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

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

By
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

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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.

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

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LIST OF ABBREVIATIONS

The following abbreviations are used in this study:

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

TRANSCRIPTION SYMBOLS

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

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

The vowels are:

— (short) = / a /

ا— (long) = / a: /

— (short) = / u /

و— (long) = / u: /

— (short) = / i /

ي— (long) = / i: /

و- = /aw/

ي- = /aj/

CHAPTER ONE: INTRODUCTION

1.0 Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.6 Data Collection

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

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

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

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 Rummuni as quoted in Abu-Jarad (1986: 17). In this study, Rummuni finds that "Jordanian learners of English, for example, will pronounce the English sound /p/ as the Arabic sound /b/ because the NL (Arabic) does not have /p/."

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

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

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

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

2.1.4 Criticism of Contrastive Studies

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

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

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

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

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

2.1.5 Contrastive Studies and Translation

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

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

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

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

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

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

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

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

2.2 Relativization in the World's Languages

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

A syntactic study of relative and comparative clauses was made by Andrews (1975) in which he makes a survey discussing relativization in a number of the world's languages namely: English, Japanese, Turkish, Eskimo, Samoan, Faroese, Classical Tibetan, Hottentots, Navajo, Warlpiri, Mabuig, 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:

رأيت الرجل الذي جاء أمس

/raʔajtu rraʒula llaði: ʒa:ʔa ʔamsi/

(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. اللتان /allata: ni/ vs. اللتين /allatajni/, gender. i.e. feminine or masculine, e.g. الذي /allaði:/, التي /allati:/ and number. i.e. singular, dual and plural, e.g. الذي /allaði:/, اللذان /allaða:ni/, الذين /allaði:na/. In other words, English and Modern Standard Arabic differ in this area; therefore Arab students use the wrong relative pronoun (e.g. *which* instead of *who/ whom*). The wrong use of relative pronouns can also be attributed to Arabic since in Modern Standard Arabic the relative pronoun التي /allati:/ is used with both persons and non-persons (cf. English 'who(m)' and 'which', e.g.:

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

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

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

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

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

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

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

2.4 Translation Need and Teaching in Libya

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

2.4.1 The Need for Translation in Libya

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

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

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

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

- a. Increase in the number of translators.
- b. Increase in translators/interpreters' income.
- c. Emergence of translators/interpreters' societies.
- d. Setting up of more translator-training centres.
- e. Formulation of laws regulating translation activities.
- f. Increase in competition among translators/interpreters and translation/interpreting teams.
- g. Increase in foreign language learning.

2.4.2 Translation Teaching in Libya

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

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

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

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

- a. Admission of linguistically better-qualified students in order to avoid language-related problems.
- b. Giving more emphasis to practice in order to improve students’ translation and interpreting skills.
- c. Giving more emphasis to the teaching approaches which exhibit more advantages than disadvantages.
- d. Giving more emphasis to research methodology (in order to improve research in translation difficulties).
- e. Speeding up the provision of sources and references needed for research.
- f. Organisation of seminars and conferences with the aim of activating and updating both students and teachers.

2.5 Summary

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

CHAPTER THREE: TRANSLATION THEORY, PEDAGOGY, AND ASSESSMENT

3.0 Introduction

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

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

3.1 Definitions of Translation

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

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

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

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

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

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

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

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

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

In addition to the above mentioned definitions, scholars interested in translation studies are still trying to provide some other definitions of the concept and process of translation bearing in mind that it is a complex field that comprises different types of activities and processes. Rojo (2009: 22), for instance, defines translation as "a complex activity characterised by the intervention of opposing forces that pose serious dilemmas for translators. Some are:

- the tension between the 'truth' or facts of the matter and the translator's competence.
- the conflict between the intentions and style of the ST writer and the expectations of the TL readership.
- the differences between the conventional features of a given text type in the SL and the conventions of the same type of text in the TL.
- the differences in the cultural settings of the languages involved."

3.2 Translation Theories and Approaches

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

mainly an aspect of semantics, all questions of semantics relate to translation theory". Moreover, it has been difficult to distinguish between language theories on one hand and translation theories on the other. Kelly (1979: 34) states that "Each stream of language theory corresponds to a theory of translation. All linguistic schools or trends devoted part of their work to translation problems". Recently, the focus has shifted towards the relationship between linguistics, culture, and translation. A modern orientation is gradually moving from the mainly sentence-oriented approach to more discursual 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 discursual and macro-textual orientation which not only operates on the textual and discursual 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 interdiscipline within the translation theory. Moreover, varieties of linguistics continue to dominate the field due to their usefulness in training translators in different text-types (ibid: 325- 335). In this

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

3.2.2 Some Relevant Translation Theories

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

3.2.2.1 Catford's Linguistic Theory of Translation

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

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

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

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

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

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

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

3.2.2.2 Nida's Theory of Translation

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

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

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

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

3.2.2.3 Newmark's Theory of Translation

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

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

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

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

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

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

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

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

3.2.2.4 Hatim and Mason's Theory of Translation

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

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

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

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

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

3.2.2.5 Equivalence Theory

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

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

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

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

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

- Genre matrix, which deals with the question, “what genre does the text belong to”? Oral or written, literary (e.g. short stories), religious (e.g. Quranic commentary), philosophical (e.g. essay on good and evil), empirical (e.g. scientific paper), persuasive (e.g. law), and/or hybrid (e.g. sermon).
- Cultural matrix, which deals with the question of whether there are significant features presenting a choice between: exoticism (e.g. wholesale foreignness), calque (e.g. idiom translated literally), cultural borrowing (e.g. name of historical movement), communicative translation (e.g. public notices), and/or cultural transplantation (e.g. Romeo recast as قيس).
- Semantic matrix, which deals with the question of whether there are significant instances of: denotative meaning (e.g. synonyms), attitudinal meaning (e.g. hostile attitude to referent), associative meaning (e.g. gender stereotyping of referent), affective meaning (e.g. offensive attitude to addressee), allusive meaning (e.g. echo of proverb), collocative meaning (e.g. collocative clash), reflected meaning (e.g. play on words), and/or metaphorical meaning (e.g. original metaphor).
- Formal matrix, which deals with the question of whether there are significant features on the: phonic/graphic level (e.g. alliteration), prosodic level (e.g. rhythm), grammatical level: lexis (e.g. archaism), syntax (e.g. simple vs complex syntax), sentential level (e.g. 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 characterises its function such that each situational dimension contributes in a particular way to the two functional components is then taken as the yardstick against which TT is measured. Thus, TT's textual profile and function resulting from the same type of situational-linguistic analysis as that conducted with ST, is compared with ST's textual profile and function. The degree to which TT's profile and function match or do not match ST's, is the degree to which TT is more or less adequate in quality.

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

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

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

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

CHAPTER FOUR: RELATIVIZATION IN ENGLISH AND ARABIC

4.0 Introduction

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

Before embarking on the discussion of relativization in English and Arabic, it is worth 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*:

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

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

(27) He gave his children what they wanted.

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

4.1.4.2 Sentential Relative Clauses

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

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

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

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

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

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

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

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

4.1.4.3 Restrictive and Non-Restrictive Relative Clauses

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

There are two ways in which a relative clause relates to the head noun, as can be seen from these two sentences:

(32) My brother who is abroad has sent me a letter. (My other brothers have not).

(33) My brother –who is abroad- has sent me a letter. (He is the only brother I have).

In the first case, the relative clause is needed in order to identify what the noun is referring to; it 'restricts' the noun to mean 'the brother I am talking about'. This is therefore known as **restrictive relative clause**. There is no such restriction in the other sentence; the relative clause provides optional, extra information which could be omitted without affecting the noun's identity. 'My brother has sent me a letter'. This is known as a **non-restrictive relative clause**.

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

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

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

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

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

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

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

- (36) a- My neighbour, who is an English teacher, plays very loud music.
b- The man –whose name is John Johnson- also likes to have weekend parties.
c- The parties (which are very crowded) seem to go on all night.

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

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

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

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

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

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

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

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

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

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

- (40) a- Mrs. Britos, who is the librarian, reported that some books were missing.
- b-Someone said that I took the books, which is not true.
- c- I had never touched the books, most of which were in German.

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

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

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

George Yule (2000: 249) also states that:

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

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

- (43) a- Is there anything *you cannot do*?
b- Well, I cannot help every person *who needs help*.
c- But those *that you help* are usually satisfied.
d- I am sure there are some people *who are never happy*.

Hudson (1990: 383, 384) claims that:

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

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

1- Semantic Differences

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

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

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

2- Related Differences

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

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

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

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

Baker (1996: 333) states that

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

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

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

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

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

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

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

- (50) *Reagan, that the Republicans nominated in 1980, now lives in California.
 (51) The man the Republicans nominated in 1980 now lives in California.
 (52) *Reagan, the Republicans nominated in 1980, now lives in California.

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

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

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

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

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

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

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

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

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

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

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

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

4.1.5 Functions of Relative Clauses

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

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

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

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

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

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

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

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

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

4.1.6 Major Relative Pronouns

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

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

4.1.6.1 Definition

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

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

D H POM

4.1.6.2 Modification

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

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

4.1.6.3 Grammatical Categories

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

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

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

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

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

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

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

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

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

Relatives realizing the determiner are neutral in terms of gender, i.e. they can refer to persons as well as nonpersons. *Whose* always realizes the determiner.... *Which* is occasionally used as a determiner, most often in noun phrases introduced by a junctive (prepositional phrase), and only when the relative clause is nondefining....:

(68) Sometimes they expect him to make a speech, in which case he is in a state of terrible anxiety throughout the meal.

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

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

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

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

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

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

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

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

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

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

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

4.1.6.4 Nominal Relative Pronouns

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

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

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

4.1.7 Marginal Relative Pronouns

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(121) Whichever you choose will make her happy.

(122) Ask whoever you meet.

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

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

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

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

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

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

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

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

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

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

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

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

4.1.8 Position of Relative Clauses

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

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

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

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

And also in legal English, as in:

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

Such an extraposed clause must retain its relative pronoun."

4.2 Relativization in Arabic

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

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

4.2.1 Relative Pronouns

Relative pronouns are the determining factor of relativization in general.

4.2.1.1 Definition of Relative Pronouns

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

ما أجمل الأغنية التي استمعنا إليها! (133)
/ma: ʔaʒmala lʔuɣnijata llati: stamaʕna: ʔilajha:/
What a beautiful song (zero) we listened to!

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

4.2.1.2 Kinds of Relative Pronouns

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

4.2.1.2.1 Specific Relative Pronouns

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

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

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

/aṭṭa:libu llaði: naʒaʔa fa:za bilʒa:ʔiza/

The student who succeeded won the prize.

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

/alkita:bu llaði: qaraʔtuhu bilʔamsi mufi:d/

The book which I read yesterday is useful.

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

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

/alfata:tu llati: rasamati ʃʃu:rata ba:riʔa/

The girl who drew the picture is clever.

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

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

The picture which the girl drew is beautiful.

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

(138) البيوت التي على الشاطئ مريحة

/albuju:tu llati: ʔala ʃʃa:ṭi:ʔi muri:ʔa/

The houses which are on the beach are comfortable.

(139) الشجرات التي أمام المنزل مثمرة

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

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

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

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

/raʒaʔa lwalada:ni llaða:ni sa:fara: bilʔams/

The (two) boys who travelled yesterday came back.

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

/qa:baltu lwaladajni allaðajni kataba: ddars/

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

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

/ðahabtu ʔila lwaladajni llaðajni kataba: ddars/

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

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

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

/alʔilmu wa lma:alu huma: llaða:ni jabnija:ni lʔumam/

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

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

/aʃlaftu lba:bajni llaðajni kusira:/

I repaired the (two) doors which were broken.

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

/katabtu bilqalamajni llaðajni ʃtarajtuhuma: bilʔams/

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

-الَّتَانِ /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 اللَّتَيْنِ /allatajni/; as in:

(146) الفاتتان اللتان تدرسان بجد ستنتجان (Dual, fem., per., nom.)

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

The (two) girls who study hard will succeed.

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

/ʔaʔrifu lfata:tajni llatajni fa:zata: bilʒa:ʔiza/

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

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

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

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

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

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

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

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

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

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

I repaired the (two) windows which Khalid broke.

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

/ʔana muhtammun bilqaʃi:datajini llatajni katabahuma: ʔassa:n/

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

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

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

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

The men who attended the conference left.

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

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

I saw the men who participated in the festival.

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

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

I bought a book from the men who sell books.

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

وتبلي الأولى يستلثمون على الأولى تراهن يوم الروع كالحداً قبل (155)

/wa tubli: lʔu:la: jastalʔimu:na ʔala lʔu:la trahunna jawma arrawʔi kalhidaʔi lqubali/

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

Helal (ibid) states that in the above mentioned line, the poet used الأولى /alʔu:la/ 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:

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

/maʔa: hubbuha: hubba lʔu:la kunna qablaha: wa ʔallat maka:nan lam jakun ʔulla 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:/, اللاني /alla:ʔi:/ or اللواتي /allawa:ti:/ is a specific relative pronoun applicable to plural, feminine, persons and non-persons. It does not change in any grammatical cases (nominative, genitive, and accusative), as in:

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

/alfataja:tu lla:ti:- llaʔi:- llawa:ti: katabna lmaqa:la ʔa:liba:tun fi: alʒa:miʔa/

The girls who wrote the article are university students.

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

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

I met the girls who wrote the article.

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

/ðahabtu ʔila alfataja:ti lla:ti: - llaʔi:- llawa:ti: katabna lmaqa:l/

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

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

الذي يدرس بجد ينجح (160)
/allaḏi: jadrusu biḏiddin janḏaḥ/

Whoever studies hard succeeds.

The following table summarises the forms of specific relative pronouns.

Table 3: Specific Relative Pronouns

	Masculine	Feminine
Sing, all cases.	الذي /allaḏi:/	التي /allati:/
Dual, nom.	الذان /allaḏa:ni/	اللتان /allata:ni/
Dual, acc, and gen.	الذين /allaḏajni/	اللتين /allatajni/
Pl., all grammatical cases (nominative, genitive, and accusative)	الذين /allaḏi:na/ الأولى /alʔula/	اللاتي /alla:ti:/ اللائي /alla:ʔi:/ اللواتي /allawa:ti:/ الأولى /alʔula/

- *اللي* /illi/ 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. Although, this thesis is limited to standard English and Arabic, *اللي* /illi/, which is a colloquial word, is mentioned here because its addition to standard Arabic is a suggestion for a future research (7.3 later).

4.2.1.2.2 General Relative Pronouns

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

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 يكذب (161)

/man jatakallamu kaða:lika jakðib/

He who/whoever talks like that lies.

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

/ṭarada lʔusta:ðu man takallama ʔaθna:ʔa lmuħa:ɖara/

The teacher dismissed the boy who talked during the lecture.

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

/ṭarada lʔusta:ðu man takallamat ʔaθna:ʔa lmuħa:ɖara/

The teacher dismissed the girl who talked during the lecture.

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

/ṭarada lʔusta:ðu man takallama: ʔaθna:ʔa lmuħa:ɖara/

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

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

/ṭarada lʔusta:ðu man takallamata: ʔaθna:ʔa lmuħa:ɖara/

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

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

/ṭarada lʔusta:ðu man takallamu: ʔaθna:ʔa lmuħa:ɖara/

The teacher dismissed the boys who talked during the lecture.

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

/ṭarada lʔusta:ðu man takallamna ʔaθna:ʔa lmuħa:ɖara/

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:

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

/wa man ?aḍallu mimman jadʿu: min du:ni llahi man la: jastaʒi:bu lahu ?ila: jawmi lqija:mati wa hum ʿan duʿa:ʔihim ʔa:filu:n/

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

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

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

((ألم تر أن الله يسجد له من في السموات ومن في الأرض)) (The Holy Quran, 22: 18)

/ʔalam tara ?anna llaha jasʔudu lahu man fi: assama:wa:ti wa man fi: lʔarḍ/

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:

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع)) (The Holy Quran, 24: 45)

/wa llahu xalaqa kulla da:bbatin min ma:ʔin faminhum man jamʃi: ʿala baṭnihi wa minhum man jamʃi: ʿala riʔlajni wa minhum man jamʃi: ʿala ʔrbaʿ/

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'.

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

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

/qara?a ma: katabta ʔani ssija:ḥati fi: li:bja: /

He read what you wrote about tourism in Libya.

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

/qara?at ma: katabtu ʔani ssija:ḥati fi: li:bja: /

She read what I wrote about tourism in Libya.

(173) قرأ/قرأ ما كتب عن السياحة في ليبيا وقرأنا ما كتب عن السياحة في ليبيا (Dual)

/qara?a: ma: kutiba ʔani ssija:ḥati fi: li:bja: wa qara?ata: ma: kutiba ʔani ssija:ḥati fi: li:bja: /

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

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

/qara?u: ma: kutiba ʔani ssija:ḥati fi: li:bja: wa qara?na ma: kutiba ʔani ssija:ḥati fi: li:bja: /

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

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

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

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

/sabbaḥa lillahi ma: fi: ssama:wa:ti wa ma: fi: lʔarḍ/

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, ما /ma:/ is used rather than من /man/, as in:

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

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

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

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

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

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

/man jusaʒʒilu hadafan sajumnaḥu ʒa:ʔizatan qajjimatan baʕda niha:jati lmuba:ra:ti muba:ʃaratan/

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

(178) ما نعرفه عن الترجمة جيد

/ma: naʕrifuhu ʕani ttarʒamati ʒaji:d/

What we know about translation is good.

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

(179) من فتح الباب ؟ (Interrogative)

/man fataḥa alba:b/

Who opened the door?

(180) من يجتهد ينجح (Conditional)

/man jaʒtahid janʒaḥ/

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 الذي /allaḏ:/ 'who', as in the following line by Al-Farazdaq quoted in Radwan et al (1973: 160):

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

/wa ma: ?anta bilḥakami lturḍa: ḥuku:matuhu wa la: l?aṣi:lu wa la: ḏi: rra?ji: wa lʒadali/

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

أحب تلك العيناها أحلى من اللؤلؤ (182)

/ʔuḥibbu tilka lʔajna:ha: ?ḥla: 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:ʒiru:na lmutaqqāʔ wuṣu:lihim/ exactly means المهاجرون الذين يتوقع وصولهم /almuha:ʒiru:na llaḏi:na jutawaqqāʔ wuṣu:lihim/ and both could be translated into English into 'the immigrants whose arrival is expected'.

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

أعط أيًا يستحق وأيًا تستحق (Radwan et al, 1973: 158)

/ʔʔti ʔajjan jastaḥiqqu wa ʔajjan tastaḥiqq/

Give anyone who deserves.

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

من ذا قابلت؟ (ibid: 160)

/man ḏa: qa:balt/

Whom did you meet?

ماذا فعل؟ (185)

/ma:ḏa: faʔal/

What did he do?

In modern Arabic, ماذا فعل /ma:ða: faʿal/ 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)

دعي ماذا علمت، سأتيه ولكن، بالمغيب نبيني (186)

/daʿi: ma:ða: ʿalimtu saʿattiqi:hi wa la:kin bilmuyajjabi nabbiʿi:ni:/

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

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

Table 4: General Relative Pronouns

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

4.2.1.3 Relative Pronouns with Different Antecedents

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

الوزير الذي أصدر القرار موجود (187)

/alwazi:ru llaði: ʾaʿṣara lqara:ra mawǰu:d/

The minister who issued the decision is present.

الكتاب الذي قرأته بالأمس مفيد (188)

/alkita:bu llaði: qraʿtuhu bilʾamsi mufi:d/

The book which I read yesterday is useful.

القصة التي اشتريتها اليوم ممتعة جدا (189)

/alqiṣṣatu llati: ʃtarajtuha: ljawma mumtiʿatun 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:

(190) الكتب التي قرأتها أمس لا فائدة فيها

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

The books which I read yesterday are useless.

(191) كانت الوزارة التي معتمد لديها المترجم فعالة

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

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

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

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

/alla?i: - man jadrusu bi?iddin jata?ha??alu ?ala dara?a:tin ?a:lija/

He who/ whoever studies hard gets high marks.

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

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

I did not understand what/ that which he means.

(Prepositional object) هذا ما يريدون فعله (194)

/ha?a: ma: juridu:na fi?lah/

This is what they want to do.

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

استغربنا مما قيل (195)

/ista?rabna: mimma: qi:l/

We were surprised at what has been said.

ستدفع الحكومة لمن يتحصل على ميدالية ذهبية (196)

/satadfaʕu lfuku:matu liman jatafaʕʕsalu ʕala mi:da:li:jatin ðahabi:ja/

The government will pay anyone who gets a golden medal.

لنستعير سيارة ممن يفهم الموقف (197)

/linastaʕira saja:ratan mimman jafhamu lmawqif/

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

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

هم أناس سافروا معهم (198)

/hum ʔuna:sun sa:farna: maʕahum/

They are people with whom we travelled.

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

/sajura:fiquna: murʕidun sija:hi:jun jaʕrifu lmadi:nata ʕaji:dan/

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

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

/sajursilu:na murʕidan sija:hi:jan la: naʕrifuh/

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

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

/murʕidun sija:hi:jun jumkinuna: lʔʕtima:du ʕalajh/

A tourist guide on whom we could rely.

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

/murʕidun sija:hi:jun lahu maʕrifatu tʔari:qi sajura:fiquna:/

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

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

أعرف فتاة هي جذابة جدا (203)

/ʔaʕrifu fata:tan hija ʕaðða:batun ʕiddan/

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 الصلة /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 lʿa:ʔid/ 'the resumptive pronoun'."

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

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

4.2.2.1 Kinds of Relative Clauses

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

(204) وصل الولد الذي يعرف أحمد

/waṣala lwaladu llaḏi: jaʕrifu ʔaħmad/

The boy who knows Ahmed arrived.

(205) وصل ولد (*الذي) يعرف أحمد

/waṣala waladun (*allaḏi:) jaʕrifu ʔaħmad/

A boy who knows Ahmed arrived.

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

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

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

(206) جاءني الذي قام (Verbal)

/ʒa:ʔani llaḏi: qa:m/

He who stood up came to me.

(207) جاءني الذي أبوه قائم (Nominal)

/ʒa:ʔani llaḏi: ʔabu:hu qa:ʔim/

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

قرأت الكتاب الذي فوق الطاولة (208)
/qara?tu lkita:ba llaði: fawqa tta:wila/
I read the book which is on the table.

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

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

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

4.2.2.1.1 Relative Clauses with Indefinite Antecedents

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

خمسة وخمسون سؤالاً فقط أجيب عنها شفاهة (210)
/xamsatun wa xamsu:na su?a:lan faqaṭ ?uʒi:ba ʕanha ʃafa:hata/
Fifty-five questions only which were answered orally.

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

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

بفضل امرأة ساعدتها هي أمها (211)
/bifaḍli mraʔatin sa:ʕadatha: hija ?ummuha:/
By the grace of a woman who helped her, who is her mother.

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

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

كوندليزا رايس كانت أكبر مسؤول أمريكي يزور ليبيا منذ نيف وخمسين عاما (212)
/kunduli:za ra:jis ka:nat ʔakbara masʔu:lin amri:ki:jn jazru:ru li:bja: munðu najjifin wa
xamsi:na ʕa:ma:/
Condoleezza Rice was the most senior American official to visit Libya for more than fifty years.

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

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

سيارة محملة بالأقمشة قدرت قيمتها بمبلغ... (213)
/sajja:ratun muḥammalatun bilʔaqmiʃati quddirat qi:matuha bimablayi/
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)
/arraʔi:su huwa llaði: qad takallam/
It is/was the chairman who spoke.

نحن الذين نطلب (215)
/naḥnu llaði:na naṭlub/
It is we who are asking. ('We are who...').

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

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

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

I met the girl whose eyes are green.

4.2.2.1.2 Asyndetical Relative Clauses

Asyndetical relative clauses can be used as follows:

- After an indefinite genitive construction, as in:

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

/(ka:na alʕa:mu) ʕa:ma ʒadbīn ʕa:nati lʔusratu fi:hi ʔasba:ba lʕusrati wa ḍḍi:q/

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

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

(218) قد كانت عندها أنفس هدية جاءت في ذلك النهار

/qad ka:nat ʕindaha: ʔanfasu hadi:jatin ʒa:ʔatha: fi: ḍalika nnaha:r/

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

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

(219) لأن النفس كالزهرة تظم أوراقها أمام الظلمة

/liʔanna nnafsa kazzahrati taẓẓumu ʔawra:qaha: ʔama:ma aẓẓulma/

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

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

(220) الناس الآن كالأطفال غابت أمهم

/anna:su lʔa:na kalʔaṭṭa:li ɣa:bat ʔummuhum/

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:

(221) الطعام الذي داوم على تناوله لثلاثة أسابيع مضت

/aṭṭaʿa:mu llaḏi: da:wama ʿala: tana:wulihi liθala:θati ʔsa:bi:ʿa maḏat/

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

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

(222) قابلت فتاة عيناها خضراوان (Indefinite antecedent)

/qa:baltu fata:tan ʿajna:ha: xaḏra:wa:n/

I met a girl whose eyes are green.

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

4.2.2.1.3 Syndetical Relative Clauses

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

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

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

/raʔajtu ʃʃafatajni llatajni ka:nata: kazahrati ʔuqa:ḥin tasi:lu ʿalajha alfala:wa/

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

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

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

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

/min haða: lʔa:lami lmaʒhu:li llaði: ʒiʔna: minhu wa sanaʔu:du ʔilajh/

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

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

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

/ka:na lihaʔulaʔi lfuqaha:ʔi ʔilmun muxa:lifun kulla lmuxa:lafati liʔilmi lʔulama:ʔi
llaði:na juʔxaðu ʔilmuhum mina lkutubi wa llaði:na bajnahum wa bajna lʔazhari
sababun qawi:jun ʔaw ɖaʔi:f/

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

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

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

/tilka lhaja:tu llati: ʔiða: ma: taʔammalna:ha: waʒadna:ha: mubtasimatan fi arrabi:ʔ/

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

4.2.2.1.4 Sentential Relative Clauses

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

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

/jaqu:lu:na ʔanna nati:ʒata lmuba:rati ʒa:biatun alʔamru llaði: ʔaʃuku fih/

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

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

(228) مرض المدير الأمر الذي عقد مفاوضاتنا
 /mariḍa lmudi:ru lʔamru allaḏi: ʔaqqada mufa:waḍa:tina:/
 The director fell ill, which complicated our negotiations".

As noted in the above examples, الأمر الذي /alʔamru llaḏi:/ 'that', 'which', or literally 'the matter which' introduces a sentential relative clause.

(229) مرض المدير مما عقد مفاوضاتنا
 /mariḍa lmudi:ru mimma: ʔaqqada mufa:waḍa:tina:/
 The director fell ill, which complicated our negotiations".

4.2.2.1.5 Relative Clauses with Definite Antecedents

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

(230) الأسواق التي اعتدت شراء البضائع منها قريبة جدا
 /alʔaswa:qu llati: ʔtadtu ʃira:ʔa lbaḍa:iʔa minha: qari:batun ʒiddan/
 The shops from which I used to buy goods are so close.

(231) الفتاة التي قابلتها في المكتبة بالأمس جميلة جدا
 /alfata:tu llati: qa:baltuha fi: almaktabati bilʔamsi ʒami:latun ʒiddan/
 The girl whom I met in the library yesterday is very pretty.

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

(232) الولد والفتاة اللذان تحسلا منحة دراسية بالخارج سيغادران غدا صباحا
 /alwaladu wa lfata:tu llaḏa:ni tafaṣṣala: minḥatan dira:si:jatan bilxa:riʒi sajuʔa:dira:ni
 ʔadan ʃaba:ḥan/
 The boy and the girl who got a scholarship to study abroad will leave tomorrow morning.

(233) الفيلم والمسرحية اللذان شاهدتهما الأسبوع الماضي كانا ممتعين

/alfilmu wa lmasrafi:jatu llaḏa:ni jahadtuhuma: lʔusbu:ʔa lma:ḏi: ka:na: mumtiʔajn/

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

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

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

(234) أَشْتَأقْ إِلَى خَالِدِ الَّذِي كُنْتُ أَدْرُسُ مَعَهُ

/ʔaʃta:qu ʔila xa:lidin allaḏi: kuntu ʔadrusu maʔah/

I miss Khalid whom I was studying with.

(235) لِيَبْيَا وَالْجَزَائِرِ اللَّتَانِ وَقَعَتَا اتَّفَاقِيَةَ التَّعَاوُنِ الْمَشْتَرَكِ سَيَصْدُرَانِ النِّفْطَ مَعًا

/li:bja: wa lʒaza:ʔiru llata:ni waqqaʔata: ttifa:qi:jata ttaʔa:wuni lmuʃtaraki sajuʃaddira:ni annifṭa maʔan/

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

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

(236) لَا شَكَّ أَنَّ جَامِعَةَ دَرَمْ كَانَتْ وَاحِدَةً مِنْ أَهَمِّ الْجَامِعَاتِ الْبَرِيطَانِيَّةِ الَّتِي تَهْتَمُ بِمَجَالِ التَّرْجَمَةِ

/la: ʃakka ʔanna ʒa:miʔata daram kanat wa:ʃidatan min ʔahammi lʒa:miʔa:ti lbiriṭa:nijati llati: tahtamu bimaʒa:li ttarʒama/

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

Syndetic relative clauses are also used commonly with demonstrative pronouns, as in:

(237) هَذِهِ الَّتِي قَابَلْتُهَا أَمَامَ الْمَكْتَبَةِ الْأَسْبُوعِ الْمَاضِي

/haḏihi llati: qabaltuha ʔma:ma lmaktabati lʔusbu:ʔa lma:ḏi:/

This is whom I met in front of the library last week.

(238) هَؤُلَاءِ الَّذِينَ يَسَاعِدُونَ الْفُقَرَاءَ فِي كُلِّ مَكَانٍ

/ha?ula:ʔi llaði:na jusa:ʕidu:na lfuqara:ʔa fi: kulli maka:n/

Those are the people who help the poor everywhere.

ذلك الذي يدافع عن حرية المرأة (239)

/ðalika llaði: juda:fiʕu ʕan hurri:jati lmarʔa/

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

4.2.2.1.6 Restrictive and Non-Restrictive Relative Clauses

Badawi et al (2004: 503) state that "Restrictive and nonrestrictive relative clauses do not have to be formally distinguished". Therefore, the distinction and differentiation between restrictive and non-restrictive relative clauses has no value in Arabic. Compare:

هذه هي القصة التي كنت أبحث عنها (240) (Restrictive)

/haðihi hija lqişşatu llati: kuntu ʔabhaθu ʕanha:/

This is the story which I was looking for.

وقفت أنتظر ك أمام المكتبة التي لم تفتح بعد (241) (Nonrestrictive)

/waqaftu ʔantažiruka ʔama:ma lmaktabati llati: lam tuftaħ baʕd/

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

However, Dickins (2009) states that

it is possible to mark a non-restrictive relative clause in Arabic by the use of و /wa/ 'and' preceding the relative pronoun. The following fragment includes both restrictive and non-restrictive relative clauses:

ومنها (رد قلبي) الذي أذاعه التلفزيون المصري على القناة الثالثة – والتي يقتصر البث فيها على دائرة القاهرة الكبرى فقط – والذي كتب قصته يوسف السباعي الضابط الذي تولى منصب وزير الثقافة في العهد الثوري

/wa minha: raddu qalbi: llaði: ʔaða:ʕahu ttifizju:nu lmaşri: ʕala lqana:ti θθa:liθa wa llati: jaqtaşiru lbaθθu fi:ha: ʕala da:ʔirati lqa:hirati lkubra: faqaṭ wa llaði: kataba qişşatahu ju:sufu ssiba:ʕi: dḏaa:biṭu llaði: tawalla: manşiba wazi:ra θθaqa:fati fi: lʕahdi θθawri:/

These [films] include The Restoration of my Heart, which was shown on Egyptian television on Channel Three, resection of which is limited to Greater Cairo only, and the storyline of which was written by Yusuf al-Sibia'i, the officer who became Minister of Culture during the revolutionary era.

4.2.2.1.7 Nominal Relative Clauses

Definite relative clauses may occur without antecedents and indefinite ones with من /man/ and ما /ma:/ may do so, e.g.:

(243) الذي يدرس بجد ينال أعلى الدرجات

/allaði: jadrusu biẓiddin jana:lu ʔaʕla: ddaraʒa:t/

The one who/ whoever studies hard gets the highest marks.

(244) التي تحترم زوجها امرأة عاقلة

/allati: taḥtarimu zawʒaha: imraʔatun ʕa:qila/

The one who/ whoever respects her husband is a wise woman.

Semantically, in the above two examples, the antecedents are implied in the relative clause. Therefore, the antecedent in (243) can be easily interpreted into الطالب الذي /atṭa:libu llaði:/ 'the student who'; and in (244), it is certainly المرأة التي /almarʔatu llati:/ 'the woman who'. Whereas, indefinite relative clauses can of course occur without antecedents with من /man/ and ما /ma:/, as in:

(245) من حضر الحفل استمتع كثيراً

/man ḥaḍara lḥafla stamtaʕa kaθi:ra:/

Anyone who attended the party enjoyed a lot.

(246) ما تفعله بالتأكيد خطأ جسيم

/ma: tafʕaluhu bittaʔki:di xaṭaʔun ʒasi:m/

What you do is certainly a big mistake.

In addition to what has been mentioned earlier, it can be said that relative clauses occur in most of the nominal functions, i.e. the structure of the relative clause requires a referential pronoun which can be used without an antecedent in different structures such as:

- As a subject, as in:

(247) ما أريد قوله أن الترجمة مهارة ليس إلا

/ma: ʔuri:du qawlahu ʔanna ttarʒamata maha:ratun lajsa ʔilla:/

What I would like to say is that translation is no more than a skill.

- As a predicate, as in:

طبعاً درجتك العلمية الأولى هي التي ستبين مجال تخصصك العلمي (248)

/ṭabʕan daraʒatuka lʕilmijatu lʔu:la: hiʒa llati: satubajinu maʒa:la taxaʕuʕika lʕilmi:/

Of course, your first scientific degree is the one which will show your specific field of specialisation.

- As a direct object, as in:

ساعدت الذي ساعد أباه العجوز (249)

/sa:ʕadati llaði: sa:ʕada ʔaba:ha: lʕaʒu:z/

She helped the one who helped her old father.

- After a preposition (when the antecedent is implied), as in:

الانتقام من الذي قتل الأبرياء عنوان حكايتنا القادمة (250)

/alʔintiqɑ:mu mina llaði: qatala lʔabrija:ʔa ʕunwa:nu fiika:ʒatuna: lqɑ:dima/

Revenge against/on the one who killed the innocents is the title of our coming tale.

4.2.3 Functions of Relative Clauses

A relative clause in Arabic is used to clarify any ambiguity in the antecedent noun to the relative pronoun and completes its meaning. The relative pronoun is itself semantically incomplete and is in need of a clause placed after it to clarify it and complete its meaning either explicit or implied (Helal, no date: 174), e.g.:

احترمت الذي زارني بالأمس (Explicit) (251)

/iḥtaramtu llaði: za:rani: bilʔams/

I respected the one who visited me yesterday.

نحن الأولى فاجمع جموعك ثم وجههم إلينا (Implicit) (Obaid ben Al-Abras quoted in Helal, ibid) (252)

/naḥnu lʔula: faʒmaʕ ʒumu:ʕaka θuma waʒihhum ʔilajna:/

We are (the brave, strong, courageous, etc), so gather your troops and come to us.

Some Arab grammarians such as Hassan (1975) and Nor-addeen (1991) say that relative clauses have the following functions:

1- Identifying: relative clauses are used to say which person or thing we are referring to, i.e. they identify a person or a thing compared to the others in a potential group. For example:

تلك الفتاة التي شعرها أشقر وعيناها خضراوان خطيبتي (253)

/tilka lfata:tu llati: ʃaʕruha: ʔʃqarun wa ʕajna:ha xaḍrawa:ni xaṭi:bati:/

That girl with the blond hair and green eyes is my fiancée.

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

أكره الرجال الذين لا يحترمون زوجاتهم (254)

/ʔakrahu rriʒa:la llaḏi:na la: jaḥtarimu:na zawʒa:tihim/

I hate men who do not respect their wives.

3- Emphasis: relative clauses are sometimes used to emphasise a phrase by mentioning a relative clause after it. For example:

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

/inahu ʔa:riq bnu zija:din allaḏi: fataḥa lʔandalusa wa lajsa mu:sa bna nuṣajr/

It was Tariq Ben Ziad who conquered the Andalusia, not Musa Ben Nusair

4.2.4 Rules Governing the Use of Relative Clauses

1- A relative clause should follow the relative pronoun directly and should not precede it. In some languages such as Chinese, relative clauses can precede relative pronouns.

2- A relative clause must not refer to something very obvious or well known by nature, so we cannot say with pragmatic reasonableness:

حضر الذي رأسه فوق عنقه * (this is grammatically correct) (256)

/ḥaḍara llaḏi: raʔsuhu fawqa ʕunuqih/

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

4.2.5 Resumptive Pronoun الضمير العائد /aḍḍami:ru lʕa:ʔid/

A relative clause must normally include an implicit or explicit personal pronoun connected to the verb. In Arabic, this pronoun is called العائد /alʕa:ʔid/ or عائدا الصلة

/ʕa:ʔidu ššila/ (resumptive pronoun). The resumptive pronoun is usually placed at the end of the relative clause and refers back to the relative pronoun with which it agrees in gender, number and case (Radwan et al, 1973: 161-163).

When the relative clause is nominal, the resumptive pronoun is sometimes placed close to the antecedent it refers back to (Cantarino 1975: 155), as in:

(257) الحب الصادق هو الذي فيه تتحرك المشاعر ويزداد فيه نبض القلب

/alhubbu šša:diq̣u huwa llað̣i: fi:hi tataħarraku lmaʕa:ʕiru wa jazda:du fi:hi nabḍu lqalb/

Real love is that in which feelings move and heart's beating increases.

As for the resumptive pronoun with syndetical relative clauses and because "the relative adjective syntactically belongs to the main clause, it is only logical that the substantive antecedent be represented in the relative clause by a resumptive personal pronoun in the appropriate case:

(258) وصف له حياتها الغريبة التي تحياها منذ عادت إلى القرية

/wašafa lahu ħaja:taha: lyaribata llati: taħja:ha: munḏu ʕadat ʔila: lqarja/

He described to him the strange life she had lived since returned to the village". (Mustafa Lutfi al-Manfaluti quoted in Cantarino, ibid: 166).

In addition, the resumptive pronoun must agree with the specific relative pronouns in number, gender and case. For example:

(259) قرأت الكتاب الذي اشتريته

/qaraʔtu lkita:ba llað̣i: išṭarajtuh/

I read the book which I bought.

In this statement the connected accusative pronoun له /hu/ in اشتريته /išṭarajtuhu/ (I bought it) is a resumptive pronoun which agrees with the specific relative pronoun الذي /allað̣i:/ in gender and number.

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

(260) رجع الذي ضربته ورجعت التي ضربتها

/raʕaʕa llað̣i: ḍarabtuhu wa raʕaʕati: llati ḍarabtuha:/

He whom I hit came back, and she whom I hit came back.

رجع اللذان ضربتهما ورجعت اللتان ضربتهما (261)

/raʒaʕa llaða:ni ɖarabtuhuma: wa raʒaʕati llata:ni ɖarabtuhuma:/

The (two) boys whom I hit came back, and the (two) girls whom I hit came back.

رجع الذين ضربتهم, ورجعن اللائي/اللاتي/ اللواتي ضربتهن (262)

/raʒaʕa llaði:na ɖarabtuhum wa raʒaʕna lla:ʔi:- lla:ti:- llawa:ti: ɖarabtuhun/

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:

احترم من علمك (263)

/iɸtarim man ʕallamak/

Respect whoever taught you. Or

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

احترم من علمك ومن علمتك (264)

/iɸtarim man ʕallamaka wa man ʕallamatk/

Respect the man who taught you, and respect the woman who taught you.

احترم من علمك ومن علمتك (265)

/iɸtarim man ʕallama:ka wa man ʕallamata:k/

Respect the (two) men who taught you, and respect the (two) women who taught you.

احترم من علموك ومن علمنك (266)

/iɸtarim man ʕallamu:ka wa man ʕallamnak/

Respect those who taught you.

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

الرجل الذي اشترى السيارة غني (267)

/arraʒulu llaði: ʃtara: ssaja:rata ɣani:/

The man who bought the car is rich.

الكتاب الذي يحكي قصة روبن هود مفيد (268)

/alkita:bu llaði: jaḥki: qiṣṣata rubin hu:d mufi:d/

The book which tells Robin Hood's story is useful.

So, when the meaning of the relative clause is clear and can easily be understood, *الضمير العائد* /aḍḍami:ru lʔa:ʔid/ 'the resumptive pronoun' could be omitted as in (269) and (270) below, especially in modern standard Arabic. In classical Arabic, it is mostly after *من* /man/ and *ما* /ma:/ (Haywood and Nahamad, 1965: 285), e.g.:

أعجبني من رأيت (269)

/ʔaʕʒabani: man raʔjt/

I admired (the girl) whom I saw.

استغربت مما قرأت (270)

/istaʕrabtū mimma: qaraʔt/

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: ʔaʕṭajtuḥu lkita:ba sa:far/

The boy to whom I gave the book travelled.

القلم الذي كتبت به ضاع (272)

/alqalamu llaði: katabtu bihi ḍa:ʕ/

The pen with which I wrote was lost.

الأستاذ الذي قتل أخواه هو الأستاذ سميث (273)

/alʔusta:ðu llaði: qutila ʔaxawa:hu huwa lʔusta:ðu smiθ/

The professor whose brothers were killed is Professor Smith.

When the object is relativized, the resumptive pronoun is usually required and cannot therefore be omitted, e.g.:

الولد الذي عرفته منى وصل (274)

/alwaladu llaði: ʔarafathu muna: waṣal/

The boy whom Mona knew arrived (Mohammed, 1999: 162).

So, it can be said again that the resumptive pronoun may be explicit as mentioned before or implicit; as in:

أنا الذي حضر المؤتمر (275)

/ʔana: llaði: ʔaɖara lmʔutamar/

It was me who attended the conference, instead of

أنا الذي حضرت المؤتمر (276)

/ʔana: llaði: ʔaɖartu lmʔutamar/

It was me who attended the conference.

4.2.6 Interference Between Relative Clauses and Indirect Questions

من /man/ and ما /ma:/ which have been discussed as general relative pronouns before, are actually the same as those used in interrogative sentences. The relative construction could be derived from the interrogatives because of the fading of the interrogatives in some positions.

Cantarino (1975: 170) states that "In general, we may say that the difference between an indirect question and a relative construction consists, from the point of view of their meanings, in the fact that the interrogative clause intends to seek out information; it is used only after verbs of an interrogative character... A relative sentence, on the other hand, introduces a statement of fact independent of any request for information."

Thus, interrogative sentences can, syntactically, stand alone making only one syntactic function which is an interrogative, whereas the relative clause is related to a main clause. The only structural distinction between the two appears in sentences when the resumptive pronoun completes the function of a genitive within the clause. Therefore, it must be used in the relative construction but not in the interrogative one (ibid: 171).

Compare the following two examples (Mustafa Lutfi al-Manfaluti quoted in Cantarino, ibid: 172):

وقف النساء في المقاصير ينظرن ماذا جرى" (Relative) (277)

/waqafa nnisa:ʔu fi: almaqa:ʃi:ri janʒurna ma:ða: ʒara:/

The women stood up in their balconies to see what was taking place.

ليت شعري ماذا تريد أن تقول لي؟ (Interrogative)

/lajta ʃiʔri: ma:ða: turi:du ʔan taqu:la li:/

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

4.2.7 Further Uses of ما /ma:/

ما /ma:/ which has been explained as a general relative pronoun has some other uses in Arabic as an interrogative as explained earlier and in combination with some verbs and/or prepositions. Badawi et al (2004: 516) state that "In combination with verbs ما /ma:/ 'what' creates the equivalent of a verbal noun and it is thus called ما المصدرية /ma: almaʃdari:ja/ 'the verbal noun ma:' ... This ما /ma:/ is present in many compound adverbial phrases."

Some uses of ما /ma:/ may be summarised as follows:

- As a relative pronoun as mentioned earlier and also when combined with prepositions, for example:

- With فوق /fawqa/, as in:

وجاءت النتائج فوق ما توقعناه (279)

/wa ʒa:ʔati nnata:ʔiʒu fawqa ma tawaqaʔna:h/

And the results came out above what we expected.

- With في /fi:/, as in:

وفيما يتعلق بعملية السلام في الشرق الأوسط (280)

/wa fi:ma: jataʔallaqu biʔamali:jati ssala:mi fi: ʃʃarqi lʔawsaʔ/

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: haða: lkita:b/

What is this book?

- A conditional noun (note the use of the jussive mood in the verbs), as in:

(282) ((وما تنفقوا من خير يوف إليكم)) (The Holy Quran, 2: 272)

/wa ma: tunfiqu: min xajrin juwaffa ?ilajkum/

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

- A described indefinite noun, as in:

(283) رب ما تكره النفوس من الأمر له فرجة كحل العقال

/rubba ma: takrahu nnufu:su mina l?amri lahu furʒatun kaḥalli alʕiqa:li/

What people may dislike of things could be solved as the rope's knot can be untied.

In the above mentioned line, ما /ma:/ means anything and consequently used as a described indefinite noun (Helal, no date: 282).

As demonstrated above, some grammatical categories such as number, gender and case as well as resumptive pronouns play a vital role in constructing relative clauses in Arabic. These categories and the construction of Arabic relativization in general are different from that of English. The coming section (4.3) deals with comparing and contrasting relativization in English and Arabic.

4.3 Similarities and Differences Between English and Arabic Relativization

This section provides a comparison between English and Arabic relativization. The purpose of this comparison is to analyse the similarities and differences between English and Arabic in terms of relativization which may help overcome the translation problems (shown in chapter six later) between the two languages. The comparative analysis is shown in the following:

4.3.1 Relative Clause Formation

Relative clause formation in English and Arabic seems to be the same in many ways, in spite of some aspects which are different. According to transformational grammar, established by Chomsky (Bornstein, 1984: 21), a relative clause is a surface structure realisation of an embedded sentence that follows a definite or an indefinite head noun phrase called the antecedent.

Badawi et al (2004: 491) claim that "The syntax of (Arabic) relative clauses is fundamentally different from English, in that the true 'relative pronoun' is always

located within the relative clause... The demonstrative element prefixed to syndetic relative clauses (i.e. with definite heads...) does not correspond at all to the English 'relative pronoun' even though it is commonly referred to as such". As mentioned earlier, Dickins (2009) argues that "relative 'elements' such as *الذي* /allaði:/ and *اللي* /illi/ which occur in various variations in Arabic are not pronouns, but rather markers of definiteness".

The relative clause formation rule involves the deletion of the second identical NP, i.e. the NP of the embedded sentence, and its replacement by the appropriate relative pronoun. The relative clause formation rule is the same for both English and Arabic, and the position of the relative clause is postnominal in both languages, i.e. the relative clause always follows its antecedent. However, there are basic differences between English and Arabic as far as the relative pronoun is concerned. In English, a relative pronoun may follow either a definite or an indefinite antecedent (cf. Yule, 2000: 248, 249), as in:

(284) The player who scored the goal got the prize.

(285) A player who scores a goal gets a prize.

(286) A man who was blind hit me last night.

In Arabic, no relative pronoun follows an indefinite antecedent. Thus, while sentence (287) below is grammatical in Arabic, sentence (288) is not:

(287) *عرفت الرجل الذي سافر*

/ʕaraftu rraʒula llaði: sa:far/

I knew the man who travelled.

(288) **عرفت رجلا الذي سافر*

/ʕaraftu raʒulan allaði: sa:far/

I knew a man who travelled.

Also, in Arabic, if the relative clause refers to a definite noun, that noun is usually followed by a relative pronoun agreeing with it in number, gender and case (for duals). There is no relative pronoun if the modified noun is indefinite, as in (288) mentioned above.

Moreover, relative pronouns in Arabic are used, in some circumstances, where they stand for both the antecedent and the pronoun. In this case, the singular من /man/ 'who' or ما /ma:/ 'what' can be used to express the antecedent and the relative pronoun together, as in:

(289) من يشاهد بقايا الحرب يدرك الحقائق

/man juʃa:hidu baqa:ja: lʔarbi judriku lʔaqa:ʔiq/

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 /alʔamru llaʔi:/ 'that which' or مما /mimma:/ 'from which' is the conjunction usually used, as in:

(290) يتظاهرون بالعدالة الأمر الذي/ مما يقلقني كثيرا

/jataʒa:haru:na bilʔada:lati lʔamru llaʔi:- mimma: juqliquni: kaʔi:ra:/

They pretend to be fair, which greatly worries me.

(291) كانت المكافأة ذات قيمة كبيرة الأمر الذي/ مما جعلهم يلعبون بشكل جيد

/ka:nati lmuka:faʔatu ʔa:ta qi:matin kabi:rattan lʔamru llaʔi: - mimma: ʒaʔalahum
jalʔabu:na biʔaklin ʒajid/

The prize was very valuable, which makes them play well.

In English nominal relative clauses, on the other hand, *what* or the *ever-form* is used without a noun or pronoun as an antecedent, for example:

(292) Whoever talks a lot in the lecture will be ousted.

(293) She is gregarious but what she says is completely unreasonable.

In English sentential relative clauses, the relative pronouns do not refer back to nouns or pronouns only, but they refer back to their antecedent which could be the whole of what precedes them in a sentence, for instance:

(294) Both of the opponent teams did very well, which makes the match very interesting.

In Arabic, when the antecedent of the relative pronoun is indefinite, the relative pronoun is omitted altogether, as in:

رواية قرأتها قبل سنوات ومازلت أذكر أحداثها وأبرز شخصياتها (295)

/riwa:jatun qara?tuha: qabla sanawa:tin wa ma:ziltu ?aðkuru ?afnda:θaha wa ?abraza
ʃaxʃi:ja:tiha:/

A novel, which I read years ago and still remember its incidents and main characters.

Consequently, definiteness and indefiniteness are two significant factors that should be taken into consideration in the relationship between the head noun and the relative pronoun used in the Arabic relativization. This is because the use of relative pronouns with indefinite antecedents leads to ungrammatical structures in Arabic. Thus, English and Arabic are different as far as the antecedent is concerned. Relative pronouns in English are used with both definite and indefinite antecedents, whereas relative pronouns in Arabic are used only with definite antecedents.

In some constructions in English, however, the relative pronoun could be omitted whether the antecedent is definite or indefinite. This is called in English 'zero relative pronoun', as in (b) below:

(296) a. The teacher that I met yesterday is Mr. Smith.

b. The teacher I met yesterday is Mr. Smith.

Nevertheless, the omission of the relative pronoun in English is not always optional, because its omission sometimes is ungrammatical. Consider the following examples in which (a) is grammatical whereas (b) is not:

(297) a. I met the professor that teaches morphology.

b. *I met the professor teaches morphology.

(298) a. The student who is intelligent got the prize.

b. *The student is intelligent got the prize.

By contrast, there is no relative pronoun omission in Arabic relative clauses when the relative pronoun refers back to a definite antecedent. Mace (1998: 151) states that "In English a relative pronoun which is either the direct or the prepositional object of its own verb may be omitted at all ('a man (whom) I trust ...', 'the money (which) we live on...'). The rule for omitting the relative pronoun in Arabic is binding and applies differently".

4.3.2 Kinds of Relative Clauses

Relative clauses in Arabic are of two main types: a clause or a quasi-clause (see 4.2.2.1). A relative clause in Arabic could be a verbal sentence or nominal sentence; but in both cases, it should be an affirmative or predicate one and it can never be a request or a question. In addition, relative clauses in Arabic sometimes occur without apparent antecedents, with both specific and general relative pronouns, but semantically the antecedents are implied in the relative clauses (see 4.2.2.1.7).

In English, on the other hand, relative clause formation is categorised by the function of the head noun in the main clause and the identical noun of the relative clause. This also depends on the embedding process in relativization. Thus relative clauses are of the following types:

4.3.2.1 Nominal Relative Clauses

As in Arabic, a relative clause in English can be a nominal sentence which is also called fused relative construction. Along with this kind of relative clauses *what* or *ever-forms* are the relative pronouns that usually occur, as in:

(299) What you sow today, you will reap tomorrow.

(300) Whoever studies hard gets a distinction.

Nominal relative clauses in English function as noun phrases (see 4.1.4.1).

4.3.2.2 Sentential Relative Clauses

According to Quirk et al (1984: 1118), “Sentential relative clauses are relative clauses which refer back to the predicate or predication of a clause, a whole clause or sentence, or even a series of sentences.” Sentential relative clauses are found in both English and Arabic. A sentential relative clause in English is similar to a non-restrictive relative clause, with a slight difference in the fact that a sentential relative clause does not modify only the noun, but it postmodifies its antecedent which is the whole or part of what precedes it in a sentence (see 4.1.4.2), as in:

(301) They pretend to be honest and ignorant, which makes me doubtful.

Like the non-restrictive relative clause, a sentential relative clause is also separated by pauses and punctuation marks.

In Arabic, الأمر الذي /alʔamru llaḏi:/ ‘that, which’ or مما /mimma:/ ‘from which’ is used in sentential relative clauses, as in:

إنه يثق بهم كثيرا الأمر الذي/ مما جعله يصفهم بالأمانة (302)

/ʔinnahu jaθiqu bihim kaθi:ran alʔamru llaði: - mimma: ʒaʕalahu jaʕifuhum
bilʔama:na/

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 و /wa/ 'and' (see 4.2.2.1.6).

4.3.2.4 Relative Clauses with Indefinite Antecedents

One of the features that govern relative clause structure in Arabic is that of the asyndetical/syndetical distinction. Relative clauses that can stand alone as noun phrases are asyndetical, whereas relative clauses that cannot stand alone are syndetical. For more explanation about asyndetical and syndetical relative clauses in Arabic see also 4.2.2.1.2 and 4.2.2.1.3 earlier.

4.3.2.5 Relative Clauses with Definite Antecedents

In Arabic, relative clauses with definite antecedents that are introduced by specific relative pronouns are syndetic. The specific relative pronoun used agrees with its antecedent in number, gender, and case with some exceptions especially when the antecedent is mixed gender (masculine and feminine). In this case the relative pronoun used is the masculine one (see 4.2.2.1.5).

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

مصر التي تتحكم في قناة السويس لها سواحل على البحرين المتوسط والأحمر (303)

/miʃru llati: tataħakkamu fi: qana:ti ssuwajs laha: sawa:ħilun ʕala: lbahrajni lmutawasiṭu wa lʔaħmar/

Egypt which controls the Suez Canal has coasts on both seas, the Mediterranean and the Red.

Elatives and demonstrative pronouns which are also definite take syndetical relative clauses, as in:

لاشك أن الحاجة هي فعلا أم الاختراع وأن الغاية تبرر الوسيلة (304)

/la: ʃakka ʔanna lħa:ʒata hija fiʕlan ʔummu lʔixtira:ʕi wa ʔanna lħa:ʒata tubarriru lwasi:la/

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 (305)

/tilka llati: ʔuʕʒiba biha: ʒami:ʕu man ħaḍara lmʔutamar/

That is the one of whom everyone attended the conference was admired.

4.3.3 Occurrence of Relative Clauses

Relative clauses in Arabic can be found in verbal sentences. A verbal sentence in Arabic is one that begins with a verb. In a verbal sentence relative clause, the relativization process can affect NPs of different grammatical functions: subject, object, and indirect object. The deletion of the resumptive pronoun when it refers to the direct object is optional (though very rare), as in:

القصة التي قرأتها/قرأت ممتعة (306)

/alqiʃṣatu llati: qaraʔtuha: – qaraʔtu mumtiʕa/

The story that I read is interesting.

Unlike in English, prepositions normally cannot precede relative pronouns in Arabic because this mostly gives ungrammatical sentences especially when the antecedent is explicit, as in (307) below:

السيد جاك مع الذي تحدثت عن أحوال الطقس* (307)

/assajidu ʒa:k maʕa llaði: taḥaddaθtu ʕan ʔḥwa:li tṭaqs/

Mr. Jack with whom I talked about the weather.

4.3.4 Relative Pronouns

There are two sets of relative pronouns in both English and Arabic. In English, there are major relative pronouns which are five in number namely: ‘who’, ‘whom’, ‘whose’, ‘which’ and ‘that’; only two are marked for case: the object *whom* for the accusative and the subject and object *whose* for the genitive, which has no equivalent in Arabic. There are also marginal relative pronouns which are ‘what’, the proadverbials (‘when’, ‘where’, ‘why’, and ‘how’), the ever-forms (‘whoever’, ‘whatever’, and ‘whichever’), ‘as’, ‘while’, and ‘whence’.

In Arabic, there are two sets of relative pronouns; specific relative pronouns namely: الذي /allaḏi:/, التي /allati:/, اللذان /allaḏa:ni/, اللذين /allaḏajni/, اللتان /allata:ani/, اللتين /allatajni/, الذين /allaḏi:na/, and اللائي /alla:ʔi:/, اللاتي /alla:ti:/, or اللواتي /allawa:ti:/; and general relative pronouns namely: من /man/, ما /ma:/, ذا /ḏa:/, ماذا /ma:ḏa:/, أل /al/, and أي /ʔajju/.

When comparing English and Arabic relative pronouns, it can be said that as a set, major relative pronouns in English are equivalents of the specific relative pronouns in Arabic with some differences. As a set also, marginal relative pronouns in English are correspondents to general relative pronouns in Arabic with the existence of some distinctions. Specific relative pronouns in Arabic have phonological variations in masculine and feminine and various endings for case and number. Grammatically, specific relative pronouns in Arabic are determined by number, gender and case. These forms are not distinct as English major relative pronoun forms are. Thus, we have eight different forms of specific relative pronouns in Arabic. These forms and their distinctive grammatical features as well as their equivalents in English are given in table 5 below:

Table 5: Arabic Specific and English Major Relative Pronouns

No.	The Arabic Specific Relative Pronoun	Its Features	Its Correspondent in English
1	الذي /allaði:/	masc., sing., all grammatical cases	who, that, which
2	التي /allati:/	fem., sing., all grammatical cases	who, that, which
3	الذان /allaða:ani/	masc., dual, nom.	who, that, which
4	اللتان /allata:ni/	fem., dual, nom.	who, that, which
5	الذين /allaðajni/	masc., dual, acc. and gen.	who, that, which
6	اللتين /allatajni/	fem., dual, acc. and gen.	who, that, which
7	الذين /allaði:na/	masc., pl., all grammatical cases	who, that, which
8	اللائي /alla:ʔi:/, اللاتي /alla:ti:/ or اللواتي /allawa:ti:/	fem., pl., all grammatical cases	who, that, which whose

The above table shows that there is no one-to-one correspondence in relative pronouns between English and Arabic. In addition, there is no equivalent in Arabic to the English relative pronoun *whose*. Therefore, when translating the English major relative pronoun *whose* into Arabic, it has to be translated into an Arabic specific relative pronoun with a possessive pronoun in the same clause, as in:

(308) The man whose car was stolen is my teacher.

This sentence can be translated into:

(309) الرجل الذي سُرقت سيارته هو أستاذي

/arraʒulu llaði: suriqat sajjara:ratuhu huwa ʔusta:ði:/

Another distinction between English major relative pronouns and Arabic specific relative pronouns is that English major relative pronouns are used for some other purposes such as interrogative pronouns, whereas specific relative pronouns in Arabic are used only in relativization and they have no other uses. Moreover, Arabic specific relative pronouns, unlike the English ones, do not occupy the place of a subject or object, act as an adjective agreeing with the antecedent in number, gender and case.

Arabic general relative pronouns may be considered, as a set, as correspondents to the marginal relative pronouns in English bearing in mind that one general relative pronoun in Arabic can be translated into more than one marginal relative pronoun in English and vice versa, i.e. there is no one-to-one correspondence in relative pronouns

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

(310) ما تزرعه اليوم تحصدّه غدا

/ma: tazraʕhu ljawma tafṣuduhu ʔadan/

What you sow today, you will reap tomorrow.

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

/ma: ʔuħa:wilu qawlahu ʔanna ddira:sata fi: ʒa:miʕati daram mumtiʕatun wa la:kinnaha: ʕaʕba/

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

(312) قل ما تريد فلن أقنع بهذه المغامرة المجنونة

/qul ma: turi:du falan ʔaqtaniʕa biħaḏiħi almuʔa:marati lmaʒnu:na/

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

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

/xuḏ ma: turi:du min haḏiħi lkutubi qabla ʔan ʔuħdi:ħa: liʔaʕdiqa:ʔi:/

Take whichever you want from these books before I present them to my friends.

As in English, Arabic general relative pronouns are not distinguished by the grammatical categories of gender, number, and case. Thus, any general relative pronoun in Arabic is used with different antecedents without morphological or orthographical changes no matter what the gender, number, or case are. Nevertheless, both English marginal relative pronouns and Arabic general relative pronouns make a distinction in person/non-person category in some contexts. For instance, English uses *whoever* for persons and *whatever/ whichever* for non-persons, as in:

(314) You can elect whoever you prefer.

(315) You choose whatever/ whichever you need.

In a like manner, Arabic uses من /man/ for persons and ما /ma:/ for non-persons with some exceptions (see 4.2.1.2.2), for example:

(316) أحب من يتكلم بصراحة في كل المناسبات

/ʔuʕibbu man jatakallamu biʕara:hatin fi: kulli lmuna:saba:t/

I like whoever talks frankly in all the occasions.

أعجبني ما قلت عن خليل جبران وكتاباتة (317)

/ʔaʕʒabani: ma: qulta ʕan xali:l ʒibran wa kita:ba:tih/

I liked what have you said about Kahlil Gibran and his writings.

English marginal relative pronouns and Arabic general relative pronouns are not only used as relativizers in the relativization process, but also in some other structures and contexts such as in interrogative sentences. Table 6 below shows the Arabic general relative pronouns and their English marginal counterparts with respect to the person/non-person grammatical category:

Table 6: Arabic General and English Marginal Relative Pronouns

No.	Arabic General Relative Pronoun	The Person/Non-person Grammatical Category	English Marginal Relative Pronoun
1	من/man/	Person	whoever
2	ما/ma:/	non-person	what/whatever/whichever/wherever
3	ذا/ða:/	person/ non-person	-
4	ماذا/ma:ða:/	person/ non-person	-
5	أل/al/	person/ non-person	-
6	أي/ʔajju/	person/ non-person	-
	-	non-person	why
	-	non-person	how
	-	non-person	where
	-	non-person	when
	-	non-person	while
	-	non-person	as
	-	non-person	whence

In translation, on the other hand, some marginal relative pronouns in English have no direct equivalent general relative pronouns in Arabic. The Arabic general relative pronoun ما/ma:/ is attached to some other words (such as بين/bajna/, حيث

/ħajθu/, من /min/, أين /ʔajna/ and عند /ʔinda/) 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 ʔalajja ʔan ʔadrusa ħajθuma: taqṭunu ʔa:ʔilati:/

(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 ʔan ṭuruqi lbaħθi bajnama: kuntu ʔadrusu fi: lmamlakati lmuttaħida/

(320) I will travel to Rome when I finish my study.

سأسافر إلى روما عندما أنهي دراستي

/saʔusa:firu ʔila: ru:ma: ʔindama: ʔunhi: dira:sati:/

(321) Wherever you go, I will go with you.

أينما تذهب، سأذهب معك

/ʔajnama: taðħab saʔaðħabu maʔak/

(322) She pretends to be honest, which makes me upset.

تتظاهر بالصدق مما يجعلني قلقا

/tataʒa:haru biṣṣidqi mimma: jaʒʔaluni: qaliqan/

4.3.5 Grammatical Categories

English and Arabic are different as far as the grammatical categories are concerned. These differences in gender, number, case, and person/non-person are as follows:

1 Gender: as far as relative pronouns are concerned, gender is considered as an important category in which English and Arabic are distinct. For instance, English does not differentiate between masculine and feminine, as in:

(323) The boy who reads the book is my brother. (Masculine)

(324) The girl who plays guitar is my fiancée. (Feminine)

On the other hand, Arabic differentiates between masculine and feminine, as in:

(325) الولد الذي يقرأ الكتاب أخي (Masculine)

/alwaladu llaḏi: jaqraʔu lkita:ba ʔaxi:/

The boy who reads the book is my brother.

(326) الفتاة التي تعزف القيثارة خطيبتي (Feminine)

/alfata:tu llati: taʕzifu lqi:θa:rata xaṭi:bat:/

The girl who plays guitar is my fiancée.

2 Number: is another category in which English and Arabic relative pronouns are different. In English there is no difference between singular, dual, and plural as far as relative pronouns are concerned, as in:

(327) The boy who plays football is my friend. (Singular)

(328) The two boys who play football are my friends (Dual)

(329) The boys who play football are my friends. (Plural)

By contrast, Arabic makes a distinction between singular, dual, and plural, as in:

(330) الولد الذي يلعب كرة القدم صديقي (Singular)

/alwaladu llaḏi: jalʕabu kurata lqadami ʕadi:qi:/

The boy who plays football is my friend.

(331) الولدان اللذان يلعبان كرة القدم صديقا (Dual)

/alwalada:ni llaḏa:ni jalʕaba:ni kurata lqadami ʕadi:qa:j/

The two boys who play football are my friends.

(332) الأولاد الذين يلعبون كرة القدم أصدقا (Plural)

/alʔawla:du llaḏi:na jalʕabu:na kurata lqadami ʔaʕdiqa:ʔi:/

The boys who play football are my friends.

3 Case: is also different in terms of English and Arabic relative pronouns. In English, this category is operative with nominative ‘who’ and non-nominative ‘whom’ and in Arabic it is only operative with duals. Thus, Arabic makes a difference between nominative on one hand, and accusative and genitive with duals on the other, for example:

(333) الولدان اللذان يتحدثان الانجليزية يعملان في مجال الترجمة (Nominative)

/alwalada:ni llaḏa:ni jataḥaddaθa:ni lʔinʒili:zi:jata jaʕmala:ni fi: maʒa:li ttarʒama/

The two boys who speak English work in translation field.

(334) رأيت الولدين اللذين يعملان في مجال الترجمة (Accusative)

/raʔajtu lwaladajni llaðajni jaʕmala:ni fi: maʒa:li ttarʒama/

I saw the two boys who work in translation field.

(335) مررت بالولدين اللذين يعملان في مجال الترجمة (Genitive)

/marartu bilwaladajni llaðajni jaʕmala:ni fi: maʒa:li ttarʒama/

I passed through the two boys who work in translation field.

4 Person/non-person: in terms of relative pronouns, English makes a difference between person and non-person, as in:

(336) The boy who bought the book is my nephew. (Person)

(337) The book which my nephew bought is useful. (Non-person)

In contrast, Arabic does not make any difference between person and non-person, as in:

(338) الولد الذي اشترى الكتاب أخي (Person)

/alwaladu llaði: ʃtara: lkita:ba ʔaxi:/

The boy who bought the book is my brother.

(339) الكتاب الذي اشتراه أخي مفيد (Non-person)

/alkita:bu llaði: ʃtara:hu ʔaxi: mufi:d/

The book which my brother bought is useful.

4.3.6 Types of Embedding

In both English and Arabic, it is possible to use multiple relative clauses: each has its own antecedent but they are all in one sentence, as follows:

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

/ʔaʕrifu lwalada llaði: ʔakala ttufa:hata llati: ka:nt ʔala tta:wilati llati: ʃtara:ha: sami:r/

(341) I know the boy who ate the apple that was on the table that Sameer bought.

4.3.7 Functions of Relative Clauses

In both English and Arabic, relative clauses have the same functions. In both languages relative clauses are used for identifying, classifying, and emphasis (see 4.1.5 and 4.2.3).

4.3.8 Position of Relative Clauses

In English, relative clauses can be placed in medial position or in final position. They occur in medial position typically when they are used to modify the subject of the main clause; however, restrictive relative clauses may sometimes be moved to the end of the main clause. In brief, when there is a subject-subject or subject-object relationship between the antecedent noun and the relative noun, the relative clause is placed in the middle. But when there is an object-subject or object-object relationship between the antecedent noun and the relative noun, the relative clause is placed at the end (see 4.1.8). This follows from the normal English word order: subject–verb–object.

In Arabic, relative clauses are also usually placed directly after the noun they refer back to, which follows the Arabic normal verbal word order: verb-subject-object and nominal word order: subject-verb-object. But when the antecedent is indefinite and there is no relative pronoun at all, the relative clause follows the noun asyndetically, as in:

فتاة قابلتها منذ سنتين مضت ولم استطع نسيانها (342)

/fata:tun qa:baltuha munḏu sanatajni maḍat wa lam astaṭiʿ nisja:naha:/

A girl whom I met two years ago and (I) could not forget.

The position of the relative clause is postnominal in both English and Arabic, i.e. the relative clause always follows the antecedent (Hamdallah and Tushyeh, 1988: 142).

4.3.9 Resumptive Pronoun

A basic difference between English and Arabic in relativization is the appearance in Arabic of a personal pronoun usually connected at the end of the relative clause. This pronoun as mentioned before is called in Arabic الضمير العائد /aḍḍami:ru lʔa:ʔid/ 'returning pronoun' or 'the resumptive pronoun' which agrees with the antecedent in number, gender and case (see 4.2.5), as in:

الرجل الذي قابلته في المدرسة هو أستاذ التاريخ (343)

/arraʒulu llaði: qa:baltuhu fi: lmadrasati huwa ʔusta:ðu tta:ri:x/

The man whom I met at school is the history teacher.

In English, on the other hand, there is no resumptive pronoun in relativization. Zobl quoted in Hamdallah and Tushyeh (1998: 144) claims that "The resumptive pronoun appears in Old English and nonstandard dialects of English", though no examples are given to support this claim. The nonexistence of a resumptive pronoun in English may cause problems to students in translation especially when translating from Arabic into English, as in:

هذا هو الكتاب الذي اشتريته أمس (344)

/haða: huwa lkita:bu llaði: ʃtarajtuhu ʔams/

This is the book which I bought yesterday.

This sentence may be translated erroneously into:

*This is the book which I bought it yesterday.

Transformational grammar posits the existence of a trace in the place of the resumptive pronoun in Arabic. Moreover, a basic difficulty with the resumptive pronoun is its appearance in some relative clauses and its disappearance in some others. The resumptive pronoun does not appear in the subject position, as in:

الولد الذي اشترى السيارة لا يملك رخصة قيادة (345)

/alwaladu llaði: iʃtara: ssaja:rata la: jamliku ruxṣata qija:da/

The boy who bought the car does not have a driving license.

Its appearance is optional in the direct object position, as in:

القصة التي قرأت (ها) ممتعة (346)

/alqiṣṣatu llati: qaraʔtu(ha:) mumtiʔa/

The story which I read is interesting.

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

((أهذا الذي بعث الله رسولا)) (The Holy Quran, 25: 41) (347)

/ʔahaða: llaði: baʔaθa llahu rasu:la:/

((Is this the one whom Allah has sent as a messenger?)) (The Translation of The Holy Quran, 25: 41)

But, its appearance is obligatory in the indirect object, object of preposition, genitive, and object of comparison positions, for instance:

(348) الفتاة التي شعرها طويل كانت طالبة بجامعة درم

/alfata:tu llati: ʃaʕruha: ɬawi:lun ka:nat ɬa:libatan biʒa:miʕati daram/

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

(349) الجامعة التي أدرس بها تدعى درم

/alʒa:miʕatu llati: ʔadrusu biha: tudʕa: daram/

The university in which I study called Durham.

(350) الولد الذي ماتت أمه سافر مع أبيه

/alwaladu llaɖi: ma:tat ʔummuhu sa:fara maʕa ʔabi:h/

The boy whose mother died travelled with his father.

(351) الفتاة التي سارة أجمل منها تزوجت أولا

/alfata:tu llati: sa:ra ʔʒmalu minha: tazawaʒat ʔawalan/

The girl that Sarah is more beautiful than got married first.

4.3.10 Summary of the Contrastive Study

Having discussed the similarities and differences between English and Arabic relativization, we can sum up as follows:

- 1- Relative clause formation in English and Arabic is similar in many ways; however, there are certain aspects in which they are distinct.
- 2- The relativization process is basically the same in English and Arabic.
- 3- The position of the relative clause is postnominal in both English and Arabic, i.e. the relative clause always follows the antecedent.
- 4- Restrictive and non-restrictive distinction is a determining factor in English. In Arabic, this distinction is largely irrelevant. However, it must be noted that Arabic uses a conjunction (e.g. و /wa/ ‘and’), not a relative pronoun, to express a non-restrictive relationship where the relative clause refers to the whole or part of the preceding clause or is subsequent to the main clause.

- 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 $B \rightarrow A$ (L2 to L1) and $A \rightarrow B$ (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

The Criterion	Operational Definition
Acceptable (Correct) Translation	The one that conveys a clear equivalent (meaning) in the target language to that of the source language with no linguistic (grammatical) errors
Unacceptable (Incorrect) Translation	The one that fails to convey a correct equivalent (meaning) in the target language to that of the original of the source language and/or includes linguistic (grammatical) error(s)
Unattempted Translation	The one that was not attempted by the student(s) at all

Equivalence is roughly defined as “a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of STs and TTs. In many cases, it is the relationship that allows the TT to be considered a translation of the ST in the first place.” (Kenny quoted in Baker and Saldanha, 2009: 97). Moreover, acceptable (correct) translations are not necessarily exactly the same translations as those given in the appendices later.

In some cases, students translated some relative clauses in an acceptable manner but used constructions other than relative clauses. i.e. they used some other grammatical constructions to convey the meaning of relative clauses. Such translations are marked 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 وعندها قررت الذهاب للبيت.

/ka:na ssababu rraʔi:su litaʔzi:li lʔiʔtima:ʔi huwa ʔannahu faqada ʃawa:bahu wa ʔindaha: qarrartu ʔðaha:ba lilbajt/

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

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

/jaʒibu ʔalajna: taʔzi:la ʔtima:ʔi jahri ma:ju: faʔindaʔiðin sataku:nu fi: riʔlati ʔamaliha: ssanawi:ja/

The following are some examples in which students translated some Arabic relative clauses correctly into some other constructions in English (Arabic-English Translation):

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

/ʔindama: tabʔaθu ʔan dira:sati lluya:ti lʔadi:θati fi: briʔa:nja: faʔalajka biʔa:miʔati daram liʔannah: min ʔahammi lʔa:miʔa:ti llati: tahtammu bidira:sati lluya:ti wa xa:ʃʃatan ttarʔamati wa ʔulu:mi lluyati lʔarabi:ja/

When you want to study modern languages in Britain, you should go to Durham University because it is one of the most important universities specialising in languages, with a special focus on translation and Arabic grammar.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته (طه حسين).

/ʔiðɑ: farayɑ min haðɑ: kullihi ʒalasa llinna:si wa hum jataqa:ʔaru:na ʔalajhi minhum man juqabbilu jadahu wa janʕarifu xa:ʕiʔan wa minhum man jatafaddaθu ʔilajhi laħʒatin ʔaw lafaʒa:tin wa minhum man jasʔalahu fa:ʒataħ/

After he completed everything, he sat down to the people and they were coming to him: some kissed his hand and left, some spoke to him for a while, and some others asked him their needs.

6.1.1 Summary of the Quantitative Data Analysis

The quantitative data analysis given in appendices three and four shows that in both tests some relative clauses were translated correctly, some relative clauses were mistranslated and some others were not attempted at all. The following table, which summarises appendix one, shows the results of Test One (English-Arabic Translation):

Table 8: Data Analysis of Test One (English-Arabic Translation)

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (1)	16	64	09	36	00	00
Text (2): Relative Clause One	12	48	10	40	03	12
Text (2): Relative Clause Two	13	52	08	32	04	16
Text (3): Relative Clause One	17	68	08	32	00	00
Text (3): Relative Clause Two	16	64	08	32	01	04
Text (4): Relative Clause One	17	68	08	32	00	00
Text (4): Relative Clause Two	21	84	04	16	00	00
Text (5)	08	32	16	64	01	04
Text (6): Relative Clause One	12	48	12	48	01	04
Text (6): Relative Clause Two	16	64	08	32	01	04
Text (7)	09	36	16	64	00	00
Text (8)	10	40	15	60	00	00
Text (9)	11	44	14	56	00	00
Text (10)	09	36	16	64	00	00

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (11)	20	80	05	20	00	00
Text (12)	11	44	14	56	00	00
Text (13): Relative Clause One	13	52	12	48	00	00
Text (13): Relative Clause Two	19	76	06	24	00	00
Text (14): Relative Clause One	17	68	08	32	00	00
Text (14): Relative Clause Two	08	32	17	68	00	00
Text (15): Relative Clause One	01	04	24	96	00	00
Text (15): Relative Clause Two	03	12	22	88	00	00
Text (16): Relative Clause One	13	52	12	48	00	00
Text (16): Relative Clause Two	11	44	13	52	01	04
Text (17)	05	20	19	76	01	04
Text (18): Relative Clause One	21	84	03	12	01	04
Text (18): Relative Clause Two	11	44	12	48	02	08
Text (19): Relative Clause One	03	12	22	88	00	00
Text (19): Relative Clause Two	02	08	23	92	00	00
Text (20): Relative Clause One	01	04	24	96	00	00
Text (20): Relative Clause Two	01	04	24	96	00	00
Text (21)	02	08	23	92	00	00
Text (22): Relative Clause One	01	04	22	88	02	08
Text (22): Relative Clause Two	03	12	19	76	03	12
Text (23)	12	48	13	52	00	00
Text (24): Relative Clause One	18	72	06	24	01	04
Text (24): Relative Clause Two	08	32	16	62	01	04
Text (25): Relative Clause One	11	44	14	56	00	00
Text (25): Relative Clause Two	10	40	15	60	00	00
Text (26)	24	96	01	04	00	00
Text (27): Relative Clause One	17	68	08	32	00	00
Text (27): Relative Clause Two	18	72	07	28	00	00
Text (28): Relative Clause One	21	84	03	12	01	04
Text (28): Relative Clause Two	09	36	15	60	01	04
Text (29): Relative Clause One	04	16	21	84	00	00

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (29): Relative Clause Two	17	68	08	32	00	00
Text (30): Relative Clause One	15	60	08	32	02	08
Text (30): Relative Clause Two	14	56	09	36	02	08

Statistically, the above table (which summarises test one translation from English into Arabic) could be interpreted as follows: the English-Arabic test included 48 relative clauses given to 25 students for translation. This means that 1200 relative clauses were supposed to be translated. As shown in the tables in appendix three later, only 559 relative clauses were translated correctly representing 46.59%; 612 relative clauses were mistranslated, representing 51.00%; and 29 relative clauses were not attempted, representing 2.41%.

Similarly, the following table, which summarises appendix two, shows the results of Test Two (Arabic-English Translation):

Table 9: Data Analysis of Test Two (Arabic-English Translation)

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (1)	15	60	10	40	00	00
Text (2)	14	56	10	40	01	04
Text (3)	15	60	10	40	00	00
Text (4)	14	56	11	44	00	00
Text (5): Relative Clause One	24	96	01	04	00	00
Text (5): Relative Clause Two	18	72	06	24	01	04
Text (6): Relative Clause One	01	04	22	88	02	08
Text (6): Relative Clause Two	00	00	22	88	03	12
Text (6): Relative Clause Three	01	04	22	88	02	08
Text (7): Relative Clause One	07	28	16	64	02	08
Text (7): Relative Clause Two	06	24	14	56	05	20
Text (8): Relative Clause One	12	48	11	44	02	08
Text (8): Relative Clause Two	11	44	10	40	04	16
Text (9)	00	00	09	36	16	64
Text (10)	03	12	20	80	02	08

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (11): Relative Clause One	08	32	17	68	00	00
Text (11): Relative Clause Two	13	52	11	44	01	04
Text (12)	04	16	16	64	05	20
Text (13)	07	28	14	56	04	16
Text (14): Relative Clause One	06	24	19	76	00	00
Text (14): Relative Clause Two	04	16	20	80	01	04
Text (15): Relative Clause One	18	72	05	20	02	08
Text (15): Relative Clause Two	05	20	17	68	03	12
Text (16)	07	28	14	56	04	16
Text (17)	20	80	05	20	00	00
Text (18): Relative Clause One	12	48	12	48	01	04
Text (18): Relative Clause Two	10	40	14	56	01	04
Text (18): Relative Clause Three	12	48	11	44	02	08
Text (19)	22	88	03	12	00	00
Text (20)	06	24	19	76	00	00
Text (21)	04	16	19	76	02	08
Text (22)	15	60	07	28	03	12
Text (23)	11	44	10	40	04	16
Text (24): Relative Clause One	11	44	06	24	08	32
Text (24): Relative Clause Two	10	40	07	28	08	32
Text (24): Relative Clause Three	03	12	14	56	08	32
Text (25): Relative Clause One	11	44	11	44	03	12
Text (25): Relative Clause Two	09	36	13	52	03	12
Text (25): Relative Clause Three	03	12	19	76	03	12
Text (26): Relative Clause One	20	80	03	12	02	08
Text (26): Relative Clause Two	16	64	07	28	02	08
Text (27)	01	04	07	28	17	68
Text (28): Relative Clause One	03	12	11	44	11	44
Text (28): Relative Clause Two	03	12	11	44	11	44
Text (28): Relative Clause Three	03	12	11	44	11	44
Text (28): Relative Clause Four	12	48	02	08	11	44

The Text/ Relative Clause	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Text (29): Relative Clause One	06	24	04	16	15	60
Text (29): Relative Clause Two	03	12	07	28	15	60
Text (30): Relative Clause One	14	56	06	24	05	20
Text (30): Relative Clause Two	10	40	10	40	05	20
Text (30): Relative Clause Three	06	24	14	56	05	20

Likewise, the second test (translation from Arabic into English) included 51 relative clauses given to 25 students (the same sample) to translate. This means that 1275 relative clauses were supposed to be translated. As shown in the tables in appendix four later, only 469 relative clauses were translated correctly, representing 36.79%; 590 relative clauses were mistranslated, representing 46.27%; and 216 relative clauses were not attempted at all, representing 16.94%.

The next section (6.2) deals with the qualitative analysis and discussion of the results of the two translation tests. The discussion is provided to investigate the difficulties in translating relative clauses from English into Arabic and vice versa, to identify the possible causes of these difficulties when translating from English into Arabic and vice versa, and to suggest some remedial solutions (see 7.0 later) to overcome such difficulties.

6.2 The Qualitative Data Analysis and Discussion of the Results

This section presents the qualitative data analysis for the two translation tests used in data collection for this research. As mentioned earlier, the analysis is only limited to the translation and linguistic errors in translating relative clauses from English into Arabic and vice versa. Students made some other errors such as errors in spelling, tenses, word order, prepositions, and choosing the equivalence at the word level but such errors are not dealt with in this analysis. Moreover, one could observe in this chapter that the errors highlighted sometimes do not affect the meaning but they do affect the language, and language is the main tool for translators.

The qualitative analysis in this chapter is divided into two main sections. The first section (6.2.1) deals with the errors committed in the first test (Translation from English into Arabic); the second (6.2.2) deals with the errors committed in the second

test (Translation from Arabic into English). Errors are underlined and in bold. It should also be noted that the samples taken from the students' translations are given as they were written including all kinds of errors such as errors in spelling, tenses, prepositions, and punctuation marks, etc. Finally, giving many samples of students' translations in this chapter proves that translating relative clauses from English into Arabic and vice versa is really problematic and the choice of this topic was appropriate.

6.2.1 Discussion of the Results of Test One (English-Arabic Translation)

The errors made by the students used as a sample in this study and some samples of their translations are as follows:

6.2.1.1 Mistranslating Grammatical Categories

The difficulties in translating the English grammatical categories distinguished in relative pronouns (such as gender, number, case, and person/non-person) into Arabic are attributable to the differences between English and Arabic grammatical categories of gender, number, case, and person/non-person (see 4.3.5). These difficulties might also have been avoided if students had studied contrastive linguistics before studying translation (see 7.1.2), and studied the grammar of both languages which they dealt with in this exercise more deeply (see 7.1.1). The errors they made due to the differences in the grammatical categories are as follows:

6.2.1.1.1 Gender

According to Rojo (2009: 191), "Difficulties in translating gender arise when the grammatical distinction does not exist in one of the languages... When the distinction only exists in the TL, translators must work out the gender in advance." As shown earlier, the grammatical category of gender, as far as relative pronouns are concerned, does not exist in English (SL) but exists in Arabic (TL). Therefore, when translating from English into Arabic, the grammatical category of gender causes a difficulty because English does not distinguish between masculine and feminine in terms of the use of relative pronouns. Therefore, students did not pay attention to gender and consequently committed some errors as far as gender is concerned when translating relative clauses from English into Arabic. In the following translation samples, for instance, it can be noted that there is no gender agreement between the antecedent and

the relative pronoun. i.e. in the target texts, the antecedent is feminine and the relative pronoun is masculine or vice versa, as in:

(Text 8) Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

بعض البنات الذين درسته قبل ان أسافر ليسن جميلات فقط وإنما ذكيات وأذهانهن مفتوحة.

/baʕdu lbana:ti llaði:na darrastuhum qabla an ʔusa:fira lajsan ʒami:la:tin faqaṭ wa ʔinnama: ðaki:jatin wa ʔaðha:nuhunna maftu:ħa/

بعض البنات الذين درسته من قبل أن نسافر ليست جميلات فقط ولكن ذكيات وأذهانهن مفتوحة أيضا

/baʕdu lbana:ti llaði:na darrastuhum min qabli ʔan nusa:fira lajsat ʒami:la:tin faqaṭ wa lakin ðaki:jatin wa ʔaðha:nuhunna maftu:ħatun ʔajða:/

بعض البنات الذين أنا درسته قبل أن أسافر لم يكونوا فقط حسناوات بل و أيضا ذكيات ولديهن عقول منفتحة

/baʕdu lbana:ti llaði:na ʔana: darrastuhum qabla ʔan usa:fira lam jaku:nu: faqaṭ ʔasna:watin bal wa ʔajðan ðaki:ja:tin wa ladajhunna ʔuqu:lin munfatifħa/

(Text 16) Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

السيدة بريتوس، الذي يكون بائع في المكتبة، أقرت ببعض الكتب كانت في ألمانيا كانت مفقودة لكن أخبرتها باني لم ألمسها.

/assajidatu britusu llaði: jaku:nu ba:ʔiʔun fi: lmaktabati ʔaqarrat bibaʕði lkutubi ka:nat fi: ʔalma:nja: kanat mafqu:datan lakin ʔaxbartuha: biʔnni: lam ʔalmsha:/

السيدة بريستو الذي يعمل في المكتبة أخبرنا أنه هناك بعض الكتب وفي أغلبها الكتب الألمانية فقدت لكن أنا أعلمتها باني لم أخذها أبدا.

/assajidatu bristu: llaði: jaʕmalu fi: lmaktabati ʔaxbarana: ʔannahu huna:ka baʕaðu lkutubi wa fi: aylabaha lkutubu lʔalma:ni:jatu fuqidat lakin ʔana: ʔaʕlamtuha: biʔanni: lam ʔaxuðuha: ʔabada:/

السيدة بريتنس، الذي هي أمينة المكتبة، قدمت تقريرا أن بعض الكتب وأكثرهم من ألمانيا، يكونون مفقودين ولكن أخبرتها أنه هو لم يلمحها أبدا.

/assajidatu britsu llaði: hija ?aminatu lmaktabati qaddamat taqriran ?anna baʿda lkutubi wa ?akθaruhum min ?alma:nja: jaku:nu:na mafqu:di:na wa lakin ?axbartuha: ?annahu huwa lam jalmaʿuha: ?abada:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما كنت ذاهبا في طريقي إلى الجامعة، قابلت الفتتان اللذان كانتا زميلاتي منذ سنين واللذان أصبحتا كاتبتين مشهورات

/ʔindama: kuntu ða:hiban fi: ʔari:qi: ʔila: laʒa:miʔati qa:baltu lfatata:ni llaða:ni ka:nata: zami:la:ti: munðu sini:na wa llata:ni ʔaʃbahta: katibtajni maʃhu:ra:t/

عندما ذهبت في طريقي إلى الجامعة، قابلت فتاتان اللذان كانا زميلتي لسنوات قليلة وأصبحا الآن كاتبتان مشهورات.

/ʔindama: ðahabtu fi: ʔari:qi: ʔila: laʒa:miʔati qa:baltu fata:ta:ni llaða:ni ka:na: zami:lata:ja lisanawa:tin qali:latin wa ʔaʃbaħa: lʔan ka:tibata:ni maʃhu:rat/

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين، مرة أخرى الأسبوع المقبل.

/sajuʔraðu lfilmu wa lamsrafi:jatu llatti: jahadna:ha: lʔusbuʔa lma:ði: wa llati: qulta biʔannahuma: ka:na: mumtiʔajni marratan ʔuxra: lʔusbu:ʔa lmuqbil/

الفلم والمسرحية اللذان شاهدناها الليلة الماضية، واللذان قلت بأنهما ممتعين، سيعاد عرضهما الأسبوع المقبل

/alfilmu wa lmasrafi:jatu llaða:ni jahdna:ha: llajlata lma:ðija wa llata:ni qulta biʔannahuma: mumtiʔajni sajuʔa:du ʔarðihima: lʔusbu:ʔa lmuqbil/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت إنهما ممتعين، سوف يعرضا الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: jahadna:huma: lʔsbu:ʔa lma:ði: wa llati: qulta ʔinnahuma mumtiʔajni sawfa juʔraða: lʔusbuʔa lqa:dim/

إن الفلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت إنهما ممتعان سيعرضان الأسبوع المقبل.

/ʔinna lfilma wa lmasrafi:jata llati: qumna: bimufa:hadatihima: lʔusbu:ʔa lma:ði: wa llati: qulta nnahuma: mumtiʔa:ni sajuʔraða:ni lʔusbu:ʔa lmuqbil/

الفلم والمسرحية اللتان شاهدناهما الأسبوع الماضي والتان قلت عنهما أنهما ممتعان، سيعرضان ثانية الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni jahadna:huma: l?usbu? a lma:ɖi: wa llata:ni qulta
?anhuma: ?annahuma: mumti?a:ni saju?raɖa:ni θa:nijatan il?usbu? a lqa:dim/

الفلم والمسرحية التي نحن شاهدنهم الأسبوع الماضي، والتي أنت قلت أنهم كانوا ممتعات سيعرضنا مرة أخرى الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: nafnu jahadna:humu l?usbu: a lma:ɖi: wa llati: ?anta
qulta ?annahum ka:nan mumti?a:tin saju?raɖana: marratan ?uxra: l?usbu: a lqa:dim/

ما شهدناه من فلم ومسرحية الأسبوع الماضي والتي قلت عنهن ممتعات سوف يتم عرضهن مرة أخرى الأسبوع المقبل

/ma: jahidna:hu min filmin wa masrafi:jatin il?sbu: a lma:ɖi: wa llati: qulta ?anhunna
mumti?a:tin sawfa jatimmu ?arɖuhunna marratan ?uxra: l?usbu: a lmuqbil/

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

/alfi:lm u wa lmasrafi:jatu lla:ti: ?uriɖat fi: l?usbu: i lma:ɖi: wa ?anta qulta ?annahunna
mumti?a:tin sawfa ju?raɖna haɖa l?usbu: a marratan θa:nijatan/

الفلم والمسرحية التي شاهدنا الاسبوع الماضي، والتي أنت قلت ممتعة، سوف تعرض مرة ثانية الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: jahadna:ha: l?usbu: a lma:ɖi: wa llati: ?anta qulta
mumti?atan sawfa tu?raɖu marratan θa:nijatan l?usbu: a lqa:dim/

الفلم والمسرحية اللتان شاهدناهم الأسبوع الماضي والذي قلت عنهم ممتعات، سوف يعرضونه مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni jahadna:humu l?usbu: a lma:ɖi: wa llaɖi: qulta
?anhum mumti?a:tin sawfa ja?ruɖu:nahu marratan ?uxra: fi: l?usbu: i lqa:dim/

الفلم والمسرحية التي شاهدنهما الاسبوع الماضي وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجددا الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni jahadna:huma: l?usbu: a lma:ɖi: wa kama: qulta
bi?annahuma: ka:na: mumti?ajn fasawfa jaqu:mu bi?arɖihim muzaddadan l?usbu: a
lqa:dim/

الفلم والمسرحية التي شاهدنها الاسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: jahadnahuma: lusbu:ʔa lma:ɖi: wa llati: qulta ka:na:t
mumtiʔatan sawfa tuʔraɖu marratan ʔuxra: lʔusbuʔa lqa:dim/

الفيلم والمسرحية اللتان شاهدناهما الليلة الماضية والتان قلت أنهم ممتعان سيعرضان مرة أخرى الأسبوع القادم
/alfilmu wa lmasrafi:jatu llata:ni jahadna:humu llajlata lma:ɖi:ja wa llata:ni qulta
ʔannahum mumtiʔajni sajʔaraɖa:ni marratan ʔuxra: lʔusbuʔa lqa:dim/

ستعرض الفيلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنها ممتعة مرة أخرى الأسبوع القادم.
/satuʔraɖu lfilmu wa lmasrafi:jatu llati: jahadna:ha: lʔusbu:ʔa lma:ɖi: wa llati: qulta
biʔannaha: mumtiʔatun marratan ʔuxra: lʔusbuʔa lqadim/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنهم ممتعات سوف تعرض مرة أخرى الأسبوع
القادم.

/alfilmu wa lmasrafi:jatu llati: jahadna:ha: lʔusbu:ʔa lma:ɖi: wa llati: qulta biʔannahum
mumtiʔa:tin sawfa tuʔraɖu marratan ʔuxra: lʔusbuʔa lqa:dim/

(Text 21) The detective is very clever. He met the boy and the girl whose father was
killed and within twenty four hours he could know who the murderer was.

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

/almuħaqqiqu ɖaki:jun ziddan faqad qa:bala lwalada wa lfata:ta llati: qutila
wa:liduhumu wa fi: yuɖu:ni ʔarbaʔin wa ʔiʃru:na saʔatin mina lmuħtamali qad jaʔrifu
mani lqa:tilu ka:n/

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

/albu:li:su ssirri:ju ka:na ɖaki:jun ziddan huwa qa:bala lwalada wa lbinta llati:
wa:liduhumu qad qutila wa xila:la ʔarbaʔin wa ʔiʃru:na saʔatan huwa janbayi: ʔan
jaʔrifa mani lqa:tilu jaku:n/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital
of Sarajevo were pierced just enough to let in a ray of hope, which could not be
satisfactory.

الحائطان اللتان بنتهما قوات Serbian حول Bosnian عاصمة Sarajevo كانت قد اخترقتا بقدر كافي لإعطاء
بصيص أمل إلا أنه لا يمكن أن يكون مرضياً.

/alħa:ʔiṭa:ni llata:ni banathuma: quwa:tu sirbjān ħawla busnjan ʕa:ʃimati sara:jifu ka:nat qad ʔuxtiraqata: biqadarin ka:fi: liʔiʕṭa:ʔi baʃi:ʃa ʔamalin ʔilla: ʔannahu la: jumkinu ʔan jaku:na murḍija/

الحائطان التي الصربيون حطمهم شكل حول بوسنان عاصمة سارجفو متقويون فقط ليكفي أن يسمح لبصيص من الأمل، التي ليس من الممكن أن يكونان مناسبات

/alħa:ʔiṭa:ni llati: ʃʃrbi:ju:na ħaṭṭamahumu ʃukila ħawla busna:n ʕa:ʃimati sara:ʒifu: mutaqu:ju:na faqaṭ lijakfi: ʔan jasmaħa libaʃi:ʃin mina lʔamali llati: lajsa mina lmumkini ʔan jaku:na:ni muna:siba:t/

الجداران التي حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سراجيفو" التي نفذت كفاية في أمالهم.
/alʒida:ra:ni llati: ħaṭṭamahumu ʃʃirbi:ju:na wa ʔaʕa:du: bina:ʔahumu ħawla bu:sna: ʕa:ʃimati sara:ʒifu: llati: nafaḏat kifa:jatin fi: ʔama:lihim/

الحائطان التي قد شكلته القوات الصربية حول بوسنين عاصمة سارجفو قد خرق كفاية لكي يأذن ولو ببصيص أمل، التي لا يمكن أن يكون مرضي.

/alħa:ʔiṭa:ni llati: qad ʃakkalathu lquwa:tu ʃʃirbi:jatu ħawla busnjan ʕa:ʃimati sara:ʒifu: qad xuriqa kifa:jatan likaji jaʔḏana wa law bibaʃi:ʃi ʔamalin llati: la: jumkinu an jaku:na murḍi:/

الجداران التي شكلتهما قوات صربيا حول عاصمة بوسنيان كانت قطعة كافية لتسمح بدخول الشعاع التي لا تكون مرضية

/alʒida:ra:ni llati: ʃakkalthuma: quwa:tu ʃirbja: ħawla ʕa:ʃimati busnja:n ka:nat qiṭʕatan ka:fi:jatan litasmaħa biduxu:li ʃʃuʕa:ʕi llati: la: taku:nu murḍi:ja/

الجداران اللتان حطمها صيرب قامو بإعادة بنائهما حول بوسنة عاصمة سراييفو.
/alʒida:ra:ni llata:ni ħaṭṭamaha: ʃi:rbi qa:mu: biʔiʕa:dati bina:ʔihima: ħawla busna ʕa:ʃimati sara:ʒi:fu:/

الجدارين التي الصليبيين تتركز على التشكيل حول عاصمة سرفيا التي تثبت بشكل كاف لتجعل إشاعة الأمل لترضي الجميع.

/alʒida:ra:ni llati: ʃʃali:bi:ʒi:na tatarakkazu ʕala: ttaʃki:li ħawla ʕa:ʃimati sirfja llati: tuḏbitu biʃaklin ka:fin litaʒʕala ʔiʃa:ʕata lʔamali liturḍi: lʒami:ʕ/

(Text 28) The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date and had become worn and illegible.

خبير الآثار البريطاني الذي كان يعمل بعض التنقيب كاثدرال قال بان هم وجدوا عملة قديمة الذي كان تاريخها
اصبح لبيس وغير مقروء

/xabi:ru lʔa:θa:ri lbri:ʔa:ni:ju llaði: ka:na jaʕmalu baʕda ttanqi:bi ka:θi:dral qa:la biʔanna
hum waʒadu: ʕumlatan qadi:matan llaði: ka:na ta:ri:xuha: aʕbaħa labi:sin wa ʔajru
maqr:ʔ/

علماء الآثار البريطانيون الذين عملوا بعض النقوشات في الكاتدرال، قالوا بأنهم وجدوا عملة قديمة الذي كان تاريخها
أصبح تحذيرا وغير واضح

/ʕulama:ʔu lʔa:θa:ri lbri:ʔa:ni:ju:na llaði:na ʕamilu: baʕda nnuqu:ʔa:ti fi: lka:θi:drali qa:lu:
biʔannahumu waʒadu: ʕumlatan qadi:matan llaði: ta:ri:xuha: ʔaʕbaħa taħði:ran wa
ʔajru wa:ðif/

6.2.1.1.2 Number

The grammatical category of number is not distinguished in relative pronouns in English, i.e. the same relative pronoun can be used with singular, dual, and plural. In Arabic, however, there are differences between singular, dual, and plural as far as specific relative pronouns are concerned. Such differences between English and Arabic in the category of number caused some difficulties to the students under investigation in translating relative clauses from English into Arabic. Accordingly, in the following translation samples, it can be noted that there is no antecedent relative pronoun agreement in terms of number category; i.e. the antecedent is singular and the relative pronoun is dual or plural; or the antecedent is dual and the relative pronoun is singular or plural; or the antecedent is plural and the relative pronoun is singular or dual; as in:

(Text 8) Some of the girls [whom] I taught before I travelled were not only pretty but also intelligent and open minded.

معظم الفتيات التي قمت بتدريسهن قبل سفري لم يكن جميلات فقط ولكن ذكيات ومتفحات.

/muʕʒamu lfataja:tu llati: qumtu bitadri:sihinna qabla safari: lam jakunna ʒami:la:tin
faqaʔ walakin ðaki:ja:tin wa mutafattiħa:t/

بعض الفتيات التي أنا درستهن قبل أن أسافر لم يكن حسنات بل وأيضا ذكيات ومستعدات للإستقبال الأفكار الجديدة

/baʕdu lfataja:tu llati: ʔana: darrastuhunna qabla ʔan ʔusa:fira lam jakunna ʔasna:wa:tin
bal wa ʔajdan ʔaki:ja:tin wa mustaʕiddatin lilʔistiqla:li lʔafka:ri lʔadi:da/

بعض الفتيات التي درستهم من قبل سافرت ولم يكن فقط جميلة ولكن أيضا ذكية وعقلهن منفتحة.

/baʕdu lfataja:tu llati: darrastuhum min qabli sa:fartu wa lam jakunna faqat ʔami:latan
wa lakin ʔajdan ʔaki:jatun wa ʕuqu:lahu:nna munfatufa/

بعض الفتيات التي قد درستهن قبل أن أسافر لم يكن فقط جميلات بل هن ذكيات وواسعات الخيال

/baʕdu lfataja:tu llati: qad darrastuhunna qabla ʔan ʔusa:fira lam jakunna faqat
ʔami:la:tin bal hunna ʔaki:ja:tin wa wa:siʕatu lxaja:l/

بعض البنات التي درست قبل أن أسافر لم يكن جميلات فقط بل ذكيات و ذو عقل منفتح أيضا.

/baʕdu lbana:tu llati: darrastu qabla ʔan ʔusa:fira lam jakunna ʔami:la:tin faqat bal
ʔaki:ja:tin wa ʔu: ʕaqlin munfatihin ʔajda:/

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

اللاعبين الذين سجلوا هدفان الإنتصار سوف يعطوهم مكافآت تمنية من قبل رئيس الوزراء المرشح حديثا.

/alla:ʕiba:ni llaʔi:na saʔʔalu: hadafa:ni lʔintiʕa:ri sawfa juʕtu:humu muka:faʔa:tin
ʔami:natin min qibali raʕi:si lwuzara:ʔi lmuraʕʕaʕi ʔadi:ʔa:/

اللاعبين الإثنين الذين سجلوا الهدفين الفوز سيعطى المكافأ قيمة من قبل رئيس وزراء الذي جديد أختير.

/alla:ʕibajni lʔiʔnajni llaʔi:na saʔʔalu: lhadafajni lfawza sajuʕta: lmuka:faʔa qajimatan
min qibali raʕi:si wuzara:ʔi llaʔi: ʔadi:dun ʔuxti:r/

(Text 14) None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

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

/la: ʔaʔada mina ʔʔalabati llaʔi: ʔa:bu: ʔi:lata lʔusbu:ʕi ʔaʕta: sababan liyija:bihi lʔamru
llaʔi: qad juʔaʔʔiru ʕala: mustawa:humu fi: haʔa: lfaʕl/

لم يقدم أي تلميذ من اللذين تغيبوا الأسبوع الماضي سبب مقنع لغيابه التي اثر على مستواهم.

/lam juqaddim ʔajju tilmi:ʔin mina llaʔajni tayajjabu: lʔusbu:ʕa lma:ʔi: sababun
muqniʕun liyija:bihi llati: ʔaʔʔara ʕala: mustawa:hum/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

بينما كنت أتناول الغذاء في المطعم، قابلت الولد والبنت اللذان كانا يدرسان معي في الجامعة والذين تزوج مؤخرا
/bajnama: kuntu ?atana:walu lyaða:a fi: lmaɬʔami qa:baltu lwalada wa lbinta llaði:ni
ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati wa llaði:na tazawwaʒa muʔaxara:/
حديثا

عندما كنت أتناول وجبة الغذاء في المطعم قابلت ولد وبنت كانوا يدرسون معي في الجامعة والذين قد تزوجوا
حديثا

/ʔindama: kuntu ?atana:walu waʒbata lyaða:a fi: lmaɬʔami qa:baltu waladun wa bintun
ka:nu: jadrusu:na maʔi: fi: lʒa:miʔati wa llaði:na qad tazawwaʒu: haði:θa:/
حاليا

عندما كنت أتناول الغذاء في المطعم، قابلت الولد والبنت الذين كانوا يدرسون معي في الجامعة والذين قد تزوجوا
حاليا

/ʔindama: kuntu ?atana:walu lyaða:a fi: lmaɬʔami qa:baltu lwalada wa lbinta llaði:na
ka:nu: jadrusu:na maʔi: fi: lʒa:miʔati wa llaði:na qad tazawwaʒu: haði:ja:/
عندما تناولت الغذاء في المطعم قابلت ولدا وبنت الذين درسوا معي في الجامعة والذين تزوجوا حديثا

/ʔindama: kuntu ?atana:walu lyaða:a fi: lmaɬʔami qa:baltu waladan wa bintun allaði:na
darasu: maʔi: fi: lʒa:miʔati wa llaði:na tazawwaʒu: haði:θa:/
عندما كنت أتناول وجبة في الإستراحة أنا قابلت ولد وبنت الذين كانوا يدرسون معي في الجامعة والذي تزوج

قريبا
/ʔindama: kuntu ?atana:walu waʒbatan fi: lʔistira:hati ?ana: qa:baltu waladun wa bintun
llaði:na ka:nu: jadrusu:na maʔi: fi: lʒa:miʔati wa llaði:na tazawwaʒa qari:ba:/
عندما كنت أتناول طعام الغذاء في المطعم قابلت الولد والفتاة اللذين كانا يدرسان معي في الجامعة والذين تزوجوا

مؤخرا
/ʔindama: kuntu ?atana:walu ɬaʔa:ma lyaða:a fi: lmaɬʔami qa:baltu lwalada wa lfata:ta
allaðajni ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati wa llaði:na tazawwaʒa: muʔaxara:/
عندما تناولت الغذاء في المطعم، قابلت الولد والبنت اللذان كانوا يدرسان معي في الجامعة والذي تزوجها مؤخرا

عندما كنت أتناول طعام الغذاء في المطعم قابلت الولد والفتاة اللذين كانا يدرسان معي في الجامعة والذين تزوجوا
/ʔindama: kuntu ?atana:walu ɬaʔa:ma lyaða:a fi: lmaɬʔami qabaltu waladun wa bintun llaði:na ka:nu:
jadrusu:na maʔi: fi: lʒa:miʔati llaði:na qad tazawwaʒu: haði:θa:/
عندما كنت أتناول طعام الغذاء في المطعم قابلت الولد والفتاة اللذين كانا يدرسان معي في الجامعة والذين تزوجوا

مؤخرا
/ʔindama: kuntu ?atana:walu ɬaʔa:ma lyaða:a fi: lmaɬʔami qa:baltu lwalada wa lfata:ta
allaðajni ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati wa llaði:na tazawwaʒa: muʔaxara:/
عندما تناولت الغذاء في المطعم، قابلت الولد والبنت اللذان كانوا يدرسان معي في الجامعة والذي تزوجها مؤخرا

/ʕindama: tana:waltu lyaða:ʔa fi: lmaʔʕami qa:baltu lwalada wa lbinta llaða:ni ka:nu:
jadurusa:ni maʕi: fi: lʒa:miʕati wa llaði: tazawwaʒaha: muʔaxara:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما أنا كنت في طريقي إلى الجامعة أنا قابلت فتاتان اللاتي يكن زميلاتي لسنوات قليلة مضت وأصبح كاتب مشهور.

/ʕindama: ʔana: kuntu fi: ʔari:qi: ʔila: lʒa:miʕati ʔana: qa:baltu fata:ta:ni lla:ti: jakunna
zami:la:ti: lisanawa:tin qali:latin maḍat wa ʔaʂbaha ka:tibun maʂhu:r/

عندما كنت أمشي في طريقي إلى الجامعة، قابلت الفتاتين اللاتي كانتا زميلتي لبضعة سنين مضت واللاتان أصبحتا كاتبتين مشهورتين.

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu lfata:tajni lla:ti: ka:nata:
zami:latajja libiḍʕati sini:na maḍat wa lla:ta:ni ʔaʂbahata: ka:tibatajni maʂhu:ratajn/

عندما كنت أمشي في طريقي إلى الجامعة قابلت فتتان الاتي كانتا زميلاتي السنوات القليل الماضي الاتي أصبحتا كتبتان مشهورات

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu fatata:ni lla:ti: ka:nata:
zami:la:ti: ssanawa:ti lqali:li lma:ḍi: lla:ti: ʔaʂbahata: ka:tibata:ni maʂhu:ra:t/

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين، مرة أخرى الأسبوع المقبل.

/sajuʕraḍu lfilmu wa lmasrafi:jatu llati: ʃahadna:ha: lʔusbu:ʕa lma:ḍi: wa llati: qulta
biʔannahuma: ka:na: mumtiʕajni marratan ʔuxra: lʔusbu:ʕa lmuqbil/

الفيلم والمسرحية اللذي رأيناها الأسبوع الماضي واللذي قلت عنهم ممتعان. سوف يتم عرضهما الأسبوع الماضي مرة أخرى.

/alfilmu wa lmasrafi:jatu llaði: raʔajna:huma: lʔusbu:ʕa lma:ḍi: wa llaði: qulta ʕanhumu
mumtiʕa:ni sawfa jatimmu ʕarḍuhuma: lusbu:ʕa lma:ḍi: marratan ʔuxra:/

إن الفلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت انهما ممتعان سيعرضان الأسبوع المقبل.

/ʔinna lfilma wa lmasrafi:jata llati: qumna: bimufahadatihima: lʔusbu:ʕa lma:ḍi: wa
llati: qulta annahuma: mumtiʕa:ni sajuʕraḍa:ni lʔusbu:ʕa lmuqbil/

الفلم والمسرحية الذي شاهدناه في اسبوع ماضى، الذي قلت مثيرة، سيعرض مرة ثانية في اسبوع القادم.

/alfilmu wa lmasrafi:jatu llaḏi: jahadna:hu fi: sbu:ʕi ma:ḏi: llaḏi: qulta muḏi:ratan
sajuʕraḏu marratan θa:ni:jatan fi: sbu:ʕi lqa:dim/

الفلم والمسرحية التي نحن شاهدينهم الأسبوع الماضى، والتي أنت قلت أنهم كانوا ممتعات سيعرضنا مرة أخرى
الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: naḥnu jahadna:humu lʔusbu:ʕa lma:ḏi: wa llati: qulta
ʔannahum ka:nan mumtiʕa:tin sajuʕraḏna: marratan ʔuxra: lʔusbu:ʕa lqa:dim/

الأسبوع الماضى، شاهدنا فلم ومسرحية، والذي قلت بأنها كانت ممتعة، سوف تعرض مرة أخرى في الأسبوع
القادم.

/alʔusbu:ʕu lma:ḏi: ja:hadna: filmun wa masrafi:jatun wa llaḏi: qulta biʔannah: ka:nat
mumtiʕatun sawfa tuʕraḏu marratan ʔuxra: fi: lʔusbu:ʕi lqa:dim/

ما شهدناه من فلم ومسرحية الأسبوع الماضى والتي قلت عنهن ممتعات سوف يتم عرضهن مرة أخرى الأسبوع
المقبل

/ma: jahidna:hu min filmin wa masrafi:jatin lʔusbu:ʕa lma:ḏi: wa llati: qulta ʕanhunna
mumtiʕa:tin sawfa jatimmu ʕarḏuhunna marratan ʔuxra: lʔusbu:ʕa lmuqbil/

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

/alfilmu wa lʕamalu llaḏi: naḥnu ja:hadna: llajlata lma:ḏi:ja wa ʔana: qultu ka:na
mumtiʕ sawfa juʕraḏu lʔusbu:ʕa lqa:dima marratan ʔuxra:/

الفيلم والمسرحية اللاتي عرضت في الأسبوع الماضى وأنت قلت أنهن ممتعات سوف يعرضن هذا الأسبوع مرة
ثانية.

/alfilmu wa lmasrafi:jatu lla:ti: ʕuriḏat fi: lʔusbu:ʕi lma:ḏi: wa ʔanta qulta ʔannahunna
mumtiʕa:tin sawfa juʕraḏna haḏa: lʔusbu:ʕa marratan θa:ni:ja/

الفلم والمسرحية التي شاهدنا الاسبوع الماضى، والتي أنت قلت ممتعة، سوف تعرض مرة ثانية الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ja:hadna: lʔusbu:ʕa lma:ḏi: wa llati: qulta mumtiʕatan
sawfa tuʕraḏu marratan θa:ni:jatan lʔusbu:ʕa lqa:dim/

الفلم والمسرحية اللتان شاهدناهم الأسبوع الماضى والذي قلت عنهم ممتعات، سوف يعرضونه مرة أخرى في
الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni ja:hadna:humu lʔusbu:ʕa lma:ḏi: wa llaḏi: qulta
ʕanhumu mumtiʕa:tin sawfa jaʕruḏu:nahu marratan ʔuxra: fi: lʔusbu:ʕi lqa:dim/

الفلم والمسرحية التي شاهدتهما الاسبوع الماضي وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجددا الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadnahuma: lʔusbu:ʔa lma:ɖi: wa kama: qulta biʔannahuma: ka:na: mumtiʔajni fasawfa jaqu:mu biʔarɖihim muzaddadan lʔusbu:ʔa lqa:dim/

الفلم والمسرحية التي شاهدتها الاسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʔa lma:ɖi: wa llati: qulta ka:nat mumtiʔatan sawfa tuʔraɖu marratan ʔuxra: lʔusbu:ʔa lqa:dim/

ستعرض الفيلم والمسرحية التي شاهدناها الاسبوع الماضي والتي قلت بأنها ممتعة مرة أخرى الاسبوع القادم.

/satuʔraɖu lfi:lm u wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʔa lma:ɖi: wa llati: qulta biʔannaha: mumtiʔatun marratan ʔuxra: lʔusbu:ʔa lqa:dim/

الفلم والمسرحية التي شاهدناها الاسبوع الماضي والتي قلت بأنهم ممتعات سوف تعرض مرة أخرى الاسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʔa lma:ɖi: wa llati: qulta biʔannahum mumtiʔa:tin sawfa tuʔraɖu marratan ʔuxra: lʔusbu:ʔa lqa:dim/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murder was.

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

/albu:li:su ðaki:jun ziddan huwa qa:bala lwalada wa lbinta llaði:na ʔabu:humu qutilatan wa xila:la ʔarbaʔatin wa ʔiʃri:na sa:ʔatan istaʔa:ʔata man murtakibu ʔari:mata lqatl/

رجل التحري يكون ذكي جدا هو قابل الولد والبنت الذين والدهم قتل من خلال اربع وعشرين ساعة هو استطاع ان يعرف من يكون القاتل

/raʒulu ttafharri: jaku:nu ðaki:jun ziddan huwa qa:bala lwalada wa lbinta llaði:na wa:liduhumu qutila min xila:li rbaʔin wa ʔiʃri:na sa:ʔatan huwa staʔa:ʔa n jaʔrifa man jaku:nu lqa:til/

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

/almuħaqqiqu Ŗaki:jun ziddan faqad qa:bala lwalada wa lfata:ta llati: qutila
wa:liduhumu wa fi: yuᖁu:ni ?arba?in wa ?i?ru:na sa?atan mina lmuħtamali qad ja?rif
mani lqa:tilu ka:n/

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

/almuħaqqiqu Ŗaki:jun ziddan qa:bala waladun wa fata:tun llaᖁi: ?abu:humu qutila wa
fi: xila:li ?arba?atin wa ?i?ru:na sa?atan huwa tamakkana min ma?rifati lqa:til/

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

/albu:li:su ssirri: ka:na Ŗaki:jun ziddan huwa qa:bala lwalada wa lbinta llati:
wa:lidahumu qad qutila wa xila:la ?arba?in wa ?i?ru:na sa?atan huwa janbayi: ?an
ja?rifa mani lqa:tilu jaku:n/

رجل التحري كان ذكيا جدا، هو قابل ولد وبنت الذين أبوهم قتل ومع أربعة وعشرون ساعة هو أستطاع أن يعرف
من كان القاتل.

/ra?ulu ttaħarri: ka:na Ŗaki:jan ziddan huwa qa:bala waladun wa bintun allaᖁi:na
?abu:humu qutila: wa ma?a ?arba?atin wa ?i?ru:na sa?atan huwa ?astaᖁa:?a ?an ja?rifa
man ka:na lqa:til/

إن المتحري شديد الذكاء. قابل الولد والفتاة الذين كان والدهما قد قتل وخلال 24 ساعة استطاع معرفة القاتل.

/?inna lmutaħarri: řadi:du ᖁᖁaka:?i qa:bala lwalada wa lfatata llaᖁi:na ka:na
wa:lidahuma: qad qutila wa xila:la ?rba?in wa ?i?ru:na sa?atan istaᖁa:?a ma?rifata lqa:til/

المحقق يكون فائق الذكاء. قابل الولد والبنت الذي قتل أبوهم وبعد أربع وعشرون ساعة عرف القاتل من يكون.

/almuħaqqiqu jaku:nu fa:?iqu ᖁᖁaka:?i qa:bala lwalada wa lbinta llaᖁi: qutila
?abu:humu wa ba?da ?arba?in wa ?i?ru:na sa?atan ?arafa lqa:tila man jaku:n/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital
of Sarajevo were pierced just enough to let in a ray of hope, which could not be
satisfactory.

الجدارين الذي حاطت القوات الصربية في البوسنة عاصمة سراجفوا كانت تجعل ما يكفي لتسمح خط ضيق الذي
لم يكن يرضى.

/al?ida:rajni llaᖁi: ħa:ᖁati lquwa:tu řirbi:jatu fi: lbu:sna ?a:řimati sara:zi:fu:wa ka:nat
ta?al ma: jakfi: litasmaħa xaᖁin ᖁajiᖁin llaᖁi: lam jakun jurᖁi:/

الحائطان التي حطمهم شكل حول بوسنان عاصمة سارجفو متقويون فقط ليكفي أن يسمح لبصيص من الأمل، التي ليس من الممكن أن يكونان مناسبات

/alħa:ʔiṭa:ni llati: ʃʃirbi:ju:na ħaṭṭamahumu ʃukkila ħawla busna:n ʔa:ʃimati sa:rʒfu: mutaɣwiju:na faqaṭ lijakfi: ʔan jasmaħa libaʃi:ʃin mina lʔamali allati: lajsa mina lmumkini ʔan jaku:na:ni muna:siba:t/

الجداران التي حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سراجيفو" التي نفذت كفاية في أمالهم.

/alʒida:ra:ni llati: ħaṭṭamahumu ʃʃirbi:ju:na wa ʔaʔa:du: bina:ʔahumu ħawla bu:ʃna: ʔa:simati sara:ʒi:fu:wa: llati: nafaṭat kifa:jatun fi: ʔama:lihim/

الحائطان التي قد شكلته القوات الصربية حول بوسنين عاصمة سارجفو قد خرق كفاية لكي يأذن ولو ببصيص أمل، التي لا يمكن أن يكون مرضي.

/alħa:ʔiṭa:ni llati: qad ʃakkalathu lquwa:tu ʃʃirbi:jatu ħawla busni:n ʔa:ʃimati sa:raʒi:fu: qad xuriqa kifa:jatan likaj jaʔḏana wa law bibaʃi:ʃi ʔamalin allati: la: jumkinu an jaku:na murḏi:/

الجداران التي شكلتهما قوات صربيا حول عاصمة بوسنيان كانت قطعة كافية لتسمح بدخول الشعاع التي لا تكون مرضية

/alʒida:ra:ni llati: ʃakkalathuma: quwa:tu ʃirbija: ħawla ʔa:ʃimati busnja:n ka:nat qitʔatan ka:fijatan litasmaħa biduxu:li ʃʃuʔa:ʔi llati: la: takunu murḏi:ja/

الجدارين التي الصليبيين تتركز على التشكيل حول عاصمة سرفيا التي تثبت بشكل كاف لتجعل إشاعة الأمل لترضي الجميع.

/alʒida:rajni llati: ʃʃali:bi:ji:na tatarakkazu ʔala: ttaʃki:li ħawla ʔa:ʃimati sirfja: llati: tuḏbitu biʃaklin ka:fin litaʒʔala ʔiʃa:ʔata lʔamali liturḏija lʒami:ʔ/

6.2.1.1.3 Case

This grammatical category is used in Arabic for dual pronouns but is not widely used in English apart from the distinction between *who*, *whom*, and *whose* in some contexts (see 4.3.5 earlier). Therefore, students faced difficulties in translating English relative clauses into Arabic as far as the case category is concerned. It can be noted in the following translation samples that there is a wrong use in the grammatical category of case of both the antecedent and the relative pronoun since case is marked in duality (dual relative pronouns) in Arabic (see 4.2.1.2.1 earlier). In some sentences below, there was an agreement between the relative pronoun and its antecedent as far as the case

category is concerned but the antecedent itself was put in the wrong case. i.e. in some translation samples below, the antecedent's case is wrong and the relative pronoun has agreed with it wrongly. Therefore, such sentences are marked incorrect. Sample errors of the grammatical category of case are as follows:

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

اللاعبين اللذان أحرزا هدفين بجدارة سوف يعطيا مكافآت ثمينة بواسطة إنتخاب جديد لوزير.

/alla:ʕibajni llaða:ni ?aʕraza: hadafajni biʒada:ratin sawfa juʕtaja: muka:fa?a:tin
θami:natin biwa:siʕati ?intxa:bin ʒadi:din liwazi:r/

اللاعبين اللذان سجلا هدفى الفوز سوف يعطوا مكافآت قيمة من قبل رئيس الوزراء المنتخب حديثا.

/alla:ʕiba:jni llaða:ni saʒʒala: hadafaji lfawza sawfa juʕtaw muka:fa?a:tin qajimatin min
qibali raʕi:si lwuzara:ʕi lmuntaxabi ʕadi:θa:/

سيقدم إلى اللاعبين اللذان قاما بتسجيل هدفا الانتصار جوائز ثمينة من قبل رئيس الوزراء المنتخب.

/sajuqaddamu ?ila: lla:ʕiba:ni llaða:ni qa:ma: bitasʒi:li hadafa: lʕintiʕa:ri ʒawa:ʕiza
θami:natan min qibali raʕi:si lwuzara:ʕi lmuntaxab/

سيمنح اللاعبين اللذان سجلا هدفى الفوز هدايا قيمة من قبل رئيس الوزراء المنتخب مؤخرا.

/sajumnaʕu lla:ʕiba:ni llaða:ni saʒʒala: hadafaji lfawza hada:ja: qajimatan min qibali
raʕi:si lwuzara:ʕi lmuntaxabi muʕaxara:/

اللاعبين اللذين أحرزا هدفى الانتصار "الفوز" سيعطيان مكافأة من قبل رئيس اللجنة المنتخب حديثا.

/alla:ʕiba:ni llaðajni ?aʕraza: hadafaji lʕintiʕa:r lfawz sawfa juʕtaja:ni muka:faʕatan min
qibali raʕi:si llaʒnati lmuntaxabi ʕadi:θa:/

سيمنح اللاعبين اللذان سجلا هدفى الفوز مكافآت من قبل رئيس الوزراء المنتخب مؤخرا

/sajumnaʕu lla:ʕiba:ni llaða:ni saʒʒala: hadafaji lfawza muka:faʕatan min qibali raʕi:si
lwuzara:ʕi lmuntaxabi muʕaxara:/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

بينما كنت أتناول الغذاء في المطعم، قابلت الولد والبنت اللذان كانا يدرسان معى فى الجامعة والذين تزوج مؤخرا

/bajnama: kuntu ?atana:walu lyaða:ʔa fi: lmaṭʕami qa:baltu lwalada wa lbinta llaða:ni
ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaði:na tazawwʒa muʔaxara:/

عندما كنت أتناول الغذاء في المطعم قابلت الولد والبنت اللذان كانا يدرسان معي في الجامعة واللذان تزوجا
مؤخرا

/ʕindama: kuntu ?atana:walu lyaða:ʔa fi: lmaṭʕami qa:baltu lwalada wa lbinta llaða:ni
ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:ni tazawwʒa: muʔaxara:/

عندما كنت أتناول غذائي في المطعم، قابلت الولد والفتاة اللذان كانا يدرسان معي في الجامعة واللذان قد تزوجا
حديثا

/ʕindama: kuntu ?atana:walu ɣaða:ʔi: fi: lmaṭʕami qa:baltu lwalada wa lfata:ta llaða:ni
ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:ni qad tazawwʒa: ʕadi:θa:/

عندما كنت أتناول في المطعم التقيت الولد والفتاة اللذان كانا يجلسان معي في الجامعة واللذان تزوجا حديثا.
/ʕindama: kuntu ?atayaðða: fi: lmaṭʕami ?iltaqajtu lwalada wa lfata:ta llaða:ni ka:na:
jaʒlisa:ni maʕi: fi: lʒa:miʕati wa llaða:ni tazawwʒa: ʕadi:θa:/

عندما كنت أتناول الغذاء في المطعم، قابلت ولد وفتاة اللذان كانا يدرسون معي في الجامعة واللذان تزوجا حديثا.
/ʕindama: kuntu ?atana:walu lyaða:ʔa fi: lmaṭʕami qa:baltu waladun wa fata:tun
llaða:ni ka:na: jadrusu:na maʕi: fi: lʒa:miʕati wa llaða:ni tazawwʒa: ʕadi:θa:/

عندما كنت أتناول غذائي في المطعم قابلت غلام وفتاة اللذان كانا يدرسان معي في الجامعة اللذان تزوجا حاليا.
/ʕindama: kuntu ?atana:walu ɣaða:ʔi: fi: lmaṭʕami qabaltu ɣula:m wa fata:t llaða:ni
ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati llaða:ni tazawwʒa: ʕali:ja:/

عندما كنت أتناول غذائي في المطعم، قابلت الولد والفتاة اللذان كان يدرسان معي في الجامعة وقام بزواج حديثا
/ʕindama: kuntu ?atana:walu ɣaða:ʔi: fi: lmaṭʕami qa:baltu lwalada wa lfata:ta llaða:ni
ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa qa:ma bizawa:ʒi ʕadi:θa:/

عندما كنت أتناول الغذاء في المطعم قابلت ولد وبنت اللذان كان يدرسا معي الجامعة وهم تزوجا حديثا
/ʕindama: kuntu ?atana:walu lyaða:ʔa fi: lmaṭʕami qa:baltu waladun wa bintun llaða:ni
ka:na: jadru:sa: maʕi: lʒa:miʕata wa hum tazawwʒa: ʕadi:θa:/

عندما كنت أتناول وجبة الغذاء في المطعم، قابلت ولد وبنت اللذان كنت أدرس معهما في الجامعة وكانا قد تزوجا
حديثا.

/ʕindama: kuntu ?atana:walu waʒbata lyaða:ʔi: fi: lmaṭʕami qa:baltu waladun wa bintun
llaða:ni kuntu ?adrusu maʕhuma: fi: lʒa:miʕati wa ka:na: qad tazawwʒa: ʕadi:θa:/

عندما كنت أتناول الغذاء في المطعم، التقيت الولد والبنت اللذان كانا يدرسان معي في الجامعة واللذان تزوجا حديثا.

/ʕindama: kuntu ʔatana:walu lyaða:ʔa fi: lmaɖʕami ʔiltaqajtu lwalada wa lbinta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:ni tazawwʒa: ʔadi:ða:/

عندما كنت أتناول غذائي في المطعم قابلت الولد والفتاة اللذان كانا يدرسان معي في الجامعة واللذان تزوجا مؤخرا.

/ʕindama: kuntu ʔatana:walu ʔaða:ʔi: fi: lmaɖʕami qa:baltu lwalada wa lfata:ta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaða:na tazawwʒa: muʔaxara:/

عندما تناولت الغذاء في المطعم، قابلت الولد والبنت اللذان كانوا يدرسان معي في الجامعة والذي تزوجها مؤخرا.

/ʕindama: tana:waltu lyaða:ʔa fi: lmaɖʕami qa:baltu lwalada wa lbinta llaða:ni ka:nu: jadrusa:ni maʕi: fi: lʒa:miʕati wa llaði: tazawwʒaha: muʔaxara:/

عندما كنت أتناول طعام الغذاء في المطعم، قابلت الشاب والفتاة اللذان كانا يدرسان معي في الجامعة وقد تزوجا حديثا.

/ʕindama: kuntu ʔatana:walu ɖaʕa:ma lyaða:ʔi: fi: lmaɖʕami qa:baltu ʃʒa:bba wa lfata:ta llaða:ni ka:na: jadrusa:ni maʕi: fi: lʒa:miʕati wa qad tazawwaʒa: ʔadi:ða:/

عندما كنت أتناول غذائي في المطعم، قابلت الولد والفتاة اللذان درسا معي في الجامعة واللذان تزوجا مؤخرا.

/ʕindama: kuntu ʔatana:walu ʔaða:ʔi: fi: lmaɖʕami qa:baltu lwalada wa lfata:ta llaða:ni darasa: maʕi: fi: lʒa:miʕati wa llaða:ni tazawwaʒa: muʔaxara:/

عندما كنت أتناول الغذاء في المطعم، التقيت الولد والفتاة اللذان درسا معي في الجامعة، قد تزوجا مؤخرا.

/ʕindama: kuntu ʔatana:walu lyaða:ʔa fi: lmaɖʕami ʔiltaqajtu lwalada wa lfata:ta llaða:ni darasa: maʕi: fi: lʒa:miʕati qad tazawwaʒa: muʔaxara:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

بينما كنت ذهاب في طريق إلى الجامعة، قابلت الصبيتين اللتان كانتا زميلاتي من سنوات قليلة مضت واللذان أصبحتا كاتبتان مشهورتان

/bajnama: kuntu ðaha:b fi: ɖari:qi ʔila: lʒa:miʕati qa:baltu ʃʃabi:jatajni llata:ni ka:nata: zami:la:ti: min sanawa:tin qali:latin maɖat wa llata:ni ʔaʃbaʔata: ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت الفتتان اللتان كان زميلاتي لسنوات قليلة مضت واللذان أصبحتا

كاتبتان مشهورتان

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu lfata:ni llata:ni ka:na
zami:la:ti: lisanawa:tin qali:latin maɖat wa llata:ni ʔaʃbaħata: ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت الفتتان اللتان كانتا زميلاتي من سنوات قليلة واللذان أصبحن

كاتبتان مشهورتان.

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu lfata:ni llata:ni ka:nata:
zami:la:ti: min sanawa:tin qali:latin wa llata:ni ʔaʃbaħna ka:tibata:ni maʃhu:rata:n/

عندما كنت أتمشى في طريقي إلى الجامعة، قابلت كلتا الفتاتين اللتي كانتا زميلاتي منذ سنين قليلة واللذان قد

أصبحتا كاتبتان مشهورتان.

/ʕindama: kuntu ʔatamaʃʃa: fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu kilta: lfata:tajni llati:
ka:nata: zami:la:ti: munðu sini:na qali:latan wa llata:ni qad ʔaʃbaħata: ka:tibata:ni
maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة التقيت الفتاتان اللتان كانتا زميلتي لسنوات قليلة مضت وأصبحتا الآن

كاتبتان مشهورتان.

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati ʔiltaqajtu lfata:ta:ni llata:ni ka:nata:
zami:latajja lisanawa:tin qali:latin maɖat wa ʔaʃbaħata: lʔa:na ka:tibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة، قابلت الفتاتان اللذان كانتا زميلاتي منذ سنين واللذان أصبحتا كاتبتين

مشهورات

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu lfata:ta:ni llaða:ni ka:nata:
zami:la:ti: munðu sini:na wa llata:ni ʔaʃbaħata: katibatajni maʃhu:ra:t/

عندما كنت أتمشي في طريقي للجامعة، قابلت فتاتين اللتان كانا زميلاتي لبضعة سنوات واللذان أصبحا كاتبتان

مشهورتان.

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: lilʒa:miʕati qa:baltu fata:tajni llata:ni ka:na:
zami:la:ti: min biðʕati sanawa:tin wa lla:ta:ni ʔaʃbaħa: katibata:ni maʃhu:rata:n/

عندما كنت ذاهبا في طريقي إلى الجامعة، قابلت بنتين اللتان كانا زميلاتي لبضعة سنوات ماضية واللذان أصبحا

كاتبتان مشهورات

/ʕindama: kuntu ðahiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu bintajni llata:ni ka:na:
zamila:ti: libiðʕati sanawa:tin ma:ðijatin wa llata:ni ʔaʃbaħa: katibata:ni maʃhu:ra:t/

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت بنتان اللتان كانو زميلاتي منذ بضع سنين مضت واللذان أصبحن كاتبات مشهورات

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nu:
zami:la:ti: munðu biðʕa sini:na maðat wa llata:ni ʔaʃbaħna ka:tiba:tin maʃhu:rat/

عندما كنت ماشيا وفي طريق إلى الجامعة قابلت بنتان اللتان كانتا زميلاتي من بضع سنوات مضت واللذان أصبحتا كاتبتان مشهورتان.

/ʕindama: kuntu ma:ʃijan wa fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nata:
zami:la:ti: min biðʕi sanawa:tin maðat wa llata:ni ʔaʃbaħata: ka:tibata:ni maʃhu:rata:n/

عندما كنت أمشي في طريقي إلى الجامعة، قابلت الفتاتين اللاتي كانتا زميلتي لبضعة سنين مضت واللذان أصبحتا كاتبتين مشهورتين.

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: ʔila: lʒa:miʕa qa:baltu lfata:tajni lla:ti: ka:nata:
zami:latajja libiðʕati sini:na maðat wa lla:ta:ni ʔaʃbaħata: ka:tibatajni maʃhu:ratajn/

عندما كنت أمشي في طريقي إلى الجامعة، قبلت الفتاتان اللتان كانتا زميلاتي منذ سنين قليلة مضت أصبحتا كاتبتين مشهورتين.

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: ʔila: lʒa:miʕati qabaltu lfata:ta:ni llata:ni ka:nata:
zami:la:ti: munðu sini:na qali:latin maðat aʃbaħata: ka:tibatajni maʃhu:ratajn/

قابلت الفتاتان اللتان كانتا زميلاتي لسنتين قليلة مضت واللذان أصبحتا كاتبتان مشهورتان (قابلتهما) عندما كنت في طريقي إلى الجامعة.

/qa:baltu lfata:ta:ni llata:ni ka:nata: zami:lata:ja lisini:na qali:latin maðat wa llata:ni
ʔaʃbaħata: ka:tibata:ni maʃhu:rata:ni qa:bltuhuma ʕindama: kuntu fi: ʔari:qi: ʔila:
lʒa:miʕat/

بينما كنت في طريقي للجامعة، قابلت الفتاتان اللتان كانتا صديقتاي منذ سنوات قليلة مضت واللذان كانتا كاتبتين مشهورتين

/bajnama: kuntu fi: ʔari:qi: lilʒa:miʕati qa:baltu lfata:ta:ni llata:ni ka:nata: ʃadi:qataja
munðu sanawa:tin qali:latin maðat wa llata:ni kanata: ka:tibatajni maʃhu:ratajn/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

كان التحري ذكيا جدا. لأنه قابل الصبية والولد اللذان أبوهما قتل وخلال 24 ساعة، استطاع من يعرف من القاتل.

/ka:na ttaħharriju Ḍaki:jan ziddan li?annahu: qa:bala ṣṣabi:jata wa lwalada llaḌa:ni
?abu:huma: qutila wa xila:la ?arba?in wa ?iṣru:na sa:?atan istaṭa:?a min ja?rifa man
lqa:til/

المحقق يكون ذكيا جدا. هو قابل الولد والبنت اللذان أبويهما قتل وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل كان.

/almuħaqqiqu jaku:nu Ḍaki:jan ziddan huwa qa:bala lwalada wa lbinta llaḌa:ni
?abu:huma: qutila wa xila:la ?arba?tin wa ?iṣru:na sa:?atan istaṭa:?a ?an ja?rifa man
lqa:tilu ka:n/

المحقق ذكي جدا. هو التقى الفتاة والصبي اللذان قتل والدهما وقد استطاع أن يعرف قاتله في خلال 24 ساعة فقط.
/almuħaqqiqu Ḍaki:jun ziddan huwa ?iltaqa: lfata:ta wa ṣṣabi:ja llaḌa:ni qutila
wa:liduhuma wa qad istaṭa:?a ?an ja?rifa qa:tiluhu fi: xila:li ?arba?in wa ?iṣru:na sa:?atin
faqaṭ/

المحقق يكون ذكيا جدا. هو قابل الولد والبنت اللذان كان ولديهم مقتولا وخلال أربعة وعشرون ساعة استطاع أن يعرف من القاتل يكون.

/almuħaqqiqu jaku:nu Ḍaki:jan ziddan huwa qa:bala lwalada wa lbinta llaḌa:ni ka:na
waldi:himu maqtu:la:n wa xila:la ?arba?atin wa ?iṣru:na sa:?atan istaṭi:?a an ja?rifa man
lqa:tilu jaku:n/

المحقق ذكي جدا، عندما قابل الولد والبنت اللذان أباهم قتل وفي خلال 24 ساعة استطاع أن يعرف من مرتكب جريمة القتل

/almuħaqqiqu Ḍaki:jun ziddan qa:bala lwalada wa lbinta llaḌa:ni ?aba:humu qutila wa
xila:la ?arba?in wa ?iṣru:na sa:?atan ?istaṭa:?a ?an ja?rifa man murtakibu ẓari:mata lqatl/

المراقب الذكي هو قابل الولد والفتاة اللذان قتل والدهما وخلال (24) ساعة هو يستطيع أن يعرف من يكون القاتل.
/almura:qibu ḌḌaki:ju huwa qa:bala lwalada wa lfata:ta llaḌa:ni qutila waldahuma: wa
xila:la ?arba?in wa ?iṣru:na sa:?atan huwa jastaṭi?u ?an ja?rifa man jaku:nu lqa:til/

المحقق ذكي جدا، قابل الولد والفتاة اللذان قتل والدهما في حدود أربع ساعات استطاع أن يعرف قاتل والدهما.
/almuħaqqiqu Ḍaki:jun ziddan qa:bala lwalada wa lfata:ta llaḌa:ni qutila walidahuma:
fi: ħudu:di ?arba?i sa:?a:tin istaṭa:?a ?an ja?rifa qa:tila wa:lidahuma:/

المفتش هو ذكي جدا. التقى الولد والبنت اللذان قتل أبوهما في خلال عشرين ساعة يعرف من هو القاتل.

/almufattiḡu huwa ḡaki:jun ziddan iltāqa: lwalada wa lbinta llaḡa:ni qutila: ?abu:huma:
fi: xila:li ?iḡru:na sa:ʔatan jaʔrifu man huwa lqa:til/

المحقق ذكيا جدا، قابل الولد والبنت اللذان والدتهما قاتل وفي خلال أربعة وعشرين ساعة يستطيع أن يعرف من هو القاتل.

/almuḡaqqiqu ḡaki:jan ziddan qa:bala lwalada wa lbana:ta llaḡa:ni walidathuma:
qa:tilun wa fi: xila:li ?arbaʔatin wa ?iḡri:na sa:ʔatan jastaṡi:ʔu ?an jaʔrifa man huwa
lqa:til/

المحقق ذكي جدا، قابل الصبي والفتاة واللذان قتل والدهما وفي غضون أربع وعشرون ساعة استطاع معرفة القاتل.

/almuḡaqqiqu ḡaki:jun ziddan qa:bala ṡṡabi:ja wa lfata:ta wa llaḡa:ni qutila
walduhuma: wa fi: yuḡḡu:ni ?arbaʔin wa ?iḡru:na sa:ʔatan istaṡa:ʔa maʔrifata lqa:til/

المتحري ذكي جدا. قابل الولد والبنت اللذان والدهما قتل وخلال أربعة وعشرون ساعة استطاع أن يعرف هوية القاتل

/almutaḡarri: ḡaki:jun ziddan qa:bala lwalada wa lbinta llaḡa:ni waliduhuma: qutila wa
xila:la ?arbaʔatin wa ?iḡru:na sa:ʔatan istaṡa:ʔa ?an jaʔrifa huwi:jata lqa:til/

المتحري (المخبر) ذكي جدا، فقد التقى الولد والفتاة اللذان قتل والدهما، ومن هذا اللقاء الذي جرى، خلال 24 ساعة استطاع التعرف على هوية المجرم.

/almutaḡarri: almuxbiru ḡaki:jun ziddan faqad ?iltaqa: lwalada wa lfata:ta llaḡa:ni
qutila waliduhuma: wa min haḡa: lliqa:ʔi llaḡi: ʒara: xila:la ?arbaʔin wa ?iḡru:na
sa:ʔatan istaṡa:ʔa ttaʔarrufa ʔala: huwi:jata lmuʒrim/

(Text 22) The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, which could not be satisfactory.

أخترقا الجدران اللذان كانا قد شكلا حول عاصمة ساراجيفو البوسنيين بما فيه الكفاية ليترك بصيصا من الأمل، الذي لم يكن مرض عنه.

/?uxttriqa: lʒida:ra:ni llaḡa:ni ka:na: qad ʒukkila: ḡawla ʔa:ṡimati sa:ra:ʒi:fwa: lbu:sni:n
bima: fi:hi lkifa:jatu lijatruka baʡi:ṡan mina lʔamali llaḡi: lam jakun murḡin ʔanh/

أخترقا الجدران اللذان قد شكلا من قبل القوات الصربية حول عاصمة ساراييفو البوسنة فقط ليدعا بصيصا من الأمل أن يدخل والذي كان غير مقنعا

/ʔuxttriqa: lʒudra:ni llaða:ni qad ʃukkila: min qibali lquwa:ti ʃʃirbi:jati hawla ʔa:ʃimati
sa:ra:ji:fu: lbu:sna faqaʔ lijadaʔa: baʃi:ʃan mina lʔamali ʔan jadxula wa llaði: ka:na
ʔajru muqniʔa:/

(Text 29) Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. The one whom I could not recognise has changed a lot.

يوم أمس قابلت الولدان اللذان درسا معي في مرحلة الثانوية واستطعت أن أميز واحد منهم، ولكن لم أستطيع تمييز الآخر. والشخص الذي لم أميزه تغير كثيرا.

/jawma ʔamsi qa:baltu lwalada:ni llaða:ni darasa: maʔi: fi: marʔalati θθa:nawi:jati wa
staʔaʔtu ʔan ʔumajiza wa:ʔidun minhum wa lakin lam ʔastaʔi:ʔ tamji:za lʔaxar wa
ʃʃaxʃu llaði: lam ʔamajizuhu taʔajjara kaθi:ra:/

بالأمس قابلت غلامان اللذان يدرسان معي في مستوى عالي، استطعت تعرف واحد منهم ولكن لم أستطيع تعرف على الآخر. الشخص الذي لم أتعرف عليه تغير كثيرا.

/bilʔamsi qa:baltu ɣula:ma:ni llaða:ni jadrusa:ni maʔi: fi: mustawan ʔa:li: ʔastaʔaʔtu
taʔarrufa wa:ʔidun minhum wa lakin lam ʔastaʔi:ʔ taʔarrufa ʔala: lʔaxar aʃʃaxʃu llaði:
lam ʔataʔarraf ʔalajhi taʔajjara kaθi:ra:/

بالأمس قابلت ولدان اللذان درسوا معي في الجامعة أنا لم أعرف أحدا منهم ولكن لم أستطع أن أعرف الآخرين. الشخص الذي لم أستطيع أن أعرفه تغير كثيرا

/bilʔamsi qa:baltu walada:ni llaða:ni darasu: maʔi: fi: lʒa:miʔati ʔana: lam ʔaʔrif
ʔaʔadan minhumu wa lakin lam ʔastaʔi:ʔ ʔan ʔaʔrifa lʔaxari:n aʃʃaxʃu llaði: lam ʔastaʔi:ʔ
ʔan ʔrifuhu taʔajjara kaθi:ra:/

بالأمس، قابلت ولدين اللذان كانا يدرسا معي في الثانوية. أنا تمكنت من التعرف على أحدهم ولكن لم أتعرف على الآخر. الشخص الذي لم أتمكن على التعرف عليه قد تغير كثيرا

/bilʔamsi qa:baltu waladajni llaða:ni ka:na: jadrusu: maʔi: fi: θθa:nawi:ja ʔana:
tamakkantu mina ttaʔarrufa ʔala: ʔaʔadihim wa lakin lam ʔataʔarraf ʔala: lʔaxar aʃʃaxʃu
llaði: lam ʔatamakan ʔala: ttaʔarrufi ʔalajhi qad taʔajjara kaθira:/

أمس، قابلت ولدان اللذان درست معهما في الثانوية. أنا استطعت التعرف على أحدهم ولكن لم أستطيع التعرف على الآخر. الولد الذي لم أستطع التعرف عليه قد تغير كثيرا.

/ʔams qa:baltu walada:ni llaða:ni darastu maʕhuma: fi: θθa:nawi:ja ʔana: ʔastaʔaʕtu
ttaʕarrufa ʕala: ʔaʕadihim wa lakin lam ʔastaʔiʕ attaʕarrufa ʕala: lʔaxar alwaladu llaði:
lam ʔastaʔiʕ attaʕarrfa ʕalajhi qad taʔajjara kaθi:ra:/

بالأمس، قابلت ولدين اللذان كنا يدرسان معي في مستوى الدراسات العليا. استطعت تميز واحد منهم ولم أستطيع
تمييز الآخر. الشخص الذي لم أستطع تمييزه تغير كثيرا

/bilʔamsi qa:baltu waladajni llaða:ni kunna: jadrusa:ni maʕi: fi: mustawa ddira:sa:ti
lʕulja: istaʔaʕtu tamjiza wa:ʕidin minhum wa lam astaʔiʕ tamji:za lʔaxar aʕʕaxʕu llaði:
lam ʔastaʔiʕ tamji:zahu taʔajjara kaθi:ra:/

بالأمس، إتقيت الولدان اللذان كانا يدرسان معي في مرحلة المدرسة الثانوية. إستطعت التعرف على واحد منهم
لكنني لم أعرف الآخر. الولد الذي لم أعرفه كان قد تغير كثيرا.

/bilʔamsi ʔiltaqajtu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: marʕalati lmadrasati
θθa:nawi:ja ʔistaʔaʕtu ttaʕarrufa ʕala: wa:ʕidin minhumu lakinani: lam ʔaʕrif ilʔaxara
alwaladu llaði: lam ʔaʕrifhu ka:na qad taʔajjara kaθi:ra:/

بالأمس، قابلت الولدان اللذان كانا يدرسان معي في المستوى العالي في المدرسة، استطعت تنظيم واحد منهم لكن
لا أستطيع تنظيم الآخر، الواحد الذي لا أستطيع تنظمه فقد تغير كثيرا

/bilʔamsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: lmustawa lʔa:li: fi:
lmadrasati astaʔiʕu tanʔi:ma wa:ʕidin minhumu lakin la: ʔastaʔiʕu tanʔi:ma lʔaxar
alwaladu llaði: la: ʔastaʔiʕ tanʔi:mahu faqad taʔajjara kaθi:ra:/

قابلت بالأمس الولدان اللذان كان يدرسان معي بالدراسات العليا. أستطعت تمييز أحدهم لكن لم أستطيع تمييز
الآخر. الشخص الذي لم أستطع تمييز تغير كثيرا

/qa:baltu bilʔamsi lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: biddira:sa:ti lʕulja:
ʔistaʔaʕtu tamji:za ʔaʕadihim lakin lam astaʔiʕ tamji:za lʔaxar aʕʕaxʕu llaði: lam
ʔastaʔiʕ tamji:za taʔajjara kaθi:ra:/

بالأمس، قابلت الصبيان اللذان كانا يدرسان معي في المرحلة الجامعية واستطعت تمييز واحد منهم ولم أستطع
تمييز الآخر الشخص الذي لم أعرفه كان قد تغير كثيرا.

/bilʔamsi qa:baltu ʕʕabi:ja:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: lmarʕalati lʔa:miʕi:jati
wa staʔaʕtu tamji:za wa:ʕidin minhumu wa lam ʔastaʔiʕ tamji:za lʔaxara ʕʕaxʕu llaði:
lam ʔaʕrifuhu ka:na qad taʔajjara kaθi:ra:/

أمس. أنا قابلت الولدان اللذان يدرسان معي في المدرسة العالية، أنا إستطعت أن أدرك واحد منهم ولم أستطع أن أدرك الآخر وشخص الذي أستطع إدراكه قد تغير كثيرا

/ʔams ʔana: qa:baltu lwalada:ni llaða:ni jadrusa:ni maʕi: fi: lmadrasati lʕa:lija ʔana: ʔistaʔaʕtu ʔan ʔudrika wa:ʕidun minhumu wa lam ʔastaʔiʕ ʔan ʔudrika lʔaxara wa ʃʃaxʂu llaði: ʔastaʔiʕu ʔidra:kahu qad tayajjra kaθi:ra:/

أمس قابلت ولدين اللذان كان يدرسا معي في المستوى الجامعي تذكرت أحدهما ولكن لم أستطع تذكر الآخرين أحدهم لم أستطع تذكره لأنه تغير كثيرا

/ʔamsi qa:baltu waladajni llaða:ni ka:na jadrusa: maʕi: fi: lmustawa lʒa:miʕi: taðakkrtu ʔaʕadahuma: wa lakin lam ʕastaʔiʕ taðakkura lʔaxari:n ʔaʕaduhum lam ʔastaʔiʕ taðakkurihu liʔannahu tayajjara kaθi:ra:/

بالأمس قابلت الولدان اللذان كانا يدرسان معي في مرحلة الثانوية أستطيع ان اميز أو اعرف احدهم ولكن لا أستطيع تمييز الآخر الشخص الذي لم أستطيع ان اعرفه تغير كثيرا

/bilʔamsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: marʕalati θθa:nawi:ja staʔiʕu an umajiza ʔaw aʕrifa ʕadahumu wa lakin la: astaʔiʕu tamji:za laxar aʃʃaxʂu llaði: lam astaʔiʕ an aʕrifuhu tayajjara kaθi:ra:/

بالأمس قابلت الولدان اللذان كانا يدرسان معي في الثانوية. أستطعت التعرف على واحد منهم ولكني لم أستطع التعرف على الآخر والشخص الذي لم أستطع التعرف عليها تغير كثيرا.

/bilʔamsi qa:baltu lwalada:ni llaða:ni ka:na: jadrusa:ni maʕi: fi: θθa:nawi:ja staʔaʕtu ttaʕarrufa ʕala: wa:ʕidin minhumu wa lakinni: lam astaʔiʕ ttaʕrrufa ʕala: laxar wa ʃʃaxʂu llaði: lam ʔastaʔiʕ attaʕarrufa ʕalajha: tayajjara kaθi:ra:/

6.2.1.1.4 Person/Non-person

The person/non-person grammatical category, on the other hand, exists in English and does not exist in Arabic as far as relative pronouns are concerned. Therefore, when translating from English into Arabic, students made no errors in translating relative clauses in this grammatical category as far as relative pronouns are concerned simply because they are not supposed to use it in Arabic version and whichever they used was correct.

6.2.1.2 Misuse of Literal Translation Approach

Literal translation is a useful technique when translating between two languages which have similar grammatical and idiomatic usages. As is well known, English and

Arabic do not. Newmark (1988: 68) argues that “The prevailing orthodoxy is leading to the rejection of literal translation as a legitimate translation procedure.” Neubert cited in Newmark (ibid) states that “one word of an SL text and a TL word in the translation rarely correspond semantically, and grammatically hardly ever”. Therefore, the use of the literal translation approach when translating between English and Arabic is, to a certain degree, only valid in translating some texts and the misuse of it leads to incorrect results. Such errors could have been avoided by studying deeply translation techniques and their uses in more detail (see 7.1.3). Some samples of students’ translations in which they over-used the literal translation approach are as follows:

(Text 6) Such information as the sales manager has, may affect car manufacturing as a result of the financial crises from which the world is suffering nowadays.

مثل معلومات كالمدیر البيع عنده قد تؤثر مصانع سيارات كالنتيجة الأزمة المالية الذي يعانيه العالم في أيامنا.
/miθla maʕlu:ma:tin kalmudi:ri lbajʕi ʕindahu qad tuʔaθθiru maʕa:niʕa sajjara:ti
kannati:ʒati lʔazmati lma:li:jati llaði: juʕa:nihi lʕa:lamu fi: ʔajjamina:/

(مثل) تلك المعلومات، مثل المبيعات المدير يملكه ربما أن تؤثر في صنع سيارة كالنتيجة من الأزمة المالية التي يعاني العالم منها هذه الأيام.

/miθla tilka lmaʕlu:ma:ti miθla lmabi:ʕa:ti lmudi:ru jamlikuhu rubama: ʔan tuʔaθθira fi:
ʕunʕi sajjara:tin ka:nati:ʒatin mina lʔazmati lma:li:jati llati: juʕa:ni: lʕa:lamu minha:
haðihi lʔajja:m/

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

/miθla haðihi lmaʕlu:ma:ti kama: mudi:ru lmabi:ʕa:ti jamlik rubama: tuʔaθθiru ʕala:
ʕina:ʕati ssajja:ra:ti kanati:ʒatin lilʔazmati lma:li:jati min haʔθu lʕa:lamu juʕa:ni: haðihi
lʔajja:m/

مثل هذه المعلومات كما مدير المبيعات يملك، وربما تؤثر على صناعة السيارات كنتيجة في الأزمة المالية التي تواجهه العالم اليوم.

/miθla haðihi lmaʕlu:ma:ti kama: mudi:ru lmabi:ʕa:ti jamlik wa rubama: tuʔaθθiru ʕala:
ʕina:ʕati ssajja:ra:ti kanati:ʒatin fi: lʔazmati lma:li:jati llati: tuwa:ʒihu lʕa:lama ljawm/

معلومات كهذه كما مدير المبيعات يملك، قد تؤثر على صيانة السيارات كالنتيجة للأزمة المالية والتي يعاني العالم هذه الأيام

/maʕlu:ma:tin kahaðihi kama: mudi:ru lmabi:ʕa:ti jamlik qad tuʔaθθiru ʕala: ŝija:nati ssajja:ra:ti ka:nati:ʒatin lilʔazmati lma:li:jati wa llati: minha: lʕa:lamu juʕa:ni: haðihi lʔajja:m/

كمثل هذه المعلومات كمدير مبيعات يملك، فربما صناعة السيارات قد يكون لها تأثير أو كنتيجة لما يعانيه العالم من أزمة مالية هذه الأيام

/kamiθli haðihi lmaʕlu:ma:ti kamudi:ri mabi:ʕa:tin jamlik farubama: ŝina:ʕatu ssajja:ra:ti qad jaku:nu laha: taʔθi:run ʔaw kanati:ʒatin lima: juʕa:ni:hi lʕa:lamu min ʔazmatin ma:li:jatin haðihi lʔajja:m/

(Text 7) Sometimes they expect him to make a speech, in which case, he is in a terrible anxiety throughout the meal preceding the meeting.

بين فترة وأخرى يأملون أن يلقي خطاباً، على أية حال، هو يكون في حالة تؤثر فضيحة طيلة الوجبة التي تسبق الاجتماع.

/bajna fatratin wa ʔuxra: jaʔmalu:na ʔan julqija xiṭa:ban ʕala: ʔajjati ha:l huwa jaku:nu fi: ha:lati tawθurin faði:ʕatin ṭi:lata lwaʒbati llati: tasbiqulʔiʒtima:ʕ/

أحيانا هم يوافقونه لصنع حديثاً التي في أي الحالة هو يكون في حالة قلق مرعب من خلال الوجبة السابقة للمقابلة.
/ʔaḥja:nan hum juwa:fiqunahu liṣunʕi haði:θan allati: fi: ʔajji: lha:lati huwa jaku:nu fi: ha:lati qalaqin murʕibin min xila:li lwaʒbati ssa:biqati lilmuqa:bala/

أحيانا يتوقعون منه أن يعمل خطاباً، في أي حالة هو في حالة تؤثر طوال الوجبة تسبق الاجتماع.
/ʔaḥja:nan jatawqqaʕu:na minhu ʔan jaʕmala xiṭa:ban fi: ʔajji: ha:latin huwa fi: ha:lati tawaturin ṭiwa:la lwaʒbati tasbiqulʔiʒtima:ʕ/

أحيانا هم يوافقونهم لتصنع حدثاً الذي في أي حالة هو يكون في حالة قلق مرعب من خلال الوجبة السابقة للمقابلة.
/ʔaḥja:nan hum juwa:fiqunahum litaṣnaʕa haðaθan allaði: fi: ʔajji: ha:latin huwa jaku:nu fi: ha:lati qalaqin murʕibin min xila:li lwaʒbati ssa:biqati lmuqa:bala/

أحيانا هم يتوقعوه يلقي الخطاب، في أي حالة، هو يكون في حالة غضب خلال تقديم وجبة الاجتماع.
/ʔaḥja:nan hum jatawaqqaʕu:nahu julqi: lxiṭa:b fi: ʔajji: ha:la huwa jaku:nu fi: ha:lati yaḍabin xila:la taqdi:mi waʒbati lʔiʒtima:ʕ/

هم أحيانا توقعوا منه لخلق حديث في هذه القضية هو في حالة من القلق الشديد طيلة الوجبة التي تسبق الاجتماع.

/hum ?ahja:nan tawaqq'u: minhu lixalqi hadi:θin fi: haðihi lqaði:jati huwa fi: ha:latin mina lqalaqi ʃʃadi:di ʔi:lata lwaʒbati llati: tasbiq lʔiʒtima:ʔ/

أحيانا يتوقعونه ليلقي خطابا في أي حالة، هو في حالة من الإضطراب الفضيع خلال تقديم الوجبة في الاجتماع
/?ahja:nan jatawaqqa'u:nahu lijulqija xiṭa:ban fi: ?ajji: ha:la huwa fi: ha:latin mina lʔiḍṭira:bi lfaḍi:ʔi xila:la taqdi:mi lwaʒbati fi: lʔiʒtima:ʔ/

أحيانا هم يتوقعونه أن يلقي خطابا، في أي حال هو في حالة اضطراب مخيف خلال الوجبة ما قبل المقابلة
/?ahja:nan hum jatawaqqa'u:nahu ?an julqi: xiṭa:ba: fi: ?ajji: ha:lin huwa fi: ha:lati ḍṭira:bin muxi:fin xila:la lwaʒbati ma: qabla lmuqa:bala/

(Text 10) The only reason behind the cancellation of the meeting was that [because] he lost his temper, at which point, I decided to go home.

السبب الوحيد وراء إلغاء الاجتماع كان لأن هو فقد أعصابه عند أي نقطة قررت الذهاب إلى المنزل.
/assababu lwafhi:du wara:ʔa ?ilya:ʔi liʒtima:ʔi ka:na li?anna huwa faqada ?aʔʂa:bahu ʔinda ?ajji: nuqṭatin qarrartu ḏḏaha:ba ?ila: lmanzil/

السبب الوحيد خلف إلغاء الاجتماع كان لأنه فقد أعصابه وفي أي لحظة قررت المغادرة للمنزل.
/assababu lwafhi:du xalfa ?ilya:ʔi liʒtima:ʔi ka:na li?annahu: faqada ?aʔʂa:bahu wa fi: ?ajji: laḥʒatin qarrartu lmuʒa:darata lilmanzil/

السبب الوحيد خلف المصالحة في الاجتماع كانت بسبب الذي فقد مزاجه في ذلك نقطة، قررت ذهاب للبيت.
/assababu lwafhi:du xalfa lmuʂa:laḥati fi: liʒtima:ʔi ka:nat bisababi llaḏi: faqada miza:ʒahu fi: ḏalika nuqṭa qarrartu ḏaha:ba lilbajt/

السبب الوحيد وراء إلغاء الاجتماع كان بسبب فقدانه لأعصابه في النقطة التي قررت فيها الذهاب للبيت.
/assababu lwafhi:du wara:ʔa ?ilya:ʔi liʒtima:ʔi ka:na bisababi fuqda:nihi li?aʔʂa:bihi fi: nnuqṭati llati: qarrartu fi:ha: ḏḏaha:ba lilbajt/

السبب الوحيد خلف إلغاء المقابلة ذلك أنه فاقد مزاجه في أي لحظة أن قررت الذهاب للبيت.
/assababu lwafhi:du xalfa ?ilya:ʔi lmuqa:balati ḏalika ?annahu fa:qidun miza:ʒahu fi: ?ajji: laḥʒatin ?an qarrartu ḏḏaha:ba lilbajt/

(Text 12) We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

يجب أن نؤجل إجتماع ماي لأنه سوف لن تكون موجودة في ماي عندما سوف تكون بعيدة عن رحلتها التجارية السنوية

/jaʒibu ʔan nuʔaʒʒila ʔiztima:ʔa ma:j liʔannahu sawfa lan taku:na mawʒu:datun fi: ma:j
ʔindama: sawfa taku:nu baʔi:datan ʔan riḥlatiha: ttiʒa:ri:jati ssanawi:ja/

لا بد لنا أن نؤجل إجتماع مايو لأنها سوف لن تكون متواجدة عندما تكون في رحلتها الاقتصادية السنوية
/la:budda lana: ʔan nuʔaʒʒila ʔiztima:ʔa ma:ju: liʔannaha: sawfa lan taku:na
mutawa:ʒidatun ʔindama: taku:nu fi: riḥlatiha: liqtiʃa:di:jati ssanawi:ja/

يجب علينا أن نؤجل اجتماع شهر مارس لأنها لن تكون موجودة في شهر مارس عندما ستكون بعيدة في رحلة عملها السنوية

/jaʒibu ʔalajna: ʔan nuʔaʒʒila ʔiztima:ʔa ʃahri ma:ris liʔannaha: lan taku:na
mawʒu:datun fi: ʃahri ma:ris ʔindama: sataku:nu baʔi:datan fi: riḥlati ʔamaliha:
ssanawi:ja/

يجب أن تأجل الاجتماع مايو بسبب هي لن تكون متوفرة في مايو، عندما تكون بعيدة عن العمل العام في السفر.
/jaʒibu ʔan naʔʒala liʒtima:ʔi ma:ju: bisababi hija lan taku:na mutawaffiratun fi: ma:ju:
ʔindama: taku:nu baʔi:datan ʔani lʔamali lʔa:mi fi: ssafar/

يجب علينا تأجيل اجتماع مايو لأنها لن تكون موجودة في مايو عندما ستكون بعيدا في رحلة عملها السنوية
/jaʒibu ʔalajna: taʔʒi:la ʒtima:ʔi ma:ju: liʔannaha: lan taku:na mawʒu:datun fi: ma:ju:
ʔindama: sataku:nu baʔi:dan fi: riḥlati ʔamaliha: ssanawi:ja/

نحن سوف نؤجل مقابلة شهر طير لأنها هي لا تستطيع عندما تكون بعيدا في رحلتها التجارية سنويا
/naḥnu sawfa nuʔaʒʒilu muqa:balata ʃahri ʔajr liʔannaha: hija la: tastaʔi:ʔu ʔindama:
taku:nu baʔi:dan fi: riḥlatiha: ttiʒa:ri:jati sanawi:ja/

يجب أن نؤجل إجتماع ماي لأنها سوف لن تكون موجودة في ماي عندما سوف تكون بعيدة على رحلتها التجارية السنوية

/jaʒibu ʔan nuʔaʒʒila ʔiztima:ʔa ma:j liʔannaha: sawfa lan taku:na mawʒu:datun fi: ma:j
ʔindama: sawfa taku:nu baʔi:datan ʔala: riḥlatiha: ttiʒa:ri:jati ssanawi:ja/

نحن يجب أن نؤجل مقابلة شهر الماء لأن هي سوف لن تحضر في شهر الماء عندما سوف تذهب لرحلة عمل
/naḥnu jaʒibu ʔan nuʔaʒʒila muqa:balata ʃahri lma:? liʔanna hija sawfa lan taḥḍura fi:
ʃahri lma:? ʔindama: sawfa taḥhabu liriḥlati ʔamal/

يجب علينا تأجيل المقابلة في شهر النوار بسبب هي سوف لن تكون متواجدة في هذا الشهر، عندما هي ستكون بعيدة عن رحلات التجارية

/jaʒibu ʔalajna: taʔʒila lmuqa:balati fi: ʒahri nnuwa:r bisababi hija sawfa lan taku:na mutw:ʒidatun fi: haʔa: ʃʃahr ʔindama: hija sataku:nu baʔi:datan ʔan rifla:ti ttiʒa:ri:ja/

علينا أن نؤجل إجتماع مايو لأنها لن تكون موجودة أو حاضرة في شهر مايو، عندما تكون بعيدة عن رحلة عملها السنوية

/ʔalajna: ʔan nuʔaʒʒila ʔiʒtima:ʔa ma:ju: liʔannaha: lan taku:na mawʒu:datun ʔaw fa:ʔiratun fi: ʒahri ma:ju: ʔindama: taku:nu baʔi:datan ʔan riflati ʔamaliha: ssanawi:ja/

يجب عليك تأجيل مقابلة شهر النوار لأنها سوف لن تكون متواجدة في شهر النوار عندما هي ستكون بعيدة عن رحلتها التجارية السنوية

/jaʒibu ʔalajka taʔʒila muqa:balati ʒahri nnuwa:r liʔannaha: sawfa lan taku:na mutawa:ʒidatun fi: ʒahri nnuwa:r ʔindama: hija sataku:nu baʔi:datan ʔan riflatiha: ttiʒa:ri:jati ssanawi:ja/

6.2.1.3 Misuse of Translation by Omission

According to Dickins et al. (2002: 23) “The most obvious form of translation loss is when something which occurs in the SL is simply omitted from the TT.” They (ibid) state that omission is used “when the information conveyed is not particularly important, and adding it would unnecessarily complicate the structure of the TT. ... Cultural difference ... provides another area in which simple omission may be a reasonable strategy.” Accordingly, omission is a useful translation technique but it should be used for one of an acceptable reason. However, some students in this study misused it, i.e. they omitted a whole relative clause when they translated in spite of the translatability of the relative clause they omitted. This kind of error could have been avoided by studying translation techniques and practicing, as much as possible, translation exercises (see 7.1.3 and 7.1.4); which could not have been achieved by studying translation as two courses only in two academic years (see 5.3.1 earlier). Therefore, the teaching programme should be adjusted by adding more translation courses to it (see 7.1.4). Some students' translations where they misused omission are as follows:

(Text 27) My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I am unable to forget.

أمي تصر على زواجي ولكن أنا أرفض لأن الفتاة التي قابلتها منذ ثلاثة سنين مضت [.....] غير قادر على نسيانها.

/ʔummi: tuʃʃiru ʔala: zawa:ʒi: wa lakin ʔana: ʔarfuðu liʔanna lfata:ta llati: qa:baltuha: munðu θala:θati sini:na maɖat ʔajru qa:dirin ʔala: nisja:niha:/

تلح أمي كثيرا علي أن أتزوج ولكنني أرفض لأنني لم أقدر أن أنسى البنت التي قابلتها من ثلاث سنوات مضت [.....]

/tulifu ʔummi: kaθi:ran ʔala: ʔan ʔatazawaʒ wa lakinni: ʔarfuðu liʔannani: lam ʔaqdir ʔan ʔansa: lbinta llati: qa:baltuha: min θala:θi sanawa:tin maɖat/

أمي يسرها زواجي لكن أنا أرفض لأن الفتاة التي قابلتها من ثلاث سنوات مضت [.....] لا أستطيع أن أنسها.

/ʔummi: jusirruha: zawa:ʒi: lakin ʔana: ʔarfuðu liʔanna lfata:ta llati: qa:baltuha: min θala:θi sanawa:tin maɖat la: ʔastaʔi:ʔu ʔan ʔansaha:/

تصر أمي على زواجي ولكن أنا أرفض بسبب الفتاة التي قابلتها منذ ثلاث سنين مضت [.....] لا أستطيع نسيانها.

/tuʃʃiru ʔummi: ʔala: zawa:ʒi: wa lakin ʔana: rfuðu bisababi lfata:tu llati: qa:baltuha: munðu θala:θi sini:na maɖat la: ʔastaʔi:ʔu nisja:naha:/

أصرت أمي على زواجي ولكنني رفضت بسبب الفتاة التي قابلت من ثلاث سنوات [.....] والتي لم أستطع نسيانها.

/ʔaʃarat ʔummi: ʔala: zawa:ʒi: wa lakinni: rafaɖtu bisababi lfata:tu llati: qa:baltu min θala:θi sanawa:tin wa llati: lam ʔastaʔi:ʔu nisja:naha:/

(Text 30) The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة إلى التوضيح أن ألك الذين مرتبطات بروابط إقليمية جدا مقبولة لشعور بالأمن والسعادة [.....] في حين يفتقرون إلى الهوية الدينية وتقديم التعاسة.

/tahdufu ddira:satu ʔila: ttawɖi:fi ʔanna ʔulaʔika llaði:na murtabiʔa:tin birawa:biʔa ʔiqli:mi:jatin ziddan maqbu:latun liʃʃuʔu:ri bilʔamni wa ssaʔa:dati fi: fi:ni jaftaqiru:na ʔila lhuwi:jati ddi:ni:jati wa taqdi:mu ttaʔa:sa/

الدراسة تهدف إلى توضيح لهؤلاء الذين لديهم صلة مطابقة لأصلهم يكون أكثر احتمالا لشعور بالأمن والسعادة [.....] بينما الذين يفقدون التعريف الأصلي من الممكن أن يساهموا في التعاسة.

/addirasatu tahdufu ?ila: tawḍi:hi liha?ula:ʔi llaḏi:na ladajhim šilatun muṭa:biqatun
li?ašlihimi jaku:nu ?akḏaru ?iḥtima:lan liḥḥu:ri bil?amni wa ssaʿa:dati bajnama:
llaḏi:na jafqidu:na ttaʿri:fa l?ašli:ja mina lmumkini ?an jusa:himu: fi: ttaʿa:sa/

أهداف الدراسة تتحدد بأن تلك المحاولات في تلك المناطق تكون أكثر شعور بالأمان والسعادة [.....] هم وتلك
المناطق هويتها ينبغي تسهم أو تتبرع في قلة السعادة.

/ʔahda:fu ddira:sati tataḥaddadu bi?anna tilka lmufḥa:wal:tu fi: tilka lmana:ṭiqi taku:nu
?akḏara ḥu:rin bil?ama:ni wa ssaʿa:dati hum wa tilka lmana:ṭiqu huwi:jatiha: janbaʿi:
tushimu ?aw tatabarraʿu fi: qillati ssaʿa:da/

6.2.1.4 Antecedent Issues

Antecedent relative pronoun agreement (apart from agreement in grammatical categories discussed in 6.2.1.1 earlier) is one of the difficulties that students encountered when translating relative clauses from English into Arabic. The following subsections show in detail the kinds of errors that students made in terms of antecedent relative pronoun agreement.

6.2.1.4.1 Misunderstanding of the Antecedent of the Relative Pronoun

The lack of mastery of the advanced grammar of English caused some difficulties in understanding which noun/ pronoun/ phrase/ sentence is the antecedent of the relative pronoun. This misunderstanding made students unable to identify the antecedent that the relative pronoun refers back to, i.e. whether the relative pronoun refers back to the subject or the object or neither of them. Such errors could have been avoided by studying advanced grammar before doing any translation work (see 7.1.1). Some samples of the students' translations where they misunderstood the antecedent of the relative pronoun and consequently made translation errors are as follows:

(Text 24) The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة التي نظرنا للعيش النموذجي بين طلاب سكوتلندا في المدارس وقد حاولنا تعيين كيف الناس تكون في هذا
العمر من مجموعة الأسكتلنديين في هذه المدارس

/addirasatu llati: naẓarna: lilʔajfi nnamu:ðaʒiji: bajna ʔula:bi skutlanda fi: lmada:risi wa qad ha:walna: taʔji:na kajfa nna:su taku:nu fi: haða: lʔumri min maẓmu:ʔati lʔuskutlandiji:na fi: haðihi lmada:ris/

الدراسة التي ينظر لها على أسلوب العيش بين الشباب الأسكتلنديين، طلابات دراسات العليا، يحاولون ليقيم كيف الناس في هذا العمر يعيش في أسكتلندا اليوم.

/addirasatu llati: junẓaru laha: ʔala: ʔuslu:bi lʔajfi bajna ʃʃaba:bi lʔuskutlandi:n ʔula:ba:ti dira:sa:ti lʔulja: jaḥu:lu:na lijuqi:ma kajfa nna:su fi: haða: lʔumri jaʔi:ʃu fi: ʔuskutlanda: ljawm/

الدراسة التي نظرنا فيها للعيش النموذجي بين طلاب المدرسة العالية في سكوتلاند قد حاولنا للتعين كيف الناس في هذا العمر يعيشون مع بعضهم.

/addirasatu llati: naẓarna: fiha: lilʔajfi nnamu:ðaʒiji: bajna ʔulla:bi lmadrasati lʔa:lijati fi sku:tla:nd qad ha:walna: littaʔji:ni kajfa nna:su fi: haða: lʔumri jaʔi:ʃu:na maʔa baʔdihim/

الدراسة التي تبدو لنا نموذج حي بين صغار طلاب المدارس الإسكتلندية، تكون محاولة لتمييز كيف الناس في مجموعة عمرية تعيش في اسكتلندا اليوم.

/addirasatu llati: tabdu: lana: namu:ðaʒun ḥajjun bajna ʃiya:ri ʔulla:bi lmada:risi lʔuskutlandi:ja taku:nu muḥa:walatun litumajiza kajfa nna:su fi: maẓmu:ʔatin ʔumrijatin taʔi:ʃu fi: skutla:nda: ljawm/

6.2.1.4.2 Mistranslating the Relative Pronoun when its Antecedent is a Whole Sentence

As discussed in sections 4.1.4.2 and 4.2.2.1.4 earlier, sometimes the relative pronoun does not refer back only to the subject or the object, but to a whole sentence. In such cases, it causes problems for students when translating relative clauses because of their inability to identify the antecedent of the relative pronoun. Therefore, they misunderstand a relative pronoun as referring back to a subject or object where it is referring back to a whole sentence or clause. These errors could have been avoided by the study of advanced grammar before doing translation (see 7.1.1). Some samples of students' translations are as follows:

(Text 13) So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية التي جعلتني أتعجب/ أتسأل لماذا هم لم يأتوا وهناك كانوا فقط عدد قليل من الأعضاء.

/alʕadi:du mina lʔaʕda:ʔi lam jaʔtu: ʔila: nna:di: llajlata lma:ɖi:jata llati: ʒaʕalatni: ʔtaʕaʒʒabu ʔatasa:ʔalu lima:ða: hum lam jaʔtu: wa huna:ka ka:nu: faqaɖ ʕadadun qali:lun mina lʔaʕda:ʔ/

العديد من الأعضاء لم يأتوا إلى النادي ليلة أمس التي جعلتني استغرب لماذا هم لم يأتوا وهناك كانوا فقط بعض الأعضاء

/alʕadi:du mina lʔaʕda:ʔi lam jaʔtu: ʔila: nna:di: lajlata ʔamsi llati: ʒaʕalatni: astɣribu lima:ða: hum lam jaʔtu: wa huna:ka ka:nu: faqaɖ baʕɖu lʔaʕda:ʔ/

إن العديد من الأعضاء لم يأتوا إلى النادي بالأمس ما الذي أدى استغرابي لعدم قدومهم ولقد كانوا القليل من الأعضاء.

/ʔinna lʕadi:da mina lʔaʕda:ʔi lam jaʔtu: ʔila: nna:di: bilʔamsi ma: llaði: ʔadda: stiɣra:bi: liʕadami qudu:mihimu wa laqad ka:nu: lqali:la mina lʔaʕda:ʔ/

العديد من الأعضاء لم يأتوا للنادي الليلة الماضية، التي جعلتني أتسأل لماذا لم يأتوا بالرغم أن كان هناك القليل من الأعضاء.

/alʕadi:du mina lʔaʕda:ʔi lam jaʔtu: llinna:di: llajlata lma:ɖi:jata llati: ʒaʕalatni: ʔatasa:ʔalu lima:ða: lam jaʔtu: birraɣmi ʔan ka:na huna:ka lqali:lu mina lʔaʕda:ʔ/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية، الذي جعلني أتسأل لماذا هم لم يأتوا وهناك كان فقط القليل من الأعضاء.

/alʕadi:du mina lʔaʕda:ʔi lam jaʔtu: ʔila: nna:di: llajlata lma:ɖi:jata llaði: ʒaʕalani: ʔatasa:ʔalu lima:ða: hum lam jaʔtu: wa huna:ka ka:na faqaɖu lqali:lu mina lʔaʕda:ʔ/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية الذي يجعلني أتساءل لماذا هم لم يأتوا. وهناك كان فقط القليل من الأعضاء.

/alʕadi:du mina lʔaʕda:ʔi lam jaʔtu: ʔila: nna:di: llajlata lma:ɖi:jata llaði: jaʒʕaluni: ʔatasa:ʔalu lima:ða: hum lam jaʔtu: wa huna:ka ka:na faqaɖu lqali:lu mina lʔaʕda:ʔ/

معظم الأعضاء لم يأتوا إلى النادي الليلي الليلة الماضية أي جعلني سعيد هم لم يأتوا "ويوجد فقط القليل من الأعضاء".

/muʕʒamu lʕda:ʔi lam jaʔtu: ʔila: nna:di: llajli: llajlata lma:ɖi:jata ʔaj ʒaʕalani: saʕi:dun hum lam jaʔtu: wa ju:ʒadu faqaɖu lqali:lu mina lʔaʕda:ʔ/

لم يأتي العديد من الأعضاء إلى النادي الليلة الماضية التي جعلتني أتساءل لماذا لم يأتوا [وكان هناك فقط القليل من الأعضاء].

/lam ja?ti: lʔadi:du mina lʔaʔda:ʔi ʔila: nna:di: llajlata lma:ʔi:jata llati: ʔaʔalatni:
ʔatasa:ʔalu lima:ða: lam ja?tu: wa ka:na huna:ka faqaʔtu lqali:lu mina lʔaʔda:ʔ/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضي، الذي جعلني أتساءل لماذا هم لم يأتوا [وكان هناك أعضاء قليلة فقط]

/alʔadi:du mina lʔaʔda:ʔi lam ja?tu: ʔila: nna:di: llajlata lma:ʔi: llaði: ʔaʔalani: ʔatasa:li:
lima:ða: hum lam ja?tu: wa ka:na huna:ka ʔaʔda:ʔun qalilatun faqaʔt/

العديد من الأشخاص لم يأتوا إلى الملهى الليلي في البارحة جعلوني متعجبا لماذا لم يأتوا ولم يكن هناك إلا القليل.
/alʔadi:du mina lʔaʔxa:ʃi lam ja?tu: ʔila: lmalha: llajli: fi: lba:riʔati ʔaʔalu:ni:
mutaʔaʔʔiban lima:ða: lam ja?tu: wa lam jakun huna:ka ʔilla: lqali:l/

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية، الذي جعلني متعجب لماذا لم يأتوا [وكان هناك القليل منهم فقط].

/alʔadi:du mina lʔaʔda:ʔi lam ja?tu: ʔila: nna:di: llajlata lma:ʔi:ja llaði: ʔaʔalani:
mutaʔaʔʔibun lima:ða: lam ja?tu: wa ka:na huna:ka lqali:lu minhum faqaʔt/

(Text 14) None of the students who were absent for the whole week gave a reason for being absent, which may affect their level this term.

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع أعطى سببا لغيابه، والذي سيؤثر على مستواهم هذا الفصل.
/la: ʔaʔhada mina ʔtulla:bi llaði:na ka:nu: ʔa:ʔibi:na ʔilata lʔusbu:ʔi ʔaʔta: sababan
liʔija:bihi wa llaði: sajuʔaʔθiru ʔala: mustawa:humu haða: lfaʃl/

لا أحد من الطلاب اللذين كانوا غائبين أعطوا سبب للغياب الذي يؤثر على مستواهم في هذا الامتحان
/la: ʔaʔhada mina ʔtulla:bi llaða:jni ka:nu: ʔa:ʔibi:na ʔaʔta: sababun liʔija:bi llaði:
juʔaʔθiru ʔala: mustawa:humu fi: haða: lʔimtifa:n/

لم يعطي أي طالب من الذين تغيبوا طول الأسبوع سببا لغيابهم والذي من الممكن ان يؤثر على مستواهم هذا الفصل الدراسي.

/lam juʔti: ʔajju ʔa:libin mina llaði:na taʔajjabu: ʔu:la lʔusbu:ʔi sababan liʔija:bihimu wa
llaði: mina lmumkini an juʔaʔθira ʔala: mustawa:humu haða: lfaʃli ddira:si:/

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع [أسبوعا كاملا] أعطى سبب غيابه، الذي ربما يؤثر على مستواهم هذا الفصل الدراسي.

/la: ?aħada mina tulla:bi llaði:na ka:nu: ʔa:jbuna: t̤ilata lʔusbu:ʔi ʔusbu:ʔan ka:miḥan
ʔaʔta: sababa ʔija:biḥ llaði: rubama: juʔaθθiru ʔala: mustawahimu haða: lfaʃli ddira:si:/

لم يقدم أي تلميذ من الذين تغيبوا الأسبوع الماضي سبب مقنع لغيابه التي اثر على مستواهم.

/lam juqaddim ʔajju tilmi:ðin mina llaðajni taʔajabu: lʔusbu:ʔa lma:ði: sababun
muqniʔun liʔija:biḥi llati: aθθara ʔala: mustawa:hum/

لم يعطي على الإطلاق أحد من الطلاب الذين كانوا غائبين طوال الأسبوع سبب لغيابهم التي يمكن أن تؤثر على
مستواهم النهائي

/lam juʔti: ʔala: lʔiṭla:qi ʔaħadun mina tulla:bi llaði:na ka:nu: ʔa:ʔibi:na t̤iwa:la
lʔisbu:ʔi sababun liʔija:biḥimu llati: jumkinu ʔan tuʔaθθira ʔala: mustawa:humu
nniḥa:ʔi:/

لا أحد من طلبة الذين غابوا طيلة الأسبوع لم يقدّم بإخبار ما السبب الذي من الممكن أن يؤثر على مستواهم في
هذا الفصل.

/la: ?aħada mina t̤alabati llaði:na ʔa:bu: t̤ilata lʔusbu:ʔi lam jaqum biʔixba:ri ma:
ssababu llaði: mina lmumkini ʔan juʔaθθira ʔala: mustawa:humu fi: haða: lfaʃl/

لا أحد من الطلاب الذين كانوا غائبين كل الأسبوع أعطى سبب لغيابه الذي ربما يؤثر على مستواهم هذا العام.

/la: ?aħada mina tulla:bi llaði:na ka:nu: ʔa:ʔibi:na kulla lʔusbu:ʔi ʔaʔta: sababun
liʔija:biḥi llaði: rubama: juʔaθθiru ʔala: mustawa:humu haða: lʔa:m/

لا أحد من الطلاب الذين كانوا غائبين طيلة الأسبوع أعطاني سببا لغيابه الذي ربما يؤثر على مستواهم في هذا
الفصل الدراسي.

/la: ?aħada mina tulla:bi llaði:na ka:nu: ʔa:ʔibi:na t̤ilata lʔusbu:ʔi ʔaʔta:ni: sababan
liʔija:biḥi llaði: rubama: juʔaθθiru ʔala: mustawa:humu fi: haða: lfaʃli ddira:si:/

لا احد من الطلاب الذين كانوا غائبين طوال الاسبوع يعطو سبب لغيابهم حيث ربما يؤثر على مستواهم في هذا
الفصل.

/la: ?aħada mina tulla:bi llaði:na ka:nu: ʔa:ʔibi:na t̤iwa:la lʔusbu:ʔi juʔtu: sababun
liʔija:biḥimu ʔajθu rubama: juʔaθθiru ʔala: mustawa:humu fi: haða: lfaʃl/

لا احد من الطلاب من كانوا غائبين لمدة أسبوع كاملا أعطوا سببا لغيابهم الذي يمكن أن يؤثر على مستواهم هذا
الفصل.

/la: aħada mina tulla:bi man ka:nu: ʔa:ʔibi:na limuddati ʔusbu:ʔin ka:miḥan ʔaʔta:
sababan liʔija:biḥimu llaði: jumkinu ʔan juʔaθθira ʔala: mustawa:humu haða: lfaʃl/

(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.

الجداران اللذان شكلتهما قوات سيربينا حول عاصمة بوسنيان كانت قطعة كافية فقط لتسمح بدخول الشعاع التي لا تكون مرضية

/alʒidara:ni llati: ʃakkalthuma: quwa:tu sirbi:nja: ɥawla ʔa:ʃimati busnja:n ka:nat qitʔatan ka:fi:jatan faqaɖ litasmaɥa biduxu:li ʃʃuʔa:ʔi llati: la: taku:nu murɖija/

الجداران اللذان شكلتهما القوات الصربية حول عاصمة ساراجفو (بوسنيان) قد خرقا، وهذا كافي فقط ليحمل بصيص أمل، الذي لم يكن مرضيا كفاية.

/alʒidara:ni llaða:ni ʃakkalathuma: lquwa:tu ʃʃirbi:jatu ɥawla ʔa:ʃimati sa:ra:ʒfu: busnja:n qad xuriqa: wa haða: ka:fi: faqaɖ lijaɥmila baʃi:ʃa ʔamal llaði: lam jakun murɖijan kifa:ja/

أخترقا الجداران اللذان كانا قد شكلا حول عاصمة ساراجيفو البوسنيين بما فيه الكفاية ليترك بصيصا من الأمل، الذي لم يكن مرض عنه.

/ʔuxttriqa: lʒida:ra:ni llaða:ni ka:na: qad ʃukkila: ɥawla ʔa:ʃimati sa:ra:ʒi:fwa: lbu:sni:n bima: fi:hi lkifa:jatu lijatruka baʃi:ʃan mina lʔamal llaði: lam jakun murɖin ʔanh/

أخترقا الجداران اللذان قد شكلا من قبل القوات الصربية حول عاصمة ساراييفو البوسنة فقط ليدعا بصيصا من الأمل أن يدخل والذي كان غير مقنعا

/ʔuxttriqa: lʒida:ra:ni llaða:ni qad ʃukkila: min qibali lquwa:ti ʃʃirbi:jati ɥawla ʔa:ʃimati sa:ra:ʒi:fu: lbu:sna faqaɖ lijadaʔa: baʃi:ʃan mina lʔamali ʔan jadxula wa llaði: ka:na ʔajru muqniʔ/

إن الجداران اللذين شكلتهما القوات الصربية حول العاصمة البوسنية ساراييفو كانا قد خرقا بما فيه الكفاية ليسمح لشعاع الأمل أن يدخل والذي لا يمكن أن يكون مرض.

/ʔinna lʒida:ra:ni llaða:jni ʃakkalathuma: lquwa:tu ʃʃirbi:jatu ɥawla lʔa:ʃimati lbu:sni:jati saraji:fu: ka:na: qad xuriqa: bima: fi:hi lkifa:jatu lijasmaɥa lifuʔa:ʔi lʔamali ʔan jadxula wa llaði: la: jumkinu ʔan jaku:na murɖi/

الجدارين اللذين حاطت القوات الصربية في البوسنة عاصمة سراجفوا كانت تجعل ما يكفي لتسمح خط ضيق الذي لم يكن يرضى.

/alʒida:rajni llaði: ɸa:ɤati lquwa:tu ʃʃirbi:jatu fi: lbu:sna ʔa:ʃimati sara:ʒfuwa: ka:nat
taʒʔalu ma: jakfi: litasmaɸa xaɤin ɤajiɤin llaði: lam jakun jurði:/

الحائطان التي الصربيون حطمهم شكل حول بوسنان عاصمة سارجفو متقويون فقط ليكفي أن يسمح لبصيص من
الأمل، التي ليس من الممكن أن يكونان مناسبات

/alɸa:ʔiɤa:ni llati: ʃʃirbi:ju:na ɸaɤɤamahumu ʃukkila ɸawla busna:n ʔa:ʃimati sa:rʒfu:
matqu:bu:na ɸaɤaɤ lijakfi: ʔan jasmaɸa libaʃi:ʃin mina lʔamal allati: lajsa mina lmumkini
ʔan jaku:na:ni muna:siba:t/

الجاران اللذان شكلتهم السلطة الصربية حول عاصمة سارجفو البوسنا كانا متقويين كفاية لتشع بصيص من الأمل،
الذي لا يمكن أن يكون مرضي.

/alʒidara:ni llaða:ni ʃakkalathumu ssultatu ʃʃirbi:jatu ɸawla ʔa:ʃimati sa:raʒi:fu: lbusna:
ka:na: maθqu:bajni kifa:jatan lituʃiʔa baʃi:ʃun mina lʔamali llaði: la jumkinu ʔan jakuna
murði:/

الجاران التي حطمهم الصربيون وأعادوا بناءهم حول بوسنا عاصمة "سارجفوا" التي نفذت كفاية في أمالهم.

/alʒida:ra:ni llati: ɸaɤɤamahumu ʃʃirbi:ju:na wa ʔaʔa:du: binaʔahumu ɸawla busna:
ʔa:ʃimati sara:ʒi:fuwa llati: nafaðat kifa:jatun fi: ʔama:lihim/

الجاران اللذان قوات سير بيان شكلنا حول عاصمة بوسنين سارجفو قطعة كفاية فقط لتسمح بدخول الشعاع الذي لا
يكون مرضيا.

/alʒida:ra:ni llaða:ni quwa:tu si:rbja:n ʃakkalata: ɸawla ʔa:ʃimati busni:n sa:ra:ʒi:fu:
qitʔatun ka:fijatun ɸaɤaɤ litasmaɸa biduxu:li ʃʃuʔa:ʔi llaði: la: jaku:nu murði:ja:/

الجاران اللذان شكلا من قبل الحكومة الصربية حول عاصمة سارجيف بوسنة فقط ليدع بصيصا من الأمل أن
يدخل والذي قد يكون مرضيا.

/alʒida:ra:ni llaða:ni ʃukkila: min qibali lɸuku:mati ʃʃirbi:jati ɸawla ʔa:ʃimati sara:ʒi:f
busna ɸaɤaɤ lijadaʔa baʃi:ʃan mina lʔamali ʔan jadxul wa llaði: qad jaku:nu murði:ja:/

الحائطان التي قد شكلته القوات الصربية حول بوسنين عاصمة سارجفو قد خرق كفاية لكي يأذن ولو ببصيص
أمل، التي لا يمكن ان يكون مرضي.

/alɸa:ʔiɤa:ni llati: qad ʃakkalathu lquwa:tu ʃʃirbi:jatu ɸawla busni:n ʔa:ʃimati sa:rʒi:fu:
qad xuriqa kifa:jatan likaj jaʔðan wa law bibaʃi:ʃi ʔamal allati: la: jumkinu an jaku:na
murði:/

الحائطان الصربيان شكل على طول البوسنيان عاصمة سارجيفو كان مثقوب كاف تماما ليدع شعاع الأمل حيث لن
يستطيع أن يكون مرض

/alɦa:ʔiʔa:ni ʃʃirbi:ja:ni ʃukkila ʔala: ʔu:li lbu:snija:n ʔa:ʃimati sa:rʒi:fu: ka:na
maθqu:bun ka:fin tama:man lijadaʔa ʃuʔa:ʔa lʔamali ɦajθu lan jastaʔi:ʔa an jaku:na
murɖi/

الجاران اللذان شكلا من قبل الحكومة الصربية حول عاصمة السراييفو "البوسنة" فقط ليدع بصيصا من الأمل
ليدخل والذي قد يكون مرضيا

/alzida:ra:ni llaða:ni ʃukkila: min qibali lɦuku:mati ʃʃirbi:jati ɦawla ʔa:ʃimati
ssara:ji:fu: faqat lijadaʔa baʃi:ʃan mina lʔamali lijadxula wa allaði: qad jaku:nu
murɖija:/

كان الحصان المثقوبان اللذان قوة صربيا حول بزنا عاصمة سارجيفو فقط كافيان لتترك بصيص أمل الذي لم
يستطيع أن يكون مرضيا

/ka:na lɦiʃna:ni lmaθqu:ba:ni llaða:ni qu:watu ʃirbja: ɦawla bizanʔa: ʔa:ʃimati sa:rʒfu:
faqat ka:fija:ni litarki baʃi:ʃa ʔamalin allaði: lam jastatiʔ ʔan jaku:na murɖija:/

الجاران التي شكلتهما قوات صربيا حول عاصمة بوسنيان كانت قطعة كافية لتسمح بدخول الشعاع التي لا تكون
مرضية

/alzida:ra:ni llati: ʃakkalathuma: quwa:tu ʃirbja: ɦawla ʔa:ʃimati busnja:n ka:nat
qiʔʔatan ka:fijatan litasmaɦa biduxu:li ʃʃuʔa:ʔi llati: la: taku:nu murɖija/

الجارين التي الصليبيين تتركز على التشكيل حول عاصمة سرفيا التي تثبت بشكل كاف لتجعل إشاعة الأمل
لترضى الجميع

/alzida:rajni llati: ʃʃali:bi:jina tatarakkazu ʔala: ttaʃki:l ɦawla ʔa:ʃimati sirfja: llati:
tuθbitu biʃaklin ka:fin litaʒʔala ʔiʃaʔ:ata lʔamali liturɖi: lʒami:ʔ/

الحائطان لتلك القوات الصربية المشكل حول العاصمة البوسنية ساراجيفو ثقب مايكفي لتدع أشعة الأمل تنبثق
والتي لم تكن مقنعة في الحقيقة

/alɦa:ʔiʔa:ni litilka lquwa:tu ʃʃirbi:jatu lmuʃakkali ɦawla lʔa:ʃimati lbu:sni:jati
sa:ra:ʒi:fuwa: θuqiba ma: jakfi: litadaʔa ʔaʃiʔata lʔamali tanbaθiqu wa llati: lam takun
muqniʔatun fi: lɦaqi:qa/

الحائطان اللذان بناهما القوات الصربية حول العاصمة البوسنية 'ساراجيفو' أخترقا كفاية ليدع شعاع أمل لن يكونا
كافيين

/alfha:ʔiṭa:ni llaḏa:ni bana:huma: lquwa:tu ṣṣirbi:jatu hawla lʔa:ṣimati lbu:sni:jati
sa:ra:ʒi:fuwa: ʔuxturiqa: kifa:jatan lijadaʔa: juʔaʔa ʔamalin lan jaku:na: ka:fijajn/

الجداران اللذان شكلا من قبل الحكومة الصربية حول عاصمة السراييفو "البوسنة" فقط ليدع بصيصا من الأمل
ليدخل والذي قد يكون مرضيا

/alzida:ra:ni llaḏa:ni fukkila: min qibali lhuku:mati ṣṣirbi:jati hawla ʔa:ṣimati ssara:ʒifu:
lbu:sna faqaṭ lijadaʔa baʃi:ʃan mina lʔamali lijadxula wa llaḏi: qad jaku:nu murḏija:/

6.2.1.4.3 Mistranslating the Relative Pronoun when its Antecedent is a Compound of Two Nouns of Different Genders

When the antecedent of the relative pronoun is a compound of two nouns of different genders, students were unable to know which relative pronoun, in Arabic, they should use, the masculine or the feminine. Students thought that relative pronouns always refer back to the nearest and closest noun or pronoun preceding them, whereas, sometimes they refer back to both of them. This difficulty could also be attributed to the differences between English and Arabic in this regard, and therefore could have been avoided by studying advanced Arabic grammar and contrastive linguistics before doing any translation work (see 7.1.1 and 7.1.2). Some samples of students' translations where they used the wrong relative pronoun that does not agree with its antecedent are as follows:

(Text 20) The film and the play which we watched last week, and which you said were interesting, will be shown again next week.

سيعرض الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت بأنهما كانا ممتعين، مرة أخرى الأسبوع المقبل.

/sajuʔraḏu lfilmu wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʔa lma:ḏi: wa llati: qulta
biʔannahuma: ka:na: mumtiʔajn marratan ʔuxra: lʔuxbu:ʔa lmuqbil/

الفلم والمسرحية اللذان شاهدناها الليلة الماضية، واللذان قلت بأنهما ممتعين، سيعاد عرضهما الأسبوع المقبل
/alfilmu wa lmasrafi:jatu llaḏa:ni ʃa:hadna:ha: llajlata lma:ḏija wa llata:ni qulta
biʔannahuma: mumtiʔajn sajuʔa:du ʔarḏihima: lʔusbu:ʔa lmuqbil/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي، والتي قلت إنهما ممتعين، سوف يعرضا الأسبوع القادم.
/alfilmu wa lmasrafi:jatu llati: ʃa:hadna:huma: lʔusbu:ʔa lma:ḏi: wa llati: qulta
ʔinnahuma: mumtiʔajn sawfa juʔraḏa: lʔusbu:ʔa lmuqbil/

الفيلم والمسرحية الذي رأيناها الأسبوع الماضي والذي قلت عنهم ممتعان. سوف يتم عرضهما الأسبوع الماضي مرة أخرى.

/alfi:lmũ wa lmasrafi:jatu llaði: raʔajna:huma: lʔusbu:ʕa lma:ði: wa llaði: qulta
ʔanhumu mumtiʕa:ni sawfa jatimmu ʕarḍihima: lusbu:ʕa lma:ði: marratan ʔuxra:/

إن الفيلم والمسرحية التي قمنا بمشاهدتهما الأسبوع الماضي والتي قلت انهما ممتعان سيعرضان الأسبوع المقبل.

/ʔinna lfilma wa lmasrafi:jata llati: qumna: bimũʕa:hada:thima: lʔusbu:ʕa lma:ði: wa
llati: qulta nna:huma: mumtiʕa:ni sajuʕraḍa:ni lʔusbu:ʕa lmuqbil/

الفيلم والمسرحية الذي شاهدناه في اسبوع ماضى، الذي قلت مثيرة، سيعرض مرة ثانية في اسبوع القادم.

/alfilmũ wa lmasrafi:jatu llaði: ʕa:hadna:hu fi: sbu:ʕi ma:ði: llaði: qulta muθi:ratun
sajuʕraḍu marratan θa:ni:jatan fi: usbu:ʕi lqa:dim/

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

/alfilmũ wa lmasrafi:jatu llata:ni ʕa:hadna:huma: lʔusbu:ʕa lma:ði: wa llata:ni qulta
ʕanhuma: ʔannahuma: mumtiʕa:n sajuʕraḍa:ni θa:ni:jatan ilʔusbu:ʕa lqa:dim/

الفيلم والمسرحية التي نحن شاهدنهم الأسبوع الماضي، والتي أنت قلت أنهم كانوا ممتعاً سيعرضنا مرة أخرى الأسبوع القادم.

/alfilmũ wa lmasrafi:jatu llati: naʔnu ʕa:hadna:humu lʔusbu:ʕa lma:ði: wa llati: ʔanta
qulta ʔannahum ka:nan mumtiʕa:tin sajuʕraḍna: marratan ʔuxra: lʔusbu:ʕa lqa:dim/

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

/lʔusbu:ʕu lma:ði: ʕa:hadna: filmun wa masrafi:jatun wa llaði: qulta biʔannaha: ka:nat
mumtiʕatun sawfa tuʕraḍu marratan ʔuxra: lʔusbu:ʕa lqa:dim/

ما شهدناه من فلم ومسرحية الأسبوع الماضي والتي قلت عنهن ممتعاً سوف يتم عرضهن مرة أخرى الأسبوع المقبل

/ma: ʕahadna:hu min filmin wa masrafi:jatin lʔusbu:ʕa lma:ði: wa llati: qulta ʕanhunna
mumtiʕa:tin sawfa jatimmu ʕarḍihinna marratan ʔuxra: lʔusbu:ʕa lmuqbil/

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

/alfilmũ wa lʕamalu llaði: ʕa:hadna: llajlata lma:ḍija wa ʔana: qultu ka:na mumtiʕ sawfa
juʕraḍu lʔusbu:ʕa lqa:dima marratan ʔuxra:/

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

/alfi:lm̩u wa lmasrafi:jatu lla:ti: ʔuriɖat fi: lʔusbu:ʕi lma:ɖi: wa ʔanta qulta ʔannahuna mumtiʕa:tin sawfa juʕraɖna haða: lʔusbu:ʕa marratan θa:ni:ja/

الفلم والمسرحية التي شاهدنا الأسبوع الماضي، والتي أنت قلت ممتعة، سوف تعرض مرة ثانية الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadna: lʔusbu:ʕa lma:ɖi: wa llati: ʔanta qulta mumtiʕa sawfa tuʕraɖu marratan θa:ni:jatan lʔusbu:ʕa lqa:dim/

الفلم والمسرحية اللتان شاهدناهما الأسبوع الماضي والذي قلت عنهما ممتعات، سوف يعرضونه مرة أخرى في الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llata:ni ʃa:hadna:humu lʔusbu:ʕa lma:ɖi: wa llaði: qulta ʕanhumu mumtiʕa:tin sawfa jaʕruɖu:nahu marratan ʔuxra: fi: lʔusbu:ʕi lqa:dim/

الفلم والمسرحية التي شاهدناهما الأسبوع الماضي وكما قلت بأنهما كانا ممتعين، فسوف يقوم بعرضهم مجددا الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadna:huma: lusbu:ʕa lma:ɖi: wa kama: qulta biʔannahuma: ka:na: mumtiʕajn fasawfa jaqu:mu biʕarɖihim muzaddadan lusbu:ʕa lqa:dim/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت كانت ممتعة سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadnaha: lusbu:ʕa lma:ɖi: wa llati: qulta ka:nat mumtiʕatun sawfa tuʕraɖu marratan ʔuxra: lʔusbu:ʕa lqa:dim/

الفيلم والمسرحية اللتان شاهدناهما الليلة الماضية واللتان قلت أنهن ممتعان سيعرضان مرة أخرى الأسبوع القادم

/alfi:lm̩u wa lmasrafi:jatu llata:ni ʃa:hadna:humu llajlata lma:ɖija wa llata:ni qulta ʔannahum mumtiʕa:ni sajuʕraɖa:ni marratan ʔuxra: lʔusbu:ʕa lqa:dim/

ستعرض الفيلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنها ممتعة مرة أخرى الأسبوع القادم.

/satuʕradu lfi:lm̩u wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʕa lma:ɖi: wa llati: qulta biʔannaha: mumtiʕatun marratan ʔuxra: lʔusbu:ʕa lqa:dim/

الفلم والمسرحية التي شاهدناها الأسبوع الماضي والتي قلت بأنهن ممتعات سوف تعرض مرة أخرى الأسبوع القادم.

/alfilmu wa lmasrafi:jatu llati: ʃa:hadna:ha: lʔusbu:ʕa lma:ɖi: wa llati: qulta biʔannahum mumtiʕa:tin sawfa tuʕraɖu marratan ʔuxra: lʔusbu:ʕa lqa:dim/

6.2.1.4.4 Misuse of Relative Pronouns with Indefinite Antecedents in Arabic

As was shown earlier, relative pronouns are used with both definite and indefinite antecedents in English; but in Arabic, they are only used with definite antecedents and using them with indefinite antecedents leads to ungrammatical structures. However, when translating, students misused relative pronouns with indefinite antecedents in Arabic. This misuse could be attributed to the differences between the two languages in this respect. Therefore, it could have been avoided by studying contrastive 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 يقدّم بإخبار ما السبب الذي من الممكن أن يؤثر على مستواهم في هذا الفصل.

/la: ?afɪada min ʔalabati llaði:na ɣa:bu: ʔi:lata lʔusbu:ʔ lam jaqum biʔixba:ri ma: ssababu llaði: mina lmumkin ?an juʔaθθira ʔala: mustawa:humu fi: haða: lfaʃl/

(Text 15) When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول وجبة الغذاء في المطعم قابلت ولد وبنت كانوا يدرسون معي في الجامعة والذين قد تزوجوا حديثاً

/ʔindama: kuntu ?atana:walu waʔbata lɣaða:ʔi fi: lmatʔami qa:baltu waladun wa bintun ka:nu: jadrusu:na maʔi: fi: lʒa:miʔati wa llaði:na qad tazawaʒu: haði:θa:/

عندما كنت أتناول الغذاء في المطعم، قابلت ولد وفتاة اللذان كانا يدرسون معي في الجامعة واللذان تزوجا حديثاً.
/ʔindama: kuntu ?atana:walu lɣaða:ʔa fi: lmatʔami qa:baltu waladun wa fata:tun llaða:ni ka:na: jadrusu:na maʔi: fi: lʒa:miʔati wa llaða:ni tazawaʒa: haði:θa:/

عندما كنت أتناول غذائي في المطعم قبلت غلام وفتاة اللذان كانا يدرسان معي في الجامعة واللذان تزوجا حالياً.
/ʔindama: kuntu ?atana:walu ɣaða:ʔi: fi: lmatʔami qabaltu ɣula:mun wa fata:tun allaða:ni ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati llaða:ni tazawaʒa: ha:li:ja:/

عندما تناولت الغذاء في المطعم قابلت ولدا وبنت الذين درسوا معي في الجامعة والذين تزوجوا حديثاً

/ʕindama: tana:waltu lyaða:ʔa fi: lmatʕami qa:baltu waladan wa bint allaði:na darusu: maʕi: fi: lʒa:miʕati wa llaði:na tazawaʒu: haði:ða:/

عندما كنت أتناول وجبة في الإستراحة أنا قابلت ولد وبنت الذين كانوا يدرسون معي في الجامعة والذي تزوج قريبا.

/ʕindama: kuntu ʔatana:walu waʒbatan fi: lʔistira:hati ʔana: qa:baltu waladun wa bintun allaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati wa llaði: tazawaʒa qari:ba:/

عندما كنت أتناول الغذاء في المطعم قابلت ولد وبنت اللذان كان يدرسا معي الجامعة وهم تزوجا حديثا

/ʕindama: kuntu ʔatana:walu lyaða:ʔa fi: lmatʕami qa:baltu waladun wa bintun ka:na jadru:sa: maʕi: lʒa:miʕa wa hum tazawaʒa: haði:ða:/

عندما كنت أتناول وجبة الغذاء في المطعم، قابلت ولد وبنت اللذان كنت أدرس معهما في الجامعة وكانا قد تزوجا حديثا.

/ʕindama: kuntu ʔatana:walu waʒbata lyaða:ʔi fi: lmatʕam qa:baltu waladun wa bintun allaða:ni kuntu ʔadrusu maʕhuma: fi: lʒa:miʕati wa ka:na: qad tazawaʒa: haði:ða:/

عندما كنت أتغذى في المطعم. قابلت ولد وبنت الذين كانوا يدرسون معي في الجامعة الذين قد تزوجوا حديثا

/ʕindama: kuntu ʔatayaðða: fi: lmatʕam qa:baltu waladun wa bintun llaði:na ka:nu: jadrusu:na maʕi: fi: lʒa:miʕati llaði:na qad tazawaʒu: haði:ða:/

(Text 19) When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and who became famous writers.

عندما كنت أمشي في طريقي للجامعة، قابلت فتاتين اللتان كانا زملائي من بضعة سنوات واللاتان أصبحا كتبتان مشهورتان.

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: lilʒa:miʕa qa:baltu fata:tajni llata:ni ka:na: zumala:ti: min biðʕati sanawa:tin wa lla:ta:ni ʔaʃbaħa: katibata:ni maʃhu:rata:n/

عندما كنت ذهابا في طريقي إلى الجامعة، قابلت بنتين اللتان كانا زملائي لبضعة سنوات ماضية واللذان أصبحا كتبتان مشهورات

/ʕindama: kuntu ðahiban fi: ʔari:qi: ʔila: lʒa:miʕa qa:baltu bintajni llata:ni ka:na: zumala:ti: libiðʕati sanawa:tin ma:ðijatin wa lla:ta:ni ʔaʃbaħa: katibata:ni maʃhu:ra:t/

عندما كنت ذاهبا في طريقي إلى الجامعة قابلت بنتان اللتان كانوا زملائي منذ بضع سنين مضت واللذان أصبحن كاتبات مشهورات

/ʕindama: kuntu ða:hiban fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nu:
zumi:la:ti: munðu biðʕa sini:na ma:ɖat wa llata:ni ʔaʃbaḥna ka:tiba:tin maʃhu:ra:t/

عندما أنا كنت في طريقي إلى الجامعة أنا قابلت فتاتان اللاتي يكن زميلاتي لسنوات قليلة مضت وأصبح كاتب مشهور.

/ʕindama: ʔana: kuntu fi: ʔari:qi: ʔila: lʒa:miʕati ʔan: qa:baltu fata:ta:ni lla:ti: jakunna
zami:la:ti: lisanawa:tin qali:latin maɖat wa ʔaʃbaḥna katibun maʃhu:r/

عندما كنت ماشيا وفي طريق إلى الجامعة قابلت بنتان اللتان كانتا زميلاتي من بضع سنوات مضت واللذان أصبحتا كتبتان مشهورتان.

/ʕindama: kuntu ma:ʃijan wa fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu binta:ni llata:ni ka:nata:
zami:la:ti: min biðʕi sanawa:tin ma:ɖat wa lla:ta:ni ʔaʃbaḥata: katibata:ni maʃhu:rata:n/

عندما كنت أمشي في طريقي إلى الجامعة قابلت فتتان الاتي كانتا زميلاتي السنوات القليل الماضي الاتي أصبحتا كتبتان مشهورات

/ʕindama: kuntu ʔamʃi: fi: ʔari:qi: ʔila: lʒa:miʕati qa:baltu fata:ta:ni lla:ti: ka:nata:
zami:la:ti: ssanawa:ti lqali:li lma:ɖi: lla:ti: ʔaʃbaḥata: katibata:ni maʃhu:ra:t/

عندما ذهبت في طريقي إلى الجامعة، قابلت فتاتان اللذان كانا زميلتي لسنوات قليلة وأصبحا الآن كاتبتان مشهورات.

/ʕindama: ðahabtu fi: ʔari:qi: ʔila: lʒa:miʕat qa:baltu fata:ta:ni llaða:ni ka:na:
zami:lata:ja lisanawa:tin qali:latin wa ʔaʃbaḥa: lʔa:na ka:tibata:ni maʃhu:ra:t/

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

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

/almuḥaqqiqu ðaki:jun ziddan qa:bala waladun wa fata:tun llaði: ʔabu:humu qutla wa
fi: xila:li ʔarbaʕatin wa ʕiʃru:na sa:ʕatan huwa tamakkana min maʕrifati lqa:til/

رجل التحري كان ذكيا جدا، هو قابل ولد وبنت الذين أبوهم قتل ومع أربعة وعشرون ساعة هو أستطاع أن يعرف من كان القاتل.

/raʒulu ttaḥarri: ka:na ðaki:jan ziddan huwa qa:bala waladun wa bintun llaði:na
ʔabu:humu qutla: wa maʕa ʔarbaʕatin wa ʕiʃru:na sa:ʕatan huwa ʔastaṭa:ʕa ʔan jaʕrifa
man ka:na lqa:til/

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

بينما كنا نحضر أنفسنا للامتحان النهائي نحن قرأنا كتاب الذي أفكاره ومعلوماته أربكتنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lilimtiḥa:ni nniha:ʔi: naḥnu qaraʔna: kita:bun
llaḍi: ?afka:ruhu wa maʕluma:tuhu ?arbakatna: kaθi:ra:/

عندما كنا نحضر أنفسنا إلى الامتحانات النهائية نحن درسنا كتاب الذي أفكاره ومعلوماته شوشتنا كثيرا

/ʕindama: kunna: nuḥaḍḍiru ?anfusana: ?ila: limtiḥa:na:ti nniha:ʔi:jati naḥnu darasna:
kita:bun llaḍi: ?afka:ruhu wa maʕluma:tuhu ʃawafatna: kaθi:ra:/

بينما كنا نجهز أنفسنا للامتحانات النهائية، قرأنا كتابا والذي بأفكار والمعلومات حيرنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lilʔimtiḥa:na:ti nniha:ʔi:ja qaraʔna: kita:ban wa
llaḍi: biʔafka:rin wa lmaʕlu:ma:ti ḥajjarana: kaθi:ra:/

بينما كنا نحضر أنفسنا للامتحان النهائي، قرأنا كتاب الذي أفكاره ومعلوماته فدتنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lilʔimtiḥa:ni nniha:ʔi: qaraʔna: kita:bun llaḍi:
ʔafka:ruhu wa maʕluma:tuhu fadatna: kaθi:ra:/

بينما كنا نجهز لامتحاناتنا النهائية، قرأنا كتابا الذي محتواه من المعلومات أربكنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru liʔimtiḥa:na:tina: nniha:ʔi:ja qaraʔna: kita:ban llaḍi:
muḥtaw:hu mina lmaʕlu:ma:ti ?arbakana: kaθi:ra:/

بينما نحن كئاء نجهز أنفسنا للامتحان النهائي نحن قراء كتاب الذي فكرته ومعلوماته شوشتني أكثر.

/bajnama: naḥnu kunna: nuḥaḍḍiru ?anfusana: lilimtiḥa:ni nniha:ʔi: naḥnu qaraʔa
kita:bun llaḍi: fikratuhu wa maʕlu:ma:tuhu ʃawafatni: ?akθar/

بينما كنا نجهز أنفسنا للامتحانات النهائية، قرأنا كتابا والذي أفكاره ومعلوماته أربكتنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lilimtiḥa:na:ti nniha:ʔi:ja qaraʔna: kita:ban wa
llaḍi: ?afka:ruhu wa maʕlu:ma:tuhu ?arbakatna: kaθi:ra:/

أثناء ما كنا نتجهز (نحضر أنفسنا) للامتحانات النهائية، قرأنا كتابا، الذي كانت أفكاره والمعلومات التي يحويها قد أربكتنا كثيرا.

/ʔaθna:ʔa ma: kunna: nataḥazu nuḥaḍḍiru ?anfusana: lilʔimtiḥa:na:ti nniha:ʔi:ja
qaraʔna: kita:ban llaḍi: ka:nat ?afka:ruhu wa lmaʕlu:ma:tu llati: ʃaḥwi:ha: qad
ʔarbakatna: kaθi:r/

بينما كنا نحضر أنفسنا للامتحان النهائي نحن قرأنا كتابنا التي بها أفكار ومعلومات أربكتنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lil?imtiḥa:ni nniha:ʔi: naḥnu qaraʔna:
kita:bana: llati: biha: ?afka:run wa maʕlu:ma:tun ?arbakatna: kaθi:ra:/

(Text 29) Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. The one whom I could not recognise has changed a lot.

بالأمس قابلت غلامان اللذان يدرسان معي في مستوى عالي، أستطعت تعرف واحد منهم ولكن لم أستطع تعرف على الآخر. الشخص الذي لم أتعرف عليه تغير كثيرا.

/bilʔamsi qa:baltu ɣula:ma:ni llaḏa:ni jadrusa:ni maʕi: fi: mustawan ʕa:li: ?astaʔaʕtu
taʕarrufa wa:ḥidun minhun wa lakin lam ?astaʔiʕ taʕarrufa ʕala: lʔaxar aʃʃaxʃu llaḏi:
lam ?ataʕarraf ʕalajhi taɣajjara kaθi:ra:/

بالأمس قابلت ولدان اللذان درسوا معي في الجامعة أنا لم أعرف أحدا منهم ولكن لم أستطع أن أعرف الآخرين. الشخص الذي لم أستطيع أن أعرفه تغير كثيرا

/bilʔamsi qa:baltu walada:ni llaḏa:ni darasu: maʕi: fi: lʒa:miʕati ?ana: lam ?aʕrif
ʔaḥadan minhun wa lakin lam ?astaʔiʕ ?an ?aʕrifa lʔaxari:n aʃʃaxʃu llaḏi: lam ?astaʔiʕ
ʔan ʕrifahu taɣajjara kaθi:ra:/

بالأمس، قابلت ولدين اللذان كانا يدرسا معي في الثانوية. أنا تمكنت من التعرف على أحدهم ولكن لم أتعرف على الآخر. الشخص الذي لم أتمكن على التعرف عليه قد تغير كثيرا

/bilʔamsi qa:baltu waladajni llaḏa:ni ka:na: jadrusu: maʕi: fi: θθa:nawi:ja ?ana:
tamakkantu mina ttaʕarrufi ʕala: ?aḥadihima: wa lakin lam ?ataʕarraf ʕala: lʔaxar
aʃʃaxʃu llaḏi: lam ?atamakan ʕala: ttaʕarrufi ʕalajhi qad taɣajjara kaθira:/

أمس، قابلت ولدان اللذان درست معهما في الثانوية. أنا أستطعت التعرف على أحدهم ولكن لم أستطع التعرف على الآخر. الولد الذي لم أستطع التعرف عليه قد تغير كثيرا.

/ʔams qa:baltu walada:ni llaḏa:ni darastu maʕhuma: fi: θθa:nawi:ja ?ana: ?astaʔaʕtu
ttaʕarrufa ʕala: ?aḥadihim wa lakin lam ?astaʔiʕ ttaʕarrufa ʕala: lʔaxar alwaladu llaḏi:
lam ?astaʔiʕ ttaʕarra ʕalajhi qad taɣajjara kaθi:ra:/

بالأمس قابلت ولدين اللذان كنا يدرسان معي في مستوى الدراسات العليا. استطعت تميز واحد منهم ولم أستطع تمييز الآخر. الشخص الذي لم أستطع تمييزه تغير كثيرا

/bil?amsi qa:baltu waladajni llaða:ni kunna: jadrusa:ni maʿi: fi: mustawa ddira:sa:ti
lʿulja: staṭaʿtu tamjiza wa:ḥidin minhum wa lam astaṭiʿ tamji:za lʿaxar affaxṣu llaði:
lam ʿastaṭiʿ tamji:zahu tayajjara kaθi:ra:/

أمس. أنا قابلت الولدان اللذان يدرسان معي في المدرسة العالية، أنا إستطعت أن أدرك واحد منهم ولم أستطع أن
أدرك الآخر وشخص الذي أستطع إدراكه قد تغير كثيرا

/ʔams ʔana: qa:baltu lwalada:ni llaða:ni jadrusa:ni maʿi: fi: lmadrasati lʿa:li:ja ʔana:
ʔistaṭaʿtu ʔan ʔudrika wa:ḥidun minhum wa lam ʔastaṭiʿ ʔan ʔudrika lʿaxara wa ʔaxṣu
llaði: ʔastaṭiʿ ʔidra:kahu qad tayajjara kaθi:ra:/

أمس قابلت ولدين اللذان كان يدرسا معي في المستوى الجامعي تذكرت أحدهما ولكن لم أستطيع تذكر الآخرين
أحدهم لم أستطيع تذكره لأنه تغير كثيرا

/ʔams qa:baltu waladajni llaða:ni ka:na jadrusa: maʿi: fi: lmustawa lʒa:miʿi: taðakkrtu
ʔaḥadahuma: wa lakin lam ʿastaṭiʿ taðakkura lʿaxari:n ʔaḥaduhum lam ʔastaṭiʿ
taðakkuruḥu liʔannahu tayajjara kaθi:ra:/

أمس أنا قابلت ولدان الذين درسوا معي في المدارس الراقية أنا ينبغي أن أدرك واحدة منهم لكن لا ينبغي أدرك
الآخرين الواحد منهم لا ينبغي أن أدرك لم يتغير كثيرا

/ʔams ʔana: qa:baltu walada:ni llaða:ni darasu: maʿi: fi: lmada:risi rra:qi:ja ʔana:
janbayi: ʔan ʔudrika wa:ḥidatan minhum lakin la: janbayi: ʔudrika lʿaxari:n alwa:ḥidu
minhumu la: janbayi: ʔan ʔudrika lam jataʔajjar kaθi:ra:/

6.2.1.5 Mistranslating the Possessive Relative Pronoun *Whose*

As mentioned before, the possessive relative pronoun *whose* exists in English but does not exist in Arabic. Therefore, it does not have a direct equivalent in Arabic. The lack of a direct correspondent and the differences between English and Arabic in terms of the possessive relative pronoun presented some difficulties to students when translating relative clauses that include *whose*. Such difficulty could have been avoided by studying contrastive linguistics before doing translation exercises (see 7.1.2). Some samples of students' incorrect translations of the relative pronoun *whose* are as follows:

(Text 21) The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

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

/albu:li:su Ōaki:jun ziddan huwa qa:bala lwalada wa lbinta llaŌi:na ?abu:humu qutla wa xila:la ?arba?atin wa ?i?ri:na sa:?atan sta?a:?at man murtakib ?ari:mata lqatil/

رجل التحري يكون ذكي جدا هو قابل الولد والبنت الذين والدهم قتل من خلال اربع وعشرين ساعة هو استطاع ان يعرف من يكون القاتل

/ra?ulu tta?arri: jaku:nu Ōaki:jun ziddan huwa q:bala lwalada wa lbinta llaŌi:na wa:lidahumu qutla min xila:li rba?in wa ?i?ri:na sa:?atan huwa sta?a:?a an ja?rifa man jaku:nu lqa:til/

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

/almu?aqqiqu Ōaki:jun ziddan faqad qa:bala lwalada wa lfata:ta llati: qutla wa:lidahumu wa fi: yu?u:ni ?arba?in wa ?i?ru:na sa:?atan mina lmu?tamali qad ja?rifu man lqa:tila ka:n/

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

/almu?aqqiqu Ōaki:jun ziddan qa:bala waladun wa fata:tun llaŌi: ?abu:humu qutla wa fi: xila:li ?arba?atin wa ?i?ru:na sa:?atan huwa tamakkana min ma?rifti lqa:til/

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

/albu:li:su ssirri: ka:na Ōaki:jun ziddan huwa qa:bala lwalada wa lbinta llati: wa:lidahumu qad qutla wa xila:la: ?arba?in wa ?i?ru:na sa:?atan huwa janbayi: ?an ja?rifa man lqa:tilu jaku:n/

الرجل البوليسي جدا ذكي الذي قابل الولد والبنت ابنا الرجل المقتول وخلال أربعة وعشرون ساعة يجب أن يعرف القاتل يكون.

/arra?ulu lbu:li:si: ziddan Ōaki: llaŌi: qa:bala lwalada wa lbinta bna: rra?uli lmaqtu:li wa xila:la ?arba?atin wa ?i?ru:na sa?atin ja?ibu ?an ja?rifa lqa:tilu jaku:n/

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

بينما كنا نحضر أنفسنا للإمتحانات النهائية قرأنا الكتاب الذي يملك أفكار ومعلومات تربكنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lil?imtiḥa:na:ti nniha:ʔi:jati qara?na: lkita:ba
llaḏi: jamliku ?afka:rin wa maʕlu:ma:tin turbikuna: kaθi:ra:/

بينما كنا نجهز أنفسنا للإمتحانات النهائية، قرأنا كتابا والذي بأفكار والمعلومات حيرنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lil?imtiḥa:na:ti nniha:ʔi:ja qara?na: kita:ban wa
llaḏi: biʔafka:rin wa lmaʕlu:ma:ti ḥajjarana: kaθi:ra:/

بينما كنا نحضر أنفسنا للإمتحان النهائي نحن قرأنا كتابنا التي بها أفكار ومعلومات أربكتنا كثيرا.

/bajnama: kunna: nuḥaḍḍiru ?anfusana: lil?imtiḥa:ni nniha:ʔi: naḥnu qara?na:
kita:bana: llati: biha: ?afka:run wa maʕlu:ma:tun ?rbakatna: kaθi:ra:/

(Text 28) The British archaeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

علماء الآثار البريطانيون، الذين كانوا يعملوا بعض التنقيبات في كاتيدرال هم قالوا بأنهم قد وجدوا عملة قديمة التي أصبحت غير متناولة وغير مقروءة.

/ʕulama:ʔu lʔaθa:ri lbri:ṭa:ni:ji:n allaḏi:na ka:nu: jaʕmalu: baʕḍa ttanqi:ba:ti fi:
kaθ:indra:l hum qa:lu: biʔannahum waḥadu: ʕumlatan qadi:matan llati: ?aṣbaḥat ḡajra
mutana:walatin wa ḡajra maqru:ʔa/

خبير الآثار البريطاني الذي كان يخدم بعض التنقيبات في كاتدرائية قال أنهم وجدوا قطعة نقود قديمة تاريخيا أصبح من الصعب فهمها أو ملاحظتها.

/xabi:ru θθa:ri lbri:ṭa:ni:ju llaḏi: ka:na jaxdumu baʕḍa ttanqi:ba:ti fi: ka:θidra:ʔi:jati
qa:la ?annahumu waḥadu: qiṭʕata nuqu:ḍin qadi:matin ta:ri:xi:jan ?aṣbaḥa mina ṣṣaʕbi
fahmuha: ?aw mula:ḥaḥatuha:/

علماء الآثار البريطانيون والذين يؤدون بعض التنقيب في كاتدرائية فقد قالوا بأنهم قد وجدوا عملة معدنية قديمة التاريخ قد يصبح بال وغير مقروء أو غامض.

/ʕulama:ʔu lʔaθa:ri lbri:ṭa:ni:ji:na wa llaḏi:na juʔaddu:na baʕḍa ttanqi:bi fi:
ka:tidra:ʔi:jati faqad qa:lu: biʔannahum qad waḥadu: ʕumlatan maʕdini:jatan qadi:mata
tta:rixi qad juṣbifū ba:lin wa ḡajra maqru:ʔin ?aw ḡa:miḍ/

6.2.1.6 Mistranslating Embedded Relative Clauses

Embedded clauses could be roughly defined as “constructions that have been fixed firmly into a surrounding context” (Miriam, 2011). Although embedded relative clauses are used in both English and Arabic, students made some errors in translating

them. Embedded relative clauses cover cases in which two or more relative clauses are used in the same sentence. The errors made in translating embedded relative clauses could be attributed to the lack of mastering the grammar of both English and Arabic. Therefore, they could have been avoided by studying advanced grammar of both languages (see 7.1.1). Some samples of students' mistranslations of the embedded relative clauses are as follows:

(Text 18) He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة للبواب لأنه هو الشخص الذي ضيعها فلا بد أنه مهملا جدا وربما سيعود إليها.

/huwa lam ja?xuð alhaqi:bata lilbaw:bi li?annahu huwa ʃʃaxʃu llaði: ɖajaʕaha: fala:budda ?annahu muhmlan ziddan wa rubama: sajaʕu:du ?ilajha:/

هو لم يأخذ الحقيبة إلى البواب لأن الشخص الذي تركها، وهو لابد أن يكون مهملا، سيأتي لأجلها على الأغلب.

/huwa lam ja?xuð alhaqi:bata ?ila: lbaw:bi li?anna ʃʃaxʃa llaði: tarakaha: wa huwa la:budda ?an jaku:na muhmlan saja?ti: li?aʒliha: ʕala lʔaylab/

هو لم يأخذ الحقيبة من الميناء لأن الشخص غادر هو يكون مهملا جدا سوف يأتي مرة أخرى (يرجع) لأخذها

/huwa lam ja?xuð alhaqi:bata mina lmi:na?i li?anna ʃʃaxʃa ʔa:dara huwa jaku:nu muhmlun ziddan sawfa ja?ti: marratan ?uxra: jarʒiʕa li?axðiha:/

هو لم يأخذ الحقيبة إلى البواب لأنه الشخص الذي تركها سوف يأتي ويأخذها

/huwa lam ja?xuð alhaqi:bata ?ila: lbaw:bi li?annahu ʃʃaxʃu llaði: tarakaha: sawfa ja?ti: wa ja?xuðaha:/

هو لم يأخذ الحقيبة إلى الخادم لأن الشخص الذي تركها، هو يجب أن يكون حريص، ومن المحتمل أن يرجع إليها.

/huwa lam ja?xuð alhaqi:bata ?ila: lxa:dimi li?anna ʃʃaxʃa llaði: tarakaha: huwa jaʒibu ?an jaku:na hari:ʃun wa mina lmuftamali ?an jarʒiʕa ?ilajha:/

6.2.1.7 Mistranslating Marginal Relative Pronouns

The difficulties in translating the English marginal relative pronouns into Arabic are attributed to the students' unfamiliarity with them and to the lack of one-to-one correspondence between relative pronouns in English and Arabic. Such unfamiliarity could have been avoided if students had concentrated on studying contrastive linguistics between English and Arabic before embarking on the study of translation (this

suggestion is discussed further in 7.1.2). The students under investigation adopted various techniques to overcome this difficulty among them translation by omission, i.e. some students used the omission technique in a wrong way to translate the English marginal relative pronouns into Arabic. Consequently, in the following translation samples, the omission of the marginal relative pronouns from the target texts can be noted. However, the misuse of translation by omission has been discussed in 6.2.1.3 earlier. The following are some samples of students' mistranslation of marginal relative pronouns:

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

في حديثها حول الأزمة المالية، قالت هي حاول سوقا حيث الأغلبية تفوز ما تفقد الأقلية.

/fi: hədi:θiħa: ĥawla lʔazmati lma:li:ja qa:lat ĥiħa ĥa:wilu su:qan ĥajθu lʔaɣlabi:jatu tafu:z ma: tafqidu lʔaqalli:ja/

في خطابها حول الأزمة المالية، قالت "حاولو أن تتخللوا سوق على الأغلبية بالدوام يربح فما بالأقلية ليخسر".

/fi: xiṭa:biħa ĥa:wla lʔazmati lma:li:ja qa:lat ĥa:wilu: ʔan tataxajjala: su:qun ʔala lʔaɣlabi:jati biddawa:mi jarbaħu fama: bilʔaqalli:jati lijaxsar/

خلال حديثها عن الأزمة المالية، قالت: حاول أن تتخلل سوق تكون فيه الأغلبية تربح بثبات ما تخسره الأقلية.

/xila:la hədi:θiħa: ʔani lʔazmati lma:li:ja qa:lat ĥa:wil ʔan tataxajjala su:qin taku:nu fi:hi lʔaɣlabi:jatu tarbaħu biθaba:tin ma: taxsaruhu lʔaqalli:ja/

من خلال كلامها حول الأزمة المالية قالت: نحاول أن نتخلل السوق حيث كانت الأغلبية تربح بصورة ثابتة بماذا يفقد في الأقلية.

/min xila:li kala:miħa: ĥawla lʔazmati lma:li:jati qa:lat nuħa:wilu ʔan tataxajjala ssu:qa ĥajθu ka:nati lʔaɣlabi:jatu tarbaħu biṣu:ratin θa:bitatin bima:ða: jufqadu fi: lʔaqalli:ja/

في حديثها عن الأزمة المالية، قالت "نحاول أن نتخلل السوق، حيث في الأغلبية يفوز بإطراد بماذا يفقد في الأقلية.

/fi: hədi:θiħa: ʔani lʔazmati lma:li:ja qa:lat nuħa:wilu ʔan nataxajjala ssu:qa ĥajθu fi: lʔaɣlabi:jati jafu:zu biʔiṭira:din bima:ða: jufqadu fi: lʔaqalli:ja/

في كلامها حول النقد المالي، قالت أحاول أن نتخلل السوق بما فيه الراشدون يفوزن والأقل رشدا يخسرون

/fi: kala:miħa: ĥawla nnaqdi lma:li: qa:lat ʔuħa:wilu ʔan nataxajjala ssu:qa bima: fi:hi rra:ʃidu:na jafu:zu:na wa lʔaqallu ruʃdan jaxsarun/

في حديثها حول الأزمة المالية، قالت "حاول أن نتخلل السوق، بينما الأكثرية ربّحوا بثبات الأقلية ماذا يخسروا

/fi: hadi:θiha: hawla lʔazmati lma:li:ja qa:lat ha:wilu ʔan tataxajala ssu:q bajnama:
lʔakθari:jatu rabiḥu: biθaba:tin lʔaqalli:jatu ma:ða: jaxsaru:/

(Text 3) The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

البروفيسور أخبره أن مقالته كانت غير متناغمة، ومن ثم مزقها ورمها خارج الغرفة، الأمر الذي جعلها تستدعي مدير المدرسة بغضب.

/albru:fisu:ru ʔaxbarahu ʔanna maqa:latahu ka:nat ʔajru mutana:ʔima wa min θamma mazzaqaha wa rama:ha: xa:riʒa lʔurfa lʔamru llaði: ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biʔaḍab/

أخبرته البروفيسورة بأن مقالته غير مترابطة، ومن ثم مزقها واندفع خارجا من الغرفة مما جعلها تستدعي مدير المدرسة بغضب.

/ʔaxbarathu lbru:fisu:ratu biʔanna maqa:lathu: ʔajru mutarabiṭa wa min θamma mazzaqaha: wa ndafaʕa xa:riʒan mina lʔurfati mimma: ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biʔaḍab/

البروفيسور أخبره أن مقالته كان غير متماسك، هو مزقه وألقى به خارج الغرفة، حيث جعلها تستدعي مدير المدرسة بغضب.

/albru:fisu:ru ʔaxbarahu ʔanna maqa:lahu ka:na ʔajru mutama:sik huwa mazzaqahu wa ʔalqa: bihi xa:riʒa lʔurfa hajθu ʒaʕalaha: tastadʕi: mudi:ra lmadrasati biʔaḍab/

البروفيسور أخبره أن مقالته غير متماسكة مزقها وألقى بها خارج الغرفة حيث ناداها لتنادي مدير المدرسة بغضب
/albru:fi:su:ru ʔaxbarahu ʔanna maqa:latahu ʔajru mutama:sikatin mazzaqaha wa ʔalqa: biha: xa:riʒa lʔurfati hajθu na:da:ha: lituna:di: mudi:ra lmadrasati biʔaḍab/

أستاذ الجامعة أو البروفيسور أخبره بأن مقالته كانت غير متماسكة. من ثم عليه تمزيقها واندفع بغضب خارج الغرفة

/ʔustaðu lʒa:miʕati ʔaw lbru:fisu:ru ʔaxbarahu biʔanna maqa:latahu ka:nat ʔajru mutama:sika min θamma ʕalajhi tamzi:qaha: wa ndafaʕa biʔaḍabin xa:riʒa lʔurfa/

أخبره البروفيسور أن بحثه كان غير مترابط لهذا مزقها واندفع خارج الغرفة مما جعلها تنادي مدير المدرسة بغضب

/ʔaxbarahu lbru:fisu:r ʔanna baḥṭahu: ka:na ʔajru mutara:biṭin liha:ða mazzaqaha: wa ndafaʕa xa:riʒa lʔurfati mimma: ʒaʕalaha: tuna:di: mudi:ra lmadrasati biʔaḍab/

(Text 5) After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, whence they were spirited to a governor.

بعد نقاش طويل في مقابلة أمس، أرسل ولده بالأوراق إلى الكونغرس الآخر لأنهم كانوا متحمسين

/baʕda niqa:ʃin ɬawi:lin fi: muqa:balati lʔams ʔarsala waladahu bilʔawra:qi ʔila
lkunʔyrisi lʔaxari liʔannahum ka:nu: mutaʔammisi:n/

بعد نقاش طويل في مقابلة بالأمس، أرسل ولده مع الأوراق إلى بيت الكونغرس الآخر لأنهم كانوا جريئين في الحكم.

/baʕda niqa:ʃin ɬawi:lin fi: muqa:balatin bilʔams ʔarsala waladahu maʕa lʔawra:qi ʔila:
bajti lkunʔyrisi lʔaxari liʔannahum ka:nu: ʒari:ʔi:na fi: lʔukm/

وبعد تلك المناظرة طويلة في مقابلة أمس، هو قام بإرسال الأوراق إلى عضو الكونغرس آخر عندها قاموا بفصل

الحكومة

/wa baʕda tilka lmuna:ɖarati ɬawi:lati fi: muqa:balati ʔams huwa qa:ma biʔirsa:li
lʔawra:qi ʔila: ʕuɖwi lkunʔyrisi ʔaxari ʕindaha: qa:mu: bifaʃli lʔuku:ma/

بعد الجدل الطويل (المناقشة الطويلة) في لقاء أمس الذي حدث، أرسل ابنه مع الأوراق إلى مجلس الكونغرس

حيث كانوا أولئك حماسيون (نشطاء) للرئيس.

/baʕda lʒida:li ɬawi:li muna:qaʃati ɬawi:lati fi: liqa:ʔi lʔamsi llaɖi: ʔadaθ ʔarsala
bnahu maʕa lʔawra:qi ʔila: maʒlisi lkunʔyrisi ʔajθu ka:nu: ʔulaʔika ʔama:si:ju:na
nuʃaʔa:ʔa lliʔraʔis/

(Text 6) Such information as the sales manager has, may affect car manufacturing as a result of the financial crises from which the world is suffering nowadays.

مثل هذه المعلومات بأن مدير المبيعات يمكن أن تؤثر صناعة السيارات كنتيجة لنقد المالي الذي يواجهه العالم في هذه الأيام.

/miθlu haɖihi lmaʕalu:ma:ti biʔanna mudi:ra lmabi:ʕa:ti jumkinu ʔan tuʔθθira ʃina:ʕati
ssajja:rati kanatiʒatin llinnaqdi lma:li:ji llaɖi: juwa:ʒihu lʕa:lama fi: haɖihi lʔajja:m/

كل المعلومات بحوزة مدير المبيعات ربما لها تأثير على صناعة السيارات كنتيجة من الأزمة المالية التي يعاني منها العالم هذه الأيام.

/kullu lmaʕlu:ma:ti biʔhawzati mudi:ri lmabi:ʕa:ti rubama: laha: taʔθi:run ʕala: ʃina:ʕati
ssajja:rati kanati:ʒatin lilʔazmati lma:li:jati llati: juʕa:ni: minha: lʕalamu haɖihi lʔajja:m/

(Text 11) You have spent a week so far trying to persuade me of this idea but what I do not understand is your extraordinary enthusiasm.

أنت قضيت أسبوعا لتحاول إقناعي بالفكرة ولكن أنا لا أفهم حماسك لهذه الفكرة

/ʔanta qaɖajta ʔusbu:ʕan lituʕa:wila ʔiqna:ʕi: bilfikrati wa la:kin ʔana: la: ʔafhamu
hama:stuka lihaðihi lfikra/

لقد امضيت أسبوعا الى حد الان تحاول إقناعي على هذه الفكرة ولكن لم أفهم إهتمامك الشديد فوق العادة

/laqad amɖajta ʔusbu:ʕan ʔila: haddi lʔana tuʕa:wilu ʔiqna:ʕi: ʕala: haðihi lfikrati wa
lakin lam ʔafham ʔihtima:muka ʃʃadi:du fawqa lʕa:da/

لقد قضيت أسبوعا بطوله محاولا إقناعي بهذه الفكرة، لكنني لا أفهم سبب تحمسك الغير عادي.

/laqad qaɖajta ʔusbu:ʕan biʕu:lihi muʕa:wilan ʔiqna:ʕi: bihaðihi lfikra lakinani: la:
ʔafhamu sababa tafhammusika lyajru ʕa:di:/

أنت قد قضيت الإسبوع بعيدا، محاولا لتقنعي بهذه الفكرة ولكن أنا لم أفهم حماسك الغير عادي.

/ʔanta qad qaɖajta lʔisbu:ʕa baʕi:dan muʕa:wilan lituqniʕani: bihaðihi lfikrati wa lakin
ʔana: lam ʔafham hama:suka lyajru ʕa:di:/

أنت قضيت أسبوعا تحاول أن تقنعي بهذه الفكرة ولكن أنا لم أفهم حماسك الغير عادية.

/ʔanta qaɖajta ʔusbu:ʕan tuʕa:wilu ʔan tuqniʕani: bihaðihi lfikrati wa lakin ʔana: lam
ʔafham hama:satuka lyajru ʕa:di:ja/

أنت قضيت أسبوعا وحتى الآن تحاول أن تقنعي بهذه الفكرة ولكن لم أفهم حماسك الاستثنائية هذه.

/ʔanta qaɖajta ʔusbu:ʕan wa hatta: lʔana tuʕa:wilu ʔan tuqniʕani: bihaðihi lfikrati wa
lakin lam ʔafham hama:satuka lʔistiθna:ʔi:jatu haðih/

قضيت أسبوعا بعيدا محاولا اقناعي بهذه الفكرة، ولكنني لم أفهم حماسك الغير مألوف

/qaɖajta ʔusbu:ʕan baʕidan muʕa:wilan iqna:ʕi: bihaðihi lfikra wa lakinni: lam ʔafham
hama:suka lyajru maʔlu:f/

(Text 25) Take whichever of the books you want before I present them to my friends,
and whatever you pay will be enough.

خذ أحد هذه الكتب التي أنت تريد قبل أن أقدمها للأصدقائي وماذا سوف تدفع يكون كافي.

/xuð ʔaʕada haðihi lkutubi llati: ʔanta turi:du qabla ʔan ʔuqaddimaha: lilʔaʕdiqa:ʔi: wa
ma:ða: sawfa tadfaʕu jaku:nu ka:fi:/

خذ أي من هذه الكتاب أنت تريدها قبل أن أهديهم [أقدمهم] إلى أصدقائي، وما تدفع سيكون كافيا.

/xuð ʔajjun min haðihi lkita:bi ʔanta turi:duha: qabla ʔan ʔuhdi:him ʔuqaddimuhum
ʔila: ʔaʂdiqa:ʔi: wa ma: tadfaʕu sajaku:nu ka:fija:/

خذ أي من هذه الكتب أنت أردتها من قبل أهديتها لأصدقائي وكل ما تتبعه سوف يكون كافي.

/xuð ʔajjun min haðihi lkutubi ʔanta ʔaradtha: min qabli ʔuhdi:ha liʔaʂdiqa:ʔi: wa kullu
ma: tabi:ʕuhu: sawfa jaku:nu ka:fi:/

خذ أي من هذه الكتب التي تريد قبل أن أقدمهم إلى أصدقائي، والذي ستدفعه سيكون كافيا منك.

/xuð ʔajjun min haðihi lkutubi llati: turi:du qabla ʔan ʔuqaddimuhum ʔila: ʔaʂdiqa:ʔi:
wa llaði: satadfaʕahu sajaku:nu ka:fijan mink/

6.2.1.8 Lack of One-to-one Correspondent Relative Pronouns Between English and Arabic

As has been shown earlier in chapter four, there are no one-to-one correspondent relative pronouns between English and Arabic (see 4.3.4). This led to a difficulty in choosing the correct equivalent because if there were a one-to-one correspondent relative pronoun between English and Arabic, students would have memorised them and then easily translated them from one language to another. Therefore, such differences could have been pointed out if students studied contrastive linguistics before doing any translation work (see 7.1.2).

6.2.2 Discussion of the Results of Test Two (Arabic- English Translation)

In a like manner, students used as a sample in this research committed some errors when translating from Arabic into English as well. The following subsections show the errors made by the students under investigation and some samples of their translations:

6.2.2.1 Mistranslating Grammatical Categories

The difficulties in translating the grammatical categories of gender, number, case, and person/non-person are attributed to the differences between English and Arabic in this respect (see 4.3.5). These difficulties could have been avoided if students studied contrastive linguistics before doing translation (7.1.2) and also studying extensively advanced grammar of both languages (see 7.1.1).

6.2.2.1.1 Gender

According to Rojo (2009: 191), “Difficulties in translating gender arise when the grammatical distinction does not exist in one of the languages... When the gender distinction only exists in the SL, translators often use other TL lexical means to express the information.” As shown earlier, the grammatical category of gender, as far as relative pronouns are concerned, exists in Arabic (SL) but does not exist in English (TL). Therefore, it caused no problems for students when translating relative clauses from Arabic into English.

6.2.2.1.2 Number

In a like manner, the grammatical category of number also does not exist in English as far as relative pronouns are concerned. Therefore, it also caused no difficulty for students to translate Arabic relative clauses into English.

6.2.2.1.3 Case

In English, the grammatical category of case is reflected in the difference between *who* (the subjective case), *whom* (the objective case), and *whose* (the genitive case). But when translating from Arabic into English, students overused *whom*, the objective case, instead of *who*, the subjective one, in positions where *who* is preferred. This is presumably because of the difference with Arabic case usage in relative clauses, as in:

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

/ʔindama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa
ʔana: faxu:run biʔanni: darastu maʕa ʔula:ʔika lfataja:ti lla:ti: ʔaʃbaʕna ka:tiba:tin
maʃhura:t/

When I was in university, I studied with group of distinguished girls, and I am proud that I was studied with **those girls whom became famous writers.**

When I was in the university, I studied with a group of **intelligent or special girls whome 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.**

(النص 3) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ʔakθara min rubʕi qarnin ʕala ʔaflɪ ttaxaruʒi mina lʒa:miʕati qa:baltu
lfata:tajni llatajni taʔaʃʃalata ʕala daraʒati lʔimtiʒa:zi θumma taʔaʃʃalata ʕala minʔatin
dirasi:jatin bilxa:riʒi fi:ma: baʕd/

After the passage of more than quarter century about commencement of university I met **the two girls whom get excellence marks** and get on a scholarship after then.

After passage more than quarter of century on commencement from the university, I met **two girls whom got magna cum laude**, then they got on scholarship out the country.

After more than quarter century og graduation party from university, I met **the two girls whom got the excellent degree** and then they got the scholarship to study abroad after that.

After passed more than quarter century of the commencement from the college, I met **two girls whom get excellent degree** and then they get scholarship in abroad after that.

(النص 4) في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

/fi: ʔari:qi ʕawdatiha: ʔila: lmanzili qa:lat ʔinnaha: raʔati rraʒulajni llaθajni saraqa:
sajjaratiha wa ʔa:wala: lʔiʕtidaʔa ʕala ʔifliha: ʃʃaxi:ru munθu ʔasa:bi:ʕa xalat/

In her way to home, she said that she had seen the two men, whom stole her car and tried to hit her little child some weeks ago.

When they came back to the house, she said that she saw two men whom stolen her car.

In her way to the home, she said that she saw two men whom they stole her car and tried to assault 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 assault on her baby for afew weeks.

In her way to come back to her home, she said that she sees the two men whom steal her car and they try to attack on her young baby since latter weeks.

6.2.2.1.4 Person/Non-person

As was mentioned earlier (see 4.3.5), English distinguishes between person and non-person as far as relative pronouns are concerned, whereas Arabic does not have this distinction. Therefore, students, influenced by their native language (Arabic), committed some errors in conveying this category when translating from Arabic into English. The wrong choice of the English relative pronoun when translating from Arabic into English could also be attributed to the negative language transfer from colloquial Arabic. This may be because only one colloquial relative pronoun *اللي* /illi:/ is used as an equivalent to different relative pronouns in Arabic. Thus, students used the relative pronoun *which instead of *who* and *whom* or vice versa. Therefore, this error could have been avoided by studying contrastive linguistics before doing translation (see 7.1.2) and/or by adding the colloquial Arabic relative pronoun *اللي* /illi:/ into standard Arabic (see 7.3). Examples of the students' errors are as in:

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

/ʔindama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa
ʔana: faxu:run biʔanni: darastu maʕa ʔula:ʔika lfataja:ti lla:ti: ʔaʃbaʕna ka:tiba:tin
maʃhura:t/

When I was in University, I studied with a group of girls, and I am prideful because I studied with **those girls which they became famous writer.**

When I was at university, I studied with a especial group of girls and I was prideful for studying with **those girls which became famous writers.**

When I was in college, I studied with group from clever girls, and I am prefer that I studied with **that girls which becomes famous writer.**

When I was in the university, I studied with group of pretty girls, I am prideful to studied with **these girls which they become famous writers**

(النص 3) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ʔakθara min rubʕi qarnin ʕala ʕaʕli ttaxaruʒi mina lʒa:miʕati qa:baltu
lfata:tajni llatajni tafaʃʃalata ʕala daraʒati lʔimtiʒa:zi θumma tafaʃʃalata ʕala minʕatin
dirasijatin bilxa:riʒi fi:ma: baʕd/

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

(النص 16) في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ʔiʕa:ri lʕamali lʕarabiji lmuʃtaraki wa lʕalaqa:ti θθuna:ʔi:jati lʒajidati wa ʕusna
lʒiwa:ri faʔinna li:bja: wa lʒaza:ʔira llatajni waqqaʕata: tifa:qi:jata ttaʕawuni lmuʃtaraki
sajuʃaddira:ni nnifʕa maʕan/

During frame Arabian community work and good duality connection and well niebourhood so that **Libya and Algeria which** occur agreement for community cooperation it export the oil with each other

In the form of joint Arabic work and good pairs relationships and roger neighbourhood, **Libya and Algeria which** were signaturred agreement the joint cooperation that they will export the gas with each other.

In the frame of common Arabic work and doubleness good relation and well-nearness of neighbourhood between **Libya and Algeria which** had a deal for common cooperation of gas together.

In arabic common framework, good double relationships and good neighbourhood that **Libya and Algeria which** signed common cooperation agreement_ that they will export oil together.

In case of common Arabic work and good complimentary relationship and good neighbor, so **Libya and Algeria which** signed on convention of common cooperation to export the oil together.

Libya and Algeria which subscribed the cooperate coalition convention will export oil together, because of the common Arab lobour, and the good relationship and good euphemism between both of them.

Surrounding. In Arabic common and good double relationships and good neighbourhood, that **Libya and Algeria, which** signed common collaboration agreement that will be export gaz together.

According to shared Arabic work and good duality relations and best neighborhood. **Libya and Algeria which** signed agreement for corporation which draw exporting oil together.

(النص 23) عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليها الحلاوة أدركت أن شيئاً ما قد تحرك بداخلي وازدادت نبضات قلبي.

/ʔindama: qa:baltu tilka lfata:ta liʔawali marratin qabla sanatajni wa raʔajtu ʃʃafatajni llatajni ka:nata kazahrati ʔuqa:fin tasi:lu ʔalajha: lfala:wati ʔadraktu ʔann ʃajʔan ma: qad tafarraka bida:xili: wa zda:dat nabaɕa:tu qalbi:/

When I met that girl for the first time before two years and I saw **the two lips who were as a flower** seepage on her the sweet I realize that something already moved in internal and my heart palpitation increased

6.2.2.2 Misuse of Literal Translation Approach

As mentioned before, literal translation is a useful technique when translating between two languages of the same family but English and Arabic are not. English is an Indo-European language whereas Arabic is a Semitic one. Therefore, students, misusing the literal translation approach, committed some errors when translating from Arabic into English. These kinds of errors could have been avoided by concentrating on studying translation methodology which cannot be done in the current programme of study at the department where this exercise was conducted (see 7.1.3 and 7.1.4). Some samples of students' translations in which they misused the literal translation approach are as follows:

(النص 10) على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

/ʕala: rruymɪ min taʔʒi:li lʔiʒtima:ʕi marratajni fi:ssa:biqi faqad ʔa:ba lmudi:ru ʕani
ʒtima:ʕi lʔamsi θa:ni:jatan alʔamru llaði: ʔarbaka xuṭaṭuna: lmustaqbali:jatu kaθi:ra:/

Regardless of meeting deferment twice in the race and then the leader absent from meeting yesterday. **This is the matter that** ravelment my future plan very much (The exact sample translation of the relative clause is repeated by 1 more student).

Although, the delay of meeting two times already, the manager did not come for yesterday meeting again, **that was the matter which** confused our future plan so much. (The exact sample translation of the relative clause is repeated by 1 more student)

Eventhough, of delay the meeting two times already the manager was absent in yesterday's meeting again, **the matter which** confused the future plane so much.

Although the meeting is delaying for two times the manager was absent again. **the matter which** confused our plan in future much.

Despite the meeting was cancelled twice before, the manager didn't attend the yesterday meeting again, **the matter which** confused our future plans a lot.

In spite of the meeting is postponed tow times before. The manager was absent yesterday once again. **The thing that** confused our future plans so much.

In spite of postpone the meeting twice before so the boss was absent about yesterday meeting again, the matter that confused our future plans a lot.

In spite of delay the meeting two times later so the manger was absent on the meeting yesterday again, **the matter which** puzzle our plan in the future.

In spite of the cancelation of twice meeting before, the manager failed to show up yesterday meeting again, **the matter which** confused our future plans a lot.

In spite of postponing the meeting twice previously, the manager was absent in yesterday's meeting again, **the matter which** so much confused our futuristic plans.

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

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأمكان السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʔindama: qarrarna: ʔʔaha:ba liqða:ʔi lʔuṭṭati ʃʃajfi:jati fi: ʃʃarqi lʔawsaṭi ka:na baʔḍuna: mutaradidan bisababi ʔadami maʔrifatina: bilʔama:kini ssija:fi:jati wa lakin qad ʔakada lmasʔu:lu:na ʔannahumu sajursilu:n murʃidan sija:fi:jan jumkinu lʔiʔtima:du ʔalajh/

When we decide to spend vacation summer in middle east some of us were anxious about our lack of knowledge of tourism's places and but responsables emphasized that they will send with us **guide tourisim we depend on him**.

When we decided going to spend our summer holiday in the middle east, most of us were hesitant because of a lack of knowledge to these tourist places but officers said that they will send **tourist guider who we can depend on him**.

When we decided to spend the summer vacation in the Middle East, some of us were hesitant because we don't know tourism places, but responsiblers assure that they send **tourism directory, we can depend on him**.

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

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

/ba?da ntiha:ʔi ʔazmati lukirbi wa ʔawdati lʔala:qa:ti lʔamriki:jati lli:bi:jati ʔaʃbaʔat kunduli:za ra:js ʔakbara masʔu:lin ʔamriki:jn jazru:ru li:bja: munðu najifin wa xamsi:na ʔa:m/

After completion Lokarpy crisis and returning Libyan American relationships became Condoliza Raise **greater American responsible visit Libya since little and fifty years ago.**

After the end of Locrbi crisis and returning Libyan American relationships became Condoliza Raise **greater American responsible visit Libya since little and fifty years ago.**

6.2.2.3 Misuse of Translation by Omission

Omission is a useful translation technique but it should be used for acceptable reasons (see 6.2.1.3). Some students in this study misused it. In some cases, they omitted a whole relative clause when they translated, though the relative clauses they omitted were translatable. In some others, they omitted the relative pronoun making ungrammatical sentences. Such kinds of errors could have been avoided if students had studied translation methodology comprehensively to be able to use translation techniques in the right way, which seems to be difficult within the current teaching programme (see 7.1.3 and 7.1.4). Some samples of students' translations in which they misused translation by omission are as follows:

(النص 5) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.

/bajnama: kunna: natana:walu lʔaʃa:ʔa fi: manzili ʔammi: samiʔna: ʔaʃwa:tan ʔari:batan bilxa:riʒi faʔsraʔtu liʔara: ma:ða: jaʒri: wa waqafa nnisa:ʔu fi: lmaqa:ʃiri janʒurna ma:ða: ʔadaθa wa baʔda qali:lin ttaðaʔa ʔannaha: ka:nat muʒarrada ʔalʔa:bin na:ri:ja/

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 women stood on the balconies for the same thing,[.....] after a while we discovered that it was merely a fire entertainment games.

While we were having our dinner in my uncle house, we heard strange voices outside, so I hurried to see what is going on. The women stood in the clearing houses to see too, [.....] after a short time, it appeared that it was just fiery games.

(النص 16) في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ?iʔa:ri lʔamali lʔarabiji lmuʃtaraki wa lʔalaqa:ti θθuna:ʔi:jati lʔajidati wa husna lʔiwa:ri faʔinna li:bja: wa lʔaza:ʔira llatajni waqqaʔata: tifa:qi:jata ttaʔawuni lmuʃtaraki sajuʃaddirani nnifʔa maʔan/

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

(النص 23) عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليها الحلاوة أدركت أن شيئاً ما قد تحرك بداخلي وازدادت نبضات قلبي.

/ʔindama: qa:baltu tilka lfata:tu liʔawali marratin qabla sanatajni wa raʔajtu ʃʃafatajni llatajni ka:nata kazahrati ʔuqa:fin tasi:lu ʔalajha: lfala:watu ʔadraktu ʔann ʃajʔan ma: qad tafarraka bida:xili: wa zda:dat nabaʔa:tu qalbi:/

When I meet that girls for first one before two weeks and see that **the two lips [.....]is seems like flower** and something what I move inside me and increase by heart.

When I met that girl on my first time before two year and I saw **her lips [.....]was as flower Agan delicious** I realized something in my internal moved and my temperature in my hearth is increased.

When I met that girl for first one before two year and to see **that lips [.....]is seems like flower** and something what I move inside me and increase by heart.

6.2.2.4 Antecedent Issues

As when translating from English into Arabic, students also encountered some difficulties in understanding the antecedent-relative pronoun agreement. The following subsections show the kinds of errors in this respect.

6.2.2.4.1 Mistranslating Relative Pronoun Whose Antecedent Is a Whole Sentence or Clause

Some relative pronouns are used to refer back to the whole sentence or clause in both English and Arabic. But students thought that the relative pronoun only refers back to the nearest noun or pronoun. Consequently, they committed some errors in translation because of this misunderstanding. These errors could have been avoided by studying advanced grammar in both languages (see 7.1.1) and contrastive linguistics (see 7.1.2) before studying translation. Some samples of students' translations including this error are as follows:

(النص 25) لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

/laqad ðahaba lla:ʕiba:ni llaða:ni jaʕnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʕkilatin kabi:ratin xa:ʕʕatan fi: muwa:ʒahati fari:qin kabi:rinn wa maliʔin binnuzu:mi miθla llaði: sanuqa:biluhu lʔisbu:ʕa lqa:dim/

The two players who made the distinction **of which make the new trainer of the team in a big problem** specially in oppositeness of big team and has a lot of stars as the one who will meets him next week.

Two players had gone, who make the distinguish **that make the new coach for teams in big trouble** against a big team full of stars like the one that we will meet next week.

The two player went who made the different **that is made the new trainer for team in big problem** specially at face big team and full of stars like that we will meet it next week. (The exact sample translation of the relative clause is repeated by 2 more students).

The two players went, who make the different had left **of what the new coach of the team in big problem**, specially in attacking the big team and full of stars like whom we will meet the next way.

6.2.2.4.2 Wrong Choice of Subjective/Objective Relative Pronoun

The wrong choice of the relative pronoun when translating Arabic relative clauses into English could be attributed to the students' weakness in constructing relative clauses in English because of their lack of competence in English grammar.

These errors could have been overcome if students studied advanced English grammar before doing any translation work (see 7.1.1). Some samples of students' translations when they misused the subjective relative pronoun instead of the objective one or vice versa are as follows:

(النص 15) كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأثر سبب قوي أو ضعيف. (طه حسين)

/ka:na liha:ʔula:ʔi lfuqaha:ʔi ʔilmun muxa:lifun kulla lmuḥa:lafati liʔilmi lʔulama:ʔi llað:na juʔxaðu ʔilmihimu mina lkutubi wa llað:na bajnahumu wa bajna lʔazhari sababun qawi:jun ʔaw ɖaʔi:f/

There were science for scientists, **whom** take their science from the books and who they between them and flowers, strong reason or weak

Those scientist have science different all different science **whom** took their knowledge from the books and those between and Azhar cause weak and strong.

(النص 30) إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

/ʔinna lʔulama:ʔa llað:na ma:za:lu: jabḥaθu:na fi: ʔadalin naʔari:jata bida:jati lxa:lqi llati: ʔata: biha: lʔa:limu lbri:ʔa:ni: da:rwin wa hija llati: marra ʔala: ʔuhu:riha: xamsata ʔaʔra ʔiqdan mina zzamani lam jatawaʃʃalu: ʔila: nafjin ʔaw ʔiθba:tin ḥatta: jawmina: lḥa:ɖir/

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:

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأمكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʔindama: qarrarna: ʔʔaha:ba liqða:ʔi lʔuʔlati ʃʃajfi:jati fi: ʃʃarqi lʔawsaʔi ka:na
baʔduna: mutaraddidan bisababi ʔadami maʔrifatina: bilʔama:kini ssija:fi:jati wa lakin
qad ʔakada lmasʔu:lu:na ʔannahum sajursilu:na murʃidan sija:fi:jan jumkinu
lʔiʔtima:du ʔalajh/

When we decide to have a holiday in Middle East some of us was hesitant because we have not understanding with places of tourisim, but the responsible assert that **they will send cicerone dependable**. (The exact sample translation of the relative clause is repeated by 1 more student)

When we decided go to spend the summer holiday in the Midmost east was some of us reluetant because we don't know the journey places but responsibles confirmed **they will send tourist guide**. (The exact sample translation of the relative clause is repeated by 2 more students).

When we decided to go holleday in middle east, it was some person is hesitated, because not knowledge tourisim places, but **the prensibility to send person to know to depend by him**. (The exact sample translation of the relative clause is repeated by 1 more student).

When we made a decision to spend our summer holliday in middle east some of us were hesitate because of lack of knowing tourism places, but charges confirm that they will send **tourism guide that can depend on**.

When we decided to go to spend summer holiday in the middle east, some of us were hesitation because we didn't know the tourism places, but the managers makes sure that they will spend **tourist guider may be will give the help**.

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

/baʔda ntiha:ʔi ʔazmati lukirbi wa ʔawdati lʔala:qa:ti lʔamriki:jati lli:bi:jati ʔaʃbaʔat kunduli:za ra:js ʔakbara masʔu:lin ʔamriki:jīn jazuru li:bja: munḏu najifin wa xamsi:na ʔa:m/

After finnish Lokerbi crisis and coming back the relations between Libya and U.S.A., Condeleeza rice became **biggest resbonsible for United States visit Libya almost fifty years.**

After the end of Lukerbi crisis and coming back Libyan and American relationships and Condaliza rice became **the biggest American officer, visit Libya since fifty three years.**

After the end of Lokerbee crisis and the relationship of Libyan American back Condaleza Rayz become **the most responsible American visit libya since more than fifty years.**

After finishing the "Lokerpe" crisis and the American Libyan relationships returning, Condaliz Rise became **the main American prensible, visit Libya since 55 years.**

After the end of Lukrbi cresis and coming back Libyan and American relationships and condiliza rice became **the biggest American officer visit libya since fifty three years.**

After the end of Lokerby problem, and the relationship between Libya and America returned back, Kondaliza Rise became **the greatest American responsible visits Libya after fifty years ago.**

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

After the end of crisis of Locarpy and relationship of American Libyan was comeback Condaliza rice became **the most American responsible visit Libya from more than fifty years.**

6.2.2.5 Mistranslating Relative Clauses when Including Possession

The mistranslation of the Arabic relative pronouns that include possession into English could be attributed to the lack of a direct equivalent of the English possessive

relative pronoun *whose*. Therefore, when translating from Arabic into English, students adopted different methods to overcome this difficulty neglecting the use of the possessive relative pronoun *whose*. This error could have been avoided by studying contrastive linguistics before doing translation (see 7.1.2). Some samples of students' mistranslations of the relative clauses that include possession are as follows:

(النص 7) علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال دخلت قصور ملوك الجان. وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجان تلك الشفتاها أشهى من زهر الرمان وحلمت بأنني أخطفها مثل الفرسان (نزار قباني).

/ʔallamani: hubbuki ʔaʃjaʔan ma: ka:nat ʔabadan fi: lʔusba:ni faqaraʔtu ʔaqa:ʃi:ʃa lʔaʔfa:li daxaltu quʃu:ra mulu:ki lʒa:ni wa ʔalumtu biʔan tatazawaʒani: bintu ssulʔa:ni tilka lʔajna:ha: ʔaʃfa: min ma:ʔi lxulʒa:ni tilka lʔafata:ha ʔaʃha: min zahri rrumma:ni wa ʔalumtu biʔani: ʔaxʔufuha miθla lfursa:n/ (Nizar Qabbani).

Your love taught me things which were never in the mind, and I read stories children, I entered the kings' castles, and I dreamed that married me king's daughter **whom her eyes** were more clear from twitches water **whom her lips** are sweet from the pomegranate plant and I dreamed that I kidnap her like horses (Nezar Gabany).

Your love taught me things which is never in assumption, so I read babies stories. I entered kings demons palaces and dreamt that that sultan's daughter has married me, and **her eyes** are clearer than water.

Your love taught me a lot of things which were not never in my mind, I had read stories of children. I entered the castles of kings demons, I dreamed the daughter king married me, **who her eyes** pure more than the water of in let and **her lips** are desire more than flower and dreamed to kidnap her as knights.

Your love taught me things was never in mind, and I read the kids stories, I enter to Jinn kings palaces and I dreamt to marry the daughter of the king **who her eyes** is purify than water, **her lips** is delicious more than pomegranate flower and I dreamt to kidnap her as knight (Nesar Qabane)

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.

Your love learnt me many things which it never were in my mind. I read children stories, I went inside place of Aljan kings I dreamed that sultan's daughter married me, who her eyes more clear than water, her lips is better than rose of pomegranate. I dreamed that I take her like horsemen. (The exact sample translation of the relative clause is repeated by 2 more students).

Your love thought me things that I never have in mind, so I read kids stories, went the palaces of jinn's kings, dreamt to married daughter of sultan whose her eye is more purify than the water of gulfes, those lips more delicious than blossoms of pomegranate and dreamt that I abducted her like horsmen. (Nizar gabbany)

(النص 11) إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا على جائزة نوبل للأدب التي تمنح لأصحاب الأعمال الأدبية المميزة.

/ʔinna rraʒulajni llaðajni riwa:ja:tahuma: tuba:ʔu biʃaklin ɣajru ʔa:di:jɪn haðihi
lʔajja:mu tafaʃʃala: ʔala: ʒa:ʔizati nubil lilʔada:bi llati: tumnaʔu liʔaʃʃa:bi lʔaʔma:li
lʔadabi:jati lmumajaza/

The two men who their novels were sold in innormal way, these days they got the Noble Prize of literature which were given to persons of distinguished literature works.

The two men who their novels sell in unusually way these days they get on Nobel Prize in art which gives to characteristic art works.

Two men who their novels sell in incredible way these days they got the prize of nobel for literature that gives to a special literature works.

The two men whose their novels are buying incridibaly these days. They got a Nobel Prize of Art that is given to those have a special litrery works.

The two men whose their novels are sold much nowadays got Nopel Prize of literature which is given to who had written some excellent literary works.

The two men who their story buying in these days. They got Nobel Prize for literature.

Those two men who their novels sell everyday have got the nobel prize which is given to special literary works.

Truly the two men who their fiction sold with an unusual way in these days they gets nobel prize for literature which afford to the persons who made differential literary work

The men who story to sales by not normal nowadays to get prize noble to arts which to business man quality arts (The exact sample translation of the relative clause is repeated by 2 more students).

The two men which their novel is buying or wanted these days are get the nobel praise in the literature which is to whose have especial literature work.

The two men which their novel sell unusual these days got on nobel prize to literature which give to excellent literature works (The exact sample translation of the relative clause is repeated by 2 more students).

Those boys who had unusual selling at their stories these days were getting a noble prize for Arts which normally given to the specialist work.

The two men who their novels sold unusual way these days they get of Nobel Prize that it gets to who they have characteristic literary works.

The two men who is their novels sold in unusual way these days, they got a noble prize in literature that gives to who they have characteristic literary works.

Two men whom their novels were sold in unnormal way these days, were gotten noble prize of literature which is given to the companions of good literary works.

(النص 27) يا أرغم الله أنفا أنت حامله ياذا الخنا ومقال الزور والخطل
ما أنت بالحكم الترضى حكومته ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

/ja: ?aryama llahu ?anfan ?anta fia: miluhu ja: ða: lxana: wa maqa:li zzu:ri wa lxaṭali ma
?anta bilḥakami lturḍa: fuku: matahu wa la: l?aṣi:li wa la: ði: rra?ji wa lʒadali/

God will not satisfied with you don't chesty they who said lied always. **You are not pure** and you haven't opinion or argument. (Alfarazdaq).

Gad has abase nose that you have, having obscence language and and write up of scoliosis and nonsense, **you are not for adjudge satisfied his judgement** and no blooded or having opinion and argument you have.

Allah is desire you to bring and bad feature and assay bad talk and **you are king to satisfied by kingdom** and no native and no opinion. (The exact sample translation of the relative clause is repeated by 1 more student).

6.2.2.6 Language Interference (Negative Language Transfer)

Some translation difficulties encountered by students in this study when translating from Arabic into English are attributable to negative transfer from Arabic (their native language). The students' errors committed because of negative language transfer from Arabic are represented in the following subsections:

6.2.2.6.1 Stylistic Problems

Some difficulties in translating relative clauses from Arabic into English are attributable to negative transfer from Arabic. In the examples below, students, influenced by their mother tongue, produced unstylistic relative clause structures in English though the relative clause structure they produced is grammatically acceptable. As mentioned earlier (see 4.3.3), prepositions cannot normally precede relative pronouns in Arabic but students transferred this rule into English preferring to place prepositions at the end of the relative clause where it might be stylistically better if the prepositions were placed before the relative pronoun. For example, it is more formal and a higher register to say *the world from which we come and to which we shall return* than *the world which we come from and which we shall return to*. However, as

mentioned, this is not a translation or linguistic (grammatical) mistake (apart from the wrong use of the resumptive pronoun, in some sentences, discussed in 6.2.2.6.2) rather than being a stylistic one. This kind of stylistic error could have been avoided by adding stylistics to the translation courses (see 7.1.4) and studying contrastive linguistics before doing any translation work (see 7.1.2). Some samples of students' translations that are less stylistically formed are as follows:

(النص 12) عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

/ʔindama: qarrarna: ððaha:ba liqða:ʔi lʔuṭṭati ššajfi:jati fi: ššarqi lʔawsaṭi ka:na baʔḍuna: mutaradidan bisababi ʔadami maʔrifatina: bilʔama:kini ssija:hi:jati wa lakin qad ʔakada lmasʔu:lu:na ʔannahum sajursilu:na murʃidan sija:hi:jan jumkinu lʔiʔtima:du ʔalajh/

When we decided to spend the summer holiday in Middle East some of us were hesitant because we don't know the tourist places, but chiefs assured that they will send **a travel guide whom we can be depend on.**

When we made a decision to spend our summer holliday in middle east some of us were hesitate because of lack of knowing tourism places, but charges confirm that they will send **tourism guide that can depend on.**

When we decided to take a summer vacation in Middle East, some of us were hesitant because we don't know the tourist places. But the mangers assured that they will send **guide who we can depend on.**

(النص 14) كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

/kullu ma: juḥawilu lfardu ʔan jarsumahu lilmustaqbali jumkinu ʔan jataḥawala fi: laḥẓatin wa:ḥidatin ʔila: rama:din bisababi haḏa: lʔa:lami lmaẓhu:li llaḏi: ẓiʔna: minhu wa sanaʔu:du ʔilajh/

All what the person try to to draw for the future may be change in one moment to ash because of this **unknown world which we come from it and we will come back to it.**

All what a person try to do or draw it in the future it possible to become in one second to cinder because of this **passive world which we coming from it and we will come back to it again.**

All what the person try to draw for the future may be change in one moment to ash because **this unkown world which we come from it and we coming to it.**

What each individual represent for the future may removed in one moment to ash because of **this unkown world which we come from and we return to**

Whatever one tries for the future, may finish at any time, because of **this unclear world which we came from, and will go back to**

everything what person try to plan for future it can to change in one minute to cinders because **this world ignores which we come from and we will back to.**

Every thing the person try to draw it for the future, it possible to be in one minute to ache because of **this unkown world which we came from and come back to it.**

All what the person tries to draw it for the future may be becomes cinder in one moment because **this passive world where we came from it and we will come back.**

Whatever the person tries to plan for future, it may transmute into ash within a second, because of **this unkown world which we came from and come back to it.**

6.2.2.6.2 Wrong use of the Resumptive Pronoun

The extensive use of the resumptive pronoun in translation, which also could be considered as a negative interlingual transfer from Arabic, caused some problems to the students. This negative transfer refers to the students' use of the previous knowledge of the first language in the process of learning the second language (Kharma and Hajjaj, 1985: 124). This kind of error could also have been avoided by studying contrastive linguistics before studying or doing translation (see 7.1.2). Some samples of students' translations where they misused the resumptive pronoun in English are as follows:

(النص 8) الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية التي قد يمر بها إنسان على وجه الأرض

/alʔana qad ʒiʔti na:dimatan faman ʔa: ʔabʔadaki ʔanni wa ʔana: fi: ʃiddati lfuzni wa ʔaʃlaki ʒʒurufi lqa:si:jati llati: qad jamurru biha: ʔinsa:nun ʔala: waʒhi lʔarɖ/

Now, I coming with penitent so whom take you far of me when I was in great sadness with the most great difficult wit which it may be the people with it on the earth.

I came regretful now who make you away of me and I am in state of sadness and I faced cruel circumstances which suffering it each person on the earth's ground.

I came regretful now who make you away of me. I am in state of sadness and I faced cruel circumstances which person suffering it on the ground.

Now, I had come remorseful, who took you far away from me and I was very gloomy and stteled hard circumstances which may be pass it anyone on this ground.

(النص 14) كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جننا منه وسنعود إليه.

/kullu ma: juʃawilu lfardu ʔan jarsumahu lilmustaqbali jumkinu ʔan jataʃawala fi: laʃʒatin wa:ʃidatin ʔila: rama:din bisababi haʔa: lʔa:lami lmaʒhu:li llaʔi: ʒiʔna: minhu wa sanaʔu:du ʔilajh/

All what a person try to do or draw it in the future it possible to become in one second to cinder because of this passive world which we coming from it and we will come back to it again.

Everything what each person try to draw it for future may convey to ash in one moment by this unkown world that came from it and will come back in it.

everything that person try to draw it for his future which make a change in a moment to ash because of this world is unkown that we are come and back in.

everything what the person try to draw it for future may become ash in one moment by this unkown world that came from it and will come back to it.

Everything what the person try to draw it for future may become ash in one moment by this unkown world that came from it and will come back to it.

Everything individual who try to plan it to future, it is possible to change into ashes at momment, because of this unkown world who we came from and will back to it

Every thing the person try to draw it for the future, it possible to be in one minute to ache because of this unkown world which we came from and come back to it.

All what the person tries to draw it for the future may be becomes cinder in one moment because this passive world where we came from it and we will come back.

(النص 18) (الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

/al?intiqɑ:mu mina llaði: qatala l?abrija:ʔa ʔunwa:nu hika:jatina: lqɑ:dimatu llati: sajaʔdu: maʔana: baʔdu ʃʃummi faʔajna llaði: jafhamu luyata lʔiʃa:rati lʔamri:ki:ja/ (Vengeance on who killed not guilty people) This is the title of our next story, that will attend it with us some of deaf people, so where is the person who understand the American justures language. (The exact sample translation of the relative clause is repeated by 1 more student).

(النص 30) إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

/ʔinna lʔulama:ʔa llaði:na ma:za:lu: jabʔaθu:na fi: ʒadalin naʒari:jata bida:jati lxaʔqi llati: ʔata: biha: lʔa:limu lbri:ʔa:niju da:rwin wa hija llati: marra ʔala: ʒuhu:riha: xamsata ʔaʃra ʔiqdan mina zzaman lam jatawaʃʃalu: ʔila: nafjin ʔaw ʔiθba:tin ʔatta: jawmina: lʔa:dir/

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 begining of creation which the Britain scientist (Darwan) explain it, and which it was about the fifteen century from the time they didn't get negative or prove until this our present day.

6.2.2.6.3 Misuse of Relative Pronouns Without Antecedents

When translating Arabic relative pronouns whose antecedents are implied, students 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 *من* /man/ and *ما* /ma:/ can be used with implied antecedents. They could also be attributed to a negative language transfer from Arabic, because in Arabic, sometimes, it is possible to use a relative pronoun without an antecedent, bearing in mind that the antecedent is implied; or they could be attributed to adopting a literal translation approach. In this case, these Arabic relative pronouns could be regarded as counterparts to the *ever-form* English relative pronouns. Such errors could have been avoided if students studied contrastive linguistics before embarking on the study of translation (see 7.1.2) and studying translation techniques (see 7.1.3). Some samples of students' translations misusing relative pronouns without antecedents are as follows:

(النص 6) أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هو آت آت، آيات محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

/ʔajjuha: nna:s ʔismaʕu: wa ʕu: man ʕa:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ʔatin ʔat ʔaja:tun muʔkama:t maʔarun wa naba:t wa ʔaba:ʔun wa ʔummaha:t wa ʕa:hibun wa ʔat/

O people, listen carefully, who is live die, who die is gone, what is come is come, wisdom signs, rain and plants, fathers and mothers, born and dead. (Gess bin Said).

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 الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

/al?intiqɑ:mu mina llaði: qɑtɑlɑ l?ɑbrjɑ:ʔɑ ʔunwɑ:nu fika:jɑtina: lqɑ:dimɑtu llati: sɑjɑħduruɦɑ: mɑʔɑnɑ: bɑʔdu sʃsummi fɑʔɑjnɑ llaði: jɑfɦɑmu luɣɑtɑ l?iʃɑ:rɑti l?ɑmri:ki:jɑti/

(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 demonstrat 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:

(النص 3) بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

/baʕda muru:ri ʔakθara min rubʕi qarnin ʕala ʔaʔli ttaxaruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taʔaʕʕalata ʕala daraʒati lʔimtiʒa:zi θumma taʔaʕʕalata ʕala minʔatin dirasi:jatin bilxa:riʒi fi:ma: baʕd/

After passing more than quarter century on the celebration of graduation from the university I met **two girls that they** got a scholarship to complete their studies out (abroad).

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

After passage more than quarter century on the celebration of graduation from the university, I met **two girls that they** got on excellence degree and then **they** got on the scholarship abroad after that.

(النص 4) في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

/fi: ʔari:qi ʕawdatiha: ʔila: lmanzili qa:lat ʔinnaha: raʔati rraʒulajni llaðajni saraqa: sajjarataha wa ʔa:wala: lʔiʕtidaʔa ʕala ʔifliha: ʕʕaxi:ru munðu ʔasa:bi:ʕa xalat/

In her way to come back to her home, she said that she sees **the two men whom** steal her car and **they** try to attack on her young baby since latter weeks.

In her coming back road to home, she said that she saw **two men that they** steal her car and tried to attacked on her baby for weeks ago

In her coming back road to home, she said that she saw **two men that they** steal her car and tried to attacked on her baby since weeks ago.

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

(النص 15) كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهري سبب قوي أو ضعيف. (طه حسين)

/ka:na liha:ʔula:ʔi lfuqaha:ʔi ʔilmun muxa:lifun kulla lmuḥa:lafati liʔilmi lʔulama:ʔi llaḏi:na juʔxaḏu ʔilmihimu mina lkutubi wa llaḏi:na bajnahumu wa bajna lʔazhari sababun qawi:jun ʔaw ḏaʔi:f/

There were science for scientists, whom take their science from the books and **who they** between them and flowers, strong reason or weak

There was for those scientists a different science which is a complete difference to science of scientists who took their science from books and **who they** between them and flowers strong or weak reason (Taha Hissan)

(النص 16) في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

/fi: ʔiṭa:ri lʔamali lʔarabiji lmuṣtaraki wa lʔalaqa:ti θθuna:ʔijati lʔajidati wa fusna lʔiwa:ri faʔinna li:bja: wa lʔaza:ʔira llatajni waqqaʔata: tifa:qi:jata ttaʔawuni lmuṣtaraki sajuṣaddir:ni nnifta maʔan/

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 neighbourhood so Libya and Algeria who sign the treaty of community and cooperation they will produce oil together.

(النص 26) إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحترمن أزواجهن ويعتنيان بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات

/ʔinna rriʒa:la llaði:na jaftarimu:na zawʒa:tihi muḥliṣu:na wa nnisa:ʔu llawa:ti jaftarimna ʔazwa:ʒahunna wa jaʔtani:na bitarbi:jati ʔawla:dahunna tarbi:jatan ʒaji:datan ʔala: ṣṣidqi wa lʔaxlaqi lḥami:dati nisa:ʔun fa:ðila:t/

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 who 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 5) بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية.

/bajnama: kunna: natana:walu lʔaʃa:ʔa fi: manzili ʔammi: samiʔna: ʔaʃwa:tan ɣari:batan
bilxa:riʒi faʔsraʔtu liʔara: ma:ða: jaʒri: wa waqafa nnisa:ʔu fi: lmaqa:ʃiri janʒurna
ma:ða: haðaθa wa baʔda qali:lin ttaðaʃa ʔannaha: ka:nat muʒarrada ʔalʔa:bin na:ri:ja/

While we were eating the dinner in my uncle's house, we heard strange sounds in an outside and then I went fast to see **what is happened** in an outside and stopped **the women to see that happened** and after little was merely sounds of fiery games (The exact sample translation of the relative clause is repeated by 3 more students).

When we was eating dinner in my uncle's house, we heard a strange voices and we quickly went to see what is happening, the women also stands to see **what was that?** Latter, we recognized it was just fireworks.

While we have a diner in my uncls house. We heard strange sounds in out. I go out quickly to see **what is happen?**

(النص 20) عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

/ʔindama: ʔuʔlinat nata:ʔiʒu mtiʃa:na:ti niha:jata ssanati dira:si:jati qarrarat ʔida:ratu
lmadrasati ʔiʔta:ʔa lmutamajizi:na baʔaða lʒawa:ʔizi ttaʃʒiʔi:jati faqa:la lmudi:ru ʔaʔti
ʔajjan jastaʃiqq/

When was Announced the result of final Examination department of school decided to give to the brilliant students some reward to encourage The manager said, **'give who deserve'**

When declare examination result decided school to give qualities students and some prise to encourage, and says the boss **give any one to need that.**

When the final result of examination advertised of the study year, the administration of school decided to give some encouragement prizes to the exellents. The manager said **give who deserve.**

When the final examination results of the year study advertised the administration of school decided to give some encouragement prizes for the exellents. The manager said **give who deserve.** (The exact sample translation of the relative clause is repeated by 1 more student).

When the results of final examinations announced school department decided to give some encouragement prizes to special persons, the manager said "**give to who worth**"

When the results of final examination declare direction school gave the preferential students some of present, so the manger said **give who deserve it**.

When the final exams of the academic year result were declared the administration of school decided to give the eminents some encouraging prizes so the headmaster said **give who deserves**.

When the results of the final examination at the end of the year the school office decided to give the distinctive students some prizes for encouragement, the manager or the head of the school said **give who deserve**

(النص 21) بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة لأبهم يريد الذهاب ولا تقتصر على المتفوقين.

/baʕda tawzi:ʕi lʒawa:ʔizi tamma lʔiʕla:nu ʕan riʕlatin sija:ʕi:jatin ʔila: ʕarqi lbila:di faqa:la lmudi:ru ʔinna haʕihi rriʕlata maftu:ʕatun liʔajji:himu juri:du ʕʕaha:ba wa la: taqtaʕiru ʕala: lmutafawiqi:n/

After the distribution of prizes, finally, they inform about doing a tourism journey to the east of country the headmaster said: **this journey is open to whom he want to go**, and not only for the intelligent ones. (The exact sample translation is repeated by 1 more student).

After contributing of prizes, it's declared about touristical trip to the east of the country, so the head said that **this open trip for who wants to go**, limit on the cleveres.

After the distribution of prizes, Then advertised about tour trip to the east of country, The manager said **this trip is open for who want go** not to be content with winers (The exact sample translation of the relative clause is repeated by 2 more students).

After destrabute the reward there is announcement picnic to visit to the east country, the manager said **this picnic is open who want to go** this not only for the brilliant.

After gave the present it declare on tourism trip to east country, the manager said **this is open trip, don't worry to go** and don't limit on preeminent.

After distribution of prizes orphanaged the advertisment about torism trip to the east of the country, the manager said: **This trip is opening to who wants to go** and it doesn't just for the superlatives students.

(النص 28) ((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))، (قران كريم، 24: 45).

/wa llahu xalaqa kulla da:batin min ma:?in faminhum man jamʃi: ʔala: baʔnihi wa minhum man jamʃi: ʔala: riʒlajni wa minhum man jamʃi: ʔala: ʔarbaʕin jaxluqu llahu ma: jaʃa:ʔu ʔinna llaha ʔala: kulli ʃajʔin qadi:r/

"and Allah created every beast from water, some of these beasts are walking on its belly and others on two legs, and there are **some creatures which are walking on four legs**, God creat what he wants and God can do anything"(The exact sample translation of the relative clause is repeated by 1 more student).

6.2.3 Summary of the Qualitative Data Analysis

As the analysis of the two translation tests used as a tool for data collection for the empirical part of this thesis shows, most of the linguistic and translation errors committed by the students under investigation could be attributed to some common factors, namely: the differences between English and Arabic in their use of grammatical categories of gender, number, case, and person/non-person; the over-adoption of the literal translation approach; lack of one-to-one correspondence between relative pronouns in English and Arabic; translation by omission; unfamiliarity with the English marginal and Arabic general relative pronouns; students' weakness in the grammar of both languages, and some other differences between English and Arabic. Accordingly, it is obvious that most of the grammatical errors committed could be attributed to the grammatical differences between English and Arabic, which affected the translation. This confirms the view that "Grammatical differences between languages are particularly important in translation since they often involve informational changes. Translators will thus have to decide what information should be omitted and what should be added in the target text" (Rojo (2009: 191). Therefore, some grammatical errors could have been avoided by studying contrastive 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. 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 *اللي* /illi:/ is found in all dialects of Arabic and used, with no morphological changes, with all grammatical categories of gender, number, case, and person/non-person. If the results proved scientifically the existence and usage of this colloquial relative pronoun in all dialects of Arabic, then it should be added to Modern Standard Arabic (MSA). This would help overcome the grammatical errors related to the grammatical categories of gender, number, case, and person/non-person, because, as noted, the colloquial relative pronoun *اللي* /illi:/ is used with no morphological changes for gender, number, case, and occurs with both persons and non-persons. In my view, this addition to Arabic would not be problematic because languages develop and if *اللي* /illi:/ is proved to exist in all dialects of Arabic, then it would not be only a colloquial word but also a standard one. This would also simplify Arabic for non-native learners of it. Language simplification, in general, is a natural phenomenon that happens to all languages though the case of this simplification (adding *اللي* /illi:/) would not be a natural one, and it might, therefore, be opposed by some Arab grammarians and linguists. However its use in colloquial dialects of Arabic is natural and could be generalised to include Modern Standard Arabic (MSA) as well. In Old English, as a partially parallel example, the subject singular *you* was *thou* and the object *you* was *thee*. In modern English, both the subject *you* and the object *you* are *you*. Consequently, two pronouns collapsed into one resulting in simplification of the English pronoun system. Likewise, all specific relative pronouns in Arabic could be substituted with only the invariable colloquial relative pronoun *اللي* /illi:/ which is used with all kinds of antecedents no matter what the gender, number, case, and person/non-person category. Consequently students would be free of antecedent/relative pronoun agreement problems as well.

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APPENDICES

APPENDIX ONE: DATA ANALYSIS OF TEST ONE (ENGLISH-ARABIC TRANSLATION)

The following is the analysis of the English-Arabic translation test (Test I). The analysis is only concerned with the translation of relative clauses and their antecedents, which are underlined and in bold. The translations of the texts given in the tables below are my own suggested translations and the students' correct ones are not necessarily exactly the same. The abbreviations used in the tables below are: *Acc. T.* means acceptable translation; *Unacc. T.* means unacceptable translation; and *Unatt. T.* means unattempted translation. This analysis is as follows:

Text (1)

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
As soon as she arrived at the university, I showed her the room <u>where I used to study when I was doing my PhD two years ago.</u> بمجرد وصولها الجامعة، أطلعته على الحجرة التي اعتدت الدراسة فيها عندما كنت أدرس الدكتوراه من سنتين مضت. /bimuʒarradi wuʃu:liha: lʒa:miʔa ʔaʔlaʔtuha: ʔala lʔuʒrati llati: iʔtadtu ddira:sata fi:ha: ʔindama: kuntu ʔadrusu dduktura:h min sanatajni maʔdat/	16	64	09	36	00	00

Text (2): relative clause one

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

The Text	Acc. T.	%	Unacc. T.	Per.	Unatt. T.	%
تخيل السوق الذي تربح فيه الأغلبية بثبات ما تخسره الأقلية. /fi: maʕriḏi haði:θiha: ʕani lʔazmati lma:li:jati qa:lat ha:wilu: taxjjula ssu:qi llaḏi: tarbaḥu fi:hi: lʔaylabi:jatu biθaba:tin ma: taxsaruhu lʔaqali:ja/						

Text (2): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins <u>what the minority loses</u>". في معرض حديثها عن الأزمة المالية، قالت حاولوا تخيل السوق الذي تربح فيه الأغلبية بثبات ما تخسره الأقلية. /fi: maʕriḏi haði:θiha: ʕani lʔazmati lma:li:jati qa:lat ha:wilu: taxjjula ssu:qi llaḏi: tarbaḥu fi:hi: lʔaylabi:jatu biθaba:tin ma: taxsaruhu lʔaqali:ja/	13	52	08	32	04	16

Text (3): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The professor told him that his essay was incoherent, <u>whereupon he tore it up</u> and stormed out of the room, which made her call the head of the school angrily. أخبرته الأستاذة أن مقالته لم تكن مترابطة، حينئذ مزقها وخرج من الغرفة غاضبا، الأمر الذي دعاها لاستدعاء مدير المدرسة بغضب. /ʔaxbarathu lʔusta:ḏatu ʔanna	17	68	08	32	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
maqa:latahu lam takun mutra:biṭatun fi:na?iḏin mazzaqaha: wa xaraḡa mina lyurfati ya:ḡiban al?amru llaḏi: daʿa:ha: listidʿa:?i mudi:ra lmadrasati biyaḡab/						

Text (3): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, <u>which made her call the head of the school angrily.</u> أخبرته الأستاذة أن مقالته لم تكن مترابطة، حينئذ مزقها وخرج من الغرفة غاضبا، الأمر الذي دعاها لاستدعاء مدير المدرسة بغضب. /?axbarathu l?usta:ḏatu ?anna maqa:latahu lam takun mutra:biṭatun fi:na?iḏin mazzaqaha: wa xaraḡa mina lyurfati ya:ḡiban al?amru llaḏi: daʿa:ha: listidʿa:?i mudi:ru lmadrasati biyaḡab/	16	64	08	32	01	04

Text (4): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
If you do not understand <u>what I have already explained in this lecture,</u> you may ask whoever you meet before the final examinations start. إن لم تفهم ما شرحته لك أنفا في هذه المحاضرة، يمكنك أن تسأل أيهم تقابل قبل بداية الامتحانات النهائية.	17	68	08	32	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/ʔin lam tafham ma: ʃaraftuhu laka ʔanifan fi: haðihi lmufa:ðarati jumkinuka ʔan tasʔala ʔajuhumu tuqa:bilu qabla bida:jati lʔimtiʃa:na:ti nniha:ʔi:ja/						

Text (4): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
If you do not understand what I have already explained in this lecture, you may ask <u>whoever you meet before the final examinations start.</u> إن لم تفهم ما شرحت لك أنفا في هذه المحاضرة، يمكنك أن تسأل أيهم تقابل قبل بداية الامتحانات النهائية. /ʔin lam tafham ma: ʃaraftuhu laka ʔanifan fi: haðihi lmufa:ðarati jumkinuka ʔan tasʔala ʔajuhumu tuqa:bilu qabla bida:jati lʔimtiʃa:na:ti nniha:ʔi:ja/	21	84	04	16	00	00

Text (5):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
After a long debate in yesterday's meeting, he sent his son with the papers to another congressman's house, <u>whence they were spirited to a governor.</u> بعد محادثة طويلة في اجتماع يوم أمس، أرسل ابنه حامل الأوراق إلى منزل عضو آخر في البرلمان ولذلك فقد أسرعوا للحاكم. /baʔda mufa:waratin ʔawi:latin fi:	08	32	16	64	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ʒtima:ʕi jawma ʔamsi ʔarsala bnahu ħa:miɫan lʔawra:qa ila: manzili ʕuɖwin ʔaxara fi: lbarɫlama:ni wa liðalika faqad ʔasraʕu: lilħa:kim/						

Text (6): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Such information <u>as the sales manager has</u> , may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays. مثل هذه المعلومات التي بحوزة مدير المبيعات يمكن أن تؤثر على صناعة السيارات كنتيجة للأزمة المالية التي يعاني منها العالم حاليا. /miθla haðihi lmaʕlu:ma:ti llati: biħawzati mudi:ri lmabi:ʕa:ti jumkinu ʔan tuʔaθθira ʕala: ʕina:ʕati ssajja:ra:ti kanati:ʒatin lilʔazmati lma:li:jati llati: juʕa:ni minħa: lʕa:lamu ħa:li:ja:/	12	48	12	48	01	04

Text (6): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Such information as the sales manager has, may affect car manufacturing as a result of <u>the financial crisis from which the world is suffering nowadays</u> . مثل هذه المعلومات التي بحوزة مدير المبيعات يمكن أن تؤثر على صناعة السيارات كنتيجة للأزمة المالية التي يعاني منها العالم حاليا. /miθla haðihi lmaʕlu:ma:ti llati:	16	64	08	32	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
biḥawzati mudi:ri lmabi:ʕa:ti jumkinu ʔan tuʔaθθira ʕala: ʕina:ʕati ssajja:ra:ti kanati:ʒatin lilʔazmati lma:li:jati llati: juʕa:ni minha: lʕa:lamu ḥa:li:ja:/						

Text (7):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Sometimes they expect him to make a speech, <u>in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.</u> يتوقعونه أحيانا أن يلقي خطابا وفي حالة كذلك يعاني من حالة قلق مرعب طوال فترة الوجبة التي تسبق الاجتماع. /jatawaqqaʕu:nahu ʔaḥja:nan ʔan julqi: xiṭa:ban wa fi: ḥa:latin katilka juʕa:ni min ḥa:lati qalaqin murʕibin ṭiwa:la fatrati lwaʒbati llati: tasbiqulʔiʒtima:ʕ/	09	36	16	64	00	00

Text (8):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Some of <u>the girls [whom] I taught before I travelled</u> were not only pretty but also intelligent and open minded. بعض الفتيات اللاتي درستهن قبل أن أسافر لم يكن جماليات فحسب بل كن أيضا ذكيات وذو عقلية متفتحة. /baʕdu lfataja:ti lla:ti: darrastuhunna qabla ʔan ʔusa:fir lam jakunna ʒami:latin faḥasb bal kunna ḏaki:jatin wa ḏu: ʕaqlijatin mutafattiḥa/	10	40	15	60	00	00

Text (9):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The two players who scored the two victory goals</u> will be given valuable rewards by the newly elected prime minister. سيمنح اللاعبين اللذين أحرزا هدفي الفوز جائزة قيمة من رئيس الوزراء المنتخب أخيرا. /sajumnafu lla:ʕibajni llaðajni ʔafraza: hadafaji: lfawzi ʒa:ʔizatin qajimatan min raʔi:si lwuzara:ʔi lmuntaxabi ʔaxi:ra:/	11	44	14	56	00	00

Text (10):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The only reason behind the cancellation of the meeting was that [because] he lost his temper, <u>at which point, I decided to go home.</u> كان السبب الرئيس وراء تأجيل الاجتماع هو أنه فقد صوابه وعندها قررت الذهاب إلى البيت. /ka:na ssababu rraʔi:su wara:ʔa taʔʒi:li lʔiʒtima:ʕi huwa ʔannahu faqada ʃawa:bahu wa ʕindaha: qarrartu ððaha:ba ʔila lbajt/	09	36	16	64	00	00

Text (11):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
You have spent a week so far trying to persuade me of this idea but <u>what I do not understand is your extraordinary enthusiasm.</u> لقد أمضيت أسبوعا لحد الآن محاولا إقناعي بهذه الفكرة ولكن ما لم أستطع فهمه هو حماسك الشديدة.	20	80	05	20	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/laqad ʔamɖajta ʔusbu:ʕan lifadi lʔa:na muħa:wilan ʔiqna:ʕi: bihaðihi lfikrati walakin ma: lam ʔastaʔiʕ fahmuhu huwa ħama:satuka ʃʃadi:da/						

Text (12):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
We have to postpone the May meeting because she will not be available in May, <u>when she will be away on her annual business trip.</u> علينا تأجيل اجتماع شهر مايو لأنها لن تكون متواجدة في مايو، فعندئذ ستكون بعيدة في رحلة عملها التجارية السنوية. /ʕalajna: taʔʒi:lu ʒtima:ʕi ʃahri ma:ju: liʔannaha: lan taku:na mutawa:ʒidatun fi: ma:ju: faʕindaʔiðin sataku:nu baʕi:datun fi: riħlati ʕamaliha: ttiʒa:ri:jati ssanawi:ja/	11	44	14	56	00	00

Text (13): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
So many members did not come to the club last night, <u>which makes me wonder</u> why they did not come [and there were only a few members]. لم يأت أعضاء كثيرون للنادي مساء أمس، الأمر الذي جعلني أستغرب لعدم مجيئهم ولم يكن هناك إلا عدد قليل من الأعضاء. /lam jaʔti ʔaʕða:ʔun kaθi:ru:na llinna:di: masa:ʔa ʔamsi alʔamru llaði: ʒaʕalani: ʔastayribu liʕadami	13	52	12	48	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
maʒi:ʔihm wa lam jakun huna:ka ʔilla ʕadadun qali:lun mina lʔaʕda:ʔ/						

Text (13): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
So many members did not come to the club last night, which makes me wonder <u>why they did not come [and there were only a few members].</u> لم يأت أعضاء كثيرون للنادي مساء أمس، الأمر الذي جعلني أستغرب لعدم مجيئهم ولم يكن هناك إلا عدد قليل من الأعضاء. /lam jaʔti ʔaʕda:ʔun kaθi:ru:na llinna:di: masa:ʔa ʔamsi alʔamru llaθi: ʒaʕalani: ʔastayribu liʕadami maʒi:ʔihm wa lam jakun huna:ka ʔilla ʕadadun qali:lun mina lʔaʕda:ʔ/	19	76	06	24	00	00

Text (14): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
None of <u>the students who were absent for the whole week</u> gave a reason for being absent, which may affect their level this term. لم يقدم أي من الطلاب الذين كانوا غائبين طوال الأسبوع سبباً لذلك، الأمر الذي سيؤثر على مستواهم العلمي هذا الفصل. /lam juqaddim ʔajjun mina tʔulla:bi llaθi:na ka:nu: ʔa:ʔibi:na tʔiwa:la lʔisbu:ʕi sababan liθalik alʔamru llaθi: sajuʔaθθiru ʕala: mustawa:humu lʕilmijju haθa: lfaʕl/	17	68	08	32	00	00

Text (14): relative clause two

The Text	Acc. T.	%	Unacc.T.	%	Unatt. T.	%
None of the students who were absent for the whole week gave a reason for being absent, <u>which may affect their level this term.</u> لم يقدم أي من الطلاب الذين كانوا غائبين طوال الأسبوع سببا لذلك، الأمر الذي سيؤثر على مستواهم العلمي هذا الفصل. /lam juqaddim ?ajjun mina t̤ulla:bi llaði:na ka:nu: ɣa:ʔibi:na t̤iwa:la lʔisbu:ʔi sababan liðalik alʔamru llaði:saju?aθθiru ʔala: mustawa:humu lʔilmijju haða: lfaʃl/	08	32	17	68	00	00

Text (15): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was having lunch in the restaurant, I met <u>the boy and the girl who were studying with me at the university</u> and who had got married recently. عندما كنت أتناول وجبة الغذاء في المطعم، قابلت الشاب والفتاة اللذين كانا يدرسان معي في الجامعة واللذين قد تزوجا حديثا. /ʔindama: kuntu ?atana:walu waʒbata lyaða:ʔi fi: lmaʔʔami qa:baltu ʃʃa:bba wa lfata:ta llaðajni ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati wa llaðajni tazawaʒa: haði:θa:/	01	04	24	96	00	00

Text (15): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and <u>who had got married recently.</u> عندما كنت أتناول وجبة الغذاء في المطعم، قابلت الشاب والفتاة اللذين كانا يدرسان معي في الجامعة واللذين قد تزوجا حديثاً. /ʔindama: kuntu ʔatana:walu waʒbata lyaða:ʔi fi: lmaʔʔami qa:baltu ʃʃa:bba wa lfata:ta llaðajni ka:na: jadrusa:ni maʔi: fi: lʒa:miʔati wa llaðajni tazawaʒa: ʔadi:ða:/	03	12	22	88	00	00

Text (16): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>Mrs. Britos, who is the librarian,</u> reported that some books, most of which were in German, are missing but I told her that I have never touched them. قالت السيدة بريتوس التي تعمل بالمكتبة أن بعض الكتب والتي أغلبها مكتوب بالألمانية قد فقدت ولكني أخبرتها أنه لم يسبق لي أن لمستها. /qa:lati ssajidatu bri:tu:su llati: taʔmalu bilmaktabati ʔanna baʔaða lkutubi wa llati: ʔaylabuha: maktu:bun bilʔalma:ni:jati qad fuqidat walakinni: ʔaxbartuha: ʔannahu lam jasbiq li: ʔan lamastuha:/	13	52	12	48	00	00

Text (16): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Mrs. Britos, who is the librarian, reported that some books, <u>most of which were in German</u>, are missing but I told her that I have never touched them. قالت السيدة بريٲوس التي تعمل بالمكتبة أن بعض الكتب والتي أغلبها مكتوب بالألمانية قد فقدت ولكني أخبرتها أنه لم يسبق لي أن لمستها. /qa:lati ssajidatu bri:tu:su llati: taʕmalu bilmaktabati ʔanna baʕaɖa lkutubi wa llati: ʔaylabuha: maktu:bun bilʔalma:ni:jati qad fuqidat walakinni: ʔaxbartuha: ʔannahu lam jasbiq li: ʔan lamastuha:/	11	44	13	52	01	04

Text (17):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Historically, George Washington, <u>who is said to have cut down a cherry tree</u>, was the first president of the United States of America. من ناحية تاريخية، فإن جورج واشنطن الذي قيل أنه قطع أشجار الكرز كان أول رئيس للولايات المتحدة الأمريكية. /min na:hi:jatin ta:ri:xi:jatin faʔinna ʒurʒ wa:ʃinʔunu allaði: qi:la ʔannahu qaɖaʕa ʔʒa:ra lkarazi ka:na ʔawalu raʔi:sin lilwila:ja:ti lmuttafidati lʔamri:ki:ja/	05	20	19	76	01	04

Text (18): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
He did not take the bag to the porter because <u>the person who left it</u>, who must be very careless, will probably come back for it. لم يأخذ الحقيبة إلى رجل الأمن لأن الشخص الذي تركها والذي يبدو أنه مهمل جدا سيعود لأخذها. /lam ja?xuði lħaqibata ?ila: raʒuli l?amni li?anna ʃʃaxʂa llaði: tarakaha: wa llaði: jabdu: ?annahu muhmilun ʒiddan sajaʕu:du li?axðiha:/	21	84	03	12	01	04

Text (18): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
He did not take the bag to the porter because the person who left it, <u>who must be very careless</u>, will probably come back for it. لم يأخذ الحقيبة إلى رجل الأمن لأن الشخص الذي تركها والذي يبدو أنه مهمل جدا سيعود لأخذها. /lam ja?xuði lħaqibata ?ila: raʒuli l?amni li?anna ʃʃaxʂa llaði: tarakaha: wa llaði: jabdu: ?annahu muhmilun ʒiddan sajaʕu:du li?axðiha:/	11	44	12	48	02	08

Text (19): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was walking on my way to the university, I met <u>the two girls who were my colleagues a few years ago</u> and who became famous writers. عندما كنت في طريقي إلى الجامعة، قابلت الفتاتين	03	12	22	88	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
اللتين كانتا زميلتي قبل سنوات مضت واللتين أصبحتا كاتبتين مشهورتين. /ʕindama: kuntu fi: ɬari:qi: ʔila: lʒa:miʕati qa:baltu lfata:tajni llatajni ka:nata: zami:lata:ja qabla sanawa:tin maɖat wa llatajni ʔaʃbafata: ka:tibatajni maʃhu:ratajn/						

Text (19): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
When I was walking on my way to the university, I met the two girls who were my colleagues a few years ago and <u>who became famous writers.</u> عندما كنت في طريقي إلى الجامعة، قابلت الفتاتين اللتين كانتا زميلتي قبل سنوات مضت واللتين أصبحتا كاتبتين مشهورتين. /ʕindama: kuntu fi: ɬari:qi: ʔila: lʒa:miʕati qa:baltu lfata:tajni llatajni ka:nata: zami:lata:ja qabla sanawa:tin maɖat wa llatajni ʔaʃbafata: ka:tibatajni maʃhu:ratajn/	02	08	23	92	00	00

Text (20): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The film and the play which we watched last week,</u> and which you said were interesting, will be shown again next week. إن الفيلم والمسرحية اللذين شاهدناهما الأسبوع الماضي واللذين قلت أنهما ممتعين سيعرضان ثانية الأسبوع القادم.	01	04	24	96	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T	%
/ʔinna lfilma wa lmasrafi:jata llaðajni ʃa:hadna:huma: lʔusbu:ʕa lma:ði: wa llaðajni qulta ʔannahuma: mumtiʕajni sajuʕraða:ni θa:ni:jatan ilʔusbu:ʕu lqa:dim/						

Text (20): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The film and the play which we watched last week, and <u>which you said were interesting</u> , will be shown again next week. إن الفلم والمسرحية اللذين شاهدناهما الأسبوع الماضي واللذين قلت أنهما ممتعين سيعرضان ثانية الأسبوع القادم. /ʔinna lfilma wa lmasrafi:jata llaðajni ʃa:hadna:huma: lʔusbu:ʕa lma:ði: wa llaðajni qulta ʔannahuma: mumtiʕajni sajuʕraða:ni θa:ni:jatan ilʔusbu:ʕu lqa:dim/	01	04	24	96	00	00

Text (21):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The detective is very clever. He met <u>the boy and the girl whose father was killed</u> and within twenty four hours he could know who the murderer was. إن المحقق بارع جداً، فقد قابل الولد والفتاة اللذين قتل أباهما وخلال أربع وعشرون ساعة استطاع أن يعرف من كان القاتل. /ʔinna lmuʔaqqiqa ba:riʕun ʒiddan faqad qa:bala lwalada wa lfata:ta	02	08	23	92	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
llaḏajni qutila ʔaba:huma: wa xila:la ʔarbaʕin wa ʕiʃru:na sa:ʕatin istaṭa:ʕa ʔan jaʕrifa man ka:na lqa:til/						

Text (22): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo</u> were pierced just enough to let in a ray of hope, which could not be satisfactory. لقد تم خرق الجدارين اللذين شكلتهما القوات الصربية حول العاصمة سراييفو بشكل قد يسمح ببصيص أمل الأمر الذي لا يكون مرضيا. /laqad tamma xarqu lʒida:rajni llaḏajni ʃakkalathuma: lquwa:tu ʃʃirbi:jatu ḥawla lʕa:ʃimati saraji:fu: biʃaklin qad jasmaḥu bibaʕi:ʕi ʔamal alʔamru llaḏi: qad la: jaku:nu murḏija:/	01	04	22	88	02	08

Text (22): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The two walls that the Serbian forces had formed around the Bosnian capital of Sarajevo were pierced just enough to let in a ray of hope, <u>which could not be satisfactory.</u> لقد تم خرق الجدارين اللذين شكلتهما القوات الصربية حول العاصمة سراييفو بشكل قد يسمح ببصيص أمل الأمر الذي لا يكون مرضيا. /laqad tamma xarqu lʒida:rajni llaḏajni ʃakkalathuma: lquwa:tu ʃʃirbi:jatu	03	12	19	76	03	12

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ħawla lʔa:simati saraji:fu biħaklin qad jasmaħu bibaši:ši ʔamal alʔamru llaði: qad la: jaku:nu murđija:/						

Text (23):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
While we were preparing ourselves for the final examinations, we read <u>a book whose ideas and information confused us a lot.</u> بينما كنا نحضر أنفسنا للامتحانات النهائية قرأنا كتابا أربكتنا أفكاره ومعلوماته كثيرا. /bajnama: kunna: nuħađđiru ʔanfusana: lilʔimtiħa:na:ti nniha:ʔi:jati qaraʔna: kita:ban ʔarbakatna: ʔafka:ruhu wa maʔlu:ma:tuhu kaθi:ra:/	12	48	13	52	00	00

Text (24): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The study, which looks at living patterns among young Scottish high school students,</u> is an attempt to establish how people of this age group live in the Scotland of today. إن الدراسة التي تهتم بأنماط الحياة لطلاب الثانويات الاسكتلندية ما هي إلا محاولة لتوضيح كيفية عيش هذه الفئة العمرية في اسكتلندا اليوم. /ʔinna ddirasata llati: tahtammu biʔanma:ti lħaja:ti liṭulla:bi θθa:nawi:ja:ti lʔuskutlandi:jatu ma: ħija ʔilla muħa:walatun litawđi:ħi kajfi:jatu ʔajfi hađiħi lfiʔatu lʔumri:jatu fi: skutlanda: ljawm/	18	72	06	24	01	04

Text (24): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study, which looks at living patterns among young Scottish high school students, is an attempt to establish <u>how people of this age group live in the Scotland of today.</u> إن الدراسة التي تهتم بأنماط الحياة لطلاب الثانويات الاسكتلندية ما هي إلا محاولة لتوضيح كيفية عيش هذه الفئة العمرية في اسكتلندا اليوم. /ʔinna ddirasata llati: tahtammu biʔanma:ti lʔaja:ti liʔulla:bi θθa:nawi:ja:ti lʔuskutlandi:jatu ma: hija ʔilla muʔa:walatun litawʔi:hi kajfi:jatu ʔajfi haʔihi lfiʔatu lʔumri:jatu fi: skutlanda: ljawm/	08	32	16	62	01	04

Text (25): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Take <u>whichever of these books you want</u> before I present them to my friends, and whatever you pay will be enough. خذ أيًا من هذه الكتب تريد قبل أن أهديتها لأصدقائي وأي مبلغ تدفعه سيكون كافيا. /xuð ʔajjan min haʔihi lkutubi turi:du qabla ʔan ʔuhdi:ha: liʔaʔdiqa:ʔi: wa ʔajju mablayin tadfaʔhu sajaku:nu ka:fija:/	11	44	14	56	00	00

Text (25): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Take whichever of these books you want before I present them to my friends, and <u>whatever you pay will be enough.</u> خذ أيًا من هذه الكتب تريد قبل أن أهديتها لأصدقائي وأني مبلغ تدفعه سيكون كافيا. /xuð ʔajjan min haðihi lkutubi turi:du qabla ʔan ʔuhdi:ha: liʔaʂdiqa:ʔi: wa ʔajju mablayin tadfaʕhu sajaku:nu ka:fija:/	10	40	15	60	00	00

Text (26):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Because I like travel and tourism very much, I will travel to Rome <u>when I finish my studies before I go back home.</u> بسبب حبي للسفر والسياحة كثيرا، سأسافر إلى روما عندما أنهى دراستي وقبل رجوعي إلى أرض الوطن. /bisababi hubbi: lissafari wa ssija:fiati kaθi:ran saʔusa:firu ʔila: ru:ma: ʕindama: ʔunhi: dira:sati: wa qabla ruʒu:ʕi: ʔila: ʔarði lwaʔan/	24	96	01	04	00	00

Text (27): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
My mother insists on my getting married but I am refusing because of <u>a girl whom I met three years ago</u> and wherever I go, I'm unable to forget.	17	68	08	32	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
تصر أمي كثيرا علي كي أتزوج ولكني أرفض بسبب الفتاة التي قابلتها قبل ثلاث سنوات وأينما أذهب لم أستطع نسيانها. /tuʃirru ʔumi: kaθi:ran ʔalajja kaj ʔatazawwɜu wa lakinni: ʔarfuɖu bisababi lfata:ti llati: qa:baltuha: qabla θala:θi sanawa:tin wa ʔajnama: ʔaðhab lam ʔastaʔiʔ nisja:naha:/						

Text (27): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and <u>wherever I go, I'm unable to forget.</u> تصر أمي كثيرا علي كي أتزوج ولكني أرفض بسبب الفتاة التي قابلتها قبل ثلاث سنوات وأينما أذهب لم أستطع نسيانها. /tuʃirru ʔumi: kaθi:ran ʔalajja kaj ʔatazawwɜu wa lakinni: ʔarfuɖu bisababi lfata:ti llati: qa:baltuha: qabla θala:θi sanawa:tin wa ʔajnama: ʔaðhab lam ʔastaʔiʔ nisja:naha:/	18	72	07	28	00	00

Text (28): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>The British archaeologists, who were doing some excavations in the Cathedral,</u> said that they found an old coin whose date had become worn and illegible. قال علماء الآثار البريطانيون الذين كانوا يقومون	21	84	03	12	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ببعض الحفريات في الكنيسة الكاتدرائية أنهم وجدوا عملة قديمة أصبح تاريخها بال وغير مقروء. /qa:la ʔulama:ʔu lʔaθa:ri lbri:ʔa:ni:ju:na llaði:na ka:nu: jaqu:mu:na bibaʔaði lhafri:ja:ti fi: lkani:sati lka:θidra:ʔi:jati ʔannahum waʒadu: ʔumlatan qadi:matan ʔaʃbaʃa ta:ri:xuha: ba:lin wa ʔajru maqru:ʔ/						

Text (28): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The British archaeologists, who were doing some excavations in the Cathedral, said that they found an old coin <u>whose date had become worn and illegible.</u> قال علماء الآثار البريطانيون الذين كانوا يقومون ببعض الحفريات في الكنيسة الكاتدرائية أنهم وجدوا عملة قديمة أصبح تاريخها بال وغير مقروء. /qa:la ʔulama:ʔu lʔaθa:ri lbri:ʔa:ni:ju:na llaði:na ka:nu: jaqu:mu:na bibaʔaði lhafri:ja:ti fi: lkani:sati lka:θidra:ʔi:jati ʔannahum waʒadu: ʔumlatan qadi:matan ʔaʃbaʃa ta:ri:xuha: ba:lin wa ʔajru maqru:ʔ/	09	36	15	60	01	04

Text (29): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Yesterday, I met <u>the two boys who were studying with me at the high school level.</u> I could recognise one of them but I could not recognise the other. The one whom I						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
could not recognise has changed a lot. يوم أمس، قابلت الولدين اللذين كانا يدرسان معي بالمرحلة الثانوية وقد استطعت التعرف على أحدهما ولم أستطع التعرف على الآخر، فالولد الذي لم أستطع التعرف عليه قد تغير كثيرا. /jawma ?ams qa:baltu lwaladajni llaðajni ka:na: jadrusa:ni maʕi: bilmarʕalati θθa:nawi:jati wa qad istaʕaʕtu ttaʕarrufa ʕala: ?aʕadhihima: wa lam ?astaʕiʕ attaʕarrufa ʕala: lʔaxari falwaladu llaði: lam ?astaʕiʕ attaʕarrufa ʕalajhi qad taʔajjara kaθi:ra:/	04	16	21	84	00	00

Text (29): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Yesterday, I met the two boys who were studying with me at the high school level. I could recognise one of them but I could not recognise the other. <u>The one whom I could not recognise has changed a lot.</u> يوم أمس، قابلت الولدين اللذين كانا يدرسان معي بالمرحلة الثانوية وقد استطعت التعرف على أحدهما ولم أستطع التعرف على الآخر، فالولد الذي لم أستطع التعرف عليه قد تغير كثيرا. /jawma ?ams qa:baltu lwaladajni llaðajni ka:na: jadrusa:ni maʕi: bilmarʕalati θθa:nawi:jati wa qad istaʕaʕtu attaʕarrufa ʕala: ?aʕadhihima: wa lam ?astaʕiʕ attaʕarrufa ʕala: lʔaxari falwaladu llaði: lam ?astaʕiʕ ttaʕarrufa ʕalajhi qad taʔajjara kaθi:ra:/	17	68	08	32	00	00

Text (30): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study aims to clarify that <u>those who have close ties to their region</u> are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness. تهدف الدراسة لتوضيح أن أولئك الذين لديهم روابط وثيقة بأوطانهم يشعرون بالأمن والسعادة أينما ذهبوا وأن فقدان الهوية الوطنية ربما يساهم في جلب التماس. /tahdufu ddira:satu litawɖi:fi ?anna ?ula?ika llaɖi:na ladajhimu rawa:biɕa waθi:qatun bi?awɕa:nihim jaɕ?uru:na bil?amni wa ssa?a:dati ?ajnama: ɖahabu: wa ?anna fuqda:na lhuwi:jata lwaɕani:jata rubbama: jusa:himu fi: ɕalbi tta?a:sa/	15	60	08	32	02	08

Text (30): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy <u>wherever they are</u> and that the lack of regional identity could contribute to unhappiness. تهدف الدراسة لتوضيح أن أولئك الذين لديهم روابط وثيقة بأوطانهم يشعرون بالأمن والسعادة أينما ذهبوا وأن فقدان الهوية الوطنية ربما يساهم في جلب التماس. /tahdufu ddira:satu litawɖi:fi ?anna ?ula?ika llaɖi:na ladajhimu rawa:biɕa waθi:qatun bi?awɕa:nihim jaɕ?uru:na	14	56	09	36	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
bilʔamni wa ssaʕa:dati ʔajnama: ʕahabu: wa ʔanna fuqda:na lhuwi:jata lwaṭani:jata rubbama: jusa:himu fi: ʕalbi ttaʕa:sa/						

APPENDIX TWO: DATA ANALYSIS OF TEST TWO (ARABIC-ENGLISH TRANSLATION)

In a like manner, the following is the analysis of the Arabic-English translation test (Test II). The analysis is only concerned with the translation of relative clauses and their antecedents which are underlined and in bold. The translations of the texts given in the tables below are my own suggested translations and the students' correct ones are not necessarily exactly the same. The abbreviations used in the tables below are: *Acc. T.* means acceptable translation; *Unacc. T.* means unacceptable translation; and *Unatt. T.* means unattempted translation. This analysis is as follows:

Text (1):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات وأنا فخور بأنني درست مع أولئك <u>الفتيات اللاتي أصبحن كاتبات مشهورات</u> /?indama kuntu fi: lʒa:miʕati darastu maʕa maʒmu:ʕatin mina lfatja:ti lmutamaji:za:ti wa ʔana: faxu:run biʔanni: darastu maʕa ʔulaʔika lfataja:ti lla:ti: ʔaʃbaʕna ka:tiba:tin maʃhura:t/ When I was at the university level, I studied with a group of distinguished girls and I am proud that I have studied with girls who became well known writers.	15	60	10	40	00	00

Text (2):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما <u>الجمالان</u> <u>الرائعتان اللتان قالهما في النهاية.</u> /fi: lhaflɪ lxita:miji lilmʔutamari ssanawiji θa:liθi littarʒamati taħaddaθa	14	56	10	40	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
lbrufisuru smiθ wa ka:nat ha:ta:ni huma: lʒumlata:ni rra:ʔiʕata:ni llata:ni qa:lahuma: fi: nniha:ja/ At the closing party of the third annual translation conference, professor Smith spoke. These are the two great sentences which he said at the end.						

Text (3):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت <u>الفتاتين اللتين تحصلتا على درجة الامتياز</u> ثم تحصلتا على منحة دراسية بالخارج فيما بعد. /baʕda muru:ri ʔakθara min rubʕi qarnin ʕala ʔafli ttaxarruʒi mina lʒa:miʕati qa:baltu lfata:tajni llatajni taʔaʕʕalata ʕala daraʒati lʔimtiʒa:zi θumma taʔaʕʕalata ʕala minʔatin dirasi:jatin bilxa:riʒi fi:ma: baʕd/ After more than twenty five years had passed since the graduation party, I met the two girls who got distinction and who then got a scholarship to study abroad.	15	60	10	40	00	00

Text (4):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في طريق عودتها إلى المنزل، قالت إنها رأت <u>الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.</u> /fi: ʔari:qi ʕawdatiha: ʔila: lmanzili						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
qa:lat ?innaha: ra?ati rraʒulajni llaðajni saraqɑ: sajjarataha wa ɦa:wala: l?i?tida:ʔi ʕala ʔifliha: ʃʃaxi:ru munðu ʔasa:bi:ʕa xalat/ On her way back home, she said that she had seen the two men who stole her car and tried to hit her little child weeks before.	14	56	11	44	00	00

Text (5): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى <u>ماذا يجري</u> ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل اتضح أنها كانت مجرد ألعاب نارية. /bajnama: kunna: natana:walu lʕaʃa:ʔ fi: manzili ʕammi: samiʕna: ʔaʃwa:tan ɣari:batan bilxa:riʒi faʔsraʕtu liʔara: ma:ðɑ: jaʒri: wawaqafa nnisa:ʔu fi: lmaqa:ʃiri janʒurna ma:ðɑ: ɦadaθa wa baʕda qali:lin ittaðafɦa ʔannaha: ka:nat muʒarrada ʔalʕa:bin na:ri:ja/ While we were having dinner in my uncle's house, we heard some strange sounds outside; I rushed to see what was happening and the women stood on the balcony to see what was happening also. After a while, it appeared that they were no more than fireworks.	24	96	01	04	00	00

Text (5): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن <u>ماذا حدث</u> وبعد قليل اتضح أنها كانت مجرد ألعاب نارية. /bajnama: kunna: natana:walu lʔaʃa:ʔ fi: manzili ʔammi: samiʔna: ʔaʃwa:tan ɣari:batan bilxa:riʒi faʔsraʔtu liʔara: ma:ða: jaʒri: wawaqafa nnisa:ʔu fi: lmaqa:ʃiri janʒurna ma:ða: hadaθa wa baʔda qali:lin ittaðaʃa ʔannaha: ka:nat muʒarrada ʔalʔa:bin na:ri:ja/ While we were having dinner in my uncle's house, we heard some strange sounds outside; I rushed to see what was happening and the women stood on the balcony to see what was happening also. After a while, it appeared that they were no more than fireworks.	18	72	06	24	01	04

Text (6): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيها الناس، اسمعوا وعوا، <u>من عاش مات</u>، ومن مات فات، وما هو آت آت، آيات محكمات، مطر ونبات، وآباء وأمّهات، وذاهب وآت (قس بن ساعدة). /ʔajjuha: nna:su smaʔu: wa ʔu: man ʔa:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ʔatin ʔat ʔaja:tun muʃkama:t maʃarun wa naba:t wa ʔaba:ʔun wa ʔummaha:t wa ða:hibun wa ʔat/	01	04	22	88	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.						

Text (6): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيها الناس، اسمعوا وعوا، من عاش مات، <u>ومن مات فات</u>، وما هو آت آت، آيات محكمات، مطر ونبات، وآباء وأمّهات، وذاهب وآت (قس بن ساعدة). /ʔajjuha: nna:su ʔismaʕu: wa ʕu: man ʕa:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ʔatin ʔat ʔaja:tun muʔkama:t maʕarun wa naba:t wa ʔaba:ʔun wa ʔummaha:t wa ʕa:hibun wa ʔat/ Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.	00	00	22	88	03	12

Text (6): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، <u>وما هو آت آت</u>، آيات محكمات، مطر ونبات، وآباء وأمّهات، وذاهب وآت (قس بن ساعدة). /ʔajjuha: nna:su ʔismaʕu: wa ʕu: man ʕa:ʃa ma:t wa man ma:ta fa:t wa ma: huwa ʔatin ʔat ʔaja:tun muʔkama:t	01	04	22	88	02	08

maṭarun wa naba:t wa ?aba:?un wa ?ummaha:t wa ḏa:hibin wa ?at/ Oh people, listen and consider, he who lives dies, and he who dies ends, and whatever is coming will come: meaningful signs, fathers and mothers, and people leaving as others come.						

Text (7): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال دخلت قصور ملوك الجان. وحلمت بأن تتزوجني بنت السلطان <u>تلك العيناها</u> <u>أصفى من ماء الخلجان</u> تلك الشفتاها أشهى من زهر الرمان وحلمت بأني أخطفها مثل الفرسان (نزار قباني). /ʔallamani: ʔubbuki ʔaʃja:?an ma: ka:nat ʔabadan fi: lʔusba:ni faqara?tu ʔaqa:ʃi:ʃa lʔaṭfa:li daxaltu quʃu:ra mulu:ki lʒa:ni wa ʔalumtu bi?an tatazawaʒani: bintu ʃʃulta:ni tilka lʔajna:ha: ʔaʃfa: min ma:?i lxulʒa:ni tilka lʔafata:ha ʔaʃha: min zahri rrumma:ni wa ʔalumtu bi?ani: ʔaxṭufuha miθla lfursa:n/ (Nizar Qabbani). Your love taught me things that have never been taken into account, I read children's stories, I entered the palaces of genies kings, and dreamed that the sultan's daughter would marry me whose eyes are clearer than gulf water	07	28	16	64	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
and whose lips are more delicious than the roses of the pomegranate, and I dreamed also that I would rescue her like a knight.						

Text (7): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
علمني حبك أشياء ما كانت أبدا في الحسان، فقرأت أقاصيص الأطفال. دخلت قصور ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجان <u>تلك الشفتاها أشهى من زهر الرمان</u> وحلمت بأني أخطفها مثل الفرسان (نزار قباني). /ʔallamani: ʔhubbuki ʔafja:ʔan ma: ka:nat ʔabadan fi: lʔusba:ni faqaraʔtu ʔaqa:ʃi:ʃa lʔaʔfa:li daxaltu quʃu:ra mulu:ki lʒa:ni wa ʔalumtu biʔan tatazawaʒani: bintu ʃʃulta:ni tilka lʔajna:ha: ʔaʃfa: min ma:ʔi lxulʒa:ni tilka lʔafata:ha ʔaʃha: min zahri rrumma:ni wa ʔalumtu biʔani: ʔaxʔufuha miθla lfursa:n/ (Nizar Qabbani) Your love taught me things that have never been taken into account, I read children's stories, I entered the palaces of genies kings, and dreamed that the sultan's daughter would marry me whose eyes are clearer than gulf water and whose lips are more delicious than the roses of the pomegranate, and I dreamed also that I would rescue her like a knight.	06	24	14	56	05	20

Text (8): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية التي قد يمر بها إنسان على وجه الأرض؟ /al?ana qad ʒi?ti na:dimatan faman ða: ?abʕadaki ʕanni wa ?ana: fi: ʃiddati lʔuzni wa ?aʔlaki ʒʒurufi lqa:si:jati llati: qad jamurru biha: ?insa:nun ʕala: waʒhi lʔarð/ Now you came with regret, but who made you go far away from me when I was very sad and facing the most miserable circumstances that a man on Earth may face?	12	48	11	44	02	08

Text (8): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك <u>الظروف القاسية التي قد يمر بها إنسان على وجه الأرض؟</u> /al?ana qad ʒi?ti na:dimatan faman ða: ?abʕadaki ʕanni wa ?ana: fi: ʃiddati lʔuzni wa ?aʔlaki ʒʒurufi lqa:si:jati llati: qad jamurru biha: ?insa:nun ʕala: waʒhi lʔarð/ Now you came with regret, but who made you go far away from me when I was very sad and facing the most miserable circumstances that a man on Earth may face?	11	44	10	40	04	16

Text (9):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
أظن هاهو تاركي بمضلة من الأرض لا مال لدي ولا ولد، ولا أحد أفضي إليه وصيتي ولا صاحب إلا المطية والرحل، محا حبها <u>حب الأولى كن قبلها</u> وحلت مكانا لم يكن حل من قبل (قيس بن الملوح). /ʔaʔunnu ha: huwa ta:riki: bimaɖallatin mina lʔarɖi la: ma:lun ladajja wa la: waladu wa la: ʔaɦada ʔufɖi: ʔilajhi waʃijati: wa la: ʃa:ɦibun ʔilla lmaɦi:jata wa rraɦlu maɦa: ɦubbuha: ɦubba lʔula: kunna qablaha: wa ɦallat maka:nan lam jakun ɦulla min qablu/ I think that he is the one who left me alone on Earth; I had no money or children. No one to tell my will or a friend but the mount. Her love erased the love of those who came before and she occupied a place (in my heart) that has never been occupied before.	00	00	09	36	16	64

Text (10):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس ثانية، <u>الأمر الذي أربك خططنا المستقبلية كثيرا</u>. /ʔala: rruɦmi min taʔzi:li lʔiʔtima:ʔi marratajni fi: ssa:biq faqad ɦa:ba lmudi:ru ʔani ʔtima:ʔi lʔamsi ɦa:ni:jatan alʔamru llaɦi: ʔarbaka xuɦaɦana: lmustaɦbali:jata kaɦi:ra:/ Despite postponing the meeting twice	03	12	20	80	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
in the past; the manager was absent from yesterday's meeting, which confused our future plans a lot.						

Text (11): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا على جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.</u> /ʔinna rraʒulajni llaðajni riwa:ja:tihi: tuba:ʔu biʃaklin ʔajru ʔa:di:jin haðihi lʔajja:mu tafaʃʃala: ʔala: ʒa:ʔizati nubil lilʔada:bi llati: tumnaʔu liʔaʃha:bi lʔaʕma:li lʔadabi:jati lmumajaza/ The two men whose novels are sold in great numbers these days have received the Nobel Prize for Literature which is given to writers of distinguished literary works.	08	32	17	68	00	00

Text (11): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا على جائزة نوبل للآداب التي تمنح لأصحاب الأعمال الأدبية المميزة.</u> /ʔinna rraʒulajni llaðajni riwa:ja:tihi: tuba:ʔu biʃaklin ʔajru ʔa:di:jin haðihi lʔajja:mu tafaʃʃala: ʔala: ʒa:ʔizati nubil lilʔada:bi llati: tumnaʔu liʔaʃha:bi lʔaʕma:li lʔadabi:jati lmumajaza/	13	52	11	44	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The two men whose novels are sold in great numbers these days have received the Nobel Prize for Literature which is given to writers of distinguished literary works.						

Text (12):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه. /ʕindama: qarrarna: ɔɔaha:ba liqɖa:ʔi lʕuʔlata ʃʃajfi:jata fi: ʃʃarqi lʔawsati ka:na baʕɖuna: mutaradidan bisababi ʕadami maʕrifatina: bilʔama:kini ssi:ja:hijati wa lakin qad ʔakada lmasʔu:lu:na ʔannahum sajursilu:na murʃidan sija:hi:jan jumkinu lʔiʕtima:du ʕalajh/ When we decided to spend the summer vacation in the Middle East, some of us were hesitant because we did not know the tourist sites. The officials confirmed that they would send a tourist guide on whom we could rely.	04	16	16	64	05	20

Text (13):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت <u>كوندليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عام.</u>						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/ba?da ntiha:?i ?azmat lukirbi wa ʔawdati lʔala:qa:ti lʔamriki:jati lli:bi:jati ʔaʃbaʔat kunduli:za ra:js ʔakbara masʔu:lin ʔamriki:jīn jazuru li:bja: munðu naji:fin wa xamsi:na ʔa:m/ After the end of Lockerbie Case (Bombing) and the restoring of American Libyan relations, Condoleezza Rice was the first prominent American official who visited Libya in over fifty years.	07	28	14	56	04	16

Text (14): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن</u> يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جننا منه وسنعود إليه. /kullu ma: juħawilu lfardu ʔan jarsumahu lilmustaqbali jumkinu ʔan jataħawala fi: laħẓatin wa:ħidatin ʔila: rama:din bisababi haða: lʔa:lami lmaẓhu:li llaði: ẓi?na: minhu wa sanaʔu:du ʔilajh/ Everything that a man tries to plan for the future could, in a moment, turn into ash due to the unknown world from which we came and to which we shall return.	06	24	19	76	00	00

Text (14): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب <u>هذا العالم المجهول الذي جننا منه وسنعود إليه.</u> /kullu ma: juḥawilu lfardu ?an jarsumahu lilmustaqbali jumkinu ?an jataḥawala fi: laḥẓatin wa:ḥidatin ?ila: rama:din bisababi haḏa: lʿa:lami lmaẓhu:li llaḏi: ẓi?na: minhu wa sanaʿu:du ?ilajh/ Everything that a man tries to plan for the future could, in a moment, turn into ash due to the unknown world from which we came and to which we shall return.	04	16	20	80	01	04

Text (15): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم <u>العلماء الذين يأخذ علمهم من الكتب</u> والذين بينهم وبين الأزهر سبب قوي أو ضعيف (طه حسين). /ka:na liha:ʔula:ʔi lfuqaha:ʔi ʔilmun muxa:lifun kulla lmuxa:lafati liʔilmi lʔulama:ʔi llaḏi:na ju?xaḏu ʔilmihimu mina lkutubi wa llaḏi:na bajnahumu wa bajna lʔazhari sababun qawi:jun ?aw ḍaʔi:f/ These jurists had a knowledge completely different from that of <i>ulemas</i>, who had learned from books and who had a more or less close connection with Al-Azhar (Taha Hussain).	18	72	05	20	02	08

Text (15): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
كان لهؤلاء الفقهاء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب <u>والذين بينهم وبين الأزهر سبب قوى أو ضعيف</u> (طه حسين). /ka:na liha:ʔula:ʔi lfuqaha:ʔi ʔilmun muxa:lifun kulla lmuxa:lafati liʔilmi lʔulama:ʔi llaʔi:na juʔxaʔu ʔilmihimu mina lkutubi wa llaʔi:na bajnahumu wa bajna lʔazhari sababun qawi:jun ʔaw ɖaʔi:f/ These jurists had a knowledge completely different from that of <i>ulemas</i>, who had learned from books and who had a more or less close connection with Al-Azhar (Taha Hussain).	05	20	17	68	03	12

Text (16):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
في إطار العمل العربي المشترك والعلاقات الثنائية الحيدة وحسن الجوار فإن <u>ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا</u>. /fi: ʔiʔa:ri lʔamali lʔarabi:ji lmuʃtaraki wa lʔala:qa:ti lʔajidati wa ʔusni lʔiwa:ri faʔinna li:bja: wa lʔaza:ʔir llatajni waqqaʔata: ttifa:qi:jata ttaʔawuni lmuʃtaraki sajuʃaddirani nnifʔa maʔan/ Due to the mutual work among the Arab Nations and the good relationship and neighbourhood between Libya and Algeria, who both signed the cooperation agreement, will export oil together.	07	28	14	56	04	16

Text (17):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من <u>أهم الجامعات التي تهتم بدراسة اللغات</u> وخاصة الترجمة وعلوم اللغة العربية. /ʔindama: tabħaθu ʔan dira:sati lluya:ti lħadi:θati fi: briṭa:nja: faʔalajka biṣa:miʔati daram liʔannaha: min ʔahammi lʒa:miʔa:ti llati: tahtammu bidira:sati lluya:ti wa xa:ssatan ttarʒamati wa ʔulu:mi lluyati lʔarabi:ja/ When looking to study modern languages in Britain, you should go to Durham University because it is one of the most important universities especialising in languages, with a focus on translation and Arabic linguistics.	20	80	05	20	00	00

Text (18): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقام من <u>الذي قتل الأبرياء</u>) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟ /alʔintiqa:mu mina llaḏi: qatala lʔabrija:ʔa ʔunwa:nu hika:jatina: lqa:dimatu llati: sajaħḏuruha: maʔana: baʔḏu ʃʃummi faʔajna llaḏi: jafhamu luyata lʔiʃa:rati lʔamri:ki:ja/ 'Revenge from the one who killed the innocent' is the title of our next story which will be attended by some deaf	12	48	12	48	01	04

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
people. Therefore, where is the person who can translate/sign into American Sign Language?						

Text (18): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقام من الذي قتل الأبرياء) عنوان <u>حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟</u> /al?intiqa:mu mina llaði: qatala l?abrija:?a ʔunwa:nu hika:jatina: lqa:dimatu llati: sajaħḍuruha: maʔana: baʔḍu ʃʃummi fa?ajna llaði: jafhamu luyata l?iʃa:rati l?amri:ki:ja/ 'Revenge from the one who killed the innocent' is the title of our next story which will be attended by some deaf people. Therefore, where is the person who can translate/sign into American Sign Language?	10	40	14	56	01	04

Text (18): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
(الانتقام من الذي قتل الأبرياء) عنوان <u>حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟</u> /al?intiqa:mu mina llaði: qatala l?abrija:?a ʔunwa:nu hika:jatina: lqa:dimatu llati: sajaħḍuruha: maʔana: baʔḍu ʃʃummi fa?ajna llaði: jafhamu luyata l?iʃa:rati l?amri:ki:ja/ 'Revenge from the one who killed the	12	48	11	44	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
innocent' is the title of our next story which will be attended by some deaf people. Therefore, where is the person who can translate/sign into American Sign Language?						

Text (19):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
يبدو أن معلوماتك التاريخية قليلة نوعا ما لأنه <u>طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير</u> وكان ذلك في عهد خلافة الدولة الأموية. /jabdu: ?anna ma?lu:matika tta:ri:xi:jata qali:latun naw?an ma: li?annahu ?a:riqu bnu zija:din lla?i: fata?na l?andalusa wa lajsa mu:sa: bna nu?ajrin wa ka:na ?a:lika fi: ?ahdi xila:fati ddawlati l?umawi:ja/ It seems that somehow you have too little historical information; it was Tariq Ben Zeyad who conquered the Andalusia during the Umayyah Caliphate, not Musa Ben Nusair.	22	88	03	12	00	00

Text (20):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير <u>أعط أيا يستحق.</u> /?indama: ?u?linat nata:?i?u mtifa:na:ti niha:jati ssanati ddira:si:jati qarrarat ?ida:ratu lmadrasati ?i?ta:?u lmutamajizi:na ba?a?da l?awa:?iza	06	24	19	76	00	00

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
ttaʃzi:ʕi:jata faqa:la lmudi:ru ?aʕdi ?ajjan jastaʃiqq/ When the results of the final examinations were announced, the school administration decided to give motivating prizes to the distinguished students. The Head of the school said to give prizes to whoever deserved them.						

Text (21):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة <u>لأيهم يريد الذهاب</u> ولا تقتصر على المتفوقين. /baʕda tawzi:ʕi lʒawa:ʔizi tamma lʔiʕla:nu ʕan riʃlatin sija:ʃi:jatin ?ila: ʃarqi lbila:di faqa:la lmudi:ru ?inna haʔihi rriʃlata maftu:ʃatan liʔajjuhumu juri:du ʔʔaha:ba wa la: taqtaʃiru ʕala: lmutafawiqi:n/ After distributing the prizes, a tourist trip to the eastern part of the country was announced. The Head of the school said: "This trip is open to whoever wants to go and not only limited to the distinguished ones".	04	16	19	76	02	08

Text (22):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
بعد التعمق في دراسة نظريات الترجمة وممارستها <u>عمليا في مختلف المجالات ما أريد قوله هو أن</u> <u>الترجمة مهارة ليس إلا وتعتمد على الاستعداد</u> <u>الفطري.</u>						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
/baʕda ttaʕammuqi fi: dira:sati naʒari:ja:ti ttarʒamati wa muma:rasatiha: ʕamali:jan fi: muxtalafi lmaʒa:la:ti ma: ʔuri:du qawlahu ʔanna ttarʒamata maha:ratun lajsa ʔilla wa taʕtamiḍu ʕala: lʔistiʕda:di lfiṭri:/ Having deeply studied translation theories and having practiced translation in different fields, what I would like to say is that translation is no more than a skill and depends on natural aptitude.	15	60	07	28	03	12

Text (23):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت <u>الشففتين اللتين كانتا كزهرة أقاح تسيل عليها</u> <u>الحلاوة</u> أدركت أن شيئاً ما قد تحرك بداخلي وازدادت نبضات قلبي. /ʕindama: qa:baltu tilka lfata:ta liʔawali marratin qabla sanatajni wa raʔajtu ʃʃafatajni llatajni ka:nata kazahrati ʔuqa:hin tasi:lu ʕalajha: lfala:wata ʔadraktu ʔann ʃajʔan ma: qad tafarraka bida:xili: wa zda:dat nabaḍa:tu qalbi:/ When I first met that girl two years ago and saw her lips, which were like a daisy full of nectar, I realised that something moved inside me and my heart started racing/ my heart skipped a beat.	11	44	10	40	04	16

Text (24): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه <u>منهم من يقبل يده وينصرف خاشعا</u> ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته (طه حسين). /ʔiðɑ: farayɑ min haðɑ: kullihi ʒalasa llinna:si wa hum jataqa:ʔaru:na ʔalajhi minhum man juqabbilu jadahu wa janʕarifu xa:ʕiʔan wa minhum man jatahaddaθu ʔilajhi laħʒatin ʔaw laħaʒatin wa minhum man jasʔalahu ħa:jatah/ (Taha Hussain) When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (Taha Hussain quoted in Cantarino, 1974: 182).	11	44	06	24	08	32

Text (24): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا <u>ومنهم من يتحدث إليه لحظة أو لحظات</u> ومنهم من يسأله حاجته (طه حسين). /ʔiðɑ: farayɑ min haðɑ: kullihi ʒalasa llinna:si wa hum jataqa:ʔaru:na ʔalajhi minhum man juqabbilu jadahu wa janʕarifu xa:ʕiʔan wa minhum man jatahaddaθu ʔilajhi laħʒatin ʔaw	10	40	07	28	08	32

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
laḥaẓatin wa minhum man jasʔalahu ḥa:jatah/ (Taha Hussain). When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (ibid).						

Text (24): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات <u>ومنهم من يسأله حاجته</u> (طه حسين). /ʔiða: farayā min haða: kullihi ʒalasa llinna:si wa hum jataqa:ʔaru:na ʔalajhi minhum man juqabbilu jadahu wa janʕarifu xa:ʕiʔan wa minhum man jataḥaddaθu ʔilajhi laḥẓatin ʔaw laḥaẓatin wa minhum man jasʔaluhu ḥa:jatah/ (Taha Hussain). When he finished all this he would sit down with the crowds coming to him; some kissed his hand and humbly left, others talked to him for a moment or so, and others asked him some need [of theirs], (Ibid).	03	12	14	56	08	32

Text (25): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب <u>اللاعبان اللذان يصنعان الفارق</u> مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير وملء بالنجوم مثل الذي سنقابله الأسبوع القادم. /laqad ðahaba lla:ʕiba:ni llaða:ni jaʕnaʕa:ni lfa:riqa mimma: zaʕala lmudarriba lʒadi:da fi muʕkilatin kabi:ratin xa:ʕʕatan fi: muwa:ʒahati fari:qin kabi:rin wa maliʔin binnuʒu:mi miθla llaði: sanuqa:biluhu lʔusbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.	11	44	11	44	03	12

Text (25): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب اللاعبان اللذان يصنعان <u>الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة</u> خاصة في مواجهة فريق كبير وملء بالنجوم مثل الذي سنقابله الأسبوع القادم. /laqad ðahaba lla:ʕiba:ni llaða:ni jaʕnaʕa:ni lfa:riqa mimma: zaʕala lmudarriba lʒadi:da fi muʕkilatin kabi:ratin xa:ʕʕatan fi: muwa:ʒahati fari:qin kabi:rin wa maliʔin binnuʒu:mi	09	36	13	52	03	12

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
miθla llaði: sanuqa:biluhu l?usbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.						

Text (25): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرّب الجديد للفريق في مشكلة كبيرة <u>خاصة في</u> <u>مواجهة فريق كبير وملء بالنجوم مثل الذي</u> <u>سنقابلة الأسبوع القادم.</u> /laqad ðahaba lla:ʕiba:ni llaða:ni jaʂnaʕa:ni lfa:riqa mimma: ʒaʕala lmudarriba lʒadi:da fi muʃkilatin kabi:ratin xa:ʂʂatan fi: muwa:ʒahati fari:qin kabi:rin wa maliʔin binnuʒu:mi miθla llaði: sanuqa:biluhu l?usbu:ʕa lqa:dim/ The two players who made the difference have left, which creates a big problem for the team's new manger. This is especially the case when he needs to play a very big team full of stars like the one which we will play next week.	03	12	19	76	03	12

Text (26): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>إن الرجال الذين يحترمون زوجاتهم مخلصون</u> والنساء اللواتي يحترمن أزواجهن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات. /ʔinna rriʒa:la llaði:na jaftarimu:na zawʒa:tihi mu xliʃu:na wa nnisa:ʔu llawa:ti jaftarimna ʔazwa:ʒahunna wa jaʔtani:na bitarbijati ʔawla:dahunna tarbijatan ʒaji:datan ʔala: ʃʃidqi wa lʔaxlaqi lʔami:dati nisa:ʔun fa:ðila:t/ Men who respect their wives are faithful, and women who respect their husbands and take care of their children to be honest and well mannered are virtuous.	20	80	03	12	02	08

Text (26): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>إن الرجال الذين يحترمون زوجاتهم مخلصون</u> <u>والنساء اللواتي يحترمن أزواجهن ويعتنين بتربية</u> <u>أولادهن تربية جيدة على الصدق والأخلاق الحميدة</u> <u>نساء فاضلات.</u> /ʔinna rriʒa:la llaði:na jaftarimu:na zawʒa:tihi mu xliʃu:na wa nnisa:ʔu llawa:ti jaftarimna ʔazwa:ʒahunna wa jaʔtani:na bitarbijati ʔawla:dahunna tarbijatan ʒaji:datan ʔala: ʃʃidqi wa lʔaxlaqi lʔami:dati nisa:ʔun fa:ðila:t/ Men who respect their wives are faithful, and women who respect their	16	64	07	28	02	08

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
husbands and take care of their children to be honest and well mannered are virtuous.						

Text (27):

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
يا أرغم الله أنفا أنت حامله ياذا الخنا ومقال الزور والخل، ما أنت <u>بالحكم الترضى حكومته ولا الأصيل ولا ذي الرأي</u> والجدل (الفرزدق). /ja: ʔaryama llahu ʔanfan ʔanta ʔa: miluhu ja: ʔa: lxana: wa maqa: la zzu: ri wa lxaʔali ma ʔanta bilʔakami ltu: ʔa: ʔuku: matahu wa la: lʔaʕi: lu wa la: ʔi: rraʔji wa lʔadali/ May God insult a nose you have; you are the one who speaks false and counterfeit words. You are neither a judge whose judgment can be accepted nor a noble, wise or advisable man.	01	04	07	28	17	68

Text (28): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((والله خلق كل دابة من ماء <u>فمنهم من يمشي على بطنه</u> ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير))، (قرآن كريم، 24: 45). /wa llahu xalaqa kulla da: batin min ma: ʔin faminhum man jamʕi: ʔala: baʔnihi wa minhum man jamʕi: ʔala: riʔlajni wa minhum man jamʕi: ʔala: ʔarbaʕin jaxluqu llahu ma: jaʕa: ʔu ʔinna llaha ʔala: kulli ʕajʔin qadi:r/	03	12	11	44	11	44

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).						

Text (28): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير)), (قران كريم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhum man jam?i: ?ala: ba?nihi wa minhum man jam?i: ?ala: ri?lajni wa minhum man jam?i: ?ala: ?arba?in jaxluqu llahu ma: ja?a:?u ?inna llaha ?ala: kulli saj?in qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).	03	12	11	44	11	44

Text (28): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير)), (قران كريم، 24: 45).						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
قَدِيرٌ))، (قرآن کریم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhu man jamʃi: ʔala: baṭnihi wa minhu man jamʃi: ʔala: riʒlajni wa minhu man jamʃi: ʔala: ?arbainʔ jaxluqu llahu ma: jaʃa:?u ?inna llaha ʔala: kulli ʃajʔin qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).	03	12	11	44	11	44

Text (28): relative clause four

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع <u>يخلق الله ما يشاء</u> إن الله على كل شيء قدير))، (قرآن کریم، 24: 45). /wa llahu xalaqa kulla da:batin min ma:?in faminhu man jamʃi: ʔala: baṭnihi wa minhu man jamʃi: ʔala: riʒlajni wa minhu man jamʃi: ʔala: ?arbaʔin jaxluqu llahu ma: jaʃa:?u ?inna llaha ʔala: kulli ʃajʔin qadi:r/ ((And Allah has created every animal from water: of them there are some that creep on their bellies; some that walk on two legs; and some that walk on	12	48	02	08	11	44

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
four. Allah creates what He wills; for verily Allah has power over all things)), (The Holy Quran, 24: 45).						

Text (29): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((إذ قالت امرأة عمران رب إني نذرت لك <u>ما في بطني محررا</u> فتقبل مني إنك أنت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى والله أعلم بما وضعت)), (قران كريم، 3: 35، 36). /ʔið qa:lati mraʔatu ʕimra:na rabbi ʔini: naðartu laka ma: fi: baṭni: muḥarraran fataqabbal minni: ʔinnaka ʔanta ssami:ʕu lʕali:mu falamma waḍaʕatha: qa:lat rabbi ʔinni waḍaʕtuha: ʔunθa: wa llahu ʔaʕlamu bima: waḍaʕat/ ((Behold! wife of Imran said: "O my Lord! I do dedicate unto Thee what is in my womb for Thy special service: so accept this from me: For Thou hearest and knowest all things". When she was delivered, she said: "O my Lord! Behold! I am delivered of a female child!" And Allah knew best what she brought forth)), (The Holy Quran, 3: 35, 36).	06	24	04	16	15	60

Text (29): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
((إذ قالت امرأة عمران رب إني نذرت لك ما في بطني محررا فتقبل مني إنك أنت السميع العليم فلما وضعتها قالت رب إني وضعتها أنثى <u>والله أعلم بما</u>						

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>وضعت</u>))، (قران كريم، 3: 35، 36). /ʔið qa:lati mraʔatu ʕimra:na rabbi ʔini: naðartu laka ma: fi: baṭni: muḥarraran fataqabbal minni: ʔinnaka ʔanta ssami:ʕu lʕali:mu falamma waḍaʕatha: qa:lat rabbi ʔinni waḍaʕtuha: ʔunṯa: wa llahu ʔaʕlamu bima: waḍaʕat/ ((Behold! wife of Imran said: "O my Lord! I do dedicate into Thee what is in my womb for Thy special service: so accept this from me: For Thou hearest and knowest all things". When she was delivered, she said: "O my Lord! Behold! I am delivered of a female child!" And Allah knew best what she brought forth)), (The Holy Quran, 3: 35, 36).	03	12	07	28	15	60

Text (30): relative clause one

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
<u>إن العلماء الذين ما زالوا يبحثون في جدل نظرية</u> <u>بداية الخلق</u> 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. /ʔinna lʕulama:ʔa llaði:na ma:za:lu: jabḥaṯu:na fi: ʔadalin naʔari:jata bida:jati lxalqi llati: ʔata: biha: lʕa:limu lbri:ṯa:ni:ju da:rwun wa hija llati: marra ʕala: ʔuhu:riha: xamsata ʕaʕra ʕiqdan mina zzamani lam jatawaṣṣalu: ʔila: nafjin ʔaw ʔiṯba:tin ḥatta: jawmina: lḥa:ḍir/	14	56	06	24	05	20

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.						

Text (30): relative clause two

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن العلماء الذين ما زالوا يبحثون في جدل <u>نظرية</u> <u>بداية الخلق التي أتى بها العالم البريطاني دارون</u> وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر. /ʔinna lʔulama:ʔa llaʔi:na ma:za:lu: jabhaθu:na fi: ʔadalin naʔari:jata bida:jati lʔalqi llati: ʔata: biha: lʔa:limu lbri:ʔa:niju da:rwun wa hija llati: marra ʔala: ʔuhu:riha: xamsata ʔaʃra ʔiqdan mina zzamani lam jatawaʃʃalu: ʔila: nafjin ʔaw ʔiθba:tin fiatta: jawmina: lʔa:dir/ The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.	10	40	10	40	05	20

Text (30): relative clause three

The Text	Acc. T.	%	Unacc. T.	%	Unatt. T.	%
إن 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. /ʔinna lʕulama:ʔa llaði:na ma:za:lu: jabħaθu:na fi: ʒadalin naʒari:jata bida:jati lxa:qi llati: ʔata: biha: lʕa:limu lbri:ʔa:niju da:rwun wa hi:ja llati: marra ʕala: ʒuhu:riha: xamsata ʕaʃra ʕiqdan mina zzamani lam jatawʂʂsalu: ʔila: nafjin ʔaw ʔiθba:tin ħatta: jawmina: lħa:dir/ The Beginning of Creation (Big Bang) Theory, established by the British researcher Darwin over 150 years ago, is still undergoing controversial research by scientists who, until this day, are not able to prove or disprove it.	06	24	14	56	05	20

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

M	F	Age
☒	☐	23

- 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.

فور وصولها الى الجامعة، دليلتها على الغرفة التي كنت
استخدمها لدراسة الماجستير عندما كنت اعمل
رسالة الدكتوراه منذ سنتين مضى.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

في خطابها حول الأزمة المالية، قالت "حاولوا
تخيلوا سوقاً على الأغلبية بالنظام يربح غالباً الأقلية
ليخسروا".

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.

استأذ الجامعة أخبره بأنه مقالته كانت متناقضة
فتم فقه منقذ المقالة وخرج غاضباً من الغرفة، والذي
جعلها تلام اسم مكالمة الى رئيس المدرسة لاداءه بغير يقظ.

Text (4)

If you do not understand what I have already explained in this lecture, you may ask whoever you meet before the final examinations start.

إذا لم تفهم ما الذي فسرت في الان في هذه المحاضرة
يمكنك ان تسأل أي شخص كان تقابله قبل بدء
الامتحانات النهائية.

Text (5)

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

بعد حوار طويل انتهى ببقاء الرئيس، فقد أرسل
أبيه معه الأوراق مع عضو الكونغرس أخيراً
حيث انهم قد تمسكوا بها مع الحاكم

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

مثل هذه المعلومات كما في مبيعات السيارات قد
تتأثر نتيجة الأزمة المالية من حيث تصنيعها
التي قد يكون لها تأثيرات على تصنيعها في العالم
الذي يعاني من أزمة مالية هذه الأيام

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.

أحياناً يتوقعون منه أن يجعل خطاباً في حالة
صوت عالية وتوتر طوال الوجبة تسبق الاجتماع

Text (8)

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

بعض الفتيات اللاتي قد درستهن قبل أن أسافر
ليكن فقط جميلات بل هن ذكيات ومواسعات الخيال

Text (9)

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

اللاعبان اللذان سجلوا هدفين الفوز هدفين
بعضيان بجوائز قيمة فدية قبل وزير الداخلية المنتخب
حسباً

Text (10)

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

السبب الوحيد وراء إلغاء الاجتماع قد كان أولسبب
أنه قد فقد صبره. من جهة أخرى فقد قررت بالذهاب
إلى المنزل

Text (11)

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

قد قضيت اسبوعاً الى حد الآن أقول في إقناعي على حسب
الفكرة لكنه ما الذي لم افهمه هو أنك حماسي فوق
العادة

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل اجتماع مايو لأنّها لن تكون موجودة
أو حاضرة في شهر مايو، عندما ستكون بعيدة عن رحلة
عملها السنوية

Text (13)

So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

إذني العديد من الأعضاء لم يأتوا إلى النادي بالأمس
والذي أدى إلى أنني لم أقدرهم ولقد كانوا القليل
من الأعضاء.

Text (14)

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

ولم واحد من الطلاب المتغيبين طوال الأسبوع
قد أعطى سبب لغيابه، مما الذي قد يؤثر على مستواهم
في هذا الفصل الدراسي.

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married

عندما كنت أتناول غداً في المطعم، قابلت الولد والفتاة
الذين كانا يدرسان معي في الجامعة والذين قد تزوجوا
حديثاً.

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

السيدة بريتوس، صاحبة المكتبة، قد أبلغتني
بأن بعض الكتب كانت بالألماني مفقودة لكنني
أنا قد أخبرتها أنني لم أمسها قط.

Text (17)

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

تاريخياً، جورج واشنطن قد قال بأنه يجب قطع
شجرة الكرز فقد كانت أول رئيس للولايات المتحدة
الأمريكية

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة إلى المحال لأن الشخص الذي تركها
لابد من أن يكون سهواً، فمن المحتمل أنه سيعود لأخذها.

Text (19)

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

عندما كنت أذهب في طريق الجامعة، قابلت كلتي
الفتاتين اللتان كانتا زميلاتي من حين قليلة واللتان
قد أصبحتا كاتبات مشهورتان.

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 اللتان شهدناهما الأسبوع الماضي وكما
قلت أنهما كانتا ممتعتين، فسوف يعرض لهما مرة أخرى
الأسبوع القادم.

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer

المحقق ذكي جداً ، فقد قابل الولد والفتاة التي قتل
والدهم وفي غضون اربع وعشرين ساعة تمكنه من التعرف
يعرف من القاتل كان

Text (22)

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

الحائطان التي تشكلت القوات الصربية حول بوسنيين
عاصمة ساراييفو قد حفر فتحة كافية لكن لم يكن
ولو يصبح أمل ، التي لا يمكن ان يكون مرضي

Text (23)

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

بينما كنا نحضر أنفسنا للامتحانات النهائية ، قرأنا
كتاباً الذي افكاره والمعلومات صارتنا كثر

Text (24)

The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة أو الاستطلاع التي تطلع على نمط الحياة
معاصرة طلاب المدرسة العليا في اسكتلندا
كمحاولة لفهم كيفيه السيرة لهذا العمر أو
الحديثة التي نعيشها في اسكتلندا اليوم

Text (25)

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

خذ أي من الأثنين من هذه الكتب التي تريد
من قبل فقد قففت كمعينة لأصدقائك ومحتاجيك
مبلغك سيكون كافياً

Text (26)

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

لأنني أحب السفر والسياحة كثيراً، سأسافر
إلى روما طالما أنني درست قبل أن أعود إلى بلدي

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

أمي تلح عليّ زواجي ولكنه أنا أرفضه لسبب
الفتاة التي قابلتها منذ ثلاثة أعوام، والى أي مكان
أذهب فأنا غير قادر على النسيان

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

العلماء على الآثار البريطانيين، الذين يقومون بعمل
التحقيقات في كاتدرائية، فقد قالوا أنهم قد
وجدوا عملة معدنية قديمة، والى أي مكان
قد يصبح إلى وغير مقروء أو غامض

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

بالأمس ، قابلت الولدان اللذان كانا ندرسان معي في
المرحلة العالية في المدرسة ، استطعت تمييز واحدة منهم
لكن لا استطعت تمييز الآخر ، الواحد الذي لا استطعت
تمييزه فقد تغير كثيراً

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

الدراسة تهدف إلى صفا أولئك الذين يغلبان
رابطة للأقليات ، وفي كثير من الأحيان بالأسر
والسعادة أيضا كانوا وذلك نتيجة في الشخصية
الدينية من المحتمل ان شارك في الشفاء والتعاسة

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 أريتها الغرفة التي
كنت حتماً أدرس فيها للحصول على شهادة الدكتوراه
لسنتين خلت.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

قالت خلال حديثها عن الأزمة المالية « حاول أن
تتخيل السوق حيث الأغلبية تكسب ما تخسر الأقلية ».

Text (3)

The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

أخبره البروفيسور بأن مقالته غير مترابطة ، ومن
ثم هزفها واندفع خارجاً من الغرفة مما جعلها
تسند على 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.

إن لم تفهم ما أوضحته توّاً في هذه المحاضرة
بارك الله من سأل أحد تقابل قبل بداية
الاختبارات النهائية.

Text (5)

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

بعد نقاش طويل في اجتماع الأمس، أرسل ابنه
حاملًا الأوراق إلى منزل عضو الكونغرس الآخر
حيث تلقى تشجيعًا من الحاكم.

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

معلوماتي كالتي لدى مدير المبيعات ربما
تؤثر على صناعة السيارات كنتيجة
للأزمة المالية العالمية التي يعاني منها العالم
اليوم.

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible anxiety throughout the meal preceding the meeting.

يتوقعونه أحيانًا أن يلقي خطابًا، حيث يكون في
حالة قلق شديد خلال العشاء التي قبل الاجتماع.

Text (8)

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

بعض الفتيات اللاتي درستهن قبل أن أسافر لم
يكن جميلات فقط بل كن ذكيات وذو عقول
متفتحة أيضًا.

Text (9)

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

اللاعبان اللذان أحزرا هدفين الانتصاراً سيُعطيان
مكافأة قيّمة من قبل رئيس اللجنة المنتخب
حديثاً.

Text (10)

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

السبب الوحيد وراء إلغاء المقابلة كان فقدانه لسيطرته
في تلك اللحظة فتمرت الرجوع للمنزل

Text (11)

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

قضيت أسبوعاً فيما مضى تحاول اقناعي بهذه الفكرة
ولكن ما لم أفهمه هو حماسك غير العادي.

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل الاجتماع الذي سيعقد في شهر مايو
لأنها لن تكون موجودة خلاله ذلك الشهر حيث ستسافر
في رحلة عملها السنوية.

Text (13)

So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

العديد من الأعضاء لم يأتوا إلى النادي الليلة الماضية
مما جعلني أشأأل لماذا لم يأتوا " وكان هناك
عددًا قليلًا منهم "

Text (14)

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

لأحد من الطلاب الذين كانوا غائبين طوال
الأسبوع أعطي سببًا لغيابه مما قد يؤثر
على مستواهم هذه المرة .

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول طعام الغداء في المطعم ، قابلت
الشاب والفتاة اللذان كانا يدرسان معي في الجامعة
وقد تزوجا حديثًا .

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

السيدة بريتوس عاظة المكتبة أبلغت بأن
بعض الكتب والتي معظمها بالألمانية مفقودة
ولكن أخبرتها بأنني لم ألمسها قط

Text (17)

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

جورج واشنطن، والذي قيل ~~بأنه~~ بأنه قطع شجرة
الكرز كان أول رئيس للولايات المتحدة الأمريكية تاريخياً.

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة إلى البواب لأن الشخص الذي
تركها ماله كان غير مهتم من الممكن ~~أن~~ أن يرجع
لأخذها

Text (19)

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

قابلت الفئتان اللتان كانتا زميلتي لسنتين قليلة
مضت والتتان ~~أصبحتا~~ أصبحتا كاتبتين مشهورتان
(قابلتهما) عندما كنت في طريقي إلى الجامعة

Text (20)

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

الفيلم والمسرحية اللذان شاهدناهما الأسبوع المنصرم
واللذان قلت عنهما بأنهما ممتعان سيُعاد عرضهما
الأسبوع القادم

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المحقق ذكّر جدًا، قابل الصبي والفتاة والذات
قُتل والدها وفي غضون أربع وعشرون
ساعة استطاع معرفة القاتل

Text (22)

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

أخترق الجدران التي شكلتها القوات
السيربية حول عاصمة سراييفو البوسنية فقط ليبدأ
بصيص من الأمل أن يدخل والذات كان غير مقنعًا

Text (23)

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

عندما كنا نحضر أنفسنا للاختبارات النهائية، قرأنا
كتابًا أربكنا كثيرًا بأفكاره ومعلوماته

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 تُعنى بالنظر في مستوى المعيشة بين
طلاب الثانوية الاسكتلنديين تعتبر محاولة
لتأسيس كيف أن هؤلاء الشباب في هذه الفئة العمرية
يعيشون في اسكتلندا اليوم .

Text (25)

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

اختر أيًا من هذه الكتب قبل أن أقدمها لأصدقائي
وسيكون ما تدفعه كافياً .

Text (26)

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

لأنني أحب السفر والسياحة كثيراً سأسافر
إلى روما عندما أكمل دراستي وقبل أن أعود
إلى أرضي العظيمة .

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

أمي تصرّ عليّ بأن أتزوج ولكنني أرفض دائماً
بسبب فتاة قابلتها لثلاث سنين مضت وأينما
ذهبت لم أقوى على نسيانها .

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

قال علماء الآثار البريطانيون والذين قاموا بعمل بعض
الحفريات الكاتدرائية بأنهم عثروا على عملة
حديدية قديمة يعود تاريخها

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

قابلت بالأمس شابين كانا يدرسان معي في المرحلة الثانوية
استطعت التعرف على أحدهما ولكن لم استطع التعرف
على الآخر والذي تغير كثيراً

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة لتوضيح أن أولئك الذين لديهم
روابط لبلدانهم هم الأكثر شعوراً بالسعادة والأمان
أينما كانوا وأن أولئك الذين يفتقدون الهوية الوطنية
معرضون للسعادة .

University of Durham
School of Modern Languages and Cultures

A translation test conducted as a part of University of
Durham PhD Research

By
Mohammed J. Zagood

Under the supervision of
Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
☐	☒	22

- Copy/memorize the number in the box below to write on your paper tomorrow.

03

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

Thanks in advance

Test designer
Mohammed Zagood

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.

بمجرد وصولها إلى الجامعة، أريتها الغرفة التي تهرت أن أدرس فيها، منذ سنتين مضت، عندما كنت أنجز الدكتوراه في الفلسفة.

Text (2)

In her speech about the financial crisis, she said "try to imagine a market, wherein the majority consistently wins what the minority loses".

في كلامها عن الأزمة المالية، قالت: حاول أن تتخيل سوقاً تكون فيه الأغلبية دائماً يفوزون بما يفقدونه الأقلية.

Text (3)

The professor told him that his essay was incoherent, whereupon he tore it up and stormed out of the room, which made her call the head of the school angrily.

أخبره الأستاذ أن مقالته كانت متراكبة، ومن ثممزقها وألقاها خارج الغرفة، مما جعلها تفتأ على رئيس المدرسة غضباً.

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 أوضحت في محاضرة، يمكنك أن تسأل أي شخص تقابل قبل بدء الامتحانات النهائية.

Text (5)

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

وبعد سطر طويل من مقابلة يوم أمس، بعث ابنه إلى
أحد النواب إلى بيته، من حيث كانوا قد أخذوا
خفيه إلى سائر الولايات.

Text (6)

Such information as the sales manager has, may affect car manufacturing as a result of the financial crisis from which the world is suffering nowadays.

لان المعلومات التي يتقوّن منها مدير السيارات،
سما تؤثر على صناعة السيارات وتسيير أزماتها،
التي يعاني منها العالم هذه الأيام.

Text (7)

Sometimes they expect him to make a speech, in which case, he is in a state of terrible ^{قلق} anxiety throughout the meal preceding the meeting.

أحياناً هم يتوقعونه أن يلقي خطاباً في إحدى هذه المناسبات
التي يخلط فيها قلقه الشديد ما قبل الاجتماع.

Text (8)

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

بعض البنات اللاتي درّسنيهن قبل أن أسافر، لم
يكن فقط جميلات ولكن ذواته عقول ذكية ومفتحة.

Text (9)

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

اللاعبان اللذان أسدرا أهداف الفوز سيحصلان مكافآت
قيمة من قبل رئيس الوزراء المنتخب مؤخراً

Text (10)

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

كان السبب الوحيد وراء إلغاء الاجتماع أنه فقد أزمجه
فحينئذ قررت العودة للبيت

Text (11)

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

قضيت أسبوعاً بأكمله محاولاً إقناعك بهذه الفكرة، ولكن
ما لم أفهمه هو حماسك الغير عادي

Text (12)

We have to postpone the May meeting because she will not be available in May, when she will be away on her annual business trip.

علينا أن نؤجل مقابلة شهر مايو، لأننا سوف لن نكون
موجودين في شهر مايو، لأننا سنكون مسافرين في رحلتنا
السنتوية

Text (13)

So many members did not come to the club last night, which makes me wonder why they did not come [and there were only a few members].

بعض الأعضاء لم يأتوا إلى النادي هذه الليلة، مما يجعلني
حائرًا: لماذا لم يأتوا (وكانت هناك القليل من أعضاء النادي).

Text (14)

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

لا أحد من الطلاب الذين كانوا غائبين خيلة الأسبوع أعطانى
سببًا لغيابهم، والذي سيؤثر على مستواهم هذا الفصل.

Text (15)

When I was having lunch in the restaurant, I met the boy and the girl who were studying with me at the university and who had got married recently.

عندما كنت أتناول غذائي في المطعم، قابلت الولد والفتاة
الذين درسا معي في الجامعة والذين تزوجا مؤخرًا.

Text (16)

Mrs. Britos, who is the librarian, reported that some books, most of which were in German, are missing but I told her that I have never touched them.

مrs. البريتو، التي هي أمين المكتبة، أبلغتني أن بعض الكتب، والتي أغلبها
كانت ألمانية، مفقودة، ولكنني أخبرتها أنني لم ألمسها.

Text (17)

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

تاريخياً جورج واشنطن (الذي كان يأخذ من الواح
قطع شجرة الكرز) كان أول رئيس الولايات المتحدة
الأمريكية.

Text (18)

He did not take the bag to the porter because the person who left it, who must be very careless, will probably come back for it.

هو لم يأخذ الحقيبة للنواب لأنه هو الشخص الذي ضاعها
فلا بد أنه فاعلاً جداً وربما سيعود إليها.

Text (19)

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

بما كنت في طريقك للجامعة، قابلت القاتلان اللتان
كانتا صديقاتي في سنوات الكلية وهما الآن كاتبان
كاشفيتين مشهورتين.

Text (20)

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

الفيلم والمسرحية اللتان شاهدناهما الاسبوع الماضي واللتان
قلت بأنهما ممتعتان سيُعاد عرضهما الأسبوع القادم.

Text (21)

The detective is very clever. He met the boy and the girl whose father was killed and within twenty four hours he could know who the murderer was.

المحقق ذكي جداً. قابل الولد والفتى اللذان والدهما
قتل وخلال أربعة وعشرين ساعة استطاع أنه يعرف
صورة القاتل

Text (22)

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

اختراق الجدران اللذان قد شكلا حول عاصمة البوسنة البوسنيين
بما فيه الكفاية ليترك بصيصاً من الأمل الذي لم يكن مرضياً عنه
بالطبع

Text (23)

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

بما كنا نجهز أنفسنا لامتحانات النهائية، قرأنا
كتاباً الذي أفكاره ومعلوماته أربكتنا كثيراً

Text (24)

The study, which looks at living patterns among young Scottish high school students, is an attempt to establish how people of this age group live in the Scotland of today.

الدراسة التي تتطلع إلى أنماط الحياة بين طلاب المدارس
الثانوية في اسكتلندا هي محاولة أن نقيم كيف أناس هذا
العمر يعيشون في اسكتلندا من اليوم

Text (25)

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

خذ أي من هذه الكتب تريد قبل أن أقدّمهم لزمّاني
وما ستدفعه سيكون كافياً.

Text (26)

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

لأنني أحب السفر والسياحة كثيراً، سأسافر إلى روما
عندما أُنهِى دراستي قبل أن أعود للبيت.

Text (27)

My mother insists on my getting married but I am refusing because of a girl whom I met three years ago and wherever I go, I'm unable to forget.

تصرّ أمي على أن أتزوّج، ولله أرفضها بسبب الفتاة
التي قابلتها قبل ثلاث سنوات مضت، وأينما أذهب
لمستُ قداماً على أن أنسى.

Text (28)

The British archeologists, who were doing some excavations in the Cathedral, said that they found an old coin whose date had become worn and illegible.

قالوا علماء الآثار البريطانيون الذين هم يعملون بعض الحفريات
في الكاتدرائية بأنهم وجدوا عملة معدنية قديمة
وتاريخها غامض.

Text (29)

Yesterday, I met the two boys who were studying with me at the high school level. I could recognize one of them but I could not recognize the other. The one whom I could not recognize has changed a lot.

يوم أمس قابلت الصديق اللذان درسنا مع بعضهما في المرحلة الثانوية
استطعت أن أتعرف واحد منهم ، ولكن لم أستطع التعرف
على الآخر ، والشخص الذي لم أستطع تعرفيه كثيرًا

Text (30)

The study aims to clarify that those who have close ties to their region are more likely to feel safe and happy wherever they are and that the lack of regional identity could contribute to unhappiness.

تهدف الدراسة إلى توضيح حقيقة أن الذين مرتبطون ببلد
الذي أطلقوا عليه اسم الوطن أكثر احتمالاً أن يشعروا بالأمان وسعادة
أيضا ، كما يوضح أن فقدان الهوية الإقليمية
قد يساهم إلى حد ما في السعادة .

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

M	F	Age
☒	☐	23

- 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 الانجليزية:

(1) النص

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأنني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

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.

(2) النص

في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

In the final celebration of Annual third annual conference for translation the professor Smith said: There were two wonderful sentences that he said at the end.

(3) النص

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

after the passage of more than quarter century about commencement of university I met the two girls whom get the excellence marks and get on aschodarschip; after then.

(4) النص

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

In her way back to home, she said: "She saw two men whom stole her car and tried to assualt on her baby for a few weeks.

(5) النص

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانت مجرد ألعاب نارية.

While we were have dinner at cousin's house, we heard a strange sound out side, we hurried to see what happened and the women stood in the balcony looked to what going on then it was just a fire works.

(6) النص

أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هو آت آت، آيات
محكمات، مطر ونبات، وآباء وأمّهات، وذاهب وآت. (قس بن ساعدة)

oh people, listen carefully, who live
is died, and what comes is coming
a wisdom examples, plant and rain, but mothers
and fathers, come and go (Kos Ben Saeda)

(7) النص

علمني حبك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور
ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العينها أصفى من ماء الخلجان تلك
الشفاتها أشهى من زهر الرمان وحلمت بأنني أخطفها مثل الفرسان. (نزار قباني)

Your love taught me things was
never in mind, and I read the kids
stories, I enter to Jinn kings palaces
and I dreamt to marry the daughter of the
king who her eyes is purify than water her lips is
delicious of mine
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.
pomegranate
flower and
I dreamt to
kidnap her
as knight.
(Enesar Saboun)

(9) النص

أظن هاهو تاركى بمضلة من الأرض لا مال لدي ولا ولد
ولا أحد أفضى إليه وصيتي ولا صاحب إلا المطية والرحل
محا حبها حب الأولي كن قبلها وحلت مكانا لم يكن حل من قبل (قيس بن الملوح)

(10) النص

على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس
ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

On spit of postpone the meeting twice
before so the boss was absent about
yesterday meeting again, the matter that
confused our future plans alot.

النص (11)

إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحسلا على جائزة نوبل للأدب التي تمنح لأصحاب الأعمال الأدبية المميزة.

two men who their novels sell in incredible way these day they get the prize of Nobel for literature that gives to a special literature works

النص (12)

عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

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 the charges confirm that they will send a guide tourism guide (13) النص (13) but can depend on.

بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عاما. after the end of Lockerbie crisis and the relationship of Libyan American back Condoleezza Rice become the most responsible American visit Libya since more than fifty years.

النص (14)

كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمال بسبب هذا العالم المجهول الذي جننا منه وسنعود إليه.

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

النص (15)

كان لهؤلاء العلماء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأثر سبب قوي أو ضعيف. (طه حسين)

It was for scholars a forbidden science every penalty for scholar who take their knowledge from books and they and between AlAzhar is a strong or weak person (Taha Wussian)

(16) النص

في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

In the framework of Arabic ~~work~~ bussiness and the intamacy relationship and a good neighbourhood to Libya and Algeria who sign the treaty of community and cooperation they will produce oil together.

(17) النص

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فغليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

When you look for the study of modern languages in Britain, you must study in Durham university because this university of the most universities that take care of study of languages especially translation and

(18) النص

(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

the Arabic language science

(The Revenge of who kill innocent people) our ~~old~~ novel announcement that will intend with us some dents so who understand the body language.

(19) النص

يبدو أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الأموية.

It seems your historical background is a little in one way. Tarek Ben Zyad who conquer the Andols not mousa Ben. It was in the period of succession of Naser. Ammorja country.

(20) النص

عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When I declared the result of the end of Academic year, the Administration decided to give excellents some of gifts encouragement gifts, the headmaster said "give whoever is deserve"

النص (21)

بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة لأبهم يريد الذهاب ولا تقتصر على المتفوقين.

After distribution of rewards, the announcement ~~is of~~ the trip is fulfilled about a tourism trip to the east of country, the head master said this trip is open for everybody who wants to come and it does not stop on excellent students.

بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجالات ما أريد قوله هو أن الترجمة مهارة ليس إلا وتعتمد على الاستعداد الفطري.

After a deep in study of translation theory and practice it workable in different sectors so what I want to say is translation is skill only, and depends on Natural readiness.

النص (23)

عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أفاح تسيل عليها الحلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

when I met that girl for first time before two years and I saw two lips which were like a flower keep on it sweetness, I recognise that something inside me moved and increased the pulse of my heart.

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خائفا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته. (طه حسين)

If he finished at all this sat for people who accept his hand and leave fearful of them who talk to him a moment or moments and most of them ask him his needs.

النص (25)

لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سيقابله الأسبوع القادم.

two players are gone who made the difference, which makes 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.

النص (26)

إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحترمن أزواجهن ويعتنين بتربية أولادهن تربية جيدة على الصديق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are loyal and women who respect their husbands and take care of brought up their children in a good way of beliefes and nice moral are decent women.

النص (27)

يا أرغم الله أنفا أنت حامله يا إذا الخنا ومقال الزور والخطأ ما أنت بالحكم الترضى حكومته ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير)) (قرآن كريم)

God or Allah create every animal from water, some of them walk on stomache and some of them walk on two legs and some of them walk on four, Allah creates what likes, Allah is every thing is able.

النص (29)

((إذ قالت امرأة عمران رب إنني نذرت لك ما في بطني محررا فتقبل مني إنك أنست السميع العليم فلما وضعتها قالت رب إنني وضعتها أنثى والله أعلم بما وضعت)) (قرآن كريم)

(holly Quran)

So a woman of عمران said to God

I vow for in my stomach is faithful so accept of me you are knowing listener when we delivered she said that I have a female and God know what I have

النص (30)

(holly Quran)

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.

That scholars who still looking for dispute theory of starting creature that who discover the British scholar Daron and it passed of discoverer fifteen century of time. they were able to deny or proof till present day.

good luck glorious future.

University of Durham
School of Modern Languages and Cultures

A translation test conducted as a part of University of
Durham PhD Research

By
Mohammed J. Zagood

Under the supervision of
Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
☐	☒	23

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

010

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

Thanks in advance

Test designer
Mohammed Zagood

2- باستخدام القاموس، ترجم النصوص التالية إلى اللغة الانجليزية:

النص (1)

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأنني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

who/whom

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

النص (2)

في الحفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

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

النص (3)

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

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

النص (4)

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

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

النص (5)

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانت مجرد ألعاب نارية.

While we were having dinner at my uncle's house we heard a strange noise outside, I hurried up to see what is happening, the women ~~are~~ stood on the balconies for the same thing, after a while we discovered that it was merely a fire entertainment games.

أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فانت، وما هو آت أنت، آيات
محكمات، مطر ونبت، وآباء وأمهات، وذاهب وآت. (قس بن ساعدة)

النص (7)

علمني حبك أشياء ما كانت أبداً في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور
ملوك الجان وحلمت بأن تتزوجي بنت السلطان تلك العيناها أصفى من ماء الخلجان تلك
الشففاها أشهى من زهر الرمان وحلمت بأنني أخطفها مثل القرمسان. (نزار قباني)

You have made me learn many things that were not in
 my consideration, I read kids-stories, entered the fairy
 Kings palaces and I dreamt of getting married to
 the daughter of Sultan whose eyes is more pure than
 the gulf's water, whose lips are more delicious than pomegranate
 rose and I dreamt that I kidnapped (8) her like
 Knights - الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأحلك الظروف القاسية
 التي قد يمر بها إنسان على وجه الأرض.

النص (9)

أظن هاهو تاركي بمضلة
ولا أحد أفضي إليه وصيتي
محا حبها حب الأوني كن قبلها
من الأرض لا مال لدي ولا ولد
ولا صاحب إلا المطية والرحل
وحلت مكانا لم يكن حل من قبل

Thinking that he will leave me lost in the earth, no money, no son and no one to tell my legacy and no friend except the mount and the pardsaddle her love ~~was~~ rubbed the first love of the previous women and she ~~was~~ replaced a place that was not occupied before.

(10) النص

على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس
ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.

In spite of postponing the meeting twice previously, the boss was absent for yesterday's meeting which make our future plans get much confused.

النص (11)
إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحصلا على جائزة نوبل للأدب التي تمنح لأصحاب الأعمال الأدبية المميزة.

The two men, whose novels are being sold ~~little~~ widely / enormously these days, got the Nobel prize for literature which is given to those of the great literary works.

النص (12)
عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

When we decided to spend the ~~summer~~ summer vacation in the middle east, ~~some~~ some of us were hesitants because of our ~~to~~ ignorance of the tourist places, but the responsables assure us that they will send a tour-guide dependable.

النص (13)
بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عاما.

After Locarby crises has ended and the Libyan - American inter-relationships back again, Condoliza Rice became one of the greatest American responsables who visits Libya since ~~one~~ Fifty years and a half.

النص (14)
كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رماد بسبب هذا العالم المجهول الذي جننا منه ومنعود إليه.

Whatever the individual attempts to plan for future may, in a moment, turned into ashes out of this strange world from which we came and we will be back.

النص (15)
كان لهؤلاء العلماء علم مخالف كل المخالفة لعلم العلماء الذين يأخذ علمهم من الكتب والذين بينهم وبين الأزهر سبب قوي أو ضعيف. (طه حسين)

There was a different science for those Scientists which differs entirely from the science that is taken from the books by a scientists with whom AL-Azhar has either weak or a strong reason.

النص (16)
في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

In terms of the Arab ~~countries~~ co-operated business, the good relations and the good neighbourly relations, Libya and Algeria, signing the common co-operated agreement, will export oil to each other.

النص (17)
عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فعليك بجامعة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

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

النص (18)
(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

(Taking revenge of the one who killed the innocents) Is the title of our next story which some of the deaf people will attend so where is the one who can understand the American sign language?

النص (19)
يبدو أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الأموية.

It seems your historical information seems to be little somehow, because Tariq bin Ziyad is the one who conquered Al-Andalus not Musa bin Nusair and that was in the period of Umayyad country succession.

النص (20)
عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When the results of the annual examination were declared, the school management members decided to give the bright students some supporting prizes, then the boss said give whoever deserve it worth!

النص (21)

بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة لأبهم يريد الذهاب ولا تقتصر على المتفوقين.

After giving the prizes, an announcement of a trip to the east of the country was made, the boss delivered that this journey will be open for all not just for the initiators.

النص (22)

بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجالات ما أريد قوله هو أن الترجمة مهارة ليس إلا وتعتمد على الاستعداد الفطري.

After going deep in studying the translation theories and practicing it in ~~an~~ a various fields, I discovered that translation is a skill not mere and it depends on the natural readiness.

النص (23)

عندما قابلت تلك الفتاة لأول مرة قبل سنتين ورأيت الشفتين اللتين كانتا كزهرة أقاح تسيل عليهما الحلاوة أدركت أن شيئا ما قد تحرك بداخلي وازدادت نبضات قلبي.

When I met that girl for the first time two years back and I saw the lips that were as the OKah Yasi ~~to~~ on which the candy ~~is~~ dripping is streaming and I felt that something inside me ~~is~~ changed and my heart-beats increased.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته. (طه حسين)

~~He finished~~ finished, when he finished, he sat with people some were kissing his hand and ~~it~~ gone away, others were talking to him for a moment or more and others were asking about their demands.

النص (25)

لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سنقابله الأسبوع القادم.

The two players who have a vital role in making the difference have gone which ^{put} ~~make~~ the new team ~~trancee~~ in a big trouble while facing a bright team full of stars like that which we will face next week.

النص (26)

إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحترمن أزواجهن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are faithful and
Women who respect their husbands in return and
looking after their kids, bringing them up on the
basis of honest and good ethics are a sacred women

النص (27)

يا أرغم الله أنفا أنت حامله ياذا الخنا ومقال الزور والخلل
ما أنت بالحكم الترضى حكومته ولا الأصل ولا ذي الرأي والجدل (الفرزدق)

I wish God will break your nose, you the one of demerits
and untrue sayings, you are ^{neither} the one whom I
agreed on his judgement nor the one with a good
norms ~~and~~ wise opinions and a good argument.

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير)) (قرآن كريم)

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

النص (29)

((إذ قالت امرأة عمران رب إنني نذرت لك ما في بطني محررا فتقبل مني إنك أنست السميع العليم فلما وضعتها قالت رب إنني وضعتها أنثى والله أعلم بما وضعت)) (قرآن كريم)

Omran's wife said that O' Lord I vowed what is
there in my stomach ~~to~~ freely, so accept it from
me, you are all-knowing all-hearing, when she
bore her baby said that O' Lord it is
a female and Allah knows what she had born.

النص (30)

إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

Scientists who are still arguing about the theory
of the beginning of creation which is brought by
the British scholar Daron more than fifteen decades
a more than one hundred and fifty years ago" ~~it~~ didn't
reach to a solution either negative or positive till
the present day.

University of Durham
School of Modern Languages and Cultures

A translation test conducted as a part of University of
Durham PhD Research

By
Mohammed J. Zagood

Under the supervision of
Prof. Paul G. Starkey

Dear student,

Could you please

- Tick the appropriate box and write down your age

M	F	Age
☐	☒	22

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

3

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

Thanks in advance

Test designer
Mohammed Zagood

2- باستخدام القاموس، ترجم النصوص التالية إلى اللغة الانجليزية:

(1) النص

عندما كنت في الجامعة، درست مع مجموعة من الفتيات المتميزات، وأنا فخور بأنني درست مع أولئك الفتيات اللاتي أصبحن كاتبات مشهورات.

When I was at university, I studied with a group of favored girls, and I'm proud that I studied with those girls who became famous writers.

(2) النص

في حفل الختامي للمؤتمر السنوي الثالث للترجمة تحدث البروفسور سميث وكانت هاتان هما الجملتان الرائعتان اللتان قالهما في النهاية.

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

(3) النص

بعد مرور أكثر من ربع قرن على حفل التخرج من الجامعة، قابلت الفتاتين اللتين تحصلتا على درجة الامتياز ثم تحصلتا على منحة دراسية بالخارج فيما بعد.

After passing more than twenty five years at graduation from university, I met the two girls who got honours degree and then they got scholarship into abroad.

(4) النص

في طريق عودتها إلى المنزل، قالت إنها رأت الرجلين اللذين سرقا سيارتها وحاولا الاعتداء على طفلها الصغير منذ أسابيع خلت.

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

(5) النص

بينما كنا نتناول العشاء في منزل عمي، سمعنا أصواتا غريبة بالخارج فأسرعت لأرى ماذا يجري ووقف النساء في المقاصير ينظرن ماذا حدث وبعد قليل تبين أنها كانت مجرد ألعاب نارية.

While we were having a dinner in my uncle house, we heard strange sounds out side, I hurried to see what is happening, and the women stood in the balcony seeing what happened after a while. It was ascertaining that it was a fireworks.

النص (6)
أيها الناس، اسمعوا وعوا، من عاش مات، ومن مات فات، وما هو آت آت، آيات

محكمات، مطر ونبات، وآباء وأمهات، وذاهب وآت. (قيس بن ساعدة)
*People, listen and understand, who lived is died,
who died is gone, and what is coming will come.
Koranic verse, rain and plants, mothers and fathers
and who is going and coming.*

النص (7)
علمني حيك أشياء ما كانت أبدا في الحسبان، فقرأت أقاصيص الأطفال. دخلت قصور

ملوك الجان وحلمت بأن تتزوجني بنت السلطان تلك العيناها أصفى من ماء الخلجان تلك
الشفثاها أشهى من زهر الرمان وحلمت بأنني أخطفها مثل الفرسان. (نزار قباني)
*You have taught me things which is never
in assumption, so I read babies stories. I entered
Kings' domains places and dreamt that the sultan's
daughter has married me, and her eyes are clearer
than water.*

النص (8)
الآن قد جئت نادمة فمن ذا أبعدك عني وأنا في شدة الحزن وأهلك الظروف القاسية

التي قد يمر بها إنسان على وجه الأرض.
*Now, you came regretfully and who made you
far from me and I was in deep of sadness
in the worst of hard situation which a man
may pass in the earth.*

النص (9)
أظن هاهو تاركى بمضلة من الأرض لا مال لدي ولا ولد
ولا أحد أفضى إليهِ وصيتي ولا صاحب إلا المطية والرجل
محا حبها حب الأولى كن قبلها وحلت مكانا لم يكن حل من قبل (قيس بن الملوح)

النص (10)
على الرغم من تأجيل الاجتماع مرتين في السابق فقد غاب المدير عن اجتماع الأمس

ثانية، الأمر الذي أربك خططنا المستقبلية كثيرا.
*Although the meeting was postponed twice
in the past, the head was absence from
the meeting yesterday once again, the
matter which confused our future plans*

(11) النص

إن الرجلين اللذين رواياتهما تباع بشكل غير عادي هذه الأيام تحسلا على جائزة نوبل للأدب التي تمنح لأصحاب الأعمال الأدبية المميزة.

The two men whose novels are selling in unusual way in these days get the noble prize for art which is given to those who have a particular work

(12) النص

عندما قررنا الذهاب لقضاء العطلة الصيفية في الشرق الأوسط كان بعضنا مترددا بسبب عدم معرفتنا بالأماكن السياحية، ولكن قد أكد المسئولون أنهم سيرسلون مرشدا سياحيا يمكن الاعتماد عليه.

When we decided going to take a summer vacation in Middle East, some of us were hesitant because we don't know the tourist places, but the managers assured that they will send guide who we can depend on.

(13) النص

بعد انتهاء أزمة لوكربي وعودة العلاقات الأمريكية الليبية أصبحت كوندليزا رايس أكبر مسئول أمريكي يزور ليبيا منذ نيف وخمسين عاما.

After LQ crisis had finished and the Libyan-American inter-relationships back again, Condoliza Rice became one of the American responsables who visit Libya since fifty-years and a half.

(14) النص

كل ما يحاول الفرد أن يرسمه للمستقبل يمكن أن يتحول في لحظة واحدة إلى رمال بسبب هذا العالم المجهول الذي جئنا منه وسنعود إليه.

Whatever the person tries to plan for future, it may transmute into ash within a second, because of this unknown world which we came from and come back to it.

(15) النص

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

There was a different science for those Scientists whose science is taking from the book and whose have a weak or strong reason with Al-Azhar.

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في إطار العمل العربي المشترك والعلاقات الثنائية الجيدة وحسن الجوار فإن ليبيا والجزائر اللتين وقعتا اتفاقية التعاون المشترك سيصدران النفط معا.

Libya and Algeria which subscribed the corporate reaction convention will export oil together because of the common Arab labour and the good relationship and good euphemism between both of them.

النص (17)

عندما تبحث عن دراسة اللغات الحديثة في بريطانيا فليك بجامة درم لأنها من أهم الجامعات التي تهتم بدراسة اللغات وخاصة الترجمة وعلوم اللغة العربية.

As you are searching for modern languages study in Britain, go to university of Durham, because it is one of the most important universities which watches over the languages study specially translation and Arabic languages sciences.

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(الانتقام من الذي قتل الأبرياء) عنوان حكايتنا القادمة التي سيحضرها معنا بعض الصم، فأين الذي يفهم لغة الإشارات الأمريكية؟

The revenge from who killed the innocents the title of our coming story which some of the deaf people will attend, so who is the one who understand the American sign language?

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يبدو أن معلوماتك التاريخية قليلة نوعا ما لأنه طارق بن زياد الذي فتح الأندلس وليس موسى بن نصير وكان ذلك في عهد خلافة الدولة الاموية.

It seems that your historical information is not enough some how because Tariq bin Ziad is the one who conquered Al-Andalus not Moussa bin Nozeir and that was at the time of the omayyad succession.

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عندما أعلنت نتائج امتحانات نهاية السنة الدراسية قررت إدارة المدرسة إعطاء المتميزين بعض الجوائز التشجيعية، فقال المدير أعط أيا يستحق.

When the results of the annual examination were declared, the school management decided to give some prizes to the distinguished students, the dean said that give whoever deserve.

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بعد توزيع الجوائز تم الإعلان عن رحلة سياحية إلى شرق البلاد، فقال المدير: إن هذه الرحلة مفتوحة لأيهم يريد الذهاب ولا تقتصر على المتقوين.

After the distribution of the prizes, an announcement about a trip to the east was declared, the boss said that this trip is open for all, not just for the initiators.

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بعد التعمق في دراسة نظريات الترجمة وممارستها عمليا في مختلف المجالات ما أريد قوله هو أن الترجمة مهارة ليس إلا و تعتمد على الاستعداد الفطري.

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When I met that girl for the first time two years back and I saw that lips which were like a rose on which the candy is dripping, I realized that something is happening inside me and my heart-beatings increased.

النص (24)

إذا فرغ من هذا كله جلس للناس وهم يتقاطرون عليه منهم من يقبل يده وينصرف خاشعا ومنهم من يتحدث إليه لحظة أو لحظات ومنهم من يسأله حاجته. (طه حسين)

After he finished, he sat with people who were kissing his hand some were talking to him for a moment or more and some others were asking him their demands.

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لقد ذهب اللاعبان اللذان يصنعان الفارق مما جعل المدرب الجديد للفريق في مشكلة كبيرة خاصة في مواجهة فريق كبير ومليء بالنجوم مثل الذي سيقابله الأسبوع القادم.

The two players who make the difference have gone which put the new team in a trouble especially regarding facing a big team full of stars like that which we'll face next week.

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إن الرجال الذين يحترمون زوجاتهم مخلصون والنساء اللواتي يحترمن أزواجهن ويعتنين بتربية أولادهن تربية جيدة على الصدق والأخلاق الحميدة نساء فاضلات.

Men who respect their wives are faithful and women who respect their husbands, taking care of their children and bring them up in a good way based on the honesty and morality are good women.

النص (27)

يا أرغم الله أنفا أنت حامله يا أرغم الله أنفا أنت حامله
يا أرغم الله أنفا أنت حامله ولا الأصيل ولا ذي الرأي والجدل (الفرزدق)
ما أنت بالحكم الترضى حكومته

النص (28)

((والله خلق كل دابة من ماء فمنهم من يمشي على بطنه ومنهم من يمشي على رجلين ومنهم من يمشي على أربع يخلق الله ما يشاء إن الله على كل شيء قدير)) (قرآن كريم)

Allah created all the creations from water, some are walking on their stomach, some are walking on two feet and others are on four. Allah creates whatever he wants and he is able to do what he wants.

النص (29)

((إذ قالت امرأة عمران رب إنني نذرت لك ما في بطني محررا فتقبل مني إنك أنت السميع العليم فلما وضعتها قالت رب إنني وضعتها أنثى والله أعلم بما وضعت)) (قرآن كريم)

النص (30)

إن العلماء الذين ما زالوا يبحثون في جدل نظرية بداية الخلق التي أتى بها العالم البريطاني دارون وهي التي مر على ظهورها خمسة عشر عقدا من الزمن لم يتوصلوا إلى نفي أو إثبات حتى يومنا الحاضر.

Scientists who still searching about the theory of the beginning of the creation which is brought by the British scientist Darwin as before 15 decades did not reach to a solution till the present-day.