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

ZAGOOD, MOHAMMED, JUMA, M.

How to cite:
ZAGOOD, MOHAMMED, JUMA, M. (2012) A CONTRASTIVE STUDY OF RELATIVIZATION IN ENGLISH AND ARABIC WITH REFERENCE TO TRANSLATION PEDAGOGY, Durham theses, Durham University. Available at Durham E-Theses Online: http://etheses.dur.ac.uk/3402/

Use policy
The full-text may be used and/or reproduced, and given to third parties in any format or medium, without prior permission or charge, for personal research or study, educational, or not-for-profit purposes provided that:

- a full bibliographic reference is made to the original source
- a link is made to the metadata record in Durham E-Theses
- the full-text is not changed in any way

The full-text must not be sold in any format or medium without the formal permission of the copyright holders.
Please consult the full Durham E-Theses policy for further details.
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

MOHAMMED JUMA M. ZAGOOD

2012
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

First and for most, I would like to express my deep thanks and gratitude to Almighty Allah Who has helped me finish this work and for everything else He gave me.

Second, I am so much grateful to my brother Mr. Abdussalam for his endless encouragement and support not only when writing this thesis but also in everything I do.

Third, I would like to thank both the University of El-Mergib from which I was nominated and the Higher Education Department in Libya for sponsoring me.

Fourth, I am grateful to my supervisor Prof. Paul Starkey for providing me with many practical suggestions and useful comments during the writing of this thesis. To Prof. Starkey, I register my deep thanks for supervising the work and for his great guidance.

Fifth, my thanks also go to Mr. Mohammed El-Zaidi for reading and giving some linguistic advice for the Arabic-English Translation Test before administering it.

Finally, I would like to thank the students who participated in the translation tests used for data collection for this thesis.
LIST OF CONTENTS

Abstract ......................................................................................................................... I
Declaration ...................................................................................................................... II
Statement of Copyright ................................................................................................. III
Dedication ....................................................................................................................... IV
Acknowledgements ........................................................................................................ V
List of Contents .............................................................................................................. VI
List of Tables .................................................................................................................. XII
List of Abbreviations ...................................................................................................... XIII
Transcription Symbols .................................................................................................. XIV

CHAPTER ONE: INTRODUCTION .................................................................................. 1
1.0 Introduction .............................................................................................................. 1
1.1 Statement of the Research Issue ............................................................................ 4
1.2 Hypotheses of the Research .................................................................................. 4
1.3 Aim and Objectives of the Research ...................................................................... 5
1.4 Scope of the Research ............................................................................................ 6
1.5 Significance of the Research .................................................................................. 6
1.6 Data Collection ........................................................................................................ 7
1.7 Research Structure ................................................................................................ 8

CHAPTER TWO: LITERATURE REVIEW ..................................................................... 10
2.0 Introduction .............................................................................................................. 10
2.1 Contrastive Studies ............................................................................................... 10
   2.1.1 History and Theory of Contrastive Studies ................................................. 10
   2.1.2 Contrastive Studies and Pedagogical Implications ..................................... 12
   2.1.3 English-Arabic Contrastive Studies ......................................................... 13
   2.1.4 Criticism of Contrastive Studies ............................................................... 14
   2.1.5 Contrastive Studies and Translation ......................................................... 15
2.2 Relativization in the World’s Languages .............................................................. 16
2.3 English-Arabic Relativization .............................................................................. 20
2.4 Translation Need and Teaching in Libya ............................................................. 24
   2.4.1 The Need for Translation in Libya ............................................................ 24
   2.4.2 Translation Teaching in Libya ................................................................. 25
2.5 Summary ............................................................................................................... 27
CHAPTER THREE: TRANSLATION THEORY, PEDAGOGY, AND ASSESSMENT .............................................. 28
3.0 Introduction ......................................................................................................................... 28
3.1 Definition of Translation ..................................................................................................... 28
3.2 Translation Theories and Approaches ................................................................................. 30
   3.2.1 History of Translation Theories ..................................................................................... 31
   3.2.2 Some Relevant Translation Theories .............................................................................. 33
      3.2.2.1 Catford’s Linguistic Theory of Translation ............................................................... 33
      3.2.2.2 Nida’s Theory of Translation .................................................................................. 35
      3.2.2.3 Newmark’s Theory of Translation .......................................................................... 36
      3.2.2.4 Hatim and Mason’s Theory of Translation .............................................................. 38
      3.2.2.5 Equivalence Theory ............................................................................................... 40
3.3 Translation Pedagogy .......................................................................................................... 42
3.4 Translation Assessment ...................................................................................................... 44

CHAPTER FOUR: RELATIVIZATION IN ENGLISH AND ARABIC .......... 48
4.0 Introduction ......................................................................................................................... 48
4.1 Relativization in English .................................................................................................... 48
   4.1.1 Definition of Relative Clauses ....................................................................................... 49
   4.1.2 Structure of Relative clauses ......................................................................................... 52
   4.1.3 Identification of Relative Clauses .................................................................................. 52
   4.1.4 Types of Relative Clauses .............................................................................................. 53
      4.1.4.1 Nominal Relative Clauses ...................................................................................... 53
      4.1.4.2 Sentential Relative Clauses .................................................................................... 54
      4.1.4.3 Restrictive and Non-Restrictive Relative Clauses .................................................... 54
   4.1.5 Functions of Relative Clauses ....................................................................................... 61
   4.1.6 Major Relative Pronouns .............................................................................................. 62
      4.1.6.1 Definition .................................................................................................................. 62
      4.1.6.2 Modification ............................................................................................................. 62
      4.1.6.3 Grammatical Categories ......................................................................................... 62
      4.1.6.4 Nominal Relative Pronouns .................................................................................... 64
      4.1.6.5 Position of Relative Pronouns ............................................................................... 65
      4.1.6.6 Relative Pronoun as a Subject of a Relative Clause (Who, Which, That) .................. 65
4.1.6.7 Relative Pronoun as an Object of a Relative Clause (Who, Whom, Which, That) ................................................................. 67
4.1.6.8 The Possessive Relative Pronoun (Whose) ................................. 68
4.1.7 Marginal Relative Pronouns ............................................................ 69
4.1.8 Position of Relative Clauses ............................................................. 72
4.2 Relativization in Arabic .................................................................... 72
4.2.1 Relative Pronouns ........................................................................ 72
4.2.1.1 Definition of Relative Pronouns ................................................ 73
4.2.1.2 Kinds of Relative Pronouns ....................................................... 73
  4.2.1.2.1 Specific Relative Pronouns .................................................. 73
  4.2.1.2.2 General Relative Pronouns ................................................. 78
4.2.1.3 Relative Pronouns with Different Antecedents ............................ 84
4.2.2 Relative Clauses .......................................................................... 87
  4.2.2.1 Kinds of Relative Clauses ....................................................... 88
    4.2.2.1.1 Relative Clauses with Indefinite Antecedents ....................... 89
    4.2.2.1.2 Asyndetical Relative Clauses .............................................. 91
    4.2.2.1.3 Syndetical Relative Clauses .............................................. 92
    4.2.2.1.4 Sentential Relative Clauses .............................................. 93
    4.2.2.1.5 Relative Clauses with Definite Antecedents ....................... 94
    4.2.2.1.6 Restrictive and Non-Restrictive Relative Clauses ................ 96
    4.2.2.1.7 Nominal Relative Clauses ................................................ 97
  4.2.2.2 Functions of Relative Clauses ............................................... 98
  4.2.2.3 Rules Governing the Use of Relative Clauses ............................ 99
    4.2.2.3.1 Resumptive Pronoun /aḍḍamiːru lʾaːʔid/ .......................... 99
    4.2.2.3.2 Interference Between Relative Clauses and Indirect Questions .......................................................... 103
    4.2.2.3.3 Further Uses of /māʔaːʔiː/ ............................................. 104
4.3 Similarities and Differences Between English and Arabic Relativization .. 105
  4.3.1 Relative Clause Formation ......................................................... 105
  4.3.2 Kinds of Relative Clauses ........................................................... 109
    4.3.2.1 Nominal Relative Clauses .................................................. 109
    4.3.2.2 Sentential Relative Clauses ................................................. 109
    4.3.2.3 Restrictive/ Non-Restrictive Relative Clauses ....................... 110
    4.3.2.4 Relative Clauses with Indefinite Antecedents ....................... 110
    4.3.2.5 Relative Clauses with Definite Antecedents .......................... 110
4.3.3 Occurrence of Relative Clauses ............................................. 111
4.3.4 Relative Pronouns ............................................................... 112
4.3.5 Grammatical Categories ....................................................... 116
4.3.6 Types of Embedding ............................................................. 118
4.3.7 Functions of Relative Clauses ................................................ 119
4.3.8 Position of Relative Clauses .................................................. 119
4.3.9 Resumptive Pronoun ............................................................ 119
4.3.10 Summary of the Contrastive Study ....................................... 121

CHAPTER FIVE: RESEARCH METHODOLOGY AND DESIGN ............ 123
5.0 Introduction .............................................................................. 123
5.1 Type of Research ...................................................................... 123
5.2 Research Tools and Data Collection .......................................... 124
  5.2.1 Selection of Texts ................................................................. 127
5.3 Subjects of the Research ........................................................... 127
  5.3.1 Background of the Students ................................................ 128
5.4 Translation Sample ................................................................. 129
5.5 Administration of the Translation Tests ...................................... 129

CHAPTER SIX: DATA ANALYSIS AND DISCUSSION OF THE RESULTS.. 131
6.0 Introduction .............................................................................. 131
6.1 The Quantitative Data Analysis ................................................. 131
  6.1.1 Summary of the Quantitative Data Analysis ......................... 134
6.2 The Qualitative Data Analysis and Discussion of the Results ....... 138
  6.2.1 Discussion of the Results of Test One (English-Arabic Translation) 139
    6.2.1.1 Mistranslating Grammatical Categories .............................. 139
      6.2.1.1.1 Gender .................................................................... 139
      6.2.1.1.2 Number ................................................................... 145
      6.2.1.1.3 Case ...................................................................... 152
      6.2.1.1.4 Person/Nonperson ..................................................... 162
    6.2.1.2 Misuse of Literal Translation Approach ........................... 162
    6.2.1.3 Misuse of Translation by Omission .................................. 167
    6.2.1.4 Antecedent Issues ......................................................... 169
      6.2.1.4.1 Misunderstanding of the Antecedent of the Relative Pronoun.169
6.2.1.4.2 Mistranslating the Relative Pronoun when its Antecedent is a Whole Sentence ............................................. 170
6.2.1.4.3 Mistranslating the Relative Pronoun when its Antecedent is a Compound of Two Nouns of Different Genders ................. 177
6.2.1.4.4 Misuse of Relative Pronouns with Indefinite Antecedents in Arabic ................................................................. 180
6.2.1.5 Mistranslating the Possessive Relative Pronoun Whose .............. 185
6.2.1.6 Mistranslating Embedded Relative Clauses .................................................. 187
6.2.1.7 Mistranslating Marginal Relative Pronouns ................................. 188
6.2.1.8 Lack of One-to-one Correspondent Relative Pronouns Between English and Arabic ...................................................... 193
6.2.2 Discussion of the Results of Test Two (Arabic-English Translation) ...... 193
6.2.2.1 Mistranslating Grammatical Categories .................................................. 193
   6.2.2.1.1 Gender ................................................................. 194
   6.2.2.1.2 Number .............................................................. 194
   6.2.2.1.3 Case ................................................................. 194
   6.2.2.1.4 Person/Non-person .................................................. 196
6.2.2.2 Misuse of Literal Translation Approach ........................................... 199
6.2.2.3 Misuse of Translation by Omission ................................................. 201
6.2.2.4 Antecedent Issues ........................................................................... 202
   6.2.2.4.1 Mistranslating Relative Pronoun whose Antecedent is a Whole Sentence or Clause .............................................. 203
   6.2.2.4.2 Wrong Choice of Subjective/Objective Relative Pronoun .......... 203
   6.2.2.4.3 Mistranslating Relative Clauses with Indefinite Antecedents.. 204
   6.2.2.5 Mistranslating Relative Clauses when Including Possession ....... 206
6.2.2.6 Language Interference (Negative Language Transfer) ................. 210
   6.2.2.6.1 Stylistic Problems .................................................................. 210
   6.2.2.6.2 Wrong use of the Resumptive Pronoun ....................................... 212
   6.2.2.6.3 Misuse of Relative Pronouns Without Antecedents ............. 215
   6.2.2.6.4 Using the Personal Pronoun in Addition to the Relative Pronoun in the Same Relative Clause .................................. 218
6.2.2.7 Mistranslating General Relative Pronouns ............................................. 220
6.2.3 Summary of the Qualitative Data Analysis ........................................... 223
CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS …….. 225
7.0 Introduction ................................................................................................................. 225
7.1 Remedial Solutions ................................................................................................. 226
  7.1.1 Concentration on English and Arabic Advanced Grammar ..................... 226
  7.1.2 Studying Contrastive Linguistics ................................................................. 227
  7.1.3 Improving Teaching Translation Approaches ........................................... 228
  7.1.4 Establishing Translation Teaching Programme ........................................ 230
7.2 Recommendations for the University of El-Mergib ....................................... 231
7.3 Suggestions for Future Studies ............................................................................ 232

BIBLIOGRAPHY .................................................................................................................. 234

APPENDICES ....................................................................................................................... 247
Appendix One: Data Analysis of Test One (English-Arabic Translation) .......... 247
Appendix Two: Data Analysis of Test Two (Arabic-English Translation) ........ 271
Appendix Three: Samples from the Students’ Answer Papers of Test One .......... 302
Appendix Four: Samples from the Students’ Answer Papers of Test Two .......... 329
LIST OF TABLES

Table 1: Differences Between Restrictive and Non-restrictive Relative Clauses ........ 60
Table 2: Uses of Relative Pronouns ............................................................... 69
Table 3: Specific Relative Pronouns ............................................................... 78
Table 4: General Relative Pronouns .............................................................. 84
Table 5: Arabic Specific and English Major Relative Pronouns ......................... 113
Table 6: Arabic General and English Marginal Relative Pronouns .................... 115
Table 7: The Criteria of Translation Assessment ............................................. 132
Table 8: Data Analysis of Test One (English-Arabic Translation) ...................... 134
Table 9: Data Analysis of Test Two (Arabic-English Translation) ...................... 136
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.

| ه | الهمزة | ض | ض
|---|---|---|---
| b | ب | ئ | ط
| t | ث | ظ | ظ
| 8 | ت | ظ | ظ
| z | ج | ظ | ت
| 3 | ح | ظ | غ
| f | ح | ف | ف
| g | خ | ق | ق
| h | د | ك | ك
| i | ذ | ل | ل
| k | ل | م | م
| j | ن | ن | ن
| m | س | ه | ه
| n | ش | و | و
| q | م | = /aw/
| r | ح | ي | ي

The vowels are:

- ــَـ (short) = /a/
- ـِـ (short) = /i/
- ـَـ (long) = /a:/
- ـَـ (long) = /i:/
- ـَـ (short) = /u/
- ـَـ (long) = /u:/
- ـَـ (short) = /aj/
- ـَـ (long) = /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
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
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
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
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
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).
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".

Malmkjær (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 Malmkjær (ibid) states that "an exhaustive contrastive description of the languages involved is a precondition for any systematic study of translations".

Finally, Malmkjær (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.
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:

رآيت الرجل الذي جاء أمس

(ra?ajtu rra3ula lla?i: 3a:la? aamsi/

(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. المكان /allāta: ni/ vs. the place /allatān/, gender i.e. feminine or masculine, e.g. the /al-lātī/ and number i.e. singular, dual and plural, e.g. the /al-lātī/ the /al-lātān/ /al-lātān/ /al-lātān/ /al-lātān/ /al-lātān/ /al-lātān/ /al-lātān/ /al-lātān/. 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 التي /allātī/ 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) /allātī:/

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

The above two relative pronouns can be translated into Arabic as التي /allātī/ 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
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 interdisciplinary 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
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

36
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. archaisms), syntax (e.g. simple vs complex syntax), sentential level (e.g. foregrounding-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
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 characterizes 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 stating 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.
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.
(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:"

53
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
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.
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

<table>
<thead>
<tr>
<th>Restrictive</th>
<th>Non-restrictive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining</td>
<td>non-defining</td>
</tr>
<tr>
<td>necessary information</td>
<td>extra information</td>
</tr>
<tr>
<td>no separation markers</td>
<td>separation markers (e.g. commas)</td>
</tr>
<tr>
<td>not usually after proper nouns</td>
<td>after proper nouns</td>
</tr>
<tr>
<td>not as additional comments</td>
<td>provide additional comments</td>
</tr>
<tr>
<td>initial “that” and “zero” relative</td>
<td>not with “that” or “zero” relative</td>
</tr>
<tr>
<td>with general antecedents</td>
<td>not with general antecedents</td>
</tr>
<tr>
<td>shorter and more common</td>
<td>longer and less common</td>
</tr>
</tbody>
</table>

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:
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:

<table>
<thead>
<tr>
<th>Subjective case</th>
<th>Objective case</th>
<th>Genitive case</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
<td>whom</td>
<td>whose</td>
</tr>
<tr>
<td>Personal</td>
<td>who</td>
<td>whom</td>
</tr>
<tr>
<td>Non-personal</td>
<td>which</td>
<td>which</td>
</tr>
</tbody>
</table>

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)

\[
\text{D H POM}
\]

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".

which

(76) You may take whichever you wish.
what
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:
-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

<table>
<thead>
<tr>
<th></th>
<th>Restrictive and non-restrictive</th>
<th>Restrictive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personal</td>
<td>Non personal</td>
</tr>
<tr>
<td>Subjective</td>
<td>who</td>
<td>which</td>
</tr>
<tr>
<td>Objective</td>
<td>who(m)</td>
<td></td>
</tr>
<tr>
<td>Genitive</td>
<td>whose</td>
<td>of which, whose</td>
</tr>
</tbody>
</table>

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.
(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 *ṣifa* adjective; whereas, the clauses that qualify definite nouns are dealt with as adjuncts and thus called *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.
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 /šilatu lmawṣu:l/ (relative clause), as in:

ما أجمل الأغنية التي استمعنا إليها!


What a beautiful song (zero) we listened to!

In the above sentence, the relative pronoun /allati:/ (which) refers to /al?uynijata/ (the song), the particular song being identified by the clause that follows it which is /istamaʔa: ?ilajha:/ (we listened to it). It is noted here that the clause /istamaʔa: ?ilajha:/ (we listened to it) includes another pronoun that refers back to the relative pronoun, called /aḍḍami:ru lʔa:?id/ (resumptive pronoun). This means that the relative pronoun needs two important things which are /šilatu lmawṣu:l/ (relative clause) and /aḍḍami:ru lʔa:?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: /allaḍi:/ the (the), /allaʔi:/ the (who), /allaʔa:ni/, the (whom), /allata:ni/, the (which), /allaʔa:na and the (that), /alla:ʔi:/ or the /allawa:ti:/; regularly reflect gender and number. And so, each of the terms just mentioned, may, depending 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 /allaḍi:/ and even the colloquial forms such as /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** /allādī:/ is a specific relative pronoun applicable to singular, masculine, persons and non-persons. For example:

الطالب الذي نجح فاز بالجائزة (134) (Per.)
/aṭṭaːliːbu llaːdīː nāːfāːja faːza bilʒaːʔiːza/
The student who succeeded won the prize.

الكتاب الذي قرأته بالأمس مفيد (135) (Non-per.)
/alkitaːbu llaːdīː qaraʔtuḥu bilaʔmsi mufiːd/
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:

الفتاة التي رسمت الصورة بارعة (136) (Per.)
/alfataːtu llatiː rasamati 슴ːuːrata baːriːʔa/
The girl who drew the picture is clever.

الصورة التي رسمتها الفتاة جميلة (137) (Non-per.)
/aššuːratu llatiː rasamathaː lfataːtu ʔamːiːla/
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:

البيوت التي على الشاطئ، مريحة (138)
/albuːjuːtu llatiː ʔala jʃaːtiːʔi muriːfiːa/
The houses which are on the beach are comfortable.

الشجرات التي أمام المنزل مثمرة (139)
/ajʃaːzaraːtu llatiː amaːma lmanzili muθmira/
The trees which are in front of the house are fruit-bearing.

- **الذان** /allaḏāːni/ is a specific relative pronoun applicable to dual, masculine, nominative persons and non-persons. Its equivalent in the accusative and genitive cases is **الذين** /allaḏajni/; as in:

The student who succeeded won the prize.

The book which I read yesterday is useful.

The girl who drew the picture is clever.

The picture which the girl drew is beautiful.

The houses which are on the beach are comfortable.

The trees which are in front of the house are fruit-bearing.
The (two) boys who travelled yesterday came back.

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

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

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

I repaired the (two) doors which were broken.

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

=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 /allatajni/; as in:

The (two) girls who study hard will succeed.
I know the (two) girls who won the prize.

/ʔahabdîtu ?ila lfatâːjîn faːzataː bilzâːʔiːza/
I went to the (two) girls who won the prize.

/allâtâːni/ and /allâtajînì/ are also used with non-persons, as in:

/ʔasːuːrîːtaːni lłaːtajînì rasamühumaː lfatâːtu ʔamíːlataːːnì/
The (two) pictures which the girl drew are beautiful.

/ʔasːlafîːtu nnaːfiːdajînì llaːtajînì kasarahumaː xaːlid/
I repaired the (two) windows which Khalid broke.

/ʔaːnas muhtammûn bilqâːsîːlfatajînì lkabbahumaː fîâsâːnì/
I am interested in the (two) poems which Hassan wrote.

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

/ʔaːdâra rîzâːlu llaːðîːnा fîaːðâːruː ?ila lmuːtâːmâr/
The men who attended the conference left.

/ʔaːjârît rîzâːlu llaːðîːnà ʔaːrâːkuː fî lmaːhraːzâːnì/
I saw the men who participated in the festival.

/ʔiʃtâːrîːjtu kitaːban mînâ rîzâːli llaːðîːnà jâːbîːʔuːn lktûb/
I bought a book from the men who sell books.
- /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:

ولتي الأولى يستنمون على الأولى تراهن يوم الرووع كالحذاء القيل (155)
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 /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:
Mahajabha hajb al?ul?i kon qablaha: wa fiallat maka:nan lam jakun fulla 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:/, 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:

الفتيات اللاتي / اللواتي كتبن المقال طالبات في الجامعة (157)
The girls who wrote the article are university students.

قابلتي إلى الفتيات اللاتي/ اللواتي كتبن المقال (158)
I met the girls who wrote the article.

ذهبت إلى الفتيات اللاتي/ اللواتي كتبن المقال (159)
I went to the girls who wrote the article (Hassan 1975, Vol. I: 343-345).
Moreover, Elder (1950: 57) states that "The relatives /allaði:/, /allați:/ (and the other specific relatives) may be used as /man/ and /ma:/ without antecedents", e.g.:

الذي يدرس بجلد بنجح (160)

/allâði:/ jadrusu biżiddin janзамfi/

Whoever studies hard succeeds.

The following table summarises the forms of specific relative pronouns.

<table>
<thead>
<tr>
<th>Table 3: Specific Relative Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sing, all cases.</strong></td>
</tr>
<tr>
<td>ذا</td>
</tr>
<tr>
<td><strong>Dual, nom.</strong></td>
</tr>
<tr>
<td><strong>Dual, acc, and gen.</strong></td>
</tr>
<tr>
<td><strong>Pl., all grammatical cases</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- /iill/ 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, the colloquial word /iill/, 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/, وما /ma:/, آل /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:

من يتكلم كذلك يكتب (161)
/man jatakallamu kaḍaːlika jakōlib/
He who/whoever talks like that lies.

طرد الأستاذ من تكلم أثناء المحاضرة (162)  (Sing., masc.)
/ṭarada l?ustaːdu man takallama ?aθnaːa lmuʃaːḍara/
The teacher dismissed the boy who talked during the lecture.

طرد الأستاذ من تكلمت أثناء المحاضرة (163)  (Sing., fem.)
/ṭarada l?ustaːdu man takallamat ?aθnaːa lmuʃaːḍara/
The teacher dismissed the girl who talked during the lecture.

طرد الأستاذ من تكلما أثناء المحاضرة (164)  (Dual, masc.)
/ṭarada l?ustaːdu man takallama: ?aθnaːa lmuʃaːḍara/
The teacher dismissed the (two) boys who talked during the lecture.

طرد الأستاذ من تكلمتا أثناء المحاضرة (165)  (Dual, fem.)
/ṭarada l?ustaːdu man takallamata: ?aθnaːa lmuʃaːḍara/
The teacher dismissed the (two) girls who talked during the lecture.

طرد الأستاذ من تكلموا أثناء المحاضرة (166)  (Pl., masc.)
/ṭarada l?ustaːdu man takallamu: ?aθnaːa lmuʃaːḍara/
The teacher dismissed the boys who talked during the lecture.

طرد الأستاذ من تكلمنا أثناء المحاضرة (167)  (Pl., fem.)
/ṭarada l?ustaːdu man takallamna ?aθnaːa lmuʃaːḍara/
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:

(168) (The Holy Quran, 46: 5)


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) (The Holy Quran, 22: 18)


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) (The Holy Quran, 24: 45)

/wa llahu xalaqa kulla da:bba:tin min ma::?in faminhum man jamʃi: ʿala baːnihi wa

minhum man jamʃi: ʿala riʃlajni wa minhum man jamʃi: ʿala ?rba?/

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

قرأ ما كتبت عن السياحة في Libya (171) (Sing., masc.)
He read what you wrote about tourism in Libya.

قرأت ما كتبت عن السياحة في Libya (172) (Sing., fem.)
She read what I wrote about tourism in Libya.

قرأا ما كتبت عن السياحة في Libya (173) (Dual)
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.

قرواا ما كتبت عن السياحة في Libya وقرأوا ما كتبن عن السياحة في Libya (174) (Pl.)
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 /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, /ma:/, which is used for the non-persons, is the relative pronoun used in such context, as in:

سِبْحُ الَّذِي خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ (The Holy Quran, 61: 1)
/sabba?ha 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)
b) When some aspect of the animate is undetermined, /ma:/ is used rather than من /man/, as in:

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

/rabbi: ?inni: naḍaratu laka ma: fi: baṭni: mufiarrara:

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, /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 هدفًا سيمتح جائزة قيمة بعد نهاية المباراة مباشرة

/man jusa33i lu hadafan sajumna3u 3a:?izatan qajjimatan ba?da niha:jati lmuba:ra:ti muba:jaratan/

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

(178) ما نعرفه عن الترجمة حيد

/ma: na3rifuhu ?ani ttar3amati 3aji: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 fatafia alba:b/

Who opened the door?

(180) من يجتهد ينجح (Conditional)

/man ja3tahid ja3af/

He who studies hard succeeds.
(See 4.2.7 for the other uses of ما /ma:/)

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

وَمَا أَنْتَ بِالْحَكِيمِ الَّذِي حَكُمَهُ َلاَ الأَصْلَ وَاٰلِ ذِي الرَّأَيِ وَالْجَدِلِ (181)

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

أَحْبَبْتَ لَكَ الْعَيْنَاهَا أَحْلَيْهِ مِنَ النَّمْزَ (182)
/?ufiibbu tilka lajna:ha: ?fila: 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
i.e. المهاجرون المتوقع وصولهم /almuha:ziiru:na ?mataqqa: wusu:lihim/ exactly means
المهاجرون الذين يتوقع وصولهم /almuha:ziiru:na lla:di:i:na jutaqaqqa: wusu: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:

أَعْطِ أَيْ أَيْ أَيْ تَسْتَحْقُّ (183)
/??ti ?ajjan jastaqiqqu wa ?ajjan tastafiqq/

Give anyone who deserves.

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

من ذا قابلت؟ (184)
/man da: qa:balt/

Whom did you meet?

ماذا فعل؟ (185)
/ma:da: 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)

داي ماذا علمت، سأISTIC ولكن، بالمغيب تنبئي (186)

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

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>Persons</th>
<th>Non-persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All numbers, genders and cases)</td>
<td>من /man/</td>
<td>ما /ma:/</td>
</tr>
<tr>
<td>(All numbers, genders and cases)</td>
<td>ال /al/</td>
<td>ال /al/</td>
</tr>
<tr>
<td>(All numbers, genders and cases)</td>
<td>أي /?ajju/</td>
<td>أي /?ajju/</td>
</tr>
<tr>
<td>(All numbers, genders and cases)</td>
<td>ذا /ða:/</td>
<td>ذا /ða:/</td>
</tr>
<tr>
<td>(All numbers, genders and cases)</td>
<td>ماذا /ma:ða:/</td>
<td>ماذا /ma:ða:/</td>
</tr>
</tbody>
</table>

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.:

الوزير الذي أصدر القرار موجود(187)
The minister who issued the decision is present.

الكتاب الذي قرأته بالأمس مفيد (188)
/alkita:bu llaði: qraʔtuhu bilʔmsi mufi:d/
The book which I read yesterday is useful.

الفصول التي اشترتها اليوم ممتعة جدا(189)
/alqiʃʃatu llati: jtarajtuha: ljawma mumtiʔatun ʒiddan/
The story which I bought today is very interesting.
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:

الكتب التي قرأتها أمس لا فائدة فيها (190)
The books which I read yesterday are useless.

كانت الوزارة التي معتمد لديها المترجم فعالة (191)
The ministry, to which the translator is accredited, was active.

But when the antecedent is a pronoun, the masculine singular pronoun ممن /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 ممن /man/ 'who' (ibid), e.g.:

الذي ممن يدرس بعد يتحصل على درجات عالية (192) (Subject)
He who/ whoever studies hard gets high marks.

لم أفهم ما يعنيه/يعنيه (193) (Direct object)
/lam ?afham ma: ja?:ni: - ja?:ni:h/
I did not understand what/ that which he means.

هذا ما يريدون فعله (194) (Prepositional object)
This is what they want to do.

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

استغرتني مما قيل (195)
/istay?rabna: mimma: qi:l/
We were surprised at what has been said.
The government will pay anyone who gets a golden medal.

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.:

They are people with whom we travelled.

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

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

A tourist guide on whom we could rely.

After an indefinite antecedent, when the clause is an equation, the subject pronoun is interposed (Mace, 1998: 150), e.g.:
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 /aṣṢila/ (clause), or صلة الموصول/ṣilatu lmawṣu:l/ (relative clause).

Therefore, صلة الموصول/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 الضمير العائد/aḍḍami:ru lʔa:?id/ '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:

وصل الولد الذي يعرف أحمد (204)
/wašala Iwaladu llaḏi: jařifu ?afmad/
The boy who knows Ahmed arrived.

وصل ولد (الذي) يعرف أحمد (205)
/wašala waladun (*allaḏi:) jařifu ?afmad/
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:

جامعني الذي قام (206) (Verbal)
/ža:?ani llaḏi: qa:m/
He who stood up came to me.

جامعني الذي أبوه قائم (207) (Nominal)
/ža:?ani llaḏi: ?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 /az zarfu tta:mm/ (an adverb that indicates the time or place of a certain action), as in:

قرأت الكتاب الذي فوق الطاولة (208)
I read the book which is on the table.

b) Preposition and its complement /aẓza:ru wa lmaẓruːr/, as in:

رجع الذي في المنزل (209)
/raẓaːa Ilaði: fi: lmanzil/
He who is in the house came back.

In (209) above في /fiː/ (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.:

خمسة وخمسون سؤلا فقط أحبيب عنها شفاهة (210)
/xamsatun wa xamsu:na su?a:lan faqaṭ ʔuẓi:ba ʔanha ŋafaːhatan/
Fifty-five questions only which were answered orally.

It should be noted that in the above mentioned example, the feminine singular pronoun in عنها /ʔanha:/ 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.:

ففضل أمرأة ساعدتها هي أمها (211)
/bifaḍli mraʔatin saːʔadatha: hija ʔummuha:/
By the grace of a woman who helped her, who is her mother.
In (211), /sa:adatha:/ she helped her, contains a ‘concealed’ subject pronoun (as part of the verb) and the second clause /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:

كودليزا رايس كانت أكبر مسؤول أمريكي يزور ليبيا منذ نيف وخمسين عاماً (212)
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):

سيارة محملة بالافضدة قدرت قيمتها بمبلغ...
/sajja:ratun mu:ffammalatun bil?aqmifati quddirat qi:matuha bimablÆy/ 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.:

الرئيس هو الذي قد تكلم (214)
/arra?:i:su huwa llaði: qad takallam/
It is/was the chairman who spoke.

نحن الذين نطلب (215)
/nafu:na llaði:na naðlub/
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.
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 عائدة الأسرة فيه أسباب العسرة والضيق" (217)


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 نفس هدية جاهزة في ذلك النهار" (218)


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 تظلم أو راقها أمام الظلمة" (219)


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)


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)
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,

قابلت فتاة عينها خضراءون (222)  
/I met a girl whose eyes are green.

In (216) above, the relative pronoun exists with the definite antecedent /alfata:ta/ ‘the girl’ and does not exist with the indefinite one /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 /alla:Ði:i/ '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):

/ra?ajtu َّلزابحِذ كزبح ػ٤٘بٛب فٚواٝإ /  
/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
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:

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

Furthemore, 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):

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; /al?amru llaði:/ 'that, which' or /mimma:/ 'because of which, from which' is the usual relative pronoun or conjunction used; e.g.:

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

See also the following example which is quoted from Mace (1996: 190)
The director fell ill, which complicated our negotiations”.

As noted in the above examples, /al'amru ilaḍi:/ ‘that’, ‘which’, or literally ‘the matter which’ introduces a sentential relative clause.

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.:

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

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

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

أشتاق إلى خالد الذي كنت أدرس معه (234)
/aʃta:qu ḥila xa:lid di: kuntu ḥadru ṣa:ḥah/
I miss Khalid whom I was studying with.

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

لا شك أن جامعة دروم كانت واحدة من أهم الجامعات البريطانية التي تتميز بجام الترجمة (236)
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:

هؤلاء الذين يساعدون الفقراء في كل مكان (238)
/ḥaḍihi llati: qabaltu ṣa:ma lmaktabati l?usbu:ṣa lma:qi:/
This is whom I met in front of the library last week.
Those are the people who help the poor everywhere.

ذلك الذي يدافع عن حريّة المرأة (239)

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:

/ha?ula:?:i lla?i:na jusu:?:idu:na lfuqara:?:a fi: kulli maka:n/

Those are the people who help the poor everywhere.

/ðalika lla?i: juda:?:u ?:an ?urri:jati lmar?:a/

That is the one who defends the woman's liberty.

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:

/ha?ihi hija liqis?atu llati: kuntu ?abha?:u ?:anha:/

This is the story which I was looking for.

/waqaftu ?:anta?:iriuka ?:ama:ma lmaktabati llati: lam tufta?:i ba?d/

I stood waiting for you in front of the library, which had not been opened yet.

These [films] include The Restoration of my Heart, which was shown on Egyptian television on Channel Three, reception of which is limited to Greater Cairo only, and the storyline of which was written by Yusuf al-Sib?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.:

الذي يدرس بجد ينال أعلى الدرجات (243)
/allādī: jadrusu biṣiddin jana:lu ?afla: ddaraẓa:/
The one who/ whoever studies hard gets the highest marks.

التي تحتزم زوجها امرأة عاقلة (244)
/allati: tañtarimu zawẓaha: imra?atun ẓa: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 /aṭṭa:libu lla: /‘the student who’; and in (244), it is certainly /almar?atu llati:/ ‘the woman who’. Whereas, indefinite relative clauses can of course occur without antecedents with من /man/ and ما /ma:/, as in:

من حضر الحفل استمتع كثيرا (245)
/man ẓa:qara lḥafla stamta?a kaθi:ra/
Anyone who attended the party enjoyed a lot.

ما تفعله بالتأكيد خطأ جسيم (246)
/ma: taf'aluhu bitta?ki:di xaṭa?un ẓasi: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:

ما أريد قوله أن الترجمة مهارة ليس إلا (247)
What I would like to say is that translation is no more than a skill.
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.:

احترمت الذي زارني بالأمس (251) (Explicit)
/fititaramtu llaːðiː zaːraniː bilʔams/
I respected the one who visited me yesterday.

نحن الأولى فاجمع جموعك ثم وجههم إلينا (252) (Implicit) (Obaid ben Al-Abras quoted in Helal, ibid)
/nafnu lʔulaː faʔmaː ẓumuː rakuma waʔiḥhum ʔilajnaː/
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 أنشق وعيدها خضراء وخطيبتي (253)


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:

أكبر الرجال الذين لا يحترمون زوجاتهم (254)

/akrahu rri3a:la illa:di:na la: jaftarimu:na zaw3a: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:

أنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير (255)


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:

حضر الذي رأسه فوق عنقه * (256)


* He whose head is on his neck came (Hassan, 1975, Vol. I: 374).

4.2.5 Resumptive Pronoun /a:dami:ru l:a:?:id/

A relative clause must normally include an implicit or explicit personal pronoun connected to the verb. In Arabic, this pronoun is called /al:l:a:?:id/ or عائذ الصلة (العائد /al:l:a:?:id/)
a:ʔida ʕil/ (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:

\[
\text{الحب الصادق هو الذي فيه تتحرك المشاعر ويزيّد فيه نبض القلب} (257)
\]

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:

\[
\text{وصف له حياتها الغريبة التي تحياها منذ عادة إلى القرية} (258)
\]

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 and case. For example:

\[
\text{قرأت الكتاب الذي اشتريته} (259)
\]

/qaraʔtu lkitaba: ʔila:i ʔisraja:tu/  
I read the book which I bought.

In this statement the connected accusative pronoun ʔisraja:tu/ (I bought it) is a resumptive pronoun which agrees with the specific relative pronoun الذي /alla:i:/ in gender and number.

Other examples illustrating that the resumptive pronoun must agree with the specific relative pronouns in number and in gender are:

\[
\text{رجع الذي ضربته ورجعت التي ضربتها} (260)
\]

/raʔaʔa ila:i ʔarabtu:ha wraʔaʔati: ilati ʔarabtu:/
He whom I hit came back, and she whom I hit came back.

%261 rażaʔa ilaʔa:ni ẓarabtuhum wa raʃaʔati llata:ni ẓarabtuhum:
The (two) boys whom I hit came back, and the (two) girls whom I hit came back.

%262 raʃaʔa ilaʔi:na ẓarabtuhum wa raʃaʔa ila:ʔi:- llai:ti:- llawai:ti: ẓarabtuhun:
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 ifitarim man ʕallamak/
Respect whoever taught you. Or

b) agree with the relative pronouns in number and in gender, as in:

%264 ifitarim man ʕallama:ka wa man ʕallama:ka/
Respect the man who taught you, and respect the woman who taught you.

%265 ifitarim man ʕallamu:ka wa man ʕallamu:ka/
Respect the (two) men who taught you, and respect the (two) women who taught you.

%266 ifitarim man ʕallamak wa man ʕallamak/
Respect those who taught you.

The resumptive pronoun is sometimes not required in the subject position, as in:

%267 arraʔulu ilaʔi: ʕtara: ssaja:rata ʕani:
The man who bought the car is rich.
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, 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.:

اعجيوني من رأيت (269)
/?a³abani: man ra?jt/
I admired (the girl) whom I saw.

استغربت مما قرأته (270)
/istayrabtu 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: ?a³ajtuhu lkita:ba sa:far/
The boy to whom I gave the book travelled.

القلم الذي كتبت به ضاع (272)
/alqalamu llaði: katatbu bihi da:³/
The pen with which I wrote was lost.

الأستاذ الذي قتل أخوه هو الأستاذ سميث (273)
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: ?arafathu muna: wasal/
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:

أنا الذي حضر المؤتمر (275)

/?ana: llaði: fiāḍara lm?utamar/
It was me who attended the conference, instead of

أنا الذي حضرت المؤتمر (276)

/?ana: llaði: fiāḍartu lm?utamar/
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):

وقف النساء في المقاصير ينظرن مماذا جرى" (277) (Relative)
The women stood up in their balconies to see what was taking place.

I wish I knew what she wants to tell me?"

4.2.7 Further Uses of مَا /ma:/

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 المصدرية /ma: almaṣdarija: '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:

    وجاءت النتائج فوق ما توقعناه (279)

    /wa izu fawqa ma tawaqa na:h/

    And the results came out above what we expected.

  - With في /fi:/, as in:

    وفيما يتعلق بعملية السلام في الشرق الأوسط (280)


    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:

      ما هذا الكتاب؟ (281)

      /ma: haḍa: l kita:b/

      What is this book?
- A conditional noun (note the use of the jussive mood in the verbs), as in:

\((\text{wa ma} \text{ tunfiq} \text{u: min xajrin juwaffa ?ilajkum/}) (\text{The Holy Quran, 2: 272)}\)

\((\text{Whatever good ye give, shall be rendered back to you}), (\text{The Translation of the Holy Quran, 2: 272}).\)

- A described indefinite noun, as in:


\(\text{What people may dislike of things could be solved as the rope's knot can be untied.}\)

In the above mentioned line, \(\text{ma:/}\) 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
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 /allaði/ and /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:

عرفت الرجل الذي سافر (287)
/ʕaraftu rraʒula llaði: sa:far/
I knew the man who travelled.

عرفت رجلا الذي سافر (288)*
/ʕaraftu rraʒulan 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.
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 مَا/ma/ 'what' can be used to express the antecedent and the relative pronoun together, as in:

من يشاهد بقايا الحرب يدرك الحقائق (289)
/man juafa:hidu baqa:ja: lfiarbi judriku lfiqa:?iql/
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 مَا/ma:/ 'from which' is the conjunction usually used, as in:

يتظاهرون بالعدلة الأمر الذي/ مما يقلقني كثيرا (290)
They pretend to be fair, which greatly worries me.

كانت المكافأة ذات قيمة كبيرة الأمر الذي/ مما جعلهم يلعبون بشكل جيد (291)
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:
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 categorized 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, the الأمر الذي /al?amru lla?ni:/ ‘that, which’ or مما /mimma:/ ‘from which’ is used in sentential relative clauses, as in:
He trusts them so much, which made him describe them of being trustworthy.

### 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 

110
Syndetic relative clauses are also used with proper nouns which are definite by nature, as in:

مصر التي تتحكم في قناة السويس لها سواحل على البحرين المتوسط والأحمر


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:

لاشك أن الحاجة هي فعلا أم الاختراق وأن الغاية تبزر الوسيلة


There is no doubt that [the] need is really the mother of invention and the end justifies the means.

تلك التي أعجب بها جميع من حضر المؤتمر

(tilka llati: ?u?ʒiba biha: ʒami:?u man ḟaḍara lm?utamar/

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:

القصة التي قرأتها/أقرأت مثيرة


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:

السيد جاك مع الذي تحدثت عن أحوال الطقس

(307)
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: ِاُن١/ALLAٌ/، ِاُز٢/ALLAٌT٢/， ِاُِنإ١/ALLAٌH١/، ِاُِنإ٢/ALLAٌH٢/، ِاُِزا٤ٖ/ALLAٌT٢/， and ِاُ٬ئا٢/ALLAٌJ٢/، or ِاُِاٞار٢/ALLAٌJ٢/، and general relative pronouns namely: ِاُن١/MAN١/، ِاُن١/MA١/， ِاُن١/MA١HA١/， ِاُن١/AL١/， and ِاُن١/AJJ١/.

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>
<thead>
<tr>
<th>No.</th>
<th>The Arabic Specific Relative Pronoun</th>
<th>Its Features</th>
<th>Its Correspondent in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>اُن١ /allaði:/</td>
<td>masc., sing., all grammatical cases</td>
<td>who, that, which</td>
</tr>
<tr>
<td>2</td>
<td>الن٢ /allati:/</td>
<td>fem., sing., all grammatical cases</td>
<td>who, that, which</td>
</tr>
<tr>
<td>3</td>
<td>ما /allaða:ani/</td>
<td>masc., dual, nom.</td>
<td>who, that, which</td>
</tr>
<tr>
<td>4</td>
<td>الن٢ /allata:ni/</td>
<td>fem., dual, nom.</td>
<td>who, that, which</td>
</tr>
<tr>
<td>5</td>
<td>الن٢ /allaðajni/</td>
<td>masc., dual, acc. and gen.</td>
<td>who, that, which</td>
</tr>
<tr>
<td>6</td>
<td>الن٢ /allatajni/</td>
<td>fem., dual, acc. and gen.</td>
<td>who, that, which</td>
</tr>
<tr>
<td>7</td>
<td>الن٢ /allaði:na/</td>
<td>masc., pl., all grammatical cases</td>
<td>who, that, which</td>
</tr>
<tr>
<td>8</td>
<td>اللائى النائى /alla:ti:/ or اللائى للائى /allawa:ti:/</td>
<td>fem., pl., all grammatical cases</td>
<td>whose</td>
</tr>
</tbody>
</table>

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:

الرجل الذي سرق سيارته هو أستاذي (309)
/arra¿ulu lla¿i: suriqat saijja:ratu huwa ?usta:¿i:/

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.
between English and Arabic. Consider the Arabic general relative pronoun ما /ma:/ and its translations into English in the following examples:

ما تزره اليوم تجد حدا (310)

/ma: tazra?hu ljawma tah?uduhu yadan/

What you sow today, you will reap tomorrow.

ما أحاول قوله أن الدراسة في جامعة درم ممتعة ولكنها صعبة (311)


What I am trying to say is that studying in Durham University is interesting but difficult.

قل ما تريد فلن أقنع بهذه المغامرة المجنونة (312)


Say whatever you like, I will never be convinced with this mad adventure.

خذ ما تريد من هذه الكتب قبل أن أذهبي لأصدقائي (313)


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:

أحب من يتكلم بصراحة في كل المناسبات (316)
I like whoever talks frankly in all the occasions.

أعجبني ما قلت عن خليل جبران وكتاباته (317)

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>
<thead>
<tr>
<th>No.</th>
<th>Arabic General Relative Pronoun</th>
<th>The Person/Non-person Grammatical Category</th>
<th>English Marginal Relative Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>مان/man/</td>
<td>Person</td>
<td>whoever</td>
</tr>
<tr>
<td>2</td>
<td>ما/ma:/</td>
<td>non-person</td>
<td>what/whatever/whichever/wherever</td>
</tr>
<tr>
<td>3</td>
<td>ذا/ذا:/</td>
<td>person/ non-person</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>ماذا/ma:ذا:/</td>
<td>person/ non-person</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>آل/al/</td>
<td>person/ non-person</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>أي/؟أي/اججju/</td>
<td>person/ non-person</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>why</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>how</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>where</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>when</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>while</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-person</td>
<td>whence</td>
</tr>
</tbody>
</table>

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...
116

/finite/، من /min/، ابن /ajna/ and عند /?inda/) 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 ṭalajja ?an ?adrusa ḥajuma: taqṭunu ḥa:qalati:

(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
/taʔallamtu lkaθi:ra ṭan ūruru ḫaθi bajnama: kuntu ḥa:rusu fi: lmamlakati lmuttaʔida/

(320) I will travel to Rome when I finish my study.
سافر إلى روما عندما أنهي دراستي
/saʔusaːfiru ṭila: ruːmaː ṭiːndamaː ṭunhiː diraːsatıː/

(321) Wherever you go, I will go with you.
أينما تذهب، سأذهب معك
/?ajnama: taʔḥab saʔaʔhabu maʔak/

(322) She pretends to be honest, which makes me upset.
تظاهر بالصدق مما يجعلني غاضباً
/tataʔaːharu biʔsiʔidqi mimma: jaʔaluni: 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:

الولد الذي يقرأ الكتاب أخي (Masculine) (325)
The boy who reads the book is my brother.

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) The boy who plays football is my friend. (Singular)
(331) The two boys who play football are my friends. (Dual)
(332) The boys who play football are my friends. (Plural)

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:

The boy who plays football is my friend.
The two boys who speak English work in translation field.

(334) رأيت والدي اللذين يعملان في مجال الترجمة
/raʔajtu lwalada llaʔajni jaʔmala:ni fi: maʔa:li ttaʔama/
I saw the two boys who work in translation field.

(335) ممررت بالولدين اللذين يعملان في مجال الترجمة
/marartu bilwalada llaʔajni jaʔmala:ni fi: maʔa:li ttaʔama/
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:

(338) اُن١ اّزوٟ اٌُزبة أف٢    (Person)
/alwaladu llaði: ðtara: lkita:ba ?axi:/
The boy who bought the book is my brother.

(339) الكتاب الذي اشترى أخي مفيد    (Non-person)
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:

(340) أعرف الولد الذي أكل التفاحة التي كانت على الطاولة التي اشترها سمير
(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:

\[
\text{فَتاة قابلتـها منـذ سـنتين مـضـت ولم آـستطع نـسـبـها (342)}
\]


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 /aḍḍami:ru l=i:a?:id/ 'returning pronoun' or 'the resumptive pronoun' which agrees with the antecedent in number, gender and case (see 4.2.5), as in:
المرج الذي قابلته في المدرسة هو أستاذ التاريخ (343)
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:

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:

والوُلَد الذي اشترى السيارة لا يملك رخصة قيادة (345)
/alwaladu ilaði: ðftrasounda: 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 قرأته (ها) متمتعة (346)
/alqiṣṣatu llati: qara?tu(ha:) mumti*̲a/
The story which I read is interesting.

The resumptive pronoun could be omitted in some other positions, as in:

(أهذا الذي بعث الله رسولًا) (347) (The Holy Quran, 25: 41)
/?ahaða: ilaði: ba³af̲a lahu 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:

الفاتة التي شعرها طويل كانت طالبة بجامعة دم (348)

The girl whose hair is long was a student at Durham University.

الجامعة التي أدرس بها تدعى دم (349)

The university in which I study called Durham.

الولد الذي ماتت أمه سافر مع أبيه (350)

The boy whose mother died travelled with his father.

الفاتة التي سارة أجمل منها تزوجت أولا (351)

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. /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.
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
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
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 colleagues 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

<table>
<thead>
<tr>
<th>The Criterion</th>
<th>Operational Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable (Correct) Translation</td>
<td>The one that conveys a clear equivalent (meaning) in the target language to that of the source language with no linguistic (grammatical) errors</td>
</tr>
<tr>
<td>Unacceptable (Incorrect) Translation</td>
<td>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)</td>
</tr>
<tr>
<td>Unattempted Translation</td>
<td>The one that was not attempted by the student(s) at all</td>
</tr>
</tbody>
</table>

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 acceptable (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 الاجتماع هو أنه فقد صوابه وعندما قررت الذهاب للبيت.

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.

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.

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.
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)

<table>
<thead>
<tr>
<th>The Text/ Relative Clause</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text (1)</td>
<td>16</td>
<td>64</td>
<td>09</td>
<td>36</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (2): Relative Clause One</td>
<td>12</td>
<td>48</td>
<td>10</td>
<td>40</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (2): Relative Clause Two</td>
<td>13</td>
<td>52</td>
<td>08</td>
<td>32</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>Text (3): Relative Clause One</td>
<td>17</td>
<td>68</td>
<td>08</td>
<td>32</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (3): Relative Clause Two</td>
<td>16</td>
<td>64</td>
<td>08</td>
<td>32</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (4): Relative Clause One</td>
<td>17</td>
<td>68</td>
<td>08</td>
<td>32</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (4): Relative Clause Two</td>
<td>21</td>
<td>84</td>
<td>04</td>
<td>16</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (5)</td>
<td>08</td>
<td>32</td>
<td>16</td>
<td>64</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (6): Relative Clause One</td>
<td>12</td>
<td>48</td>
<td>12</td>
<td>48</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (6): Relative Clause Two</td>
<td>16</td>
<td>64</td>
<td>08</td>
<td>32</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (7)</td>
<td>09</td>
<td>36</td>
<td>16</td>
<td>64</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (8)</td>
<td>10</td>
<td>40</td>
<td>15</td>
<td>60</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (9)</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>56</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (10)</td>
<td>09</td>
<td>36</td>
<td>16</td>
<td>64</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>The Text/ Relative Clause</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------</td>
<td>----</td>
<td>-----------</td>
<td>----</td>
<td>-----------</td>
<td>----</td>
</tr>
<tr>
<td>Text (11)</td>
<td>20</td>
<td>80</td>
<td>05</td>
<td>20</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (12)</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>56</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (13): Relative Clause One</td>
<td>13</td>
<td>52</td>
<td>12</td>
<td>48</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (13): Relative Clause Two</td>
<td>19</td>
<td>76</td>
<td>06</td>
<td>24</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (14): Relative Clause One</td>
<td>17</td>
<td>68</td>
<td>08</td>
<td>32</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (14): Relative Clause Two</td>
<td>08</td>
<td>32</td>
<td>17</td>
<td>68</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (15): Relative Clause One</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (15): Relative Clause Two</td>
<td>03</td>
<td>12</td>
<td>22</td>
<td>88</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (16): Relative Clause One</td>
<td>13</td>
<td>52</td>
<td>12</td>
<td>48</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (16): Relative Clause Two</td>
<td>11</td>
<td>44</td>
<td>13</td>
<td>52</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (17)</td>
<td>05</td>
<td>20</td>
<td>19</td>
<td>76</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (18): Relative Clause One</td>
<td>21</td>
<td>84</td>
<td>03</td>
<td>12</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (18): Relative Clause Two</td>
<td>11</td>
<td>44</td>
<td>12</td>
<td>48</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (19): Relative Clause One</td>
<td>03</td>
<td>12</td>
<td>22</td>
<td>88</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (19): Relative Clause Two</td>
<td>02</td>
<td>08</td>
<td>23</td>
<td>92</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (20): Relative Clause One</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (20): Relative Clause Two</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (21)</td>
<td>02</td>
<td>08</td>
<td>23</td>
<td>92</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (22): Relative Clause One</td>
<td>01</td>
<td>04</td>
<td>22</td>
<td>88</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (22): Relative Clause Two</td>
<td>03</td>
<td>12</td>
<td>19</td>
<td>76</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (23)</td>
<td>12</td>
<td>48</td>
<td>13</td>
<td>52</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (24): Relative Clause One</td>
<td>18</td>
<td>72</td>
<td>06</td>
<td>24</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (24): Relative Clause Two</td>
<td>08</td>
<td>32</td>
<td>16</td>
<td>62</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (25): Relative Clause One</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>56</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (25): Relative Clause Two</td>
<td>10</td>
<td>40</td>
<td>15</td>
<td>60</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (26)</td>
<td>24</td>
<td>96</td>
<td>01</td>
<td>04</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (27): Relative Clause One</td>
<td>17</td>
<td>68</td>
<td>08</td>
<td>32</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (27): Relative Clause Two</td>
<td>18</td>
<td>72</td>
<td>07</td>
<td>28</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (28): Relative Clause One</td>
<td>21</td>
<td>84</td>
<td>03</td>
<td>12</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (28): Relative Clause Two</td>
<td>09</td>
<td>36</td>
<td>15</td>
<td>60</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (29): Relative Clause One</td>
<td>04</td>
<td>16</td>
<td>21</td>
<td>84</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>The Text/ Relative Clause</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text (1)</td>
<td>15</td>
<td>60</td>
<td>10</td>
<td>40</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (2)</td>
<td>14</td>
<td>56</td>
<td>10</td>
<td>40</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (3)</td>
<td>15</td>
<td>60</td>
<td>10</td>
<td>40</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (4)</td>
<td>14</td>
<td>56</td>
<td>11</td>
<td>44</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (5): Relative Clause One</td>
<td>24</td>
<td>96</td>
<td>01</td>
<td>04</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (5): Relative Clause Two</td>
<td>18</td>
<td>72</td>
<td>06</td>
<td>24</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (6): Relative Clause One</td>
<td>01</td>
<td>04</td>
<td>22</td>
<td>88</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (6): Relative Clause Two</td>
<td>00</td>
<td>00</td>
<td>22</td>
<td>88</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (6): Relative Clause Three</td>
<td>01</td>
<td>04</td>
<td>22</td>
<td>88</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (7): Relative Clause One</td>
<td>07</td>
<td>28</td>
<td>16</td>
<td>64</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (7): Relative Clause Two</td>
<td>06</td>
<td>24</td>
<td>14</td>
<td>56</td>
<td>05</td>
<td>20</td>
</tr>
<tr>
<td>Text (8): Relative Clause One</td>
<td>12</td>
<td>48</td>
<td>11</td>
<td>44</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (8): Relative Clause Two</td>
<td>11</td>
<td>44</td>
<td>10</td>
<td>40</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>Text (9)</td>
<td>00</td>
<td>00</td>
<td>09</td>
<td>36</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>Text (10)</td>
<td>03</td>
<td>12</td>
<td>20</td>
<td>80</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>The Text/ Relative Clause</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>----</td>
<td>-----------</td>
<td>----</td>
<td>-----------</td>
<td>----</td>
</tr>
<tr>
<td>Text (11): Relative Clause One</td>
<td>08</td>
<td>32</td>
<td>17</td>
<td>68</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (11): Relative Clause Two</td>
<td>13</td>
<td>52</td>
<td>11</td>
<td>44</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (12)</td>
<td>04</td>
<td>16</td>
<td>16</td>
<td>64</td>
<td>05</td>
<td>20</td>
</tr>
<tr>
<td>Text (13)</td>
<td>07</td>
<td>28</td>
<td>14</td>
<td>56</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>Text (14): Relative Clause One</td>
<td>06</td>
<td>24</td>
<td>19</td>
<td>76</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (14): Relative Clause Two</td>
<td>04</td>
<td>16</td>
<td>20</td>
<td>80</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (15): Relative Clause One</td>
<td>18</td>
<td>72</td>
<td>05</td>
<td>20</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (15): Relative Clause Two</td>
<td>05</td>
<td>20</td>
<td>17</td>
<td>68</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (16)</td>
<td>07</td>
<td>28</td>
<td>14</td>
<td>56</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>Text (17)</td>
<td>20</td>
<td>80</td>
<td>05</td>
<td>20</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (18): Relative Clause One</td>
<td>12</td>
<td>48</td>
<td>12</td>
<td>48</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (18): Relative Clause Two</td>
<td>10</td>
<td>40</td>
<td>14</td>
<td>56</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>Text (18): Relative Clause Three</td>
<td>12</td>
<td>48</td>
<td>11</td>
<td>44</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (19)</td>
<td>22</td>
<td>88</td>
<td>03</td>
<td>12</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (20)</td>
<td>06</td>
<td>24</td>
<td>19</td>
<td>76</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Text (21)</td>
<td>04</td>
<td>16</td>
<td>19</td>
<td>76</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (22)</td>
<td>15</td>
<td>60</td>
<td>07</td>
<td>28</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (23)</td>
<td>11</td>
<td>44</td>
<td>10</td>
<td>40</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>Text (24): Relative Clause One</td>
<td>11</td>
<td>44</td>
<td>06</td>
<td>24</td>
<td>08</td>
<td>32</td>
</tr>
<tr>
<td>Text (24): Relative Clause Two</td>
<td>10</td>
<td>40</td>
<td>07</td>
<td>28</td>
<td>08</td>
<td>32</td>
</tr>
<tr>
<td>Text (24): Relative Clause Three</td>
<td>03</td>
<td>12</td>
<td>14</td>
<td>56</td>
<td>08</td>
<td>32</td>
</tr>
<tr>
<td>Text (25): Relative Clause One</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>44</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (25): Relative Clause Two</td>
<td>09</td>
<td>36</td>
<td>13</td>
<td>52</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (25): Relative Clause Three</td>
<td>03</td>
<td>12</td>
<td>19</td>
<td>76</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>Text (26): Relative Clause One</td>
<td>20</td>
<td>80</td>
<td>03</td>
<td>12</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (26): Relative Clause Two</td>
<td>16</td>
<td>64</td>
<td>07</td>
<td>28</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (27)</td>
<td>01</td>
<td>04</td>
<td>07</td>
<td>28</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>Text (28): Relative Clause One</td>
<td>03</td>
<td>12</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Text (28): Relative Clause Two</td>
<td>03</td>
<td>12</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Text (28): Relative Clause Three</td>
<td>03</td>
<td>12</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Text (28): Relative Clause Four</td>
<td>12</td>
<td>48</td>
<td>02</td>
<td>08</td>
<td>11</td>
<td>44</td>
</tr>
</tbody>
</table>
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
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.

(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.
(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 ذاهباً في طريقي إلى الجامعة، قابلت فتاتي اللذان كانتا زميلتيين منذ سنوات والذان أصبحتا كتبتين مشهورات.


(فيما بعد) دخلت في طريقي إلى الجامعة، قابلت فتاتي اللذان كانتا زميلتيين لسنوات قليلة وأصبحا الآن كتبتين مشهورات.


(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 الفيلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين، مرة أخرى الأسبوع المقبل.


الفيلم والمسرحية اللذان شاهدناها الليلة الماضية، والذان قلت بأنهما كانا ممتعين، سيعرض آخراً الأسبوع المقبل.


الفيلم والمسرحية اللذان شاهدناهما الأسبوع الماضي، والتي قلت إنهم كانا ممتعين، سوف يعرضان الأسبوع القادم.


إن الفيلم والمسرحية اللذان قمت بشاهدتهما الأسبوع الماضي، والتي قلت إنهم كانا ممتعين، سيعرضان الأسبوع المقبل.

الفيلم والمسرحية اللتان شاهدناهما الأسبوع الماضي واللثان قلت عنهما أنهما ممتعان، سيعرضان ثانية الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni jahadna:huma: l?usbu?:a lma:?:i: wa llata:ni qulta

الفيلم والمسرحية التي شاهدناهما الأسبوع الماضي، والتي أنت قلت أنهم كانا ممتعتان سيعرضان مرة أخرى الأسبوع القادم.


ما شهدنا من فلم ومسرحية الأسبوع الماضي والتي قلت عنها ممتعات سوف يتم عرضهن مرة أخرى الأسبوع المقبل.


الفيلم والمسرحية اللتان عرضت في الأسبوع الماضي، والتي أنت قلت أنها ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.


الفيلم والمسرحية اللتان شاهدناهما الأسبوع الماضي، والتي أنت قلت ممتعة، سوف تعرضان مرة ثانية الأسبوع القادم.


الفيلم والمسرحية اللتان شاهدناهما الأسبوع الماضي، والتي قلت عنهم ممتعات، سوف يعرضون مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni jahadna:humu l?usbu?:a lma:?:i: wa llad?:i: qulta

الفيلم والمسرحية التي شاهدناها الأسبوع الماضي، وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجدداً الأسبوع القادم.

lqa:dim/

الفيلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.
الفيلم والمسرحية اللتان شاهدناهما الليالي الماضية واللتان قلنا أنهم ممتعتان سبب ضمان مرة أخرى الأسبوع القادم.

الفيلم والمسرحية اللتين شاهدناهما الأسبوع الماضي والتي قلنا بأنها ممتعة مرة أخرى الأسبوع القادم.

الفيلم والمسرحية اللتين شاهدناهما الأسبوع الماضي والتي قلنا بأنهم ممتعتان سوف تعرض مرة أخرى الأسبوع القادم.

(العربية: المحقق ذكي جدا، فقد قُتل الوالد والفتانة التي قُتلوا والدهم، وفي غياب أربع وعشرون ساعة من المحتمل قد يعرف من القاتل كان.)

البوليس السری كان ذكي جدا، هو قَُئل الوَلَد والبَنْت الَنِتْيَ وَالَدَهْم قد قَُئل، وخلال 24 ساعة هو ينبغي أن يعرف من القاتل يكون.

(الإنجليزية: 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.)

(الجرايزي: 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.)
الحاندان التي حطمهم قوات صربيا حملهم شكل حول يوتسن عاصمة ساريجيفو مثقوبين فقط ليكفي أن يسمح لليصيص من الأم، التي ليس من الممكن أن يكون مناسبات

الحاندان التي حطمهم الصربيون وعادوا بناءهم حول يوتسن عاصمة "ساريجيفو" التي نفتذ كفايته في طولهم.

الجدران التي شكلتهما قوات صربيا حول يوتسن عاصمة ساريجيفو قد خرق كفاهة لكي ينادي ولي بصيص أمر، التي لا يمكن أن يكون مرضي.

الحاندان التي حطمهم قوات صربيا حول يوتسن عاصمة ساريجيفو كانت فضفة كافية لتسمح بدخول الشعاع التي لا تكون مرضاً.

الجدران اللتان حطلهما صربي قاسو بإعادة بناءهما حول يوتسن عاصمة ساريجيفو.

(الخ) الأثرز الارضي الذين تتصادم حول عاصمة سرايفا التي تثبت بشكل كاف لتجلع إشاعة الأم لترضي الجميع.

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.
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.

(وَحَمِيْتُ الْعَلَمَاءُ الْبَرِّيْطَانِيُّونُ الْذِّينَ عَمِلُوا بِعَدْوَاتٍ فِي الْكَانْدَرَالِ، قَالُوُ بَنَاهُمْ وَجَدُوُ عَمَلْ قَدِيمَةً الَّذِيْ تَأْرِيكُهَا)
بعض الفتيات التي درستهن قبل أن أسافر لم يكن فقط جميلات بل عن ذكاء وروائع الخيال.

بعض البنات التي درست قبل أن أسافر لم يكن جميلات فحسب بل ذكاء وعقل متفتح أيضا.

(_Text 9) The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

لا أحد من الطلبة الذين غابوا طيلة الأسبوع أعطى سبباً لغيابه، الأمر الذي قد يؤثر على مستواهم في هذا الفصل.

للمقدم أي تلميذ من الذين تغيروا الأسبوع الماضي سيبقى موقف لغيابه التي اثر على مستواهم.
(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.

(النص 15) عندما كنت أتناول الغداء في المطعم، قابلت الولد واللبنن اللذان كانا يدرسان معي في الجامعة والذين تزوجا مؤخرًا.

لقد كنت أتناول وجهة الغداء في المطعم قابلت ولد ولينت كانوا يدرسون معي في الجامعة والذين تزوجوا قريبًا.

(النص 15) عندما كنت أتناول طعام الدهاء في المطعم قابلت الولد واللبنن اللذان كانا يدرسان معي في الجامعة والذين تزوجوا مؤخرًا.

(النص 15) عندما كنت أتناول وجبة الغداء في المطعم قابلت ولد ولينت كانوا يدرسون معي في الجامعة والذين تزوجوا حديثًا.

(النص 15) عندما كنت أتناول وجبة الغداء في المطعم قابلت ولد ولينت الذين كانوا يدرسون معي في الجامعة والذين تزوجوا قريباً.

(النص 15) عندما كنت أتناول وجبة الغداء في المطعم قابلت ولد ولينت الذين كانوا يدرسون معي في الجامعة والذين تزوجوا حديثًا.

(النص 15) عندما كنت أتناول وجبة الغداء في المطعم قابلت ولد ولينت الذين كانوا يدرسون معي في الجامعة والذين تزوجوا مؤخرًا.

(النص 15) عندما كنت أتناول وجبة الغداء في المطعم قابلت ولد ولينت الذين كانوا يدرسون معي في الجامعة والذين تزوجوا حديثًا.
(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.

(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 الذي شاهدناه في الأسبوع الماضي، الذي قلت ممتعة، سيعرض مرة ثانية في الأسبوع القادم.


الفيلم والمسرحية التي نحن شاهدنا الأسبوع الماضي، والتي قلت أنهم كانوا ممتعة، سيعرضون مرة أخرى في الأسبوع القادم.


ما شهدنا من فلم ومسرحية الأسبوع الماضي والتي قلت بأنها كانت ممتعة، سوف تعرض مرة أخرى في الأسبوع المقبل.


الفيلم والعمل الذي نحن شاهدنا الليلة الماضية، وانا قلت كان ممتع. سوف يعرض الأسبوع القادم مرة أخرى.


الفيلم والمسرحية اللاتي عرضت في الأسبوع الماضي، وان قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.


الفيلم والمسرحية اللاتي شاهدناهما الأسبوع الماضي، والتي قلت ممتعة، سوف تعرض مرة ثانية الأسبوع القادم.


الفيلم والمسرحية اللاتين شاهدناهما الأسبوع الماضي، والذي قلت عنهم ممتعات، سوف يعرضون مرة أخرى في الأسبوع القادم.

الغزل والمسرحيَّة التي شاهدناها الأسبوع الماضي وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجدداً.


الغزل والمسرحيَّة التي شاهدناها الأسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.


(&Txt 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 جداً، هو قابل الولد والبنت الذين أبوهم قتلة، وخلال أربعة وعشرين ساعة استطاع من مرتكب جريمة القتل.


رجل التحري يكون ذكي جداً هو قابل الولد والبنت الذين والدهم قتل من خلال أربع وعشرين ساعة هو استطاع أن يعرف من يكون القاتل


المحقق ذكي جداً فقد قابل الولد والفتاة التي قتل والدهم وفي غضون أربع وعشرون ساعة من المحتمل قد يعرف من القاتل كأن.
المحقق ذكي جدا. قابل ولد الفتاة الذي أبوهم قتل، وفي خلال أربعة وعشرون ساعة هو متمكن من معرفة القاتل.

البوليس السري كان ذكي جدا، هو قابل ولد والدته الذي أبوهم قتل، وخلال 24 ساعة هو ينوي أن يعرف من القاتل يكون.

رجل التحري كان ذكي جدا، هو قابل ولد والدته الذي أبوهم قتل، ومع أربعة وعشرون ساعة هو أستعانت أن يعرف من كان القاتل.

إن المتلقي شديد الذكاوة. قابل الولد والفتاة الذين كان والدهما قد قتل وخلال 24 ساعة أستعانت معرفة القاتل.

المحقق مؤف فائق الذكاوة. قابل الولد والدته الذي أبوهم قتل وبعد أربع وعشرون ساعة عرف القاتل من يكون.

(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 الذي حازت القوات الصربية في البوسنة عاصمة سراجوا كانت تجعل ما يكنف لتسمح خط ضيق الذي

لم يكن يبرضي.
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.

(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.
أينما كنت أتناول الغذاء في المطعم، قابلت الولد والبنت اللذان كانا يدرسان معي في الجامعة والذان تزوجا مؤخراً.

أينما كنت أتناول غذائي في المطعم، قابلت الولد والفتىة اللذان كانا يدرسان معي في الجامعة والذان قد تزوجا حديثاً.

أينما كنت أتناول غذائي في المطعم، قابلت غلام وفتاة اللذان كانا يدرسون معي في الجامعة والذان تزوجا حاليًا.

أينما كنت أتناول غذائي في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وقام بزواج حديثاً.

أينما كنت أتناول غذائي في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وهم تزوجا حديثاً.

أينما كنت أتناول وجبة الغذاء في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وهم تزوجا حديثاً.

أينما كنت أتناول غذائي في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وهم تزوجا حديثاً.

أينما كنت أتناول غذائي في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وهم تزوجا حديثاً.

أينما كنت أتناول وجبة الغذاء في المطعم، قابلت اللذان كانا يدرسون معي في الجامعة وهم تزوجا حديثاً.
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 ذاهباً في طريقي إلى الجامعة قابلت الفتى اللتان كانا زميلتيني لسنوات قليلة مضت، والتان أصبحتا كاتبتان مشهورتان.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت الفتى اللتان كانا زميلتيني لسنوات قليلة والتان أصبهتا كاتبيتان مشهورتان.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت الفتى اللتان كانا زميلتي لسنوات قليلة والتان قد أصبهتا كاتبتان مشهورتان.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت الفتى اللتان كانا زميلتي لسنوات قليلة مضت وأصبهتا الآن كاتبتان مشهورتان.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت بناتي اللتان كانا زميلتيني لسنوات مضت وأصبهتا كاتبتان مشهورات.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت بناتي اللتان كانا زميلتيني لسنوات مضت وأصبهتا كاتبتان مشهورات.


عندما كنت ذاهباً في طريقي إلى الجامعة قابلت بناتي اللتان كانا زميلتيني لسنوات مضت وأصبهتا كاتبتان مشهورات.

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت بنتان اللتان كانا/Zimylate منذ بضع سنين مضت واللاتان أصبحتا
كاتبات مشهورتان.


عندما كنت مشياً وفي طريقي إلى الجامعة قابلت بنتان اللتان كانتا زميلتين من بضع سنوات مضت واللاتان أصبحتا كاتبات مشهورتان.


عندما كنت أمشي في طريقي إلى الجامعة، قابلت الفتيان اللائي كانتا زميلتين بلضعة سنين مضت واللاتان أصبحتا كاتبات مشهورتان.


عندما كنت أمشي في طريقي إلى الجامعة، قابلت الفتيان اللتان كانتا زميلتين منذ سنين قليلة مضت وأصبحتا كاتبات مشهورتان (قابلاتهم) عندما كنت في طريقي إلى الجامعة.


بينما كنت في طريقي للجامعة، قابلت الفتيان اللتان كانتا صديقتين منذ سنوات قليلة مضت واللاتان كاتبتين مشهورتين.


(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 ذكياً جداً، لأنه قابل الصبية والولد اللذان أباهما قتل، وخلال 24 ساعة، استطاع من يعرف من القاتل.
المحقق يكون ذكي جدًا. هو قاتل الولد والبنت الذين أباهما قتل وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل.

المحقق يكون ذكي جدًا. هو قاتل الولد والبنت الذين كان ولديهم مقتولاً، وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل.

المحقق جدي، عندما قاتل الولد والبنت الذين أباهما قتل، وخلال 24 ساعة استطاع أن يعرف من مرتكم جريمة القتل.

المحقق ذكي جداً، قاتل الولد والبنت الذين قتل ودخلهما في حدود أربع ساعات استطاع أن يعرف قاتل والدهما.

المحقق هو ذكي جداً، التبقى الولد والبنت الذين قتلا أبوهما في خلال عشرون ساعة يعرف من هو القاتل.

المحقق يكون ذكي جدًا. هو قاتل الولد والبنت الذين أباهما قتل وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل.
المحقق ذكي جدا، قَبَل الولد والبنات اللذان والدتها قاتل وفي خلال أربعة وعشرين ساعة يستطيع أن يعرف من هو القاتل.

المحقق ذكي جدا، قَبَل الصبي والفتاة اللذان والدتها قاتل وفي غضون أربع وعشرون ساعة استطاع معرفة القاتل.

المتحربة ذكي جدا، قَبَل الولد والبنات اللذان والدتها قاتل وخلال أربعة وعشرون ساعة استطاع أن يعرف هوية القاتل.

المتحربة (الخبير) ذكي جدا، فقد قَبَل الولد والفتاة اللذان والدتها، ومن هذا اللقاء الذي جرى، خلال 24 ساعة استطاع التعرف على هوية الامرأة.

(نص 22) أختُرقا الجداران اللذان كانت قد شكلوا حَوَل عاصمة ساراجيفو البوسنيين بما فيه الكفاية ليترك بصيحا من الأمل.

أختُرقا الجدران اللذان قد شكلوا من قبل القوات الصربية حول عاصمة ساراجيفو البوسنية فقط ليدعما بصيحا من الأمل أن يدخل والذي كان غير مقنعًا.
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 قابلت ولدين اللذان كانا يدرسان معي في مستوى الدراسات العليا، استطعت تمييز واحد منهم ولم أتمكن من التعرف على واحد منهم.

إذا تأخرت الولدان اللذان كانا يدرسان معي في المرحلة الثانوية، لست أستطيع أن أتذكر منهما.

قابلت بالأمس الولدان اللذان كانا يدرسان معي بالدراسات العليا، استطعت تمييز أحدهم لكن لم أستطيع تمييز الآخر. الشخص الذي لم أستطيع تصوره كثيراً.

بالأمس، قابلت الصبيان اللذان كانا يدرسان معي في المرحلة الجامعية واستطعت تمييز واحد منهم ولم أستطيع تمييز الآخر الشخص الذي لم أتعرفه كان قد غاب كثيراً.

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.

/miθla maṭlu:maṭtin kalmudi:ri lbajjī ȓindahu qad tuʔaθiɾu maṣaːniʔa sajjalaːti kannaːti:zāti lʔazmati lmaːliːjati llāːdiː juːːniːhi lːaːlamu fiː ʔajjaminaː/

(مثل) تلك المعلومات، مثل المبيعات المدير يملك، ربما أن تؤثر في صناعة سيارة كأيُّتجة من الأزمة المالية التي يعاني العالم منها هذه الأيام.

/miθla tilka lmaːluːmaːti miθla lmabīːʔaːti lmudiːru jamlikuːhu rubamaː ʔan tuʔaθiɾa fiː ʕunːiː sajjalaːraːti kanaːtiːzāti minaːlʔazmati lmaːliːjati llatiː juːːniːːlːaːlamu minhaː haːdīhi lʔajjaːm/

مثل هذه المعلومات كما مدير المبيعات يملك، ربما تؤثر على صناعة السيارات كأيُّتجة للأزمة المالية من حيث العالم يعاني هذه الأيام.

/miθla haːdīhi lmaːluːmaːti kamaː mudiːru lmabīːʔaːti jamlik rubamaː tuʔaθiɾu ʔalaː ʃinaːʔaːti ssajjaːraːti kanaːtiːzāti lilʔazmati lmaːliːjati min hajʔu lːaːlamu juːːniːː haːdīhi lʔajjaːm/

مثل هذه المعلومات كما مدير المبيعات يملك، ربما تؤثر على صناعة السيارات كأيُّتجة في الأزمة المالية التي تواجه العالم اليوم.

/miθla haːdīhi lmaːluːmaːti kamaː mudiːru lmabīːʔaːti jamlik waː rubamaː tuʔaθiɾu ʔalaː ʃinaːʔaːti ssajjaːraːti kanaːtiːzāti fiː lʔazmati lmaːliːjati llatiː tuwaː.ziːhu lːaːlama ljawm/

معلومات كهذه كما مدير المبيعات يملك، قد تؤثر على صناعة السيارات كأيُّتجة للأزمة المالية والتي منها يعاني العالم هذه الأيام.
Sometimes they expect him to make a speech, in which case, he is in a terrible anxiety throughout the meal preceding the meeting.

(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.
The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

(Édifice) (because) (because)

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.
جِب أن نُؤِجِل اجتماع ماي لأنّه سوف لن تكون موجودة في ماي، عندما سوف تكون بعيدة عن رحلتها التجارية السنوية


لا بدّ لنا أن نؤجل اجتماع ماي لأنّه سوف لن تكون متواجدة عندنا في رحلتها الاقتصادية السنوية


جِب علىّنا أن نؤجل اجتماع شهر مارس لأنّه لن تكون موجودة في شهر مارس عندما ستكون بعيدة في رحلة عملها السنوية.


جِب أن نؤجل الاجتماع مايّ بسببّ هيّ لن تكون متواجدة في مايّ، عندما تكون بعيدة عن العمل العام في السفر.


جِب عليناّ تأخِّيل اجتماع مايّ لأنّه لن تكون موجودة في مايّ عندما ستكون بعيدة في رحلة عملها السنوية


جِب أن نؤجل اجتماع ماي لأنّه سوف لن تكون موجودة في ماي، عندما سوف تكون بعيدة على رحلتها التجارية السنوية


جِب أن نؤجل اجتماع ماي لأنّه سوف لن تكون موجودة في ماي، عندما سوف تكون بعيدة على رحلتها التجارية السنوية


نحن يجب أن نُؤِجِل مقابلة شهر طير لأنّها لا تستطيع عندما تكون بعيدا في رحلاتها التجارية سنويا


نحن يجب أن نؤجل اجتماع ماي لأنّه سوف لن تكون موجودة في ماي، عندما سوف تكون بعيدة على رحلتها التجارية السنوية

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.
الأمي تصرف على زواجها ولكن أنا أرفض لأن الفتاة التي قابلتها منذ ثلاثة سنوات مضت [......] غير قادر على نسيانها.

/؟أممی: تُسَّر عَلَى زواجها زواجًا: ظَّرًا: يَلَكَن أَنَا أَرْفَع لَأَنَّ الْفَتَّاةَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....]

تُلَح أَمِي كَثِيراً عَلَى أَنْ أَتُزوِج وَلْكِنْ أَنَا أَرْفَع لَأَنَّ أَقْدَر أَنْ أَنْسِي الْبَنْتَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....]

/تُلِحُعَآ: أُمَمِی: كَأِثَّر: رَن: ظَّرًا: يَلَكَن أَنَا أَرْفَع لَأَنَّ الْفَتَّاةَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....] لَا أَسْتَطِيع أَنْ أَنْسِها.

/؟أممی: يُسِيرْهَا زواجًا زواجًا: ظَّرًا: يَلَكَن أَنَا أَرْفَع لَأَنَّ الْفَتَّاةَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....] لَا أَسْتَطِيع نُسيَّانَا.

/تُسَّر أَمِي عَلَى زواجها ولكن أنا أرفض بسبب الفتاة التي قابلتها منذ ثلاثة سنوات مضت [.....] لَا أَسْتَطِيع نُسيَّانَا.

/؟أمسك: أَمِي: ظَّرًا: يَلَكَن أَنَا أَرْفَع لَأَنَّ الْفَتَّاةَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....] والّتي لم أَسْتَطِيع نُسيَّانَا.

/؟أمسك: أَمِي: ظَّرًا: يَلَكَن أَنَا أَرْفَع لَأَنَّ الْفَتَّاةَ الَّتِي قَابَلَتِهَا مِنْ ثَلاَثِ سَنَوَاتٍ مَّضْتَ [.....]

(حَرْصُ) تَهْدِيَةُ الْدَّرَاسَةِ إِلَى التَّوْضِيحِ أَنَّ أَنْذَكَ الْذِينَ مُرْتَبِطَاتُ بِرِوَايَةِ إِلْقِيمِيَةِ جَدًا مَّقْبُولاً لِشَعْوِ الْأَمَنِ وَالسَّعَادَةِ [.....] فِي دِينِ يَقُولُونَ إِلَى الْهُوَى الدِّينِيَةِ وَتَقْدِيمِ الْتَعَالِيَةِ.

/تَحْدِيَةُ الْدَّرَاسَةِ إِلَى التَّوْضِيحِ لِهْوَأِ الدِّينِيَةِ لِدِينِهِمْ صَلَةُ مَتَابَقَةُ لأَسْلِمِيَ مِكْرُ أَكْثَرِ اِحْتِمَالاً لِشَعْوِ الْأَمَنِ وَالسَّعَادَةِ [.....] بِنِمَّا اَلَذِينَ يَفْقُدُونَ الْتَعْرِيفَ الأَصْلِيَ مِنْ الْمَمْكِنِ أَنْ يُسَاهِمُوا فِي الْتَعَالِيَةِ.

الدراسة تُهِدَى إِلَى تَوْضِيحِ لِهْوَأِ الدِّينِيَةِ لِدِينِهِمْ صَلَةُ مَتَابَقَةُ لأَسْلِمِيَ مِكْرُ أَكْثَرِ اِحْتِمَالاً لِشَعْوِ الْأَمَنِ وَالسَّعَادَةِ [.....] بينمَا اَلَذِينَ يَفْقُدُونَ الْتَعْرِيفَ الأَصْلِيَ مِنْ الْمَمْكِنِ أَنْ يُسَاهِمُوا فِي الْتَعَالِيَةِ.

168
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 سكوتلاندا في المدارس وقد حاولنا تعيين كيف الناس تكون في هذا العمر من مجموعة الأسكتلنديين في هذه المدارس.
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 يأتيوا إلى النادي الليلة الماضية التي جعلتي أتعجب/ أتسأل لمذا هم لم يأتيو و هناك كناو فقط عدد قليل من الأعضاء.

/العديد من الأعضاء لم يأتيوا إلى النادي ليلة التي جعلتي أتسأل لمذا هم لم يأتيو و هناك كناو فقط

/ إن العدد من الأعضاء لم يأتيوا إلى النادي بالأسما الذي أدى استغباري لعدد قدمهم ولقد كانوا القليل من الأعضاء.


/ معظم الأعضاء لم يأتيوا إلى النادي الليلي الليلة الماضية أي جعلتي سعيد هم لم يأتيوا "ويوجد فقط القليل من الأعضاء".


لا أحد من الطلاب الذين كانوا غانبين أعطوا سبب للغياب الذي يؤثر على مستوى في هذا الإمتحان

لم يعطني أي طالب من الذين تغيروا طول الأسبوع سببا لغيابهم والذي من الممكن أن يؤثر على مستوى هذا الفصل الدراسي.

لا أحد من الطلاب الذين كانوا غائبين أعطوا سبب للغياب الذي ربما يؤثر على مستوى هذا الفصل الدراسي.
لا أحد من طلبة الذين غابوا طيلة الأسبوع لم يتم إبلاغهم بما السبب الذي من الممكن أن يؤثر على مستواهم في هذا الفصل.

لا أحد من الطلاب الذين كانوا غابين طيلة الأسبوع أعطى سبب لغيابه الذي ربما يؤثر على مستواهم في هذا الفصل الدراسي.

لا أحد من الطلاب الذين كانوا غابين طيلة الأسبوع يعتبر سبب لغيابهم حيث ربما يؤثر على مستواهم في هذا الفصل.

لا أحد من الطلاب الذين كانوا غابين طيلة الأسبوع كاملا أعطوا سببا لغيابهم الذي يمكن أن يؤثر على مستواهم هذا الفصل.

لا أحد من الطلاب الذين كانوا غابين طيلة الأسبوع كاملا أعطوا سببا لغيابهم الذي يمكن أن يؤثر على مستواهم هذا الفصل.
(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.

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.
الحانان التي الصربيون حطمهم شكل حول بوستن عاصمة ساريجو فقط لكي يسمح لبصيص من الأمل، التي ليس من الممكن أن يكونان مناسبات.

الجوانب ذات أسفلها السلطة الصربية حول عاصمة ساريجو البوسنة كتبت تكفاح لتشبو بصيص من الأمل، الذي لا يمكن أن يكون مرضي.

الجوانب التي حطمهم الصربيون وأعدوا بناءهم حول بوستن عاصمة "ساريجو" التي نفذت كفاحا في أنحاءهم.

الجوانب ذات أسفلها العلما حول عاصمة ساريجو البوسنة فقط تسمح بدخول الشعاع الذي لا يكون مرضيا.

الجوانب ذات أسفلها العلما حول عاصمة ساريجو البوسنة فقط يدعي بصيصا من الأمل أن يدخل والذى قد يكون مرضيا.

الحانان التي قد شكلته القوات الصربية حول بوستن عاصمة ساريجو قد خرق كفاحا لكي يذرن ولو بصيص أمل، الذي لا يمكن أن يكون مرضي.
الحائطان الصربان يشكل على وجه البوسنيا عاصمة ساريجيفو كان متقرب كاف تماما لدع شعاع الأمل

يمستطع أن يكون مرض


الجداران اللذان شكلان من قبل الحكومة الصربية حول عاصمة السراييفو "البوسنة" فقط ليدع بصيصر من الأمل

ليدخل والذي قد يكون مريضا


كان الحصانان المثيران اللذان قوة صربيا حول بنزنة عاصمة ساريجيفو فقط كافي للدرك بصيصر أمل الذي ليمستطع أن يكون مريضا


الجداران التي شكلنها قوات صربيا حول عاصمة بوسنيا كثافا يتساهم بدخل الشعاع التي لا تكون مريضة


الجدارين التي الصليبيين تركز على التشكيك حول عاصمة سراييفو التي تثبت بشكل كاف لتجعل إشعاع الأمل لترضي الجميع.


الحائطان لتلك القوات الصربية المشكل حول العاصمة البوسنية سراييفو يشد مايكفي لتدع أمل الأمل لتبثيق

والتي لم تكون مقنعة في الحقيقة


الحائطان اللذان ينادوا القوات الصربية حول العاصمة البوسنية "ساريجيفو" أخيرا كفاحا ليدع شعاع أمل لن يكونا

كافيين.
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.

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

(Text 21) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.
الفيلم والمسرحية اللذي رأيناهما الأسبوع الماضي والذين قلنا عنهم ممتعان. سوف يتم عرضهما الأسبوع الماضي مرة أخرى.


إن الفيلم والمسرحية التي قمنا مشاهدتها الأسبوع الماضي والتي قلنا أنهما ممتعان سيعرضان الأسبوع المقبل.


الفيلم والمسرحية اللذي شاهدناه في أسبوع الماضي، الذي قلنا ممتعة، سيعرض مرة ثانية في أسبوع القادم.


الفيلم والمسرحية اللتين شاهدناهما الأسبوع الماضي والتلتين قلنا أنهما ممتعان، سيعرضان ثانية الأسبوع القادم.


الفيلم والمسرحية اللتين نحن شاهدناهما الأسبوع الماضي، والتي قلنا أنهما ممتعان، سيعرضان مرتين أخرى الأسبوع القادم.


الأسبوع الماضي، شاهدنا فلم ومسرحية، والذي قلنا أنها كانت ممتعة، سوف تعرض مرة أخرى في الأسبوع القادم.


ما شهدنا من فلم ومسرحية الأسبوع الماضي والتي قلنا عنهن ممتعات سوف يتم عرضهن مرة أخرى الأسبوع المقبل.


الفيلم والعمل الذي نحن شاهدنا الليلة الماضية وأنا قلت كان ممتع. سوف يعرض الأسبوع القادم مرة أخرى.

الفيلم والمسرحية اللتين عرضت في الأسبوع الماضي وأنثى قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة ثانية.


الفيلم والمسرحية اللتين شاهدناهما الأسبوع الماضي، والتي قلت أنتم ممتعة، سوف تعرض مرة ثانية الأسبوع القادم.


الفيلم والمسرحية اللتين شاهدناهما الأسبوع الماضي وكما قلت بأنهما كانهما ممتعين، سوف يقوم بعرضهم مجددًا الأسبوع القادم.


الفيلم والمسرحية اللتين شاهدناها الأسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.


الفيلم والمسرحية اللتين شاهدناها الليلة الماضية واللتين قلت أنتم ممتعان سيعرضن مرة أخرى الأسبوع القادم.


لم تعرض الفيلم والمسرحية اللتين شاهدناها الأسبوع الماضي والتي قلت بأنها ممتعة مرة أخرى الأسبوع القادم.


الفيلم والمسرحية اللتين شاهدناها الأسبوع الماضي والتي قلت بأنهم ممتعون سوف تعرض مرة أخرى الأسبوع القادم.

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 linguistics 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 مستوى في هذا الفصل.

/la: ḥa: ḥada min ṭa:labati lla:diːna ɣaːbu: ẓiːlata lʔusbuː ɣam jaqum biʔixaːri maː ssababul llaːdiː mina lmumkin ʔan juːʔaθira ʔalaː mustawaːhumu fiː haːdaː lfaːːli/

(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 الغداء في المطعم قابلت ولد وبنية كانوا يدرسون معي في الجامعة والذين قد تزوجوا حديثًا.

/ʔindamaː kunuː ʔatanaːwalu ɣaːbata ɣaːداː?:iː fiː ʔmaːʃaːmiː qaːbaltu waːladun waː bintun kaːnuː jadrusuːna maːfiː fiː lʔaːmiː ṭaːtiː waː llaːdiːna qad tazaːwaːʔuː fiːadiːʔaː /

عندما كنت أتناول الغذاء في المطعم، قابلت ولد وفتاة اللذان كلاهما يدرسون معي في الجامعة والذين تزوجا حديثًا.

/ʔindamaː kunuː ʔatanaːwalu ɣaːdaːʔaː fiː ʔmaːʃaːamiː qaːbaltu waːladun waː fataːtun llaːdaːni kaːnaː jadrusuːna maːfiː fiː lʔaːmiː ṭaːtiː waː llaːdaːni tazaːwaːʔaː fiːadiːʔaː /

عندما كنت أتناول غذائي في المطعم قابلت زوجة اللذان كلاهما يدرسون معي في الجامعة اللذان تزوجا حاليًا.

/ʔindamaː kunuː ʔatanaːwalu ɣaːdaːʔiː fiː ʔmaːʃaːmiː qaːbaltu ɣuːlaːmuna waː fataːtun allaːdaːni kaːnaː jadrusaːni maːfiː fiː lʔaːmiː ṭaːtiː llaːdaːni tazaːwaːʔaː fiːliːjaː /

عندما تناولت الغذاء في المطعم قابلت ولد وبنت اللذين درسوا معي في الجامعة والذين تزوجوا حديثًا.
航天: تانا: والد و بنت الذين كانوا يدرسون معنى في الجامعة والذي تزوج قريب

航天: كنت أتناول وجبة في الاستراحة أقابلت ولد و بنت اللذان كان يدرسون معنى الجامعة وهم تزوجا حديثا

航天: كنت أتناول وجبة الغداء في المطعم، قابلت اللذان كان يدرسون معنى في الجامعة وهم تزوجوا حديثا

航天: كنت أتناول وجبة الغداء في المطعم، قابلت اللذان كان يدرسون معنى في الجامعة وهم تزوجوا

航天: كنت أمشي في طريقي للجامعة، قابلت فتاتين اللذان كانا زملاء من بضع سنوات واللذان أصبحا كتبتيان مشهورتان.

航天: كنت ذهبا في طريقي إلى الجامعة، قابلت بنات اللذان كانا زميلات يقضين سنوات مضت والذان أصبحا كتبتيان مشهورتان.

航天: كنت في طريقي إلى الجامعة قابلت بنات اللذان كانا زميلات يقضين سنوات مضت والذان أصبحا كتبتيان مشهورتان.

(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.

(Translation 19) When I was walking to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.
فتنان اللاتي يكمن زميلاتي لسنوات قليلة مضت وأصبح كاتب مشهور.

فتنان اللاتي كمامت زميلاتي من بضع سنوات مضت واللاتن أصبحت كتبت مشهورة.

فتنان اللاتي كمامت زميلاتي السنوات القليلة الماضية الاتي أصبحتا كتبت مشهورات.

(الدائم) الأدب: والفتاة الذي أبوهم قتل وفي خلال أربعة وعشرون ساعة هو من معرفة القاتل.

المحقق ذكى جدا. قتل ولد وفتاة الذي أبوهم قتل وفي خلال أربعة وعشرون ساعة هو من معرفة القاتل.

المحقق ذكى جدا، هو قتل ولد وفتاة الذين أبوهم قتل ومن أربعة وعشرون ساعة هو أسطواع أن يعرف من كان القاتل.

الدائم: والفتاة الذي أبوهم قتل وفي خلال أربعة وعشرون ساعة هو من معرفة القاتل.
(Text 23) While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بينما كنت نحضر أنسنا لامتحان النهائي نحن قرأنا كتاب الذي أفكاره ومعلوماته أريكتنا كثيراً.


عندما كنت نحضر أنسنا إلى الامتحان النهائي نحن درسنا كتاب الذي أفكاره ومعلوماته شوشتنتنا كثيراً.


بينما كنت نجز إنسنا لامتحان النهائي قرأنا كتاباً والذي أفكاره ومعلوماته حيرنا كثيراً.


بينما كنت نحضر أنسنا لامتحان النهائي قرأنا كتاب الذي أفكاره ومعلوماته فدانتنا كثيراً.


بينما كنت نجز إنسنا لامتحانتنا النهائي، قرأنا كتاباً الذي محتواه من المعلومات أريكتنا كثيراً.


بينما نحن نحن نجز إنسنا لامتحاننا النهائي نحن قراء كتاب الذي أفكاره ومعلوماته شوشتنتنا أكثر.


بينما كنت نجز إنسنا لامتحاناتنا النهائي، قرأنا كتاباً والذي أفكاره ومعلوماته أريكتنا كثيراً.


أثناء ما كنت نجز (حضر أنسنا) لامتحاناتنا النهائي، قرأنا كتاباً الذي كانت أفكاره والمعلومات التي يحويها قد أريكتنا كثيراً


بينما كنت نحضر أنسنا لامتحان النهائي نحن قرأنا كتابنا التي بها أفكاره ومعلوماته أريكتنا كثيراً.
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.

The person who I could not recognise is different from the one I knew.}

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.
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.
البوليس ذكي جدا. هو قابل الولد والبنت الذين أبوعهم قتلة وخلال أربعة وعشرين ساعة استطاع من مرتكب جريمة القتل.

/البوليس ذكي جدا. هو قابل الولد والبنت الذين أبوعهم قتلة وخلال أربعة وعشرين ساعة استطاع من مرتكب جريمة القتل.

/رجل التحري يكون ذكي جدا هو قابل الولد والبنت الذين والدهم قتل من خلال أربع وعشرين ساعة هو استطاع أن يعرف من يكون القاتل.

/المحقق ذكي جدا. فقد قابل الولد والفتاة التي قتل والدهم وفي غضون أربع وعشرون ساعة من المحتمل قد يعرف من القاتل.

/المحقق ذكي جدا. فقد قابل الولد والفتاة التي قتل والدهم وفي غضون أربع وعشرون ساعة من المحتمل قد يعرف من القاتل.

(البوليس السري كان ذكي جدا، هو قابل الولد والبنت التي والدهم قد قتل، وخلال 24 ساعة هو ينبغي أن يعرف من القاتل.

/المحقق ذكي جدا. فقد قابل الولد والفتاة التي قتل والدهم وفي غضون أربع وعشرون ساعة من المحتمل قد يعرف من القاتل.

/المحقق ذكي جدا. فقد قابل الولد والفتاة التي قتل والدهم وفي غضون أربع وعشرون ساعة من المحتمل قد يعرف من القاتل.

(While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

بيتما كنا نحضر أنفسنا للإمتحانات النهائية قررنا الكتاب الذي يملك أفكار ومعلومات تريبتنا كثيرًا.

186
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.

(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.


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
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: "حاول أن تتخيل سوقًا حيث الأغلبية تفوز ما تفقد الآخرين".

في خطابها حول الأزمة المالية، قالت "حاول أن تتخيل سوقًا فيها الأغلبية تربح فيما بالقليل يخسر".

في خلال حديثها عن الأزمة المالية، قالت: "حاول أن تتخيل سوقًا مثل هذا الأسواق حيث الأغلبية تربح فيما تفقد الآخرون".

من خلال كلامها حول الأزمة المالية قالت: "حاول أن تتخيل السوق حيث كانت الأغلبية تربح بصورة ثابتة لماذا يفقد في الأغلبية".

في خلالها عن الأزمة المالية، قالت "حاول أن تتخيل السوق، حيث في الأغلبية يفوق الآخرون يفقد الأغلبية".

في خلالها حول النقد المالي، قالت: "حاول أن تتخيل السوق بما فيه الرؤوس والقليل يكسرون".

في خلالها حول الأزمة المالية، قالت "حاول أن تتخيل السوق، بينما الأكثرية ربحوا بثبات الآلية ماذا يخسرن".
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.
(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.

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.

(Text 6) 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 أسسوآ لتحويل أفقتاع بالفكرة ولكن أنا لا أفهم حماسنك لهذه الفكرة

fiama:stuka liha?ihi lfikra/

لقد أمضيت أسوآآا إلى الان تحول أفقتاع على هذه الفكرة ولكن لا أفهم اهتمامك الشديد فوق الجادة


لقد قضيت أسسوآا بطوله محولا أفقتاع بهذه الفكرة، لكنما لا أفهم سبب تحمسم الفيتر عادي.

?afhamu sababa ta?hammusika lyajru ?a:di:

أنت قضيت أسسوآا بعدا محولا لتفتاع بهذه الفكرة ولكن أنا لا أفهم حماسنك الفيتر عادي.

?ana: lam ?afham fiama:suka lyajru ?a:di:

أنت قضيت أسسوآا وحاتي الان تحول أن تتفتاع بهذه الفكرة ولكن أنا لا أفهم حماسنك الفيتر عادي.


قضيت أسسوآا بعدا محولا لافتاع بهذه الفكرة، ولكنما لا أفهم حماسنك الفيتر مالوف

fiama:suka lyajru 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.

ذخت أحد هذه الكتاب التي أنت تريده قبل أن أقدمها للأصدقاء وماذا سوف تدفع يكون كافي.


ذخت أي من هذه الكتاب أنت تريدها قبل أن أهديهم [أقدمهم] إلى أصدقاءك، وما تدفع سيكون كافيًا.
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).
6.2.2.1 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

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 university, I studied with a group of *intellegent or special girls* whom became a famous writers.
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**.

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 quarter 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.
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 الله /illî:/ 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 الله /illî:/ into standard Arabic (see 7.3). Examples of the students’ errors are as in:

(1) عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميّزات وأنا فخور باني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.
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**.

After passing more than quarter century about cermony's graduated in the university I met **two girls which they got exellent degree** then got scholarship in outside after that. (The exact sample translation of the relative clause is repeated by 3 more students)

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
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-neariness 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 labour, 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 corportion which draw exporting oil together.

(النص23) عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتيتين اللتين كانتا كزهرة أفراح تسيل عليها الحلاوة أدركت أن شيئا ما قد تحرك بداخللي وازدادت نبضات قلبي.

When I met that girl for the first time before two years and I saw the two lips which 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:

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.
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 postpone twice in the past, the head was absent from the meeting yesterday once again, **the matter which** confused our future plans.

When we decided going to spend our summer holiday in the middle east, some of us were hesitant because of our lack of knowledge with the tourism places, but officers said that they will send **the tourist guider, 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 for our summer holiday in the middle east, some of us were hesitant because of our lack of knowledge with the tourism places, but, officers said that they will send **the tourist guider, we can depend on him**.
After completion Lokarpy 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:

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.

(النص 13) بعد انتهاء أزمة لوكربى وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايس أكبر مسئول
أميري يزور ليبيا منذ نيف وخمسين عام.

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.

(النص 5) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتاً غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف

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.

In sourounding of participant Arabic work and good double relationships and good nearness, Libya and Algeria […….] sighed the participant association agreement will export petrol together. (The exact sample translation of the relative clause is repeated by 2 more students)

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:

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 players 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:

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
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:

When we decide to have a holiday in Middle East some of us was hesitative because we have not understanding with places of tourism, 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 tourism 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.
After finishing the "Lokerpe" crisis and the American Libyan relationships returning, Condaliz Rise became the most American responsible visit Libya since more than fifty years.

After the end of Lukrbi crisis and returning of American connection with Libya Condaliza raise became the main American responsible visit Libya since more than fifty years old.

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، فقُرأت أقصاص الأطفال دخلت قصور ملوك الجان. وحلمت بأن تتزوجني بنت السلطان تلك العينان أفصى من ماء الخلجان تلك الشفتان أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان (نزار قباني).

/"אלהנַמַני: אבוּבָקִי אִשָּׁא פָּנְאַא: אִתֶּאַלְּאֵל דִּאָלֵאמוּת קָוָּסַרְא: אִי אַלִּיסַנְיָא: וָיַיְלִי אָלִמְנַי לַּאֱטַלְטֵל דִּאָלָּטַל בָּאֵל הַגְּלֵלֶּא: אֲחַר פָּרָסַר (ניֶזָר קבּבָּנַי).

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 than the 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 learnt 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. (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 horsemen. (Nizar gabbany)

The two men who their novels were sold in innormal way, these days they got the Nobel 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 incredibaly 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.

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 l 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:

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 holiday 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.

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 mome
nt 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 جنت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية التي قد يمر بها إنسان على وجه الأرض
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.

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 moment, 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.

(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).

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.
The scientists who still discuss in twist theory of the beginning 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 committed some errors using relative pronouns in English without antecedents. These errors could be attributed to the fact that some relative pronouns in Arabic, especially /man/ and /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) **(إٌص 6)** أٜٔع٘ب اُ٘بً، أٍؼٞا ٝػٞا، ٖٓ ػبُ ٓبد، ٖٝٓ ٓبد كبد، ٝٓب ٛٞ آد آد، آ٣بد ٓؾٌٔبد، ٓٞو ٝٗجبد، ٝآثبء ٝأٜٓبد، ٝماٛت ٝآد

!?/ajjuha: nna:s ?isma\u0101: wa ?u: wa ?a:j a ma:t wa man ma:ta fa:t wa ma: huwa ?atin ?at ?aja:tun mu\u00dfkama:t ma\u00fatars wa naba:t wa ?aba:?un wa ?ummaha:t wa \u00e6a:hibu un wa ?at/

O people, listen carefully, **who** is live die, **who** die is gone, **what** is come is come, wisdom signs, rain and plant, 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).
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 السلم، فأين الذي يفهم لغة الإشارات الأمريكية؟

(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?
(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:

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.

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.
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 assault on her small baby since weeks ago.

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)

In (under) the mutual Arabic framework and good bilateral relations and also good neighbourhood 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 intimacy relationship and a good neigbourhood so **Libya and Algeria** who sign the treaty of community and cooperation **they** will produce oil together.

The men who respect their wives **they** are honest and the women who respect their husband and take care at their children.

The men who respect their wives are loyal and **the women who** respect their husbands and **they** take care by education their children a good education about the honest and the good ethics are worthy women.

**The men who** respect their wives, **they** are faithful and **the women** those respect their wives and looking after and brought up their children on honest and good morality **they** 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 6) إن الرجال الذين يحرصون زوجاتهم مخلصون والنساء اللواتي يحرصن أزواجهن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات


**The men who** respect their wives, **they** are faithful and **the women** those respect their wives and looking after and brought up their children on honest and good morality **they** are virtuous women.

النص 5) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حددت وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.
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 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 uncl's house. We heard strange sounds in out. I go out quickly to see what is happen?

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. (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**

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 touristic 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 advertisement about tourism 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.

"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 linguistics before embarking on any translation work (see 7.1.2 later).
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.
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
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 finding 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 /lli:/ 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 /lli:/ 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 /lli:/ 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 /lli:/) 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 /lli:/ 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.
BIBLIOGRAPHY


238


Sewell, Penelope and Higgins Ian (1996). *Teaching Translation in Universities: Present and Future Perspectives.* CILT.


Slepchenko, Natalia (no date). ‘Translation Teaching’. 
http://www.google.co.uk/#q=Translation+teaching+inside+the+classroom&hl=en&prmd=ivns&psj=1&ei=MhkLToKIDM60hAeM5fndDw&start=10&sa=N&bav=


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)

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T</th>
<th>%</th>
<th>Unacc. T</th>
<th>%</th>
<th>Unatt. T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>16</td>
<td>64</td>
<td>09</td>
<td>36</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

Text (2): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T</th>
<th>%</th>
<th>Unacc. T</th>
<th>Per.</th>
<th>Unatt. T</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In her speech about the financial crisis, she said &quot;try to imagine a market, wherein the majority consistently wins what the minority loses&quot;.</td>
<td>12</td>
<td>48</td>
<td>10</td>
<td>40</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>في معرض حديثها عن الأزمة المالية، قالت حاولوا</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Per.</td>
<td>Unatt. T.</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>------</td>
<td>-----------</td>
</tr>
</tbody>
</table>

**Text (2): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

**Text (3): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor told him that his essay was incoherent, <em>whereupon he tore it up</em> and stormed out of the room, which made her call the head of the school angrily. أخبرته الأستاذة أن مقالته لم تكون مترابطة، حينئذ مزقها وخرج من الغرفة غاضبًا، الأمر الذي دعاها لاستدعاء مدير المدرسة بغضب. /ʔaxbarathu l?usta:ðatu ʔanna</td>
<td>17</td>
<td>08</td>
<td>00</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
</tr>
</tbody>
</table>

**Text (3): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>16</td>
<td>64</td>
<td>08</td>
<td>32</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you do not understand what I have already explained in this lecture, you may ask whoever you meet before the final examinations start.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
</tr>
</tbody>
</table>

**Text (4): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you do not understand what I have already explained in this lecture, you may ask <strong>whoever you meet before the final examinations start.</strong></td>
<td>21</td>
<td>84</td>
<td>04</td>
<td>16</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (5):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, <strong>whence they were spirited to a governor.</strong></td>
<td>08</td>
<td>32</td>
<td>16</td>
<td>64</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>/<em>baʔda muḥaːwaratī ʕawiːlatin fiː</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
</tr>
</tbody>
</table>

**Text (6): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>12</td>
<td>48</td>
<td>12</td>
<td>48</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

**Text (6): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>16</td>
<td>64</td>
<td>08</td>
<td>32</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
</tr>
</tbody>
</table>

**Text (7):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes they expect him to make a speech, <strong>in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.</strong></td>
<td>10</td>
<td>40</td>
<td>15</td>
<td>60</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (8):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.</td>
<td>10</td>
<td>40</td>
<td>15</td>
<td>60</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
### Text (9):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T. %</th>
<th>Unacc. T. %</th>
<th>Unatt. T. %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>56</td>
</tr>
</tbody>
</table>

**ال игрокين المتقدمين في الهدفين حصلوا على جوائز قيمة من رئيس الوزراء المنتخب.**

/sajumnašu lla?iibajni llaðajni ?afraza:


### Text (10):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T. %</th>
<th>Unacc. T. %</th>
<th>Unatt. T. %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.</td>
<td>09</td>
<td>36</td>
<td>16</td>
<td>64</td>
</tr>
</tbody>
</table>

**أسباب الغاء الاجتماع كان بسبب فقدانه للنار، في这一点، قررت أن أعود إلى المنزل.**


### Text (11):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T. %</th>
<th>Unacc. T. %</th>
<th>Unatt. T. %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.</td>
<td>20</td>
<td>80</td>
<td>05</td>
<td>20</td>
</tr>
</tbody>
</table>

**لقد أمضيت أسبوعاً حاولت أن أقنعك بهذا الطلب ولكن ما لا أستطيع فهمه هو حماسك الشديدة.**
<table>
<thead>
<tr>
<th>Text (12): The Text</th>
<th>Acc. T.</th>
<th>Unacc. T.</th>
<th>Unatt. T.</th>
</tr>
</thead>
</table>

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 تأجيل اجتماع شهر مايو لأنها لن تكون متواجدة في مايو، فعندئذ ستكون بعيدة في رحلة عملها التجارية السنوية.


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>So many members did not come to the club last night, <strong>which makes me wonder</strong> why they did not come [and there were only a few members].</td>
<td>13</td>
<td>52</td>
<td>12</td>
</tr>
</tbody>
</table>

لم يأت أعضاء كثيرون للنادي مساء أمس، الأمر الذي جعلني استغرب لعدم مجيئهم ولم يكن هناك إلا عدد قليل من الأعضاء.

The Text

| maṣi?:iḥm wa lām jakun huna:ka ?illa ʕadadun qaːl:in mina lʔaːda?:/ |
|---|---|---|---|---|---|---|
| Acc. T. | %  | Unacc. T. | %  | Unatt. T. | %  |

Text (13): relative clause two

| 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]. |
|---|---|---|---|---|---|
| 19 | 76 | 06 | 24 | 00 | 00 |

Text (14): relative clause one

| None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term. |
|---|---|---|---|---|---|
| 17 | 68 | 08 | 32 | 00 | 00 |
Text (14): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the students who were absent for the whole week gave a reason for being absent, <em>which may affect their level this term.</em></td>
<td>08</td>
<td>32</td>
<td>17</td>
<td>68</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

Text (15): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was having lunch in the restaurant, I met <em>the boy and the girl who were studying with me at the university</em> and who had got married recently.</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

Text (15): relative clause two
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.**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and <strong>who had got married recently.</strong></td>
<td>03</td>
<td>12</td>
<td>22</td>
<td>88</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (16): relative clause one**

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.

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>13</td>
<td>52</td>
<td>12</td>
<td>48</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
### Text (16): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Britos, who is the librarian, reported that some books, <strong>most of which were in German</strong>, are missing but I told her that I have never touched them.</td>
<td>11</td>
<td>44</td>
<td>13</td>
<td>52</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

قالت السيدة بريتوس التي تعمل بالمكتبة أن بعض الكتب والتي أغلبها مكتوب بالألمانية قد فقدت ولكن أخبرتها أنه لم يسبق لي أن لمستها.


### Text (17):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historically, George Washington, <strong>who is said to have cut down a cherry tree</strong>, was the first president of the United States of America.</td>
<td>05</td>
<td>20</td>
<td>19</td>
<td>76</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

من ناحية تاريخية، فإن جورج واشنطن الذي قيل أنه قطع أشجار الكرز كان أول رئيس للولايات المتحدة الأمريكية.

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. | 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. | 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. | 03 | 12 | 22 | 88 | 00 | 00
<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>التمتين كانتا زميلتين قبل سنوات مضت والتنين أصيحتا كاتتين مشهورتين.</td>
<td>02</td>
<td>08</td>
<td>23</td>
<td>92</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (19): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and <strong>who became famous writers</strong>.</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (20): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The film and the play which we watched last week</strong>, and which you said were interesting, will be shown again next week.</td>
<td>01</td>
<td>04</td>
<td>24</td>
<td>96</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

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.
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.

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.

Text (22): relative clause one

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.

Text (22): relative clause two

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.
### Text (23):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.</td>
<td>12</td>
<td>48</td>
<td>13</td>
<td>52</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

بينما كنا نحضر أنفسنا للامتحانات النهائية قرأنا كتابًا. أريكتنا أفكاره ومواعظه كثيرة.


### Text (24): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>18</td>
<td>72</td>
<td>06</td>
<td>24</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

إن الدراسة التي تهتم بأشكال الحياة لطلاب الثانويات الاسكتلندية ما هي إلا محاولة لوضع كيفية عيش هذه الفئة العمرية في اسكتلندا اليوم.

### Text (24): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study, which looks at living patterns among young Scottish high</td>
<td>08</td>
<td>32</td>
<td>16</td>
<td>62</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>school students, is an attempt to establish **how people of this age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group live in the Scotland of today.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>إن الدراسة التي تهتم بنمط الحياة لطلاب الثانويات</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>الاسكتلندية ما هي إلا محاولة لتوضيح كيفية عيش</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>هذه الفترة العمرية في اسكتلندا اليوم.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/?inna ddirasata llati: tahtammn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bi?anma:ti lfi:aja:ti litulla:bi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>?illa mufi:awalun litaw:fi kajfi:jatu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Text (25): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take <strong>whichever of these books you want</strong> before I present them to my</td>
<td>11</td>
<td>44</td>
<td>14</td>
<td>56</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>friends, and whatever you pay will be enough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>خذ أيا من هذه الكتب تريد قبل أن أهديها لأصدقائي</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>وأي مبلغ تدفعه سيكون كافيا.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/xudd ūajjan min haðihi lkutubi turi:du qabla ūan ūahdi:ha: li?asdiqa:?:i:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Text (25): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take whichever of these books you want before I present them to my friends, and <strong>whatever you pay will be enough.</strong></td>
<td>10</td>
<td>40</td>
<td>15</td>
<td>60</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (26):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I like travel and tourism very much, I will travel to Rome <strong>when I finish my studies before I go back home.</strong></td>
<td>24</td>
<td>96</td>
<td>01</td>
<td>04</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

**Text (27): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother insists on my getting married but I am refusing because of <strong>a girl whom I met three years ago</strong> and wherever I go, I'm unable to forget.</td>
<td>17</td>
<td>68</td>
<td>08</td>
<td>32</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
### Text (27): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>18</td>
<td>72</td>
<td>07</td>
<td>28</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

### Text (28): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>21</td>
<td>84</td>
<td>03</td>
<td>12</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>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.</td>
<td>09</td>
<td>36</td>
<td>15</td>
<td>60</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

Text (28): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>09</td>
<td>36</td>
<td>15</td>
<td>60</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

Text (29): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

267
could not recognise has changed a lot.

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.

### Text (30): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study aims to clarify that <strong>those who have close ties to their region</strong> are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.</td>
<td>15</td>
<td>60</td>
<td>08</td>
<td>32</td>
<td>02</td>
<td>08</td>
</tr>
</tbody>
</table>

### Text (30): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy <strong>wherever they are</strong> and that the lack of regional identity could contribute to unhappiness.</td>
<td>14</td>
<td>56</td>
<td>09</td>
<td>36</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>The Text</td>
<td>Acc. T.</td>
<td>%</td>
<td>Unacc. T.</td>
<td>%</td>
<td>Unatt. T.</td>
<td>%</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td>bil?amni wa ssa³a:dati ?ajnama: ³ahabu:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wa ?anna fuqda:na lhuwi:jata lwaṭani:jata</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rubbama: jusu:himu fi: ẓalbi tta³a:su/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

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.

Text (2):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Text (3):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Text (4):

<table>
<thead>
<tr>
<th>Text (4):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
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.

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.
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.

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>بينما كنا نتناول العشاء في منزل عمتي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المفاسير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.</td>
<td>18</td>
<td>72</td>
<td>06</td>
<td>24</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

Text (6): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>أيها التاس، اسمعوا وعوا، من عاش صوت، ومن صوتي صوت، وما هو أت آت، آيات محكمات، مطل ونبات، وأبناء وأمهات، وذهب وأت (قسن بن ساعه).</td>
<td>01</td>
<td>04</td>
<td>22</td>
<td>88</td>
<td>02</td>
<td>08</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text (6): relative clause two</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>لَعَلْ أَبَا النَّاسِ إِسْمَعُوا وَعَوا مِنْ عَاشُ مَاتٍ وَمَنْ مَاتُ فَاتَ وما هَوِيَ آتَ آيَاتٍ مَحْكَمَاتٍ مَطْرُ وَنِبَاتٍ وَأَبْنَاءٍ وَأَمْهَاتٍ وَذَاهِبٍ وَآتِ (قُسِّ بِن سَاعَة).</td>
<td>00</td>
<td>00</td>
<td>22</td>
<td>88</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>/؟اَجْحُو: نُعَشُ جُهْ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text (6): relative clause three</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>لَعَلْ أَبَا النَّاسِ إِسْمَعُوا وَعَوا مِنْ عَاشُ مَاتٍ وَمَنْ مَاتُ فَاتَ وما هَوِيَ آتَ آيَاتٍ مَحْكَمَاتٍ مَطْرُ وَنِبَاتٍ وَأَبْنَاءٍ وَأَمْهَاتٍ وَذَاهِبٍ وَآتِ (قُسِّ بِن سَاعَة).</td>
<td>01</td>
<td>04</td>
<td>22</td>
<td>88</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>/؟اَجْحُو: نُعَشُ جُهْ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

07 28 16 64 02 08

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.

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

**Text (7): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

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.
### Text (8): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>الآن قد جئت نادمًا فَمَن ذَا أَبَعْدُ عَلَى وَأَنَا فِي شَدةَ الحَزْنِ وَأَحْلَكَ الظَّرُوفِ الْقَاسِيَةِ الَّتِي قَدْ يَمِرَ بِهَا إِنسَانٌ عَلَى وَجْهِ الْأَرْضِ؟</td>
<td>12</td>
<td>48</td>
<td>11</td>
<td>44</td>
<td>02</td>
<td>08</td>
</tr>
</tbody>
</table>

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?

### Text (8): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>الآن قد جئت نادمًا فَمَن ذَا أَبَعْدُ عَلَى وَأَنَا فِي شَدةَ الحَزْنِ وَأَحْلَكَ الظَّرُوفِ الْقَاسِيَةِ الَّتِي قَدْ يَمِرَ بِهَا إِنسَانٌ عَلَى وَجْهِ الْأَرْضِ؟</td>
<td>11</td>
<td>44</td>
<td>10</td>
<td>40</td>
<td>04</td>
<td>16</td>
</tr>
</tbody>
</table>

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?
### Text (9):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>أظن هاهو تاركي بمضيلة من الأرض لا مال لدي ولا ولد، ولا أحد أفضلي إليه وصيتي ولا صاحب إلا المطبة والرجل، محا حبي حب الأولي كن قبلاً وحلت مكانا لم يكن حل من قبل (قيس بن الملوح).</td>
<td>00</td>
<td>00</td>
<td>09</td>
<td>36</td>
<td>16</td>
<td>64</td>
</tr>
</tbody>
</table>

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.

### Text (10):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيراً.</td>
<td>03</td>
<td>12</td>
<td>20</td>
<td>80</td>
<td>02</td>
<td>08</td>
</tr>
</tbody>
</table>

Despite postponing the meeting twice...
<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the past; the manager was absent from yesterday's meeting, which confused our future plans a lot.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text (11): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إن الرجلين الذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصل على جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.</td>
<td>08</td>
<td>32</td>
<td>17</td>
<td>68</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text (11): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إن الرجلين الذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصل على جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.</td>
<td>13</td>
<td>52</td>
<td>11</td>
<td>44</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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):

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.

Text (13):

بعد انتهاء أزمة توركبي وعودة العلاقات الأمريكية الليبية أصبحت موسولو رايس أكبر مسؤول أمريكي يزور ليبيا منذ نصف وخمسين عام.
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.

**Text (14): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتبلور في حظة واحدة إلى رماد بسبب هذا العالم المجهول الذي يتجه فيه وسنعود إليه.</td>
<td>06</td>
<td>24</td>
<td>19</td>
<td>76</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
### Text (14): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T. %</th>
<th>Unacc. T. %</th>
<th>Unatt. T. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>16</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

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.

### Text (15): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T. %</th>
<th>Unacc. T. %</th>
<th>Unatt. T. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>72</td>
<td>05</td>
<td>20</td>
</tr>
</tbody>
</table>

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).
**Text (15): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>كان لذوي اللفظه علم مخالف كل المخالف لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف (طه حسين).</td>
<td>05</td>
<td>20</td>
<td>17</td>
<td>68</td>
<td>03</td>
<td>12</td>
</tr>
<tr>
<td>These jurists had a knowledge completely different from that of ulema, who had learned from books and who had a more or less close connection with Al-Azhar (Taha Hussain).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text (16):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا</td>
<td>07</td>
<td>28</td>
<td>14</td>
<td>56</td>
<td>04</td>
<td>16</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Text (17):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة دزم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.</td>
<td>20</td>
<td>80</td>
<td>05</td>
<td>20</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>

/ˈɪndamaː/ tabːaθu ʔan diːraː sətə lleyːaːti lfaːlajka biːzaː miːʔaːti daram liʔannahaː min ?aːhammi lʔaːmːaːti llatːimːu bidaːraː sətə lleyːaːti wa xaːssːatːamːi wa ʔuluː mi lleyːaːti lˈarabːiːja/ 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.

### Text (18): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(الانقاذ من الذي قتل الأبرياء) عوان حكايتي نا القادمة التي سيحضرها معنا بعض الصم، فلن الذي يفهم لغة الإشارات الأمريكية؟</td>
<td>12</td>
<td>48</td>
<td>12</td>
<td>48</td>
<td>01</td>
<td>04</td>
</tr>
</tbody>
</table>

/alʔinːʔaː mu mina llaːðiː/ qatalːa lʔaːbːriːʔaː ʔunːawaː nu ʔiːkaː ʔaːtiːnaː lʔaqːaːdimːaː llatːiː saːjaːfːurːaː maːʔanaː baːʔu ʔaːʃːumːi faːʔajːna llaːðiː jafːhamu lleyːaːtːa lʔiːʃːaː rati lʔamːiːkiːja/ 'Revenge from the one who killed the innocent' is the title of our next story which will be attended by some deaf
<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>people. Therefore, where is the person who can translate/sign into American Sign Language?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text (18): relative clause two**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

**Text (18): relative clause three**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>
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?

<table>
<thead>
<tr>
<th>Text (19):</th>
</tr>
</thead>
<tbody>
<tr>
<td>يجب أن نعلم أن التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير وكان ذلك في عهد خليفة الدولة الأموية.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text (20):</th>
</tr>
</thead>
<tbody>
<tr>
<td>عندما أعلنتезультатات امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعت أيا يستحق.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text (19):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Text</strong></td>
</tr>
<tr>
<td>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?</td>
</tr>
<tr>
<td>Text (19):</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>The Text</strong></td>
</tr>
<tr>
<td>يجب أن نعلم أن التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير وكان ذلك في عهد خليفة الدولة الأموية.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text (20):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Text</strong></td>
</tr>
<tr>
<td>عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعت أيا يستحق.</td>
</tr>
</tbody>
</table>
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):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ttaʃziː:i:jata faqa:la lmudi:ru ?aʃdi</td>
<td>04</td>
<td>16</td>
<td>19</td>
<td>76</td>
<td>02</td>
<td>08</td>
</tr>
</tbody>
</table>

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".

Text (22):

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>بعد التعمق في دراسة نظريات الترجمة ومارساتها عمليًا في مختلف المجالات ما أريد قوله هو أن الترجمة مهارة ليس إلا وتعتمد على الاستعداد الفكري.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.
### Text (24): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إذا فرغ من هذا كله جلس الناس وهم يتقاطرون عليه منهم من يقبل يده ويصرح خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته طه حسين.</td>
<td>11</td>
<td>44</td>
<td>06</td>
<td>24</td>
<td>08</td>
<td>32</td>
</tr>
</tbody>
</table>

/؟يَا: فَارَى مِن هَذَا كُلَّهُ جَلَّسَ الْمَلَأِ وَهُمْ يَتَقَاطُرُونَ عَلَيْهِ مِنْهُمْ مِنْ يُقَبِّلُ يَدَهُ وَيَصِرَّحُ خَاشِعًا وَمِنْهُمْ مِنْ يَتَحَدَّثُ إِلَيْهِ لَحُظَةً أَوْ لَحُظَاتَ إِنِّي وَمِنْهُمْ مِنْ يَسْأَلُهُ حَاجَتَهُ طَهُ حَسِينَ. (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).

### Text (24): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إذا فرغ من هذا كله جلس الناس وهم يتقاطرون عليه منهم من يقبل يده ويصرح خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته طه حسين.</td>
<td>10</td>
<td>40</td>
<td>07</td>
<td>28</td>
<td>08</td>
<td>32</td>
</tr>
</tbody>
</table>

/؟يَا: فَارَى مِن هَذَا كُلَّهُ جَلَّسَ الْمَلَأِ وَهُمْ يَتَقَاطُرُونَ عَلَيْهِ مِنْهُمْ مِنْ يُقَبِّلُ يَدَهُ وَيَصِرَّحُ خَاشِعًا وَمِنْهُمْ مِنْ يَتَحَدَّثُ إِلَيْهِ لَحُظَةً أَوْ لَحُظَاتَ إِنِّي وَمِنْهُمْ مِنْ يَسْأَلُهُ حَاجَتَهُ طَهُ حَسِينَ. (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).
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**

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 (25): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>لقد ذهب اللاعبين اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي ستقابله الأسبوع القادم. /لاقد ظُهِب علامة مثلاً لِلَّذَين يَزَكَّى الْفَارِقُ مَا جَعَلَ المَدِير الْجِدِّي لِلْفَرَقِ فِي نَقْصٍ كَبِيرٍ خاصَّةَ فِي مَواجهَةِ فَرَقٍ كَبِيرٍ وَمُلَلٍ بِالْنَجُومِ مِثْلَ الَّذِي سَيَتَقَابَلَهُ الْأَسْبَعُ الْقَادِمُ.</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>44</td>
<td>03</td>
<td>12</td>
</tr>
</tbody>
</table>

The two players who made the difference have left, which creates a big problem for the team’s new manager. 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 two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>لقد ذهب اللاعبين اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي ستقابله الأسبوع القادم. /لاقد ظُهِب علامة مثلاً لِلَّذَين يَزَكَّى الْفَارِقُ مَا جَعَلَ المَدِير الْجِدِّي لِلْفَرَقِ فِي نَقْصٍ كَبِيرٍ خاصَّةَ فِي مَواجهَةِ فَرَقٍ كَبِيرٍ وَمُلَلٍ بِالْنَجُومِ مِثْلَ الَّذِي سَيَتَقَابَلَهُ الْأَسْبَعُ الْقَادِمُ.</td>
<td>09</td>
<td>36</td>
<td>13</td>
<td>52</td>
<td>03</td>
<td>12</td>
</tr>
</tbody>
</table>
The two players who made the difference have left, which creates a big problem for the team's new manager. 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.

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>miḥla llaḍiː: sānuqaːbiluhu lʔusbuːṭa lqaːdim/</td>
<td>03</td>
<td>12</td>
<td>19</td>
<td>76</td>
<td>03</td>
<td>12</td>
</tr>
</tbody>
</table>

Text (25): relative clause three

The two players who made the difference have left, which creates a big problem for the team's new manager. 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 (26): relative clause one

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إن الرجال الذين يحترمون زوجاتهم مخلصون</td>
<td>20</td>
<td>80</td>
<td>03</td>
<td>12</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>والنساء اللواتي يحترمن أزواجهن ويعتنين بتربيتهم أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Text (26): relative clause two

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>إن الرجال الذين يحترمون زوجاتهم مخلصون</td>
<td>16</td>
<td>64</td>
<td>07</td>
<td>28</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td>والنساء اللواتي يحترمن أزواجهن ويعتنين بتربيتهم أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Men who respect their wives are faithful, and women who respect their
<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>Unacc. T.</th>
<th>Unatt. T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>husbands and take care of their children to be honest and well mannered are virtuous.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Text (27):**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>Unacc. T.</th>
<th>Unatt. T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>يا أُرَّاغم الله أنْفَا أَنتَ حَامِلُهُ. يَاذَا الخَنَا وَمَقَالُ الْزُؤُرُ والخَطْلُ، مَا أَنتَ بِالْحُكْمِ النَّرْضِيِّ حُكْمَتَهُ وَلَا الأَصِيلَ وَلَا ذِي الْرَأْيَ وَالْجَدِّلُ (الْفَرْزِدَقُ).</td>
<td>01</td>
<td>04</td>
<td>07</td>
</tr>
<tr>
<td>/ja: ?arъama llahu ?anfan ?anta ḥa:miluhu ja:ða: lxana: wa maqα:la zzu:ri wa Ixaθāli ma ?anta bilθakami lturçα: fiuku:matahu wa la: l?aθi:lu wa la: ði: rraθji wa lθadali/ 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.</td>
<td>28</td>
<td>17</td>
<td>68</td>
</tr>
</tbody>
</table>

**Text (28): relative clause one**

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>Unacc. T.</th>
<th>Unatt. T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(وَاللهُ فِن كُلِّ دَايْةٍ مِّن مَّأْءٍ فَلِمْنَى مِّن يَمْشِي عَلَى</td>
<td>03</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>
((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

((وَلَهُ خَلَقَ كُلَّ دَابَّةٍ مِّن مَّاءٍ فَمِنْهُمْ يَمْشِي عَلَيْ بُطُونِهِ وَمِنْهُمْ يَمْشِي عَلَى رُجُلَيْنِ وَمِنْهُمْ يَمْشِي عَلَى أَرْبَعَ يَتُنَّ يَخْلُقُ اللهُ مَا يَشَاءُ إِنَّ اللَّهَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ)), (قرآن كريم، 24: 45).

Text (28): relative clause three

((وَلَهُ خَلَقَ كُلَّ دَابَّةٍ مِّن مَّاءٍ فَمِنْهُمْ يَمْشِي عَلَيْ بُطُونِهِ وَمِنْهُمْ يَمْشِي عَلَى رُجُلَيْنِ وَمِنْهُمْ يَمْشِي عَلَى أَرْبَعَ يَتُنَّ يَخْلُقُ اللهُ مَا يَشَاءُ إِنَّ اللَّهَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ),
(The Holy Quran, 24: 45).
((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).

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
</table>

**Text (28): relative clause four**

((وَاللَّهُ خَلَقَ كُلَّ دَابَّةٍ مِّن مَّاءٍ فَمَنْهُمُ مَّن يَمْشِى عَلَى بَعْتِهِ وَمَنْهُمُ مَّن يَمْشِى عَلَى رَجَلِينَ وَمَنْهُمُ مَّن يَمْشِى عَلَى أَرْبَعٍ يَخْلُقُ اللَّهُ مَا يَشَاءُ إِنَّ اللَّهَ عَلِيمٌ كُلِّ شَيْءٍ)) (Quran 24: 45).
four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).

Text (29): relative clause one

 إذ قالت امراء عمران رب اني نذرت لك ما في بطني محررا فقلت مني إنك أنت السميع العليم فلما وضعتها قالت رب اني وضعتها أنتو والله أعلم بما وضعته)، (قرآن كريم، 3: 35، 36).

Text (29): relative clause two

 إذ قالت امراء عمران رب اني نذرت لك ما في بطني محررا فقلت مني إنك أنت السميع العليم فلما وضعتها قالت رب اني وضعتها أنتو والله أعلم بما

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>إذ قالت امراء عمران رب اني نذرت لك ما في بطني محررا فقلت مني إنك أنت السميع العليم فلما وضعتها قالت رب اني وضعتها أنتو والله أعلم بما وضعته)، (قرآن كريم، 3: 35، 36).</td>
<td>06</td>
<td>24</td>
<td>04</td>
<td>16</td>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>
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).
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.

<table>
<thead>
<tr>
<th>The Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Text</th>
<th>Acc. T.</th>
<th>%</th>
<th>Unacc. T.</th>
<th>%</th>
<th>Unatt. T.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>10</td>
<td>40</td>
<td>10</td>
<td>40</td>
<td>05</td>
<td>20</td>
</tr>
</tbody>
</table>

Text (30): relative clause two

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.

/؟یننا یًلّام؟ا یلّاِی؟ا ما؟ازا؟ل: | 10 | 40 | 10 | 40 | 05 | 20 |

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.
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.
APPENDIX THREE  SAMPLES FROM THE STUDENTS' ANSWER PAPERS OF TEST ONE

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

<table>
<thead>
<tr>
<th>M</th>
<th>F</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 3</td>
</tr>
</tbody>
</table>

- 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
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.

Text (2)
In her speech about the financial crisis, she said “try to imagine a market, wherein the majority consistently wing what the minority loses”.

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.

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.
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.

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.

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.

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.
Text (9)

The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

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.

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.

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.
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].

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.

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.

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.
Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

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.

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.

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.
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.

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.

While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

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.
Text (25)

Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

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.

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.

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.
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.

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.
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
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، أظهرت لها الغرفة التي كنت أعمل فيها أثناء دراسة الدكتوراه двух سنين.

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 خطابها عن الأزمة المالية: "حاول أن تخيل السوق حيث الأغلبية تتسلق 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.

أخبرته بالدورة بصره، أنه نقلته عن مقالته وتسبب، ومن ثم يصفعه، والد غضبًا عن الغرفة، حصل سلماً ضوعه 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.

إذا لم تفهم ما ذكرته هنا، أعلم أنهم يقابلونني محل مكتبةريس المدرسة بعد، إذا لم تشكلوا أي سؤال أعلم أنهم يتفضلون قبل نهاية
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.

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.

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.

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

|
| 313 |
The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

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.
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].

None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

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.

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.
Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

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.

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.

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.
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.

Text (22)

The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pieced just enough to let in a ray of hope, which could not be satisfactory.

Text (23)

While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

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.
Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

Because I like travel and tourism very much, I will travel to Rome when I finish my studies before I go back home.

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.

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.
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.

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.
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

- 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
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.

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".

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.

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.
After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, where they were spirited to a governor.

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.

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.

Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.
Text (9)

The two players who scored the two victory goals will be given valuable rewards by the newly elected prime minister.

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.

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.

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.
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].

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.

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.

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.
Historically, George Washington, who is said to have cut down a cherry tree, was the first president of the United States of America.

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.

When I was walking on my way to the university, I met two girls who were my colleagues a few years ago and who became famous writers.

The film and the play which we watched last week, and which you said were interesting, will be shown again next week.
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.

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.

Text (23)
While we were preparing ourselves for the final examinations, we read a book whose ideas and information confused us a lot.

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.
Text (25)

Take whichever of these books you want before I present them to my friends, and whatever you pay will be enough.

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.

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.

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.
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.

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.
APPENDIX FOUR: SAMPLES FROM THE STUDENTS' ANSWER PAPERS OF TEST TWO

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

<table>
<thead>
<tr>
<th>M</th>
<th>F</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 3</td>
</tr>
</tbody>
</table>

- Write down the number that was on your paper yesterday in the box below:

11

- 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 الإنجليزية:

(1) عندما كنت في الجامعة، درست مع مجموعة من الفتيات المشهورات، ولذا فخور بأتي

doing a spices girl and

(2) في الحفل الختامي للدورة السنوي الثالثة للترجمة تحدث الريسورت سيث وانتشرا

In the final celebration of annual

(3) بعد مرور أكثر من ربع قرن على حفل الخروج من الجامعة، قالت الفتيات اللتين

after the passage of more than quarter

(4) في طريق عودتها إلى المنزل، قالت إليا رأيت الرجلين الذين سموا سيارتها وحاول

in her road back to home she said:

(5) بينما كنت الحشوة في منزل عمي، سمعنا أصوات غريبة بالإخراج فلم أعرف ألي

while we were eating dinner at cousin's home, we heard strange sound and ride, we hurried to see what happened and the women stood in the corner looked to what going on then it was just a fireworks.
Oh, people, listen carefully. Who live
is died, and what comes is coming.
A wisdom, examples, plant and rain, But mores
and fathers. Come and go. (Kees Van Steede)

Your love taught me things was
never in mind, and I read the kids
Stories. I enter to jinn kings palaces
and I dream to marry the daughter of the
king who he eyes is purity than water, Your lips is
delicious of more pomogranate. Play and
I dream to kidnap her as knight. (Cesar
Emmanu)

Now, I come so regret who is
make you away of me and I am
so grief and hardest circumstance
that ever a human can pass in all
over the world.

أطر ناهو ناهو بمضينة
ولا أحد أعطيه ليه وصيفي
وحل مكانا لم يكن حل من قبل (ليس ابن السلاح)

In spirit of posternate the meeting twice
before so the boss was absent about
yesterday meeting again the matter that
confused our future plans alot.
two men who their novels tell in incredible way these days they get the prize of Nobel for literature that given to special literature works.

when we made a decision to spend our summer holiday in middle east some of our were hesitate because of lack of knowing traveling places, but the changes confirm that they will send guide tour guide (but can) depend on.

after the end of liberase crisis and the relationship of libyan american contact Condoleezza Rice become the most responsible american visit libya since more than fifty years.

every individual who try to plan it to future, it is possible to change into ashes at moment, because of this unknown world who we came from and will back to it.

It was her scholar a forbidden science every penalty for scholar who take their knowledge from book and hear and between al-zahir is a strong ex weak person (Taha Hussein)
In the framework of Arabic world business and the intimate relationship and a good neighborhood the Libya and Algeria who sign to the treaty of community and cooperation they will produce oil together.

When you look for the study of modern languages in Britain you must study in Oxford university because this university of the most universities that take care of study of languages especially translation and the Arabic language science.

The Revenge of who kill innocent people
our novel announcement that will interest us some deals to whom understand the body language.

It seems your historical background is a little in one way Tarek Ben You and who conquer the Andole not Mursa Ben. It was in the period of succession of Nasser, Armoyal country.

When I declared the result of the end of Academic year the administration decided to give excellence some of gifts encouragement gifts, the headmaster said I give whoever is deserve.
After distribution of rewards, the announcement is made: the trip is fulfilled. Amongst a tourist trip to the east of the country, the lead master said: this trip is open for everybody who wants to come and practice it workable in different sectors, so what it want to say is translation is still only, and depends on Natural readiness.

When I met that girl for first time, I have never been so close to a flower. It sweetness, I recognized that something inside me moved, and increased the pulse at my heart.

If he finished all this that for people who accept his hand and leave, I hope of them, and I talk to him a moment or moments, and most of them only ask him his needs.

Two players are gone, who made the difference, which make the new coach of team in trouble, especially to play with a big team and consist of stars as the one that will meet next week.
Men who respect their wives are legal and women who respect their husbands and take care of brought up their children in good way of belief and nice moral are decent women.

And if a man has four wives, he should fear Allah. But if he cannot maintain (them) with justice, it is better for him that he should declare to the women a term of separation (as a permission of divorce). And Almighty God, Most Gracious.

God or Allah create every animal from water. Some of them walk on four, some of them walk on two legs and some of them walk on their stomachs. (Coran 3)
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

\[
\begin{array}{ccc}
M & F & \text{Age} \\
\hline
\square & \checkmark & 23
\end{array}
\]

- Write down the number that was on your paper yesterday in the box below:

\[
10
\]

- Note that the maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagood

336
2- باستخدام القلمون، ترجم النصوص التالية إلى اللغة الإنجليزية:

(النص 1)

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المشهورات، وإنما فكرت بإن درست مع أولئك الفتيات الثلاثة أصبحت كاتبات مشهورات.

When I was at the university, I have studied with a group of distinguished girls, and I was so proud that I have studied with three girls whom became famous writers.

(النص 2)

في الحفل الختامي للدورة الثالثة للترجمة تحدث البروفسور سيف وكانت هانان ها الحضانة الثلاثة الذين أتت في الدفء.

Professor Smith gave a speech at the end of the celebration of the third annual conference for translation and there were the three wonderful sentences that he delivered at the lecture.

(النص 3)

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قالت الفتيات الثلاثة مشاهدة قبلها بعد.

After more than twenty-five years "quarter of a century" of the graduation party from the university, I met the three girls who got the excellence degree and gained a scholarship to study abroad for her after.

(النص 4)

في طريق عودتها إلى المنزل، قالت إبنتها رات الروجين الذين سوقتها مرحة ومساء.

In her way back home, she said that she saw the three men who stole her car and tried to attack her child few weeks ago.

(النص 5)

بمما كنا نتناول الطعام في منزل عمي، سمعنا أصوات عربية بالخارج فأمرنا لذلك.

While we were having dinner at my uncle’s house, we heard a strange noise outside. I hurried up to see what is happening, the woman stood on the balconies for the same thing after a while, we discovered that it was merely a five entertainment games.
A people, listen and understand, whoever lived and died, and the dead prophesied, and whatever will come it will come: a wise woman, rain and plants, mother and father, cover and gear.

You have made me hear many things that were not in my consideration. I read kid stories, entered the fantasy, kings and princes, and I dreamt of getting married to the daughter of Sulian, whose eyes are more pure than the gold's, whose lips are more delicious than pomegranate berries and I dreamt that I kidnapped her. She's the last of the knights, the last of the chivalry, the last of the honor, the last of the chivalrous chivalry.

You now come back repent for who is the one who forced you to be away of me at that time when I was so melancholic and in the most darkest conditions that your one may pass through on the earth, on the earth, on the earth, on the earth

No man, no son, no one to tell my legacy, for when he will know we left in the earth, no money, no son, no one to tell my legacy except the mount and the packaddle.

She's the last of the last, the first love of the previous human and she replaced a place that was not occupied before.

In spite of postponing the meeting twice previously, the bus was absent for yesterday's meeting which made our travel plans get much confused.

In spite of postponing the meeting twice previously, the bus was absent for yesterday's meeting which made our travel plans get much confused.
When we decided to spend the summer vacation in the middle east, we were hesitant because of ignorance of the tourist places but the responsible assure us that they will send a tour guide.

After the crisis has ended and the Libyan-American inter-relationships back again, Condoleezza Rice become one of the greatest American responsible who visit Libya since over fifty years and half.

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.

There are a different science for those scientists which offriong entirely from the science that is taken from the books by a scientist with whom A.A. Ashur has either weak or a strong reason.
In terms of the Arab Gulf co-operation Council, the good practices and the good policies of Qatar, Libya and Algeria, joining the common co-operation agreement, will export oil to each other.

When you are going to study the modern language in Britain, you should choose Durham University because it is one of the most important universities that concern with languages, studies especially translation and Arabic language.

(Taking revenge of the one who killed the innocent) It is the title of our next story which some of the deaf people will attend, so, whereas the one who can understand the American sign language.

We were able to exercise a historical exercise for a whole among a story of the era of Ahmad ibn al-Mansur and that was in the period of Oman and the country succession.

When the results of the annual examination were declared, the school management members decided to give the bright students some surprising prizes, than the boy said, give Whoever deserve and worth.
After giving the prizes, an announcement of a trip to the rest of the country was made. The last delivery that this journey will be open to all, just for the initiates.

After giving deep in studying the translation theories and practicing it in a variety fields, I discovered that translation is a skill not more and it depend on the natural readiness.

When I met that girl for the first time, the years back and I saw the lips that was at the OKays yes, on which the candy was dripping in streaming and I felt that something inside me jumped and my heart-beats increased.

The time finished, when he finished, he sat with people some were rising his hand and others were no, others were talking to him for a moment or two and others were asking about their demands.
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 honor and good ethics are sacred women.

I wish God will keep you safe, you are one of demons
and untrue sayings you are not the one whom I
agreed on the judgment for the one with a good
manner, wise opinions and a good argument.

Allah created all the creations from water.
Some are walking on their stomachs, some are
walking on their feet and others are on four legs. Allah create whatever He wants
and Allah is able to do all the things.

Omar's wife said that O Lord, I knew what is
there in my stomach to firstly, so accept it from
me, you are all knowing and hearing. When she
have her baby. Said that O Lord, it is
a female, and Allah hears what she had done.

Scientists who are still arguing about the theory
of the beginning of creation which is brought by
the British scholar Darrow more than fifteen
decades or more than one hundred and fifty years ago. He 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. Zagoood

Under the supervision of
Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

\[
\begin{array}{ccc}
\text{M} & \text{F} & \text{Age} \\
& & 22
\end{array}
\]

- Write down the number that was on your paper yesterday in the box below:

\[5\]

-Note that the maximum time allotted for the test is THREE hours.

Thanks in advance

Test designer
Mohammed Zagoood
when I was at university, I studied with a group of several girls and I'm glad that I studied with these girls who became famous writers.

In the annual celebration of the annual conference, the translator, Professor Smith said, and that were the two wonderful sentences that he said at the end.

After passing more than twenty five years at graduation from university, but the two girls who got honors degrees and then they got scholarship and abroad.

In her way to home, she said that she saw two men, which they stole her car and tried to assault on her small baby, three weeks ago.

While we were having dinner in my uncle's house, we heard strange sounds at night, I turned to see what is happening and the women opened on the balcony seeing what happened after a while. It was astounding that it was a fireworks.
(6) I was there, I could not sleep, I could not eat, I was in pain, I was in despair. I was in pain, I was in despair.

(7) You have taught me things which I never imagined before. I read books, I went to school, I learned things, I understood things. I was in pain, I was in despair.

(8) The man who took away my life, I was in pain, I was in despair. I was in pain, I was in despair.

(9) A place has been created for me, I am not alone. I have a friend, I have a family. I was in pain, I was in despair.

(10) But I am thinking about the past, I am thinking about the future. I was in pain, I was in despair.
The men who were mostly living in abnormal
ways in those days got the noble prize for art,
which is given to those who have a particular
346

When we decided to take a summer vacation
in the past, and as part of a journey we
know the serene place. Such the mayor agreed that
they will send guide who we can depend on.

After the work had finished and the Libyans
American interior relationship back again, Condoleza
Rice became one of the American responsibilities
who wish Libya since fifty years and not a fate.

What ever the person tries to plan for future,
It may transmute into a wild, without second,
because of the unknown world which we came from
and come back to.

There was a different science for the
scientists who were taking them from the
book and others have made or design.
The foreign face also filled the innocence. It was not the same kind of innocence that the child had shown when the first fight occurred. It seemed that the innocence was still there, but it was now accompanied by a sense of fear. The child was quiet and did not seem to want to talk about what had happened.

As the fight wound down, the child explained that he was only defending himself. He had been picked on by a group of boys in the park, and when they tried to take his toy, he had fought back. The boys had then pulled him to the ground and kicked him. The child was crying and shaking with fear. He asked if anyone could help him.

The adult who had been watching stepped in to help. They asked the child if he was hurt anywhere and if he needed anything. The child said he was just scared and needed to go home. They helped him up and escorted him back to his parents, who were tears and concern.

The child's parents thanked the adult and told them they would make sure their son was safe in the future. They also expressed their gratitude for the adult's help and promised to talk to their son about the importance of standing up for himself when needed.
After distributing the prizes, an announcement about a trip to the east was declared. The kids said that the trip is open for all, not just for the innovators.

After going deep in studying the translation theories and practicing it in a different field, I discovered that translation is a skill not mere words, and it depends on the natural readiness.

When I met that girl for the first time two years back and I saw that her which were like a rose on which the sun is dropping. I realized that something is happening inside me and my heart started to increase.

After he finished, he sat with people who were making his face come under talking to him in a moment or more, someone was asking him their demands.

The two players who made the difference were the ones who put up a good team, tiresome especially regarding facing a big team here of them like that which will face next week.

After the game, the feedback was discussed, and it was concluded that the team needs more training and experience.
النص (26)
إن الرجال الذين يعترفون زوجاتهم محصونين بالله تعالى ويحرصون أن أولاهم تربية جيدة على الصدق والأخلاق الحكمة فضلاً.

Men who report 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

النص (27)
يا أرحم الله لذا أثبت حمله ونافع الزور والفعل
ولا الأسفل ولا ذي الأذى والعدل (النور) ما تأت بالحكم التزنيط حكمته

النص (28)
وأواد علم كل ذا ذات من ماء فهمهم من يمشي على بطنه ومنهم من يمشي على
رجلين ومنهم من يمشي على أربع يغطى الله ما يشاء إن الله على كل شيء شاهد (قرآن كريم) Allah created all the creations from water, some were walking on their sterns, some were walking on two legs and others are in four. Allah created what he wanted and he is able to do whatever he wants.

النص (29)
اذ قالت امرأة عمرو رضي الله عنها ما في بطني محرراً قال أئك لك أثت
السنين العام أثلما وضعها قال ربي أثبت وأثبتها قال وأولها وما وضعته (قرآن كريم)

النص (30)
إن الغباء الذين ما زادوا يبحثون في جهل نظرية بداية الخلق التي أتت بها العالم
البريطاني دارون وهي التي ذهبت على تظهرها فضية غزير تعاون من الزمن ل ألف ملايين إلى
نفسي أو ثلاث حتى يوجده الفاحش.

Scientists who still researching the theory of the beginning of the Creation which is taught by the British Scientist Darwin, which for
15 decades did not reach to a solution till

349