/

(341) I know the boy who ate the apple that was on the table that Sameer bought.

4.3.7 Functions of Relative Clauses

In both English and Arabic, relative clauses have the same functions. In both languages relative clauses are used for identifying, classifying, and emphasis (see 4.1.5 and 4.2.3).

4.3.8 Position of Relative Clauses

In English, relative clauses can be placed in medial position or in final position. They occur in medial position typically when they are used to modify the subject of the main clause; however, restrictive relative clauses may sometimes be moved to the end of the main clause. In brief, when there is a subject-subject or subject-object relationship between the antecedent noun and the relative noun, the relative clause is placed in the middle. But when there is an object-subject or object-object relationship between the antecedent noun and the relative noun, the relative clause is placed at the end (see 4.1.8). This follows from the normal English word order: subject–verb–object.

In Arabic, relative clauses are also usually placed directly after the noun they refer back to, which follows the Arabic normal verbal word order: verb-subject-object and nominal word order: subject-verb-object. But when the antecedent is indefinite and there is no relative pronoun at all, the relative clause follows the noun asyndetically, as in:

فتاة قابلتها منذ سنتين مضت ولم استطع نسيانها (342)

/fata:tun qa:baltuha munðu sanatajni maḍat wa lam astaṭiʕ nisja:naha:/

A girl whom I met two years ago and (I) could not forget.

The position of the relative clause is postnominal in both English and Arabic, i.e. the relative clause always follows the antecedent (Hamdallah and Tushyeh, 1988: 142).

4.3.9 Resumptive Pronoun

A basic difference between English and Arabic in relativization is the appearance in Arabic of a personal pronoun usually connected at the end of the relative clause. This pronoun as mentioned before is called in Arabic الضمير العائد /aḍḍami:ru lʕa:?id/ 'returning pronoun' or 'the resumptive pronoun' which agrees with the antecedent in number, gender and case (see 4.2.5), as in:

119

الرجل الذي قابلته في المدرسة هو أستاذ التاريخ (343)

/arraʒulu llaði: qa:baltuhu fi: lmadrasati huwa ?usta:ðu tta:ri:x/

The man whom I met at school is the history teacher.

In English, on the other hand, there is no resumptive pronoun in relativization. Zobl quoted in Hamdallah and Tushyeh (1998: 144) claims that "The resumptive pronoun appears in Old English and nonstandard dialects of English", though no examples are given to support this claim. The nonexistence of a resumptive pronoun in English may cause problems to students in translation especially when translating from Arabic into English, as in:

هذا هو الكتاب الذي اشتريته أمس (344)

/haða: huwa lkita:bu llaði: ʃtarajtuhu ?ams/

This is the book which I bought yesterday.

This sentence may be translated erroneously into:
*This is the book which I bought it yesterday.

Transformational grammar posits the existence of a trace in the place of the resumptive pronoun in Arabic. Moreover, a basic difficulty with the resumptive pronoun is its appearance in some relative clauses and its disappearance in some others. The resumptive pronoun does not appear in the subject position, as in:

الولد الذي اشترى السيارة لا يملك رخصة قيادة (345)

/alwaladu llaði: iʃtara: ssaja:rata la: jamliku ruxṣata qija:da/

The boy who bought the car does not have a driving license.

Its appearance is optional in the direct object position, as in:
القصة التي قرأت(ها) ممتعة (346)

/alqiṣṣatu llati: qara?tu(ha:) mumtiʕa/

The story which I read is interesting.

The resumptive pronoun could be omitted in some other positions, as in:
(347) ((أهذا الذي بعث الله رسولا))   (The Holy Quran, 25: 41)

/?ahaða: llaði: baʕaθa llahu rasu:la:/

((Is this the one whom Allah has sent as a messenger?)) (The Translation of The Holy Quran, 25: 41)

But, its appearance is obligatory in the indirect object, object of preposition, genitive, and object of comparison positions, for instance:

(348) الفتاة التي شعرها طويل كانت طالبة بجامعة درم

/alfata:tu llati: ʃaʕruha: ṭawi:lun ka:nat ṭa:libatan biʒa:miʕati daram/

The girl whose hair is long was a student at Durham University.

(349) الجامعة التي أدرس بها تدعى درم

/alʒa:miʕatu llati: ?adrusu biha: tudʕa: daram/

The university in which I study called Durham.

(350) الولد الذي ماتت أمه سافر مع أبيه

/alwaladu llaði: ma:tat ?ummuhu sa:fara maʕa ?abi:h/

The boy whose mother died travelled with his father.

(351) الفتاة التي سارة أجمل منها تزوجت أولا

/alfata:tu llati: sa:ra ?ʒmalu minha: tazawaʒat ?awalan/

The girl that Sarah is more beautiful than got married first.

4.3.10 Summary of the Contrastive Study

Having discussed the similarities and differences between English and Arabic relativization, we can sum up as follows:

1- Relative clause formation in English and Arabic is similar in many ways; however, there are certain aspects in which they are distinct.

2- The relativization process is basically the same in English and Arabic.

3- The position of the relative clause is postnominal in both English and Arabic, i.e. the relative clause always follows the antecedent.

4- Restrictive and non-restrictive distinction is a determining factor in English. In Arabic, this distinction is largely irrelevant. However, it must be noted that Arabic uses a conjunction (e.g و /wa/ 'and'), not a relative pronoun, to express a non-restrictive relationship where the relative clause refers to the whole or part of the preceding clause or is subsequent to the main clause.

121

5- In both English and Arabic, there are two sets of relative pronouns: major and marginal in English and specific and general in Arabic.

6- While English has five different forms of the major relative pronouns, Arabic has eight forms of specific relative pronouns.

7- Arabic has no equivalent to the English major relative pronoun 'whose'.

8- Unlike English, a specific relative pronoun in Arabic agrees with the antecedent in number, gender, and case for the duals.

9- Unlike English, prepositions cannot usually precede specific relative pronouns in Arabic especially when the antecedent is explicit. When the antecedent is implied, prepositions may precede specific relative pronouns in Arabic.

10- A specific relative pronoun in Arabic is used only with definite antecedents whereas in English it is used with both definite and indefinite antecedents.

11- Both English marginal relative pronouns and Arabic general relative pronouns are used for some other purposes such as in interrogative sentences.

12- As in English, Arabic general relative pronouns are not distinguished by grammatical categories of gender, number, and case.

13- English and Arabic relative pronouns differ in the grammatical categories of gender, number, case, and person/non-person.

14- A basic difference between English and Arabic in relativization is the use in Arabic of a personal pronoun connected to the end of the clause. This pronoun is called the resumptive pronoun and it generally agrees with the antecedent in number, gender and case.

15- English and Arabic agree in their use of relative clauses. i.e. relative clauses have the same functions in both English and Arabic.

CHAPTER FIVE: RESEARCH METHODOLOGY AND DESIGN

5.0 Introduction

This chapter introduces the research methodology adopted in this thesis. The process is very much concerned with describing the research approach, strategies and design adopted in this work, including the knowledge acquired from the literature about the subject under investigation. Due to the fact that a part of this thesis is an empirical case study in which the difficulty of translating relative clauses from English into Arabic and vice versa is investigated, it is important to give some idea about this empirical research in detail. Therefore, this empirical case study is designed to tackle the problem of translating relative clauses from English into Arabic and vice versa at the Department of English in the University of El-Mergib in Libya. Therefore, this chapter explains the type of research, description of the research tools, subjects of the research and their background, and administration of the translation tests used as a main tool in this study for the collection of data.

5.1 Type of Research

This research is an empirical study which examines the difficulties encountered by fourth-year students (senior students) in the Department of English at El-Mergib University, Libya in the academic year 2008-2009 in the translation of relativized sentences (relative clauses) from English into Arabic and vice versa. According to Kussmaul (1995: 5), "product-oriented error analysis and translation quality assessment … can be divided into three steps, description of errors (looking at the symptoms), finding the reasons for the errors (diagnosis), and pedagogical help (therapy)". This research is a product oriented one. It describes the translation and linguistic (grammatical) errors made by the sample used in this study, attempts to identify the reasons behind the students' errors, and suggests some pedagogical help to overcome such difficulties. This pedagogical help is followed by some recommendations (for the University of El-Mergib where the empirical part of this research was conducted) based on the students' errors and some suggestions for further studies. According to equivalence theory (see 3.2.2.5 earlier), this research basically focuses on the analysis of grammatical equivalence. The main reason for concentrating on linguistic (grammatical) errors in this study is that language accuracy is a prerequisite for translation, i.e.

translators should be accurate and competent in the two languages in question when doing translation. According to Baker and Hatim and Mason quoted in House (1997: 19, 20) "any theory of translation and translation assessment must concern itself with how meaning is generated within and between different groups of people in different cultures. They emphasise that translators whose raw material is language must not only have an expert knowledge of the two languages in which they are operating, but also about what these languages can do, how they do it and how they do it for their speakers." This seems to be very true but how can translators go beyond this and know what languages can do, how they do it, and how they do it for their speakers if the translators have no linguistic competence in both languages they deal with (e.g. English and Arabic)? Moreover, the difference in grammatical structures between the two languages the translator is dealing with creates a problem when doing translation. Baker (1992: 86) states that "Differences in the grammatical structures of the source and target languages often result in some change in the information content of the message during the process of translation. This change may take the form of adding to the target text information which is not expressed in the source text. This can happen when the target language has a grammatical category which the source language lacks."

5.2 Research Tools and Data Collection

According to Yin (1984: 27), "a research design is the logic that links the data to be collected (and the conclusions to be drawn) to the initial questions of a study". It is therefore understood that the aim of this research design is to define the methods, approaches, and strategies by which the empirical research is conducted and investigated in order to thoroughly answer the research question defined in chapter one earlier. Moreover, Yin (ibid: 13) states that "Case studies are the preferred strategy when the investigator has little control over events, and when focus is on a contemporary phenomenon within some real-life context". Furthermore, to make this research valid and reliable, two translation tests (English-Arabic Translation and Arabic-English Translation) were conducted over two different days in order to collect data. Each test consisted of thirty short texts, and each text included at least one relative clause. According to Lonsdale quoted in Baker and Saldanha (2009: 84), "the general public makes no direction between B→A (L2 to L1) and A→B (L2 to L1) and assumes that a translator will have no difficulty translating in both directions… On the other hand, translators, interpreters, translation companies, linguists and translation scholars

124

know that translation competence is rarely symmetrical." Although this is not the core issue of the two translation tests in this research, it includes both directions.

The first test, which comprises thirty short texts (see appendix I), was written in English and students were asked to translate the texts into Arabic (the students' native language). This is based on the assumption that most translators, trainee translators, and students of translation are supposed to translate into their native language. This selection is supported by the fact that "translator training normally focuses on translation into the mother tongue. Higher quality is achieved in that direction than in translating into a foreign language" (Dickins et al, 2002: 2). Moreover, Hatim (2001: 164) states that "The debate concerning whether translators should only work into the language of habitual use has had serious implications for training and for the pedagogy of translation". However, Newmark (1988: 3) believes that "translating into the language of habitual use is the only way you can translate naturally and accurately and with maximum effectiveness".

The second test, which comprises thirty short texts (see appendix II), was written in Arabic (the students' native language) and students were asked to translate the texts into English. Shei (2002: 1) states that "Admitting that translating into the second language is not the most felicitous working mode, in practice the service is still solicited in many branches of human activities. For example, since English is an international language, documents from many other languages in the world need to be translated into English daily for commercial, educational or other reasons."

Moreover, the choice of translating into the second language is based on the assumption that the first and most important step when doing translation is to fully understand the source text, and it is much easier to understand a text which is written in one's native language. Moreover, as far as the translation process is concerned, the first step in translation is to get the gist of the source text, and it is much easier to get the gist of a text which is written in the translator's native language. Baker (1992: 111) claims that "A good translator does not begin to translate until s/he has read the text at least once and got a 'gist' of the overall message … this is the first step." Another reason behind this selection is that translation from the mother tongue into the second/foreign language is neglected in teaching translation and translator training (though, this is not the core of this study). Campbell (1998: 1) states that "translation into the second language, [is] an area largely ignored by applied linguistics in general and by the

125

literature of translation studies in particular". However, "the task faced by teachers of translation into L2 would presumably be similar to that faced by their collegues teaching into L1" (Wetherby 1998: 21). It has also been argued that "translating into the second language is generally more cognitively demanding than working into the first language, then … translator training should take this into account in its curricula" (Chang, 2011: 155). Moreover, McAlester (1992: 297) states that "those who translate into a foreign language are not engaged in some disreputable practice, and should not be stigmatized for it."

Therefore, the purpose of these two tests was to measure the students' ability to translate relative clauses from English into Arabic and vice versa. Despite the fact that translation testing methodology has been criticised for its subjective character, it also has some advantages not only in teaching and evaluating translation itself but also in foreign/second language teaching. Lado (1964: 158, 159) argues that "Translation tests were highly subjective, referring to the interference of the teacher's taste in scoring a translation test, which resulted in its unreliability". This is very true but only, to a certain degree, in terms of using translation tests in foreign/second language teaching, not in terms of using them in translation teaching. Lado (ibid) also points to the following limitations related to the use of translation tests in language teaching:

> (1) The most proficient students do not translate when they use the languages. (2) There are various ways to translate and to judge a translation: … If the student is forced to translate for vocabulary or grammar, his translation will suffer. (3) The grading of translations tends to be unreliable because of the various ways to translate the variations that the scorer may or may not allow. (4) Translation is a special skill different from speaking, listening, reading, and writing. (5) Translation is slow as a test. Unless he has had special training, a good student takes longer to translate a letter than to write one. In the time that it takes him to translate a passage, he can cover more material using other techniques. (6) Translation is slow to grade, since the examiner has to weigh each response to see if it is allowable. (7) The use of translation in tests encourages the abuse of translation in the classroom.

As mentioned earlier, such limitations exist when using translation tests as a means in evaluating language skills rather than evaluating translation competence. Moreover, such limitations are avoided in this thesis. Lado (1964: 169) argues that "Validity is the degree to which a test measures what it claims to measure. A test of

translation may be valid as a test of translation but not valid as a test of auditory comprehension, and vice versa".

In addition, it has been argued that marking and scoring essay-type questions such as writing tests and translation tests is not as easy as, for example, multiple-choice questions; therefore, translation tests have been judged too burdensome and time consuming and subjective. Irrespective of the above mentioned disadvantages of the translation tests, it can be said that the best way to test translation is achieved via translation tests no matter what their disadvantages are.

5.2.1 Selection of the Texts

As mentioned earlier, this study examines the difficulties encountered by the senior students in the Department of English at El-Mergib University in Libya in translating relative clauses from English into Arabic and vice versa. It was very difficult, if not impossible, to find an English or Arabic text that included many relative clauses to be used in data collection. Therefore, some short texts in English and in Arabic were selected to be used in the translation tests. Some texts were authentic, some others were also authentic but some amendments were made to them to suit the requirements of the test, and some texts were artificially constructed to serve the same purpose. Finally, it must be said that these texts were only selected/made for the sake of translation testing and do not reflect any religious, political, or personal attitudes.

5.3 Subjects of the Research

Sampling mainly aims at obtaining reliable and accurate information from which a generalisation to the whole population under consideration may be made. The subjects (sample) of this study are native speakers of Arabic, studying English as a major subject of specialisation in the Department of English, Faculty of Arts/ University of El-Mergib in Libya. They were fourth-year university students (senior students) of the academic year (2008/2009). The ideal approach to providing an accurate description of the characteristics of a group is to collect data on the whole population. However, in some contexts, this approach to sampling is often impossible because it can be found to be costly and time consuming. In this study, the total number of the population (students on the course) was 100 students but only 25 students were randomly selected to be used in this study, i.e. 25% of the total number of the students on the course. Therefore, 25 students of both sexes whose ages ranged between 19-25 years took the two tests. They

were not asked to write their names on the answer sheets. The choice of students at this level was based on the assumption that students at this age and level were expected to have been exposed to the use of relative clauses in Arabic as well as in English during the first, second, third, and fourth years of their study at the university. Therefore, they were expected to be able to translate relative clauses from English into Arabic and vice versa. The reason for choosing this level of students was that they were about to finish their university study and they were about to graduate from the university after getting BA degrees in English. Holders of this degree have the right to embark on MA degrees in Translation and/or Interpreting Studies, Theoretical and/or Applied Linguistics, and English Literature. This degree also qualifies them to work as teachers of English and/or as freelance translators.

5.3.1 Background of the Students

In addition to studying English as one of the courses they studied during the secondary (high) school level, the students had chosen English as their field of specialisation at the university stage. At the university stage, the subjects studied specialised courses for four academic years in addition to Arabic grammar in the first two years.

In the first year, they studied: Grammar I, Reading Comprehension I, Writing I, and Conversation Practice I. In the second year, they studied: Grammar II, Reading Comprehension II, Writing II, Conversation Practice II, Phonetics, Introduction to English Literature and Language Laboratory. In the third year, they had more specialised subjects such as Grammar III, Reading Comprehension III, Writing III, Conversation Practice III, General Linguistics, Teaching Methodology, Translation Theory and Methodology, Novel I, Drama I, and Poetry I. In the final year, fourth year, they studied: Morphology and Syntax, History of English, Varieties of English, Translation Practice, Teaching Practice, Novel II, Drama II, Poetry II, Research Methodology, and Submission of a Research Paper (Graduation Project) at the end of the academic year.

As far as translation is concerned; in Translation I, the curriculum basically concentrates on translation theory and methodology. Students study topics like translation and translator definitions, qualities of a good translator, source text analysis, language functions, translation techniques, translation and culture, translation theories,

and translation revision. In Translation II, on the other hand, the curriculum is designed to shift from translation theory and methodology into translation practice. Students are subjected to different types of texts (selected by the lecturer) for translation. These texts include general texts, legal texts, media texts, political texts, technical texts, religious texts, business texts, medical texts, technical texts, and literary texts.

Finally, it is worth mentioning here that translation is not taught as a separate discipline in most Libyan universities at the undergraduate level (see 2.4.2 earlier). It is taught as one or more courses during the four academic years to undergraduate students in the departments of English at the university level (e.g. University of El-Mergib where the empirical part of this research was conducted). Graduates from those departments can pursue their postgraduate programmes in the field of translation. There is a postgraduate programme where translation as a discipline is taught at the Academy of Graduate Studies in Libya (see 2.4.2 earlier).

5.4 Translation Sample

The translation sample which is analysed in this study consists of two main parts: a translation test which comprises 30 short texts written in English which students, using dictionaries, were asked to translate into Arabic, and another translation test which comprises 30 short texts written in Arabic which students, using dictionaries too, were asked to translate into English. This analysis is limited to the translation errors and linguistic errors (grammatical errors) made by the students under investigation in translating relative clauses from English into Arabic and vice versa. These errors are often due to the differences between the English and Arabic linguistic systems. No other kind of errors such as errors in tenses, spelling, word order, cultural errors, etc are not analysed in this study. For data analysis, it is well known that there are two main and widely recognised and used traditional methods: quantitative and qualitative approaches. To make this research valid and reliable, both of these approaches are used together in data analysis (see chapter six).

5.5 Administration of Translation Tests

Ideally, for any test in an empirical study to be effective, it needs to be piloted with a sample of respondents before actually administering it. Such an operation has the advantages of bringing to the surface problems that had not thought of when designing the test. Consequently, the two translation tests used in data collection for this study

could have been reshaped and amended to give the two tests a better chance to achieve their objectives. Therefore, the two tests were given to a small sample before administering them to achieve the above mentioned goals.

In terms of the actual administration of the two translation tests, they were conducted separately over two different days at the Department of English, University of El-Mergib in Libya at the end of the academic year 2008-2009 (the end of April 2009). This administration itself was carried out under the supervision of the head of the Department and aided by the lecturers of translation and general linguistics. All the students participating in this research were gathered in one classroom. They were given three hours as a maximum time for each test (six hours for the two tests over two different days) and were allowed to use dictionaries to help them with the meaning of words that they were unfamiliar with or were not sure about. No particular problems concerning the administration of the two tests were reported.

The purpose of these two translation tests was explained to the students to make them provide reliable and valid results (i.e. they were told that these two translation tests would be used as a part of Durham University PhD research). They were asked not to write their names on the answer sheets. To sum up, it can be said that having gone through these processes of the administration and reliability and validity of the two translation tests; these two translation tests would be valid and reliable as a standardised objective proficiency test. The next chapter (six) deals with the quantitative and qualitative data analysis and a discussion of the results that the two tests yielded, followed by a conclusion, remedial solutions, and pedagogical suggestions and recommendations.

CHAPTER SIX: DATA ANALYSIS AND DISCUSSION OF THE RESULTS

6.0 Introduction

This chapter presents a quantitative and qualitative data analysis of the two translation tests used for data collection. The main purpose of the quantitative data analysis is to show the percentages of errors made by the sample used in this research, who were fourth-year university students (senior students) at the Department of English/ Faculty of Arts/University of El-Mergib in Libya. In addition, the quantitative analysis paves the way for the qualitative one which follows in this chapter (6.2). The purpose of the qualitative data analysis is to describe the errors committed by the sample used in this research, identify the reasons for such errors, and suggest some remedial solutions for them. As mentioned earlier, the errors and results of this research are limited to the sample used in this study, who were fourth-year students at the department of English/ El-Mergib University in Libya in the academic year 2008-2009, and consequently should not be generalised.

Before embarking on the analysis of the students' errors in translating relative clauses from English into Arabic and vice versa, it is worth mentioning here that the students made some other errors such as errors in tenses, word order, choice of appropriate vocabulary, prepositions, and punctuation marks; but such errors are not discussed in this thesis.

6.1 The Quantitative Data Analysis

Campbell (1998: 169) states that "a quantitative procedure…serves to give some weight to a qualitative judgment. …the quantitative aspect is mainly of importance in documenting borderline failures; passing or failing candidates are generally identifiable on a first reading." Therefore, to make any empirical research valid and reliable, its data are preferred to be analysed quantitatively.

In this research, the number of students involved was 25, and the method used in calculating data was the quantitative method. Accordingly, the acceptable (correct) translations, unacceptable (incorrect) translations, and the untried clauses for translation of each relative clause are enumerated to find out the percentages of the acceptable

(correct), unacceptable (incorrect) answers (translations), and the untried translations. This method is used with each relative clause in both tests.

House quoted in Baker and Saldanha (2009: 222) states that "Translation quality assessment presupposes a theory of translation. Different views of translation itself lead to different concepts of translation quality, and different ways of assessing it". But the question is about the authority that is capable of assessing a translated text. According to Newmark (1988: 185), "A translation may be evaluated by various authorities…: (a) the reviser employed by the firm or the translation company; (b) the head of section or the company…; (c) the client; (d) the professional critic of a translation or the teacher marking one; and (e) finally by the readership of the published work." As mentioned before (1.0), as I have some work experience as a teacher of translation, I consider myself eligible to evaluate the outcome of these two translation tests. Accordingly, in my view on which this analysis is built (and as common sense), the criteria used for classifying the translations are shown in the following table:

Table 7: The Criteria of Translation Assessment

The Criterion	Operational Definition
Acceptable (Correct) Translation	The one that conveys a clear equivalent (meaning) in the target language to that of the source language with no linguistic (grammatical) errors
Unacceptable (Incorrect) Translation	The one that fails to convey a correct equivalent (meaning) in the target language to that of the original of the source language and/or includes linguistic (grammatical) error(s)
Unattempted Translation	The one that was not attempted by the student(s) at all

Equivalence is roughly defined as "a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of STs and TTs. In many cases, it is the relationship that allows the TT to be considered a translation of the ST in the first place." (Kenny quoted in Baker and Saldanha, 2009: 97). Moreover, acceptable (correct) translations are not necessarily exactly the same translations as those given in the appendices later.

In some cases, students translated some relative clauses in an acceptable manner but used constructions other than relative clauses. i.e. they used some other grammatical constructions to convey the meaning of relative clauses. Such translations are marked acceptaple (correct). Some examples of translating relative clauses (from English into Arabic) using some other constructions are as follows:

Text (10)

The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

كان السبب الرئيس لتأجيل الإجتماع هو أنه فقد صوابه وعندها قررت الذهاب للبيت.

/ka:na ssababu rra?i:su lita?ʒi:li l?iʒtima:ʕi huwa ?annahu faqada ṣawa:bahu wa ʕindaha: qarrartu ðða:ha:ba lilbajt/

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

يجب علينا تأجيل إجتماع شهر مايو لأنها لن تكون متواجدة في مايو، فعندئذ ستكون في رحلة عملها السنوية.

/jaʒibu ʕalajna: ta?ʒi:la ʒtima:?i ʃahri ma:ju: fa?inda?iðin sataku:nu fi: riħlati ʕamaliha: ssanawi:ja/

The following are some examples in which students translated some Arabic relative clauses correctly into some other constructions in English (Arabic-English Translation):

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

/ʕindama: tabħaθu ʕan dira:sati lluɣa:ti lħadi:θati fi: briṭa:nja: faʕalajka biʒa:miʕati daram li?annaha: min ?ahammi lʒa:miʕa:ti llati: tahtammu bidira:sati lluɣa:ti wa xa:ṣṣatan ttarʒamati wa ʕulu:mi lluɣati l?arabi:ja/

When you want to study modern languages in Britain, you should go to Durham University because it is one of the most important universities specialising in languages, with a special focus on translation and Arabic grammar.

133

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته (طه حسين).

/?iða: faraɣa min haða: kullihi ʒalasa llinna:si wa hum jataqa:ṭaru:na ʕalajhi minhum man juqabbilu jadahu wa janṣarifu xa:ʃiʕan wa minhum man jataħaddaθu ?ilajhi laħẓatin ?aw laħaẓa:tin wa minhum man jas?alahu ħa:ʒatah/

After he completed everything, he sat down to the people and they were coming to him: some kissed his hand and left, some spoke to him for a while, and some others asked him their needs.

6.1.1 Summary of the Quantitative Data Analysis

The quantitative data analysis given in appendices three and four shows that in both tests some relative clauses were translated correctly, some relative clauses were mistranslated and some others were not attempted at all. The following table, which summarises appendix one, shows the results of Test One (English-Arabic Translation):

Table 8: Data Analysis of Test One (English-Arabic Translation)

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (1)	16	64	09	36	00	00
Text (2): Relative Clause One	12	48	10	40	03	12
Text (2): Relative Clause Two	13	52	08	32	04	16
Text (3): Relative Clause One	17	68	08	32	00	00
Text (3): Relative Clause Two	16	64	08	32	01	04
Text (4): Relative Clause One	17	68	08	32	00	00
Text (4): Relative Clause Two	21	84	04	16	00	00
Text (5)	08	32	16	64	01	04
Text (6): Relative Clause One	12	48	12	48	01	04
Text (6): Relative Clause Two	16	64	08	32	01	04
Text (7)	09	36	16	64	00	00
Text (8)	10	40	15	60	00	00
Text (9)	11	44	14	56	00	00
Text (10)	09	36	16	64	00	00

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (11)	20	80	05	20	00	00
Text (12)	11	44	14	56	00	00
Text (13): Relative Clause One	13	52	12	48	00	00
Text (13): Relative Clause Two	19	76	06	24	00	00
Text (14): Relative Clause One	17	68	08	32	00	00
Text (14): Relative Clause Two	08	32	17	68	00	00
Text (15): Relative Clause One	01	04	24	96	00	00
Text (15): Relative Clause Two	03	12	22	88	00	00
Text (16): Relative Clause One	13	52	12	48	00	00
Text (16): Relative Clause Two	11	44	13	52	01	04
Text (17)	05	20	19	76	01	04
Text (18): Relative Clause One	21	84	03	12	01	04
Text (18): Relative Clause Two	11	44	12	48	02	08
Text (19): Relative Clause One	03	12	22	88	00	00
Text (19): Relative Clause Two	02	08	23	92	00	00
Text (20): Relative Clause One	01	04	24	96	00	00
Text (20): Relative Clause Two	01	04	24	96	00	00
Text (21)	02	08	23	92	00	00
Text (22): Relative Clause One	01	04	22	88	02	08
Text (22): Relative Clause Two	03	12	19	76	03	12
Text (23)	12	48	13	52	00	00
Text (24): Relative Clause One	18	72	06	24	01	04
Text (24): Relative Clause Two	08	32	16	62	01	04
Text (25): Relative Clause One	11	44	14	56	00	00
Text (25): Relative Clause Two	10	40	15	60	00	00
Text (26)	24	96	01	04	00	00
Text (27): Relative Clause One	17	68	08	32	00	00
Text (27): Relative Clause Two	18	72	07	28	00	00
Text (28): Relative Clause One	21	84	03	12	01	04
Text (28): Relative Clause Two	09	36	15	60	01	04
Text (29): Relative Clause One	04	16	21	84	00	00

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (29): Relative Clause Two	17	68	08	32	00	00
Text (30): Relative Clause One	15	60	08	32	02	08
Text (30): Relative Clause Two	14	56	09	36	02	08

Statistically, the above table (which summarises test one translation from English into Arabic) could be interpreted as follows: the English-Arabic test included 48 relative clauses given to 25 students for translation. This means that 1200 relative clauses were supposed to be translated. As shown in the tables in appendix three later, only 559 relative clauses were translated correctly representing 46.59%; 612 relative clauses were mistranslated, representing 51.00%; and 29 relative clauses were not attempted, representing 2.41%.

Similarly, the following table, which summarises appendix two, shows the results of Test Two (Arabic-English Translation):

Table 9: Data Analysis of Test Two (Arabic-English Translation)

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (1)	15	60	10	40	00	00
Text (2)	14	56	10	40	01	04
Text (3)	15	60	10	40	00	00
Text (4)	14	56	11	44	00	00
Text (5): Relative Clause One	24	96	01	04	00	00
Text (5): Relative Clause Two	18	72	06	24	01	04
Text (6): Relative Clause One	01	04	22	88	02	08
Text (6): Relative Clause Two	00	00	22	88	03	12
Text (6): Relative Clause Three	01	04	22	88	02	08
Text (7): Relative Clause One	07	28	16	64	02	08
Text (7): Relative Clause Two	06	24	14	56	05	20
Text (8): Relative Clause One	12	48	11	44	02	08
Text (8): Relative Clause Two	11	44	10	40	04	16
Text (9)	00	00	09	36	16	64
Text (10)	03	12	20	80	02	08

136

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (11): Relative Clause One	08	32	17	68	00	00
Text (11): Relative Clause Two	13	52	11	44	01	04
Text (12)	04	16	16	64	05	20
Text (13)	07	28	14	56	04	16
Text (14): Relative Clause One	06	24	19	76	00	00
Text (14): Relative Clause Two	04	16	20	80	01	04
Text (15): Relative Clause One	18	72	05	20	02	08
Text (15): Relative Clause Two	05	20	17	68	03	12
Text (16)	07	28	14	56	04	16
Text (17)	20	80	05	20	00	00
Text (18): Relative Clause One	12	48	12	48	01	04
Text (18): Relative Clause Two	10	40	14	56	01	04
Text (18): Relative Clause Three	12	48	11	44	02	08
Text (19)	22	88	03	12	00	00
Text (20)	06	24	19	76	00	00
Text (21)	04	16	19	76	02	08
Text (22)	15	60	07	28	03	12
Text (23)	11	44	10	40	04	16
Text (24): Relative Clause One	11	44	06	24	08	32
Text (24): Relative Clause Two	10	40	07	28	08	32
Text (24): Relative Clause Three	03	12	14	56	08	32
Text (25): Relative Clause One	11	44	11	44	03	12
Text (25): Relative Clause Two	09	36	13	52	03	12
Text (25): Relative Clause Three	03	12	19	76	03	12
Text (26): Relative Clause One	20	80	03	12	02	08
Text (26): Relative Clause Two	16	64	07	28	02	08
Text (27)	01	04	07	28	17	68
Text (28): Relative Clause One	03	12	11	44	11	44
Text (28): Relative Clause Two	03	12	11	44	11	44
Text (28): Relative Clause Three	03	12	11	44	11	44
Text (28): Relative Clause Four	12	48	02	08	11	44

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (29): Relative Clause One	06	24	04	16	15	60
Text (29): Relative Clause Two	03	12	07	28	15	60
Text (30): Relative Clause One	14	56	06	24	05	20
Text (30): Relative Clause Two	10	40	10	40	05	20
Text (30): Relative Clause Three	06	24	14	56	05	20

Likewise, the second test (translation from Arabic into English) included 51 relative clauses given to 25 students (the same sample) to translate. This means that 1275 relative clauses were supposed to be translated. As shown in the tables in appendix four later, only 469 relative clauses were translated correctly, representing 36.79%; 590 relative clauses were mistranslated, representing 46.27%; and 216 relative clauses were not attempted at all, representing 16.94%.

The next section (6.2) deals with the qualitative analysis and discussion of the results of the two translation tests. The discussion is provided to investigate the difficulties in translating relative clauses from English into Arabic and vice versa, to identify the possible causes of these difficulties when translating from English into Arabic and vice versa, and to suggest some remedial solutions (see 7.0 later) to overcome such difficulties.

6.2 The Qualitative Data Analysis and Discussion of the Results

This section presents the qualitative data analysis for the two translation tests used in data collection for this research. As mentioned earlier, the analysis is only limited to the translation and linguistic errors in translating relative clauses from English into Arabic and vice versa. Students made some other errors such as errors in spelling, tenses, word order, prepositions, and choosing the equivalence at the word level but such errors are not dealt with in this analysis. Moreover, one could observe in this chapter that the errors highlighted sometimes do not affect the meaning but they do affect the language, and language is the main tool for translators.

The qualitative analysis in this chapter is divided into two main sections. The first section (6.2.1) deals with the errors committed in the first test (Translation from English into Arabic); the second (6.2.2) deals with the errors committed in the second

test (Translation from Arabic into English). Errors are underlined and in bold. It should also be noted that the samples taken from the students' translations are given as they were written including all kinds of errors such as errors in spelling, tenses, prepositions, and punctuation marks, etc. Finally, giving many samples of students' translations in this chapter proves that translating relative clauses from English into Arabic and vice versa is really problematic and the choice of this topic was appropriate.

6.2.1 Discussion of the Results of Test One (English-Arabic Translation)

The errors made by the students used as a sample in this study and some samples of their translations are as follows:

6.2.1.1 Mistranslating Grammatical Categories

The difficulties in translating the English grammatical categories distinguished in relative pronouns (such as gender, number, case, and person/non-person) into Arabic are attributable to the differences between English and Arabic grammatical categories of gender, number, case, and person/non-person (see 4.3.5). These difficulties might also have been avoided if students had studied contrastive linguistics before studying translation (see 7.1.2), and studied the grammar of both languages which they dealt with in this exercise more deeply (see 7.1.1). The errors they made due to the differences in the grammatical categories are as follows:

6.2.1.1.1 Gender

According to Rojo (2009: 191), "Difficulties in translating gender arise when the grammatical distinction does not exist in one of the languages… When the distinction only exists in the TL, translators must work out the gender in advance." As shown earlier, the grammatical category of gender, as far as relative pronouns are concerned, does not exist in English (SL) but exists in Arabic (TL). Therefore, when translating from English into Arabic, the grammatical category of gender causes a difficulty because English does not distinguish between masculine and feminine in terms of the use of relative pronouns. Therefore, students did not pay attention to gender and consequently committed some errors as far as gender is concerned when translating relative clauses from English into Arabic. In the following translation samples, for instance, it can be noted that there is no gender agreement between the antecedent and

139

the relative pronoun. i.e. in the target texts, the antecedent is feminine and the relative pronoun is masculine or vice versa, as in:

(Text 8) Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

بعض **البنات الذين درستهم** قبل ان أسافر ليسن جميلات فقط وإنما ذكيات وأذهانهن مفتوحة.

/baʕḍu lbana:ti llaði:na darrastuhum qabla an ?usa:fira lajsan ʒami:la:tin faqaṭ wa ?innama: ðaki:jatin wa ?aðha:nuhunna maftu:ħa/

بعض **البنات الذين درستهم** من قبل أن نسافر ليست جميلات فقط ولكن ذكيات وأذهانهن مفتوحة أيضا

/baʕḍu lbana:ti llaði:na darrastuhum min qabli ?an nusa:fira lajsat ʒami:la:tin faqaṭ wa lakin ðaki:jatin wa ?aðha:nuhunna maftu:ħatun ?ajḍa:/

بعض **البنات الذين أنا درستهم** قبل أن اسافر لم يكونوا فقط حسناوات بل و أيضا ذكيات ولديهن عقول منفتحة

/baʕḍu lbana:ti llaði:na ?ana: darrastuhum qabla ?an usa:fira lam jaku:nu: faqaṭ ħasna:watin bal wa ?ajḍan ðaki:ja:tin wa ladajhunna ʕuqu:lin munfatiħa/

(Text 16) Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

السيدة بريتوس، الذى يكون بائع في المكتبة، أقرت ببعض الكتب كانت في ألمانيا كانت مفقودة لكن أخبرتها باني لم ألمسها.

/assajidatu britusu llaði: jaku:nu ba:?iʕun fi: lmaktabati ?aqarrat bibaʕḍi lkutubi ka:nat fi: ?alma:nja: kanat mafqu:datan lakin ?axbartuha: bi?nni: lam ?almsha:/

السيدة بريستو الذى يعمل في المكتبة أخبرنا أنه هناك بعض الكتب وفي اغلبها الكتب الألمانية فقدت لكن أنا أعلمتها بأني لم أخذها أبدا.

/assajidatu bristu: llaði: jaʕmalu fi: lmaktabati ?axbarana: ?annahu huna:ka baʕaḍu lkutubi wa fi: aɣlabaha lkutubu l?alma:ni:jatu fuqidat lakin ?ana: ?aʕlamtuha: bi?anni: lam ?axuðuha: ?abada:/

السيدة بريتس، الذي هي أمينة المكتبة، قدمت تقريرا أن بعض الكتب وأكثرهم من ألمانيا، يكونون مفقودين ولكن أخبرتها أنه هو لم يلمحها أبدا.

/assajidatu britsu llaði: hija ?aminatu lmaktabati qaddamat taqriran ?anna baʕḍa lkutubi wa ?akθaruhum min ?alma:nja: jaku:nu:na mafqu:di:na wa lakin ?axbartuha: ?annahu huwa lam jalmaħuha: ?abada:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما كنت ذاهبا في طريقي إلى الجامعة، قابلت **الفتتان اللذان كانتا زميلاتي منذ سنين** واللتان أصبحتا كتبتين مشهورات

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: laʒa:miʕati qa:baltu lfatata:ni llaða:ni ka:nata: zami:la:ti: munðu sini:na wa llata:ni ?aṣbaħta: katibtajni maʃhu:ra:t/

عندما ذهبت في طريقي إلى الجامعة، قابلت **فتاتان اللذان كانا زميلتاي لسنوات قليلة** وأصبحا الآن كاتبتان مشهورات.

/?indama: ðahabtu fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu fata:ta:ni llaða:ni ka:na: zami:lata:ja lisanawa:tin qali:latin wa ?aṣbaħa: l?an ka:tibata:ni maʃhu:rat/

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض **الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين**، مرة أخرى الأسبوع المقبل.

/sajuʕraḍu lfilmu wa lamsraħi:jatu llatti: ʃahadna:ha: l?usbuʕa lma:ḍi: wa llati: qulta bi?annahuma: ka:na: mumtiʕajni marratan ?uxra: l?usbu:ʕa lmuqbil/

الفلم والمسرحية اللذان شاهدناها الليلة الماضية، **واللتان قلت بأنهما ممتعين**، سيعاد عرضهما الأسبوع المقبل

/alfilmu wa lmasraħi:jatu llaða:ni ʃahdna:ha: llajlata lma:ḍija wa llata:ni qulta bi?annahuma: mumtiʕajni sajuʕa:du ʕarḍihima: l?usbu:ʕa lmuqbil/

الفلم والمسرحية التي شاهدناهما الأسبوع الماضي، **والتي قلت إنهما ممتعين**، سوف يعرضا الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃahadna:huma: l?sbu:ʕa lma:ḍi: wa llati: qulta ?innahuma mumtiʕajni sawfa juʕraḍa: l?usbu:ʕa lqa:dim/

إن **الفلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت انهما ممتعان** سيعرضان الأسبوع المقبل.

/?inna lfilma wa lmasraħi:jata llati: qumna: bimuʃa:hadatihima: l?usbu:ʕa lma:ḍi: wa llati: qulta nnahuma: mumtiʕa:ni sajuʕraḍa:ni l?usbu:ʕa lmuqbil/

الفلم والمسرحية اللتان شاهدناهما الأسبوع الماضي واللتان قلت عنهما أنهما ممتعان، سيعرضان ثانية الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃahadna:huma: l?usbuʕa lma:ḍi: wa llata:ni qulta ʕanhuma: ?annahuma: mumtiʕa:ni sajuʕraḍa:ni θa:nijatan il?usbuʕa lqa:dim/

الفلم والمسرحية التي نحن شاهدناهم الأسبوع الماضي، والتي أنت قلت أنهم كانان ممتعات سيعرضنا مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: naħnu ʃahadna:humu l?usbu:ʕa lma:ḍi: wa llati: ?anta qulta ?annahum ka:nan mumtiʕa:tin sajuʕraḍana: marratan ?uxra: l?usbu:ʕa lqa:dim/

ما شهدناه من **فلم ومسرحية الأسبوع الماضي والتي قلت عنهن ممتعات** سوف يتم عرضهن مرة أخرى الأسبوع المقبل

/ma: ʃahidna:hu min filmin wa masraħi:jatin il?sbu:ʕa lma:ḍi: wa llati: qulta ʕanhunna mumtiʕa:tin sawfa jatimmu ʕarḍuhunna marratan ?uxra: l?usbu:ʕa lmuqbil/

الفيلم والمسرحية اللاتي عرضت في الأسبوع الماضي وأنت قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.

/alfi:lmu wa lmasraħi:jatu lla:ti: ʕuriḍat fi: l?usbu:ʕi lma:ḍi: wa ?anta qulta ?annahunna mumtiʕa:tin sawfa juʕraḍna haða l?usbu:ʕa marratan θa:nijatan/

الفلم والمسرحية التي شاهدنا الاسبوع الماضي، والتي أنت قلت ممتعة، سوف تعرض مرة ثانية الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃahadna:ha: l?usbu:ʕa lma:ḍi: wa llati: ?anta qulta mumtiʕatan sawfa tuʕraḍu marratan θa:nijatan l?usbu:ʕa lqa:dim/

الفلم والمسرحية اللتان شاهدناهم الأسبوع الماضي والذي قلت عنهم ممتعات، سوف يعرضونه مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃahadna:humu l?usbu:ʕa lma:ḍi: wa llaði: qulta ʕanhum mumtiʕa:tin sawfa jaʕruḍu:nahu marratan ?uxra: fi: l?usbu:ʕi lqa:dim/

الفلم والمسرحية التي شاهدنهما الاسبوع الماضي وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجددا الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃahadna:huma: lusbu:ʕa lma:ḍi: wa kama: qulta bi?annahuma: ka:na: mumtiʕajn fasawfa jaqu:mu biʕarḍihim muʒaddadan l?usbuʕa lqa:dim/

الفلم والمسرحية التي شاهدنها الاسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃahadnahuma: lusbu:ʕa lma:ḍi: wa llati: qulta ka:na:t mumtiʕatan sawfa tuʕraḍu marratan ?uxra: l?usbuʕa lqa:dim/

الفيلم والمسرحية اللتان شاهدناهم الليلة الماضية واللتان قلت أنهم ممتعان سيعرضان مرة أخرى الأسبوع القادم

/alfilmu wa lmasraħi:jatu llata:ni ʃahadna:humu llajlata lma:ḍi:ja wa llata:ni qulta ?annahum mumtiʕajni sajʕaraḍa:ni marratan ?uxra: l?usbuʕa lqa:dim/

ستعرض **الفيلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنها ممتعة** مرة أخرى الأسبوع القادم.

/satuʕraḍu lfilmu wa lmasraħi:jatu llati: ʃahadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annaha: mumtiʕatun marratan ?uxra: l?sbuʕa lqadim/

الفلم والمسرحية التي شاهدناها الأسبوع الماضى والتي قلت بأنهم ممتعات سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃahadna:ha: l?usbu:ʕa lma:ḍi: wa llati:: qulta bi?annahum mumtiʕa:tin sawfa tuʕraḍu marratan ?uxra: l?usbuʕa lqa:dim/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المحقق ذكي جدا، فقد **قابل الولد والفتاة التي قتل والدهم** وفي غضون أربع وعشرون سعة من المحتمل قد يعرف من القاتل كان.

/almuħaqqiqu ðaki:jun ʒiddan faqad qa:bala lwalada wa lfata:ta llati: qutila wa:liduhumu wa fi: ɣuḍu:ni ?arbaʕin wa ʕiʃru:na saʕatin mina lmuħtamali qad jaʕrifu mani lqa:tilu ka:n/

البوليس السري كان ذكي جدا، هو قابل **الولد والبنت التي والدهم قد قتل**، وخلال 24 ساعة ينبغي هو أن يعرف من القاتل يكون.

/albu:li:su ssirri:ju ka:na ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llati: wa:liduhumu qad qutila wa xila:la ?arbaʕin wa ʕiʃru:na sa:ʕatan huwa janbaɣi: ?an jaʕrifa mani lqa:tilu jaku:n/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

الحائطان اللتان بنتهما قوات Serbian حول Bosnian عاصمة Sarajevo كانت قد أخترقتا بقدر كافي لإعطاء بصيص أمل إلا أنه لا يمكن أن يكون مرضيا.

/alħa:?iṭa:ni llata:ni banathuma: quwa:tu sirbjan ħawla busnjan ʕa:ṣimati sara:jifu ka:nat qad ?uxtiraqata: biqadarin ka:fi: li?iʕṭa:?i baṣi:ṣa ?amalin ?illa: ?annahu la: jumkinu ?an jaku:na murḍija/

الحائطان التى الصربيون حطمهم شكل حول بوسنان عاصمة سارجفو متقويون فقط ليكفي أن يسمح لبصيص من الأمل، التي ليس من الممكن أن يكونان مناسبات

/alħa:?iṭa:ni llati: ṣṣrbi:ju:na ħaṭṭamahumu ʃukkila ħawla busna:n ʕa:ṣimati sara:ʒifu: mutaqu:ju:na faqaṭ lijakfi: ?an jasmaħa libaṣi:ṣin mina l?amali llati: lajsa mina lmumkini ?an jaku:na:ni muna:siba:t/

الجداران التى حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سراجيفوا" التي نفذت كفاية في أمالهم.

/alʒida:ra:ni llati: ħaṭṭamahumu ṣṣirbi:ju:na wa ?aʕa:du: bina:?ahumu ħawla bu:sna: ʕa:ṣimati sara:ʒifu: llati: nafaðat kifa:jatin fi: ?ama:lihim/

الحائطان التى قد شكلته القوات الصربية حول بوسنين عاصمة سارجيفو قد خرق كفاية لكي يأذن ولو ببصيص أمل، التي لا يمكن ان يكون مرضي.

/alħa:?iṭa:ni llati: qad ʃakkalathu lquwa:tu ṣṣirbi:jatu ħawla busnjan ʕa:ṣimati sara:ʒifu: qad xuriqa kifa:jatan likaji ja?ðana wa law bibaṣi:ṣi ?amalin llati: la: jumkinu an jaku:na murḍi:/

الجداران التى شكلتهما قوات صربيا حول عاصمة بوسنيان كانت قطعة كافية لتسمح بدخول الشعاع التي لا تكون مرضية

/alʒida:ra:ni llati: ʃakkalthuma: quwa:tu ṣirbja: ħawla ʕa:ṣimati busnja:n ka:nat qiṭʕatan ka:fi:jatan litasmaħa biduxu:li ʃʃuʕa:ʕi llati: la: taku:nu murḍi:ja/

الجداران اللتان حطمها صيرب قامو بإعادة بنائهما حول بوسنة عاصمة سراييفوا.

/alʒida:ra:ni llata:ni ħaṭṭamaha: ṣi:rbu qa:mu: bi?iʕa:dati bina:?ihima: ħawla busna ʕa:ṣimati sara:ji:fu:/

الجدارين التى الصليبيين تتركز على التشكيل حول عاصمة سرفيا التي تثبت بشكل كاف لتجعل إشاعة الأمل لترضي الجميع.

/alʒida:ra:ni llati: ṣṣali:bi:ji:na tatarakkazu ʕala: ttaʃki:li ħawla ʕa:ṣimati sirfja llati: tuθbitu biʃaklin ka:fin litaʒʕala ?iʃa:ʕata l?amali liturḍi: lʒami:ʕ/

(Text 28) The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date and had become worn and illegible.

خبير الاثار البريطاني الذي كان يعمل بعض التنقيب كاثدرال قال بان هم وجدوا **عملـة قديمـة الـذي كـان تاريخـها اصبح لبيس وغير مقروء**

/xabi:ru l?a:θa:ri lbri:ṭa:ni:ju llaði: ka:na jaʕmalu baʕḍa ttanqi:bi ka:θi:dral qa:la bi?anna hum waʒadu: ʕumlatan qadi:matan llaði: ka:na ta:ri:xuha: aṣbaħa labi:sin wa ɣajru maqru:?/

علماء الآثار البريطانيون الذين عملو بعض النقوشـات فـي الكاتدرال، قـالو بـأنهم وجـدو **عملـة قديمـة الـذي تاريخـها أصبح تحذيرا وغير واضح**

/ʕulama:?u l?aθa:ri lbri:ṭa:ni:ju:na llaði:na ʕamilu: baʕḍa nnuqu:ʃa:ti fi: lka:θidrali qa:lu: bi?annahumu waʒadu: ʕumlatan qadi:matan llaði: ta:ri:xuha: ?aṣbaħa taħði:ran wa ɣajru wa:ḍiħ/

6.2.1.1.2 Number

The grammatical category of number is not distinguished in relative pronouns in English, i.e. the same relative pronoun can be used with singular, dual, and plural. In Arabic, however, there are differences between singular, dual, and plural as far as specific relative pronouns are concerned. Such differences between English and Arabic in the category of number caused some difficulties to the students under investigation in translating relative clauses from English into Arabic. Accordingly, in the following translation samples, it can be noted that there is no antecedent relative pronoun agreement in terms of number category; i.e. the antecedent is singular and the relative pronoun is dual or plural; or the antecedent is dual and the relative pronoun is singular or plural; or the antecedent is plural and the relative pronoun is singular or dual; as in:

(Text 8) Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

معظم **الفتيات التـي قمت بتدريسـهن** قبل سفري لم يكن جميلات فقط ولكن ذكيات ومتفتحات.

/muʕẓamu lfataja:tu llati: qumtu bitadri:sihinna qabla safari: lam jakunna ʒami:la:tin faqaṭ walakin ðaki:ja:tin wa mutafattiħa:t/

بعض **الفتيـات التـى أنـا درسـتهن** قبل أن أسـافر لـم يكن حسناوات بل وأيضـا ذكيـات ومستعدات للإستقبال الأفكار الجديدة

145

/baʕḍu lfataja:tu llati: ?ana: darrastuhunna qabla ?an ?usa:fira lam jakunna ħasna:wa:tin bal wa ?ajḍan ðaki:ja:tin wa mustaʕiddatin lil?istiqba:li l?afka:ri lʒadi:da/

بعض **الفتيات التي درستهم** من قبل سافرت ولم يكن فقط جميلة ولكن أيضا ذكية وعقولهن منفتحة.

/baʕḍu lfataja:tu llati: darrastuhum min qabli sa:fartu wa lam jakunna faqaṭ ʒami:latan wa lakin ?ajḍan ðaki:jatun wa ʕuqu:lahu:nna munfatuħa/

بعض **الفتيات التي قد درستهن** قبل أن أسافر لم يكن فقط جميلات بل هن ذكيات وواسعات الخيال

/baʕḍu lfataja:tu llati: qad darrastuhunna qabla ?an ?usa:fira lam jakunna faqaṭ ʒami:la:tin bal hunna ðaki:ja:tin wa wa:siʕatu lxaja:l/

بعض **البنات التي درَست** قبل أن أسافر لم يكن جميلات فقط بل ذكيات و ذو عقل منفتح أيضا.

/baʕḍu lbana:tu llati: darrastu qabla ?an ?usa:fira lam jakunna ʒami:la:tin faqaṭ bal ðaki:ja:tin wa ðu: ʕaqlin munfatiħin ?ajḍa:/

(Text 9) The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

اللعبان الذين سجلوا هدفان الإنتصار سوف يعطوهم مكافئات تمينة من قبل رئيس الوزراء المرشح حديثا.

/alla:ʕiba:ni llaði:na saʒʒalu: hadafa:ni l?intiṣa:ri sawfa juʕṭu:humu muka:fa?a:tin θami:natin min qibali ra?i:si lwuzara:?i lmuraʃʃaħi ħadi:θa:/

اللاعبين الإثنين الذين سجلوا الهدفين الفوز سيعطى المكافأ قيمة من قبل رئيس وزراء الذي جديد أختير.

/alla:ʕibajni l?iθnajni llaði:na saʒʒalu: lhadafajni lfawza sajuʕṭa: lmuka:fa?a qajimatan min qibali ra?i:si wuzara:?i llaði: ʒadi:dun ?uxti:r/

(Text 14) None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من **الطلبة الذي غابوا طيلة الأسبوع أعطى سببا لغيابه**، الأمر الذي قد يؤثر على مستواهم في هذا الفصل

/la: ?aħada mina ṭṭalabati llaði: ɣa:bu: ṭi:lata l?usbu:ʕi ?aʕṭa: sababan liɣija:bihi l?amru llaði: qad ju?aθθiru ʕala: mustawa:humu fi: haða: lfaṣl/

لم يقدم **أى تلميذ من اللذين تغيبوا الاسبوع الماضى سبب مقنع لغيابه** التي اثر على مستواهم.

/lam juqaddim ?ajju tilmi:ðin mina llaðajni taɣajjabu: l?usbu:ʕa lma:ḍi: sababun muqniʕun liɣija:bihi llati: ?aθθara ʕala: mustawa:hum/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

بينما كنت أتناول الغذاء في المطعم، قابلت الولد والبنت اللذان كانا يدرسان معي في الجامعة **والذين تزوج مؤخرا**

/bajnama: kuntu ?atana:walu lɣaða:?a fi: lmatˤʕami qa:baltu lwalada wa lbinta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaði:na tazawwaʒa mu?axara:/

عندما كنت أتناول وجبة الغذاء في المطعم قابلت ولد وبنت كانوا يدرسون معي في الجامعة **والذين قد تزوجوا حديثا**

/ʕindama: kuntu ?atana:walu waʒbata lɣaða?i fi: lmatˤʕami qa:baltu waladun wa bintun ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði:na qad tazawwaʒu: ħadi:θa:/

عندما كنت أتناول الغذاء في المطعم، قابلت **الولد والبنت الذين كانوا يدرسون معي في الجامعة والذين قد تزوجوا حاليا**.

/ʕindama: kuntu ?atana:walu lɣaða?a fi: lmatˤʕami qa:baltu lwalada wa lbinta llaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði:na qad tazawwaʒu: ħali:ja:/

عندما تناولت الغذاء في المطعم قابلت **ولدا وبنت الذين درسوا معي في الجامعة والذين تزوجوا حديثا**

/ʕindama: kuntu ?atana:walu lɣaða?a fi: lmatˤʕami qa:baltu waladan wa bintun allaði:na darasu: maʕi: fi: lʒa:miʕati wa llaði:na tazawwaʒu: ħadi:θa:/

عندما كنت أتناول وجبة في الإستراحة أنا قابلت **ولد وبنت الذين كانوا يدرسون معي في الجامعة والذي تزوج قريبا**.

/ʕindama: kuntu ?atana:walu waʒbatan fi: l?istira:ħati ?ana: qa:baltu waladun wa bintun llaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði: tazawwaʒa qari:ba:/

عندما كنت أتغذى في المطعم. قابلت **ولد وبنت الذين كانوا يدرسون معي في الجامعة الذين قد تزوجوا حديثا**

/ʕindama: kuntu ?ataɣaðða: fi: lmatˤʕami qabaltu waladun wa bintun llaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati llaði:na qad tazawwaʒu: ħadi:θa:/

عندما كنت أتناول طعام الغذاء في المطعم قابلت **الولد والفتاة** اللذين كانا يدرسان معي في الجامعة **والذين تزوجا مؤخرا**.

/ʕindama: kuntu ?atana:walu tˤaʕa:ma lɣaða?i fi: lmatˤʕami qa:baltu lwalada wa lfata:ta allaðajni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaði:na tazawwaʒa: mu?axara:/

عندما تناولت الغذاء في المطعم، قابلت **الولد والبنت** اللذان كانوا يدرسان معي في الجامعة **والذي تزوجها مؤخرا**.

147

/ʕindama: tana:waltu lɣaða:?a fi: lmatˤʕami qa:baltu lwalada wa lbinta llaða:ni ka:nu: jadurusa:ni maʕi: fi: lʒa:miʕati wa llaði: tazawwaʒaha: mu?axara:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما أنا كنت في طريقي إلى الجامعة أنا قابلت **فتاتان اللاتي يكن زميلاتي لسنوات قليلة مضت وأصبح كاتب مشهور.**

/ʕindama: ?ana: kuntu fi: tˤari:qi: ?ila: lʒa:miʕati ?ana: qa:baltu fata:ta:ni lla:ti: jakunna zami:la:ti: lisanawa:tin qali:latin madˤat wa ?asˤbaha ka:tibun maʃhu:r/

عندما كنت أمشي في طريقي إلى الجامعة، قابلت **الفتاتين اللاتي كانتا زميلتي لبضعة سنين مضت** واللاتان أصبحتا كاتبتين مشهورتين.

/ʕindama: kuntu ?amʃi: fi: tˤari:qi: ?ila: lʒa:miʕati qa:baltu lfata:tajni lla:ti: ka:nata: zami:latajja libidˤʕati sini:na madˤat wa lla:ta:ni ?asˤbahata: ka:tibatajni maʃhu:ratajn/

عندما كنت أمشي في طريقي إلى الجامعة قابلت **فتتان الاتي كانتا زميلاتي السنوات القليل الماضي الاتي أصبحتا كتبتان مشهورات**

/ʕindama: kuntu ?amʃi: fi: tˤari:qi: ?ila: lʒa:miʕati qa:baltu fatata:ni lla:ti: ka:nata: zami:la:ti: ssanawa:ti lqali:li lma:dˤi: lla:ti: ?asˤbahata: ka:tibata:ni maʃhu:ra:t/

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض **الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين**، مرة أخرى الأسبوع المقبل.

/sajuʕradˤu lfilmu wa lmasrahi:jatu llati: ʃahadna:ha: l?usbu:ʕa lma:dˤi: wa llati: qulta bi?annahuma: ka:na: mumtiʕajni marratan ?uxra: l?usbu:ʕa lmuqbil/

الفيلم والمسرحية اللذى رأيناهما الأسبوع الماضي واللذى قلت عنهم ممتعان. سوف يتم عرضهما السبوع الماضي مرة أخرى.

/alfilmu wa lmasrahi:jatu llaði: ra?ajna:huma: l?usbu:ʕa lma:dˤi: wa llaði: qulta ʕanhumu mumtiʕa:ni sawfa jatimmu ʕardˤuhuma: lusbu:ʕa lma:dˤi: marratan ?uxra:/

إن **الفلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت انهما ممتعان** سيعرضان الأسبوع المقبل.

/?inna lfilma wa lmasrahi:jata llati: qumna: bimuʃahadatihima: l?usbu:ʕa lma:dˤi: wa llati: qulta annahuma: mumtiʕa:ni sajuʕrada:ni l?usbu:ʕa lmuqbil/

148

<u>**الفلم والمسرحية الذي شاهدناه في اسبوع ماضي، الذي قلت مثيرة**</u>، سيعرض مرة ثانية في اسبوع القادم.

/alfilmu wa lmasraħi:jatu llaði: ʃahadna:hu fi: sbu:ʕi ma:ḍi: llaði: qulta muθi:ratan sajuʕraḍu marratan θa:ni:jatan fi: sbu:ʕi lqa:dim/

<u>**الفلم والمسرحية التي نحن شاهدنهم الأسبوع الماضي، والتي أنت قلت أنهم كانن ممتعات**</u> سيعرضنا مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: naħnu ʃahadna:humu l?usbu:ʕa lma:ḍi: wa llati: qulta ?annahum ka:nan mumtiʕa:tin saju ʕraḍna: marratan ?uxra: l?usbu:ʕa lqa:dim/

الأسبوع الماضي، شاهدنا <u>**فلم ومسرحية، والذي قلت بأنها كانت ممتعة**</u>، سوف تعرض مرة أخرى في الأسبوع القادم.

/al?usbu:ʕu lma:ḍi: ʃa:hadna: filmun wa masraħi:jatun wa llaði: qulta bi?annaha: ka:nat mumtiʕatun sawfa tuʕraḍu marratan ?uxra: fi: l?usbu:ʕi lqa:dim/

ما شهدناه من <u>**فلم ومسرحية الأسبوع الماضي والتي قلت عنهن ممتعات**</u> سوف يتم عرضهن مرة أخرى الأسبوع المقبل

/ma: ʃahidna:hu min filmin wa masraħi:jatin l?usbu:ʕa lma:ḍi: wa llati: qulta ʕanhunna mumtiʕa:tin sawfa jatimmu ʕarḍuhunna marratan ?uxra: l?usbu:ʕa lmuqbil/

<u>**الفلم والعمل الذي نحن شاهدنا الليلة الماضية**</u> وأنا قلت كان ممتع. سوف يعرض الأسبوع القادم مرة أخرى

/alfilmu wa lʕamalu llaði: naħnu ʃa:hadna: llajlata lma:ḍi:ja wa ?ana: qultu ka:na mumtiʕ sawfa juʕraḍu l?usbu:ʕa lqa:dima marratan ?uxra:/

<u>**الفيلم والمسرحية اللاتي عرضت في الأسبوع الماضي**</u> وأنت قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.

/alfilmu wa lmasraħi:jatu lla:ti: ʕuriḍat fi: l?usbu:ʕi lma:ḍi: wa ?anta qulta ?annahunna mumtiʕa:tin sawfa juʕraḍna haða: l?usbu:ʕa marratan θa:ni:ja/

<u>**الفلم والمسرحية التي شاهدنا الاسبوع الماضي، والتي أنت قلت ممتعة**</u>، سوف تعرض مرة ثانية الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna: l?usbu:ʕa lma:ḍi: wa llati: qulta mumtiʕatan sawfa tuʕraḍu marratan θa:ni:jatan l?usbu:ʕa lqa:dim/

<u>**الفلم والمسرحية**</u> اللتان شاهدناهم الأسبوع الماضي <u>**والذي قلت عنهم ممتعات**</u>، سوف يعرضونه مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃa:hadna:humu l?usbu:ʕa lma:ḍi: wa llaði: qulta ʕanhumu mumtiʕa:tin sawfa jaʕraḍu:nahu marratan ?uxra: fi: l?usbu:ʕi lqa:dim/

<div align="center">149</div>

الفلم والمسرحية التى شاهدنهما الاسبوع الماضى وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضـهم مجددا الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadnahuma: l?usbu:ʕa lma:ḍi: wa kama: qulta bi?annahuma: ka:na: mumti:ʕajni fasawfa jaqu:mu biʕarḍihim muʒaddadan l?usbu:ʕa lqa:dim/

الفلم والمسرحية التى شاهدنها الاسبوع الماضى والتى قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta ka:nat mumti:ʕatan sawfa tuʕraḍu marratan ?uxra: l?usbu:ʕa lqa:dim/

ستعرض **الفيلم والمسرحية التى شاهدناها الأسبوع الماضى والتى قلت بأنها ممتعة** مرة أخرى الأسبوع القادم.

/satuʕraḍu lfi:lmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annaha: mumti:ʕatun marratan ?uxra: l?usbu:ʕa lqa:dim/

الفلم والمسرحية التى شاهدناها الأسبوع الماضى والتى قلت بأنهم ممتعات سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annahum mumti:ʕa:tin sawfa tuʕraḍu marratan ?uxra: l?usbu:ʕa lqa:dim/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murder was.

البوليس ذكي جدا. هو **قابل الولد والبنت الذين أبوهم قتلة** وخلال أربعة وعشرين ساعة استطاعة من مرتكب جريمة القتل.

/albu:li:su ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llaði:na ?abu:humu qutilatan wa xila:la ?arbaʕatin wa ʕiʃri:na sa:ʕatan istaṭa:ʕata man murtakibu ʒari:mata lqatl/

رجل التحري يكون ذكي جدا هو قابل **الولد والبنت الذين والدهم قتل** من خلال اربع وعشرين ساعة هو استطاع ان يعرف من يكون القاتل

/raʒulu ttaħarri: jaku:nu ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llaði:na wa:liduhumu qutila min xila:li rbaʕin wa ʕiʃri:na sa:ʕatan huwa staṭa:ʕa n jaʕrifa man jaku:nu lqa:til/

المحقق ذكي جدا، فقد **قابل الولد والفتاة التى قتل والدهم** وفي غضون أربع وعشرون سعة من المحتمل قد يعرف من القاتل كان.

/almuħaqqiqu ðaki:jun ʒiddan faqad qa:bala lwalada wa lfata:ta llati: qutila wa:liduhumu wa fi: ɣuḍu:ni ?arbaʕin wa ʕiʃru:na sa:ʕatan mina lmuħtamali qad jaʕrif mani lqa:tilu ka:n/

المحقق ذكي جدا. قابل **ولد وفتاة الذى أبوهم قتل** وفي خلال أربعة وعشرون ساعة هو تمكن من معرفة القاتل.
/almuħaqqiqu ðaki:jun ʒiddan qa:bala waladun wa fata:tun llaði: ?abu:humu qutila wa fi: xila:li ?arbaʕatin wa ʕiʃru:na sa:ʕatan huwa tamakkana min maʕrifati lqa:til/

البوليس السري كان ذكي جدا، هو قابل **الولد والبنت التى والدهم قد قتل**، وخلال 24 ساعة هو ينبغي أن يعرف من القاتل يكون.
/albu:li:su ssirri: ka:na ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llati: wa:lidahumu qad qutila wa xila:la ?arbaʕin wa ʕiʃru:na sa:ʕatan huwa janbaɣi: ?an jaʕrifa mani lqa:tilu jaku:n/

رجل التحري كان ذكيا جدا، هو **قابل ولد وبنت الذين أبوهم قتلى** ومع أربعة وعشرون ساعة هو أستطاع أن يعرف من كان القاتل.
/raʒulu ttaħarri: ka:na ðaki:jan ʒiddan huwa qa:bala waladun wa bintun allaði:na ?abu:humu qutila: wa maʕa ?arbaʕatin wa ʕiʃru:na sa:ʕatan huwa ?astaṭa:ʕa ?an jaʕrifa man ka:na lqa:til/

إن المتحري شديد الذكاء. قابل **الولد والفتاة الذين والدهما قد قتل** وخلال 24 ساعة استطاع معرفة القاتل.
/?inna lmutaħarri: ʃadi:du ððaka:?i qa:bala lwalada wa lfatata llaði:na ka:na wa:lidahuma: qad qutila wa xila:la ?rbaʕin wa ʕiʃru:na sa:ʕatan istaṭa:ʕa maʕrifata lqa:til/

المحقق يكون فائق الذكاء. قابل **الولد والبنت اللذى قتل أبوهم** وبعد أربع وعشرون ساعة عرف القاتل من يكون.
/almuħaqqiqu jaku:nu fa:?iqu ððaka:?i qa:bala lwalada wa lbinta llaði: qutila ?abu:humu wa baʕda ?arbaʕin wa ʕiʃru:na sa:ʕatan ʕarafa lqa:tila man jaku:n/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

الجدارين الذى حاطت القوات الصربية فى البوسنة عاصمة سراجفوا كانت تجعل ما يكفي لتسمح خط ضيق **الذى لم يكن يرضى**.
/alʒida:rajni llaði: ħa:ṭati lquwa:tu ṣirbi:jatu fi: lbu:sna ʕa:ṣimati sara:ʒi:fu:wa ka:nat taʒʕal ma: jakfi: litasmaħa xaṭin ḍajiqin llaði: lam jakun jurḍi:/

151

<u>**الحائطان التي الصربيون حطمهم شكل حول بوسنان عاصمة سارجفو**</u> متقويون فقط ليكفي أن يسمح لبصيص من الأمل، التي ليس من الممكن أن يكونان مناسبات

/alħa:?iṭa:ni llati: ṣṣirbi:ju:na ħaṭṭamahumu ʃukkila ħawla busna:n ʕa:ṣimati sa:rʒfu: mutaqwiju:na faqaṭ lijakfi: ?an jasmaħa libaṣi:ṣin mina l?amali allati: lajsa mina lmumkini ?an jaku:na:ni muna:siba:t/

<u>**الجداران التي حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سراجيفوا"**</u> التي نفذت كفاية في أمالهم.

/alʒida:ra:ni llati: ħaṭṭamahumu ṣṣirbi:ju:na wa ?aʕa:du: bina:?ahumu ħawla bu:ṣna: ʕa:simati sara:ʒi:fu:wa: llati: nafaðat kifa:jatun fi: ?ama:lihim/

<u>**الحائطان التي قد شكلته القوات الصربية حول بوسنين عاصمة سارجيفو**</u> قد خرق كفاية لكي يأذن ولو ببصيص أمل، التي لا يمكن ان يكون مرضي.

/alħa:?iṭa:ni llati: qad ʃakkalathu lquwa:tu ṣṣirbi:jatu ħawla busni:n ʕa:ṣimati sa:raʒi:fu: qad xuriqa kifa:jatan likaj ja?ðana wa law bibaṣi:ṣi ?amalin allati: la: jumkinu an jaku:na murḍi:/

<u>**الجداران التي شكلتهما قوات صربيا حول عاصمة بوسنيان**</u> كانت قطعة كافية لتسمح بدخول الشعاع التي لا تكون مرضية

/alʒida:ra:ni llati: ʃakklathuma: quwa:tu ṣirbija: ħawla ʕa:ṣimati busnja:n ka:nat qiṭʕatan ka:fijatan litasmaħa biduxu:li ʃʃuʕa:ʕi llati: la: takunu murḍi:ja/

<u>**الجدارين التي الصليبيين تتركز على التشكيل حول عاصمة سرفيا**</u> التي تثبت بشكل كاف لتجعل إشاعة الأمل لترضي الجميع.

/alʒida:rajni llati: ṣṣali:bi:ji:na tatarakkazu ʕala: ttaʃki:li ħawla ʕa:ṣimati sirfja: llati: tuθbitu biʃaklin ka:fin litaʒʕala ?iʃa:ʕata l?amali liturḍija lʒami:ʕ/

6.2.1.1.3 Case

   This grammatical category is used in Arabic for dual pronouns but is not widely used in English apart from the distinction between *who*, *whom,* and *whose* in some contexts (see 4.3.5 earlier). Therefore, students faced difficulties in translating English relative clauses into Arabic as far as the case category is concerned. It can be noted in the following translation samples that there is a wrong use in the grammatical category of case of both the antecedent and the relative pronoun since case is marked in duality (dual relative pronouns) in Arabic (see 4.2.1.2.1 earlier). In some sentences below, there was an agreement between the relative pronoun and its antecedent as far as the case

category is concerned but the antecedent itself was put in the wrong case. i.e. in some translation samples below, the antecedent's case is wrong and the relative pronoun has agreed with it wrongly. Therefore, such sentences are marked incorrect. Sample errors of the grammatical category of case are as follows:

(Text 9) The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

<u>**اللعبين اللذان أحرزا هدفين بجدارة**</u> سوف يعطيا مكافأت ثمينة بواسطة إنتخاب جديد لوزير.

/allaʕibajni llaða:ni ?aħraza: hadafajni biʒada:ratin sawfa juʕṭaja: muka:fa?a:tin θami:natin biwa:siṭati ?intxa:bin ʒadi:din liwazi:r/

<u>**اللعبين اللذان سجلا هدفي الفوز**</u> سوف يعطوا مكافأت قيمة من قبل رئيس الوزراء المنتخب حديثا.

/alla:ʕiba:jni llaða:ni saʒʒala: hadafaji lfawza sawfa juʕṭaw muka:fa?a:tin qajimatin min qibali ra?i:si lwuzara:?i lmuntaxabi ħadi:θa:/

<u>**سيقدم إلى اللاعبان اللاذان قاما بتسجيل هدفا الانتصار**</u> جوائز ثمينة من قبل رئيس الوزراء المنتخب.

/sajuqaddamu ?ila: lla:ʕiba:ni llaða:ni qa:ma: bitasʒi:li hadafa: l?intiṣa:ri ʒawa:?iza θami:natan min qibali ra?i:si lwuzara:?i lmuntaxab/

<u>**سيمنح اللاعبان اللذان سجلا هدفي الفوز**</u> هدايا قيمة من قبل رئيس الوزراء المنتخب مؤخرا.

/sajumnaħu lla:ʕiba:ni llaða:ni saʒʒala: hadafaji lfawza hada:ja: qajimatan min qibali ra?i:si lwuzara:?i lmuntaxabi mu?axara:/

<u>**اللاعبان اللذين أحرزا هدفي الانتصار "الفوز"**</u> سيعطيان مكافأة من قبل رئيس اللجنة المنتخب حديثا.

/alla:ʕiba:ni llaðajni ?aħraza: hadafaji l?intiṣa:r lfawz saju:ʕṭaja:ni muka:fa?atan min qibali ra?i:si llaʒnati lmuntaxabi ħadi:θa:/

<u>**سيمنح اللاعبان الذان سجلا هدفي الفوز**</u> مكافاءت من قبل رئيس الوزراء المنتخب مؤخرا

/sajumnaħu lla:ʕiba:ni llaða:ni saʒʒala: hadafaji lfawza muka:fa?a:tan min qibali ra?i:si lwuzara:?i lmuntaxabi mu?axara:/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

بينما كنت أتناول الغذاء في المطعم، **قابلت الولد والبنت اللذان كانا يدرسان معي في الجامعة** والذين تزوج مؤخرا

/bajnama: kuntu ?atana:walu lɣaða:?a fi: lmaṭˤami qa:baltu lwalada wa lbinta llaða:ni ka:na: jadrusa:ni maˤi: fi: lʒa:miˤati wa llaði:na tazawwʒa mu?axara:/

عندما كنت أتناول الغذاء في المطعم قابلت الولد والبنت اللذان كانا يدرسان معي فى الجامعة واللذان تزوجا مؤخرا

/ˤindama: kuntu ?atana:walu lɣaða:?a fi: lmaṭˤami qa:baltu lwalada wa lbinta llaða:ni ka:na: jadrusa:ni maˤi: fi: lʒa:miˤati wa llaða:ni tazawwʒa: mu?axara:/

عندما كنت أتناول غذائي في المطعم، قابلت الولد والفتاة اللذان كانا يدرسان معي فى الجامعة واللذان قد تزوجا حديثا

/ˤindama: kuntu ?atana:walu ɣaða:?i: fi: lmaṭˤami qa:baltu lwalada wa lfata:ta llaða:ni ka:na: jadrusa:ni maˤi: fi: lʒa:miˤati wa llaða:ni qad tazawwʒa: ħadi:θa:/

عندما كنت أتغذى في المطعم إلتقيت الولد والفتاة اللذان كانا يجلسان معي فى الجامعة واللذان تزوجا حديثا.

/ˤindama: kuntu ?ataɣaðða: fi: lmaṭˤami ?iltaqajtu lwalada wa lfata:ta llaða:ni ka:na: jaʒlisa:ni maˤi: fi: lʒa:miˤati wa llaða:ni tazawwʒa: ħadi:θa:/

عندما كنت أتناول الغذاء في المطعم، قابلت ولد وفتاة اللذان كانا يدرسون معي فى الجامعة واللذان تزوجا حديث.

/ˤindama: kuntu ?atana:walu lɣaða:?a fi: lmaṭˤami qa:baltu waladun wa fata:tun llaða:ni ka:na: jadrusu:na maˤi: fi: lʒa:miˤati wa llaða:ni tazawwʒa: ħadi:θa:/

عندما كنت أتناول غذائي في المطعم قبلت غلام وفتاة اللذان كانا يدرسان معي في الجامعة اللذان تزوجا حاليا.

/ˤindama: kuntu ?atana:walu ɣaða:?i: fi: lmaṭˤami qabaltu ɣula:m wa fata:t llaða:ni ka:na: jadrusa:ni maˤi: fi: lʒa:miˤati llaða:ni tazawwʒa: ħali:ja:/

عندما كنت أتناول غذائي في المطعم، **قابلت الولد والفتاة اللذان كان يدرسان معي فى الجامعة** وقام بزواج حديثا

/ˤindama: kuntu ?atana:walu ɣaða:?i: fi: lmaṭˤami qa:baltu lwalada wa lfata:ta llaða:ni ka:na: jadrusa:ni maˤi: fi: lʒa:miˤati wa qa:ma bizawa:ʒi ħadi:θa:/

عندما كنت أتناول الغذاء في المطعم قابلت **ولد وبنت اللذان كان يدروسا معي الجامعة** وهم تزوجا حديثا

/ˤindama: kuntu ?atana:walu lɣaða:?a fi: lmaṭˤami qa:baltu waladun wa bintun llaða:ni ka:na: jadru:sa: maˤi: lʒa:miˤata wa hum tazawwʒa: ħadi:θa:/

عندما كنت أتناول وجبة الغذاء في المطعم، قابلت **ولد وبنت اللذان كنت أدرس معهما فى الجامعة** وكانا قد تزوجا حديثا.

/ˤindama: kuntu ?atana:walu waʒbata lɣaða:?i fi: lmaṭˤami qa:baltu waladun wa bintun llaða:ni kuntu ?adrusu maˤhuma: fi: lʒa:miˤati wa ka:na: qad tazawwʒa: ħadi:θa:/

154

عندما كنت أتناول الغذاء في المطعم، **التقيت الولد والبنت اللذان كانـا يدرسان معـي فـي الجامعـة واللذان تزوجـا حديثا.**

/ʕindama: kuntu ʔatana:walu lɣaða:ʔa fi: lmatˤʕami ʔiltaqajtu lwalada wa lbinta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:ni tazawwʒa: ħadi:θa:/

عندما كنت أتنـاول غذائي في المطعم **قابلت الولد والفتـاة اللذان كانـا يدرسان معـي فـى الجامعـة واللذان تزوجـا مؤخرا.**

/ʕindama: kuntu ʔatana:walu ɣaða:ʔi: fi: lmatˤʕami qa:baltu lwalada wa lfata:ta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:na tazawwʒa: muʔaxara:/

عندما تناولت الغذاء في المطعم، **قابلت الولد والبنت اللذان كانوا يدرسان معـي فـى الجامعة** والذي تزوجها مؤخرا.

/ʕindama: tana:waltu lɣaða:ʔa fi: lmatˤʕami qa:baltu lwalada wa lbinta llaða:ni ka:nu: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaði: tazawwʒaha: muʔaxara:/

عندما كنت أتناول طعام الغذاء في المطعم، **قابلت الشاب والفتاة اللذان كانـا يدرسـان معـى فـى الجامعة** وقد تزوجـا حديثا.

/ʕindama: kuntu ʔatana:walu tˤaʕa:ma lɣaða:ʔi fi: lmatˤʕami qa:baltu ʃʃa:bba wa lfata:ta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa qad tazawwaʒa: ħadi:θa:/

عندما كنت أتناول غذائي في المطعم، **قابلت الولد والفتاة اللذان درسا معى فى الجامعة واللذان تزوجا مؤخرا.**

/ʕindama: kuntu ʔatana:walu ɣaða:ʔi: fi: lmatˤʕami qa:baltu lwalada wa lfata:ta llaða:ni darasa: maʕi: fi: lʒa:miʕati wa llaða:ni tazawwaʒa: muʔaxara:/

عندما كنت أتناول الغذاء في المطعم، **التقيت الولد والفتاة الذان درسا معى فى الجامعة**، قد تزوجا مؤخرا.

/ʕindama: kuntu ʔatana:walu lɣaða:ʔa fi: lmatˤʕami ʔiltaqajtu lwalada wa lfata:ta llaða:ni darasa: maʕi: fi: lʒa:miʕati qad tazawwaʒa: muʔaxara:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

بينما كنت ذهاب في طريق إلى الجامعة، **قابلت الصبيتين اللتان كانتا زميلاتى من سنوات قليلـة مضت واللتـان أصبحتا كاتبتان مشهورتان**

/bajnama: kuntu ðaha:b fi: tˤari:qi ʔila: lʒa:miʕati qa:baltu ssˤabi:jatajni llata:ni ka:nata: zami:la:ti: min sanawa:tin qali:latin madˤat wa llata:ni ʔasˤbaħata: ka:tibata:ni maʃhu:rata:n/

155

عندما كنت ذاهبا في طريقي إلى الجامعة **قابلت الفتتان اللتان كان زميلاتي لسنوات قليلة مضت واللتان أصبحتا كاتبتان مشهورتان**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu lfatata:ni llata:ni ka:na zami:la:ti: lisanawa:tin qali:latin maḍat wa llata:ni ?aṣbaħata: ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة **قابلت الفتتان اللتان كانتا زميلاتي من سنوات قليلة واللتان أصبحن كاتبتان مشهورتان.**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu lfatata:ni llata:ni ka:nata: zami:la:ti: min sanawa:tin qali:latin wa llata:ni ?aṣbaħna ka:tibata:ni maʃhu:rata:n/

عندما كنت أتمشى في طريقي إلى الجامعة، **قابلت كلتا الفتاتين اللتي كانتا زميلاتي منذ سنين قليلة واللتان قد أصبحتا كاتبتان مشهورتان.**

/ʕindama: kuntu ?atamaʃʃa: fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu kilta: lfata:tajni llati: ka:nata: zami:la:ti: munðu sini:na qali:latan wa llata:ni qad ?aṣbaħata: ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة **التقيت الفتاتان اللتان كانتا زميلتي لسنوات قليلة مضت وأصبحتا الآن كاتبتان مشهورتان.**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lʒa:miʕati ?iltaqajtu lfata:ta:ni llata:ni ka:nata: zami:latajja lisanawa:tin qali:latin maḍat wa ?aṣbaħata: l?a:na ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة، **قابلت الفتاتان اللذان كانتا زميلاتي منذ سنين واللتان أصبحتا كتبتين مشهورات**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu lfata:ta:ni llaða:ni ka:nata: zami:la:ti: munðu sini:na wa llata:ni ?aṣbaħata: katibatajni maʃhu:ra:t/

عندما كنت أمشي في طريقي للجامعة، **قابلت فتاتين اللتان كانا زملاتي من بضعة سنوات واللاتان أصبحا كتبتان مشهورتان.**

/ʕindama: kuntu ?amʃi: fi: ṭari:qi: lilʒa:miʕati qa:baltu fata:tajni llata:ni ka:na: zami:la:ti: min biḍʕati sanawa:tin wa lla:ta:ni ?aṣbaħa: katibata:ni maʃhu:rata:n/

عندما كنت ذهبا في طريقي إلى الجامعة، **قابلت بنتين اللتان كانا زملاتي لبضعة سنوات ماضية واللتان أصبحا كتبتان مشهورات**

/ʕindama: kuntu ðahiban fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu bintajni llata:ni ka:na: zamila:ti: libiḍʕati sanawa:tin ma:ḍijatin wa llata:ni ?aṣbaħa: katibata:ni maʃhu:ra:t/

عندما كنت ذاهبا في طريقي إلى الجامعة **قابلت بنتان اللتان كانو زميلاتي منذ بضع سنين مضت واللتان أصبحن كاتبات مشهورات**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nu: zami:la:ti: munðu biḍʕa sini:na maḍat wa llata:ni ?aṣbaħna ka:tiba:tin maʃhu:rat/

عندما كنت ماشيا وفي طريق إلى الجامعة **قابلت بنتان اللتان كانتا زميلاتي من بضع سنوات مضت واللتان أصبحتا كتبتان مشهورتان.**

/ʕindama: kuntu ma:ʃijan wa fi: ṭari:qi ?ila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nata: zami:la:ti: min biḍʕi sanawa:tin maḍat wa llata:ni ?aṣbaħata: katibata:ni maʃhu:rata:n/

عندما كنت أمشي في طريقي إلى الجامعة، **قابلت الفتاتين** اللاتي كانتا زميلتي لبضعة سنين مضت **واللاتان أصبحتا كاتبتين مشهورتين.**

/ʕindama: kuntu ?amʃi: fi: ṭari:qi: ?ila: lʒa:miʕa qa:baltu lfata:tajni lla:ti: ka:nata: zami:latajja libiḍʕati sini:na maḍat wa lla:ta:ni ?aṣbaħata: ka:tibatajni maʃhu:ratajn/

عندما كنت أمشي في طريقي إلى الجامعة، **قبلت الفتاتان اللتان كانتا زميلاتي منذ سنين قليلة مضت اصبحتا كاتبتين مشهورتين.**

/ʕindama: kuntu ?amʃi: fi: ṭari:qi: ?ila: lʒa:miʕati qabaltu lfata:ta:ni llata:ni ka:nata: zami:la:ti: munðu sini:na qali:latin maḍat aṣbaħata: ka:tibatajni maʃhu:ratajn/

قابلت الفتاتان اللتان كانتا زميلتاي لسنين قليلة مضت واللتان أصبحتا كاتبتان مشهورتان كاتبتان مشهورتان (قابلتهما) عندما كنت في طريقي إلى الجامعة.

/qa:baltu lfata:ta:ni llata:ni ka:nata: zami:lata:ja lisini:na qali:latin maḍat wa llata:ni ?aṣbaħata: ka:tibata:ni maʃhu:rata:ni qa:bltuhuma ʕindama: kuntu fi: ṭari:qi: ?ila: lʒa:miʕat/

بينما كنت في طريقي للجامعة، **قابلت الفتاتان اللتان كانتا صديقتاي منذ سنوات قليلة مضت واللتان كانتا كاتبتين مشهورتين**

/bajnama: kuntu fi: ṭari:qi: lilʒa:miʕati qa:baltu lfata:ta:ni llata:ni ka:nata: ṣadi:qataja munðu sanawa:tin qali:latin maḍat wa llata:ni kanata: ka:tibatajni maʃhu:ratajn/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

كان التحري ذكيا جدا. لأنه **قابل الصبية والولد اللذان أبوهما قتل** وخلال 24 ساعة، استطاع من يعرف من القاتل.

157

/ka:na ttaħarriju ðaki:jan ʒiddan li?annahu: qa:bala ṣṣabi:jata wa lwalada llaða:ni ?abu:huma: qutila wa xila:la ?arba؟in wa ؟iʃru:na sa:؟atan istaṭa:؟a min ja؟rifa man lqa:til/

المحقق يكون ذكيا جدا. هو **قابل الولد والبنت اللذان أبويهما قتل** وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل كان.

/almuħaqqiqu jaku:nu ðaki:jan ʒiddan huwa qa:bala lwalada wa lbinta llaða:ni ?abu:huma: qutila wa xila:la ?arba؟tin wa ؟iʃru:na sa:؟atan istaṭa:؟a ?an ja؟rifa man lqa:tilu ka:n/

المحقق ذكي جدا. هو **إلتقى الفتاة والصبى الذان قتل والدهما** وقد استطاع أن يعرف قاتله في خلال 24 ساعة فقط.

/almuħaqqiqu ðaki:jun ʒiddan huwa ?iltaqa: lfata:ta wa ṣṣabi:ja llaða:ni qutila wa:liduhuma wa qad istaṭa:؟a ?an ja؟rifa qa:tiluhu fi: xila:li ?arba؟in wa ؟iʃru:na sa:؟atin faqaṭ/

المحقق يكون ذكيا جدا. هو **قابل الولد والبنت اللذان كان ولديهم مقتولا** وخلال أربعة وعشرون ساعة استطع ان يعرف من القاتل يكون.

/almuħaqqiqu jaku:nu ðaki:jan ʒiddan huwa qa:bala lwalada wa lbinta llaða:ni ka:na waldi:himu maqtu:la:n wa xila:la ?arba؟atin wa ؟iʃru:na sa:؟atan istaṭi؟a an ja؟rifa man lqa:tilu jaku:n/

المحقق ذكي جدا، عندما **قابل الولد والبنت اللذان أباهم قتل** وفي خلال 24 ساعة إستطاع أن يعرف من مرتكب جريمة القتل

/almuħaqqiqu ðaki:jun ʒiddan qa:bala lwalada wa lbinta llaða:ni ?aba:humu qutila wa xila:la ?arba؟in wa ؟iʃru:na sa:؟atan ?istaṭa:؟a ?an ja؟rifa man murtakibu ʒari:mata lqatl/

المراقب الذكي هو **قابل الولد والفتاة اللذان قتل والدهما** وخلال (24) ساعة هو يستطيع أن يعرف من يكون القاتل.

/almura:qibu ððaki:ju huwa qa:bala lwalada wa lfata:ta llaða:ni qutila waldahuma: wa xila:la ?arba؟in wa ؟iʃru:na sa:؟atan huwa jastaṭi؟u ?an ja؟rifa man jaku:nu lqa:til/

المحقق ذكي جدا، **قابل الولد والفتاة اللذان قتل والدهما** في حدود أربع ساعات استطاع أن يعرف قاتل والدهما.

/almuħaqqiqu ðaki:jun ʒiddan qa:bala lwalada wa lfata:ta llaða:ni qutila walidahuma: fi: ħudu:di ?arba؟i sa:؟a:tin istaṭa:؟a ?an ja؟rifa qa:tila wa:lidahuma:/

المفتش هو ذكي جدا. **التقى الولد والبنت اللذان قتلا أبوهما** في خلال عشرون ساعة يعرف من هو القاتل.

158

/almufattiʃu huwa ðaki:jun ʒiddan iltaqa: lwalada wa lbinta llaða:ni qutila: ?abu:huma:
fi: xila:li ʕiʃru:na sa:ʕatan jaʕrifu man huwa lqa:til/

المحقق ذكيا جدا، **قابل الولد والبنات اللذان والدتهما قاتل** وفي خلال أربعة وعشرين ساعة يستطيع أن يعرف من
هو القاتل.

/almuħaqqiqu ðaki:jan ʒiddan qa:bala lwalada wa lbana:ta llaða:ni walidathuma:
qa:tilun wa fi: xila:li ?arbaʕatin wa ʕiʃri:na sa:ʕatan jastaṭi:ʕu ?an jaʕrifa man huwa
lqa:til/

المحقق ذكي جدا، **قابل الصبي والفتاة واللذان قتل والدهما** وفي غضون أربع وعشرون ساعة استطاع معرفة
القاتل.

/almuħaqqiqu ðaki:jun ʒiddan qa:bala ṣṣabi:ja wa lfata:ta wa llaða:ni qutila
walduhuma: wa fi: ɣuḍu:ni ?arbaʕin wa ʕiʃru:na sa:ʕatan istaṭa:ʕa maʕrifata lqa:til/

المتحري ذكي جدا. **قابل الولد والبنت اللذان والدهما قتل** وخلال أربعة وعشرون ساعة استطاع أن يعرف هوية
القاتل

/almutaħarri: ðaki:jun ʒiddan qa:bala lwalada wa lbinta llaða:ni waliduhuma: qutila wa
xila:la ?arbaʕatin wa ʕiʃru:na sa:ʕatan istaṭa:ʕa ?an jaʕrifa huwi:jata lqa:til/

المتحري (المخبر) ذكي جدا، فقد **إلتقى الولد والفتاة اللذان قتل والدهما**، ومن هذا اللقاء الذي جرى، خلال 24
ساعة استطاع التعرف على هوية المجرم.

/almutaħarri: almuxbiru ðaki:jun ʒiddan faqad ?iltaqa: lwalada wa lfata:ta llaða:ni
qutila waliduhuma: wa min haða: lliqa:?i llaði: ʒara: xila:la ?arbaʕin wa ʕiʃru:na
sa:ʕatan istaṭa:ʕa ttaʕarrufa ʕala: huwi:jata lmuʒrim/

 (Text 22) The two walls that the Serbian forces had formed around the Bosnian capital
of Sarajevo were pierced just enough to let in a ray of hope, which could not be
satisfactory.

أخترقا الجداران اللذان كانا قد شكلا حول عاصمة ساراجيفوا البوسنين بما فيه الكفاية ليترك بصيصا من الأمل,
الذي لم يكن مرض عنه.

/?uxttriqa: lʒida:ra:ni llaða:ni ka:na: qad ʃukkila: ħawla ʕa:ṣimati sa:ra:ʒi:fwa: lbu:sni:n
bima: fi:hi lkifa:jatu lijatruka baṣi:ṣan mina l?amali llaði: lam jakun murḍin ʕanh/

أخترقا الجدران اللذان قد شكلا من قبل القوات الصربية حول عاصمة سارايفو البوسنة فقط ليدعا بصيصا من
الأمل أن يدخل والذي كان غير مقنعا

159

/?uxttriqa: lʒudra:ni llaða:ni qad ʃukkila: min qibali lquwa:ti ṣṣirbi:jati ħawla ʕa:ṣimati sa:ra:ji:fu: lbu:sna faqaṭ lijadaʕa: baṣi:ṣan mina l?amali ?an jadxula wa llaði: ka:na ɣajru muqniʕa:/

(Text 29) Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. The one whom I could not recognise has changed a lot.

يوم أمس **قابلت الولدان اللذان درسا معي في مرحلة الثانوية** واستطعت أن أميز واحد منهم، ولكن لم أستطيع تمييز الأخر. والشخص الذي لم أميزه تغير كثيرا.

/jawma ?amsi qa:baltu lwalada:ni llaða:ni darasa: maʕi: fi: marħalati θθa:nawi:jati wa staṭaʕtu ?an ?umajiza wa:ħidun minhum wa lakin lam ?astaṭi:ʕ tamji:za l?axar wa ʃʃaxṣu llaði: lam ?amajizuhu taɣajjra kaθi:ra:/

بالأمس **قابلت غلامان اللذان يدرسان معي في مستوى عالي،** أستطعت تعرف واحد منهم ولكن لم أستطع تعرف على الأخر. الشخص الذي لم أتعرف عليه تغير كثيرا.

/bil?amsi qa:baltu ɣula:ma:ni llaða:ni jadrusa:ni maʕi: fi: mustawan ʕa:li: ?astaṭaʕtu taʕarrufa wa:ħidun minhum wa lakin lam ?astaṭiʕ taʕarrufa ʕala: l?axar aʃʃaxṣu llaði: lam ?ataʕarraf ʕalajhi taɣajjara kaθi:ra:/

بالأمس **قابلت ولدان اللذان درسوا معي في الجامعة** أنا لم أعرف أحدا منهم ولكن لم أستطع أن أعرف الأخرين. الشخص الذي لم أستطيع ان أعرفه تغير كثيرا

/bil?amsi qa:baltu walada:ni llaða:ni darasu: maʕi: fi: lʒa:miʕati ?ana: lam ?aʕrif ?aħadan minhumu wa lakin lam ?astaṭiʕ ?an ?aʕrifa l?axari:n aʃʃaxṣu llaði: lam ?astaṭiʕ ?an ʕrifuhu taɣajjara kaθi:ra:/

بالأمس، **قابلت ولدين اللذان كانا يدرسوا معي في الثانوية**. أنا تمكنت من التعرف على أحدهم ولكن لم أتعرف على الأخر. الشخص الذي لم أتمكن على التعرف عليه قد تغير كثيرا

/bil?amsi qa:baltu waladajni llaða:ni ka:na: jadrusu: maʕi: fi: θθa:nawi:ja ?ana: tamakkantu mina ttaʕarrufa ʕala: ?aħadihim wa lakin lam ?ataʕarraf ʕala: l?axar aʃʃaxṣu llaði: lam ?atamakan ʕala: ttaʕarrufi ʕalajhi qad taɣajjara kaθira:/

أمس، **قابلت ولدان اللذان درست معهما في الثانوية**. أنا أستطعت التعرف على أحدهم ولكن لم أستطيع التعرف على الأخر. الولد الذي لم أستطع التعرف عليه قد تغير كثيرا.

/?ams qa:baltu walada:ni llaða:ni darastu maʕhuma: fi: θθa:nawi:ja ?ana: ?astaṭaʕtu ttaʕarrufa ʕala: ?aħadihim wa lakin lam ?astaṭiʕ attaʕarrufa ʕala: l?axar alwaladu llaði: lam ?astaṭiʕ attaʕarrfa ʕalajhi qad taɣajjara kaθi:ra:/

بالأمس **قابلت ولدين اللذان كنا يدرسان معي في مستوى الدراسات العليا**. استطعت تميز واحد منهم ولم استطيع تمييز الأخر. الشخص الذي لم أستطع تمييزه تغير كثيرا

/bil?amsi qa:baltu waladajni llaða:ni kunna: jadrusa:ni maʕi: fi: mustawa ddira:sa:ti lʕulja: istaṭaʕtu tamjiza wa:ħidin minhum wa lam astaṭiʕ tamji:za l?axar aʃʃaxṣu llaði: lam ?astaṭiʕ tamji:zahu taɣajjara kaθi:ra:/

بالأمس، **إلتقيت الولدان اللذان كانا يدرسان معي في مرحلة المدرسة الثانوية**. إستطعت التعرف على واحد منهم لكنني لم أعرف الأخر. الولد الذي لم أعرفه كان قد تغير كثيرا.

/bil?amsi ?iltaqajtu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: marħalati lmadrasati θθa:nawi:ja ?istaṭaʕtu ttaʕarrufa ʕala: wa:ħidin minhumu lakinani: lam ?aʕrif il?axara alwaladu llaði: lam ?aʕrifhu ka:na qad taɣajjara kaθi:ra:/

بالأمس، **قابلت اللولدان اللذان كانا يدرسان معي في المستوى العالي في المدرسة**، استطيع تنظيم واحد منهم لكن لا استطيع تنظيم الأخر، الواحد الذي لا أستطيع تنظمه فقد تغير كثيرا

/bil?amsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: lmustawa lʕa:li: fi: lmadrasati astaṭi:ʕu tanẓi:ma wa:ħidin minhumu lakin la: ?astaṭiʕu tanẓi:ma l?axar alwaladu llaði: la: ?astaṭi:ʕ tanẓi:mahu faqad taɣajjara kaθi:ra:/

قابلت بالأمس الولدان اللذان كان يدرسان معي بالدراسات العليا. أستطعت تمييز أحدهم لكن لم أستطيع تمييز الأخر. الشخص الذي لم أستطيع تمييز تغير كثيرا

/qa:baltu bil?amsi lwalada:ni llaða:ni ka:na jadrusa:ni maʕi: biddira:sa:ti lʕulja: ?istaṭaʕtu tamji:za ?aħadihim lakin lam astaṭiʕ tamji:za l?axar aʃʃaxṣu llaði: lam ?astaṭi:ʕ tamji:za taɣajjara kaθi:ra:/

بالأمس، **قابلت الصبيان اللذان كانا يدرسان معي في المرحلة الجامعية** واستطعت تمييز واحد منهم ولم أستطع تمييز الأخر الشخص الذي لم أعرفه كان قد تغير كثيرا.

/bil?amsi qa:baltu ṣṣabi:ja:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: lmarħalati lʒa:miʕi:jati wa staṭaʕtu tamji:za wa:ħidin minhumu wa lam ?astaṭiʕ tamji:za l?axara ʃaxṣu llaði: lam ?aʕrifuhu ka:na qad taɣajjara kaθi:ra:/

أمس. أنا **قابلت الولدان اللذان يدرسان معي في المدرسة العاليـة**، أنـا إستطعت أن أدرك واحد منهم ولم أستطع أن أدرك الأخر وشخص الذي أستطع إدراكه قد تغير كثيرا

/?ams ?ana: qa:baltu lwalada:ni lla:a:ni jadrusa:ni maʕi: fi: lmadrasati lʕa:lija ?ana: ?istaṭaʕtu ?an ?udrika wa:ħidun minhumu wa lam ?astaṭiʕ ?an ?udrika l?axara wa ʃʃaxṣu llaði: ?astaṭiʕu ?idra:kahu qad taɣajjra kaθi:ra:/

أمس قابلت **ولدين اللذان كان يدرسا معي في المستوى الجـامعي** تذكرت أحدهما ولكن لم أستطيع تذكر الأخرين أحدهم لم أستطيع تذكره لأنه تغير كثيرا

/?amsi qa:baltu waladajni llaða:ni ka:na jadrusa: maʕi: fi: lmustawa lʒa:miʕi: taðakkrtu ?aħadahuma: wa lakin lam ʕastaṭiʕ taðakkura l?axari:n ?aħaduhum lam ?astaṭiʕ taðakkurihu li?annahu taɣajjara kaθi:ra:/

بـالأمس **قابلـت الولـدان اللـذان يدرسـان معـي في مرحلـة الثانويـة** اسـتطيع ان اميـز أو اعـرف احـدهم ولكـن لا استطيع تمييز الاخر الشخص الذي لم استطيع ان اعرفه تغير كثيرا

/bil?amsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: marħalati θθa:nawi:ja staṭi:ʕu an umajiza ?aw aʕrifa ħadahumu wa lakin la: astaṭi:ʕu tamji:za laxar aʃʃaxṣu llaði: lam astaṭi:ʕ an aʕrifuhu taɣajjara kaθi:ra:/

بالأمس **قابلت الولدان اللذان كانا يدرسان معي في الثانوية**. استطعت التعرف على واحد منهم ولكني لم استطيع التعرف على الاخر والشخص الذي لم أستطيع التعرف عليها تغير كثيرا.

/bil?amsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: θθa:nawi:ja staṭaʕtu ttaʕarrufa ʕala: wa:ħidin minhumu wa lakinni: lam astaṭi:ʕ ttaʕrrufa ʕala: laxar wa ʃʃaxṣu llaði: lam ?astaṭi:ʕ attaʕarrufa ʕalajha: taɣajjara kaθi:ra:/

6.2.1.1.4 Person/Non-person

The person/non-person grammatical category, on the other hand, exists in English and does not exist in Arabic as far as relative pronouns are concerned. Therefore, when translating from English into Arabic, students made no errors in translating relative clauses in this grammatical category as far as relative pronouns are concerned simply because they are not supposed to use it in Arabic version and whichever they used was correct.

6.2.1.2 Misuse of Literal Translation Approach

Literal translation is a useful technique when translating between two languages which have similar grammatical and idiomatic usages. As is well known, English and

Arabic do not. Newmark (1988: 68) argues that "The prevailing orthodoxy is leading to the rejection of literal translation as a legitimate translation procedure." Neubert cited in Newmark (ibid) states that "one word of an SL text and a TL word in the translation rarely correspond semantically, and grammatically hardly ever". Therefore, the use of the literal translation approach when translating between English and Arabic is, to a certain degree, only valid in translating some texts and the misuse of it leads to incorrect results. Such errors could have been avoided by studying deeply translation techniques and their uses in more detail (see 7.1.3). Some samples of students' translations in which they over-used the literal translation approach are as follows:

(Text 6) Such information as the sales manager has, may affect car manufacturing as a result of the financial crises from which the world is suffering nowadays.

مثل **معلومات كالمدير البيع عنده** قد تؤثر مصانع سيارات كالنتيجة الأزمة المالية الذي يعانيه العالم في أيامنا.

/miθla maʕlu:ma:tin kalmudi:ri lbajʕi ʕindahu qad tu?aθθiru maṣa:niʕa sajja:ra:ti kannati:ʒati l?azmati lma:li:jati llaði: juʕa:nihi lʕa:lamu fi: ?ajjamina:/

(مثل) **تلك المعلومات، مثل المبيعات المدير يملكه** ربما أن تؤثر في صنع سيارة كانتيجة من الأزمة المالية التي يعاني العالم منها هذه الأيام.

/miθla tilka lmaʕlu:ma:ti miθla lmabi:ʕa:ti lmudi:ru jamlikuhu rubama: ?an tu?aθθira fi: ṣunʕi sajja:ratin ka:nati:ʒatin mina l?azmati lma:li:jati llati: juʕa:ni: lʕa:lamu minha: haðihi l?ajja:m/

مثل هذه **المعلومات كما مدير المبيعات يملك**، ربما تؤثر على صناعة السيارات كنتيجة للأزمة المالية من حيث العالم يعاني هذه الأيام.

/miθla haðihi lmaʕlu:ma:ti kama: mudi:ru lmabi:ʕa:ti jamlik rubama: tu?aθθiru ʕala: ṣina:ʕati ssajja:ra:ti kanati:ʒatin lil?azmati lma:li:jati min ħajθu lʕa:lamu juʕa:ni: haðihi l?ajja:m/

مثل **هذه المعلومات كما مدير المبيعات يملك**، وربما تؤثر على صناعة السيارات كنتيجة في الأزمة المالية التي تواجه العالم اليوم.

/miθla haðihi lmaʕlu:ma:ti kama: mudi:ru lmabi:ʕa:ti jamlik wa rubama: tu?aθθiru ʕala: ṣina:ʕati ssajja:ra:ti kanati:ʒatin fi: l?azmati lma:li:jati llati: tuwa:ʒihu lʕa:lama ljawm/

معلومات كهذه كما مدير المبيعات يملك، قد تؤثر على صيانة السيارات كانتيجة للازمة المالية والتي منها يعاني العالم هذه الأيام

163

/maʕlu:ma:tin kahaðihi kama: mudi:ru lmabi:ʕa:ti jamlik qad tuʔaθθiru ʕala: ṣija:nati ssajja:ra:ti ka:nati:ʒatin lil?azmati lma:li:jati wa llati: minha: lʕa:lamu juʕa:ni: haðihi l?ajja:m/

كمثل هذه المعلومات كمدير مبيعات يملك، فربما صناعة السيارات قد يكون لها تأثير او كنتيجة لما يعانه العـالم من ازمة مالية هذه الأيام

/kamiθli haðihi lmaʕlu:ma:ti kamudi:ri mabi:ʕa:tin jamlik farubama: ṣina:ʕatu ssajja:ra:ti qad jaku:nu laha: ta?θi:run ?aw kanati:ʒatin lima: juʕa:ni:hi lʕa:lamu min ?azmatin ma:li:jatin haðihi l?ajja:m/

 (Text 7) Sometimes they expect him to make a speech, in which case, he is in a terrible anxiety throughout the meal preceding the meeting.

بين فترة وأخرى يأملون أن يلقي خطابا، **على أيـة حـال**، هو يكون في حالـة تـوثر فضيعة طيلـة الوجبـة التـي تسبق الاجتماع.

/bajna fatratin wa ?uxra: ja?malu:na ?an julqija xiṭa:ban ʕala: ?ajjati ħa:l huwa jaku:nu fi: ħa:lati tawθurin faḍi:ʕatin ṭi:lata lwaʒbati llati: tasbiqu l?iʒtima:ʕ/

أحيانا هم يوافقونه لصنع حديثا **التي في أي الحالة** هو يكون في حالة مرعب من خلال الوجبة السابقة للمقابلة.
/?aħja:nan hum juwa:fiqu:nahu liṣunʕi ħadi:θan allati: fi: ?ajji: lħa:lati huwa jaku:nu fi: ħa:lati qalaqin murʕibin min xila:li lwaʒbati ssa:biqati lilmuqa:bala/

أحيانا يتوقعون منه أن يعمل خطابا، **في أي حالة** هو في حالة توتر طوال الوجبة تسبق الاجتماع.
/?aħja:nan jatawqqaʕu:na minhu ?an jaʕmala xiṭa:ban fi: ?ajji: ħa:latin huwa fi: ħa:lati tawaturin ṭiwa:la lwaʒbati tasbiqu l?iʒtima:ʕ/

أحيانا هم يوافقونهم لتصنع حدثا **الذي في أي حالة** هو يكون في حالة قلق مرعب من خلال الوجبة السابقة المقابلة.
/?aħja:nan hum juwa:fiqu:nahum litaṣnaʕa ħadaθan allaði: fi: ?ajji: ħa:latin huwa jaku:nu fi: ħa:lati qalaqin murʕibin min xila:li lwaʒbati ssa:biqati lmuqa:bala/

أحيانا هم يتوقعوه يلقي الخطاب، **في أي حالة**، هو يكون في حالة غضب خلال تقديم وجبة الاجتماع.
/?aħja:nan hum jatawaqqaʕu:nahu julqi: lxiṭa:b fi: ?ajji: ħa:la huwa jaku:nu fi: ħa:lati ɣaḍabin xila:la taqdi:mi waʒbati l?iʒtima:ʕ/

هم أحيانا توقعوا منه لخلق حديث **في هذه القضية** هو في حالة من القلق الشديد طيلة الوجبة التي تسبق الإجتماع.

/hum ?aħja:nan tawaqqaʕu: minhu lixalqi ħadi:θin fi: haðihi lqaḍi:jati huwa fi: ħa:latin mina lqalaqi ʃʃadi:di ṭi:lata lwaʒbati llati: tasbiqu l?iʒtima:ʕ/

أحيانا يتوقعونه ليلقي خطابا **في أي حالة**، هو في حالة من الإضطراب الفضيع خلال تقديم الوجبة في الإجتماع

/?aħja:nan jatawaqqaʕu:nahu lijulqija xiṭa:ban fi: ?ajji: ħa:la huwa fi: ħa:latin mina l?iḍṭira:bi lfaḍi:ʕi xila:la taqdi:mi lwaʒbati fi: l?iʒtima:ʕ/

أحيانا هم يتوقعونه أن يلقي خطابا، **في أي حال** هو في حالة اضطراب مخيف خلال الوجبة ما قبل المقابلة

/?aħja:nan hum jatawaqqaʕu:nahu ?an julqi: xiṭa:ba: fi: ?ajji: ħa:lin huwa fi: ħa:lati ḍṭira:bin muxi:fin xila:la lwaʒbati ma: qabla lmuqa:bala/

(Text 10) The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

السبب الوحيد وراء إلغاء الاجتماع كان لان هو فقد أعصابه **عند أي نقطة** قررت الذهاب إلى المنزل

/assababu lwaħi:du wara:?a ?ilɣa:?i liʒtima:ʕi ka:na li?anna huwa faqada ?aʕṣa:bahu ʕinda ?ajji: nuqṭatin qarrartu ðða:ha:ba ?ila: lmanzil/

السبب الوحيد خلف إلغاء الاجتماع كان لأنه فقد أعصابه **وفي أي لحظة** قررت المغادرة للمنزل.

/assababu lwaħi:du xalfa ?ilɣa:?i liʒtima:ʕi ka:na li?annahu: faqada ?aʕṣa:bahu wa fi: ?ajji: laħẓatin qarrartu lmuɣa:darata lilmanzil/

السبب الوحيد خلف المصالحة في الإجتماع كانت بسبب الذي فقد مزاجه **في ذلك نقطة**، قررت ذهاب للبيت.

/assababu lwaħi:du xalfa lmuṣa:laħati fi: liʒtima:ʕi ka:nat bisababi llaði: faqada miza:ʒahu fi: ðalika nuqṭa qarrartu ðaha:ba lilbajt/

السبب الوحيد وراء إلغاء الاجتماع كان بسبب فقدانه لأعصابه **في النقطة التي** قررت فيها الذهاب للبيت.

/assababu lwaħi:du wara:?a ?ilɣa:?i liʒtima:ʕi ka:na bisababi fuqda:nihi li?aʕṣa:bihi fi: nnuqṭati llati: qarrartu fi:ha: ðða:ha:ba lilbajt/

السبب الوحيد خلف إلغاء المقابلة ذلك أنه مزاجه **في أي لحظة** أن قررت الذهاب للبيت.

/assababu lwaħi:du xalfa ?ilɣa:?i lmuqa:balati ðalika ?annahu fa:qidun miza:ʒahu fi: ?ajji: laħẓatin ?an qarrartu ðða:ha:ba lilbajt/

(Text 12) We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

يجب أن نؤجل إجتماع ماي لأنه سوف لن تكون موجودة في ماي **عندما سوف تكون بعيدة عن رحلتها التجارية السنوية**

/jaʒibu ?an nu?aʒʒila ?iʒtima:ʕa ma:j li?annahu sawfa lan taku:na mawʒu:datun fi: ma:j ʕindama: sawfa taku:nu baʕi:datan ?an riħlatiha: ttiʒa:ri:jati ssanawi:ja/

لابد لنا أن نؤجل إجتماع مايو لإنها سوف لن تكون متواجدة **عندما تكون في رحلتها الاقتصادية السنوية**

/la:budda lana: ?an nu?aʒʒila ?iʒtima:ʕa ma:ju: li?annaha: sawfa lan taku:na mutawa:ʒidatun ʕindama: taku:nu fi: riħlatiha: liqtiṣa:di:jati ssanawi:ja/

يجب علينا أن نؤجل اجتماع شهر مارس لانها لن تكون موجودة في شهر مارس **عندما ستكون بعيدة في رحلة عملها السنوية.**

/jaʒibu ʕalajna: ?an nu?aʒʒila ?iʒtima:ʕa ʃahri ma:ris li?annaha: lan taku:na mawʒu:datun fi: ʃahri ma:ris ʕindama: sataku:nu baʕi:datan fi: riħlati ʕamaliha: ssanawi:ja/

يجب أن نأجل الاجتماع مايو بسبب هي لن تكون متوفرة في مايو، **عندما تكون بعيدة عن العمل العام في السفر.**

/jaʒibu ?an na?ʒala liʒtima:ʕi ma:ju: bisababi hija lan taku:na mutawaffiratun fi: ma:ju: ʕindama: taku:nu baʕi:datan ʕani lʕamali lʕa:mi fi: ssafar/

يجب علينا تأجيل اجتماع مايو لأنها لن تكون موجودة في مايو **عندما ستكون بعيدا في رحلة عملها السنوية**

/jaʒibu ʕalajna: ta?ʒi:la ʒtima:ʕi ma:ju: li?annaha: lan taku:na mawʒu:datun fi: ma:ju: ʕindama: sataku:nu baʕi:dan fi: riħlati ʕamaliha: ssanawi:ja/

نحن سوف نؤجل مقابلة شهر طير لأنها هي لا تستطيع **عندما تكون بعيدا في رحلتها التجارية سنويا**

/naħnu sawfa nu?aʒʒilu muqa:balata ʃahri ṭajr li?annaha: hija la: tastaṭi:ʕu ʕindama: taku:nu baʕi:dan fi: riħlatiha: ttiʒa:ri:jati sanawi:ja:/

يجب أن نؤجل إجتماع ماي لأنها سوف لن تكون موجودة في ماي **عندما سوف تكون بعيدة على رحلتها التجارية السنوية**

/jaʒibu ?an nu?aʒʒila ?iʒtima:ʕa ma:j li?annaha: sawfa lan taku:na mawʒu:datun fi: ma:j ʕindama: sawfa taku:nu baʕi:datan ʕala: riħlatiha: ttiʒa:ri:jati ssanawi:ja/

نحن يجب أن نؤجل مقابلة شهر الماء لأن هي سوف لن تحضر في شهر الماء **عندما سوف تذهب لرحلة عمل**

/naħnu jaʒibu ?an nu?aʒʒila muqa:balata ʃahri lma:? li?anna hija sawfa lan taħḍura fi: ʃahri lma:? ʕindama: sawfa taðhabu liriħlati ʕamal/

يجب علينا تأجيل المقابلة في شهر النوار بسبب هي سوف لن تكون متواجدة في هذا الشهر، **عندما هي ستكون بعيدة عن رحلات التجارية**

/jaʒibu ʔalajna: taʔʒila lmuqa:balati fi: ʃahri nnuwa:r bisababi hija sawfa lan taku:na mutwʒidatun fi: haða: ʃʃahr ʕindama: hija sataku:nu baʕi:datan ʕan riflati tiʒa:ri:ja/

علينا أن نؤجل إجتماع مايو لأنها لن تكون موجودة أو حاضرة في شهر مايو، **عندما تكون بعيدة عن رحلة عملها السنوية**

/ʕalajna: ʔan nuʔaʒʒila ʔiʒtima:ʕa ma:ju: liʔannaha: lan taku:na mawʒu:datun ʔaw ħa:ḍiratun fi: ʃahri ma:ju: ʕindama: taku:nu baʕi:datan ʕan riflati ʕamaliha: ssanawi:ja/

يجب عليك تأجيل مقابلة شهر النوار لأنها سوف لن تكون متواجدة في شهر النوار **عندما هي ستكون بعيدة عن رحلتها التجارية السنوية**

/jaʒibu ʕalajka taʔʒila muqa:balati ʃahri nnuwa:r liʔannaha: sawfa lan taku:na mutawa:ʒidatun fi: ʃahri nnuwa:r ʕindama: hija sataku:nu baʕi:datan ʕan riflatiha: tiʒa:ri:jati ssanawi:ja/

6.2.1.3 Misuse of Translation by Omission

According to Dickins et al. (2002: 23) "The most obvious form of translation loss is when something which occurs in the SL is simply omitted from the TT." They (ibid) state that omission is used "when the information conveyed is not particularly important, and adding it would unnecessarily complicate the structure of the TT. … Cultural difference … provides another area in which simple omission may be a reasonable strategy." Accordingly, omission is a useful translation technique but it should be used for one of an acceptable reason. However, some students in this study misused it, i.e. they omitted a whole relative clause when they translated in spite of the translatability of the relative clause they omitted. This kind of error could have been avoided by studying translation techniques and practicing, as much as possible, translation exercises (see 7.1.3 and 7.1.4); which could not have been achieved by studying translation as two courses only in two academic years (see 5.3.1 earlier). Therefore, the teaching programme should be adjusted by adding more translation courses to it (see 7.1.4). Some students' translations where they misused omission are as follows:

(Text 27) My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I am unable to forget.

أمي تصر على زواجي ولكن أنا أرفض لأن الفتاة التي قابلتها منذ ثلاثة سنين مضت [......] غير قادر على نسيانها.

/?ummi: tuṣṣiru ʕala: zawa:ʒi: wa lakin ?ana: ?arfuḍu li?anna lfata:ta llati: qa:baltuha: munðu θala:θati sini:na maḍat ɣajru qa:dirin ʕala: nisja:niha:/

تلح أمي كثيرا علي أن أتزوج ولكنني أرفض لأنني لم أقدر أن أنسى البنت التي قابلتها من ثلاث سنوات مضت [......]

/tuliħu ?ummi: kaθi:ran ʕala: ?an ?atazawaʒ wa lakinni: ?arfuḍu li?annani: lam ?aqdir ?an ?ansa: lbinta llati: qa:baltuha: min θala:θi sanawa:tin maḍat/

أمي يسرها زواجي لكن أنا أرفض لأن الفتاة التي قابلتها من ثلاث سنوات مضت [......]لا أستطيع أن أنسها.

/?ummi: jusirruha: zawa:ʒi: lakin ?ana: ?arfuḍu li?anna lfata:ta llati: qa:baltuha: min θala:θi sanawa:tin maḍat la: ?astaṭi:ʕu ?an ?ansaha:/

تصر أمي على زواجي ولكن أنا ارفض بسبب الفتاة التي قابلتها منذ ثلاث سنين مضت [......]لا أستطيع نسيانها.

/tuṣṣiru ?ummi: ʕala: zawa:ʒi: wa lakin ?ana: rfuḍu bisababi lfata:tu llati: qa:baltuha: munðu θala:θi sini:na maḍat la: ?astaṭi:ʕu nisja:naha:/

أصرت أمي على زواجي ولكني رفضت بسبب الفتاة التي قابلت من ثلاث سنوات[......] والتي لم أستطع نسيانها.

/?aṣarat ?ummi: ʕala: zawa:ʒi: wa lakinni: rafaḍtu bisababi lfata:tu llati: qa:baltu min θala:θi sanawa:tin wa llati: lam ?astaṭiʕ nisja:naha:/

(Text 30) The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة إلى التوضيح أن ألئك الذين مرتبطات بروابط إقليمية جدا مقبولة لشعور بالأمن والسعادة[......] في حين يفتقرون إلى الهوية الدينية وتقديم التعاسة.

/tahdufu ddira:satu ?ila: ttawḍi:ħi ?anna ?ula?ika llaði:na murtabiṭa:tin birawa:biṭa ?iqli:mi:jatin ʒiddan maqbu:latun liʃʃuʕu:ri bil?amni wa ssaʕa:dati fi: ħi:ni jaftaqiru:na ?ila lhuwi:jati ddi:ni:jati wa taqdi:mu ttaʕa:sa/

الدراسة تهدف إلى توضيح لهؤلاء الذين لديهم صلة مطابقة لأصلهم يكون أكثر إحتمالا لشعور بالأمن والسعادة[......] بينما الذين يفقدون التعريف الأصلي من الممكن أن يساهمو في التعاسة.

/addira:satu tahdufu ?ila: tawḍi:ħi liha?ula:?i llaði:na ladajhim ṣilatun muṭa:biqatun li?aṣlihim jaku:nu ?akθaru ?iħtima:lan liʃʃuʕu:ri bil?amni wa ssaʕa:dati bajnama: llaði:na jafqidu:na ttaʕri:fa l?aṣli:ja mina lmumkini ?an jusa:himu: fi: ttaʕa:sa/

أهداف الدراسة تتحدد بأن تلك المحاولات في تلك المناطق تكون أكثر شعور بالأمان والسعادة [......]هم وتلك المناطق هويتها ينبغي تسهم أو تتبرع في قلة السعادة.

/?ahda:fu ddira:sati tataħaddadu bi?anna tilka lmuħa:wal:tu fi: tilka lmana:ṭiqi taku:nu ?akθara ʃuʕu:rin bil?ama:ni wa ssaʕa:dati hum wa tilka lmana:ṭiqu huwi:jatiha: janbaɣi: tushimu ?aw tatabarraʕu fi: qillati ssaʕa:da/

6.2.1.4 Antecedent Issues

Antecedent relative pronoun agreement (apart from agreement in grammatical categories discussed in 6.2.1.1 earlier) is one of the difficulties that students encountered when translating relative clauses from English into Arabic. The following subsections show in detail the kinds of errors that students made in terms of antecedent relative pronoun agreement.

6.2.1.4.1 Misunderstanding of the Antecedent of the Relative Pronoun

The lack of mastery of the advanced grammar of English caused some difficulties in understanding which noun/ pronoun/ phrase/ sentence is the antecedent of the relative pronoun. This misunderstanding made students unable to identify the antecedent that the relative pronoun refers back to, i.e. whether the relative pronoun refers back to the subject or the object or neither of them. Such errors could have been avoided by studying advanced grammar before doing any translation work (see 7.1.1). Some samples of the students' translations where they misunderstood the antecedent of the relative pronoun and consequently made translation errors are as follows:

(Text 24) The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة التي نظرنا للعيش النموذجي بين طلاب سكوتلندا في المدارس وقد حاولنا تعيين كيف تكون في هذا العمر من مجموعة الأسكتلنديين في هذه المدارس

/addira:satu llati: naẓarna: lilʕajʃi nnamu:ðaʒiji: bajna ṭula:bi skutlanda fi: lmada:risi wa qad ħa:walna: taʕji:na kajfa nna:su taku:nu fi: haða: lʕumri min maʒmu:ʕati l?uskutlandiji:na fi: haðihi lmada:ris/

الدراسة التي ينظر لها على أسلوب العيش بين الشباب الأسكتلنديين، طلابات دراسات العليا، يحولون ليقيم كيف الناس في هذا العمر يعيش في أسكتلندا اليوم.

/addira:satu llati: junẓaru laha: ʕala: ?uslu:bi lʕajʃi bajna ʃʃaba:bi l?uskutlandi:n ṭula:ba:ti dira:sa:ti l?ulja: jaħu:lu:na lijuqi:ma kajfa nna:su fi: haða: lʕumri jaʕi:ʃu fi: ?uskutlanda: ljawm/

الدراسة التي نظرنا فيها للعيش النموذجى بين طلاب المدرسة العالية فى سكوتلاند قد حاولنا للتعين كيف الناس في هذا العمر يعيشون مع بعضهم.

/addira:satu llati: naẓarna: fiha: lilʕajʃi nnamu:ðaʒiji: bajna ṭulla:bi lmadrasati lʕa:lijati fi sku:tla:nd qad ħa:walna: littaʕji:ni kajfa nna:su fi: haða: lʕumri jaʕiʃu:na maʕa baʕḍihim/

الدراسة التي تبدو لنا نموذج حى بين صغار طلاب المدارس الإسكتلندية، تكون محاولة لتميز كيف الناس في مجموعة عمرية تعيش في اسكتلاندا اليوم.

/addira:satu llati: tabdu: lana: namu:ðaʒun ħajjun bajna ṣiɣa:ri ṭulla:bi lmada:risi l?uskutlandi:ja taku:nu muħa:walatun litumajiza kajfa nna:su fi: maʒmu:ʕatin ʕumrijatin taʕi:ʃu fi: skutla:nda: ljawm/

6.2.1.4.2 Mistranslating the Relative Pronoun when its Antecedent is a Whole Sentence

As discussed in sections 4.1.4.2 and 4.2.2.1.4 earlier, sometimes the relative pronoun does not refer back only to the subject or the object, but to a whole sentence. In such cases, it causes problems for students when translating relative clauses because of their inability to identify the antecedent of the relative pronoun. Therefore, they misunderstand a relative pronoun as referring back to a subject or object where it is referring back to a whole sentence or clause. These errors could have been avoided by the study of advanced grammar before doing translation (see 7.1.1). Some samples of students' translations are as follows:

(Text 13) So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية **التي جعلتني أتعجب/ أتساءل لماذا هم لم يأتو** وهناك كانو فقط عدد قليل من الأعضاء.

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: llajlata lma:ḍi:jata llati: ʒaʕalatni: ?taʕaʒʒabu ?atasa:?alu lima:ða: hum lam ja?tu: wa huna:ka ka:nu: faqaṭ ʕadadun qali:lun mina l?aʕḍa:?/

العديد من الأعضاء لم يأتوا إلى النادي ليلة أمس **التي جعلتني استغرب لماذا هم لم يأتوا** وهناك كانوا فقط بعض الأعضاء

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: lajlata ?amsi llati: ʒaʕalatni: astɣribu lima:ða: hum lam ja?tu: wa huna:ka ka:nu: faqaṭ baʕḍu l?aʕḍa:?/

إن العديد من الأعضاء لم يأتوا الى النادي بالأمس **ما الذي أدى استغرابي لعدم قدومهم** ولقد كانوا القليل من الأعضاء.

/?inna lʕadi:da mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: bil?amsi ma: llaði: ?adda: stiɣra:bi: liʕadami qudu:mihimu wa laqad ka:nu: lqali:la mina l?aʕḍa:?/

العديد من الأعضاء لم يأتوا للنادي الليلة الماضية، **التي جعلتني أتساءل لماذا لم يأتوا** بالرغم أن كان هناك القليل من الأعضاء.

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: llinna:di: llajlata lma:ḍi:jata llati: ʒaʕalatni: ?atasa:?alu lima:ða: lam ja?tu: birraɣmi ?an ka:na huna:ka lqali:lu mina l?aʕḍa:?/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية، **الذي جعلني اتسأل لماذا هم لم يأتوا** وهناك كان فقط القليل من الأعضاء.

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: llajlata lma:ḍi:jata llaði: ʒaʕalani: ?atasa:?alu lima:ða: hum lam ja?tu: wa huna:ka ka:na faqaṭu lqali:lu mina l?aʕḍa:?/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية **الذي يجعلني أتساءل لماذا هم لم يأتوا**. وهناك كان فقط القليل من الأعضاء.

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: llajlata lma:ḍi:jata llaði: jaʒʕaluni: ?atasa:?alu lima:ða: hum lam ja?tu: wa huna:ka ka:na faqaṭu lqali:lu mina l?aʕḍa:?/

معظم الأعضاء لم يأتوا إلى النادي الليلي الليلة الماضية **أي جعلني سعيد هم لم يأتوا** "ويوجد فقط القليل من الأعضاء".

/muʕẓamu lʕḍa:?i lam ja?tu: ?ila: nna:di: llajli: llajlata lma:ḍi:jata ?aj ʒaʕalani: saʕi:dun hum lam ja?tu: wa ju:ʒadu faqaṭu lqali:lu mina l?aʕḍa:?/

لم يأتي العديد من الأعضاء إلى النادي الليلة الماضية **التي جعلتني أتساءل لماذا لم يأتوا** [وكان هناك فقط القليل من الأعضاء].

/lam ja?ti: l?adi:du mina l?aʕḍa:?i ?ila: nna:di: llajlata lma:ḍi:jata llati: ʒaʕalatni: ?atasa:?alu lima:ða: lam ja?tu: wa ka:na huna:ka faqaṭu lqali:lu mina l?aʕḍa:?/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضي، **الذي جعلني أتسالى لماذا هم لم يأتوا** [وكان هناك أعضاء قليلة فقط]

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: llajlata lma:ḍi: llaði: ʒaʕalani: ?atasa:li: lima:ða: hum lam ja?tu: wa ka:na huna:ka ?aʕḍa:?un qalilatun faqaṭ/

العديد من الأشخاص لم يأتوا إلى الملهى الليلي في البارحة **جعلوني متعجبا لماذا لم يأتوا** ولم يكن هناك إلا القليل.

/alʕadi:du mina l?aʃxa:ṣi lam ja?tu: ?ila: lmalha: llajli: fi: lba:riħati ʒaʕalu:ni: mutaʕaʒʒiban lima:ða: lam ja?tu: wa lam jakun huna:ka ?illa: lqali:l/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية، **الذي جعلني متعجب لماذا لم يأتوا** [وكان هناك القليل منهم فقط].

/alʕadi:du mina l?aʕḍa:?i lam ja?tu: ?ila: nna:di: llajlata lma:ḍi:ja llaði: ʒaʕalani: mutaʕaʒʒibun lima:ða: lam ja?tu: wa ka:na huna:ka lqali:lu minhum faqaṭ/

(Text 14) None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع أعطى سببا لغيابه، **والذي سيؤثر على مستواهم هذا الفصل**.

/la: ?aħada mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭilata l?usbu:ʕi ?aʕṭa: sababan liɣija:bihi wa llaði: saju?aθθiru ʕala: mustawa:humu haða: lfaṣl/

لا أحد من الطلاب اللذين كانوا غائبين أعطوا سبب للغياب **اللذي يؤثر على مستواهم في هذا الإمتحان**

/la: ?aħada mina ṭṭulla:bi llaðajni ka:nu: ɣa:?ibi:na ?aʕṭaw sababun lilɣija:bi llaði: ju?aθθiru ʕala: mustawa:humu fi: haða: l?imtiħa:n/

لم يعطي أي طالب من الذين تغيبوا طول الأسبوع سببا لغيابهم **والذي من الممكن ان يؤثر على مستواهم هذا الفصل الدراسي.**

/lam juʕṭi: ?ajju ṭa:libin mina llaði:na taɣajjabu: ṭu:la l?usbu:ʕi sababan liɣija:bihimu wa llaði: mina lmumkini an ju?aθθira ʕala: mustawa:humu haða: lfaṣli ddira:si:/

لا أحد من الطلاب الذين كانوا غايبون طيلة الأسبوع [أسبوعا كاملا] أعطى سبب غيابه، **الذي ربما يؤثر على مستواهم هذا الفصل الدراسي.**

/la: ?aħada mina ṭṭulla:bi llaði:na ka:nu: ɣa:jbu:na ṭilata l?usbu:ʕi ?usbu:ʕan ka:milan ?aʕṭa: sababa ɣija:bih llaði: rubama: ju?aθθiru ʕala: mustawahimu haða: lfaṣli ddira:si:/

لم يقدم أي تلميذ من اللذين تغيبوا الاسبوع الماضي سبب مقنع لغيابه **التي اثر على مستواهم.**

/lam juqaddim ?ajju tilmi:ðin mina llaðajni taɣajabu: l?usbu:ʕa lma:ḍi: sababun muqniʕun liɣija:bihi llati: aθθara ʕala: mustawa:hum/

لم يعطي على الإطلاق أحد من الطلاب الذين كانوا غائبين طوال الإسبوع سبب لغيابهم **التي يمكن أن تؤثر على مستواهم النهائي**

/lam juʕṭi: ʕala: l?iṭla:qi ?aħadun mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭiwa:la l?isbu:ʕi sababun liɣija:bihimu llati: jumkinu ?an tu?aθθira ʕala: mustawa:humu nniha:?i:/

لا أحد من طلبة الذين غابوا طيلة الأسبوع لم يقم بإخبار ما السبب **الذي من الممكن أن يؤثر على مستواهم في هذا الفصل.**

/la: ?aħada mina ṭalabati llaði:na ɣa:bu: ṭilata l?usbu:ʕi lam jaqum bi?ixba:ri ma: ssababu llaði: mina lmumkini ?an ju?aθθira ʕala: mustawa:humu fi: haða: lfaṣl/

لا أحد من الطلاب الذين كانوا غائبين كل الأسبوع أعطى سبب **لغيابه الذى ربما يؤثر على مستواهم هذا العام.**

/la: ?aħada mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na kulla l?usbu:ʕi ?aʕṭa: sababun liɣija:bihi llaði: rubama: ju?aθθiru ʕala: mustawa:humu haða: lʕa:m/

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع أعطاني سببا لغيابه **الذى ربما يؤثر على مستواهم فى هذا الفصل الدراسي.**

/la: ?aħada mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭilata l?usbu:ʕi ?aʕṭa:ni: sababan liɣija:bihi llaði: rubama: ju?aθθiru ʕala: mustawa:humu fi: haða: lfaṣli ddira:si:/

لا احد من الطلاب الذين كانوا غائبين طوال الاسبوع يعطو سبب لغيابهم **حيث ربما يؤثر على مستواهم فى هذا الفصل.**

/la: ?aħada mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭiwa:la lusbu:ʕi juʕṭu: sababun liɣija:bihimu ħajθu rubama: ju?aθθiru ʕala: mustawa:humu fi: haða: lfaṣl/

لا احد من الطلاب من كانو غائبين لمدة أسبوع كاملا أعطوا سببا لغيابهم **الذى يمكن أن يؤثر على مستواهم هذا الفصل.**

/la: aħada mina ṭṭulla:bi man ka:nu: ɣa:?ibi:na limuddati ?usbu:ʕin ka:milan ?aʕṭaw sababan liɣija:bihimu llaði: jumkinu ?an ju?aθθira ʕala: mustawa:humu haða: lfaṣl/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

الجدران التي شكلتهما قوات سيربينيا حول عاصمة بوسنيان كانت قطعة كافية فقط لتسمح بدخول الشعاع **التي لا تكون مرضية**

/alʒidara:ni llati: ʃakkalthuma: quwa:tu sirbi:nja: ħawla ʕa:ṣimati busnja:n ka:nat qiṭʕatan ka:fi:jatan faqaṭ litasmaħa biduxu:li ʃʃuʕa:?i llati: la: taku:nu murḍija/

الجداران اللذان شكلتهما القوات الصربية حول عاصمة ساراجفو (بوسنيان) قد خرقا، وهذا كافي فقط ليحمل بصيص أمل، **الذي لم يكن مرضيا كفاية.**

/alʒidara:ni llaða:ni ʃakkalathuma: lquwa:tu ṣṣirbi:jatu ħawla ʕa:ṣimati sa:ra:ʒfu: busnja:n qad xuriqa: wa haða: ka:fi: faqaṭ lijaħmila baṣiṣa ?amal llaði: lam jakun murḍijan kifa:ja/

أخترقا الجداران اللذان كانا قد شكلا حول عاصمة ساراجيفوا البوسنين بما فيه الكفاية ليترك بصيصا من الأمل, **الذى لم يكن مرض عنه.**

/?uxttriqa: lʒida:ra:ni llaða:ni ka:na: qad ʃukkila: ħawla ʕa:ṣimati sa:ra:ʒi:fwa: lbu:sni:n bima: fi:hi lkifa:jatu lijatruka baṣi:ṣan mina l?amal llaði: lam jakun murḍin ʕanh/

أخترقا الجدران اللذان قد شكلا من قبل القوات الصربية حول عاصمة سارايفو البوسنة فقط ليدعا بصيصا من الأمل أن يدخل **والذى كان غير مقنعا**

/?uxttriqa: lʒida:ra:ni llaða:ni qad ʃukkila: min qibali lquwa:ti ṣṣirbi:jati ħawla ʕa:ṣimati sa:ra:ji:fu: lbu:sna faqaṭ lijadaʕa: baṣi:ṣan mina l?amali ?an jadxula wa llaði: ka:na ɣajru muqniʕ/

إن الجداران اللذين شكلتهما القوات الصربية حول العاصمة البوسنية سارايفو كانا قد خرقا بما فيه الكفاية ليسمح لشعاع الأمل أن يدخل **والذى لا يمكن أن يكون مرض.**

/?inna lʒida:ra:ni llaðajni ʃakkalathuma: lquwa:tu ṣṣirbi:jatu ħawla lʕa:ṣimati lbu:sni:jati saraji:fu: ka:na: qad xuriqa: bima: fi:hi lkifa:jatu lijasmaħa liʃuʕa:ʕi l?amali ?an jadxula wa llaði: la: jumkinu ?an jaku:na murḍi/

الجدارين الذي حاطت القوات الصربية في البوسنة عاصمة سراجفوا كانت تجعل ما يكفي لتسمح خط ضيق **الذى لم يكن يرضي.**

/alʒida:rajni llaði: ħa:ṭati lquwa:tu ṣṣirbi:jatu fi: lbu:sna ʕa:ṣimati sara:ʒfuwa: ka:nat taʒʕalu ma: jakfi: litasmaħa xaṭin ḍajiqin llaði: lam jakun jurḍi:/

الحائطان التي الصربيون حطمهم شكل بوسنان عاصمة سارجفو متقويون فقط ليكفي أن يسمح لبصيص من الأمل، **التي ليس من الممكن أن يكونان مناسبات**

/alħa:ʔiṭa:ni llati: ṣṣirbi:ju:na ħaṭṭamahumu ʃukkila ħawla busna:n ʕa:ṣimati sa:rʒfu: matqu:bu:na faqaṭ lijakfi: ?an jasmaħa libaṣiṣin mina l?amal allati: lajsa mina lmumkini ?an jaku:na:ni muna:siba:t/

الجداران اللذان شكلتهم السلطة الصربية حول عاصمة سارجيفو البوسنا كانا مثقوبين كفاية لتشع بصيص من الأمل، **الذى لا يمكن أن يكون مرضي**.

/alʒidara:ni llaða:ni ʃakkalathumu ssultatu ṣṣirbi:jatu ħawla ʕaṣimati sa:raʒi:fu: lbusna: ka:na: maθqu:bajni kifa:jatan lituʃiʕa baṣi:ṣun mina l?amali llaði: la jumkinu ?an jakuna murḍi:/

الجداران التي حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سراجيفوا" التي نفذت كفاية فى أمالهم.
/alʒida:ra:ni llati: ħaṭṭamahumu ṣṣirbi:ju:na wa ?aʕa:du: bina?ahumu ħawla busna: ʕa:ṣimati sara:ʒi:fuwa llati: nafaðat kifa:jatun fi: ?ama:lihim/

الجداران الذان قوات سيربيان شكلتا حول عاصمة بوسنين ساراجيفو قطعة كافية فقط لتسمح بدخول الشعاع **الذى لا يكون مرضيا**.

/alʒida:ra:ni llaða:ni quwa:tu si:rbja:n ʃakkalata: ħawla ʕa:ṣimati busni:n sa:ra:ʒi:fu: qiṭʕatun ka:fijatun faqaṭ litasmaħa biduxu:li ʃʃuʕa:ʔi llaði: la: jaku:nu murḍija:/

الجداران اللذان شكلا من قبل الحكومة الصربية حول عاصمة سارجيف بوسنة فقط ليدع بصيصا من الأمل أن يدخل **والذى قد يكون مرضيا**.
/alʒida:ra:ni llaða:ni ʃukkila: min qibali lħuku:mati ṣṣirbi:jati ħawla ʕa:ṣimati sara:ʒi:f busna faqaṭ lijadaʕa baṣi:ṣan mina l?amali ?an jadxul wa llaði: qad jaku:nu murḍija:/

الحائطان التي قد شكلته القوات الصربية حول بوسنين عاصمة سارجيفو قد خرق كفاية لكي يأذن ولو ببصيص أمل، **التي لا يمكن ان يكون مرضي**.

/alħa:ʔiṭa:ni llati: qad ʃakkalathu lquwa:tu ṣṣirbi:jatu ħawla busni:n ʕa:ṣimati sa:rʒi:fu: qad xuriqa kifa:jatan likaj ja?ðan wa law bibaṣi:ṣi ?amal allati: la: jumkinu an jaku:na murḍi:/

175

الحائطان الصربيان شكل على طول البوسنيان عاصمة سارجيفو كان مثقوب كاف تماما ليدع شعاع الأمل **حيث لن يستطيع أن يكون مرض**

/alħa:?iṭa:ni ṣṣirbi:ja:ni ʃukkila ʕala: ṭu:li lbu:snija:n ʕa:ṣimati sa:rʒi:fu: ka:na maθqu:bun ka:fin tama:man lijadaʕa ʃuʕa:ʕa l?amali ħajθu lan jastaṭi:ʕa an jaku:na murḍi/

الجداران اللذان شكلا من قبل الحكومة الصربية حول عاصمة السراييفو "البوسنة" فقط ليدع بصيصا من الأمل ليدخل **والذى قد يكون مرضيا**

/alʒida:ra:ni llaða:ni ʃukkila: min qibali lħuku:mati ṣṣirbi:jati ħawla ʕa:ṣimati ssara:ji:fu: faqaṭ lijadaʕa baṣi:ṣan mina l?amali lijadxula wa allaði: qad jaku:nu murḍija:/

كان الحصنان المثقوبان اللذان قوة صربيا حول بزنطا عاصمة سارجفو فقط كافيان لترك بصيص أمل **الذى لم يستطع أن يكون مرضيا.**

/ka:na lħiṣna:ni lmaθqu:ba:ni llaða:ni qu:watu ṣirbja: ħawla bizanṭa: ʕa:ṣimati sa:rʒfu: faqaṭ ka:fija:ni litarki baṣi:ṣa ?amalin allaði: lam jastatiʕ ?an jaku:na murḍija:/

الجداران التي شكلتهما قوات صربيا حول عاصمة بوسنيان كانت قطعة كافية لتسمح بدخول الشعاع **التى لا تكون مرضية**

/alʒida:ra:ni llati: ʃakkalathuma: quwa:tu ṣirbja: ħawla ʕa:ṣimati busnja:n ka:nat qiṭʕatan ka:fijatan litasmaħa biduxu:li ʃʃuʕa:ʕi llati: la: taku:nu murḍija/

الجدارين التي الصليبيين تتركز على التشكيل حول عاصمة سرفيا التي تثبت بشكل كاف لتجعل إشاعة الأمل **لترضى الجميع.**

/alʒida:rajni llati: ṣṣali:bi:jina tatarakkazu ʕala: ttaʃki:l ħawla ʕa:ṣimati sirfja: llati: tuθbitu biʃaklin ka:fin litaʒʕala ?iʃaʕ:ata l?amali liturḍi: lʒami:ʕ/

الحائطان لتلك القوات الصربية المشكل حول العاصمة البوسنية ساراجيفو ثقب مايكفي لتدع أشعة الأمل تنبثق **والتى لم تكن مقنعة فى الحقيقة**

/alħa:?iṭa:ni litilka lquwa:tu ṣṣirbi:jatu lmuʃakkali ħawla lʕa:ṣimati lbu:sni:jati sa:ra:ʒi:fuwa: θuqiba ma: jakfi: litadaʕa ?aʃiʕata l?amali tanbaθiqu wa llati: lam takun muqniʕatun fi: lħaqi:qa/

الحائطان اللذان بناهما القوات الصربية حول العاصمة البوسنية 'ساراجيفوا' أخترقا كفاية ليدعا شعاع أمل **لن يكونا كافيين.**

/alħa:?iṭa:ni llaða:ni bana:huma: lquwa:tu ṣṣirbi:jatu ħawla lʕa:ṣimati lbu:sni:jati sa:ra:ʒi:fuwa: ?uxturiqa: kifa:jatan lijadaʕa: ʃuʕa?a ?amalin lan jaku:na: ka:fijajn/

الجداران اللذان شكلا من قبل الحكومة الصربية حول عاصمة السراييفو "البوسنة" فقط ليدع بصيصا من الأمل ليدخل **والذى قد يكون مرضيا**

/alʒida:ra:ni llaða:ni ʃukkila: min qibali lħuku:mati ṣṣirbi:jati ħawla ʕa:ṣimati ssara:jifu: lbu:sna faqaṭ lijadaʕa baṣi:ṣan mina l?amali lijadxula wa llaði: qad jaku:nu murḍija:/

6.2.1.4.3 Mistranslating the Relative Pronoun when its Antecedent is a Compound of Two Nouns of Different Genders

When the antecedent of the relative pronoun is a compound of two nouns of different genders, students were unable to know which relative pronoun, in Arabic, they should use, the masculine or the feminine. Students thought that relative pronouns always refer back to the nearest and closest noun or pronoun preceding them, whereas, sometimes they refer back to both of them. This difficulty could also be attributed to the differences between English and Arabic in this regard, and therefore could have been avoided by studying advanced Arabic grammar and contrastive linguistics before doing any translation work (see 7.1.1 and 7.1.2). Some samples of students' translations where they used the wrong relative pronoun that does not agree with its antecedent are as follows:

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض **الفلم والمسرحية التى شاهدناها الأسبوع الماضى، والتى قلت بأنها كانا ممتعين**، مرة أخرى الأسبوع المقبل.

/sajuʕraḍu lfilmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annahuma: ka:na: mumtiʕajn marratan ?uxra: l?uxbu:ʕa lmuqbil/

الفلم والمسرحية اللذان شاهدناها الليلة الماضية، **واللتان قلت بأنهما ممتعين**، سيعاد عرضهما الأسبوع المقبل

/alfilmu wa lmasraħi:jatu llaða:ni ʃa:hadna:ha: llajlata lma:ḍija wa llata:ni qulta bi?annahuma: mumtiʕajn sajuʕa:du ʕarḍihima: l?usbu:ʕa lmuqbil/

الفلم والمسرحية التى شاهدناهما الأسبوع الماضى، والتى قلت إنهما ممتعين، سوف يعرضا الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna:huma: l?usbu:ʕa lma:ḍi: wa llati: qulta ?innahuma: mumtiʕajn sawfa juʕraḍa: l?usbu:ʕa lmuqbil/

177

<u>الفيلم والمسرحية اللذي رأيناهما الأسبوع الماضي واللذي قلت عنهم ممتعان</u>. سوف يتم عرضهما السبوع الماضي مرة أخرى.

/alfi:lmu wa lmasraħi:jatu llaði: ra?ajna:huma: l?usbu:ʕa lma:ḍi: wa llaði: qulta ?anhumu mumtiʕa:ni sawfa jatimmu ʕarḍihima: lusbu:ʕa lma:ḍi: marratan ?uxra:/

إن <u>الفلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت انهما ممتعان</u> سيعرضان الأسبوع المقبل.

/?inna lfilma wa lmasraħi:jata llati: qumna: bimuʃa:hada:thima: l?usbu:ʕa lma:ḍi: wa llati: qulta nnahuma: mumtiʕa:ni sajuʕraḍa:ni l?usbu:ʕa lmuqbil/

<u>الفلم والمسرحية الذي شاهدناه في اسبوع ماضي، الذي قلت مثيرة</u>، سيعرض مرة ثانية في اسبوع القادم.

/alfilmu wa lmasraħi:jatu llaði: ʃa:hadna:hu fi: sbu:ʕi ma:ḍi: llaði: qulta muθi:ratun sajuʕraḍu marratan θa:ni:jatan fi: usbu:ʕi lqa:dim/

<u>الفلم والمسرحية اللتان شاهدناهما الأسبوع الماضي واللتان قلت عنهما أنهما ممتعان</u>، سيعرضان ثانية الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃa:hadna:huma: l?usbu:ʕa lma:ḍi: wa llata:ni qulta ʕanhuma: ?annahuma: mumtiʕa:n sajuʕraḍa:ni θa:ni:jatan il?usbu:ʕa lqa:dim/

<u>الفلم والمسرحية التي نحن شاهدنهم الأسبوع الماضي، والتي أنت قلت أنهم كانن ممتعات</u> سيعرضنا مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: naħnu ʃa:hadna:humu l?usbu:ʕa lma:ḍi: wa llati: ?anta qulta ?annahum ka:nan mumtiʕa:tin sajuʕraḍna: marratan ?uxra: l?usbu:ʕa lqa:dim/

الأسبوع الماضي، شاهدنا <u>فلم ومسرحية، والذي قلت بأنها كانت ممتعة</u>، سوف تعرض مرة أخرى في الأسبوع القادم.

/l?usbu:ʕu lma:ḍi: ʃa:hadna: filmun wa masraħi:jatun wa llaði: qulta bi?annaha: ka:nat mumtiʕatun sawfa tuʕraḍu marratan ?uxra: l?usbu:ʕa lqa:dim/

ما شهدناه من <u>فلم ومسرحية الأسبوع الماضي والتي قلت عنهن ممتعات</u> سوف يتم عرضهن مرة أخرى الأسبوع المقبل

/ma: ʃahadna:hu min filmin wa masraħi:jatin l?usbu:ʕa lma:ḍi: wa llati: qulta ʕanhunna mumtiʕa:tin sawfa jatimmu ʕarḍihinna marratan ?uxra: l?usbu:ʕa lmuqbil/

<u>الفلم والعمل الذي نحن شاهدنا الليلة الماضية</u> وأنا قلت كان ممتع. سوف يعرض الأسبوع القادم مرة أخرى

/alfilmu wa lʕamalu llaði: ʃa:hadna: llajlata lma:ḍija wa ?ana: qultu ka:na mumtiʕ sawfa juʕraḍu l?usbu:ʕa lqa:dima marratan ?uxra:/

178

الفيلم والمسرحية اللاتي عرضت في الأسبوع الماضي وأنت قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.

/alfi:lmu wa lmasraħi:jatu lla:ti: ʕuriḍat fi: l?usbu:ʕi lma:ḍi: wa ?anta qulta ?annahuna mumtiʕa:tin sawfa juʕraḍna haða: l?usbu:ʕa marratan θa:ni:ja/

الفلم والمسرحية التي شاهدنا الاسبوع الماضي، والتي أنت قلت ممتعة، سوف تعرض مرة ثانية الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna: l?usbu:ʕa lma:ḍi: wa llati: ?anta qulta mumtiʕa sawfa tuʕraḍu marratan θa:ni:jatan l?usbu:ʕa lqa:dim/

الفلم والمسرحية اللتان شاهدناهم الأسبوع الماضي والـذي قلت عنهم ممتعات، سوف يعرضونه مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llata:ni ʃa:hadna:humu l?usbu:ʕa lma:ḍi: wa llaði: qulta ʕanhumu mumtiʕa:tin sawfa jaʕruḍu:nahu marratan ?uxra: fi: l?usbu:ʕi lqa:dim/

الفلم والمسرحية التي شـاهدنهما الاسبوع الماضي وكمـا قلت بأنهمـا كانـا ممتعين، فسوف يقوم بعرضهم مجددا الاسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna:huma: lusbu:ʕa lma:ḍi: wa kama: qulta bi?annahuma: ka:na: mumtiʕajn fasawfa jaqu:mu biʕarḍihim muʒaddadan lusbu:ʕa lqa:dim/

الفلم والمسرحية التي شاهدنها الاسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadnaha: lusbu:ʕa lma:ḍi: wa llati: qulta ka:nat mumtiʕatun sawfa tuʕraḍu marratan ?uxra: l?usbu:ʕa lqa:dim/

الفيلم والمسرحية اللتان شاهدناهم الليلة الماضية واللتان قلت أنهم ممتعان سيعرضـان مرة أخرى الأسبوع القادم

/alfi:lmu wa lmasraħi:jatu llata:ni ʃa:hadna:humu llajlata lma:ḍija wa llata:ni qulta ?annahum mumtiʕa:ni sajuʕraḍa:ni marratan ?uxra: l?usbu:ʕa lqa:dim/

ستعرض **الفيلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنها ممتعة** مرة أخرى الأسبوع القادم.

/satuʕradu lfi:lmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annaha: mumtiʕatun marratan ?uxra: l?usbu:ʕa lqa:dim/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بـأنهم ممتعات سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasraħi:jatu llati: ʃa:hadna:ha: l?usbu:ʕa lma:ḍi: wa llati: qulta bi?annahum mumtiʕa:tin sawfa tuʕraḍu marratan ?uxra: l?usbu:ʕa lqa:dim/

6.2.1.4.4 Misuse of Relative Pronouns with Indefinite Antecedents in Arabic

As was shown earlier, relative pronouns are used with both definite and indefinite antecedents in English; but in Arabic, they are only used with definite antecedents and using them with indefinite antecedents leads to ungrammatical structures. However, when translating, students misused relative pronouns with indefinite antecedents in Arabic. This misuse could be attributed to the differences between the two languages in this respect. Therefore, it could have been avoided by studying contrastive linguistcs before doing translation (see 7.1.2). Some students' errors where they misused relative pronouns with indefinite antecedents are as follows:

(Text 14) None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من **طلبة الذين غابوا طيلة الأسبوع** لم يقم بإخبار ما السبب الذي من الممكن أن يؤثر على مستواهم في هذا الفصل.

/la: ?aħada min ṭalabati llaði:na ɣa:bu: ṭi:lata l?usbu:ʕ lam jaqum bi?ixba:ri ma: ssababu llaði: mina lmumkin ?an juʕaθθira ʕala: mustawa:humu fi: haða: lfaṣl/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول وجبة الغذاء في المطعم قابلت **ولد وبنت** كانوا يدرسون معي في الجامعة و**الذين قد تزوجوا حديثا**

/ʕindama: kuntu ?atana:walu waʒbata lɣaða:?i fi: lmaṭʕami qa:baltu waladun wa bintun ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði:na qad tazawaʒu: ħadi:θa:/

عندما كنت أتناول الغذاء في المطعم، قابلت **ولد وفتاة اللذان كانا يدرسون معي في الجامعة واللذان تزوجا حديثا**.

/ʕindama: kuntu ?atana:walu lɣaða:?a fi: lmaṭʕami qa:baltu waladun wa fata:tun llaða:ni ka:na: jadrusu:na maʕi: fi: lʒa:miʕati wa llaða:ni tazawaʒa: ħadi:θa:/

عندما كنت أتناول غذائي في المطعم قبلت **غلام وفتاة اللذان كانا يدرسان معي في الجامعة اللذان تزوجا حاليا**.

/ʕindama: kuntu ?atana:walu ɣaða:?i: fi: lmaṭʕami qabaltu ɣula:mun wa fata:tun allaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati llaða:ni tazawaʒa: ħa:li:ja:/

عندما تناولت الغذاء في المطعم قابلت **ولدا وبنت الذين درسوا معى في الجامعة والذين تزوجوا حديثا**

/ʕindama: tana:waltu lɣaða:ʔa fi: lmaṭʕami qa:baltu waladan wa bint allaði:na darusu: maʕi: fi: lʒa:miʕati wa llaði:na tazawaʒu: ħadi:θa:/

عندما كنت أتناول وجبة في الإستراحة أنا قابلت **ولد وبنت الذين كانوا يدرسون معي في الجامعة والذى تزوج قريبا.**

/ʕindama: kuntu ʔatana:walu waʒbatan fi: lʔistira:ħati ʔana: qa:baltu waladun wa bintun allaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði: tazawaʒa qari:ba:/

عندما كنت أتناول الغذاء في المطعم قابلت **ولد وبنت اللذان كان يدروسا معي الجامعة** وهم تزوجا حديثا

/ʕindama: kuntu ʔatana:walu lɣaða:ʔa fi: lmaṭʕami qa:baltu waladun wa bintun ka:na jadru:sa: maʕi: lʒa:miʕa wa hum tazawaʒa: ħadi:θa:/

عندما كنت أتناول وجبة الغذاء في المطعم، قابلت **ولد وبنت اللذان كنت أدرس معهما في الجامعة** وكانا قد تزوجا حديثا.

/ʕindama: kuntu ʔatana:walu waʒbata lɣaða:ʔi fi: lmaṭʕam qa:baltu waladun wa bintun allaða:ni kuntu ʔadrusu maʕhuma: fi: lʒa:miʕati wa ka:na: qad tazawaʒa: ħadi:θa:/

عندما كنت أتغذى في المطعم. قابلت **ولد وبنت الذين كانوا يدرسون معي في الجامعة الذين قد تزوجوا حديثا**

/ʕindama: kuntu ʔataɣaðða: fi: lmaṭʕam qa:baltu waladun wa bintun llaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati llaði:na qad tazawaʒu: ħadi:θa:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما كنت أمشي في طريقي للجامعة، قابلت **فتاتين اللتان كانا زملاتي من بضعة سنوات واللاتان أصبحا كتبتان مشهورتان.**

/ʕindama: kuntu ʔamʃi: fi: ṭari:qi: lilʒa:miʕa qa:baltu fata:tajni llata:ni ka:na: zumala:ti: min biḍʕati sanawa:tin wa lla:ta:ni ʔaṣbaħa: katibata:ni maʃhu:rata:n/

عندما كنت ذهبا في طريقي إلى الجامعة، قابلت **بنتين اللتان كانا زملاتي لبضعة سنوات ماضية واللتان أصبحا كتبتان مشهورات**

/ʕindama: kuntu ðahiban fi: ṭari:qi: ʔila: lʒa:miʕa qa:baltu bintajni llata:ni ka:na: zumala:ti: libiḍʕati sanawa:tin ma:ḍijatin wa lla:ta:ni ʔaṣbaħa: katibata:ni maʃhu:ra:t/

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت **بنتان اللتان كانو زميلاتي منذ بضع سنين مضت واللتان أصبحن كاتبات مشهورات**

/ʕindama: kuntu ða:hiban fi: ṭari:qi: ?ila: lӡa:miʕati qa:baltu binta:ni llata:ni ka:nu: zumi:la:ti: munðu biḍʕa sini:na ma:ḍat wa llata:ni ?aṣbaħna ka:tiba:tin maʃhu:ra:t/

عندما كنت أنا كنت في طريقي إلى الجامعة أنا قابلت **فتاتــان اللاتــي يكن زميلاتـي لسنوات قليلـة مضت وأصبح كاتب مشهور.**

/ʕindama: ?ana: kuntu fi: ṭari:qi: ?ila: lӡa:miʕati ?an: qa:baltu fata:ta:ni lla:ti: jakunna zami:la:ti: lisanawa:tin qali:latin maḍat wa ?aṣbaħa katibun maʃhu:r/

عندما كنت ماشيا وفي طريق إلى الجامعة قابلت **بنتان اللتان كانتا زميلاتي من بضع سنوات مضت واللتان أصبحتا كتبتان مشهورتان.**

/ʕindama: kuntu ma:ʃijan wa fi: ṭari:qi ?ila: lӡa:miʕati qa:baltu binta:ni llata:ni ka:nata: zami:la:ti: min biḍʕi sanawa:tin ma:ḍat wa lla:ta:ni ?aṣbaħata: katibata:ni maʃhu:rata:n/

عندما كنت أمشي في طريقي إلى الجامعة قابلت **فتتان الاتي كانتا زميلاتي السنوات القليل الماضي الاتي أصبحتا كتبتان مشهورات**

/ʕindama: kuntu ?amʃi: fi: ṭari:qi: ?ila: lӡa:miʕati qa:baltu fatata:ni lla:ti: ka:nata: zamila:ti: ssanawa:ti lqali:li lma:ḍi: lla:ti: ?aṣbaħata: katibata:ni maʃhu:ra:t/

عنــدما ذهبت فــي طريقي إلــى الجامعــة، قابلت **فتاتــان اللــذان كانــا زميلتـاي لسنوات قليلـة** وأصـبحا الآن كاتبتــان مشهورات.

/ʕindama: ðahabtu fi: ṭari:qi: ?ila: lӡa:miʕat qa:baltu fata:ta:ni llaða:ni ka:na: zami:lata:ja lisanawa:tin qali:latin wa ?aṣbaħa: l?a:na ka:tibata:ni maʃhu:ra:t/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المحقق ذكي جدا. قابل **ولد وفتاة الذي أبوهم قتل** وفي خلال أربعة وعشرون ساعة هو تمكن من معرفة القاتل.
/almuħaqqiqu ðaki:jun ӡiddan qa:bala waladun wa fata:tun llaði: ?abu:humu qutila wa fi: xila:li ?arbaʕatin wa ʕiʃru:na sa:ʕatan huwa tamakkana min maʕrifati lqa:til/

رجل التحري كان ذكيا جدا، هو **قابل ولد وبنت الذين أبوهم قتلى** ومع أربعة وعشرون ساعة هو أستطاع أن يعرف من كان القاتل.

/raӡulu ttaħarri: ka:na ðaki:jan ӡiddan huwa qa:bala waladun wa bintun llaði:na ?abu:humu qutila: wa maʕa ?arbaʕatin wa ʕiʃru:na sa:ʕatan huwa ?astaṭa:ʕa ?an jaʕrifa man ka:na lqa:til/

(Text 23) While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بينما كنا نحضر أنفسنا للامتحان النهائي نحن قرءنا **كتاب الذى أفكاره ومعلوماته أربكتنا كثيرا**.

/bajnama: kunna: nuħaḍḍiru ?anfusana: lilimtiħa:ni nniha:?i: naħnu qara?na: kita:bun llaði: ?afka:ruhu wa maʕluma:tuhu ?arbakatna: kaθi:ra:/

عندما كنا نحضر أنفسنا إلى الامتحانات النهائية نحن درسنا **كتاب الذى افكاره ومعلوماته شوشتنا كثيرا**

/ʕindama: kunna: nuħaḍḍiru ?anfusana: ?ila: limtiħa:na:ti nniha:?i:jati naħnu darasna: kita:bun llaði: ?afka:ruhu wa maʕluma:tuhu ʃawaʃatna: kaθi:ra:/

بينما كنا نجهز أنفسنا للإمتحانات النهائية، قرأنا **كتابا والذى بأفكار والمعلومات حيرنا كثيرا**.

/bajnama: kunna: nuʒahizu ?anfusana: lil?imtiħa:na:ti nniha:?i:ja qara?na: kita:ban wa llaði: bi?afka:rin wa lmaʕlu:ma:ti ħajjarana: kaθi:ra:/

بينما كنا نحضر أنفسنا للإمتحان النهائي، قرأنا **كتاب الذى أفكاره ومعلوماته فدتنا كثيرا**.

/bajnama: kunna: nuħaḍḍiru ?anfusana: lil?imtiħa:ni nniha:?i: qara?na: kita:bun llaði: ?afka:ruhu wa maʕluma:tuhu fadatna: kaθi:ra:/

بينما كنا نجهز لإمتحاناتنا النهائية، قرأنا **كتابا الذى محتواه من المعلومات أربكنا كثيرا**.

/bajnama: kunna: nuʒahizu li?imtiħa:na:tina: nniha:?i:ja qara?na: kita:ban llaði: muħtawa:hu mina lmaʕlu:ma:ti ?arbakana: kaθi:ra:/

بينما نحن كناء نجهز أنفسنا للمتحان النهائي نحن قراء **كتاب الذى فكرته ومعلوماته شوشتنى أكثر**.

/bajnama: naħnu kunna: nuʒahizu ?anfusana: lilimtiħa:ni nniha:?i: naħnu qara:?a kita:bun llaði: fikratuhu wa maʕlu:ma:tuhu ʃawaʃatni: ?akθar/

بينما كنا نجهز أنفسنا للامتحانات النهائية، قرأنا **كتابا والذى أفكاره ومعلوماته أربكتنا كثيرا**.

/bajnama: kunna: nuʒahizu ?anfusana: lilimtiħa:na:ti nniha:?i:ja qara?na: kita:ban wa llaði: ?afka:ruhu wa maʕlu:ma:tuhu ?arbakatna: kaθi:ra:/

أثناء ما كنا نتجهز (نحضر أنفسنا) للإمتحانات النهائية، قرأنا **كتابا، الذى كانت أفكاره والمعلومات التى يحويها قد أربكتنا كثير**.

/?aθna:?a ma: kunna: nataʒahazu nuħaḍḍiru ?anfusana: lil?imtiħa:na:ti nniha:?i:ja qara?na: kita:ban llaði: ka:nat ?afka:ruhu wa lmaʕlu:ma:tu llati: jaħwi:ha: qad ?arbakatna: kaθi:r/

بينما كنا نحضر أنفسنا للإمتحان النهائي نحن قرأنا **كتابنا التى بها أفكار ومعلومات أربكتنا كثيرا**.

183

/bajnama: kunna: nuħaḍḍiru ?anfusana: lil?imtiħa:ni nniha:?i: naħnu qara?na: kita:bana: llati: biha: ?afka:run wa maʕlu:ma:tun ?arbakatna: kaθi:ra:/

(Text 29) Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. The one whom I could not recognise has changed a lot.

بالأمس <u>**قابلت غلامان اللذان يدرسان معى في مستوى عالي**</u>، أستطعت تعرف واحد منهم ولكن لم أستطع تعرف على الأخر. الشخص الذي لم أتعرف عليه تغير كثيرا.

/bil?amsi qa:baltu ɣula:ma:ni llaða:ni jadrusa:ni maʕi: fi: mustawan ʕa:li: ?astaṭaʕtu taʕarrufa wa:ħidun minhum wa lakin lam ?astaṭiʕ taʕarrufa ʕala: l?axar aʃʃaxṣu llaði: lam ?ataʕarraf ʕalajhi taɣajjara kaθi:ra:/

بالأمس <u>**قابلت ولدان اللذان درسوا معي في الجامعة**</u> أنا لم أعرف أحدا منهم ولكن لم أستطع أن أعرف الأخرين. الشخص الذي لم أستطيع ان أعرفه تغير كثيرا

/bil?amsi qa:baltu walada:ni llaða:ni darasu: maʕi: fi: lʒa:miʕati ?ana: lam ?aʕrif ?aħadan minhum wa lakin lam ?astaṭiʕ ?an ?aʕrifa l?axari:n aʃʃaxṣu llaði: lam ?astaṭiʕ ?an ʕrifahu taɣajjara kaθi:ra:/

بالأمس، <u>**قابلت ولدين اللذان كانا يدرسوا معي في الثانوية**</u>. أنا تمكنت من التعرف على أحدهم ولكن لم أتعرف على الأخر. الشخص الذي لم أتمكن على التعرف عليه قد تغير كثيرا

/bil?amsi qa:baltu waladajni llaða:ni ka:na: jadrusu: maʕi: fi: θθa:nawi:ja ?ana: tamakkantu mina ttaʕarrufi ʕala: ?aħadihima: wa lakin lam ?ataʕarraf ʕala: l?axar aʃʃaxṣu llaði: lam ?atamakan ʕala: ttaʕarrufi ʕalajhi qad taɣajjara kaθira:/

أمس، <u>**قابلت ولدان اللذان درست معهما في الثانوية**</u>. أنا أستطعت التعرف على أحدهم ولكن لم أستطيع التعرف على الأخر. الولد الذي لم أستطع التعرف عليه قد تغير كثيرا.

/?ams qa:baltu walada:ni llaða:ni darastu maʕhuma: fi: θθa:nawi:ja ?ana: ?astaṭaʕtu ttaʕarrufa ʕala: ?aħadihim wa lakin lam ?astaṭiʕ ttaʕarrufa ʕala: l?axar alwaladu llaði: lam ?astaṭiʕ ttaʕarrfa ʕalajhi qad taɣajjara kaθi:ra:/

بالأمس <u>**قابلت ولدين اللذان كنا يدرسان معي في مستوى الدراسات العليا**</u> استطعت تميز واحد منهم ولم استطيع تمييز الأخر. الشخص الذي لم أستطع تمييزه تغير كثيرا

/bil?amsi qa:baltu waladajni lla**ð**a:ni kunna: jadrusa:ni maʕi: fi: mustawa ddira:sa:ti lʕulja: staṭaʕtu tamjiza wa:ḥidin minhum wa lam astaṭiʕ tamji:za l?axar aʃʃaxṣu llaði: lam ?astaṭiʕ tamji:zahu taɣajjara kaθi:ra:/

أمس. أنا قابلت الولدان اللذان يدرسان معي في المدرسة العالية، أنا إستطعت أن أدرك واحد منهم ولم أستطع أن أدرك الأخر **وشخص الذى أستطع إدراكه قد تغير كثيرا**

/?ams ?ana: qa:baltu lwalada:ni lla**ð**a:ni jadrusa:ni maʕi: fi: lmadrasati lʕa:li:ja ?ana: ?istaṭaʕtu ?an ?udrika wa:ḥidun minhum wa lam ?astaṭiʕ ?an ?udrika l?axara wa ʃaxṣu llaði: ?astaṭiʕ ?idra:kahu qad taɣajjara kaθi:ra:/

أمس قابلت **ولدين اللذان كان يدرسا معي فى المستوى الجامعى** تذكرت أحدهما ولكن لم أستطيع تذكر الأخرين أحدهم لم أستطيع تذكره لأنه تغير كثيرا

/?ams qa:baltu waladajni lla**ð**a:ni ka:na jadrusa: maʕi: fi: lmustawa lʒa:miʕi: ta**ð**akkrtu ?aḥadahuma: wa lakin lam ʕastaṭiʕ ta**ð**akkura l?axari:n ?aḥaduhum lam ?astaṭiʕ ta**ð**akkuruhu li?annahu taɣajjara kaθi:ra:/

أمس أنا **قابلت ولدان الذين درسوا معى فى المدارس الراقية** أنا ينبغي أن أدرك واحدة منهم لكن لا ينبغي أدرك الآخرين الواحد منهم لا ينبغي أن أدرك لم يتغير كثيرا

/?ams ?ana: qa:baltu walada:ni lla**ð**a:ni darasu: maʕi: fi: lmada:risi rra:qija ?ana: janbaɣi: ?an ?udrika wa:ḥidatan minhum lakin la: janbaɣi: ?udrika l?axari:n alwa:ḥidu minhumu la: janbaɣi: ?an ?udrika lam jataɣajjar kaθi:ra:/

6.2.1.5 Mistranslating the Possessive Relative Pronoun *Whose*

As mentioned before, the possessive relative pronoun *whose* exists in English but does not exist in Arabic. Therefore, it does not have a direct equivalent in Arabic. The lack of a direct correspondent and the differences between English and Arabic in terms of the possessive relative pronoun presented some difficulties to students when translating relative clauses that include *whose*. Such difficulty could have been avoided by studying contrastive linguistics before doing translation exercises (see 7.1.2). Some samples of students' incorrect translations of the relative pronoun *whose* are as follows:

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

185

البوليس ذكي جدا. هو **قابل الولد والبنت الـذين أبوهم قتلـة** وخـلال أربعـة وعشرين سـاعة استطاعة من مرتكب جريمة القتل.

/albu:li:su ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llaði:na ?abu:humu qutila wa xila:la ?arbaʕatin wa ʕiʃri:na sa:ʕatan staṭa:ʕat man murtakib ʒari:mata lqatil/

رجل التحري يكون ذكي جدا هو قابل **الولد والبنت الـذين والدهم قتل** من خلال اربع وعشرون ساعة هو استطاع ان يعرف من يكون القاتل

/raʒulu ttaħarri: jaku:nu ðaki:jun ʒiddan huwa q:bala lwalada wa lbinta llaði:na wa:lidahumu qutila min xila:li rbaʕin wa ʕiʃri:na sa:ʕatan huwa staṭa:ʕa an jaʕrifa man jaku:nu lqa:til/

المحقق ذكي جدا، فقد **قابل الولد والفتاة التي قتل والدهم** وفي غضون أربع وعشرون سـعة من المحتمـل قد يعرف من القاتل كان.

/almuħaqqiqu ðaki:jun ʒiddan faqad qa:bala lwalada wa lfata:ta llati: qutila wa:lidahumu wa fi: ɣuḍu:ni ?arbaʕin wa ʕiʃru:na saʕatan mina lmuħtamali qad jaʕrifu man lqa:tila ka:n/

المحقق ذكي جدا. قابل **ولد وفتاة الذي أبوهم قتل** وفي خلال أربعة وعشرون ساعة هو تمكن من معرفة القاتل.

/almuħaqqiqu ðaki:jun ʒiddan qa:bala waladun wa fata:tun llaði: ?abu:humu qutila wa fi: xila:li ?arbaʕatin wa ʕiʃru:na sa:ʕatan huwa tamakkana min maʕrifti lqa:til/

البوليس السري كان ذكي جدا، هو قابل **الولد والبنت التي والدهم قد قتل**، وخلال 24 ساعة هو ينبغي أن يعرف من القاتل يكون.

/albu:li:su ssirri: ka:na ðaki:jun ʒiddan huwa qa:bala lwalada wa lbinta llati: wa:lidahumu qad qutila wa xila:la: ?arbaʕin wa ʕiʃru:na saʕatan huwa janbaɣi: ?an jaʕrifa man lqa:tilu jaku:n/

الرجل البوليسي جدا ذكى الذي قابل الولد والبنت ابنا الرجل المقتول وخلال أربعة وعشرون ساعة يجب أن يعرف القاتل يكون.

/arraʒulu lbu:li:si: ʒiddan ðaki: llaði: qa:bala lwalada wa lbinta bna: rraʒuli lmaqtu:li wa xila:la ?arbaʕatin wa ʕiʃru:na saʕatin jaʒibu ?an jaʕrifa lqa:tilu jaku:n/

(Text 23) While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بينما كنا نحضر أنفسنا للإمتحانات النهائية قرأنا **الكتاب الذى يملك أفكار ومعلومات تربكنا كثيرا.**

/bajnama: kunna: nuħaḍḍiru ?anfusana: lil?imtiħa:na:ti nniha:?i:jati qara?na: lkita:ba llaði: jamliku ?afka:rin wa maʕlu:ma:tin turbikuna: kaθi:ra:/

بينما كنا نجهز أنفسنا للإمتحانات النهائية، قرأنا **كتابا والذى بأفكار والمعلومات حيرنا كثيرا**.

/bajnama: kunna: nuʒahizu ?anfusana: lil?imtiħa:na:ti nniha:?i:ja qara?na: kita:ban wa llaði: bi?afka:rin wa lmaʕlu:ma:ti ħajjarana: kaθi:ra:/

بينما كنا نحضر أنفسنا للإمتحان النهائي نحن قرأنا **كتابنا التى بها أفكار ومعلومات أربكتنا كثيرا**.

/bajnama: kunna: nuħaḍḍiru ?anfusana: lil?imtiħa:ni nniha:?i: naħnu qara?na: kita:bana llati: biha: ?afka:run wa maʕlu:ma:tun ?rbakatna: kaθi:ra:/

(Text 28) The British archaeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

علماء الاثار البريطانيين، الذين كانوا يعملوا بعض التنقيبات في كاثيدرال هم قالوا بأنهم قد وجدوا **عملـة قديمـة التـي أصبحت غير متناولة وغير مقروءة**.

/ʕulama:?u l?aθa:ri lbri:ṭa:ni:ji:n allaði:na ka:nu: jaʕmalu: baʕḍa ttanqi:ba:ti fi: kaθ:idra:l hum qa:lu: bi?annahum waʒadu: ʕumlatan qadi:matan llati: ?aṣbaħat ɣajra mutana:walatin wa ɣajra maqru:?a/

خبير الآثار البريطاني الذي كان يخدم بعض التنقيبات في كاثدرائية قال وجدوا **قطعة نقود قديمـة تاريخيـا أصبح من الصعب فهمها أو ملاحظتها**.

/xabi:ru θθa:ri lbri:ṭa:ni:ju llaði: ka:na jaxdumu baʕḍa ttanqi:ba:ti fi: ka:θidra:?i:jati qa:la ?annahumu waʒadu: qiṭʕata nuqu:din qadi:matin ta:ri:xi:jan ?aṣbaħa mina ṣṣaʕbi fahmuha: ?aw mula:ħaẓatuha:/

علماء الأثار البريطانيين والذين يؤدون بعض التنقيب في كاتدرائية فقد قالوا بـأنهم قد وجدوا **عملـة معدنيـة قديمـة التاريخ قد يصبح بال وغير مقروء أو غامض**.

/ʕulama:?u l?aθa:ri lbri:ṭa:ni:ji:na wa llaði:na ju?addu:na baʕḍa ttanqi:bi fi: ka:tidra:?i:jati faqad qa:lu: bi?annahum qad waʒadu: ʕumlatan maʕdini:jatan qadi:mata tta:rixi qad juṣbiħu ba:lin wa ɣajra maqru:?in ?aw ɣa:miḍ/

6.2.1.6 Mistranslating Embedded Relative Clauses

　　　　Embedded clauses could be roughly defined as "constructions that have been fixed firmly into a surrounding context" (Miriam, 2011). Although embedded relative clauses are used in both English and Arabic, students made some errors in translating

them. Embedded relative clauses cover cases in which two or more relative clauses are used in the same sentence. The errors made in translating embedded relative clauses could be attributed to the lack of mastering the grammar of both English and Arabic. Therefore, they could have been avoided by studying advanced grammar of both languages (see 7.1.1). Some samples of students' mistranslations of the embedded relative clauses are as follows:

 (Text 18) He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة للبواب لأنه **هو الشخص الذي ضيعها فلابد أنه مهملا جدا** وربما سيعود إليها.

/huwa lam ja?xuð alħaqi:bata lilbaw:bi li?annahu huwa ʃʃaxṣu llaði: ḍajaʕaha: fala:budda ?annahu muhmilan ʒiddan wa rubama: saja?ʕu:du ?ilajha:/

هو لم يأخذ الحقيبة إلى البواب لأن **الشخص الذي تركها، وهو لابد أن يكون مهملا**، سيأتي لأجلها على الأغلب.

/huwa lam ja?xuð alħaqi:bata ?ila: lbaw:bi li?anna ʃʃaxṣa llaði: tarakaha: wa huwa la:budda ?an jaku:na muhmilan saja?ti: li?aʒliha: ʕala l?aɣlab/

هو لم يأخذ الحقيبة من الميناء لأن **الشخص غادر هو يكون مهمل** جدا سوف يأتي مرة أخرى (يرجع) لأخذها

/huwa lam ja?xuð alħaqi:bata mina lmi:na?i li?anna ʃʃaxṣa ɣa:dara huwa jaku:nu muhmilun ʒiddan sawfa ja?ti: marratan ?uxra: jarʒiʕa li?axðiha:/

هو لم يأخذ الحقيبة إلى البواب لأنه **الشخص الذي تركها** سوف يأتي ويأخذها

/huwa lam ja?xuð alħaqi:bata ?ila: lbaw:bi li?annahu ʃʃaxṣu llaði: tarakaha: sawfa ja?ti: wa ja?xuðaha:/

هو لم يأخذ الحقيبة إلى الخادم **لأن الشخص الذي تركها، هو يجب أن يكون حريص**، ومن المحتمل أن يرجع إليها.

/huwa lam ja?xuð alħaqi:bata ?ila: lxa:dimi li?anna ʃʃaxṣa llaði: tarakaha: huwa jaʒibu ?an jaku:na ħari:ṣun wa mina lmuħtamali ?an jarʒiʕa ?ilajha:/

6.2.1.7 Mistranslating Marginal Relative Pronouns

The difficulties in translating the English marginal relative pronouns into Arabic are attributed to the students' unfamiliarity with them and to the lack of one-to-one correspondence between relative pronouns in English and Arabic. Such unfamiliarity could have been avoided if students had concentrated on studying contrastive linguistics between English and Arabic before embarking on the study of translation (this

188

suggestion is discussed further in 7.1.2). The students under investigation adopted various techniques to overcome this difficulty among them translation by omission, i.e. some students used the omission technique in a wrong way to translate the English marginal relative pronouns into Arabic. Consequently, in the following translation samples, the omission of the marginal relative pronouns from the target texts can be noted. However, the misuse of translation by omission has been discussed in 6.2.1.3 earlier. The following are some samples of students' mistranslation of marginal relative pronouns:

(Text 2) In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

في حديثها حول الأزمة المالية، قالت هي **حاول سوقا حيث** الأغلبية تفوز ما تفقد الأقلية.

/fi: ħadi:θiha: ħawla l?azmati lma:li:ja qa:lat hija ħa:wilu su:qan ħajθu l?aɣlabi:jatu tafu:z ma: tafqidu l?aqalli:ja/

في خطابها حول الأزمة المالية، قالت "حاولو أن **تتخيلوا سوق على** الأغلبية بالدوام يربح **فما بالأقلية** ليخسر".

/fi: xiṭa:biha ħa:wla l?azmati lma:li:ja qa:lat ħa:wilu: ?an tataxajjalu: su:qun ?ala l?aɣlabi:jati biddawa:mi jarbaħu fama: bil?aqalli:jati lijaxsar/

خلال حديثها عن الأزمة المالية، قالت: حاول أن **تتخيل سوق تكون فيه** الأغلبية تربح بثبات ما تخسره الأقلية.

/xila:la ħadi:θiha: ʕani l?azmati lma:li:ja qa:lat ħa:wil ?an tataxajjala su:qin taku:nu fi:hi l?aɣlabi:jatu tarbaħu biθaba:tin ma: taxsaruhu l?aqalli:ja/

من خلال كلامها حول الأزمة المالية قالت: نحاول أن **تتخيل السوق حيث كانت** الأغلبية تربح بصورة ثابتة **بمـاذا يفقد** في الأقلية.

/min xila:li kala:miha: ħawla l?azmati lma:li:jati qa:lat nuħa:wilu ?an tataxajjala ssu:qa ħajθu ka:nati l?aɣalabi:jatu tarbaħu biṣu:ratin θa:bitatin bima:ða: jufqadu fi: l?aqalli:ja/

في حديثها عن الأزمة المالية، قالت "نحاول أن **نتخيل السوق، حيث في** الأغلبية يفوز بإطراد **بمـاذا يفقد** في الأقلية.

/fi: ħadi:θiha: ʕani l?azmati lma:li:ja qa:lat nuħa:wilu ?an nataxajjala ssu:qa ħajθu fi: l?aɣlabi:jati jafu:zu bi?iṭira:din bima:ða: jufqadu fi: l?aqalli:ja/

في كلامها حول النقد المالي، قالت أحاول أن **نتخيل السوق بما فيه** الراشدون **يفوزن والأقل رشدا** يخسرون

/fi: kala:miha: ħawla nnaqdi lma:li: qa:lat ?uħa:wilu ?an nataxajjala ssu:qa bima: fi:hi rra:ʃidu:na jafu:zu:na wa l?aqallu ruʃdan jaxsaru:n/

في حديثها حول الأزمة المالية، قالت "حاول أن **نتخيل السوق، بينما الأكثرية** ربحوا بثبات الأقلية **ماذا يخسروا**

189

/fi: ħadi:θiha: ħawla l?azmati lma:li:ja qa:lat ħa:wilu ?an tataxajala ssu:q bajnama: l?akθari:jatu rabiħu: biθaba:tin l?aqalli:jatu ma:ða: jaxsaru:/

(Text 3) The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

البروفسور أخبره أن مقالته كانت غير متناغمة، **ومن ثم مزقها ورماها خارج الغرفة**، الأمر الذي جعلها تستدعي مدير المدرسة بغضب.

/albru:fisu:ru ?axbarahu ?anna maqa:latahu ka:nat ɣajru mutana:ɣima wa min θamma mazzaqaha wa rama:ha: xa:riʒa lɣurfa l?amru llaði: ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biɣaḍab/

أخبرته البروفيسورة بأن مقالته غير مترابطة، **ومن ثم مزقها واندفع خارجا من الغرفة** مما جعلها تستدعي مدير المدرسة بغضب.

/?axbarathu lbru:fisu:ratu bi?anna maqa:lathu: ɣajru mutarabiṭa wa min θamma mazzaqaha: wa ndafaʕa xa:riʒan mina lɣurfati mimma: ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biɣaḍab/

البروفسور أخبره أن مقاله كان غير متماسك، **هو مزقه وألقى به خارج الغرفة**، حيث جعلها تستدعي مدير المدرسة بغضب.

/albru:fisu:ru ?axbarahu ?anna maqa:lahu ka:na ɣajru mutama:sik huwa mazzaqahu wa ?alqa: bihi xa:riʒa lɣurfa ħajθu ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biɣaḍab/

البروفيسور أخبره أن مقالته غير متماسكة **مزقها وألقى بها خارج الغرفة** حيث ناداها لتنادي مدير المدرسة بغضب

/albru:fi:su:ru ?axbarahu ?anna maqa:latahu ɣajru mutama:sikatin mazzaqaha wa ?alqa: biha: xa:riʒa lɣurfati ħajθu na:da:ha: lituna:di: mudi:ra lmadrasati biɣaḍab/

أستاذ الجامعة أو البروفسور أخبره بأن مقالته كانت غير متماسكة. **من ثم عليه تمزيقها واندفع بغضب خارج الغرفة**

/?ustaðu lʒa:miʕati ?aw lbru:fisu:ru ?axbarahu bi?anna maqa:latahu ka:nat ɣajru mutama:sika min θamma ʕalajhi tamzi:qaha: wa ndafaʕa biɣaḍabin xa:riʒa lɣurfa/

أخبره البروفسور أن بحثه كان غير مترابط **لهذا مزقها واندفع خارج الغرفة** مما جعلها تنادي مدير المدرسة بغضب

/?axbarahu lbru:fisu:r ?anna baħθahu: ka:na ɣajru mutara:biṭin liha:ða mazzaqaha: wa ndafaʕa xa:riʒa lɣurfati mimma: ʒaʕalaha: tuna:di: mudi:ra lmadrasati biɣaḍab/

(Text 5) After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, whence they were spirited to a governor.

بعد نقاش طويل في مقابلة الأمس، أرسل ولده بالأوراق إلى الكنغرس الأخر **لأنهم كانو متحمسين**

/baʕda niqa:ʃin ṭawi:lin fi: muqa:balati l?ams ?arsala waladahu bil?awra:qi ?ila lkunɣrisi l?axari li?annahum ka:nu: mutaħammisi:n/

بعد نقاش طويل في مقابلة بالأمس، أرسل ولده مع الأوراق إلى بيت الكونغرس الأخر **لأنهم كانو جرئين في الحكم**.

/baʕda niqa:ʃin ṭawi:lin fi: muqa:balatin bil?ams ?arsala waladahu maʕa l?awra:qi ?ila: bajti lkunɣrisi l?axari li?annahum ka:nu: ʒari:?i:na fi: lħukm/

وبعد تلك المناضرة طويلة في مقابلة أمس، هو قام بإرسال الأوراق إلى عضو الكونغرس أخر **عندها قاموا بفصل الحكومة**

/wa baʕda tilka lmuna:ḍarati ṭawi:lati fi: muqa:balati ?ams huwa qa:ma bi?irsa:li l?awra:qi ?ila: ʕuḍwi lkunɣrisi ?axari ʕindaha: qa:mu: bifaṣli lħuku:ma/

بعد الجدال الطويل (المناقشة الطويلة) في لقاء الأمس الذي حدث، أرسل ابنه مع الأوراق إلى مجلس الكونغرس **حيث كانوا أولئك حماسيون (نشطاء) للرئيس**.

/baʕda lʒida:li ṭṭawi:li muna:qaʃati ṭṭawi:lati fi: liqa:?i l?amsi llaði: ħadaθ ?arsala bnahu maʕa l?awra:qi ?ila: maʒlisi lkunɣrisi ħajθu ka:nu: ?ula?ika ħama:si:ju:na nuʃaṭa:?a llirra?is/

(Text 6) Such information as the sales manager has, may affect car manufacturing as a result of the financial crises from which the world is suffering nowadays.

مثل هذه **المعلومات بأن مدير المبيعات** يمكن أن تؤثر صناعة السيارات كنتيجة لنقد المالي الذي يواجه العالم في هذه الأيام.

/miθlu haðihi lmaʕalu:ma:ti bi?anna mudi:ra lmabi:ʕa:ti jumkinu ?an tu?θθira ṣina:ʕati ssajja:rati kanatiʒatin llinnaqdi lma:li:ji llaði: juwa:ʒihu l?a:lama fi: haðihi l?ajja:m/

كل **المعلومات بحوزة مدير المبيعات** ربما لها تأثير على صناعة السيارات كنتيجة من الأزمة المالية اللتي يعاني منها العالم هذه الأيام.

/kullu lmaʕlu:ma:ti biħawzati mudi:ri lmabi:ʕa:ti rubama: laha: ta?θi:run ʕala: ṣina:ʕati ssajja:rati kanati:ʒatin lil?azmati lma:li:jati llati: juʕa:ni: minha: l?alamu haðihi l?ajja:m/

(Text 11) You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

أنت قضيت أسبوعا لتحاول إقناعي بالفكرة **ولكن أنا لا أفهم حماستك لهذه الفكرة**

/?anta qaḍajta ?usbu:ʕan lituħa:wila ?iqna:ʕi: bilfikrati wa la:kin ?ana: la: ?afhamu ħama:stuka lihaðihi lfikra/

لقد امضيت اسبوعا الى حد الان تحاول إقناعي على هذه الفكرة **ولكن لم أفهم إهتمامك الشديد فوق العادة**

/laqad amḍajta ?usbu:ʕan ?ila: ħaddi l?ana tuħa:wilu ?iqna:ʕi: ʕala: haðihi lfikrati wa lakin lam ?afham ?ihtima:muka ʃʃadi:du fawqa l?a:da/

لقد قضيت أسبوعا بطوله محاولا إقناعي بهذه الفكرة، **لكنني لا أفهم سبب تحمسك الغير عادي.**

/laqad qaḍajta ?usbu:ʕan biṭu:lihi muħa:wilan ?iqnaʕ:i: bihaðihi lfikra lakinani: la: ?afhamu sababa taħammusika lɣajru ʕa:di:/

أنت قضيت الإسبوع بعيدا، محاولا لتقنعني بهذه الفكرة **ولكن أنا لم أفهم حماسك الغير عادي.**

/?anta qad qaḍajta l?isbu:ʕa baʕi:dan muħa:wilan lituqniʕani: bihaðihi lfikrati wa lakin ?ana: lam ?afham ħama:suka lɣajru ʕa:di:/

أنت قضيت أسبوعا تحاول أن تقنعني بهذه الفكرة **ولكن أنا لم أفهم حماستك الغير عادية.**

/?anta qaḍajta ?usbu:ʕan tuħa:wilu ?an tuqniʕani: bihaðihi lfikrati wa lakin ?ana: lam ?afham ħama:satuka lɣajru ʕa:di:ja/

أنت قضيت أسبوعا وحتى الآن تحاول أن تقنعني بهذه الفكرة **ولكن لم أفهم حماستك الاستثنائية هذه.**

/?anta qaḍajta ?usbu:ʕan wa ħatta: l?ana tuħa:wilu ?an tuqniʕani: bihaðihi lfikrati wa lakin lam ?afham ħama:satuka l?istiθna:?i:jatu haðih/

قضيت أسبوعا بعيدا محاولا اقناعي بهذه الفكرة، **ولكنى لم أفهم حماسك الغير مألوف**

/qaḍajta ?usbu:ʕan baʕidan muħa:wilan iqna:ʕi: bihaðihi lfikra wa lakinni: lam ?afham ħama:suka lɣajru ma?lu:f/

(Text 25) Take whichever of the books you want before I present them to my friends, and whatever you pay will be enough.

خذ أحد هذه الكتب التي أنت تريد قبل أن أقدمها للأصدقائي **وماذا** سوف تدفع يكون كافي.

/xuð ?aħada haðihi lkutubi llati: ?anta turi:du qabla ?an ?uqaddimaha: lil?aṣdiqa:?i: wa ma:ða: sawfa tadfaʕu jaku:nu ka:fi:/

خذ أي من هذه الكتاب أنت تريدها قبل أن أهديهم [أقدمهم] إلى أصدقائي، **وما** تدفع سيكون كافيا.

/xuð ?ajjun min haðihi lkita:bi ?anta turi:duha: qabla ?an ?uhdi:him ?uqaddimuhum ?ila: ?aṣdiqa:?i: wa ma: tadfaʕu sajaku:nu ka:fija/

خذ أي من هذه الكتب أنت أردتها من قبل أهديها لأصدقائي **وكل ما تبيعه** سوف يكون كافي.

/xuð ?ajjun min haðihi lkutubi ?anta ?aradtha: min qabli ?uhdi:ha li?aṣdiqa:?i: wa kullu ma: tabi:ʕuhu: sawfa jaku:nu ka:fi:/

خذ أي من هذه الكتب التي تريد قبل أن أقدمهم إلى أصدقائي، **والذي** ستدفعه سيكون كافيا منك.

/xuð ?ajjun min haðihi lkutubi llati: turi:du qabla ?an ?uqaddimuhum ?ila: ?aṣdiqa:?i: wa llaði: satadfaʕahu sajaku:nu ka:fijan mink/

6.2.1.8 Lack of One-to-one Correspondent Relative Pronouns Between English and Arabic

As has been shown earlier in chapter four, there are no one-to-one correspondent relative pronouns between English and Arabic (see 4.3.4). This led to a difficulty in choosing the correct equivalent because if there were a one-to-one correspondent relative pronoun between English and Arabic, students would have memorised them and then easily translated them from one language to another. Therefore, such differences could have been pointed out if students studied contrastive linguistics before doing any translation work (see 7.1.2).

6.2.2 Discussion of the Results of Test Two (Arabic- English Translation)

In a like manner, students used as a sample in this research committed some errors when translating from Arabic into English as well. The following subsections show the errors made by the students under investigation and some samples of their translations:

6.2.2.1 Mistranslating Grammatical Categories

The difficulties in translating the grammatical categories of gender, number, case, and person/non-person are attributed to the differences between English and Arabic in this respect (see 4.3.5). These difficulties could have been avoided if students studied contrastive linguistics before doing translation (7.1.2) and also studying extensively advanced grammar of both languages (see 7.1.1).

193

6.2.2.1.1 Gender

According to Rojo (2009: 191), "Difficulties in translating gender arise when the grammatical distinction does not exist in one of the languages… When the gender distinction only exists in the SL, translators often use other TL lexical means to express the information." As shown earlier, the grammatical category of gender, as far as relative pronouns are concerned, exists in Arabic (SL) but does not exist in English (TL). Therefore, it caused no problems for students when translating relative clauses from Arabic into English.

6.2.2.1.2 Number

In a like manner, the grammatical category of number also does not exist in English as far as relative pronouns are concerned. Therefore, it also caused no difficulty for students to translate Arabic relative clauses into English.

6.2.2.1.3 Case

In English, the grammatical category of case is reflected in the difference between *who* (the subjective case), *whom* (the objective case), and *whose* (the genitive case). But when translating from Arabic into English, students overused *whom,* the objective case, instead of *who,* the subjective one, in positions where *who* is preferred. This is presumably because of the difference with Arabic case usage in relative clauses, as in:

(النص 1) عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات وأنا فخور باني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات

/?indama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa ?ana: faxu:run bi?anni: darastu maʕa ?ula:?ika lfataja:ti lla:ti: ?aṣbaħna ka:tiba:tin maʃhura:t/

When I was in university, I studied with group of distinguished girls, and I am proud that I was studied with **those girls whom became famous writers**.

When I was in the university, I studied with a group of **intellegent or special girls whome became a famous writers**.

194

When I was studied at university, I studied with group of special girls, I proud because I studied with **those girls whom become famous writers**.

When I was at university, I studied with a special girls, and I am so proud that I studied with **those girls whom become a famous writers**.

When I was at the university, I have studied with a group of a distinguished girls and I'm so proud that I have studied with **those girls whom became a famous writers**.

(**النص 3**) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ?akθara min rubʕi qarnin ʕala ħafli ttaxaruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taħaṣṣalata ʕala daraʒati l?imtija:zi θumma taħaṣṣalata ʕala minħatin dirasi:jatin bilxa:riʒi fi:ma: baʕd/

After the passage of more than quarter century about commencement of university I met **the two girls whom get excellence marks** and get on a scholarship after then.

After passage more than quartern of century on commencement from the university, I met **two girls whom got magna cum laude**, then they got on scholarship out the country.

After more than quarter century og graduation party from university, I met **the two girls whom got the excellent degree** and then they got the scholarship to study abroad after that.

After passed more than quarter century of the commencement from the college, I met **two girls whom get excellent degree** and then they get scholarship in abroad after that.

(**النص 4**) في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

/fi: ṭari:qi ʕawdatiha: ?ila: lmanzili qa:lat ?innaha: ra?ati rraʒulajni llaðajni saraqa: sajjaratiha wa ħa:wala: l?iʕtida?a ʕala ṭifliha: ṣṣaxi:ru munðu ?asa:bi:ʕa xalat/

In her way to home, she said that she had seen **the two men, whom stole her car** and tried to hit her little child some weeks ago.

When they came back to the house, she said that she saw **two men whom stolen her car**.

In her way to the home, she said that she saw **two men whom they stole her car** and tried to assult on her small baby since weeks ago.

On her way to return to the home she said she have seen **two men whom stolen her car** and try to kill her small child a few week ago.

In her way back to home, she said "she saw **two men whom stole her car** and tried to assult on her baby for afew weeks.

In her way to come back to her home, she said that she sees **the two men whom steal her car** and they try to attack on her young baby since latter weeks.

6.2.2.1.4 Person/Non-person

As was mentioned earlier (see 4.3.5), English distinguishes between person and non-person as far as relative pronouns are concerned, whereas Arabic does not have this distinction. Therefore, students, influenced by their native language (Arabic), committed some errors in conveying this category when translating from Arabic into English. The wrong choice of the English relative pronoun when translating from Arabic into English could also be attributed to the negative language transfer from colloquial Arabic. This may be because only one colloquial relative pronoun اللي /illi:/ is used as an equivalent to different relative pronouns in Arabic. Thus, students used the relative pronoun *which instead of who and whom or vice versa. Therefore, this error could have been avoided by studying contrastive linguistics before doing translation (see 7.1.2) and/or by adding the colloquial Arabic relative pronoun اللي /illi:/ into standard Arabic (see 7.3). Examples of the students' errors are as in:

(**النص 1**) عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات وأنا فخور باني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

/ʔindama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa ʔana: faxu:run biʔanni: darastu maʕa ʔula:ʔika lfataja:ti lla:ti: ʔaṣbaħna ka:tiba:tin maʃhura:t/

When I was in University, I studied with a group of girls, and I am prideful because I studied with **those girls which they became famouse writer**.

When I was at university, I studied with a especial group of girls and I was prideful for studing with **those girls which became famous writers**.

When I was in college, I studied with group from clever girls, and I am prefer that I studied with **that girls which becomes famous writer**.

When I was in the university, I studied with group of pretty girls, I am prideful to studied with **these girls which they become famous writers**

(**النص 3**) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ʔakθara min rubʕi qarnin ʕala ħafli ttaxaruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taħaṣṣalata ʕala daraʒati lʔimtija:zi θumma taħaṣṣalata ʕala minħatin dirasijatin bilxa:riʒi fi:ma: baʕd/

After passing more than quarter century about cermony's graduated in the university I met **two girls which they got exellent degree** then got schoolarship in outside after that. (The exact sample translation of the relative clause is repeated by 3 more students)

(**النص 16**) في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ʔiṭa:ri lʕamali lʕarabiji lmuʃtaraki wa lʕalaqa:ti θθuna:ʔi:jati lʒajidati wa ħusna lʒiwa:ri faʔinna li:bja: wa lʒaza:ʔira llatajni waqqaʕata: tifa:qi:jata ttaʕawuni lmuʃtaraki sajuṣaddira:ni nnifṭa maʕan/

During frame Arabian community work and good duality connection and well niebourhood so that **Libya and Algeria which** occur agreement for community cooperation it export the oil with each other

197

In the form of joint Arabic work and good pairs relationships and roger neighbourhood, **Libya and Algeria which** were signatured agreement the joint cooperation that they will export the gas with each other.

In the frame of common Arabic work and doubleness good relation and well-nearness of neighbourhood between **Libya and Algeria which** had a deal for common cooperation of gas together.

In arabic common framework, good double relationships and good neighbourhood that **Libya and Algeria which** signed common cooperation agreement that they will export oil together.

In case of common Arabic work and good complimentary relationship and good neighbor, so **Libya and Algeria which** signed on convention of common cooperation to export the oil together.

Libya and Algeria which subscribed the cooperate coalition convention will export oil together, because of the common Arab lobour, and the good relationship and good euphemism between both of them.

Surrounding. In Arabic common and good double relationships and good neigbourhood, that **Libya and Algeria, which** signed common collaboration agreement that will be export gaz together.

According to shared Arabic work and good duality relations and best neighborhood. **Libya and Algeria which** signed agreement for corporation which draw exporting oil together.

(النص 23) عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليها الحـلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

/ʕindama: qa:baltu tilka lfata:ta li?awali marratin qabla sanatajni wa ra?ajtu ʃʃafatajni llatajni ka:nata kazahrati ?uqa:ɦin tasi:lu ʕalajha: lɦala:wati ?adraktu ?ann ʃaj?an ma: qad taɦarraka bida:xili: wa zda:dat nabaḍa:tu qalbi:/

When I met that girl for the first time before two years and I saw **the two lips who were as a flower** seepage on her the sweet I realize that something already moved in internal and my heart palpitation increased

6.2.2.2 Misuse of Literal Translation Approach

As mentioned before, literal translation is a useful technique when translating between two languages of the same family but English and Arabic are not. English is an Indo-European language whereas Arabic is a Semitic one. Therefore, students, misusing the literal translation approach, committed some errors when translating from Arabic into English. These kinds of errors could have been avoided by concentrating on studying translation methodology which cannot be done in the current programme of study at the department where this exercise was conducted (see 7.1.3 and 7.1.4). Some samples of students' translations in which they misused the literal translation approach are as follows:

(**النص 10**) على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

/ʕala: rruɣmi min taʔʒi:li l?iʒtima:ʕi marratajni fi: ssa:biqi faqad ɣa:ba lmudi:ru ʕani ʒtima:ʕi l?amsi θa:ni:jatan al?amru llað̣i: ?arbaka xuṭaṭuna: lmustaqbali:jatu kaθi:ra:/

Regardless of meeting deferment twice in the race and then the leader absent from meeting yesterday. **This is the matter that** ravelment my future plan very much (The exact sample translation of the relative clause is repeated by 1 more student).

Although, the delay of meeting two times already, the manager did not come for yesterday meeting again, **that was the matter which** confused our future plan so much. (The exact sample translation of the relative clause is repeated by 1 more student)

Eventhough, of delay the meeting two times already the manager was absent in yesterday's meeting again, **the matter which** confused the future plane so much.

Although the meeting is delaying for two times the manager was absent again. **the matter which** confused our plan in future much.

Despite the meeting was cancelled twice before, the manager didn't attend the yesterday meeting again, **the matter which** confused our future plans a lot.

In spite of the meeting is postponed tow times before. The manager was absent yesterday once again. **The thing that** confused our future plans so much.

199

In spite of postpone the meeting twice before so the boss was absent about yesterday meeting again, the matter that confused our future plans a lot.

In spite of delay the meeting two times later so the manger was absent on the meeting yesterday again, **the matter which** puzzle our plan in the future.

In spite of the cancelation of twice meeting before, the manager failed to show up yesterday meeting again, **the matter which** confused our future plans a lot.

In spite of postponing the meeting twice previously, the manager was absent in yesterday's meeting again, **the matter which** so much confused our futuristic plans.

Although the meeting was postpond twice in the past, the head was absent from the meeting yesterday once again, **the matter which** confused our future plans.

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʔindama: qarrarna: ðða:ba liqḍa:ʔi lʕuṭlati ṣṣajfi:jati fi: ʃʃarqi lʔawsaṭi ka:na baʕḍuna: mutaradidan bisababi ʕadami maʕrifatina: bilʔama:kini ssija:ħi:jati wa lakin qad ʔakada lmasʔu:lu:na ʔannahumu sajursilu:n murʃidan sija:ħi:jan jumkinu lʔiʕtima:du ʕalajh/

When we decide to spend vacation summer in middle east some of us were anxious about our lack of knowledge of tourism's places and but responsibles emphasized that they will send with us **guide tourisim we depend on him**.

When we decided going to spend our summer holiday in the middle east, most of us were hesitant because of a lack of knowledge to these tourist places but officers said that they will send **tourist guider who we can depend on him**.

When we decided to spend the summer vacation in the Middle East, some of us were hesitant because we don't know tourism places, but responsiblers assure that they send **tourism directory, we can depend on him**.

When, we decided going to spend our summer holiday in the middle east, some of us hesitant because of our alack of knowledge with the tourism places, but, officers said that they will send **the tourist guider, we can depend on him**.

(**النص 13**) بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كونداليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عام.

/ba?da ntiha:?i ?azmati lukirbi wa ?awdati l?ala:qa:ti l?amriki:jati lli:bi:jati ?aşbaħat kunduli:za ra:js ?akbara mas?u:lin ?amriki:jin jazu:ru li:bja: munðu najifin wa xamsi:na ?a:m/

After completion Lokarpy crisis and returning Libyan American relationships became Condaliza Raise **greater American responsible visit Libya since little and fifty years ago**.

After the end of Locrbi crisis and returning Libyan American relationships became Condaliza Raise **greater American responsible visit Libya since little and fifty years ago**.

6.2.2.3 Misuse of Translation by Omission

Omission is a useful translation technique but it should be used for acceptable reasons (see 6.2.1.3). Some students in this study misused it. In some cases, they omitted a whole relative clause when they translated, though the relative clauses they omitted were translatable. In some others, they omitted the relative pronoun making ungrammatical sentences. Such kinds of errors could have been avoided if students had studied translation methodology comprehensively to be able to use translation techniques in the right way, which seems to be difficult within the current teaching programme (see 7.1.3 and 7.1.4). Some samples of students' translations in which they misused translation by omission are as follows:

(**النص 5**) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.

/bajnama: kunna: natana:walu l?aʃa:?a fi: manzili ?ammi: sami?na: ?aşwa:tan ɣari:batan bilxa:riʒi fa?sra?tu li?ara: ma:ða: jaʒri: wa waqafa nnisa:?u fi: lmaqa:şiri janẓurna ma:ða: ħadaθa wa ba?da qali:lin ttaḍaħa ?annaha: ka:nat muʒarrada ?al?a:bin na:ri:ja/

While we were having dinner at my uncle's house we heared a strange noise outside, I hurried up to see what is happening, the women stood on the balconies for the same thing,[.......] after a while we discovered that it was merely a fire entertainment games.

While we were having our dinner in my uncle house, we heard strange voices outside, so I hurried to see what is going on. The women stood in the clearing houses to see too, [.......] after a short time, it appeared that it was just fiery games.

(النص 16) في إطـار العمل العربـي المشـترك والعلاقـات الثنائيـة الجيـدة وحسـن الجـوار فإن ليبيـا والجزائـر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ?iṭa:ri lʕamali lmuʃtaraki wa lʕalaqa:ti θθuna:?i:jati lʒajidati wa ħusna lʒiwa:ri fa?inna li:bja: wa lʒaza:?ira llatajni waqqaʕata: tifa:qi:jata ttaʕawuni lmuʃtaraki sajuṣaddira:ni nnifṭa maʕan/

In sourounding of participant Arabic work and good double relationships and good nearness, Libya and Algeria [......] sighned the participant association agreement will export petrol together. (The exact sample translation of the relative clause is repeated by 2 more students)

(النص 23) عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليها الحـلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

/ʕindama: qa:baltu tilka lfata:tu li?awali marratin qabla sanatajni wa ra?ajtu ʃʃafatajni llatajni ka:nata kazahrati ?uqa:ħin tasi:lu ʕalajha: lħala:watu ?adraktu ?ann ʃaj?an ma: qad taħarraka bida:xili: wa zda:dat nabaḍa:tu qalbi:/

When I meet that girls for first one before two weeks and see that **the two lips [......]is seems like flower** and something what I move inside me and increase by heart.

When I met that girl on my first time before two year and I saw **her lips [......]was as flower Agan delicious** I realized something in my internal moved and my temperature in my hearth is increased.

When I met that girl for first one before two year and to see **that lips [......]is seems like flower** and something what I move inside me and increase by heart.

6.2.2.4 Antecedent Issues

As when translating from English into Arabic, students also encountered some difficulties in understanding the antecedent-relative pronoun agreement. The following subsections show the kinds of errors in this respect.

6.2.2.4.1 Mistranslating Relative Pronoun Whose Antecedent Is a Whole Sentence or Clause

Some relative pronouns are used to refer back to the whole sentence or clause in both English and Arabic. But students thought that the relative pronoun only refers back to the nearest noun or pronoun. Consequently, they committed some errors in translation because of this misunderstanding. These errors could have been avoided by studying advanced grammar in both languages (see 7.1.1) and contrastive linguistics (see 7.1.2) before studying translation. Some samples of students' translations including this error are as follows:

(النص 25) لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

/laqad ðahaba lla:ʕiba:ni llaða:ni jaṣnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʃkilatin kabi:ratin xa:ṣṣatan fi: muwa:ʒahati fari:qin kabi:rin wa mali?in binnuʒu:mi miθla llaði: sanuqa:biluhu l?isbu:ʕa lqa:dim/

The two players who made the distinction **of which make the new trainer of the team in a big problem** specially in oppositeness of big team and has a lot of stars as the one who will meets him next week.

Two players had gone, who make the distinguish **that make the new coach for teams in big trouble** against a big team full of stars like the one that we will meet next week.

The two player went who made the different **that is made the new trainer for team in big problem** specially at face big team and full of stars like that we will meet it next week. (The exact sample translation of the relative clause is repeated by 2 more students).

The two players went, who make the different had left **of what the new coach of the team in big problem**, specially in attacking the big team and full of stars like whom we will meet the next way.

6.2.2.4.2 Wrong Choice of Subjective/Objective Relative Pronoun

The wrong choice of the relative pronoun when translating Arabic relative clauses into English could be attributed to the students' weakness in constructing relative clauses in English because of their lack of competence in English grammar.

These errors could have been overcome if students studied advanced English grammar before doing any translation work (see 7.1.1). Some samples of students' translations when they misused the subjective relative pronoun instead of the objective one or vice versa are as follows:

(النص 15) كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف.(طه حسين)

/ka:na liha:?ula:?i lfuqaha:?i ʕilmun muxa:lifun kulla lmuxa:lafati liʕilmi lʕulama:?i llaði:na ju?xaðu ʕilmihimu mina lkutubi wa llaði:na bajnahumu wa bajna l?azhari sababun qawi:jun ?aw ḍaʕi:f/

There were science for scientists, **whom** take their science from the books and who they between them and flowers, strong reason or weak

Those scientist have science different all different science **whom** took their knowledge from the books and those between and Azhar cause weak and strong.

(النص 30) إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

/?inna lʕulama:?a llaði:na ma:za:lu: jabħaθu:na fi: ӡadalin naẓari:jata bida:jati lxalqi llati: ?ata: biha: lʕa:limu lbri:ṭa:ni: da:rwin wa hija llati: marra ʕala: ẓuhu:riha: xamsata ʕaʃra ʕiqdan mina zzamani lam jatawaṣṣalu: ?ila: nafjin ?aw ?iθba:tin ħatta: jawmina: lħa:ḍir/

The scientists whom still looking for twist theory of starting of creation which the Britain scientist Daroon bring it and which appears for 15 and they did not get to exile or prove until these days.

The scientist whom still search in twist theory is start of creation which came by it movement the British world and which it passage on it fifteen century of the time and don't reach to negative or affirm until these days.

6.2.2.4.3 Mistranslating Relative Clauses with Indefinite Antecedents

Misunderstanding and consequently mistranslating relative clauses with indefinite antecedents (4.2.2.1.1) and/or asyndetical relative clauses (4.2.2.1.2) could be attributed to the fact that in Arabic, relative pronouns are not used with indefinite antecedents. Thus, students made errors when translating asyndetic relative clauses

204

whose antecedents are sometimes implied. Such errors could have been avoided by studying contrastive linguistics before studying translation (see 7.1.2). Some samples of students' mistranslations of the asyndetic relative clauses are as follows:

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʕindama: qarrarna: ððaha:ba liqḍa:ʔi lʕuṭlati ṣṣajfi:jati fi: ʃʃarqi l?awsaṭi ka:na baʕḍuna: mutaraddidan bisababi ʕadami maʕrifatina: bil?ama:kini ssija:ħi:jati wa lakin qad ?akada lmas?u:lu:na ?annahum sajursilu:na murʃidan sija:ħi:jan jumkinu l?iʕtima:du ʕalajh/

When we decide to have a holiday in Middle East some of us was hesitative because we have not understanding with places of tourisim, but the responsible assert that **they will send cicerone dependable**. (The exact sample translation of the relative clause is repeated by 1 more student)

When we decided go to spend the summer holiday in the Midmost east was some of us reluetant because we don't know the journey places but responssibles confirmed **they will send tourist guide**. (The exact sample translation of the relative clause is repeated by 2 more students).

When we decided to go holleday in middle east, it was some person is hesitated, because not knowledge tourisim places, but **the prensibility to send person to know to depend by him**. (The exact sample translation of the relative clause is repeated by 1 more student).

When we made a decision to spend our summer holliday in middle east some of us were hesitate because of lack of knowing tourism places, but charges confirm that they will send **tourism guide that can depend on**.

When we decided to go to spend summer holiday in the middle east, some of us were hesitation because we didn't know the tourism places, but the managers makes sure that they will spend **tourist guider may be will give the help**.

(النص 13) بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كونداليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عام.

205

/ba?da ntiha:?i ?azmati lukirbi wa ʕawdati lʕala:qa:ti l?amriki:jati lli:bi:jati ?aṣbaħat kunduli:za ra:js ?akbara mas?u:lin ?amriki:jin jazu:ru li:bja: munðu najifin wa xamsi:na ʕa:m/

After finnish Lokerbi crisis and coming back the relations between Libya and U.S.A., Condeleeza rice became **biggest resbonsible for United States visit Libya almost fifty years**.

After the end of Lukerbi crisis and coming back Libyan and American relationships and Condaliza rice became **the biggest American officer, visit Libya since fifty three years**.

After the end of Lokerbee crisis and the relationship of Libyan American back Condaleza Rayz become **the most responsible American visit libya since more than fifty years**.

After finishing the "Lokerpe" crisis and the American Libyan relationships returning, Condaliz Rise became **the main American prensible, visit Libya since 55 years**.

After the end of Lukrbi cresis and coming back Libyan and American relationships and condiliza rice became **the biggest American officer visit libya since fifty three years**.

After the end of Lokerby problem, and the relationship between Libya and America returned back, Kondaliza Rise became **the greatest American responsible visits Libya after fifty years ago**.

After the end of Lokerbe crisis and returning of American connection with Libya Condaliza raise became **the main American responsible visit Libya since more than fifty years old**.

After the end of crisis of Locarpy and relationship of American Libyan was comeback Condaliza rice became **the most American responsible visit Libya from more than fifty years**.

6.2.2.5 Mistranslating Relative Clauses when Including Possession

  The mistranslation of the Arabic relative pronouns that include possession into English could be attributed to the lack of a direct equivalent of the English possessive

relative pronoun *whose.* Therefore, when translating from Arabic into English, students adopted different methods to overcome this difficulty neglecting the use of the possessive relative pronoun *whose.* This error could have been avoided by studying contrastive linguistics before doing translation (see 7.1.2). Some samples of students' mistranslations of the relative clauses that include possession are as follows:

(**النص 7**) علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال دخلت قصور ملوك الجان. وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجان تلك الشفتاها أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان (نزار قباني).

/ʕallamani: ħubbuki ?aʃja?an ma: ka:nat ?abadan fi: lħusba:ni faqara?tu ?aqa:ṣi:ṣa l?aṭfa:li daxaltu quṣu:ra mulu:ki lʒa:ni wa ħalumtu bi?an tatazawaʒani: bintu ssulṭa:ni tilka lʕajna:ha: ?aṣfa: min ma:?i lxulʒa:ni tilka lʃafata:ha ?aʃha: min zahri rrumma:ni wa ħalumtu bi?ani: ?axṭufuha miθla lfursa:n/ (Nizar Qabbani).

Your love taught me things which were never in the mind, and I read stories children, I entered the kings' castles, and I dreamed that married me king's daughter **whom her eyes** were more clear from twitches water **whom her lips** are sweet from the pomegranate plant and I dreamed that I kidnap her like horses (Nezar Gabany).

Your love taught me things which is never in assumption, so I read babies stories. I entered kings demons palaces and dreamt that that sultan's daughter has married me, and **her eyes** are clearer than water.

Your love taught me a lot of things which were not never in my mind, I had read stories of children. I entered the castles of kings demons, I dreamed the daughter king married me, **who her eyes** pure more than the water of in let and **her lips** are desire more than flower and dreamed to kidnap her as knights.

Your love taught me things was never in mind, and I read the kids stories, I enter to Jinn kings palaces and I dreamt to marry the daughter of the king **who her eyes** is purify than water, **her lips** is delicious more than pomegranate flower and I dreamt to kidnap her as knight (Nesar Qabanee)

Your love learn me thing which it was not in my mind, so I read children stories. I enter to jins' castle, I dreamed marry of authority's daughter **whose her eyes** is cleaner than

Galgan's water **whose her mouth** is better than pomegranate flowers, and I dreamed take it like horse.

I learnt from your love things don't found in my mind, and then I read the stories of children I came palaces of king and after that I dreamed to marry the daughter of the Soltan **that have eyes** is clear than the water and **that have lips** is more delicate thanthe flower of the pomegranate and I dreamed to kidnap like knighthood. (The exact sample translation of the relative clause is repeated by 2 more students)

Your love learnd me many things which it does not counting, I read children's stories, I went inside to the genii castle and I dreamed sultan's daughter married me **that has eyes** clearer than water and **her lips** is better than rose of pomegranate and I dreamed take her away like horsemen.

Your love learnt me many things which it never were in my mind. I read children stories, I went inside place of Aljan kings I dreamed that sultan's daughter married me, **who her eyes** more clear than water, **her lips** is better than rose of pomegranate. I dreamed that I take her like horsemen. (The exact sample translation of the relative clause is repeated by 2 more students).

Your love thought me things that I never have in mind, so I read kids stories, went the palaces of jinn's kings, dreamt to married daughter of sultan **whose her eye** is more purify than the water of gulfes, **those lips** more delicious than blossoms of pomegranate and dreamt that I abducted her like horsmen. (Nizar gabbany)

(**النص 11**) إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصـلا علـى جـائزة نوبـل للآداب الـتي تمنح لأصحاب الأعمال الأدبية المميزة.

/?inna rraʒulajni llaðajni riwa:ja:tahuma: tuba:ʕu biʃaklin ɣajru ʕa:di:jin haðihi l?ajja:mu taħaṣṣala: ʕala: ʒa:?izati nubil lil?ada:bi llati: tumnaħu li?aṣħa:bi l?aʕma:li l?adabi:jati lmumajaza/

The two men who their novels were sold in innormal way, these days they got the Noble Prize of literature which were given to persons of distinguished literature works.

The two men who their novels sell in unusually way these days they get on Nobel Prize in art which gives to characteristic art works.

Two men who their novels sell in incredible way these days they got the prize of nobel for literature that gives to a special literature works.

The two men whose their novels are buying incridibaly these days. They got a Nobel Prize of Art that is given to those have a special litrery works.

The two men whose their novels are sold much nowadays got Nopel Prize of literature which is given to who had written some excellent literary works.

The two men who their story buying in these days. They got Nobel Prize for literature.

Those two men who their novels sell everyday have got the nobel prize which is given to special literary works.

Truly **the two men who their fiction sold with an unusual way in these days** they gets nobel prize for literature which afford to the persons who made differential literary work

The men who story to sales by not normal nowadays to get prize noble to arts which to business man quality arts (The exact sample translation of the relative clause is repeated by 2 more students).

The two men which their novel is buying or wanted these days are get the nobel praise in the literature which is to whose have especial literature work.
The two men which their novel sell unusual these days got on nobel prize to literature which give to excellent literature works (The exact sample translation of the relative clause is repeated by 2 more students).

Those boys who had unusual selling at their stories these days were getting a noble prize for Arts which normally given to the specialist work.

The two men who their novels sold unusual way these days they get of Nobel Prize that it gets to who they have characteristic literary works.

The two men who is their novels sold in unusual way these days, they got a noble prize in literature that gives to who they have characteristic literary works.

Two men whom their novels were sold in unnormal way these days, were gotten noble prize of literature which is given to the companions of good literary works.

<div dir="rtl">

(النص 27) يا أرغم الله أنفا أنت حامله   ياذا الخنا ومقال الزور والخطل

ما أنت بالحكم الترضى حكومته   ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

</div>

/ja: ?arɣama llahu ?anfan ?anta ħa:miluhu ja:ða: lxana: wa maqa:li zzu:ri wa lxaṭali ma ?anta bilħakami lturḍa: ħuku:matahu wa la: l?aṣi:li wa la: ði: rra?ji wa lʒadali/

God will not satisfied with you don't chesty they who said lied always. **You are not pure** and you haven't opinion or argument. (Alfarazdaq).

Gad has abase nose that you have, having obscence language and and write up of scoliosis and nonsense, **you are not for adjudge satisfied his judgement** and no blooded or having opinion and argument you have.

Allah is desire you to bring and bad feature and assay bad talk and **you are king to satisfied by kingdom** and no native and no opinion. (The exact sample translation of the relative clause is repeated by 1 more student).

6.2.2.6 Language Interference (Negative Language Transfer)

Some translation difficulties encountered by students in this study when translating from Arabic into English are attributable to negative transfer from Arabic (their native langauge). The students' errors committed because of negative language transfer from Arabic are represented in the following subsections:

6.2.2.6.1 Stylistic Problems

Some difficulties in translating relative clauses from Arabic into English are attributable to negative transfer from Arabic. In the examples below, students, influenced by their mother tongue, produced unstylistic relative clause structures in English though the relative clause structure they produced is grammatically acceptable. As mentioned earlier (see 4.3.3), prepositions cannot normally precede relative pronouns in Arabic but students transferred this rule into English preferring to place prepositions at the end of the relative clause where it might be stylistically better if the prepositions were placed before the relative pronoun. For example, it is more formal and a higher register to say *the world from which we come and to which we shall return* than *the world which we come from and which we shall return to.* However, as

mentioned, this is not a translation or linguistic (grammatical) mistake (apart from the wrong use of the resumptive pronoun, in some sentences, discussed in 6.2.2.6.2) rather than being a stylistic one. This kind of stylistic error could have been avoided by adding stylistics to the translation courses (see 7.1.4) and studying contrastive linguistics before doing any translation work (see 7.1.2). Some samples of students' translations that are less stylistically formed are as follows:

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʕindama: qarrarna: ðða:ba liqḍa:?i lʕuṭlati ṣṣajfi:jati fi: ʃʃarqi l?awsaṭi ka:na baʕḍuna: mutaradidan bisababi ʕadami maʕrifatina: bil?ama:kini ssija:ħi:jati wa lakin qad ?akada lmas?u:lu:na ?annahum sajursilu:na murʃidan sija:ħi:jan jumkinu l?iʕtima:du ʕalajh/

When we decided to spend the summer holiday in Middle East some of us were hesitant because we don't know the tourist places, but chiefs assured that they will send **a travel guide whom we can be depend on**.

When we made a decision to spend our summer holliday in middle east some of us were hesitate because of lack of knowing tourism places, but charges confirm that they will send **tourism guide that can depend on**.

When we decided to take a summer vacation in Middle East, some of us were hesitant because we don't know the tourist places. But the mangers assured that they will send **guide who we can depend on**.

(النص 14) كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

/kullu ma: juħawilu lfardu ?an jarsumahu lilmustaqbali jumkinu ?an jataħawala fi: laħẓatin wa:ħidatin ?ila: rama:din bisababi haða: lʕa:lami lmaʒhu:li llaði: ʒi?na: minhu wa sanaʕu:du ?ilajh/

All what the person try to to draw for the future may be change in one moment to ash because of this **unknown world which we come from it and we will come back to it**.

All what a person try to do or draw it in the future it possible to become in one second to cinder because of this **passive world which we coming from it and we will come back to it again**.

All what the person try to draw for the future may be change in one moment to ash because **this unkown world which we come from it and we coming to it**.

What each individual represent for the future may removed in one moment to ash because of **this unkown world which we come from and we return to**
Whatever one tries for the future, may finish at any time, because of **this unclear world which we came from, and will go back to**

everything what person try to plan for future it can to change in one minute to cinders because **this world ignores which we come from and we will back to**.

Every thing the person try to draw it for the future, it possible to be in one minute to ache because of **this unkown world which we came from and come back to it**.

All what the person tries to draw it for the future may be becomes cinder in one moment because **this passive world where we came from it and we will come back**.

Whatever the person tries to plan for future, it may transmute into ash within a second, because of **this unkown world which we came from and come back to it**.

6.2.2.6.2 Wrong use of the Resumptive Pronoun

The extensive use of the resumptive pronoun in translation, which also could be considered as a negative interlingual transfer from Arabic, caused some problems to the students. This negative transfer refers to the students' use of the previous knowledge of the first language in the process of learning the second language (Kharma and Hajjaj, 1985: 124). This kind of error could also have been avoided by studying contrastive linguistics before studying or doing translation (see 7.1.2). Some samples of students' translations where they misused the resumptive pronoun in English are as follows:

(النص 8) الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية التي قد يمر بها إنسان على وجه الأرض

/al?ana qad ʒi?ti na:dimatan faman ða: ?abʕadaki ʕanni wa ?ana: fi: ʃiddati lħuzni wa ?aflaki ẓẓurufi lqa:si:jati llati: qad jamurru biha: ?insa:nun ʕala: waʒhi l?arḍ/

Now, I coming with penitent so whom take you far of me when I was in great sadness with the most great difficult wit which it may be the people with **it** on the earth.

I came regretful now who make you away of me and I am in state of sadness and I faced cruel circumstances which suffering **it** each person on the earth's ground.

I came regretful now who make you away of me. I am in state of sadness and I faced cruel circumstances which person suffering **it** on the ground.

Now, I had come remorseful, who took you far away from me and I was very gloomy and stteled hard circumstances which may be pass **it** anyone on this ground.

(**النص 14**) كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

/kullu ma: juħawilu lfardu ?an jarsumahu lilmustaqbali jumkinu ?an jataħawala fi: laħẓatin wa:ħidatin ?ila: rama:din bisababi haða: lʕa:lami lmaʒhu:li llaði: ʒi?na: minhu wa sanaʕu:du ?ilajh/

All what a person try to do or draw **it** in the future it possible to become in one second to cinder because of this passive world which we coming from it and we will come back to it again.

Everything what each person try to draw **it** for future may convey to ash in one moment by this unkown world that came from it and will come back in **it**.

everything that person try to draw **it** for his future which make a change in a moment to ash because of this world is unkown that we are come and back in.

everything what the person try to draw **it** for future may become ash in one moment by this unkown world that came from it and will come back to **it**.

Everything what the person try to draw **it** for future may become ash in one moment by this unkown world that came from it and will come back to **it**.

Everything individual who try to plan **it** to future, it is possible to change into ashes at momment, because of this unkown world who we came from and will back to **it**

Every thing the person try to draw **it** for the future, it possible to be in one minute to ache because of this unkown world which we came from and come back to **it**.

All what the person tries to draw **it** for the future may be becomes cinder in one moment because this passive world where we came from **it** and we will come back.

(**النص 18**) (الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

/al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatina: lqa:dimatu llati: sajaħḍuruha: maʕana: baʕḍu ṣṣummi fa?ajna llaði: jafhamu luɣata l?iʃa:rati l?amri:ki:ja/
(Vengeance on who killed not guilty people) This is the title of our next story, that will attend **it** with us some of deaf people, so where is the person who understand the American justures language. (The exact sample translation of the relative clause is repeated by 1 more student).

(**النص 30**) إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

/?inna lʕulama:?a llaði:na ma:za:lu: jabħaθu:na fi: ʒadalin naẓari:jata bida:jati lxalqi llati: ?ata: biha: lʕa:limu lbri:ṭa:niju da:rwin wa hija llati: marra ʕala: ẓuhu:riha: xamsata ʕaʃra ʕiqdan mina zzaman lam jatawaṣṣalu: ?ila: nafjin ?aw ?iθba:tin ħatta: jawmina: lħa:ḍir/

The scientists who still search in a debate the theory of the starting of creation that the Britain scientist declared **it**, this is that riced before fifteen decade, and did not stumble up on negative or positive up to this day. (The exact sample translation is repeated by 1 more student).

The scientists whom still looking for twist theory of starting of creation which the britain
scientist Daroon bring **it** and which appears for 15 and they did not get to exile or prove until these days.

214

The scientists who still discuss in twist theory of the begining of creation which the Britain scientist (Darwan) explain **it**, and which it was about the fifteen century from the time they didn't get negative or prove until this our present day.

6.2.2.6.3 Misuse of Relative Pronouns Without Antecedents

When translating Arabic relative pronouns whose antecedents are implied, students commited some errors using relative pronouns in English without antecedents. These errors could be attributed to the fact that some relative pronouns in Arabic, especially من /man/ and ما /ma:/ can be used with implied antecedents. They could also be attributed to a negative language transfer from Arabic, because in Arabic, sometimes, it is possible to use a relative pronoun without an antecedent, bearing in mind that the antecedent is implied; or they could be attributed to adopting a literal translation approach. In this case, these Arabic relative pronouns could be regarded as counterparts to the *ever-form* English relative pronouns. Such errors could have been avoided if students studied contrastive linguistics before embarking on the study of translation (see 7.1.2) and studying translation techniques (see 7.1.3). Some samples of students' translations misusing relative pronouns without antecedents are as follows:

(**النص 6**) أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هو آت آت، آيات محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

/?ajjuha: nna:s ?isma\$u: wa \$u: man \$a:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ?atin ?at ?aja:tun muħkama:t maṭarun wa naba:t wa ?aba:?un wa ?ummaha:t wa ða:hibun wa ?at/

O people, listen carefully, **who** is live die, **who** die is gone, **what** is come is come, wisdom signs, rain and plants, fathers and mothers, born and dead. (Gess bin Saida).

Oh people, listen and know, **who** had lived died, **what** is gone is gone and future is coming wise marks, rain and plant, mothers and fathers and gone and coming. (Qess Ibn Saedaa.)

hah people, listen, **who** live is die, **who** died is pass, and **what** is coming coming, Aiat Muhkamat, rain and tree and fathers and mother and go and come. (The exact sample translation of the relative clause is repeated by 2 more students).

215

People, listen and care **who** is live dead and **who** is dead passed, **who** is come come elaborated verses, rain and plant, fathers and mothers, go and come. (The exact sample translation of the relative clause is repeated by 2 more students).

Oh people, come to recognize, **who** lived died, **who** died passed, **what** is coming is coming, perfect verses, rain and plants, fathers and mothers, forward and backforward.

You people, pay attention, **who** lived is died and **who** died is forgot and **what** come comes, coherent says, rain and plant, fathers and mothers, leaving and coming.

Please people, listen and understand, **who** is live will die, and **who** die will forgot, and **what** come is come, coherent says, rain and plants, fathers and mothers, and **what** go will come.

O, oh people, listen and understand, **who** live died, **who** died had gone, and **what** will come had came, rain and plants, and fathers and mothers, and heading and coming (Gaiss Ben Saada)

(النص 18) (الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

/al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatina: lqa:dimatu llati: sajaħḍuruha: maʕana: baʕḍu ṣṣummi fa?ajna llaði: jafhamu luɣata l?iʃa:rati l?amri:ki:jati/

(Revenge **only who kill the innocences**) subject is next dialogue that who attend with us some of the deaf, where is the person who understand demostrat language of America.

(Revenge **from who kill the people**) It's the title of our story which will be brought with us deaf.

'To revenge **of who kill the wildernesses'** It's the address of the next stories which will attendant it with us some of rote so where is who understand the American body language.

(The revenge **from who killed innocent**) the title of our next tale which will discuss with us some of deaf, where **who understand** American signs language?

216

(Vengeance **on who killed not guilty people**) This is the title of our next story, that will attend it with us some of deaf people, so where is the person who understand the American justures language. (The exact sample translation of the relative clause is repeated by 1 more student).

(Revenge **from whom killed the people**) this is our title of our next story that will some of become deaf will take it with us, so who know body language of American signs.

The revenge **from who killed innocents**, is the title of our next tale which some of deaf will attend it with us. **Where who understand** American signs language. (The exact sample translation of the relative clause is repeated by 1 more student).

Revenge **from who killed innocents** This will be title for our next tale which will be attended with us some of deaf persons and who will understand American sign language

The revenge **from who kill the guilelness**, is the title of old our story which some of deaf people will attend with us, so where are the person who understand American sign language.

'The revenge **from who killed the innocents'** is our coming story in which some of the deaf will attend, then where is the person who understands the American signs?

"The revenge **from who killed the innocents**" the title of our coming story which some of the deaf people will attend, so who is the one who understand the American sign language?

(the Revenge **of who killed innocent people**) our next novel announcement that will intend with us some deafs so who understand the body language.

"revenge **from who killed the innocence**". This is the topic of our next story, which will be attended by some of deafe people. So where the person who can understand the sign American language.

The retaliation **from who murder the innocent** the headline of our coming story which will be prepared with some of deafs then who understand American Sign Language.

6.2.2.6.4 Using the Personal Pronoun in Addition to the Relative Pronoun in the Same Relative Clause

The wrong use of two pronouns together, one being a relative pronoun and the other a personal one, is acceptable in Arabic but unacceptable in English. This error could also be attributed to language transfer from Arabic because in Arabic, it is acceptable to use relative and personal pronouns together. This error could have been avoided by studying contrastive linguistics before studying and doing translation (see 7.1.2). Some samples of students' translations when they used relative and personal pronouns in the same relative clause are as follows:

(**النص 3**) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ?akθara min rubʕi qarnin ʕala ħafli ttaxaruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taħaṣṣalata ʕala daraʒati l?imtija:zi θumma taħaṣṣalata ʕala minħatin dirasi:jatin bilxa:riʒi fi:ma: baʕd/

After passing more than quarter century on the celebration of graduation from the university I met **two girls that they** got a scholarship to complete their studies out (abroad).

After passing more than quarter century about cermony's graduated in the university I met **two girls which they** got exellent degree then got schoolarship in outside after that. (The exact sample translation is repeated by 3 more students)

After passage more than quarter century on the celebration of graduation from the university, I met **two girls that they** got on excellence degree and then **they** got on the scholarship abroad after that.

(**النص 4**) في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

/fi: ṭari:qi ʕawdatiha: ?ila: lmanzili qa:lat ?innaha: ra?ati rraʒulajni llaðajni saraqa: sajjarataha wa ħa:wala: l?iʕtida?a ʕala ṭifliha: ṣṣaxi:ru munðu ?asa:biːʕa xalat/

In her way to come back to her home, she said that she sees **the two men whom** steal her car and **they** try to attack on her young baby since latter weeks.

218

In her coming back road to home, she said that she saw **two men that they** steal her car and tried to attacked on her baby for weeks ago

In her coming back road to home, she said that she saw **two men that they** steal her car and tried to attacked on her baby since weeks ago.

In her way to the home, she said that she saw **two men whom they** stole her car and tried to assult on her small baby since weeks ago.

(**النص 15**) كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف.(طه حسين)

/ka:na liha:?ula:?i lfuqaha:?i ʕilmun muxa:lifun kulla lmuxa:lafati liʕilmi lʕulama:?i llaði:na ju?xaðu ʕilmihimu mina lkutubi wa llaði:na bajnahumu wa bajna l?azhari sababun qawi:jun ?aw ḍaʕi:f/

There were science for scientists, whom take their science from the books and **who they** between them and flowers, strong reason or weak

There was for those scientists a different science which is a complete difference to science of scientists who took their science from books and **who they** between them and flowers strong or weak reason (Taha Hissan)

(**النص 16**) في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ?iṭa:ri lʕamali lʕarabiji lmuʃtaraki wa lʕalaqa:ti θθuna:?ijati lʒajidati wa ħusna lʒiwa:ri fa?inna li:bja: wa lʒaza:?ira llatajni waqqaʕata: tifa:qi:jata ttaʕawuni lmuʃtaraki sajuṣaddira:ni nnifṭa maʕan/

In (under) the mutual Arabic framwork and good bilateral relations and also good neibourhood so that **Libya and Algeria who** signed a mutual collaboration agreement **they** will export the oil together (with each other).

In arabic common framework, good double relationships and good neighbourhood that **Libya and Algeria which** signed common cooperation agreement **that they** will export oil together.

In the framework of Arabic business and intamacy relationship and a good neghibourhood so **<u>Libya and Algeria who</u>** sign the treaty of community and cooperation **<u>they</u>** will produce oil together.

(**النص 26**) إن الرجـال الـذين يحترمـون زوجـاتهم مخلصـون والنسـاء اللـواتي يحتـرمن أزواجهن ويعتنـين بتربيـة أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات

/?inna rriʒa:la llaði:na jaħtarimu:na zawʒa:tihimu muxliṣu:na wa nnisa:?u llawa:ti jaħtarimna ?azwa:ʒahunna wa jaʕtani:na bitarbi:jati ?awla:dahunna tarbi:jatan ʒaji:datan ʕala: ṣṣidqi wa l?axlaqi lħami:dati nisa:?un fa:ḍila:t/

<u>The men who</u> respect their wifes **<u>they</u>** are honest and the women who respect their husband and take care at their children.

The men who respect their wifes are loyal and **<u>the women who</u>** respect their husbands and **<u>they</u>** take care by education their children a good education about the honest and the good ethics are worthy women.

<u>The men who</u> respect their wives, **<u>they</u>** are faithful and **<u>the women</u>** thoes respect their wives and looking after and brought up their children on honest and good morality **<u>they</u>** are virtuous women.

6.2.2.7 Mistranslating General Relative Pronouns

The difficulties in translating Arabic general relative pronouns into English are attributed to the students' unfamiliarity with them and to the lack of one-to-one correspondent relative pronouns between English and Arabic (see 4.2.1.2.2). Such unfamiliarity could have been avoided if students had studied contrastive English-Arabic linguistics extensively before embarking on the study of translation (see 7.1.2). In addition, in some of the following examples, students erroneously used the question mark at the end of the relative clauses that include the relative pronoun ماذا /ma:ða:/ 'what'. This could be considered an obvious and clear indication of the students' overlap between the relative pronoun ماذا /ma: ða:/ 'what' and the interrogative one. Some samples of students' translations are as follows:

(**النص 5**) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.

220

/bajnama: kunna: natana:walu lʕaʃa:ʔa fi: manzili ʕammi: samiʕna: ?aṣwa:tan ɣari:batan bilxa:riʒi fa?sraʕtu li?ara: ma:ða: jaʒri: wa waqafa nnisa:ʔu fi: lmaqa:ṣiri janẓurna ma:ða: ħadaθa wa baʕda qali:lin ttaḍaħa ?annaha: ka:nat muʒarrada ?alʕa:bin na:ri:ja/

While we were eating the dinner in my uncle's house, we heard strange sounds in an outside and then I went fast to see **what is happened** in an outside and stopped **the women to see that happened** and after little was merely sounds of fiery games (The exact sample translation of the relative clause is repeated by 3 more students).

When we was eating dinner in my uncle's house, we heard a strange voices and we quickly went to see what is happening, the women also stands to see **what was that?** Latter, we recognized it was just fireworks.

While we have a diner in my uncls house. We heard strange sounds in out. I go out quickly to see **what is happen?**

(**النص 20**) عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

/ʕindama: ?uʕlinat nata:?iʒu mtiħa:na:ti niha:jata ssanati dira:si:jati qarrarat ?ida:ratu lmadrasati ?iʕṭa:?a lmutamajizi:na baʕada lʒawa:?izi ttaʃʒiʕi:jati faqa:la lmudi:ru ?aʕṭi ?ajjan jastaħiqq/

When was Announced the result of final Examination department of school decided to give to the brilliant students some reward to encourage The manager said, **'give who deserve'**

When declare examination result decided school to give qualities students and some prise to encourage, and says the boss **give any one to need that**.

When the final result of examination advertised of the study year, the administration of school decided to give some encouragement prizes to the exellents. The manager said **give who deserve**.

When the final examination results of the year study advertised the administration of school decided to give some encouragement prizes for the exellents. The manager said **give who deserve**. (The exact sample translation of the relative clause is repeated by 1 more student).

When the results of final examinations announced school department decided to give some encouragement prizes to special persons, the manager said "**give to who worth**"

When the results of final examination declare direction school gave the preferential students some of present, so the manger said **give who deserve it**.

When the final exams of the academic year result were declared the administration of school decided to give the eminents some encouraging prizes so the headmaster said **give who deserves**.

When the results of the final examination at the end of the year the school office decided to give the distinctive students some prizes for encouragement, the manager or the head of the school said **give who deserve**

(النص 21) بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة لأيهم يريد الذهاب ولا تقتصر على المتفوقين.

/baʕda tawziːʕi lʒawaːʔizi tamma lʔiʕlaːnu ʕan riħlatin sijaːħiːjatin ʔilaː ʃarqi lbilaːdi faqaːla lmudiːru ʔinna haðihi rriħlata maftuːħatun liʔajjiːhimu juriːdu ððahaːba wa laː taqtaṣiru ʕalaː lmutafawiqiːn/

After the distribution of prizes, finally, they inform about doing a tourism journey to the east of country the headmaster said: **this journey is open to whom he want to go**, and not only for the intelligent ones. (The exact sample translation is repeated by 1 more student).

After contributing of prizes, it's declared about touristical trip to the east of the country, so the head said that **this open trip for who wants to go**, limit on the clevers.

After the distribution of prizes, Then advertised about tour trip to the east of country, The manager said **this trip is open for who want go** not to be content with winers (The exact sample translation of the relative clause is repeated by 2 more students).

After destrabute the reward there is announcement picnic to visit to the east country, the manager said **this picnic is open who want to go** this not only for the brilliant.

After gave the present it declare on tourism trip to east country, the manager said **this is open trip, don't worry to go** and don't limit on preeminent.

After distribution of prizes orphanaged the advertisment about torism trip to the east of the country, the manager said: **This trip is opening to who wants to go** and it doesn't just for the superlatives students.

(النص 28) ((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))، (قران كريم، 24: 45).

/wa llahu xalaqa kulla da:batin min ma:ʔin faminhum man jamʃi: ʕala: baṭnihi wa minhum man jamʃi: ʕala: riʒlajni wa minhum man jamʃi: ʕala: ʔarbaʕin jaxluqu llahu ma: jaʃa:ʔu ʔinna llaha ʕala: kulli ʃajʔin qadi:r/

"and Allah created every beast from water, some of these beasts are walking on its belly and others on two legs, and there are **some creatures which are walking on four legs**, God creat what he wants and God can do anything"(The exact sample translation of the relative clause is repeated by 1 more student).

6.2.3 Summary of the Qualitative Data Analysis

As the analysis of the two translation tests used as a tool for data collection for the empirical part of this thesis shows, most of the linguistic and translation errors committed by the students under investigation could be attributed to some common factors, namely: the differences between English and Arabic in their use of grammatical categories of gender, number, case, and person/non-person; the over-adoption of the literal translation approach; lack of one-to-one correspondence between relative pronouns in English and Arabic; translation by omission; unfamiliarity with the English marginal and Arabic general relative pronouns; students' weakness in the grammar of both languages, and some other differences between English and Arabic. Accordingly, it is obvious that most of the grammatical errors committed could be attributed to the grammatical differences between English and Arabic, which affected the translation. This confirms the view that "Grammatical differences between languages are particularly important in translation since they often involve informational changes. Translators will thus have to decide what information should be omitted and what should be added in the target text" (Rojo (2009: 191). Therefore, some grammatical errors could have been avoided by studying contrastive linguistcs before embarking on any translation work (see 7.1.2 later).

223

Moreover, some errors could arguably be attributed to the students' lack of revision, which is very important for translators. Therefore, some errors could have been avoided if students had revised their translations before handing in the papers.

The other obvious observation from the results of this study is the students' weakness in both English and Arabic in general, which could be noted in the sample translations given earlier. This weakness is represented in writing rules, spelling, word order, and choice of the equivalent at word level, etc. Such weakness in grammar of both English and Arabic could have been overcome by studying advanced grammar in both English and Arabic (see 7.1.1 later). In addition, when translating from Arabic into English, some students avoided translating poetic lines and Quranic verses, which indicates the difficulty in translating such kind of texts (though this is not the core of this study); also some translations of relative clauses in both tests were repeated by different students. Accordingly, most of the errors could have been avoided by putting special emphasis on translation teaching (see 7.1.3 and 7.1.4 later).

The next chapter presents the conclusions of this thesis, suggesting some remedial solutions for the translation and linguistic difficulties shown in this study, and giving some recommendations for the University of El-Mergib (where the empirical part of this research was conducted), and suggestions for further studies.

CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS

7.0 Introduction

This thesis has shed some light on a vital and specific topic related to English-Arabic-English translation with special emphasis on translation and linguistic errors. It has contrasted relativization in English and Arabic and investigated the written errors made by some university students of El-Mergib University in Libya, in translating relative clauses from English into Arabic and vice versa. The main focus of this research has been highlighted through the two translation tests undertaken as a tool for data collection for this study. It is worth mentioning here that the results of this research are peculiar to the University of El-Mergib students in the academic year 2008/2009 and should not be generalised to other Libyan and/or Arab Universities.

The findings of this study show that some Libyan university students at El-Mergib University encountered a degree of difficulty in translating relative clauses from English into Arabic and vice versa. In addition, the findings indicate that the students under investigation have a clear and obvious weakness in both English and Arabic, which could be considered a negative indication of the level and quality of the teaching programme in the university where this study was conducted. Moreover, the findings of the two translation tests used in data collection for this thesis have provided no indication that the two translation tests were not done in a proper way. In contrast, the findings have shown that the two translation tests were well-designed and administered properly, which proves the validity and reliability of the results of this study and its usefulness for the University of El-Mergib, where the empirical part of this research was conducted.

Judging by the errors which the students made in translating the texts presented to them, the errors may be attributed to some problems such as: unfamiliarity with English marginal and Arabic general relative pronouns; differences between English and Arabic in the grammatical categories of gender, number, case, and person/non-person; over-adoption of literal translation; interlingual transfer; lack of competence in the grammar of both languages; the lack of one-to-one correspondent relative pronouns between English and Arabic; and most importantly the translation teaching programme at the University of El-Mergib in Libya where the empirical part of this research was

conducted. The findings of this study are not only useful to translators and students doing translation from English into Arabic and vice versa, but also have some pedagogical implications and consequently may be of some value to language teachers and linguists interested in English-Arabic contrastive linguistics. However, the findings might not be the same if similar research was undertaken in some other universities and therefore should not be generalised.

The results of this research corroborate the hypotheses stated in chapter one (1.2) in which students at El-Mergib University were expected to face some difficulties in translating relative clauses from English into Arabic and vice versa. As mentioned earlier, the results show that one obvious reason for such errors was the differences between the language systems of English and Arabic. They also show that some difficulties were due to some limitations in the translation teaching at El-Mergib University. It was also shown that the students' level is not up to the mark in either English or Arabic and they lack competence in the grammar of both languages. It has also been proven that the aims of this research stated in chapter one (1.3) have been successfully achieved. Therefore, I hope that the results of this research would be taken into consideration as a step forward towards improving the students' level and competence as well as in developing the translation teaching programme at the University of El-Mergib. Finally, this thesis, to the best of my knowledge, is the first to deal with relativization in English and Arabic in detail and to shed some light on the link between contrastive linguistics and translation studies.

7.1 Remedial Solutions

Based on the findings and results of this research, some remedial solutions are suggested as a means of avoiding such errors in future and to improve the translation teaching programme at the Department of English at El-Mergib University in Libya. The suggested remedial solutions are as follows.

7.1.1 Concentration on English and Arabic Advanced Grammar

As the results of the two translation tests show, the students under investigation encountered some degree of difficulty in constructing relative clauses in both English and Arabic. This is an indication of the weakness of the students' level in the grammar of both English and Arabic.

In terms of English grammar, though students studied English grammar as three courses and morphology and syntax as one course at university level, their English grammar was very weak. This weakness could be attributed to different factors such as: students' general weakness in all fields; the fact that the material taught in such courses is not well structured, the methods used in teaching them are not good, or the teachers of English grammar courses are not up to the mark. Therefore, improving the teaching of the advanced grammar of English should be taken into consideration at the Department of English where these two translation tests were conducted. This improvement could include revising and reconstructing the material taught in English grammar, revising and developing the methods of teaching such material, and re-examining and qualifying the teachers who teach English grammar courses.

Although Arabic is the students' native language and they studied it as two courses at university level, nevertheless they committed some errors in Arabic grammar. Therefore, students should be encouraged to master their native language grammar. This is because, given that "translation teaching should concentrate not only on the foreign language, but on the native one as well… it would seem a good idea that the translation classes should concentrate to a greater extent on the native language" (Zabawa, 2010: 75). It is observed that students thought that being native speakers of Arabic was enough for them to be able to construct sentences and paragraphs in Arabic without making grammatical and stylistic errors. But as the translation test into Arabic indicated, being a native speaker is not enough and consequently Arabic teaching courses should be improved through the help of and cooperation with the Department of Arabic Studies at the same university. In addition, Arabic should be taught for four years at university level and students should be encouraged to read different texts written in Arabic to improve their style of writing.

7.1.2 Studying Contrastive Linguistics

As has been shown in the data analysis given in chapter six, some errors that the students made when doing the two translation tests were due to differences in the linguistic systems of English and Arabic. However, improving the teaching of both English and Arabic grammar as separate courses as mentioned in 7.0.1 above is not enough to overcome such difficulties. Therefore, one more course should be taught at the university level and before embarking on studying and doing translation work. This

course is 'Contrastive Linguistics'. Zabawa (ibid) states that "more attention should be paid to various contrastive aspects." Therefore, studying contrastive linguistics, which should be taught by a bilingual teacher, is very necessary to help students get rid of the errors made because of the differences between the English and Arabic linguistic systems. Accordingly, it is preferable to take an English/Arabic contrastive linguistics course to make students aware of the linguistic differences between English and Arabic so that they will avoid such errors when doing translation. Moreover, studying contrastive linguistics may also help to lessen the errors made because of language interference (negative language transfer). This is because early studies probing the role of transfer in L2 acquisition were based on the contrastive analysis hypothesis (Lado, 1957). According to this hypothesis, the surface forms of two given languages are compared and contrasted to see what the similarities and differences are between them. The similarities are predicted to facilitate language acquisition and differences are predicted to impede acquisition and result in interference errors. Consequently, contrastive linguistics is an important course not only in language teaching programmes but also in translation teaching programmes. In brief, studying contrastive linguistics before doing translation is very important simply because "the issue of comparative/contrastive descriptions of languages as a prerequisite for translation studies" (Malmkjaer, 1999: 37). For the importance and relationship between contrastive linguistics and translation, see 2.1.5 earlier. In like manner, a comparative literature course, in a parallel way to the contrastive linguistics course, could help students overcome cultural errors, though this is not a part of this study.

7.1.3 Improving Teaching Translation Approaches

As mentioned before in 5.3.1, translation as a subject is taught in two courses at the Department of English where this study was conducted and graduates from this department can work as translators immediately after graduation. But as the findings of this research show, the students' level in translation is not up to the mark and some errors they made in their translations are attributable to their misuse of translation approaches. For instance, they misused translation by omission, when they omitted pronouns/clauses that are properly to be translated. This does not mean that they used translation by omission professionally as a procedure, but they omitted things that they could not translate. However, students should not ignore the translation of structures just because they do not know how to translate them. Rather, they should be taught not

228

to use translation by omission without acceptable reasons. In translation, it is typically unacceptable not to translate some words and/or structures simply because the translator faces some difficulty in translating them. Accordingly, students should be encouraged to know that omission should be the last not the first option for translation and should also be taught on what basis they can use it. Dickins et al. (2002: 23), for instance, claim that omission can occur for some legitimate reasons: it "reflects the different ways in which Arabic and English link bits together (i.e. different patterns of cohesion). … Another occasion is when the information conveyed is not particularly important, and adding it would unnecessarily complicate the structure of the TT. … Cultural difference … provides another area in which simple omission may be a reasonable strategy."

One more example is the students' misuse of the literal translation technique, which was one of the problems students were expected to face. Students mistranslated some sentences because of misusing literal translation. Therefore, they should be taught that misuse of literal translation leads to incorrect results because of the linguistic and cultural differences between English and Arabic. They should be informed that literal translation is a valid technique when translating between two languages of the same family and sharing the same culture (Newmark, 1988: 68), but this is not the case with English and Arabic. Dickins et al. (2002: 16), state that "In literal translation…, the denotative meaning of words is taken as if straight from the dictionary (that is, out of context), but TL grammar is respected. Because TL grammar is respected, literal translation very often unavoidably involves grammatical transposition- the replacement or reinforcement of given parts of speech in the ST by other parts of speech in the TT". Therefore, students should be advised to the use literal translation approach in the right way. To do so, teaching translation techniques should be revised and improved. Moreover, students should be encouraged to improve their use of translation techniques in general to produce higher quality translations. Percival (1989: 89) suggests five stages for a practical translation procedure:

- Read through the text to be translated, in order to establish the style and mood of the original and to ascertain the exact meaning given to important terms by the original author.

- Research the subject in order to fill any gaps in translator's knowledge of the subject matter before actually attempting it.

- Translate in draft (optional, depends on translator's time).

- Put the draft translation aside for 48 hours. This is one of the characteristics of ideal translation rather than practical translation. The translator with a fresh mind concentrates on the style and expression of the target language rather than on the meaning of the original.

- Read through the translation again checking, revising, and editing.

This might seem to be very useful for students of translation during the translation practice courses. But, as mentioned above, translation in the Department of English, where this study was conducted, is taught only as two courses: one is translation theory and methodology and the other is translation practice. Therefore, there is not enough time to do such procedures in a practical way. Accordingly, the following remedial solution is urgently required; however, it is not a direct findng from the study.

7.1.4 Establishing Translation Teaching Programme

In the Department of English, where the empirical part of this research was conducted, the translation teaching is not enough for students to work as translators immediately after graduation though they do so. Therefore, establishing a new translation teaching programme at the University of El-Mergib, where this research was conducted, is necessary. Through the establishment of such a programme, some other important modules should be added to the translation teaching programme. Consequently, students would be exposed to the study of more translation modules in translation theory and methodology, translation and culture, translation revision, stylistics, semantics, pragmatics, contrastive linguistics, comparative literature, etc. and would get more translation practice. In translation practice, students would be exposed to translating different types of texts (e.g. general, political, business, media, legal, technical, medical, religious, literary), and accordingly would be faced with different translation problems. Furthermore, doing more translation practice and solving more translation problems would make students more competent. Thus, they would be able to spend much time in translation training, which is needed in their translation careers, and consequently work in the translation field immediately after graduation.

According to Baker (1992: 1), "There are two main types of training that a profession can provide for its members: vocational and academic training. Vocational courses provide training in practical skills but do not include a strong theoretical component … Like vocational courses, most academic courses set out to teach students how to do a particular job…: an academic course always includes a strong theoretical component." Therefore, establishing a separate department in which only translation and related courses are taught would give the students the chance to become more competent and consequently produce more qualified translators. However, establishing a new department would also be based on some other academic, administrative, and financial grounds.

7.2 Recommendations for the University of El-Mergib

Having obtained findings from the study, I recommend the following for the University of El-Mergib where the empirical part of this research was undertaken:

1- Translation should be taught from the first year of the university to the students of English to help students find suitable equivalents between English and Arabic depending on the context. But it is preferable to establish a separate department in which only translation and related modules are taught. This would give the students a chance to have more translation practice.

2- Teachers of translation must clarify the differences between English and Arabic in terms of grammatical categories such as number, gender, case, and person/non-person, by adding contrastive linguistics as a module to be taught.

3- Students should concentrate on the structure of relative clauses in both English and Arabic to learn how to use them properly in both languages and consequently translate them correctly.

4- Students should be taught to avoid adopting the literal translation technique and translation by omission unless necessary in order not to misuse these approaches.

5- Teachers of translation should clarify the differences between English and Arabic in terms of the structure of relative clauses and the use of the resumptive pronoun.

6- Teachers of translation should put more emphasis on clarifying the use of relative pronouns in English and their correspondents in Arabic showing that there is no one-to-one correspondent relative pronoun between the two languages.

7- Teachers of translation must make plain that there are no Arabic direct equivalent to the English relative pronoun *whose,* and explain how it can be translated into Arabic.

8- Teachers of translation should take appropriate measures to deal with the areas of difficulty shown earlier, giving more directed translation practice.

9- Teachers of translation have to concentrate on showing the points of similarity and points of contrast between the two languages in order to tackle the translation difficulties, emphasising the similarities and differences between the two languages in question to help overcome the difficulties caused by language transfer.

10- Some courses ought to be added to the modules taught at the department of English such as contrastive linguistics and comparative literature in order to help overcome linguistic and cultural difficulties in translation.

7.3 Suggestions for Future Studies

Based on the findings of this research, I would like to suggest two topics for future studies that could be conducted to find a very practical solution for the difficulties of relative pronouns usage in Arabic.

1- The first study is concerned with the generalisation of the results of this thesis all over the Arab world. This means that if some other studies conducted in different Arab universities and countries showed the same kind and degree of difficulties, the findings of this research could be generalised. This means that if similar studies reveal the same kind of problems regarding the wrong use of relative pronouns in Arabic not only when doing translation but also when learning Arabic, either by native or non-native speakers of it, then this difficulty is likely to exist in all Arab universities and countries. Consequently, this kind of difficulty could be generalised, and therefore a further study is required.

2- The further study would be an attempt to consider whether Arabic colloquial relative pronoun اللي /illi:/ is found in all dialects of Arabic and used, with no morphological changes, with all grammatical categories of gender, number, case, and person/non-person. If the results proved scientifically the existence and usage of this colloquial relative pronoun in all dialects of Arabic, then it should be added to Modern Standard Arabic (MSA). This would help overcome the grammatical errors related to the grammatical categories of gender, number, case, and person/non-person, because, as noted, the colloquial relative pronoun اللي /illi:/ is used with no morphological changes for gender, number, case, and occurs with both persons and non-persons. In my view, this addition to Arabic would not be problematic because languages develop and if اللي /illi:/ is proved to exist in all dialects of Arabic, then it would not be only a colloquial word but also a standard one. This would also simplify Arabic for non-native learners of it. Language simplification, in general, is a natural phenomenon that happens to all languages though the case of this simplification (adding اللي /illi:/) would not be a natural one, and it might, therefore, be opposed by some Arab grammarians and linguists. However its use in colloquial dialects of Arabic is natural and could be generalised to include Modern Standard Arabic (MSA) as well. In Old English, as a partially parallel example, the subject singular *you* was *thou* and the object *you* was *thee*. In modern English, both the subject *you* and the object *you* are *you*. Consequently, two pronouns collapsed into one resulting in simplification of the English pronoun system. Likewise, all specific relative pronouns in Arabic could be substituted with only the invariable colloquial relative pronoun اللي /illi:/ which is used with all kinds of antecedents no matter what the gender, number, case, and person/non-person category. Consequently students would be free of antecedent/relative pronoun agreement problems as well.

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245

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APPENDICES

APPENDIX ONE: DATA ANALYSIS OF TEST ONE (ENGLISH-ARABIC TRANSLATION)

The following is the analysis of the English-Arabic translation test (Test I). The analysis is only concerned with the translation of relative clauses and their antecedents, which are underlined and in bold. The translations of the texts given in the tables below are my own suggested translations and the students' correct ones are not necessarily exactly the same. The abbreviations used in the tables below are: *Acc. T.* means acceptable translation; *Unacc. T.* means unacceptable translation; and *Unatt. T.* means unattempted translation. This analysis is as follows:

Text (1)

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
As soon as she arrived at the university, I showed her the room **where I used to study when I was doing my PhD two years ago**. بمجرد وصولها الجامعة، أطلعتها على الحجرة التي اعتدت الدراسة فيها عندما كنت أدرس الدكتوراه من سنتين مضت. /bimuʒarradi wuṣu:liha: lʒa:miʕa ʔaṭlaʕtuha: ʕala lḥuʒrati llati: iʕtadtu ddira:sata fi:ha: ʕindama: kuntu ʔadrusu dduktura:h min sanatajni maḍat/	16	64	09	36	00	00

Text (2): relative clause one

The Text	Acc. T.	%	Unacc. T.	Per.	Unatt. T.	%
In her speech about the financial crisis, she said "try to imagine a market, **wherein the majority consistently wins** what the minority loses". في معرض حديثها عن الأزمة المالية، قالت حاولوا	12	48	10	40	03	12

247

The Text	Acc. T.	%	Unacc. T.	Per.	Unatt. T.	%
تخيل السوق الذي تربح فيه الأغلبية بثبات ما تخسره الأقلية. /fi: maʕriḍi ħadi:θiha: ʕani l?azmati lma:li:jati qa:lat ħa:wilu: taxjjula ssu:qi llaði: tarbaħu fi:hi: l?aɣlabi:jatu biθaba:tin ma: taxsaruhu l?aqali:ja/						

Text (2): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins **what the minority loses**". في معرض حديثها عن الأزمة المالية، قالت حاولوا تخيل السوق الذي تربح فيه الأغلبية بثبات ما تخسره الأقلية. /fi: maʕriḍi ħadi:θiha: ʕani l?azmati lma:li:jati qa:lat ħa:wilu: taxjjula ssu:qi llaði: tarbaħu fi:hi: l?aɣlabi:jatu biθaba:tin ma: taxsaruhu l?aqali:ja/	13	52	08	32	04	16

Text (3): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The professor told him that his essay was incoherent, **whereupon he tore it up** and stormed out of the room, which made her call the head of the school angrily. أخبرته الأستاذة أن مقالته لم تكن مترابطة، حينئذ مزقها وخرج من الغرفة غاضبا، الأمر الذي دعاها لاستدعاء مدير المدرسة بغضب. /?axbarathu l?usta:ðatu ?anna	17	68	08	32	00	00

248

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
maqa:latahu lam takun mutra:biṭatun ḥi:na?iðin mazzaqaha: wa xaraʒa mina lɣurfati ɣa:ḍiban al?amru llaði: daʕa:ha: listidʕa:?i mudi:ra lmadrasati biɣaḍab/						

Text (3): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, **which made her call the head of the school angrily**. أخبرتـه الأسـتاذة أن مقالتـه لـم تكـن متـرابطـة، حينئـذ مزقها وخرج من الغرفة غاضبا، الأمر الـذي دعاهـا لاستدعاء مدير المدرسة بغضب. /?axbarathu l?usta:ðatu ?anna maqa:latahu lam takun mutra:biṭatun ḥi:na?iðin mazzaqaha: wa xaraʒa mina lɣurfati ɣa:ḍiban al?amru llaði: daʕa:ha: listidʕa:?i mudi:ru lmadrasati biɣaḍab/	16	64	08	32	01	04

Text (4): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
If you do not understand **what I have already explained in this lecture**, you may ask whoever you meet before the final examinations start. إن لـم تفهـم مـا شـرحتـه لـك أنفـا فـي هذه المحاضـرة، يمكنـك أن تسـأل أيهـم تقابـل قبـل بدايـة الامتحانـات النهائية.	17	68	08	32	00	00

249

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/ʔin lam tafham ma: ʃaraħtuhu laka ʔanifan fi: haðihi lmuħa:ḍarati jumkinuka ʔan tasʔala ʔajuhumu tuqa:bilu qabla bida:jati lʔimtiħa:na:ti nniha:ʔi:ja/						

Text (4): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
If you do not understand what I have already explained in this lecture, you may ask **whoever you meet before the final examinations start.** إن لـم تفهـم مـا شـرحته لك أنفـا فـي هذه المحاضـرة، يمكنـك أن تسـأل أيهـم تقابـل قبـل بدايـة الامتحانـات النهائية. /ʔin lam tafham ma: ʃaraħtuhu laka ʔanifan fi: haðihi lmuħa:ḍarati jumkinuka ʔan tasʔala ʔajuhum tuqa:bilu qabla bida:jati lʔimtiħa:na:ti nniha:ʔi:ja/	21	84	04	16	00	00

Text (5):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, **whence they were spirited to a governor**. بعد محاورة طويلة في اجتماع يوم أمس، أرسل ابنـه حـاملا الأوراق إلـى منـزل عضـو أخـر فـي البرلمـان ولذلك فقد أسرعوا للحاكم. /baʔda muħa:waratin ṭawi:latin fi:	08	32	16	64	01	04

250

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ʒtima:ʕi jawma ?amsi ?arsala bnahu ħa:milan l?awra:qa ila: manzili ʕuḍwin ?axara fi: lbarllama:ni wa liðalika faqad ?asraʕu: lilħa:kim/						

Text (6): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Such information **as the sales manager has**, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays. مثل هذه المعلومات التي بحوزة مدير المبيعات يمكن أن تـؤثر علـى صـناعة السـيارات كنتيجـة للأزمـة المالية التي يعاني منها العالم حاليا. /miθla haðihi lmaʕlu:ma:ti llati: biħawzati mudi:ri lmabi:ʕa:ti jumkinu ?an tu?aθθira ʕala: ṣina:ʕati ssajja:ra:ti kanati:ʒatin lil?azmati lma:li:jati llati: juʕa:ni minha: lʕa:lamu ħa:li:ja:/	12	48	12	48	01	04

Text (6): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Such information as the sales manager has, may affect car manufacturing as a result of **the financial crisis from which the world is suffering nowadays**. مثل هذه المعلومـات التـي بحوزة مـدير المبيعـات يمكن أن تؤثر على صناعة السيارات كنتيجة للأزمة المالية التي يعاني منها العالم حاليا. /miθla haðihi lmaʕlu:ma:ti llati:	16	64	08	32	01	04

251

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
biħawzati mudi:ri lmabi:ʕa:ti jumkinu ?an tu?aθθira ʕala: ṣina:ʕati ssajja:ra:ti kanati:ʒatin lil?azmati lma:li:jati llati: juʕa:ni minha: lʕa:lamu ħa:li:ja:/						

Text (7):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Sometimes they expect him to make a speech, **in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.** يتوقعونه أحيانا أن يلقي خطابا وفي حالة كتلك يعاني من حالة قلق مرعب طوال فترة الوجبة التي تسبق الاجتماع. /jatawaqqaʕu:nahu ?afḥja:nan ?an julqi: xiṭa:ban wa fi: ħa:latin katilka juʕa:ni min ħa:lati qalaqin murʕibin ṭiwa:la fatrati lwaʒbati llati: tasbiqu l?iʒtima:ʕ/	09	36	16	64	00	00

Text (8):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Some of **the girls [whom] I taught before I travelled** were not only pretty but also intelligent and open minded. بعض الفتيات اللاتي درستهن قبل أن أسافر لم يكن جميلات فحسب بل كن أيضا ذكيات وذو عقلية متفتحة. /baʕdu lfataja:ti lla:ti: darrastuhunna qabla ?an ?usa:fir lam jakunna ʒami:latin faħasb bal kunna ðaki:jatin wa ðu: ʕaqlijatin mutafattiħa/	10	40	15	60	00	00

Text (9):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The two players who scored the two victory goals</u> will be given valuable rewards by the newly elected prime minister. سيمنح اللاعبين اللذين أحرزا هدفي الفوز جـائزة قيمة من رئيس الوزراء المنتخب أخيرا. /sajumnaħu lla:ʕibajni llaðajni ʔaħraza: hadafaji: lfawzi ʒa:ʔizatin qajimatan min ra?i:si lwuzara:ʔi lmuntaxabi ?axi:ra:/	11	44	14	56	00	00

Text (10):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The only reason behind the cancellation of the meeting was that [because] he lost his temper, **<u>at which point, I decided to go home.</u>** كان السبب الرئيس وراء تأجيل الاجتماع هو أنه فقد صوابه وعندها قررت الذهاب إلى البيت. /ka:na ssababu rra?i:su wara:?a ta?ʒi:li l?iʒtima:ʕi huwa ?annahu faqada ṣawa:bahu wa ʕindaha: qarrartu ððaha:ba ?ila lbajt/	09	36	16	64	00	00

Text (11):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
You have spent a week so far trying to persuade me of this idea but **<u>what I do not understand is your extraordinary enthusiasm.</u>** لقد أمضيت أسبوعا لحد الآن محـاولا إقنـاعي بهـذه الفكرة ولكن ما لم أستطع فهمه هو حماستك الشديدة.	20	80	05	20	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/laqad ?amḍajta ?usbu:ʕan liħadi l?a:na muħa:wilan ?iqna:ʕi: bihaðihi lfikrati walakin ma: lam ?astaṭiʕ fahmuhu huwa ħama:satuka ʃʃadi:da/						

Text (12):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
We have to postpone the May meeting because she will not be available in May, **when she will be away on her annual business trip.** علينـا تأجيـل اجتمـاع شــهر مـايو لأنهـا لـن تكـون متواجدة في مـايو، فعندئـذ ستكون بعيدة في رحلـة عملها التجارية السنوية. /ʕalajna: ta?ʒi:lu ʒtima:ʕi ʃahri ma:ju: li?annaha: lan taku:na mutawa:ʒidatun fi: ma:ju: faʕinda?iðin sataku:nu baʕi:datun fi: riħlati ʕamaliha: ttiʒa:ri:jati ssanawi:ja/	11	44	14	56	00	00

Text (13): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
So many members did not come to the club last night, **which makes me wonder** why they did not come [and there were only a few members]. لـم يـأت أعضـاء كثيرون للنـادي مسـاء أمـس، الأمر الذي جعلني أستغرب لعدم مجيئهم ولم يكن هنـاك إلا عدد قليل من الأعضاء. /lam ja?ti ?aʕḍa:?un kaθi:ru:na llinna:di: masa:?a ?amsi al?amru llaði: ʒaʕalani: ?astaɣribu liʕadami	13	52	12	48	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
maʒi:?ihm wa lam jakun huna:ka ?illa ʕadadun qali:lun mina l?aʕḍa:?/						

Text (13): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
So many members did not come to the club last night, which makes me wonder **why they did not come [and there were only a few members].** لـم يـأت أعضـاء كثيرون للنـادي مسـاء أمـس، الأمـر الذي جعلني أستغرب لعدم مجيئهم ولم يكن هنـاك إلا عدد قليل من الأعضاءِ. /lam ja?ti ?aʕḍa:?un kaθi:ru:na llinna:di: masa:?a ?amsi al?amru llaði: ʒaʕalani: ?astaɣribu liʕadami maʒi:?ihm wa lam jakun huna:ka ?illa ʕadadun qali:lun mina l?aʕḍa:?/	19	76	06	24	00	00

Text (14): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
None of **the students who were absent for the whole week** gave a reason for being absent, which may affect their level this term. لـم يقدم أي مـن الطـلاب الـذين كـانوا غـائبين طـوال الأسـبوع سـببا لـذلك، الأمـر الـذي سـيؤثر علـى مستواهم العلمي هذا الفصل. /lam juqaddim ?ajjun mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭiwa:la l?isbu:ʕi sababan liðalik al?amru llaði: saju?aθθiru ʕala: mustawa:humu lʕilmijju haða: lfaṣl/	17	68	08	32	00	00

255

Text (14): relative clause two

The Text	Acc. T.	%	Unacc.T.	%	Unatt. T.	%
None of the students who were absent for the whole week gave a reason for being absent, **which may affect their level this term.** لـم يقـدم أي مـن الطـلاب الـذين كـانوا غـائبين طـوال الأسـبوع سـببا لـذلك، الأمـر الـذي سـيؤثر علـى مستواهم العلمي هذا الفصل. /lam juqaddim ?ajjun mina ṭṭulla:bi llaði:na ka:nu: ɣa:?ibi:na ṭiwa:la l?isbu:ʕi sababan liðalik al?amru llaði: saju?aθθiru ʕala: mustawa:humu lʕilmijju haða: lfaṣl/	08	32	17	68	00	00

Text (15): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was having lunch in the restaurant, I met **the boy and the girl who were studying with me at the university** and who had got married recently. عندما كنت أتنـاول وجبـة الغذاء في المطعم، قابلت الشاب والفتاة اللذين كانـا يدرسـان معـي في الجامعـة واللذين قد تزوجا حديثا. /ʕindama: kuntu ?atana:walu waʒbata lɣaða:?i fi: lmaṭʕami qa:baltu ʃʃa:bba wa lfata:ta llaðajni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaðajni tazawaʒa: ħadi:θa:/	01	04	24	96	00	00

Text (15): relative clause two

256

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and **who had got married recently**. عندما كنت أتناول وجبة الغذاء في المطعم، قابلت الشاب والفتاة اللذين كانا يدرسان معي في الجامعة واللذين قد تزوجا حديثا. /ʕindama: kuntu ?atana:walu waʒbata lɣaða:?i fi: lmaʈʕami qa:baltu ʃʃa:bba wa lfata:ta llaðajni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaðajni tazawaʒa: ħadi:θa:/	03	12	22	88	00	00

Text (16): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them. قالت السيدة بريتوس التي تعمل بالمكتبة أن بعض الكتب والتي أغلبها مكتوب بالألمانية قد فقدت ولكني أخبرتها أنه لم يسبق لي أن لمستها. /qa:lati ssajidatu bri:tu:su llati: taʕmalu bilmaktabati ?anna baʕaḍa lkutubi wa llati: ?aɣlabuha: maktu:bun bil?alma:ni:jati qad fuqidat walakinni: ?axbartuha: ?annahu lam jasbiq li: ?an lamastuha:/	13	52	12	48	00	00

Text (16): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Mrs. Britos, who is the librarian, reported that some books, **most of which were in German**, are missing but I told her that I have never touched them. قالت السيدة بريتوس التي تعمل بالمكتبة أن بعض الكتب والتي أغلبها مكتوب بالألمانية قد فقدت ولكني أخبرتها أنه لم يسبق لي أن لمستها. /qa:lati ssajidatu bri:tu:su llati: taʕmalu bilmaktabati ?anna baʕaḍa lkutubi wa llati: ?aɣlabuha: maktu:bun bil?alma:ni:jati qad fuqidat walakinni: ?axbartuha: ?annahu lam jasbiq li: ?an lamastuha:/	11	44	13	52	01	04

Text (17):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Historically, George Washington, **who is said to have cut down a cherry tree**, was the first president of the United States of America. من ناحية تاريخية، فإن جورج واشنطن الذي قيل أنه قطع أشجار الكرز كان أول رئيس للولايات المتحدة الأمريكية. /min na:ħi:jatin ta:ri:xi:jatin fa?inna ʒurʒ wa:ʃinṭunu allaði: qi:la ?annahu qaṭaʕa ?ʃʒa:ra lkarazi ka:na ?awalu ra?i:sin lilwila:ja:ti lmuttaħidati l?amri:ki:ja/	05	20	19	76	01	04

Text (18): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
He did not take the bag to the porter because **the person who left it**, who must be very careless, will probably come back for it. لم يأخذ الحقيبة إلى رجل الأمن لأن الشخص الذي تركها والذي يبدو أنه مهمل جدا سيعود لأخذها. /lam ja?xuði lħaqibata ?ila: raʒuli l?amni li?anna ʃʃaxṣa llaði: tarakaha: wa llaði: jabdu: ?annahu muhmilun ʒiddan sajaʕu:du li?axðiha:/	21	84	03	12	01	04

Text (18): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
He did not take the bag to the porter because the person who left it, **who must be very careless**, will probably come back for it. لم يأخذ الحقيبة إلى رجل الأمن لأن الشخص الذي تركها والذي يبدو أنه مهمل جدا سيعود لأخذها. /lam ja?xuði lħaqibata ?ila: raʒuli l?amni li?anna ʃʃaxṣa llaði: tarakaha: wa llaði: jabdu: ?annahu muhmilun ʒiddan sajaʕu:du li?axðiha:/	11	44	12	48	02	08

Text (19): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was walking on my way to the university, I met **the two girls who were my colleagues a few years ago** and who became famous writers. عندما كنت في طريقي إلى الجامعة، قابلت الفتاتين	03	12	22	88	00	00

259

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
اللتين كانتـا زميلتـاي قبـل سـنوات مضـت واللتين أصبحتا كاتبتين مشهورتين. /ʕindama: kuntu fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu lfata:tajni llatajni ka:nata: zami:lata:ja qabla sanawa:tin maḍat wa llatajni ?aṣbaħata: ka:tibatajni maʃhu:ratajn/						

Text (19): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and **who became famous writers**. عندما كنت في طريقي إلى الجامعة، قابلت الفتاتين اللتين كانتـا زميلتـاي قبـل سـنوات مضـت واللتين أصبحتا كاتبتين مشهورتين. /ʕindama: kuntu fi: ṭari:qi: ?ila: lʒa:miʕati qa:baltu lfata:tajni llatajni ka:nata: zami:lata:ja qabla sanawa:tin maḍat wa llatajni ?aṣbaħata: ka:tibatajni maʃhu:ratajn/	02	08	23	92	00	00

Text (20): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T	%
The film and the play which we watched last week, and which you said were interesting, will be shown again next week. إن الفلـم والمسـرحية اللـذين شـاهدناهما الأسـبوع الماضي واللذين قلت أنهما ممتعين سيعرضـان ثانيـة الأسبوع القادم.	01	04	24	96	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T	%
/?inna lfilma wa lmasraħi:jata llaðajni ʃa:hadna:huma: l?usbu:ʕa lma:ḍi: wa llaðajni qulta ?annahuma: mumtiʕajni saju:ʕraḍa:ni θa:ni:jatan il?usbu:ʕu lqa:dim/						

Text (20): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The film and the play which we watched last week, and **which you said were interesting**, will be shown again next week. إن الفلــم والمســرحية اللــذين شــاهدناهما الأســبوع الماضي واللذين قلت أنهما ممتعين سيعرضــان ثانيـة الأسبوع القادم. /?inna lfilma wa lmasraħi:jata llaðajni ʃa:hadna:huma: l?usbu:ʕa lma:ḍi: wa llaðajni qulta ?annahuma: mumtiʕajni saju:ʕraḍa:ni θa:ni:jatan il?usbu:ʕu lqa:dim/	01	04	24	96	00	00

Text (21):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The detective is very clever. He met **the boy and the girl whose father was killed** and within twenty four hours he could know who the murderer was. إن المحقق بـارع جدا، فقد قابـل الولد والفتاة اللذين قتل أباهما وخلال أربع وعشرون سـاعة استطاع أن يعرف من كان القاتل. /?inna lmuħaqqiqa ba:riʕun ʒiddan faqad qa:bala lwalada wa lfata:ta	02	08	23	92	00	00

261

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
llaðajni qutila ?aba:huma: wa xila:la ?arbaʕin wa ʕiʃru:na sa:ʕatin istaṭa:ʕa ?an jaʕrifa man ka:na lqa:til/						

Text (22): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>**The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo**</u> were pierced just enough to let in a ray of hope, which could not be satisfactory. لقد تم خرق الجدارين اللذين شكلتهما القوات الصربية حول العاصمة سراييفو بشكل قد يسمح ببصيص أمل الأمر الذي قد لا يكون مرضيا. /laqad tamma xarqu lʒida:rajni llaðajni ʃakkalathuma: lquwa:tu ṣṣirbi:jatu ħawla lʕa:ṣimati saraji:fu: biʃaklin qad jasmaħu bibaṣi:ṣi ?amal al?amru llaði: qad la: jaku:nu murḍija:/	01	04	22	88	02	08

Text (22): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, <u>**which could not be satisfactory.**</u> لقد تم خرق الجدارين اللذين شكلتهما القوات الصربية حول العاصمة سراييفو بشكل قد يسمح ببصيص أمل الأمر الذي قد لا يكون مرضيا. /laqad tamma xarqu lʒida:rajni llaðajni ʃakkalathuma: lquwa:tu ṣṣirbi:jatu	03	12	19	76	03	12

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ħawla lʕa:simati saraji:fu biʃaklin qad jasmaħu bibaṣi:ṣi ?amal al?amru llaði: qad la: jaku:nu murḍija:/						

Text (23):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
While we were preparing ourselves for the final examinations, we read **a book whose ideas and information confused us a lot.** بينما كنا نحضر أنفسنا للامتحانات النهائية قرأنا كتابا أربكتنا أفكاره ومعلوماته كثيرا. /bajnama: kunna: nuħaḍḍiru ?anfusana: lil?imtiħa:na:ti nniha:?i:jati qara?na: kita:ban ?arbakatna: ?afka:ruhu wa maʕlu:ma:tuhu kaθi:ra:/	12	48	13	52	00	00

Text (24): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today. إن الدراسة التي تهتم بأنماط الحياة لطلاب الثانويات الاسكتلندية ما هي إلا محاولة لتوضيح كيفية عيش هذه الفئة العمرية في اسكتلندا اليوم. /?inna ddirasata llati: tahtammu bi?anma:ṭi lħaja:ti liṭulla:bi θθa:nawi:ja:ti l?uskutlandi:jatu ma: hija ?illa muħa:walatun litawḍi:ħi kajfi:jatu ʕajʃi haðihi lfi?atu lʕumri:jatu fi: skutlanda: ljawm/	18	72	06	24	01	04

263

Text (24): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study, which looks at living patterns among young Scottish high school students, is an attempt to establish **how people of this age group live in the Scotland of today.** إن الدراسة التي تهتم بأنماط الحياة لطلاب الثانويات الاسكتلندية ما هي إلا محاولة لتوضيح كيفية عيش هذه الفئة العمرية في اسكتلندا اليوم. /?inna ddirasata llati: tahtammu bi?anma:ti lħaja:ti liṭulla:bi θθa:nawi:ja:ti l?uskutlandi:jatu ma: hija ?illa muħa:walatun litawḍi:ħi kajfi:jatu ʕajʃi haðihi lfi?atu lʕumri:jatu fi: skutlanda: ljawm/	08	32	16	62	01	04

Text (25): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Take **whichever of these books you want** before I present them to my friends, and whatever you pay will be enough. خذ أيا من هذه الكتب تريد قبل أن أهديها لأصدقائي وأي مبلغ تدفعه سيكون كافيا. /xuð ?ajjan min haðihi lkutubi turi:du qabla ?an ?uhdi:ha: li?aṣdiqa:?i: wa ?ajju mablaɣin tadfaʕhu sajaku:nu ka:fija:/	11	44	14	56	00	00

Text (25): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Take whichever of these books you want before I present them to my friends, and **whatever you pay will be enough.** خذ أيا من هذه الكتب تريد قبل أن أهديها لأصدقائي وأي مبلغ تدفعه سيكون كافيا. /xuð ?ajjan min haðihi lkutubi turi:du qabla ?an ?uhdi:ha: li?aṣdiqa:?i: wa ?ajju mablaɣin tadfaʕhu sajaku:nu ka:fija:/	10	40	15	60	00	00

Text (26):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Because I like travel and tourism very much, I will travel to Rome **when I finish my studies before I go back home.** بسبب حبي للسفر والسياحة كثيرا، سأسافر إلى روما عندما أنهي دراستي وقبل رجوعي إلى أرض الوطن. /bisababi ħubbi: lissafari wa ssija:ħati kaθi:ran sa?usa:firu ?ila: ru:ma: ʕindama: ?unhi: dira:sati: wa qabla ruʒu:ʕi: ?ila: ?arḍi lwaṭan/	24	96	01	04	00	00

Text (27): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
My mother insists on my getting married but I am refusing because of **a girl whom I met three years ago** and wherever I go, I'm unable to forget.	17	68	08	32	00	00

265

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
تصـر أمـي كثيـرا علـي كـي أتـزوج ولكنـي أرفـض بسـبب الفتـاة التـي قابلتهـا قبـل ثـلاث سـنوات وأينمـا أذهب لم أستطع نسيانها. /tuṣirru ?umi: kaθi:ran ʕalajja kaj ?atazawwʒu wa lakinni: ?arfuḍu bisababi lfata:ti llati: qa:baltuha: qabla θala:θi sanawa:tin wa ?ajnama: ?aðhab lam ?astaṭiʕ nisja:naha:/						

Text (27): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and **wherever I go, I'm unable to forget**. تصـر أمـي كثيـرا علـي كـي أتـزوج ولكنـي أرفـض بسـبب الفتـاة التـي قابلتهـا قبـل ثـلاث سـنوات وأينمـا أذهب لم أستطع نسيانها. /tuṣirru ?umi: kaθi:ran ʕalajja kaj ?atazawwʒu wa lakinni: ?arfuḍu bisababi lfata:ti llati: qa:baltuha: qabla θala:θi sanawa:tin wa ?ajnama: ?aðhab lam ?astaṭiʕ nisja:naha:/	18	72	07	28	00	00

Text (28): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The British archaeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible. قـال علمـاء الآثـار البريطـانيون الـذين كـانوا يقومـون	21	84	03	12	01	04

266

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ببعض الحفريات في الكنيسة الكاتدرائية أنهم وجدوا عملة قديمة أصبح تاريخها بال وغير مقروء. /qa:la ʕulama:?u l?aθa:ri lbri:ṭa:ni:ju:na llaði:na ka:nu: jaqu:mu:na bibaʕḍi lħafri:ja:ti fi: lkani:sati lka:θidra:?i:jati ?annahum waʒadu: ʕumlatan qadi:matan ?aṣbaħa ta:ri:xuha: ba:lin wa ɣajru maqru:?/						

Text (28): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The British archaeologists, who were doing some excavations in the Cathedral, said that they found an old coin **whose date had become worn and illegible.** قال علماء الآثار البريطانيون الذين كانوا يقومون ببعض الحفريات في الكنيسة الكاتدرائية أنهم وجدوا عملة قديمة أصبح تاريخها بال وغير مقروء. /qa:la ʕulama:?u l?aθa:ri lbri:ṭa:ni:ju:na llaði:na ka:nu: jaqu:mu:na bibaʕḍi lħafri:ja:ti fi: lkani:sati lka:θidra:?i:jati ?annahum waʒadu: ʕumlatan qadi:matan ?aṣbaħa ta:ri:xuha: ba:lin wa ɣajru maqru:?/	09	36	15	60	01	04

Text (29): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Yesterday, I met **the two boys who were studying with me at the high school level**. I could recognise one of them but I could not recognise the other. The one whom I						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
could not recognise has changed a lot. يـوم أمـس، قابلـت الولـدين اللـذين كانـا يدرسـان معـي بالمرحلة الثانوية وقد استطعت التعرف على أحدهما ولـم أسـتطع التعـرف علـى الأخـر، فالولـد الـذي لـم أسـتطع التعرف عليه قد تغير كثيرا. /jawma ?ams qa:baltu lwaladajni llaðajni ka:na: jadrusa:ni maʕi: bilmarħalati θθa:nawi:jati wa qad istaṭaʕtu ttaʕarrufa ʕala: ?aħadihima: wa lam ?astaṭiʕ attaʕarrufa ʕala: l?axari falwaladu llaði: lam ?astaṭiʕ attaʕarrufa ʕalajhi qad taɣajjara kaθi:ra:/	04	16	21	84	00	00

Text (29): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. **The one whom I could not recognise has changed a lot**. يـوم أمـس، قابلـت الولـدين اللـذين كانـا يدرسـان معـي بالمرحلة الثانوية وقد استطعت التعرف على أحدهما ولـم أسـتطع التعـرف علـى الأخـر، فالولـد الـذي لـم أستطع التعرف عليه قد تغير كثيرا. /jawma ?ams qa:baltu lwaladajni llaðajni ka:na: jadrusa:ni maʕi: bilmarħalati θθa:nawi:jati wa qad istaṭaʕtu attaʕarrufa ʕala: ?aħadihima: wa lam ?astaṭiʕ attaʕarrufa ʕala: l?axari falwaladu llaði: lam ?astaṭiʕ ttaʕarrufa ʕalajhi qad taɣajjara kaθi:ra:/	17	68	08	32	00	00

Text (30): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study aims to clarify that **<u>those who have close ties to their region</u>** are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness. تهدف الدراسة لتوضيح أن أولئك الذين لديهم روابط وثيقة بأوطانهم يشعرون بالأمن والسعادة أينما ذهبوا وأن فقدان الهوية الوطنية ربما يساهم في جلب التعاسة. /tahdufu ddira:satu litawḍi:ħi ?anna ?ula?ika llaði:na ladajhimu rawa:biṭa waθi:qatun bi?awṭa:nihim jaʃʕuru:na bil?amni wa ssaʕa:dati ?ajnama: ðahabu: wa ?anna fuqda:na lhuwi:jata lwaṭani:jata rubbama: jusa:himu fi: ʒalbi ttaʕa:sa/	15	60	08	32	02	08

Text (30): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy **<u>wherever they are</u>** and that the lack of regional identity could contribute to unhappiness. تهدف الدراسة لتوضيح أن أولئك الذين لديهم روابط وثيقة بأوطانهم يشعرون بالأمن والسعادة أينما ذهبوا وأن فقدان الهوية الوطنية ربما يساهم في جلب التعاسة. /tahdufu ddira:satu litawḍi:ħi ?anna ?ula?ika llaði:na ladajhimu rawa:biṭa waθi:qatun bi?awṭa:nihim jaʃʕuru:na	14	56	09	36	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
bil?amni wa ssaʕa:dati ?ajnama: ðahabu: wa ?anna fuqda:na lhuwi:jata lwaṭani:jata rubbama: jusa:himu fi: ʒalbi ttaʕa:sa/						

APPENDIX TWO: DATA ANALYSIS OF TEST TWO (ARABIC-ENGLISH TRANSLATION)

In a like manner, the following is the analysis of the Arabic-English translation test (Test II). The analysis is only concerned with the translation of relative clauses and their antecedents which are underlined and in bold. The translations of the texts given in the tables below are my own suggested translations and the students' correct ones are not necessarily exactly the same. The abbreviations used in the tables below are: *Acc. T.* means acceptable translation; *Unacc. T.* means unacceptable translation; and *Unatt. T.* means unattempted translation. This analysis is as follows:

Text (1):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات وأنا فخور بأني درست مع أولئك **الفتيات اللاتي أصبحن كاتبات مشهورات** /?indama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa ?ana: faxu:run bi?anni: darastu maʕa ?ula?ika lfataja:ti lla:ti: ?aṣbaħna ka:tiba:tin maʃhura:t/ When I was at the university level, I studied with a group of distinguished girls and I am proud that I have studied with girls who became well known writers.	15	60	10	40	00	00

Text (2):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما **الجملتان الرائعتان اللتان قالهما في النهاية.** /fi: lħafli lxita:miji lilm?utamari ssanawiji θa:liθi littarʒamati taħaddaθa	14	56	10	40	01	04

271

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
lbrufisuru smiθ wa ka:nat ha:ta:ni huma: lʒumlata:ni rra:ʔiʕata:ni llata:ni qa:lahuma: fi: nniha:ja/ At the closing party of the third annual translation conference, professor Smith spoke. These are the two great sentences which he said at the end.						

Text (3):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت **الفتاتين اللتين تحصلتا على درجة الامتياز** ثم تحصلتا على منحة دراسية بالخارج فيما بعد. /baʕda muru:ri ?akθara min rubʕi qarnin ʕala ħafli ttaxarruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taħaṣṣalata ʕala daraʒati l?imtija:zi θumma taħaṣṣalata ʕala minħatin dirasi:jatin bilxa:riʒi fi:ma: baʕd/ After more than twenty five years had passed since the graduation party, I met the two girls who got distinction and who then got a scholarship to study abroad.	15	60	10	40	00	00

Text (4):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في طريق عودتها إلى المنزل، قالت إنها رأت **الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.** /fi: ṭari:qi ʕawdatiha: ?ila: lmanzili						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
qa:lat ?innaha: ra?ati rraʒulajni llaðajni saraqa: sajjarataha wa ħa:wala: l?iʕtida:?i ʕala ṭifliha: ṣṣaxi:ru munðu ?asa:bi:ʕa xalat/ On her way back home, she said that she had seen the two men who stole her car and tried to hit her little child weeks before.	14	56	11	44	00	00

Text (5): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بينمـا كنـا نتنـاول العشـاء فـي منـزل عمـي، سـمعنا أصواتا غريبة بالخارج فأسرعت لأرى **مـاذا يجري** ووقف النساء في المقاصير ينظرن مـاذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية. /bajnama: kunna: natana:walu lʕaʃa:? fi: manzili ʕammi: samiʕna: ?aṣwa:tan ɣari:batan bilxa:riʒi fa?sraʕtu li?ara: ma:ða: jaʒri: wawaqafa nnisa:?u fi: lmaqa:ṣiri janẓurna ma:ða: ħadaθa wa baʕda qali:lin ittaḍaħa ?annaha: ka:nat muʒarrada ?alʕa:bin na:ri:ja/ While we were having dinner in my uncle's house, we heard some strange sounds outside; I rushed to see what was happening and the women stood on the balcony to see what was happening also. After a while, it appeared that they were no more than fireworks.	24	96	01	04	00	00

Text (5): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بينمـا كنـا نتنـاول العشـاء فـي منـزل عمـي، سـمعنا أصواتا غريبة بالخارج فأسرعت لأرى مـاذا يجري ووقف النساء في المقاصير ينظرن **مـاذا حدث** وبعد قليل اتضح أنها كانت مجرد ألعاب نارية. /bajnama: kunna: natana:walu lʕaʃa:ʔ fi: manzili ʕammi: samiʕna: ʔaṣwa:tan ɣari:batan bilxa:riʒi faʔsraʕtu liʔara: ma:ða: jaʒri: wawaqafa nnisa:ʔu fi: lmaqa:ṣiri janẓurna ma:ða: ħadaθa wa baʕda qali:lin ittaḍaħa ʔannaha: ka:nat muʒarrada ʔalʕa:bin na:ri:ja/ While we were having dinner in my uncle's house, we heard some strange sounds outside; I rushed to see what was happening and the women stood on the balcony to see what was happening also. After a while, it appeared that they were no more than fireworks.	18	72	06	24	01	04

Text (6): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيهـا النـاس، اسمعوا وعوا، **مـن عـاش مـات**، ومن مـات فـات، ومـا هـو آت آت، آيـات محكمـات، مطـر ونبـات، وآبـاء وأمهـات، وذاهـب وآت (قـس بـن ساعدة). /ʔajjuha: nna:su smaʕu: wa ʕu: man ʕa:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ʔatin ʔat ʔaja:tun muħkama:t maṭarun wa naba:t wa ʔaba:ʔun wa ʔummaha:t wa ða:hibun wa ʔat/	01	04	22	88	02	08

274

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.						

Text (6): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيهـا النـاس، اسمعوا وعوا، مـن عـاش مـات، **ومـن مـات فـات**، ومـا هـو آت آت، آيـات محكمـات، مطر ونبـات، وآبـاء وأمهـات، وذاهـب وآت (قـس بـن ساعدة). /?ajjuha: nna:su ?isma\`u: wa \`u: man \`a:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ?atin ?at ?aja:tun muḥkama:t maṭarun wa naba:t wa ?aba:?un wa ?ummaha:t wa ða:hibun wa ?at/ Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.	00	00	22	88	03	12

Text (6): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيهـا النـاس، اسمعوا وعوا، مـن عـاش مـات، ومـن مـات فـات، **ومـا هـو آت آت**، آيـات محكمـات، مطر ونبـات، وآبـاء وأمهـات، وذاهـب وآت (قـس بـن ساعدة). /?ajjuha: nna:su ?isma\`u: wa \`u: man \`a:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ?atin ?at ?aja:tun muḥkama:t	01	04	22	88	02	08

275

maṭarun wa naba:t wa ?aba:?un wa ?ummaha:t wa ða:hibin wa ?at/ Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.						

Text (7): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصــيص الأطفــال دخلــت قصــور ملــوك الجــان. وحلمت بــأن تتزوجنـي بنت السـلطان **تلك العيناها** **أصفى من ماء الخلجان** تلك الشفتاها أشهى من زهر الرمــان وحلمت بـأني أخطفهـا مثـل الفرسـان (نـزار قباني). /ʕallamani: ħubbuki ?aʃja:?an ma: ka:nat ?abadan fi: lħusba:ni faqara?tu ?aqa:ṣi:ṣa l?aṭfa:li daxaltu quṣu:ra mulu:ki lʒa:ni wa ħalumtu bi?an tatazawaʒani: bintu ṣṣulta:ni tilka lʕajna:ha: ?aṣfa: min ma:?i lxulʒa:ni tilka lʃafata:ha ?aʃha: min zahri rrumma:ni wa ħalumtu bi?ani: ?axṭufuha miθla lfursa:n/ (Nizar Qabbani). Your love taught me things that have never been taken into account, I read children's stories, I entered the palaces of genies kings, and dreamed that the sultan's daughter would marry me whose eyes are clearer than gulf water	07	28	16	64	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
and whose lips are more delicious than the roses of the pomegranate, and I dreamed also that I would rescue her like a knight.						

Text (7): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
علمني حبّك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجان **تلك الشفتاها أشهى من زهر الرمان** وحلمت بأني أخطفها مثل الفرسان (نزار قباني). /ʕallamani: ħubbuki ?aʃja:?an ma:ka:nat ?abadan fi: lħusba:ni faqara?tu ?aqa:ṣi:ṣa l?aṭfa:li daxaltu quṣu:ra mulu:ki lʒa:ni wa ħalumtu bi?an tatazawaʒani: bintu ṣṣulṭa:ni tilka lʕajna:ha: ?aṣfa: min ma:?i lxulʒa:ni tilka lʃafata:ha ?aʃha: min zahri rrumma:ni wa ħalumtu bi?ani: ?axṭufuha miθla lfursa:n/ (Nizar Qabbani) Your love taught me things that have never been taken into account, I read children's stories, I entered the palaces of genies kings, and dreamed that the sultan's daughter would marry me whose eyes are clearer than gulf water and whose lips are more delicious than the roses of the pomegranate, and I dreamed also that I would rescue her like a knight.	06	24	14	56	05	20

Text (8): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
الآن قد جئت نادمة **فمن ذا أبعدك عني** وأنا في شدة الحزن وأحلك الظروف القاسية التـي قـد يمـر بهـا إنسان على وجه الأرض؟ /al?ana qad ʒi?ti na:dimatan faman ða: ?abʕadaki ʕanni wa ?ana: fi: ʃiddati lħuzni wa ?aħlaki ẓẓurufi lqa:si:jati llati: qad jamurru biha: ?insa:nun ʕala: waʒhi l?arḍ/ Now you came with regret, but who made you go far away from me when I was very sad and facing the most miserable circumstances that a man on Earth may face?	12	48	11	44	02	08

Text (8): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T,	%
الآن قد جئت نادمة فمن ذا أبعدك عني وأنا فـي شدة الحزن وأحلك **الظـروف القاسـية التـى قـد يمـر بهـا إنسان على وجه الأرض؟** /al?ana qad ʒi?ti na:dimatan faman ða: ?abʕadaki ʕanni wa ?ana: fi: ʃiddati lħuzni wa ?aħlaki ẓẓurufi lqa:si:jati llati: qad jamurru biha: ?insa:nun ʕala: waʒhi l?arḍ/ Now you came with regret, but who made you go far away from me when I was very sad and facing the most miserable circumstances that a man on Earth may face?	11	44	10	40	04	16

278

Text (9):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أظن هاهو تاركي بمضلة من الأرض لا مال لدي ولا ولد، ولا أحد أفضي إليه وصيتي ولا صاحب إلا المطية والرحل، محا حبها **حب الأولى كن قبلها** وحلت مكانا لم يكن حل من قبل (قيس بن الملوح). /ʔaẓunnu ha: huwa ta:riki: bimaḍallatin mina lʔarḍi la: ma:lun ladajja wa la: waladu wa la: ʔaħada ʔufḍi: ʔilajhi waṣijati: wa la: ṣa:ħibun ʔilla lmaṭi:jata wa rraħlu maħa: ħubbuha: ħubba lʔula: kunna qablaha: wa ħallat maka:nan lam jakun ħulla min qablu/ I think that he is the one who left me alone on Earth; I had no money or children. No one to tell my will or a friend but the mount. Her love erased the love of those who came before and she occupied a place (in my heart) that has never been occupied before.	00	00	09	36	16	64

Text (10):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، **الأمر الذي أربك خططنا المستقبلية كثيرا.** /ʕala: rruɣmi min taʔʒi:li lʔiʒtima:ʕi marratajni fi: ssa:biq faqad ɣa:ba lmudi:ru ʕani ʒtima:ʕi lʔamsi θa:ni:jatan alʔamru llaði: ʔarbaka xuṭaṭana: lmustaqbali:jata kaθi:ra:/ Despite postponing the meeting twice	03	12	20	80	02	08

279

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
in the past; the manager was absent from yesterday's meeting, which confused our future plans a lot.						

Text (11): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن **الرجلين اللذين رواياتهما تباع بشكل غير عادى هذه الأيام** تحصلا على جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة. /?inna rraʒulajni llaðajni riwa:ja:tihima: tuba:ʕu biʃaklin ɣajru ʕa:di:jin haðihi l?ajja:mu taħaṣṣala: ʕala: ʒa:?izati nubil lil?ada:bi llati: tumnaħu li?aṣħa:bi l?aʕma:li l?adabi:jati lmumajaza/ The two men whose novels are sold in great numbers these days have received the Nobel Prize for Literature which is given to writers of distinguished literary works.	08	32	17	68	00	00

Text (11): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا على **جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.** /?inna rraʒulajni llaðajni riwa:ja:tihima: tuba:ʕu biʃaklin ɣajru ʕa:di:jin haðihi l?ajja:mu taħaṣṣala: ʕala: ʒa:?izati nubil lil?ada:bi llati: tumnaħu li?asħa:bi l?aʕma:li l?adabi:jati lmumajaza/	13	52	11	44	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The two men whose novels are sold in great numbers these days have received the Nobel Prize for Literature which is given to writers of distinguished literary works.						

Text (12):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كـان بعضـنا متـرددا بسبب عـدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم **سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.** /ʕindama: qarrarna: ððaha:ba liqḍa:ʔi lʕuṭlata ṣṣajfi:jata fi: ʃʃarqi l?awsati ka:na baʕḍuna: mutaradidan bisababi ʕadami maʕrifatina: bil?ama:kini ssi:ja:ħijati wa lakin qad ?akada lmas?u:lu:na ?annahum sajursilu:na murʃidan sija:ħi:jan jumkinu l?iʕtima:du ʕalajh/ When we decided to spend the summer vacation in the Middle East, some of us were hesitant because we did not know the tourist sites. The officials confirmed that they would send a tourist guide on whom we could rely.	04	16	16	64	05	20

Text (13):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت **كوندليزا رايس أكبر مسئول أمريكى يزور ليبيا منذ نيف وخمسين عام.**						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/ba?da ntiha:?i ?azmat lukirbi wa ʕawdati lʕala:qa:ti l?amriki:jati lli:bi:jati ?aṣbaħat kunduli:za ra:js ?akbara mas?u:lin ?amriki:jin jazu:ru li:bja: munðu naji:fin wa xamsi:na ʕa:m/ After the end of Lockerbie Case (Bombing) and the restoring of American Libyan relations, Condoleezza Rice was the first prominent American official who visited Libya in over fifty years.	07	28	14	56	04	16

Text (14): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه. /kullu ma: juħawilu lfardu ?an jarsumahu lilmustaqbali jumkinu ?an jataħawala fi: laħẓatin wa:ħidatin ?ila: rama:din bisababi haða: lʕa:lami lmaʒhu:li llaði: ʒi?na: minhu wa sanaʕu:du ?ilajh/ Everything that a man tries to plan for the future could, in a moment, turn into ash due to the unknown world from which we came and to which we shall return.	06	24	19	76	00	00

282

Text (14): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كـل مـا يحـاول الفـرد أن يرسـمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمـاد بسبب **هذا العـالم المجهول الذي جئنا منه وسنعود إليه.** /kullu ma: juħawilu lfardu ?an jarsumahu lilmustaqbali jumkinu ?an jataħawala fi: laħẓatin wa:ħidatin ?ila: rama:din bisababi haða: lʕa:lami lmaʒhu:li llaði: ʒi?na: minhu wa sanaʕu:du ?ilajh/ Everything that a man tries to plan for the future could, in a moment, turn into ash due to the unknown world from which we came and to which we shall return.	04	16	20	80	01	04

Text (15): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كـان لهؤلاء الفقهاء علم مخـالف كل المخالفة لعلم **العلمـاء الذين يأخذ علمهم من الكتب** والذين بينهم وبين الأزهر سبب قوي أو ضعيف (طه حسين). /ka:na liha:?ula:?i lfuqaha:?i ʕilmun muxa:lifun kulla lmuxa:lafati liʕilmi lʕulama:?i llaði:na ju?xaðu ʕilmihimu mina lkutubi wa llaði:na bajnahumu wa bajna l?azhari sababun qawi:jun ?aw ḍaʕi:f/ These jurists had a knowledge completely different from that of *ulemas*, who had learned from books and who had a more or less close connection with Al-Azhar (Taha Hussain).	18	72	05	20	02	08

283

Text (15): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كـان لهـؤلاء الفقهـاء علـم مخـالف كل المخالفـة لعلـم العلمـاء الـذين يأخذ علمهـم مـن الكتـب **والـذين بينهم وبين الأزهر سبب قوى أو ضعيف** (طه حسين). /ka:na liha:?ula:?i lfuqaha:?i ʕilmun muxa:lifun kulla lmuxa:lafati liʕilmi lʕulama:?i llaði:na ju?xaðu ʕilmihimu mina lkutubi wa llaði:na bajnahumu wa bajna l?azhari sababun qawi:jun ?aw ḍaʕi:f/ These jurists had a knowledge completely different from that of *ulemas*, who had learned from books and who had a more or less close connection with Al-Azhar (Taha Hussain).	05	20	17	68	03	12

Text (16):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في إطار العمل العربي المشترك والعلاقات الثنائيـة الجيـدة وحسـن الجـوار فـإن **ليبيـا والجزائـر اللتـين وقعتـا اتفاقيـة التعـاون المشـترك سيصـدران الـنفط معا**. /fi: ?iṭa:ri lʕamali lʕarabi:ji lmuʃtaraki wa lʕala:qa:ti lʒajidati wa ħusni lʒiwa:ri fa?inna li:bja: wa lʒaza:?ir llatajni waqqaʕata: ttifa:qi:jata ttaʕawuni lmuʃtaraki sajuṣaddira:ni nnifṭa maʕan/ Due to the mutual work among the Arab Nations and the good relationship and neighbourhood between Libya and Algeria, who both signed the cooperation agreement, will export oil together.	07	28	14	56	04	16

284

Text (17):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من **أهم الجامعات التي تهتم بدراســـة اللغـــات** وخاصـــة الترجمـــة وعلـــوم اللغـــة العربية. /ʕindama: tabħaθu ʕan dira:sati lluɣa:ti lħadi:θati fi: briṭa:nja: faʕalajka biʒa:miʕati daram li?annaha: min ?ahammi lʒa:miʕa:ti llati: tahtammu bidira:sati lluɣa:ti wa xa:ssatan ttarʒamati wa ʕulu:mi lluɣati l?arabi:ja/ When looking to study modern languages in Britain, you should go to Durham University because it is one of the most important universities especialising in languages, with a focus on translation and Arabic linguistics.	20	80	05	20	00	00

Text (18): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقــام مــن **الـذي قتـل الأبريـاء**) عنـوان حكايتنـا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟ /al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatina: lqa:dimatu llati: sajaħḍuruha: maʕana: baʕḍu ṣṣummi fa?ajna llaði: jafhamu luɣata l?iʃa:rati l?amri:ki:ja/ 'Revenge from the one who killed the innocent' is the title of our next story which will be attended by some deaf	12	48	12	48	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
people. Therefore, where is the person who can translate/sign into American Sign Language?						

Text (18): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقـام مـن الـذي قتـل الأبريـاء) عنـوان **حكايتنـا القادمـة التـي سيحضـرها معنـا بعض الصـم**، فـأين الذي يفهم لغة الإشارات الأمريكية؟ /al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatina: lqa:dimatu llati: sajaħḍuruha: maʕana: baʕḍu ṣṣummi fa?ajna llaði: jafhamu luɣata l?iʃa:rati l?amri:ki:ja/ 'Revenge from the one who killed the innocent' is the title of our next story which will be attended by some deaf people. Therefore, where is the person who can translate/sign into American Sign Language?	10	40	14	56	01	04

Text (18): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقـام مـن الـذي قتـل الأبريـاء) عنـوان حكايتنـا القادمة التي سيحضرها معنا بعض الصم، **فأين الذي يفهم لغة الإشارات الأمريكية؟** /al?intiqa:mu mina llaði: qatala l?abrija:?a ʕunwa:nu ħika:jatina: lqa:dimatu llati: sajaħḍuruha: maʕana: baʕḍu ṣṣummi fa?ajna llaði: jafhamu luɣata l?iʃa:rati l?amri:ki:ja/ 'Revenge from the one who killed the	12	48	11	44	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
innocent' is the title of our next story which will be attended by some deaf people. Therefore, where is the person who can translate/sign into American Sign Language?						

Text (19):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
يبدوا أن معلوماتك التاريخية قليلة نوعا ما لأنه **طارق بن زياد الذى فتح الأندلس وليس موسى بن نصير** وكان ذلك في عهد خلافة الدولة الأموية. /jabdu: ?anna maʕlu:matika tta:ri:xi:jata qali:latun nawʕan ma: li?annahu ṭa:riqu bnu zija:din llaði: fataħa l?andalusa wa lajsa mu:sa: bna nuṣajrin wa ka:na ða:lika fi: ʕahdi xila:fati ddawlati l?umawi:ja/ It seems that somehow you have too little historical information; it was Tariq Ben Zeyad who conquered the Andalusia during the Umayyah Caliphate, not Musa Ben Nusair.	22	88	03	12	00	00

Text (20):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير **أعط أيا يستحق.** /?indama: ?uʕlinat nata:?iʒu mtiħa:na:ti niha:jati ssanati ddira:si:jati qarrarat ?ida:ratu lmadrasati ?iʕṭa:?u lmutamajizi:na baʕaḍa lʒawa:?iza	06	24	19	76	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ttaʃʒi:ʕi:jata faqa:la lmudi:ru ?aʕdi ?ajjan jastaħiqq/ When the results of the final examinations were announced, the school administration decided to give motivating prizes to the distinguished students. The Head of the school said to give prizes to whoever deserved them.						

Text (21):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة **لأيهم يريد الذهاب** ولا تقتصر على المتفوقين. /baʕda tawzi:ʕi lʒawa:?izi tamma l?iʕla:nu ʕan riħlatin sija:ħi:jatin ?ila: ʃarqi lbila:di faqa:la lmudi:ru ?inna haðihi rriħlata maftu:ħatan li?ajjuhumu juri:du ððaha:ba wa la: taqtaṣiru ʕala: lmutafawiqi:n/ After distributing the prizes, a tourist trip to the eastern part of the country was announced. The Head of the school said: "This trip is open to whoever wants to go and not only limited to the distinguished ones".	04	16	19	76	02	08

Text (22):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجالات **ما أريد قوله هو أن الترجمة مهارة ليس إلا و تعتمد على الاستعداد الفطري.**						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/baʕda ttaʕammuqi fi: dira:sati naẓari:ja:ti ttarʒamati wa muma:rasatiha: ʕamali:jan fi: muxtalafi lmaʒa:la:ti ma: ?uri:du qawlahu ?anna ttarʒamata maha:ratun lajsa ?illa wa taʕtamidu ʕala: l?istiʕda:di lfiṭri:/ Having deeply studied translation theories and having practiced translation in different fields, what I would like to say is that translation is no more than a skill and depends on natural aptitude.	15	60	07	28	03	12

Text (23):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت **الشـفتين اللتـين كانتـا كزهـرة أقـاح تسـيل عليهـا الحـلاوة** أدركـت أن شـيئا مـا قـد تحـرك بـداخلي وازدادت نبضات قلبي. /ʕindama: qa:baltu tilka lfata:ta li?awali marratin qabla sanatajni wa ra?ajtu ʃʃafatajni llatajni ka:nata kazahrati ?uqa:ħin tasi:lu ʕalajha: lħala:wata ?adraktu ?ann ʃaj?an ma: qad taħarraka bida:xili: wa zda:dat nabaḍa:tu qalbi:/ When I first met that girl two years ago and saw her lips, which were like a daisy full of nectar, I realised that something moved inside me and my heart started racing/ my heart skipped a beat.	11	44	10	40	04	16

Text (24): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه **منهم من يقبل يده وينصرف خاشعا** ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته (طه حسين). /ʔiða: faraɣa min haða: kullihi ʒalasa llinna:si wa hum jataqa:ṭaru:na ʕalajhi minhum man juqabbilu jadahu wa janṣarifu xa:ʃiʕan wa minhum man jataħaddaθu ʔilajhi laħẓatin ʔaw laħaẓatin wa minhum man jas?alahu ħa:jatah/ (Taha Hussain) When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (Taha Hussain quoted in Cantarino, 1974: 182).	11	44	06	24	08	32

Text (24): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا و**منهم من يتحدث إليه لحظة أو لحظات** ومنهم من يسأله حاجته (طه حسين). /ʔiða: faraɣa min haða: kullihi ʒalasa llinna:si wa hum jataqa:ṭaru:na ʕalajhi minhum man juqabbilu jadahu wa janṣarifu xa:ʃiʕan wa minhum man jataħaddaθu ʔilajhi laħẓatin ʔaw	10	40	07	28	08	32

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
laħaẓatin wa minhum man jas?alahu ħa:jatah/ (Taha Hussain). When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (ibid).						

Text (24): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات **ومنهم من يسأله حاجته** (طه حسين). /?iða: faraɣa min haða: kullihi ʒalasa llinna:si wa hum jataqa:ṭaru:na ʕalajhi minhum man juqabbilu jadahu wa janṣarifu xa:ʃiʕan wa minhum man jataħaddaθu ?ilajhi laħẓatin ?aw laħaẓatin wa minhum man jas?aluhu ħa:jatah/ (Taha Hussain). When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (Ibid).	03	12	14	56	08	32

Text (25): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب **اللاعبان اللذان يصنعان الفارق** مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم. /laqad ðahaba lla:ʕiba:ni llaða:ni jaṣnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʃkilatin kabi:ratin xa:ṣṣatan fi: muwa:ʒahati fari:qin kabi:rin wa mali?in binnuʒu:mi miθla llaði: sanuqa:biluhu l?usbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.	11	44	11	44	03	12

Text (25): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب اللاعبان اللذان يصنعان **الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة** خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم. /laqad ðahaba lla:ʕiba:ni llaða:ni jaṣnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʃkilatin kabi:ratin xa:ṣṣatan fi: muwa:ʒahati fari:qin kabi:rin wa mali?in binnuʒu:mi	09	36	13	52	03	12

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
miθla llaði: sanuqa:biluhu l?usbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.						

Text (25): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة **خاصـة فـي مواجهـة فريـق كبيـر وملـيء بـالنجوم مثـل الـذى سنقابله الأسبوع القادم.** /laqad ðahaba lla:ʕiba:ni llaða:ni jaṣnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʃkilatin kabi:ratin xa:ṣṣatan fi: muwa:ʒahati fari:qin kabi:rin wa mali?in binnuʒu:mi miθla llaði: sanuqa:biluhu l?usbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.	03	12	19	76	03	12

Text (26): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن <u>**الرجــال الــذين يحترمــون زوجــاتهم مخلصــون**</u> والنســاء اللــواتي يحترمن أزواجهن ويعتنين بتربيــة أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات. /ʔinna rriʒaːla llaðiːna jaħtarimuːna zawʒaːtihimu muxliṣuːna wa nnisaːʔu llawaːti jaħtarimna ʔazwaːʒahunna wa jaʕtaniːna bitarbijati ʔawlaːdahunna tarbijatan ʒajiːdatan ʕalaː ṣṣidqi wa lʔaxlaqi lħamiːdati nisaːʔun faːḍilaːt/ Men who respect their wives are faithful, and women who respect their husbands and take care of their children to be honest and well mannered are virtuous.	20	80	03	12	02	08

Text (26): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن الرجــال الــذين يحترمــون زوجــاتهم مخلصــون <u>**والنساء اللواتي يحترمن أزواجهن ويعتنين بتربيــة أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.**</u> /ʔinna rriʒaːla llaðiːna jaħtarimuːna zawʒaːtihim muxliṣuːna wa nnisaːʔu llawaːti jaħtarimna ʔazwaːʒahunna wa jaʕtaniːna bitarbijati ʔawlaːdahunna tarbijatan ʒajiːdatan ʕalaː ṣṣidqi wa lʔaxlaqi lħamiːdati nisaːʔun faː ḍilaːt/ Men who respect their wives are faithful, and women who respect their	16	64	07	28	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
husbands and take care of their children to be honest and well mannered are virtuous.						

Text (27):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
يا أرغم الله أنفا أنت حامله ياذا الخنا ومقال الزور والخطـل، مـا أنت **بـالحكم الترضـى حكومتـه ولا الأصيل ولا ذي الرأي** والجدل (الفرزدق). /ja: ?arɣama llahu ?anfan ?anta ħa:miluhu ja:ða: lxana: wa maqa:la zzu:ri wa lxaṭali ma ?anta bilħakami lturḍa: ħuku:matahu wa la: l?aṣi:lu wa la: ði: rra?ji wa lʒadali/ May God insult a nose you have; you are the one who speaks false and counterfeit words. You are neither a judge whose judgment can be accepted nor a noble, wise or advisable man.	01	04	07	28	17	68

Text (28): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((والله خلق كل دابة من ماء **فمنهم من يمشي على بطنه** ومنهم من يمشي على رجلين ومنهم مـن يمشي على أربـع يخلق الله مـا يشـاء إن الله علـى كـل شـيء قدير))، (قران كريم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhum man jamʃi: ʕala: baṭnihi wa minhum man jamʃi: ʕala: riʒlajni wa minhum man jamʃi: ʕala: ?arbaʕin jaxluqu llahu ma: jaʃa:?u ?inna llaha ʕala: kulli ʃaj?in qadi:r/	03	12	11	44	11	44

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).						

Text (28): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((وﷲ خلق كل دابة من مـاء فمـنهم مـن يمشـي علـى بطنه و**منهم من يمشي على رجلين** ومنهم من يمشي علـى أربـع يخلق اﷲ مـا يشـاء إن اﷲ علـى كـل شـيء قدير))، (قران كريم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhum man jamʃi: ʕala: baṭnihi wa minhum man jamʃi: ʕala: riʒlajni wa minhum man jamʃi: ʕala: ?arbaʕin jaxluqu llahu ma: jaʃa:?u ?inna llaha ʕala: kulli ʃaj?in qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).	03	12	11	44	11	44

Text (28): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((وﷲ كل دابة من مـاء فمـنهم مـن يمشـي علـى بطنه ومنهم من يمشي على رجلين و**منهم من يمشي على أربـع** يخلق اﷲ مـا يشـاء إن اﷲ علـى كـل شـيء						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
قدير))، (قران كريم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhum man jamʃi: ʕala: baṭnihi wa minhum man jamʃi: ʕala: riʒlajni wa minhum man jamʃi: ʕala: ?arbainʕ jaxluqu llahu ma: jaʃa:?u ?inna llaha ʕala: kulli ʃaj?in qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).	03	12	11	44	11	44

Text (28): relative clause four

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((واالله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع **يخلق الله ما يشاء** إن الله على كل شيء قدير))، (قران كريم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhum man jamʃi: ʕala: baṭnihi wa minhum man jamʃi: ʕala: riʒlajni wa minhum man jamʃi: ʕala: ?arbaʕin jaxluqu llahu ma: jaʃa:?u ?inna llaha ʕala: kulli ʃaj?in qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on	12	48	02	08	11	44

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).						

Text (29): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((إذ قالت امرأة رب إني نذرت لك **ما في بطني محررا** فتقبل مني إنك أنت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى والله أعلم بما وضعت))، (قرآن كريم، 3: 35، 36). /?ið qa:lati mra?atu ʕimra:na rabbi ?ini: naðartu laka ma: fi: baṭni: muħarraran fataqabbal minni: ?innaka ?anta ssami:ʕu lʕali:mu falamma waḍaʕatha: qa:lat rabbi ?inni waḍaʕtuha: ?unθa: wa llahu ?aʕlamu bima: waḍaʕat/ ((Behold! wife of Imran said: "O my Lord! I do dedicate unto Thee what is in my womb for Thy special service: so accept this from me: For Thou hearest and knowest all things". When she was delivered, she said: "O my Lord! Behold! I am delivered of a female child!" And Allah knew best what she brought forth)), (The Holy Quran, 3: 35, 36).	06	24	04	16	15	60

Text (29): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((إذ قالت امرأة عمران رب إني نذرت لك ما في بطني محررا فتقبل مني إنك أنت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى **والله أعلم بما**						

298

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
وضعت))، (قران كريم، 3: 35، 36). /?ið qa:lati mra?atu ʕimra:na rabbi ?ini: naðartu laka ma: fi: baṭni: muħarraran fataqabbal minni: ?innaka ?anta ssami:ʕu lʕali:mu falamma waḍaʕatha: qa:lat rabbi ?inni waḍaʕtuha: ?unθa: wa llahu ?aʕlamu bima: waḍaʕat/ ((Behold! wife of Imran said: "O my Lord! I do dedicate into Thee what is in my womb for Thy special service: so accept this from me: For Thou hearest and knowest all things". When she was delivered, she said: "O my Lord! Behold! I am delivered of a female child!" And Allah knew best what she brought forth)), (The Holy Quran, 3: 35, 36).	03	12	07	28	15	60

Text (30): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن **العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق** التي أتى بها العـالم البريطـاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الـزمن لـم يتوصـلوا إلـى نفـي أو إثبـات حتى يومنـا الحاضر. /?inna lʕulama:?a llaði:na ma:za:lu: jabħaθu:na fi: ʒadalin naẓari:jata bida:jati lxalqi llati: ?ata: biha: lʕa:limu lbri:ṭa:ni:ju da:rwun wa hija llati: marra ʕala: ẓuhu:riha: xamsata ʕaʃra ʕiqdan mina zzamani lam jatawaṣṣalu: ?ila: nafjin ?aw ?iθba:tin ħatta: jawmina: lħa:ḍir/	14	56	06	24	05	20

299

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.						

Text (30): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن العلمـاء الـذين مـا زالـوا يبحثـون فـي جدل **نظريـة بدايـة الخلـق التـي أتـى بهـا العـالم البريطـاني دارون** وهي التي مر على ظهورهـا خمسـة عشر عقدا من الـزمن لـم يتوصـلوا إلـى نفـي أو إثبـات حتـى يومنـا الحاضر. /?inna lʕulama:?a llaði:na ma:za:lu: jabħaθu:na fi: ʒadalin naẓari:jata bida:jati lxalqi llati: ?ata: biha: lʕa:limu lbri:ṭa:niju da:rwun wa hija llati: marra ʕala: ẓuhu:riha: xamsata ʕaʃra ʕiqdan mina zzamani lam jatawaṣṣalu: ?ila: nafʃin ?aw ?iθba:tin ħatta: jawmina: lħa:ḍir/ The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.	10	40	10	40	05	20

Text (30): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن العلمـاء الـذين مـا زالـوا يبحثـون فـي جـدل نظريـة بدايـة الخلـق التـي أتـى بهـا العـالم البريطـاني دارون **وهي التي مر على ظهورها خمسـة عشـر عقدا من الـزمن** لـم يتوصـلوا إلـى نفـي أو إثبـات حتـى يومنـا الحاضر. /?inna lʕulama:?a llaði:na ma:za:lu: jabħaθu:na fi: ʒadalin naẓari:jata bida:jati lxalqi llati: ?ata: biha: lʕa:limu lbri:ṭa:niju da:rwun wa hija llati: marra ʕala: ẓuhu:riha: xamsata ʕaʃra ʕiqdan mina zzamani lam jatawṣṣalu: ?ila: nafjin ?aw ?iθba:tin ħatta: jawmina: lħa:ḍir/ The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.	06	24	14	56	05	20

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of

Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
/		2 3

- Copy/memorize the number in the box below to write on your paper tomorrow.

11

- Note that maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

302

Q1- Using dictionaries, translate the following texts into Arabic:

Text (1)

As soon as she arrived at the university, I showed her the room where I used to study when I was doing my PhD two years ago.

فور وصولها إلى الجامعة، ذهبت، أريتها الغرفة التي كنت ... استخدمها للغرض الدراسة عندما كنت اعمل على رسالة الدكتوراه منذ سنتين مضتا.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

في خطابها عن الأزمة المالية، قالت "حاولوا أن تتخيلوا سوقاً على الدوام يربح فيها غالبا الأغلبية ... ليخسر ..."

Text (3)

The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

استاذ الجامعة أخبره بأنه مقالته كانت غير مترابطة، ثم مزق ورقة المقالة وخرج غاضباً من الغرفة، الذي جعلها بإجراء مكالمة إلى رئيس المدرسة وهي بغضب شديد.

Text (4)

If you do not understand what I have already explained in this lecture, you may ask whoever you meet before the final examinations start.

إذا لم تفهم ما الذي شرحته سابقاً في هذه المحاضرة، فيمكنك أن تسأل أي شخص كان تقابله قبل أن تبدأ الامتحانات النهائية.

Text (5)

After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, whence they were spirited to a governor.

بعد نقاش طويل في لقاء الأمس، قضيا... أنه دفعه الأوراق مع عضو الكونجرس أخرى... بيت الكونجرس نقلها مع الحاكم

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

كمثل هذه المعلومات كدير مبيعات ك... صناعة السيارات قد يكون لها تأثير أو أنه لدى اعنا العالم من أزمة مالية منه الأيام

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.

أحيانا يتوقعون منه أن يجري خطابا... حالة قوي طوال الوجبة يسبق الاجتماع.

Text (8)

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

بعض الفتيات التي قد درستهن قبل أن أسافر كم... كانت فقط جميلات بل هن ذكيات وواسعات الخيال

Text (9)

The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

اللاعبان اللذان سجلا هدفي الفوز سيمنحان
بجوائز قيمة من قبل رئيس الوزراء المنتخب
حديثاً

___

Text (10)

The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

السبب الوحيد وراء إلغاء الاجتماع هو كان أنه فقد
أعصابه وعند تلك اللحظة قررت الذهاب
الى المنزل

___

Text (11)

You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

قد قضيت اسبوعاً حتى الآن تحاول إقناعي بهذه
الفكرة لكن ما الذي لا أفهمه أنك هو حماسك
الحارة

___

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل اجتماع مايو لأنها لن تكون موجودة
أو حاضرة في شهر مايو عندما تكون في رحلتها
العمل السنوية

Text (13)

So many members did not come to the club last night, which makes
me wonder why they did not come [and there were only a few members].

إذن الكثير من الأعضاء لم يأتوا إلى النادي بـ أمس استغرابي
ما الذي أدى احجابي لعدم قدومهم ولقد كانوا القليل
من الأعضاء .

Text (14)

None of the students who were absent for the whole week gave a
reason for being absent, which may affect their level this term.

ولا واحد من الطلاب الغائبين لطوال الاسبوع
قد اعطى سبب لغيابه ، والذي قد يأثر على مستواهم
في هذا الفصل الدراسي

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl
who were studying with me at the university and who had got married
recently.

عندما كنت أتناول غذائي في المطعم ، قابلت الولد والفتاة
اللذان كان يدرسان معي في الجامعة واللذان قد تزوجا
تزوجا حديثاً

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of
which were in German, are missing but I told her that I have never touched
them.

السيدة بريتوس ، صاحبة المكتبة قد أبلغ عن بعض
الكتب ، معظم الكتب كانت بالألماني مفقودة لكنه
أنا قد أخبرها بأنني لم المسها قط .

306

Text (17)

Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

تاريخياً، جورج واشنطن الذي قيل أنه قطع شجرة الكرز، كان أول رئيس للولايات المتحدة الأمريكية.

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة إلى الحمال لأن الشخص الذي تركها لا بد من أن يكون مهملاً جداً سوف يرجع لأخذها.

Text (19)

When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما كنت أمشي في طريق الجامعة قابلت الفتاتين اللتين كانتا زميلتي منذ سنين قليلة واللتان قد أصبحتا كاتبتين مشهورتين.

Text (20)

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت أنها كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

الحقق ذكى جداً ، فقد قابل الولد والفتاه التى قتل والدهم ، وفى غضون اربع وعشرين ساعه من مقابلته يعرف من القاتل كان .

Text (22)

The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

الحائطان التى شكلته القوات الصربية حول يوسنين عاصمة سراجيفو قد تم خرق كفاية كل يمرر بأذن ولو بصيص أمل ، التى لا يمكن ان يكون مرضى

Test (23)

While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بينما كنا نجهز أنفسنا للإمتحانات النهائية قرأنا كتاب الذى ، الذى أفكار و المعلومات حيرنا كثيراً

Text (24)

The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة أو الأستطلاع الى تطلع لشاكلة المعيشة بين طلاب المرحلة العليا الثانوب الاسكتلندين كمحاولة لإنشاء كيفيه البشرية لهذا العمر او الحريه التى نعيش فى اسكتلندا اليوم .

308

Text (25)

Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

خذ أي من الأشياء من هذه الكتب التي تريدها من قبل فقد قدم كهدية لأصدقائي ومهما تدفعه مبلغك سيكون كاف

Text (26)

Because I like travel and tourism very much, I will travel to Rome when I finish my studies before I go back home.

لأنني أحب السفر والسياحة كثيرا سوف أسافر إلى روما طالما أنهي دراستي قبل أن أعود إلى دياري .

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

أمي تلح على زواجي ولكن أنا أرفض بسبب الفتاة التي قابلتها منذ ثلاثة أعوام وأي أي مكان أذهب فأنا غير قادر على النسيان .

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

علماء على الآثار البريطانيه والذين يقومون بعض التنقيب في كاتدرائية فقد قالوا أنهم قد وجدوا على عمله قديمة والتي تاريخ قد تم يصبح بالي وغير مقروء أو غامض .

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

بالأمس ، قابلت الولدان اللذان كانا يدرسان معي في
الـ ـنوى العالي في المدرسة ، استطيع تنظيم واحدة منهم
كنـ لا استطيع تنظيم الأخر ، الواحد الذي لا استطيع
تنظيم 4 فقد تغير كثيراً

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

الدراسة تشير الى صفا اولئك الذان يغطئان
رابطة لاقليمهم ـ سوف يزيد معهم الشعور بالأمن
والسعادة أينما كانوا وذلك نقصى في الشخصية
الدينية سى المكن ان تشارك الى الشقاء والتعاسة ـ

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of

Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
	✓	23

- Copy/memorize the number in the box below to write on your paper tomorrow.

10

- Note that maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

311

Q1- Using dictionaries, translate the following texts into Arabic:

Text (1)

As soon as she arrived at the university, I showed her the room where I used to study when I was doing my PhD two years ago.

عندما وصلت إلى الجامعة أريتها الغرفة التي كنت معتادًا الدراسة فيها للحصول على شهادة الدكتوراه لسنتين خلت.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

قالت خلال حديثها عن الأزمة المالية « حاول أن تتخيل السوق حيث الأغلبية تكسب ما تخسره الأقلية ".

Text (3)

The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

أخبره البروفيسور بأن مقالته غير مترابطة، ومن ثم مزقها واندفع خارجًا من الغرفة، مما جعلها تستدعي مدير المدرسة بغضب.

Text (4)

If you do not understand what I have already explained in this lecture, you may ask whoever you meet before the final examinations start.

بأن لم تفهم ما أوضحته توًا في هذه المحاضرة بإمكانك سؤال أي أحد تقابله قبل بداية الاختبارات النهائية.

312

Text (5)

After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, whence they were spirited to a governor.

بعد نقاشات طويل في اجتماع الأمس، ارسل ابنه حاملاً الاوراق الى منزل عضو الكونغرس الآخر حيث تلقى تشجيعًا من الحاكم.

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

مثل هذه المعلومات كانت لدى مدير المبيعات، ربما تؤثر على صناعة السيارات كنتيجة للأزمة المالية العالمية التي يعاني منها العالم اليوم

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.

يتوقعونه أحيانًا أن يلقي خطابًا، حيث يكون في حالة قلق مريع خلال المأدبة التي قبل الاجتماع.

Text (8)

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

بعض الفتيات اللاتي درستهنّ قبل أن أسافر لم يكنّ جميلات فقط بل كنّ ذكيات وذو عقول منفتحة أيضًا.

Text (9)

The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

بالفوزه

اللاعبان اللذان أحرزا هدفي الانتصار سيعطيان مكافأة قيّمة من قبل رئيس اللجنة المنتخب حديثًا.

Text (10)

The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

السبب الوحيد وراء إلغاء المقابلة كان فقدانه لصوابه في تلك اللحظة قررت الرجوع للمنزل

Text (11)

You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

قضيت أسبوعًا فيما مضى تحاول اقناعي بهذه الفكرة ولكن مالم أفهمه هو حماسك غير العادي.

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل الاجتماع الذي سيُعقد في شهر مايو لأضا لن تكون موجودة خلال ذلك الشهر حيث ستسافر في رحلة عملها السنوية.

314

Text (13)

So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية مما جعلني أتساءل لماذا لم يأتوا " وكان هنالك عددا قليلا منهم "

Text (14)

None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من الطلاب الذين كانوا غائبين طوال الأسبوع أعطى سببا لغيابه مما قد يؤثر على مستواهم هذه المرة

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول طعام الغداء في المطعم ، قابلت الشاب والفتاة اللذان كانا يدرسان معي في الجامعة وقد تزوجا حديثا .

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

السيدة بريتوس صاحبة المكتبة أشارت بأن بعض الكتب والتي معظمها بالألمانية مفقودة ولكن أخبرتها بأنني لم ألمسها قط

Text (17)

Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

جورج واشنطن، والذي قيل بأنه قطع شجرة الكرز كان أول رئيس للولايات المتحدة الامريكية تاريخيا.

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة إلى البواب لأن الشخص الذي تركها والذي كان غير مهتم من الممكن أن يرجع لأخذها

Text (19)

When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

قابلت الفتاتان اللتان كانتا زميلتاي لسنين قليلة مضت واللتان أصبحتا كاتبتان مشهورتان (قابلتهما) عند ما كنت في طريقي إلى الجامعة.

Text (20)

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

الفيلم والمسرحية اللذان شاهدناهما الاسبوع المنصرم واللذان قلت عنهما بأنهما ممتعان سيعاد عرضهما الاسبوع القادم

316

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المحقق ذكيٌ جداً، قابل الصبيَّ و الفتاة، واللذان قُتِل والدهما، وفي غضون أربع وعشرون ساعة استطاع معرفة القاتل

Text (22)

The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

أُخترقا الجدارين اللذان قد تشكلا من قبيل القوات الصربية حول عاصمة سراييفو البوسنة فقط ليدعا بصيصاً من الأمل أن يدخل والذي كان غير مقنعاً

Test (23)

While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

عندما كنا نجهز أنفسنا للامتحانات النهائية، قرأنا كتاباً أربكنا كثيراً بأفكاره و معلوماته.

Text (24)

The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة التي تعنى بالنظر من مستوى المعيشة بين طلاب الثانوية الاسكتلنديين تعتبر محاولة لتأسيس كيف أن هؤلاء الصبا ب في هذه الفئة العمرية يعيشون في اسكتلندا اليوم.

Text (25)

Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

اختر أيّا من هذه الكتب قبل أن أقدمها لأصدقائي
و سيكون ما تدفعه كافيًا .

Text (26)

Because I like travel and tourism very much, I will travel to Rome when I finish my studies before I go back home.

لأنني أحب السفر و السياحة كثيرًا سأسافر
إلى روما عندما أكمل دراستي وقبل أن أعود
إلى أرضي ⟵ الوطن .

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

أمّــــي تصرّ عليّ بأن اتزوج ولكنني أرفض دائمًا
بسبب فتاة قابلتها لثلاث سنين مضت وأينما
★ ذهبت لم أقوى على نسيانها .

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

قال علماء الآثار البريطانيون والذين قاموا بعمل بعض
الحفريات الكاتدرائية بأنهم ⟵ عثروا على عملة
حديدية قديمة يعود تاريخها

318

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

قابلت بالأمس شابين كانا يدرسان معي في ١ الثانوية
استطعت التعرف على أحدهما ولكن لم استطع التعرف
على الآخر والذي تغيّر كثيرًا

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة لتوضيح أن أولئك الذين لديهم
روابط لبلدانهم هم أكثر شعورًا بالسعادة والأمان
أينما كانوا وأن أولئك الذين يفتقدون الهوية الوطنية
معرضون للتعاسة .

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of
Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
	✓	22

- Copy/memorize the number in the box below to write on your paper
tomorrow.

03

- Note that maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

320

Q1- Using dictionaries, translate the following texts into Arabic:

Text (1)

As soon as she arrived at the university, I showed her the room where I used to study when I was doing my <u>PhD</u> two years ago.

بمجرد وصولها إلى الجامعة، أريتها الغرفة التي اعتدت أن أدرس فيها منذ سنتين عندما كنت أنجز الدكتوراه في الفلسفة.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

في كلامها عن الأزمات المالية قالت: "حاول أن تتخيل سوقاً تكون فيه الأغلبية دائماً تفوز بما يفقده الأقلية".

Text (3)

The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

أخبره الأستاذ أن مقالته كانت مترابطة، وعندها مزقها وألقى بها خارج الغرفة، مما جعلها تتصل بمدير المدرسة.

Text (4)

If you do not understand what I have already explained in this lecture, you may ask whoever you meet before the final examinations start.

إذا لم تفهم ما أوضحته قبل الآن في هذه المحاضرة، فبإمكانك أن تسأل أيّاً تقابل قبل بداية الامتحانات النهائية.

321

Text (5)

After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, whence they were spirited to a governor.

وبعد جدل طويل في مقابلة يوم أمس بعث ابنه ومعه أوراق إلى بيت عضو الكونغرس الآخر ولذلك أخذوا خفية إلى سالم الولاية.

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

إن المعلومات التي يحوز شأنها مدير المبيعات ربما تؤثر على صناعة السيارات وتسبب أزمات مالية التي يعاني منها العالم هذه الأيام.

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.

أحياناً هم يتوقعون أن يلقي خطاباً وفي أي حال هو في حالة اضطراب مخيف خلال الوجبة ما قبل المقابلة.

Text (8)

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

بعض البنات اللاتي درستهن قبل سفري أن أساسي لم يكن فقط جميلات وكذلك ذوات عقول ذكية ومنفتحة.

Text (9)

The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

اللاعبان اللذان أحرزا أصراف الفوزين سيوطبان مكافأت قيمه من قبل رئيس الوزراء المنتخب مؤخرأ

Text (10)

The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

كان السبب الوحيد وراء الغاء اللقاء أنه فقد أعصابه فعند تلك اللحظة قررت العوده للبيت.

Text (11)

You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

قضيت أسبوع بأكمله محاولاً إقناعي بهزه لفكرة ولكن ما لم أفهمه هو حماسك الغير عادي (S).

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل مقابله شهر مايو ؛ لأنها سوف لن تكون موجودة خلاشهر مايو ، لأنها ستكون مسافرة في رحلتها السنوية

323

Text (13)

So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

بعض الأعضاء لم يأتوا إلى نادي هذه الليلة، مما جعلني حائرًا إذا لم يأتوا (وكان هناك القليل من الأعضاء)

Text (14)

None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع أعطى سببًا لغيابه والذي سيؤثر على مستواهم هذا الفصل

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول غذائي في المطعم، قابلت ولدا وفتاة اللذان درسا معي في الجامعة والذان تزوجا مؤخرًا.

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

موظفة الكتب السيدة بريتوس أخبرت بأن بعض الكتب والتي أغلبها كانت ألمانية ضائعة ولكن أخبرتها بأنني لم ألمس الكتب

Text (17)

Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

تاريخياً جورج واشنطن الذي كان يقال بأنه من الواحد قطع شجرة الكرز كان أول رئيس للولايات المتحدة الأمريكية.

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة للبواب لأنه هو الشخص الذي ضيعها لابد أنه مهمل جداً وربما سيعود إليها.

Text (19)

When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

بينما كنت في طريقي للجامعة قابلت الفتاتان اللتان كانتا صديقتاي منذ سنوات قليلة مضت واللتان كانتا كاتبتين مشهورتين.

Text (20)

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

الفلم والمسرحية اللذان شاهدناهما الاسبوع الماضي واللذان قلت أنهما ممتعين سيعاد عرضهما الاسبوع القادم.

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المتحري ذكي جداً. قابل الولد والبنت اللذان والدهما قُتل وخلال أربعة وعشرين ساعة استطاع أن يعرف صورة القاتل

Text (22)

The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

اخترقا الجدران اللذان كانا قد شكلاً حول عاصمة البوسنة اراجيفو الجيش البوسنين

بما فيه الكفاية ليترك بصيصها من الأمل لا لكن ترجمة عنه

Test (23)

While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بينما كنا نجهز أنفسنا للامتحانات النهائية، قرأنا كتاباً الذي أفكاره ومعلوماته أربكتنا كثيراً.

Text (24)

The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة التي تتطلع إلى المناذج الحية بين شباب طلاب المدارس الثانوية سكتلندين أنا محاولة لأن تقيم كيف أن أناساً من هذا العمر يعيشون من اسكتلندا اليوم.

Text (25)

Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

خذ أي من هذه الكتب تريد قبل أن أهديهم لأصدقائي
وما استوفوه سيكون كاف.

Text (26)

Because I like travel and tourism very much, I will travel to Rome when I finish my studies before I go back home.

لأنني أحب السفر والسياحة كثيراً سأسافر إلى روما
عندما أنهي دراستي قبل أن أعود للبيت

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

تصر أمي على أن تزوجني ولكن أرفض بسبب الفتاة
التي قابلتها منذ ثلاث سنوات مضت وأينما أذهب
لست قادراً على أن أنسى

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

قال علماء الآثار البريطانيين الذين يجرون بعض من
أعمال التنقيب عن الكاتدرائية بأنهم وجدوا عملة قديمة
وتاريخها بات غير واضح

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

يوم أمس قابلت الطالبان اللذان درسا معي في حملة الثانوية واستطعت أن أميز واحد منهم ولكن لم استطيع تمييز الآخر . والشخص الذي لم أميزه تغير كثير ؟

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة إلى توضيح ضرورة الذين مرتبطين كثيراً بمنطقتهم هم أكثر احتمالاً بالشعور بالأمان والسعادة أينما يكونوا و ذلك أن فقدان التعريف الإقليمي قد يساعد إلى عدم الرضى .

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of
Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
/		23

- Write down the number that was on your paper yesterday in the box below:

II

-Note that the maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

2- باستخدام القاموس، ترجم النصوص التالية إلى اللغة الانجليزية:

النص (1)

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

When I was at university, I studied with aspecial girls. and I am so proud that I studied with those girls whom become a famous writers.

النص (2)

في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

In the final celebration of ~~Annual~~ third annual conference for translation the professor smith said : There were two wonderful sentences that he said at the end.

النص (3)

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

after the passage of more than quarter century about commencement of university I met the two girls whom get the excellence marks and get on aschodarship after then.

النص (4)

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحـاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

In her way back to home , she said: "She saw two men whom stole her car and tried to assualt on her baby for afew weeks.

النص (5)

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانـت مجـرد ألعاب نارية.

While we ~~were~~ were have dinner at cousin's house , We heard a strange sound outside , we hurried to see what happened and the women stood in the ~~balcony~~ ~~corridor~~ looked to what going on then It was just a fire works.

330

النص (6)

أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هـو آت آت، آيـات محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

oh people, listen carefully, who live is died, and what comes is coming a wisdom examples, plant and rain, but mothers and fathers, come and go (Koss Ben Saeda)

النص (7)

علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجـان تلـك الشفتاها أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان. (نزار قباني)

Your love taught me things was never in mind, and I read the kids stories, I enter to Jinn kings palaces and I dreamt to marry the daughter of the King who he eyes is purify than water her lips is delcious of more than pomegarate flower and I dreamt to kidnap her as knight. ENesar Sabounes)

النص (8)

الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسـية التي قد يمر بها إنسان على وجه الأرض.

Now, I come so regret who is make you away of me and Iam so greif and hardest circumstance that ever a human can pase in all over the world.

النص (9)

أظن هاهو تاركي بمضلة   من الأرض لا مال لدي ولا ولد

ولا أحد أفضى إليه وصيتي   ولا صاحب إلا المطية والرحل

محا حبها حب الأولى كن قبلها   وحلت مكانا لم يكن حل من قبل (قيس بن الملوح)

_____

_____

_____

_____

النص (10)

على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

In spit of postpone the meeting twice before so the boss was absent about yesterday meeting again, the matter that confused our future plans alot.

331

النص (11)

إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا عـلـى جـائـزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.

two men who their novels sell in
incredible way these day they got
the prize of Nobel for literature that
gives to a special literature works.

النص (12)

عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعـضـنا متـرددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسؤولون أنهم سيرسلون مرشدا سـياحيا يمكن الاعتماد عليه.

when we made a decision to spend
our summer hollday in middle east
some of us were hesitate because
of lack of knowing tourism places, but the
charges confirm that they will send a guide tourism guide
that can
النص (13)   depend on.

بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايس أكبر مسؤول أمريكي يزور ليبيا منذ نيف وخمسين عاما.

after the end of Lokerbee crisis and
the relationship of libyan American back
condaleza Rayz become the most
responsible American visit libya sine
more than fifty years.

النص (14)

كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمـاد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

every individual who try to plan it
to future, It is possible to change into
ashes at momment, because of this
unknown world who we came from and
will back to it

النص (15)

كان لهؤلاء العلماء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف.(طه حسين)

It was for scholars a forbidden science
every penalty for scholar who take
their knowledge from books and they
and between ALAZhar is a strong or
weak person (Taha Hussain)

332

النص (16)

في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فـإن ليبيـا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

In the framwork of Arabic ~~work~~ bussiness
and the intamacy relationship and a good
neghibourhood of libya and Alegeria who
sign ~~p~~ the treaty of community and coopperation
they will produce oil together.

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

when you look for the study of
modren languages in Britian, you must
study in Darham university because this
university of the most universities that take
cares of study of languages especially translation and
the Arabic language science

النص (18)

(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنـا بعـض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

(the Revenge of who kill innocent people)
our ~~old~~ novel announcement that will
intend with us some deafs so who
understand the body language.

النص (19)

يبدوا أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فـتح الأنـدلس وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الاموية.

It seems your historical background
is alittle in one way. Tarek Ben zyad
who conquer the Andols not mousa Ben Naser.
It was in the period of succession of
Ammoya country.

النص (20)

عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قـررت إدارة المدرسـة إعطـاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When I declared the result of the
end of Academic year, the Administration
decided to give excellents some
of ~~gifts~~ encouragement gifs, the headmaster
said " give whoever is deserve "

النص (21)

بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المـدير: إن هذه الرحلة مفتوحة لأيهم يريد الذهاب ولا تقتصر على المتفوقين.

After disturibution of rewards, the announcement is ofded. the trip is fulfilled about a tourism trip to the east of country, the lead master said this trip is open for everybody who wants to come and it doesn not stop on excellents students.

النص (22)

بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجـالات مـا أريد قوله هو أن الترجمة مهارة ليس إلا و تعتمد على الاستعداد الفطري.

After adeep in study of translation teroy and practice it workable in different sectors so what I want to say is translation is skill only, and depends on Natural readiness.

النص (23)

عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقـاح تسيل عليها الحلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

When I met that girl for first time before two years and I saw two lips which were like a flower seep on it sweetness, I recognise that something inside me moved and increased the pulse of my heart.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يـده وينـصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته. (طه حسين)

If he finished at all this Sat for people who accept his hand and leave fearful of them who talk to him a momment or momments and most of them ask his pneeds.

النص (25)

لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مـشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

two players are gone who made the difference, which makes the new coach of team in big trouble especially to play with a big team and consist of stars as the one that will meet Next week.

النص (26)

إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحتـرمن أزواجهـن
ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are
loyal and women who respect their
husbands and take care of brought
up their children inagood way of belifes
and nice moral are decent women.

النص (27)

يا أرغم الله أنفا أنت حامله   يا ذا الخنا ومقال الزور والخطل
ما أنت بالحكم الترضى حكومته   ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

_____

_____
_____
_____

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم مـن يمـشي علـى
رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))(قرآن كريم)

God or Allah create every animal from
Water, some of them walk on stomache
and some of them walk on two legs and
some of them walk on four, Allah creates
what likes, Allah in every thing is able.

النص (29)

(holly
Qurran)

((إذ قالت امرأة عمران رب إني نذرت لك ما في بطني محررا فتقبل مني إنك أنـت
السميع العليم فلما وضعتها قالت رب إني وضعتها والله أعلم بما وضعت)) (قرآن كريم)

So awomen of OMran said God
I vow for in my stomach is faithful
so accept of me. you are knowing listener
When we delivered she said that I have
a female and God know what I have (holly Quran)

النص (30)

إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العـالم
البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلـى
نفي أو إثبات حتى يومنا الحاضر.

That scholars who still looking
for dispute teroy of starting creature
that who disscover the British scholar Daron
and it passed of disscover fiftieen century
of time. they were able to deny or proof
till present day.

good luck

glorious future.

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of

Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

 Could you please

- Tick the appropriate box and write down your age

M	F	Age
	✓	23

- Write down the number that was on your paper yesterday in the box below:

010

-Note that the maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

336

2- باستخدام القاموس، ترجم النصوص التالية إلى اللغة الانجليزية:

النص (1)

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

When I was at the university, I have studied
with a group of a distinguished girls and
Iom so proud that I have studied with
those girls whom become a famous writers.

النص (2)

في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

Professor Smith gave a speech at the end of the
celebration of the third annual conference for
translation and those were the two wonderful
sentences that he delivered at the end.

النص (3)

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

After more than twenty-five years "quarter of a century"
of the graduation party from the university, I met
the two girls who got the excellence degree and
gained a scholarship ~~to study~~ to study abroad here after.

النص (4)

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

In her way back home, she said that she saw
the two men who stole her car and tried
to attack her child few weeks ago.

النص (5)

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانت مجرد ألعاب نارية.

While we were having dinner at my uncle's house
we heared a strange noise out side, I hurried up to
see what is happening, the women ~~are~~ stand on the
balconies for the same thing, after a while we discovered
that it was merly a fire entertainment games.

337

النص (6)

أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هــو آت آت، آيــات محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

O people, listen and understand, whoever lived will died, and who died passaway, and whatever will come it will come, a wise versee, rain and plants, mothers and fathers, comers and goers.

النص (7)

علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجــان تلـك الشفتاها أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان. (نزار قباني)

Your love made me learn many things that were not in my consideration, I read Kids-stories, entered the fairy Kings palaces and I dreamt of getting married to the daughter of Sultan whose eyes is more pure than the gulf's water, whose lips are more delicious than pomegranate rose and I dreamt that I Kidnapped her like Knights.

النص (8)

الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسـية التي قد يمر بها إنسان على وجه الأرض.

You now came back regret so who is the one who forced you to be away of me at time when I was so melancholic and in the most darkest conditions that any one may pass through on the earth.

النص (9)

أظن هاهو تاركي بمضلة   من الأرض لا مال لدي ولا ولد
ولا أحد أفضي إليه وصيتي   ولا صاحب إلا المطية والرحل
محا حبها حبّ الأولى كن قبلها   وحلت مكانا لم يكن حل من قبل (قيس بن الملوح)

Thinking that he will leave me lost in the earth, no money, no son and no one to tell my legacy and no friend except the mount and the packsaddle her love rubbed the first love of the previous women and she replaced a place that was not occupied before.

النص (10)

على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

In spite of postponding the meeting twice previously, the boss was absent for yesterday's meeting which make our future plans get much confused.

338

النص (11)
إن الرجلين اللذين رواياتهما تُباع بشكل غير عادي هذه الأيام تحصلا علــى جــائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.

The two men, whose novels are being sold ~~entirely~~ widely / enormously these days, got the Noble prize for literature which is given to to those of the great literary works.

النص (12)
عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعــضنا متــرددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا ســياحيا يمكن الاعتماد عليه.

When we decided to spend the ~~summer~~ summer vacation in the middle east, ~~some was~~ Some of us were hesitants because of our ~~i~~ ignorance of the tourist places, but the responsibles assure us that they will send a tour-guide.
dependaple.

النص (13)
بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كونداليزا رايــس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عاما.

After Locorby Crises has ended and the Libyan-American inter-relationships back again, Condoliza Rice become one of the greatest American resposiblee who visite Libya since ~~an~~ fifty years and a half.

النص (14)
كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمــاد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

Whatever the individual attempts to plan for future may, in a moment, turned into ashes out of this strange world from which we came and we will be back.

النص (15)
كان لهؤلاء العلماء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف.(طه حسين)

There was a different science for those scientists which differs entirely from the science that is taken from the books by a scientists with whom AL-Azhar has either weak or a strong reason.

النص (16)

في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فـإن ليبيـا
والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

In term of the Arab ~~coto~~ coorporated business
~~act~~, the good pair-ties and the good ~~nei~~ ~~bord~~
Vicinity, Libya and Algeria, signing the common
coorporated agreement, will exported oil to each other.

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم
الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

When you are going to study the Modern language
in Britain, You should choose Durham University
hence it is one of the most important universities
that concerns with languages studies especially
translation and Arabic language.

النص (18)

(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنـا بعـض
الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

(Taking revenge of the one who Killed the innocents)
Is the title of our next story which some
of the deaf people will attend so Where is
the one ~~who~~ can understand the American
Sign language ?

النص (19)

يبدو أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فـتح الأنـدلس
وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الاموية.

~~It seems~~ Your historical information seems to be
little somehow, because Tariq bin Ziyad is the
one who conquered Al-Andalos not Mousa bin Nosair
and that was ~~it~~ in the period of Omawe country succession.

النص (20)

عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قـررت إدارة المدرسـة إعطـاء
المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When the results of the annual examination were declared,
the school management members decided to give
the bright students some suporting prizes, then
the boss said give whoever deserve. (worth)

340

النص (21)

بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المـدير: إن هذه الرحلة مفتوحة لأيهم يريد الذهاب ولا تقتصر على المتفوقين.

After giving the prizes, an announcement of a trip to the east of the country was made, the boss delivered that this journey will be open for all not just for the initiators.

النص (22)

بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجـالات مـا أريد قوله هو أن الترجمة مهارة ليس إلا و تعتمد على الاستعداد الفطري.

After going deep in studying the translation theories and practicing it in ~~at the~~ a various feilds, I discovered that translation is a skill not more and it depends on the natural rediness.

النص (23)

عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقـاح تسيل عليها الحلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

When I met that girl for the first time two Years back and I saw the lips that were as the OKah rose ~~its dripping~~ on which the candy is streaming and I felt that something inside me ~~is~~ changed and my heart-beats increaged.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يـده وينــصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يساله حاجته. (طه حسين)

~~finished~~, When he finished, he set with people Some ~~were~~ Kissing his hand and ~~it~~ gone away, others were talking to him for a moment or more and others were asking about their demands.

النص (25)

لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مــشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

The two players who have a vital role in making the difference have gone which ~~make~~ put the new team trainee in a big trouble while facing a bright team full of stars like that which we will face next week.

341

النص (26)

إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحتـــرمن أزواجهــن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are faithful and Women who respect their husbands in return and looking after their Kids, bringing them up on the basis of honest and good ethics are a sacred women

النص (27)

يا أرغم الله أنفا أنت حامله   ياذا الخنا ومقال للزور والخطل
ما أنت بالحكم الترضى حكومته   ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

I wish God will break Your nose, you the one of demerits and untrue sayings, you are neither the one whom I agreed on his judgement nor the one with good norms, wise opinions and good argument.

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم مـــن يمـشي علـى رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))(قرآن كريم)

Allah created all the creations from water Some are walking on their stomach, some are walking on their feet and others on four legs. Allah creat whatever He wants and Allah is able to do all the things "

النص (29)

((إذ قالت امرأة عمران رب إني نذرت لك ما في بطني محررا فتقبل مني إنك أنـت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى والله أعلم بما وضعت)) (قرآن كريم)

Omran's wife said that O'Lord I vowed what is there in my stomach freely, so accept it from me. you are all-Knowing all-hearing, when she bore her baby said that O Lord it is a female and Allah Knows what She had born. "

النص (30)

إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بهـا العـالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلـى نفي أو إثبات حتى يومنا الحاضر.

Scientists who are still arguing about the theory of the beginning of creation which is brought by the British scholar Daron more than fifteen decades "more than one hundered and fifty years ago" didn't reach to a solution either negative or positive till the present-day.

University of Durham

School of Modern Languages and Cultures

A translation test conducted as a part of University of

Durham PhD Research

By

Mohammed J. Zagood

Under the supervision of

Prof. Paul G. Starkey

Dear student,

　　　Could you please

- Tick the appropriate box and write down your age

M	F	Age
	✓	22

- Write down the number that was on your paper yesterday in the box below:

3

-Note that the maximum time allotted for the test is THREE hours.

Thanks in advance

<div align="right">
Test designer
Mohammed Zagood
</div>

343

2- باستخدام القاموس، ترجم النصوص التالية إلى اللغة الانجليزية:

النص (1)

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

When I was at university, I studied with a group of favored girls, and I'm proud that I studied with those girls who became famous writers

النص (2)

في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

In the terminal celebration of the third annual conference for translation, Professor Smith said and that were the two wonderful sentences that he said at the end.

النص (3)

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

After passing more than twenty five years at graduation from university, I met the two girls who got honors degree and then they got scholarship into abroad.

النص (4)

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

In her way to home, she said that she saw two men whom they stole her car and tried to assault on her small baby since weeks ago.

النص (5)

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانت مجرد ألعاب نارية.

While we were having a dinner in my uncle house, we heard strang sounds outside, I hurried to see what is happening, and the women stood in the balcony seeing what happened after a while It was ascertaining that it was a fireworks.

النص (6)

أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هـو آت آت، آيــات محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

People, listen and understand, who lived is died, who died is gone, and what incoming will come, Koranic verse, rain and plants, mothers and fathers and who is going and incoming.

النص (7)

علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجـان تلــك الشفتاها أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان. (نزار قباني)

Your love taugh me things which is never in assumption, so I read badies stories. I entered Kings demons palaces and dreamt that the sultans' daughter has married me, and her eyes are clearer than water.

النص (8)

الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية التي قد يمر بها إنسان على وجه الأرض.

Now you came regretfully and who made you far from me and I was in deeps of Sadness in the woost of hard situation which a man may pass in the earth.

النص (9)

أظن هاهو تاركي بمضلة   من الأرض لا مال لدي ولا ولد

ولا أحد أفضي إليه وصيتي   ولا صاحب إلا المطية والرحل

محا حبها حب الأولى كن قبلها   وحلت مكانا لم يكن حل من قبل (قيس بن الملوح)

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_____

النص (10)

على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

Although the meeting was postponed twice in the past, the head was absence from the meeting yesterday once again, the matter which confuesed our future plans

345

النص (11)

إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا علـى جــائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.

The two men whose novels is selling in unnormal
way in these days get the noble prize for art
which is given to those who have a particular
work

النص (12)

عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعـضنا متــرددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا ســياحيا يمكن الاعتماد عليه.

When we decided going to take a summer vacation
in Middle East, Some of us were hesitant because we don't
know the tourist places. But the mangers assured that
they will send guide who we can depend on.

النص (13)

بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايــس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عاما.

After LO — crisis had finisished and the libyan-
American inter-relationships back again, Condeliza
Rice became one of the American responsibles
who visit Libya since fifty-years and a half.

النص (14)

كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمــاد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

Whatever the person tries to plan for future,
It may transmute into ash within a second,
because this unknown world which we came from
and come back to it

النص (15)

كان لهؤلاء العلماء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف.(طه حسين)

There was a different science for those
Scientists whos science is taking from the
book and who have a weak or strong
reason with Al Azhar.

النص (16)

في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فــإن ليبيـــا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

Libya and Algeria which subscribed the corporate, reaction convention will export oil together, because of the common Arab labour, and the good relationship and good euphemism between both of them.

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

As you are searching for modern languages study in Britain, go to university of Durham, because it is one of the most important universities which watches over the languages study specially translation and Arabic language sciences.

النص (18)

(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنـــا بعـــض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

'The revenge from who killed the innocents' the title of our coming story which some of the deaf people will attend, so who is the one who understand the American sign language?

النص (19)

يبدوا أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فـــتح الأنـــدلس وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الاموية.

It seems that your historical information is not enough some how because Tariq bin Ziad is the one who conquered Al-Andalus not Mousa bin nosair and that was at the time of the omawe succession.

النص (20)

عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قـــررت إدارة المدرســـة إعطـــاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When the results of the annual examination were declared, the school management decided to give some prizes to the distinguished students, the dean said that give whoever deserve.

347

النص (21)

بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المــدير: إن هذه الرحلة مفتوحة لأيهم يريد الذهاب ولا تقتصر على المتفوقين.

After the distribution of the prizes, an announcement about a trip to the east was declared, the boss said that this trip is open for all, not just for the initiators.

النص (22)

بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجــالات مــا أريد قوله هو أن الترجمة مهارة ليس إلا و تعتمد على الاستعداد الفطري.

After going deep in studying the translation theories and practicing it in a different feilds I discovered that translation is a skill not mere and it depend on the natural rediness.

النص (23)

عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقــاح تسيل عليها الحلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

When I met that girl for the first time two years back and I saw that lips which were like a rose on which the candy is dripping, I realized that something is happening inside me and my heart-beatings increased.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يــده وينــصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته. (طه حسين)

After he finished, he sat with people who were kissing his hand some were talking to him for a moment or more and some others were asking him their demands.

النص (25)

لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مــشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

The two players who make the difference have gone which put the new team thoins in a trouble especially regarding facing a big team full of stars like that which we'll face next week.

348

النص (26)

إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحتـرمن أزواجهـن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are faithful and women who respect their husbands, taking care of their children and bring them up in a good way based on the honest and morality are ~~ good women.

النص (27)

يا أرغم الله أنفا أنت حامله   باذا الخنا ومقال الزور والخطل
ما أنت بالحكم الترضى حكومته   ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم مـن يمشي علـى رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))(قرآن كريم)

Allah created all the creation from water, some are walking on their stomach, some are walking on two feet and others are on four. Allah creats whatever he wants and he is able to do ~~ what he wants"

النص (29)

((إذ قالت امرأة عمران رب إني نذرت لك ما في بطني محررا فتقبل مني إنك أنـت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى والله أعلم بما وضعت)) (قرآن كريم)

النص (30)

إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بهـا العـالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلـى نفي أو إثبات حتى يومنا الحاضر.

Scientists who still searching about the theory of the begining of the creation which is brought by the British scientist Daron ~ befer 15 decades did not reach to a solution till the present-day.

349