THE TRANSLATION OF RELATIVE CLAUSES FROM ARABIC TO ENGLISH AND VICE VERSA

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FACULTY OF LANGUAGES AND LINGUISTICS
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The purpose of this study is to investigate the extent to which students at the English department of Al-Aqsa University in Palestine translate relative clauses from Arabic to English and vice versa. The study aims to investigate which Vinay and Darbelnet’s (1995) translation procedures are used in translating relative clauses from Arabic to English and vice versa. The study also investigates whether students’ translation is geared towards Nida’s (1969) formal or dynamic equivalence when translating relative clauses from Arabic to English and vice versa. Furthermore, the study examines the extent to which the students’ translation achieves effectiveness in conveying the meaning in the source language text. Finally, the study investigates whether the Accessibility Hierarchy Hypothesis (AHH) (Keenan and Comrie, 1972) can be valid and applied to the six grammatical functions of relative pronouns when students translate relative clauses from Arabic to English and vice versa. The significance of this study is based on the fact that none of the previous studies on Arabic-English and English-Arabic translations have investigated the validity of the translation procedures, formal and dynamic equivalence, and AHH in translating relative clauses. A diagnostic test was designed in both languages for purposes of data collection and data analysis, where each test includes 18 texts divided on the six grammatical functions of relative pronouns. The data of the study are mainly analyzed qualitatively. The tests were administered to a sample of ten graduate students. The results of this study show that the first translation procedure used for translating relative clauses is literal translation; transposition is second; modulation is third, and equivalence is fourth. Dynamic equivalence is used more; and more effectively applied than formal equivalence in translating relative clauses from Arabic to English. On the other hand, formal equivalence is used more, and applied more effectively than dynamic equivalence in translating relative clauses from
English to Arabic. Students’ incomplete mastery of grammatical categories is one of the main reasons for their incorrect translation of relative clauses in Arabic and English. Finally, the findings indicate that Keenan and Comrie’s (1972) AHH is valid in translating relative clauses from Arabic to English. However, the hypothesis is not valid in translating relative clauses from English to Arabic. Further, participants in this study found it easier to translate relative clauses to their native language.
ABSTRAK

kajian mendapati bahawa Hipotesis Hierarki Akses (AHH) oleh Keenan dan Comrie (1972) sesuai dan boleh digunakan dalam menterjemahkan klausa relatif daripada bahasa Arab ke dalam bahasa Inggeris. Namun, ia tidak sesuai digunakan dalam menterjemahkan klausa relatif daripada bahasa Inggeris ke dalam bahasa Arab. Pelajar juga mendapati adalah lebih mudah untuk menterjemah klausa relatif ke dalam bahasa ibunda mereka sendiri.
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CHAPTER 1
INTRODUCTION

1.1 Introduction

This study investigates the translation of relative clauses from standard Arabic to English and vice versa by fourth-year students of the Department of English at Al-Aqsa University in Gaza. The study focuses on how some media texts with relative clauses are translated in both languages. This study is warranted given that relative pronouns and relative clauses are different in Arabic and English in terms of grammatical structures and categories (such as human, non-human, gender, number, and case). Doaa (2012), for example, states that grammatical categories and resumptive pronouns cause difficulty for students when translating relative clauses from Arabic to English and vice versa. These differences are a natural result of the two different linguistic systems that Arabic and English belong to.

1.2 Research Aims

This research aims to: (a) figure out what translation procedures are used by studentsto translate relative clauses, and whether relative clauses (which are categorized based on the gap in the relative clause into subject, direct object, indirect object, object of preposition, genitive, and object of comparison) can be translated formally or dynamically; (b) examine whether students’ translation achieves effectiveness in conveying the meaning of the source language text, and; (c) examine the degree to which the AHH proposed by Keenan and Comrie (1972) is valid in the study. The AHH posits that subject is easier to grasp and more relativized than direct object; that direct object is easier to grasp and more relativized than indirect object, and so on. Based on this classification, the researcher examines how valid and applicable this hypothesis is in
terms of ease and understanding when students translate relative clauses from Arabic to English and vice versa.

The researcher analyzed the data of this research, based on three frameworks: Vinay and Darbelnet’s (1995) translation procedures, Nida’s (1969) theory of equivalence, and Keenan and Comrie’s (1972) AHH.

1.3 Research Rationale

Arabic and English belong to different linguistic families: Arabic belongs to the Semitic family, and English belongs to the Indo-European family; thus, both languages have different linguistic systems. For this reason, it would be likely for students to not perform good translations for relative clauses from Arabic to English and vice versa. In English, for example, the choice of relative pronoun is not affected by gender and number; however, the relative pronoun should agree with the noun that the relative pronoun replaces in the relative clause in case and in the nature of things (human versus non-human). In Arabic, on the second hand, the choice of relative pronoun is affected by gender and number; however, the relative pronoun is not affected by human and non-human. This means that relative pronouns in Arabic can relativize both human and non-human nouns. In contrast to human and non-human, Arabic language views all nouns as having gender differentiation of masculine and feminine. As for case, relative pronouns in the Arabic language are also not sensitive towards case as in the English language; i.e., based on the gap in the relative clause. However, the dual relative pronoun in the Arabic language agrees in case with the head noun, i.e., if the head noun is a nominative, accusative, or genitive, a different relative pronoun has to be employed. In terms of case, Arabic is also different from English in that the direct object which functions as accusative case is repeated as a resumptive pronoun in Arabic. Thus when students translate it to English, they would perform incorrect translation, as English
language does not accept the repetition of resumptive pronoun, functioning as direct object. On the other hand, Arabic accepts the repetition of the resumptive pronoun. The difference is demonstrated in the following example:

الطيب الذي (قابلته) جميل

Altbubu: alla:zi: qablt(hu) jamuln
The doctor who I met(him)is nice.

This example shows that the resumptive pronoun (‘هو’ ‘hu’, him) represents the repetition of the accusative case, which refers back to the direct object in Arabic, and it can be repeated and connected to the main verb as a bound morpheme ‘هو’ ‘hu’, which is correct in Arabic and incorrect in English.

Besides, Doaa (2012, p.21) states, “it is not only the presence or absence of the resumptive pronoun that is the source of difficulty, but it is also the ambiguity implied in the meaning of the sentence, which may include two meanings and interpretations.”

[1-2] “This is the book which I bought it yesterday.”
Hatha al-kiṭab althy ishtaraytuh ams

Doaaa states these examples to support her claim:

a) “This the book which bought I it yesterday.” (This is the literal translation of the above example in Arabic.)

b) “This the book which bought you it yesterday.” (This is the literal translation of the above example in Arabic). This example shows that the Arabic sentence above can be translated in two ways as “This is the book that you bought yesterday”/ “This is the book that I bought yesterday.” this is how the ambiguity comes to surface: it would be unclear for both English and Arab learners whether “Tu+hu” refers to the speaker or to the second person (Doaa,2012).
Besides these syntactic aspects of relative clauses, this research is also concerned with the semantic aspect of relative clauses. The function of relative clauses is mainly to embed information to the head noun; however, in addition to the meaning of the embedded information being changed, sometimes the embedded, or secondary information may be made primary. This may cause changes in the theme or the stress of the information text.

1.4 Research Questions

1. What are the translation procedures used by students to translate relative clauses from Arabic to English and vice versa?

2. To what extent does the translation achieve effectiveness in conveying the meaning of the source language text?

3. To what extent is the Accessibility Hierarchy Hypothesis (AHH) valid and applicable in the current study?

The first research question is to figure out what translation procedures are used by students to produce appropriate translation, and to examine whether the procedures proposed by Vinay and Darbelnet (1995) account for the translation procedures used in translating relative clauses, and also to investigate whether students translate relative clauses formally or dynamically, based on Nida’s theory of equivalence (1969). The second research question examines whether students’ translation achieves effectiveness in conveying the meaning of the source language text (SLT). The purpose of the final research question is to examine the degree to which the AHH proposed by Keenan and Comrie (1972) is valid in the study. This is to test if the AHH—positing that relative pronouns which function as subject are more easily grasped, and perhaps translated, than direct object, and so forth—is true for English-Arabic and Arabic-English translations.
1.5 Limitations of the Study

The study only includes fourth-year students of the Department of English at Al-Aqsa University in Gaza, which is just one university out of twelve in Palestine. The sample is a small group of students, half of the intake (10 students). Thus, the findings of the current study cannot be generalized to all Palestinian universities and students, or to English-Arabic, and Arabic-English translations in general.

Although Arabic has many dialects classified as non-standard Arabic,(e.g., Baghdadi, Jordanian, and Egyptian) standard Arabic is the unified formal language that all Arab countries use. This standard Arabic is mostly used in written language. This study, then, deals only with written texts and not spoken ones, since there may be variation in the usage of relative clauses in the spoken dialects. In particular, many speakers of Arabic and English skip relative pronouns while speaking, replacing them with a pause of intonation or with a new sentence, or with changing the order of grammatical elements inside the relative clause. This means that in speech, Arab learners break the grammatical rules on which relative clauses are based; translation and interpretation thus have different results. For this reason, the study deals with translation and not interpretation, since the data are based on written texts.

Moreover, non-standard Arabic has its own grammatical system that is slightly different from standard Arabic in syntactic, morphological, and lexical systems. Therefore, the study merely focuses on standard Arabic as relative pronouns in non-standard Arabic are either not properly used, not used, or replaced with other structures which cannot be accounted for under standard Arabic.
In writing, on the other hand, Arab students cannot avoid grammatical rules of relative clauses.

Another limitation of this study is that it only focuses on the definition of relative pronouns which are widely used in Arabic and English, while as general relative pronouns (such as ‘what’, ‘wherever’, ‘whoever’, and others) are not used.

1.6 Significance of the Study

The study is significant to the researcher’s concern for helping students improve their ability to translate relative clauses from Arabic to English and vice versa. Based on translations done by the students in the study, the appropriate strategies used to produce good translation are collected and disseminated to other students who are concerned about translation. Also, none of the previous studies on Arabic-English and English-Arabic translation have investigated translation procedures in relative clauses. Furthermore, the significance of this study is based on the fact that none of the previous studies on Arabic-English and English-Arabic translation have investigated the validity of the AHH. Thus, the study fills an existing research gap. This research is based on empirical findings whereby students can know which translation procedures are more appropriate in translating relative clauses, and how Nida’s theory of equivalence and the AHH are applied.
CHAPTER 2
REVIEW OF LITERATURE

2.1 Introduction
This chapter gives an illustration, analysis, and explanation of relative pronouns and clauses in Arabic and English. It explains how relative pronouns function in both languages, and shows the similarities and dissimilarities between English and Arabic in relative pronouns. Here, the researcher presents an overview of some previous studies relevant to the current study. Finally, this chapter presents the framework that the researcher uses to analyze data in the study.

2.2 Notion of Relative Pronouns and Relative Clauses
Yule (2000, p.245) defines a relative pronoun as “a pronoun which introduces a relative clause and it refers back to the antecedent and relates the antecedent with the relative clause”. Antecedent means the head noun that the relative pronoun refers to. Sometimes relative pronoun is also called relativizer (Biber, 1999). An example of a sentence with relative clause is:

[2-1]  **This is the car that I want to buy.**

In the above example, ‘the car’ is the head noun and ‘that’ is the relative pronoun modifying the antecedent ‘the car’ and introducing the relative clause ‘that I want to buy’. Here, the relative clause modifies the antecedent ‘the car’. Besides that, according to Biber (1999,p.608) “relative clauses are always missing a constituent, which corresponds in meaning to the head noun”. The missing structural constituent of the relative clause is called ‘gap’. In the above example, the gap appears in the position of direct object,
after the verb ‘buy’. Thus, the basic construction of the relative clause is “I want to buy something”.

The main purpose of the English relative pronoun is to stand for a noun or another preceding noun mentioned previously, and is called its antecedent, meaning that the relative pronoun relativizes and modifies nouns preceding it. A relative pronoun introduces a subordinate clause which is called relative clause, so relative clauses are called subordinate clauses (Goldman and Szymanski, 1983). Sometimes, some scholars use the word ‘relativization’ to denote the process of embedding a sentence as a modifier to a noun phrase (Reibel and Schave, 1969). Miller (2002) states that “The term 'relativization' goes back to the Roman grammarians, who called the Latin equivalent of ‘which’, ‘who’ and so on relative pronouns because they refer to a noun”. These grammarians described the function of the relative pronoun as a connector between two sentences, making them as one sentence. In this case, the first sentence is the main sentence, the second one is subordinate; so the relativization process combines the main clause with the relative clause, and forms one complete sentence (Miller, 2002).

2.3 Relativization in English

2.3.1 Relative Pronouns in English

There are two types of relative pronouns in English: defining relative pronouns, and, non-defining relative pronouns. Downing and Lock (1992) state that defining relative pronouns give important information to identify or define the thing or person we are talking about. Also, they introduce defining relative clauses, which are also called finite relative clauses.
Downing and Lock classify defining relative pronouns as follows:

1- **Who**: It is used for relativizing human beings’ names, and cannot be deleted when ‘who’ functions as a subject.

E.g.: The student who got the highest degree at high school is the prime minister’s son.

2- **Whom**: It functions the same as ‘who’, but the difference is that ‘whom’ only functions as object, while ‘whom’ can also be preceded by a preposition.

E.g.: The lecturers whom University of Malaya gave special presents to all deans.

3- **Which**: It is used to relativize non-human nouns. ‘Which’ has two functions: subject and object.

E.g.: The car which my father bought is a BMW.

4- **That**: It can relativize both human and non-human nouns. It can function as subject and object. It does not relativize proper names and cannot follow a preposition.

E.g.: The best institute of technology that many students join is in America.

5- **Whose**: It is a relative pronoun referring to the possessive form, and relativizes both human and non-human nouns.

E.g.: There are many rich families whose children study at private institutes.

According to Downing and Lock (1992), non-defining relative pronouns are ones referring to some place, some time, someone, some reason, and to people in general. They state that non-defining relative pronouns are ‘whoever’, ‘whichever’, ‘whatever’, ‘whenever’, ‘wherever’, ‘however’, ‘why’, ‘when’, and ‘where’. These non-defining relative pronouns do not need to have a head noun preceding them; they can come at the beginning of the clause and have the subject position. This study only focuses on defining relative pronouns.
2.3.2 Omitted Relative Pronouns in English

Downing and Lock (1992) state that “relative pronouns like ‘which’, ‘whom’, ‘who’ and ‘that’ can be omitted if they function as an object of the verb or an object of preposition.” In English, relative pronouns cannot be omitted if they function as a subject. Let us consider the following examples:


[2-3] This is the man who loves his wife more than his brother.

In the first example, ‘whom’ functions as a direct object and can be deleted without any ungrammaticality for the sentence. On the other hand, ‘who’ in the second example cannot be omitted as it functions as a subject.

2.3.3 The Syntactic and Semantic Function of Relative Clauses in English

One of the syntactic functions of relative clauses in English is to connect separate phrases, clauses and sentences, and to give them coherence and meaning. Andrew (2004, p.1) explains the semantic function of relative pronouns in English: “relative clauses are subordinate clauses that help to delimit the potential reference of a noun phrase, the relative clause includes something that has to be true of anything that the noun phrase might refer to.” The main semantic function of relative clauses in English is to modify and describe nouns and noun phrases in English. The same sentence may have two different meanings in English, depending on the syntax and based on the punctuation marks through which the sentence is structured. Punctuation marks play an essential role in distinguishing between restrictive and non-restrictive relative clauses. Restrictive and non-restrictive clauses convey different meanings and interpretation for the head noun they modify. We will demonstrate this with examples in subsequent sections.
2.3.4 Relative Clauses in English

There are a few types of relative clauses in English. Nominal and sentential relative clauses are discussed by Greenbaum (1991), while restrictive and non-restrictive relative clauses are discussed by Downing and Lock (1992).

2.3.5 Nominal Relative Clauses in English

Greenbaum (1991) states that “nominal relative clauses are clauses introduced by nominal pronouns and have the same functions as noun phrases.” Nominal relative clauses are essential because of the position they occupy in the sentence; without them there is no sentence. In all types of relative clauses, relative pronouns refer to their heads, except nominal relative clauses, which are different from other relative clauses in that they come at the beginning of the sentence and function as a subject. They are usually introduced by ‘what’, ‘whatever’, ‘whoever’, and ‘whichever’. For example:

[2-4] Whoever committed the crime must be crazy.

In the above example, “whoever committed the crime” is a nominal relative clause because it works as a noun phrase and gives important information without which the sentence is meaningless and incomplete.

2.3.6 Sentential Relative Clauses in English

Greenbaum (1991) states that sentential relative clauses are clauses which can also be called connective relative clauses. They do not refer to a noun preceding them; rather, they comment on the entire preceding clause or sentence. Greenbaum (1996) states that sentential relative clauses are identical to non-restrictive relative clauses with a little difference because they not only postmodify nouns, but also postmodify their antecedents, which are a part or a whole of what comes before them in a sentence. This
means that the sentential relative clause comments on the complete clause preceding it. For example:

[2-5] None of the three girls took a permission to leave the class, which may make them indiscipline.

In the above example, “which may make them indiscipline” is the sentential relative clause, and only comments on the main clause, explaining the people’s point of view. Sentential relative clauses are isolated from what precedes them by an intonation pause in speech, and by a comma in writing.

2.3.7 Restrictive Relative Clauses (RRC) and Non-Restrictive Relative Clauses (Non-RRC) in English.

Downing and Lock (1992, p. 92) state that “restrictive relative clauses (RRC) are also called defining relative clauses because they restrict and identify the head noun they modify.” Thus, RRC specifies the thing or person mentioned. In restrictive and non-restrictive relative clauses, the relative pronouns ‘which’ and ‘who’ are used for non-restrictive relative clauses, while the relative pronoun ‘that’ is used for restrictive relative clauses (Downing and Lock, 1992). Let us consider the following example:

[2-6] A person who collects tickets in the bus is a conductor.

In the above example, the restrictive relative clause “who collects tickets in the bus” refers to a specific person whose job is to collect tickets. On the other hand, Downing and Lock (1992) state that non-restrictive relative clauses do not restrict the meaning of the relative clause related to the head noun, and the information that the relative clause includes is not essential: it only gives additional information, which is put between commas and the relative clause can be deleted. Let us consider the following example:
My English class, which is at 7 o’clock, is very important.

In the above example, the head noun “my English class” is followed by a non-restrictive relative clause. Here, “which is at 7 o’clock” is the non-restrictive relative clause that gives more information and can be deleted without changing the meaning.

The next section focuses on resumptive relative pronouns which may appear in a relative clause.

2.3.8 Relative Clauses with Resumptive Pronouns in English

Downing and Lock (1992) illustrate that “resumptive relative pronoun functions as a pronominal element and it is the same as the preceding relative pronoun.” They state the example below to explain the resumptive relative pronoun:

*This is the car which I bought it yesterday.

In this sentence, ‘it’ is the resumptive relative pronoun referring back to ‘the car’.

In English, resumptive relative pronouns are not grammatical when they are repeated, but in some cases, when there is a distance between the head noun and its complement, a resumptive relative pronoun can be inserted after a parenthetical sentence to make the sentence clear and understood. Let us consider the following example:

This is the woman that, whenever it is dark, she screams.

‘She’ is the resumptive pronoun which can be written because it is preceded by the parenthetical clause “whenever it is dark” and there is a distance between ‘that’ and its complement ‘screams’.
2.4 Relativization in Arabic

2.4.1 Relative Pronouns in Arabic

“Relative pronouns in Arabic are used to subordinate adjectival clauses and therefore create complex subordinate clauses, and the choice of the relative pronoun depends on its head noun and whether it is singular, dual, or plural” (sic, Doaa, 2011, p. 52). Doaa states that “in Arabic a relative clause is an adjectival clause which is used as one type of postmodifiers of noun phrases.” The location of relative clauses in Arabic is the same as in English; it follows its head noun in order to clarify and identify it. In Arabic, the relative clause must fulfill three conditions in order to make sense. These conditions are:

1- The relative clause must tell readers something regarding the head noun it refers to, such as identifying or describing it, and relative clause cannot be used for requesting or asking.

2- The meaning of the relative clause must include enough details and information for the person or thing being talked about.

3- In Arabic, the relative clause must include a resumptive pronoun referring back to the head noun, and it must agree with the head noun in gender, number, and sometimes case, where case in Arabic depends on the position of the head noun in the main sentence; unlike English where case depends on the gap in the relative clause. Besides, case in Arabic refers to the case of the head noun and not to the case of the gap in the relative clause like English.

As in English, Arabic has specific and general relative pronouns. Zagood (2012) states that “specific relative pronouns, namely, والذي (allazi:n), والتي (allati:n), والذان (allatani:n), والذين (allazi:n), والتيتي (allawi:ti), and والتيي (allawi:i), in Arabic regularly reflect gender, number, and case and they depend on the context, too.”
Based on Zagood’s (2012) discussion, the summary of specific relative pronouns and their functions in Arabic is classified as follows:

**الذي**/َAlla:zi:/: It is a definite relative pronoun which is applicable to masculine, singular, human, non-human nouns, and all grammatical cases.

**التي**/َAllati:/: It is a definite relative pronoun which is applicable to feminine, singular, human, non-human, and all grammatical cases.

**الذان**/َAllaza:ni:/: It is a definite relative pronoun which is applicable to masculine, dual, human, non-human, and nominal case.

**الذين**/َAllazainel: It is a definite relative pronoun functioning as a genitive and accusative case of ‘َallaza:ni’ and it is applicable to the feminine, dual, human.

**التان**/َAllata:ni:/: It is a definite relative pronoun which is applicable to feminine, dual, human, non-human, and nominal case.

**الذانين**/َAllazina:ni:/: It is a definite relative pronoun which is applicable to masculine, plural, dual, human, and genitive, and accusative case.

**الذاتين**/َAllwa:ti:/, /َAlla:ti:/, /َاللاتين**/َاللاتين: These are definite relative pronouns which are applicable to feminine, plural, human, non-human, and all grammatical cases.

Based on the discussion above, this table illustrates the specific Arabic pronouns and their uses.
On the other hand, according to Zagood (2012) “General relative pronouns are applicable to both types of gender and to all numbers. They are six in total, ما (ma:), من (man), (اللذين), وماذا (ما:زا:جا:ي), (الذي), (لذين), (من: يدرس بجد يتفوق). They do not differentiate whether the antecedent is plural, singular, dual, masculine, feminine, human, or non-human. The examples below show how general relative pronouns function in Arabic:

(من) يدرس بجد يتفوق
(Who) studies hard gets high marks.

In this example, the relative pronoun من (‘man’-’who’) is a general relative pronoun and refers to any person. In Arabic, the relative pronouns: ‘الامر الذي’ (‘اللذين’ - ‘which’), and ‘مما’ - ‘which’ are used to introduce sentential relative clauses, and they perform the same function as the English sentential relative pronoun ‘which’, which gives general comment on the preceding clause. The difference between ‘الامر الذي’ and ‘مما’ and the above six relative pronouns is that ‘الامر الذي’ and ‘مما’ do not introduce nominal clauses; however, they give a general comment to what precedes them and they can be deleted without
changing the meaning of the sentence. The example below shows how sentential relative clauses function in Arabic:


Laqad rasaba ali fi: alakhtbar ala?mr i alazi: ahzanani  
Ali has failed in the exam, which made me sad

2.4.2 Omitted Relative Pronouns in Arabic

Like English relative pronouns which can be omitted, some Arabic relative pronouns can also be omitted. However, unlike in English where relative pronouns (‘which’, ‘whom’, ‘who’, ‘that’) can be omitted if they function as an object of the verb or an object of preposition, Arabic omission, as it is stated by Mohammed (1999, p.79) is based on “Two types of relative pronouns, the first one is overt relative pronoun, and the other is covert 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.” The examples below explain Mohammed’s classification for Arabic relative pronouns:


Wasla alwaladu (allazi) ja?rifu?ahmud  
The boy (who) knows Ahmed arrived.

Wasla waladun(*allazi:) ja?rifu Ahmad  
A boy (who) knows Ahmed arrived

In the first sentence الولد (‘alwaladu’- ‘the boy’) is a definite head noun followed by the overt relative pronounالذي (‘allazi’- ‘who’). Thus, ‘allazi’ cannot be deleted as it is
preceded by a definite head noun. In the second example, ‘ولد’, ‘a boy’ is an indefinite noun which must not be followed by a relative pronoun (*alla:zi:).

2.4.3 Relative Clauses in Arabic

Like English, Arabic relative clauses can be divided into nominal relative clauses and sentential relative clauses, and restrictive, and non-restrictive clauses.

2.4.4 Nominal Relative Clauses in Arabic

Like the English nominal relative clause, the Arabic nominal relative clause is defined as a clause which starts with a relative pronoun, and is considered a noun phrase because it represents the main subject of the sentence, without which the sentence is incorrect (Badawi, 2004). These relative pronouns are ما (‘ma:’-‘whatever’) and من (‘man’-‘whoever’). They are non-defining relative pronouns which indicate people or things (Badawi, 2004). Let us consider the following example:


‘Man hadra alhaful astmt?a katheran
‘Whoever’ attended the party enjoyed a lot.

In this example the nominal relative clause “whoever attended the party” refers to anyone attending the party, and it functions as a subject; the relative pronoun من (‘man’-‘who’) comes at the beginning of the sentence and cannot be deleted.

2.4.5 Sentential Relative Clauses in Arabic

Just as in English, Arabic includes sentential relative clauses. In English, sentential relative clauses are introduced with ‘which’ to comment on the preceding main clause, and the relative pronoun ‘which’ must come after and be introduced either by a comma in writing or by intonation in speech. In Arabic, on the other hand, sentential relative clauses are introduced with الأمر الذي ‘al?mri alazi-‘which’, and مما ‘mima-
‘which’, and they perform the same function as the English sentential relative pronoun ‘which’. The following example shows the function of these relative pronouns in English and Arabic (Mace, 1996):

\[2-15\]

\[
\text{يقولون ان نتائج الحرب سلبيه} \quad \text{لا اصدقه}.
\]

They say that the outcome of the war is negative, which I do not believe.

The underlying clause is sentential; giving a comment on what precedes it.

2.4.6 Restrictive and Non-Restrictive Relative Clause in Arabic

Like English, Arabic has restrictive and non-restrictive relative clauses. English distinguishes non-restrictive relative clauses from restrictive relative clauses by a comma. In Arabic, “restrictive and non-restrictive relative clauses do not have to be formally distinguished” Badawi (2004). Instead, in non-restrictive relative clauses conjunctions are used to refer to the additional information carried in the clause. The conjunction used in Arabic to add more information to the main clause is (‘و’–‘wa’– ‘and’).

\[2-16\]

\[
\text{هو من افضل صديق علي الاطلاق} \quad \text{و} \quad \text{احمد صديق حميم ومخلص وهو من أفضل صديق على الاطلاق}.
\]

Ahmad is a very faithful, loyal friend, who is the best among all.

In Arabic the conjunction “wa/and” is used to add information to the main clause, where this information is secondary, and can be omitted. Thus, the relative clause is considered non-restrictive.

The next section illustrates the concept of resumptive pronouns used in Arabic relative clause.
2.4.7 Relative Clauses with Resumptive Pronouns in Arabic

In English, the resumptive relative pronoun functions as a pronominal element and it refers back to the relative pronoun preceding it. However, in Arabic, “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” (Al Latif, 1973). Further, in Arabic, a resumptive pronoun must be linked to the verb. Let us consider the example below:

الولد الذي قابلته

Al-walad (allazi) qabaltuh
The boy whom I met (him).

In this example the resumptive relative pronoun is ته-‘uh’-‘him’, so the resumptive relative pronoun ‘uh’ functions as objective case and refers back to its head noun الولد ‘al-walad’-‘the boy’, and it follows the verb as a bound morpheme.

The table below shows the usage of relative pronouns in each case (subject, object, direct object, indirect object, object of preposition, genitive, and object of comparison). In this table, non-defining relative pronouns are omitted as they are not under investigation.

Table 2-2: The Function of Specific Relative Pronouns in Arabic and English

<table>
<thead>
<tr>
<th>The function of relative pronouns</th>
<th>Arabic relative pronouns</th>
<th>English relative pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>اللتان (allata:ni)</td>
<td>Who</td>
</tr>
<tr>
<td></td>
<td>اللتي (allati:)</td>
<td>that</td>
</tr>
<tr>
<td></td>
<td>اللذي (alla:zi:)</td>
<td>Which</td>
</tr>
<tr>
<td></td>
<td>اللواتي (allawa:ti:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>اللائي (alla?:i:)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>اللائي (alla:ti:)</td>
<td></td>
</tr>
<tr>
<td>Direct object</td>
<td>اللتان (allata:ni)</td>
<td>Who</td>
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<tr>
<td></td>
<td>اللتي (allati:)</td>
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<td></td>
<td>اللذي (alla:zi:)</td>
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<td>اللواتي (allawa:ti:)</td>
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<td>اللائي (alla:ti:)</td>
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<td>Arabic</td>
<td>English</td>
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<tr>
<td>لتان (allata:ni)</td>
<td>To</td>
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<td>التي (allat:ti)</td>
<td>for</td>
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</tr>
<tr>
<td>الائي (alla:?i:)</td>
<td>with</td>
<td></td>
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<tr>
<td>الاتي (alla:ti:)</td>
<td>from</td>
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</table>

<table>
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<tr>
<th>Indirect object</th>
</tr>
</thead>
<tbody>
<tr>
<td>لتان (allata:ni)</td>
</tr>
<tr>
<td>التي (allati)</td>
</tr>
<tr>
<td>الائي (alla:?i:)</td>
</tr>
<tr>
<td>الاتي (alla:ti:)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Object of preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>لتان (allata:ni)</td>
</tr>
<tr>
<td>التي (allati)</td>
</tr>
<tr>
<td>الائي (alla:?i:)</td>
</tr>
<tr>
<td>الاتي (alla:ti:)</td>
</tr>
</tbody>
</table>

2.4.8 Passive and Active Voice of Relative Clause in English and Arabic

A relative clause can function as passive voice when the relative clause, functioning as a finite relative clause, is changed into a non-finite relative clause. Thus, the relative pronoun is reduced to a non-finite verb phrase. Also, finite relative clauses are changed into passive voice when changed into non-finite adjectival clauses. When relative clause is changed into passive voice, finite verbs are either changed into participial verbs or replaced with ‘being’ plus past participle in case of continuous tenses.

In general, relative clause starts with a pronoun, such as ‘who’ or ‘that’, and the relative pronoun is followed by a full verb. In the case of the passive voice clause, the full verb includes an auxiliary—a form of ‘get’ or ‘become’ or ‘be’—followed by a main verb in participle form. However, in the reduced relative clause, both the pronoun and auxiliary must be deleted. If only the auxiliary is deleted, the clause is not formed correctly.

The next section discusses theAHH, which is related to relativization.
2.5 Relativization and the Accessibility Hierarchy Hypothesis (AHH)

The Accessibility Hierarchy Hypothesis is used to examine the extent to which it is valid and applicable in the current study. This hypothesis goes back to Edward Keenan and Bernard Comrie (1972). In their hypothesis they divide relative clauses into six hierarchical grammatical functions. The grammatical functions of relative clauses are: subject(S), direct object (DO), indirect object (IO), object of preposition (OP), genitive (G), and object of comparison (OCOMP). The logic of Keenan and Comrie’s hypothesis is as follows: in relativizing sentences, the subject is more accessible than the direct object to grasp and to relativize; the direct object is easier to grasp than the indirect object; the indirect object is easier to grasp than the object of preposition; the object of preposition is easier to grasp than the genitive; and finally the genitive is easier to grasp and to relativize than the object of comparison. Hence, leaners of a language would find it easier to relativize higher grammatical functions on the hierarchy than the lower and more complicated functions. AHH also claims that all languages can relativize the highest grammatical functions on the hierarchy.

The logic of Keenan and Comrie’s AHH can be summarized as: SU>DO>IO>OP>GEN>OCOMP. Here, ‘>’ means ‘is more accessible than’.

Keenan and Comrie state that one of the most fundamental principles that AHH is based on is that “it reflects the psychological ease of understanding”. That is, the further the constituent is on the hierarchy, the more difficult it is to grasp and to be relativized. They also claim that subject relativization is acceptable and existed in all languages, where very few languages, such as English, include the object of comparison. Keenan and Comrie state that “Relativizing constituents towards the right of the hierarchy often results in more marked or awkward structures, such as the genitive relativization in Korean.” This means that in some languages the more the constituent is on the right of
the hierarchy the more difficult it is for students to relativize, thus making awkward and ungrammatical structures. Based on the data collected by Keenan and Comrie from 50 languages, they state that in most languages there is no gap for the grammatical functions of relative pronouns on the hierarchy. For instance, there are no languages which permit subject and indirect object relativization, but not direct object relativization in between.

The following sentences are taken from Keenan and Comrie (1979, p. 6-19). They show how relative pronouns function on all grammatical components on the hierarchy. English examples of the AHH are as follows:

[[2-18] “The man who is working in his study”(subject)
[[2-19] “Here is the book that I bought yesterday”. (direct object)
[[2-20] “The woman that John gave the book to” (indirect object)
[[2-21] “The stick with which Hynik beat the dog”(objectof reposition)
[[2-22] “The man whose dog is smart”(genitive)
[[2-23] “The man that Mary is bigger than”(object of preposition)

Arabic examples are taken from Arabic media texts with some changes:

[[2-24] أحمد هو المجرم الذي أتكفر جريمه اقتحام البنك في لندن

John is the boy who has done the robbery in London.

[[2-25] هم لم يعطوا الحرية والسلام الذي يستحقه الشعب الفلسطيني

Lm jatu: alhria wa alslam ilsh?b alla:ti jastahkha(direct object)
They did not give freedom and peace that Palestinians deserve.

[2]
The first-grade students whom medals of honor were given to visited the president in his private garden in Ram Allah.

We have lost the true method through which friend and foe are distinguished.

Politics is a pendulum whose swings between anarchy and tyranny are fueled by perpetually rejuvenated illusions.

University of Washington has given master scholarships for the first-class students at Medicine Faculty. These students got the highest marks that no one could get higher than.

2.5.1 Some Studies on the Implications and Applicability of the Accessibility Hierarchy Hypothesis

Several studies claim that subject and direct object relative pronouns are easier to grasp than indirect object, object of preposition, and genitive on the AHH. One of these studies was done by Mhinga (1987), who investigated the applicability of the AHH in Tswana language. He investigated the grammatical functions accessible in Tswana. Based on his findings, Mhinga concluded that some grammatical functions, such as genitive and object of comparison, are difficult to relativize on the AHH. He also states
that only three grammatical functions are relativized and accessible. These grammatical functions are subject, direct object, and indirect object.

Eckman, Bell, and Nelson (1988) conducted a research which concentrated only on teaching how students can relativize the least accessible constituents. They claim that it is beneficial for students to learn how they relativize the least accessible grammatical positions on the hierarchy, which would help them maximize generalization to the right constituents on the hierarchy. Eckman, Bell, and Nelson’s sample consisted of 36 ESL learners at some US universities. The method they used is quantitative and included a combination of tasks. Eckman, Bell and Nelson concluded that “learners taught relativization on only one position on the hierarchy could generalize their learning to other constituents to the left, but not necessarily to the right.”

Aarts and Schils (1995) conducted a study which investigated the ability of Dutch university students learning English to comprehend and produce relative clauses. They also documented as to which constituents were easier for the students to relativize and grasp. Aarts and Schils conducted a test to examine the ease with which students could produce relative clauses to every component on the hierarchy. Aarts and Schils used a mixed research method to conduct their research. Their sample consisted of was 96 students chosen from Dutch universities. Aarts and Schils (1995) concluded that students found the grammatical functions of relative pronouns difficult to grasp and to relativize on the right of the AHH. The researchers did not go further to the right of the hierarchy because they considered the students’ background regarding relative clauses. They also considered the nature of Dutch language, which does not focus as much on relativization as English does. Finally, Aarts and Schils find support for Keenan and Comrie’s AHH in that Dutch students faced difficulty relativizing the
grammatical function of relative pronouns to the right of the hierarchy. Their findings showed that students made more mistakes regarding subject relativization than with object relativization. This was because they relativized the first sentence rather than the second one. For example, they wrote:

[2-30] “The man who was fired had forgotten to lock the safe”, instead of “The man who had forgotten to lock the safe was fired”

Grady, Lee and Choo (2001) conducted a comparative study which examined Korean learners’ ability to comprehend relative clauses at Texas University. They investigated students’ abilities of distinguishing between subject and direct object relativization. The instrument they used was a test that required translation from Korean to English and vice versa. They used a qualitative research method to analyze their data. They came up with the following findings: “In English the difference between subject and object relative clauses is comprehended by word order, while in Korean, the distinction is proven by a clear turn in case marking, meaning that there is no word order distinguishing subject relative clause from object relative clause except the grammatical case i.e. accusative, nominative, or genitive case, which carries the difference between subject and object relative clauses,” Grady, Lee and Choo (2001). To clarify the last point regarding a clear turn in case marking, Grady and Choo state these examples from Korean language:

[2-31] Subject relative clause:

남자를 좋아하는 여자

namja-lul cohaha-nun yeca

man-Acc like-Rel woman

“The woman who likes the man”
Direct Object relative clause:

남자가좋아하는여자

dam-ka cohaha-nun yeca

man-Nom like-Rel woman

“The woman who the man likes”

Based on the above examples, we notice that English language depends on word order to distinguish between subject and direct object, while Korean language depends on case marking. Thus case marking in Korean is used to distinguish the grammatical function of relative pronouns.

To sum up, Grady, Lee, and Choo (2001) concluded that Korean learners understand subject relative clauses much easier than direct object and other relative clauses to the right of the hierarchy. Lucien and Jaehoon (2010) came up with a considerable result regarding relativization in Korean. They state that “relativization in Korean relies more on semantic and pragmatic factors, depending on meaning and context, which is different from English, which depends on syntactic factors, where these semantic and pragmatic factors in Korean are more important than syntactic ones, and these factors should be considered by students when relativizing the grammatical functions of relative pronouns in Korean.” Further, Lucien and Jaehoon (2010) claim that teaching native speakers of Korean language relativization according to the English principle of “relative clause formation transformation” would ignore the central role of semantics and pragmatics in the interpretation of Korean relative clauses. Unlike in English, relativization in languages such as Korean cannot be interpreted primarily on syntax. However, “establishing context is especially vital in the case of a language such as Korean, which does not require all complements of a predicate to be present in a
sentence and therefore allows relative clauses with multiple possible meanings”,
(Lucien and Jaehoon, 2010).

To clarify the last point Lucien and Jaehoon state the following examples:


_Yon sensayng-i san paykhwacem-i eti-eyo?_

Yeon-teacher-Nom buy-Rel dept. store-Nom where-is
(a) Where is the department store (which) Mr Yeon bought?
(b) Where is the department store (in which) Mr Yeon bought (it)?

The choice between (a) and (b) largely depends on the interlocutors’ knowledge of Mr. Yeon and of the place. If the interlocutors assume that Mr. Yeon cannot afford to buy the department store, the preferred interpretation would be (b), whereas if he was a millionaire,(a) can be a possible interpretation. This shows that different interpretations are potentially available in Korean depending on the possible semantic and pragmatic relationship between the head noun and the clause.

Lucien and Jaehoon(2010) conclude that “The determination of the grammatical role of the target of the relativization does not crucially depend on the sub categorization of the predicate in the relative clause.”

Based on their research on Korean students, Brown and Yeon(2012) state that “The idea that students taught relativization of less accessible constituents are able to generalize their knowledge to more accessible constituents is indeed a fascinating one.” They illustrate that this claim cannot apply to elementary students because they would be confused if asked to relativize the grammatical function of object of preposition and genitive. The reason elementary students find it difficult to understand and relativize the less grammatical functions of relative pronouns is that the object of comparison is not
possible in Korean and the genitive can be only relativized with pronoun retention. On the other hand, Brown and Yeon state that “elementary learners of Korean would learn relative clauses best by working from left to right along the hierarchy, whereas advanced learners could improve fluency of all positions by being taught relativization on less accessible constituents in Korean.”

Unlike these studies, the present study examines whether the AHH is applicable and valid between Arabic-English and English-Arabic translations of relative clauses. The researcher applies AHH to investigate which grammatical components are easier for students to relativize on the hierarchy, and whether the Arabic system of relative clauses matches Keenan and Comrie’s logic. Having looked for previous studies regarding AHH in Arabic, the researcher did not find any study that touches this area. Also, none of these studies connect AHH to Vinay and Darbelnet’s procedures of translation and Nida’s theory of equivalence. The present study thus fills a research gap.

2.6 The Literature Review on Some Previous Studies of Relative Clauses in English-Arabic and Arabic-English

Ghussain (2003) conducted a study on linguistic problems in Arabic-English translation. He states that translators of both languages should be aware of the differences in both language systems. Difficulties in translation are classified according to the different systems of word order and morphological grammatical categories between Arabic and English. For example, in English the second person pronoun ‘you’ can take ‘who’ as a relative pronoun connecting the relative clause, but in Arabic, the second person pronoun ‘you’ is relativized according to gender (masculine/feminine) and number (singular/dual/plural). That is, in English ‘you’ can be used for feminine and masculine, but Arabic has different pronouns for both feminine and masculine. These differences pose challenges for students. He also states that relative clause is one of the most
important areas that students face difficulties in when they translate from English to Arabic and vice versa. The conclusion of his research states that the different systems of gender, number, and case between Arabic and English create difficulties in the process of translation.

Zagood (2012) conducted a comparative study of relativization between Arabic and English. He compared relative clauses in Arabic and English, and also identified mistakes by students when translating relative clauses from Arabic to English and vice versa. He investigated the mistakes made by 25 university students at El-Megrib University in Libya. The results of his study illustrate that students face difficulties translating relative clauses from English to Arabic and vice versa. According to his findings, students' linguistic problems can be shown in their lack of knowledge of grammatical categories of gender, number, and case in Arabic and English.

Kharma and Hajjaj (1985) conducted a comparative study regarding relative clauses between Arabic and English. They investigated the kind of mistakes committed by students whose native language is Arabic and their ability to understand the grammatical function of relative pronouns, and whether they were able to avoid repeating the irrelevant personal pronoun when translating to English. This research concluded that students whose native language is Arabic face some difficulties translating relative clauses from English to Arabic and vice versa. These difficulties are represented in the deletion of relative pronoun in English and its replacement with personal pronoun when translating from Arabic. The example below explains that:

البنت (التي) تذهب إلى جامعة الملايا تعمل في محطة القطار

Albnitu (allati) taːzhab ila JamlА? nighta?ma fiː mhatti alqtar

*The girl (she) goes to UM every day works at the train station.

In the example above, Arab students may use the personal pronoun ‘she’ to stand in for the relative pronoun ‘allati’ when translating from Arabic to English. This means that
Arab students depend on the Arabic grammatical system through which they translate literally to English, which is grammatically wrong.

Kharma and Hajjaj (1997) further illustrate that repeating of the object of the relative clause in the Arabic language represents a difficulty for Arab students when translating from Arabic to English. The example below explains that:

\[ Ra?tu: almra?tu: (alati)(sarkht)blams \]

I saw the woman who she screamed yesterday.

In the above example, Arab students repeat the third person pronoun in the English translation. They depend on the Arabic grammatical system and on literal translation, which is wrong in English.

Fox (1970) conducted a study on relativization in English, Baghdadi Arabic, and Hindi. In his study, he tried to identify difficulties that students of Hindi and Arabic face when translating restrictive relative clauses to English. Fox asked Arab students to translate some Arabic sentences to English and students whose native language was Hindi to translate some Hindi sentences to English. He concluded that students of both Baghdadi Arabic and Hindi found difficulty choosing the proper relative pronoun to use while translating to English. The difficulty arose from the different grammatical system of relativization between Baghdadi Arabic, Hindi, and English.

Amer (2010) also compared the syntactic and semantic structure of relative clauses in Arabic and English. Amer’s aim was to determine some properties of the structure of relative clauses in Arabic and English. Amer described the structure of relative clauses in both Arabic and English. He compared the semantic and syntactic functions of relative clauses in both languages, focusing on the differences and similarities of the structure of relative clauses. He concluded that there are some similarities between...
Arabic and English regarding relative clauses: in particular, the relative clause follows its head noun in both languages. He also found that both languages are different in relative pronouns, exactly in the agreement of the relative pronoun with its head noun, and the appearance of resumptive pronoun in Arabic sentences. Finally, Amer concluded that the differences of the relative pronoun systems between Arabic and English cause serious errors for Arab learners of English, in particular learners of translation.

Hamdallah and Tushyeh (1998) conducted a comparative study between modern standard Arabic and English, identifying the formation of relative clauses in modern standard Arabic and English, and the differences and similarities between them. Their comparative study covered relative clause formation, relative pronouns, resumptive pronouns, restrictive and non-restrictive relative clauses, and subject and object relative clauses. They used a descriptive research method, and concluded that Arabic is unlike English regarding restrictive and non-restrictive relative clauses; punctuation marks are not used in Arabic to distinguish between restrictive and non-restrictive relative clauses. They concluded that relative clauses in Arabic and English differ in the presence of the resumptive pronoun: where Arabic includes a resumptive pronoun (important to refer to the head noun), English resumptive relative pronouns are not grammatical when they are repeated at the end of the sentence, but they can be inserted after a parenthetical sentence to make it clear and understood.

Based on the researcher’s best knowledge, none of the few studies that have been conducted on relative clauses between Arabic and English investigate the applicability and validity of Vinay and Darbelnet’s procedures of translation in translating relative clauses. They also do not investigate the applicability and validity of Keenan and Comrie’s AHH (1972) in translating relative clauses from Arabic to English and vice
versa. These studies investigate learners’ difficulties based on the differences between Arabic and English regarding grammatical categories, word order, and irrelevant repetition of the relative pronoun. This study, on the other hand, is different from the above studies in the following: it investigates what translation strategies students use from Arabic to English and vice versa. Equivalence theory is used to investigate the extent to which students translate relative clauses grammatically and semantically correctly. Finally, the researcher investigates how true the AHH is when students translate relative clauses from Arabic to English and vice versa.

2.7 Definition of Translation:
The researcher will not get into detail about the definitions of theories of translation; only important definitions, related to this study, will be focused on. Translation has become one of many branches of linguistics, many linguists devoting their time and effort in the field of translation. Scholars have argued whether translation is a science, an art, a craft, or a mixture of all. For instance, Newmark, Nida and Taber (1969, p.12) define translation as “production in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.” Newmark, Nida and Taber give greater importance to forms that an audience can understand and accept than forms that have literary prestige. They focus on the significance of understanding the source text before translating it to the target text. Hatim and Mason (1990, p.1) define translation as “a communicative process which takes place within a social context, examining the whole issue of the role of language in social and creating a new act of communication of a previously existing one.” Although there are many definitions of translation, modern scholars are not satisfied with these, and keep looking for more convincing definitions through which translation can be a dynamic field that can serve on different aspects of academic and scientific fields.
2.8 Strategies of Translation

The researcher uses Vinay and Darbelnet’s strategies of translation. The students’ translations are mapped against Vinay and Darbelnet’s strategies of translation.

2.8.1 Borrowing

Borrowing is an expression or a word which is taken from the source language and utilized in the target language in a naturalized form, meaning that the borrowed expression or word is made to emphasize the rules of pronunciation or grammar. This method is used when people want to secure their own language, so they borrow some words from another language rather than translating these words. It is also used when there is no equivalence in the target language for texts in the source language.

2.8.2 Calque

Calque is a special procedure of borrowing. It is to borrow an expression, then to translate it literally. Calque also refers to the situation where the manner and structure of expression of the source text (ST) is imitated in a translator’s translation.

2.8.3 Literal Translation

Literal translation is used in translating texts among languages having the same families. The translator depends on literal, word-by-word, unit-by-unit, and class-by-class translation. The problem with this method is that it produces different, wrong translation in cultural text from source to target language. The translator only translates grammatical units and finds equivalence to these units in the receptor language. It is impossible for a translator to match these grammatical units, especially when the two languages are from different linguistic families.
2.8.4 Transposition

This method focuses on word classes, and the meaning of two different languages can be transmitted by different word classes. Through this method a translator replaces one class by another class, without any change in the meaning of the message. Transposition is an effective procedure to give other possible solutions when direct translation is not possible. Vinay and Darbelnet state that transposition alone can give the text “freedom to develop an unlimited power of interpretation”. Vinay and Darbelnet divide transposition into two parts:

1. Optional transposition: It is used when there is more than one way of translating sentences and texts in terms of lexis and grammatical structure. This means that translators, interpreters, and students have more than one option to translate from the SL to the TL.

2. Compulsory transposition: It is used when there is only one way of translating sentences and texts in terms of lexis and grammatical structure from the SL to the TL.

2.8.5 Equivalence

In this method, a translator can translate a text from the SL to the TL by finding suitable equivalence for this text. A translator uses different structural and stylistic methods.

2.8.6 Modulation

This strategy is based on the change of viewpoint that makes a translator express the same thing in another way. For example, using a part for the whole or changing from passive to active and vice versa.
2.8.7 Adaptation

This procedure is used when the SL text is not known or difficult to be interpreted in the TL text and culture, so a translator adapts the SLT to make it easy for TL readers to understand the message.

In the present study, the focus is on four translation procedures out of the seven above. These are: literal translation, transposition, modulation, and equivalence. Students’ translation is considered literal when they translate word-for-word and phrase-for-phrase, following the same grammatical order of the SLT. On the other hand, students’ translation is considered transposition when students change the grammatical structure of the SLT, and they change the order of words in the SLT. In this study, students’ translation is considered as modulation when the grammatical structure of the SLT is changed into passive voice in the TLT. Finally, students’ translation is considered equivalence when equivalent words, phrases, and idioms are used in translating relative clauses to the TLT. The typology of the translation procedures above has no category for purely syntactic changes and these translation procedures are related to syntactic changes. Thus, these procedures are interrelated. Anthony (2014) states that “students struggle to distinguish between transposition, modulation and adaptation, and, as mentioned, the nature of equivalents was never really explained”. (It is like identifying colors on a rainbow continuum). Based on this, Vinay and Darbelnet’s procedures are interrelated and they have a strong relationship with Nida’s theory of equivalence, where literal translation, borrowing, calque, and sometimes optional transposition are quite similar to formal equivalence; while transposition, modulation, equivalence, and adaptation in general are similar to dynamic equivalence. However, the difference between Vinay and Darbelnet’s translation procedures and Nida’s equivalence of
translation may be in the fact that the former works better on the word level, while the latter works better on the clause level.

2.9 Nida’s Theory of Translation

Nida’s contribution of translation is in his theory of equivalence. He divides equivalence into two as follows:

2.9.1 Formal Equivalence (FE)

Formal equivalence focuses on the message of a text in both content and form. FE is used sentence-to-sentence and concept-to-concept, and on other small units of language. In FE a translator must be sure that the TL text matches different elements of the SL text as closely and thoroughly as possible. FE is also called “gloss translation”, so the translator focuses on form and content. FE is mainly source-oriented, focusing on the form and content of the original message. FE tends to change and distort the message when a translator translates the message from the SL to the TL.

2.9.2 Dynamic Equivalence (DE)

In dynamic equivalence, the translator’s main concern is not to match the TL text with the SL text, but to prioritize the relationship between the SL text and the TLT. In DE, a translator tries to reflect the meaning and intent of the SLT, so the message and meaning of the TLT is equivalent to that of the SLT. In general, DE is unlike FE in that it does not distort the message, but tries as much as possible to carry the meaning of the SL and convey it appropriately to the TL. Nida’s theory of equivalence is well-known, and is used by translators over the word. In the current study, the researcher uses this theory due to its effectiveness and prevailing applicability and analysis in the field of translation. Shiyang (2009) states that “E. A. Nida’s theory of equivalence is an important translation theory in the history of translation studies all over the world.”
The researcher applies Nida’s theory to investigate how fourth-year students of English department at Al-Aqsa University can translate relative clauses; whether they apply formal equivalence, following the same grammatical and lexical structure of the source language text or whether they apply dynamic equivalence to translate relative clauses, not following the same grammatical and lexical structure of the SLT. Based on the students’ correct translations, the researcher gives recommendations for other students regarding the best equivalence that can be used for translating relative clauses form Arabic to English and vice versa.
CHAPTER 3
RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction
This chapter explicates the research types, data collection, selection of the tests and participants, administration of tests, research approach, data analysis, and methodology. The current research is an empirical case-study investigating students’ ability of translating relative clauses from Arabic to English and vice versa, based on Vinay and Darbelnet’s procedures of translation, Nida’s theory of equivalence, and Keenan and Comrie’s AHH.

3.2 Type of Research
This research is an empirical one which investigates students’ ability to translate relative clauses from Arabic to English and vice versa. The empirical nature of this case-study is based on the fact that the researcher first identified the students’ ability to translate relative clauses from Arabic to English and vice versa, analyzing their translation, investigating the extent to which they could translate relative clauses properly, and finally the researcher may suggest some pedagogical help and some recommendations which would help other students improve their translations of relative clauses. These recommendations and suggestions would also be useful to other students interested in the field.

3.3 Data Collection and Justification of the Data Used
For the sake of data collection, reliability, and validity, two translation tests (Arabic-English and English-Arabic) were administered to the participants. Each test comprises of 18 different media texts to be translated to the target language by ten students. Each text includes one relative pronoun, based on the classification of the AHH. The first test comprises of eighteen different English texts, and students were asked to translate the
texts to their native language (Arabic). The second test is written in Arabic and the students are asked to translate it to English. The reason they are asked to translate first from English to Arabic is that translators are normally trained to focus on translation from the target language to the native language, which may help achieve a higher quality of translation. Besides, translating from the target language to their native language would give the students psychological aptitude through which they could translate well and be ready to translate texts from their native language (Arabic) to the target language (English). In other words, when students start translating from the target language to their own language, they may not face as much difficulty as they translate from their own language to the target language. The texts used consist of different grammatical functions of relative clauses, equal in number, in accordance with the AHH.

Yin (1964, p.169) states that “validity is the degree to which a test measures what it claims to measure.” The tests used for the data in this study are valid since they measure the students’ ability of translating relative clauses, not other things such as language competence and acquisition.

3.4 Selection of Texts

The texts used for collecting data are extracted from articles and reports in English and Arabic newspapers such as Al-Quds (Arabic) and Al-Ahram (English). The reason the researcher selected these media is that they talk about diverse topics regarding education, economy, politics, and others, which stimulate the students to participate. These media texts include relative pronouns, where each text includes one relative pronoun based on the classification of Keenan and Comrie’s AHH. The tests that the researcher chose for students to translate may not be considered difficult and/or complicated.
Another important reason the researcher chose these texts is to make sure that the students are able to perform the translation, so that data can easily be collected. The students’ level and ability is a factor for choosing these particular texts. Based on the courses they have already taken, students would be able to relate to the complexity of the texts. Finally, the data sample depends on complete, meaningful texts, instead of disparate sentences, so that the text is long enough for the relative clause can be tested within a sufficient context.

3.5 Participants of the Study

The participants in this study are native speakers of the Arabic language, studying English language and translation at the Department of English in Al-Aqsa University, Gaza. Since they are also trained to be translators they are considered students when translating the tests. These students are in the final year of their undergraduate degree. The current study is not gender-specific, so it includes both male and female students. The total number of students in their final year is twenty, out of whom the researcher chose a sample of ten students. The findings can be generalized to the entire population (i.e., all final-year students at the specific department), since it would be difficult for the researcher to involve the entire population in the study.

These students have relatively better grasp of translation compared to students at lower levels of study, so the researcher assumes that they would be able to translate relative clauses from Arabic to English and vice versa. They have already finished some courses about translation, Arabic and English syntax, including relative clauses. That would make it especially important for researchers and academics in the field, since it provides reliable and valid results. The students’ background is represented in the courses described in the following table:

Table 3-1: List of Courses Taught to Final-Year Students at the Department of English
From Table 3-1, we notice that students have taken three courses on English grammar, five on translation, and three on syntax. This should give them enough background knowledge to be able to translate the relative clauses given in this study.

### 3.6 Administration of the Translation Tests

Zagood (2012, p.146) states that “for any test in an empirical study to be effective, it needs to be tested with a sample of respondents before actually administering it.” For this purpose, the researcher chose the sample participating in this study; and amended the two tests in order to ensure validity. After the researcher’s collection of the two tests, they were handed over to three specialists in the field of translation, two of them from Al-Aqsa University in Gaza, and one from the Faculty of Language and Linguistics at University of Malaya. All referees verified the validity and appropriateness of the test, and they ascertained that the two tests were suited to the students’ ability of translation. The referees also gave some recommendations and suggestions that the researcher took into consideration. After that the two tests were submitted to the head of the Department of English, who made necessary preparations regarding the translation of the tests. Thereafter, the two tests were translated at the English department of Al-Aqsa University at the beginning of the academic year 2014-2015.
3.7 Research Approach and Data Analysis

Qualitative research is the best method for when a researcher wants to investigate a new phenomenon, behavior, or issue. The characteristics of qualitative research enable us to have a deeper understanding of the phenomenon under investigation. The research questions (especially number 1 and number 2) also warrant the use of a qualitative approach. Through the qualitative method, the present researcher explains and investigates what translation strategies are used, and how students’ translations achieve effectiveness in conveying the meaning of the SLT. In addition to the qualitative method, the researcher used quantitative methods to take a look at the percentages and number of students who translated relative clauses appropriately. The researcher also used the quantitative method to inquire whether the AHH was valid and applicable in the case of English-Arabic and Arabic-English translation. Thus, quantitative methods helped the researcher answer the third research question.

3.8 Methodology and Theory Used

The 18 texts comprising the tests include subject, direct object, and indirect object, object of preposition, genitive, and object of comparison. Each of these grammatical functions of relative pronouns are assigned three sentences to be translated by ten students in both languages. In order to answer the first question of this study, the students’ translations are gathered and their translation procedures are identified and mapped against seven the procedures by Vinay and Darbelnet. Then, procedures that are not mentioned in Vinay and Darbelnet’s framework are identified. Based on this, the researcher gets an idea of the procedures used for translating relative pronouns and clauses.

Based on Nida’s theory of equivalence, the researcher examined whether relative clauses are translated formally or dynamically, and which method produced better
translations on the clause level. Students’ translations are considered formally translated when they follow the grammatical and lexical units of the SLT, i.e. they translate word-for-word, lexical item-for-lexical item, and unit-for-unit. On the other hand, their translations are considered dynamically translated when they do not follow the exact grammatical and lexical structures of the SLT, i.e. they use oblique translation procedures.

The researcher was able to answer the second research question based on answers to the first research question, i.e., by documenting the grammatical structures that helped students achieve effectiveness in conveying the meaning of the ST. In order to answer the third research question, students’ correct translations were put in percentages, depending on correct translations. Subsequently the researcher examined whether the students’ translation of the six grammatical functions could fit each component on the AHH.
CHAPTER 4

DATA ANALYSIS

4.0 Introduction

The researcher analyzed students’ translations for each text, based on the frameworks of Vinay and Darbelnet’s strategies of translation, Nida’s theory of equivalence, and Keenan and Comrie’s AHH. The texts were analyzed first quantitatively, and then qualitatively, starting with English-Arabic translations and followed by English-Arabic translations.

4.1 The Arabic-English Data Analysis

In this chapter the researcher analyzes how relative clauses are translated from Arabic to English. This analysis is based on the classification of the AHH. This means that the analysis starts with subject relative pronoun and ends with relative pronoun of object of comparison.

4.1.1 Subject Relative Pronoun (SRP)

4.1.1.1 SRP Example 1

أعلن أمين عام حزب الله حسن نصر الله، مساء أمس الخميس، أن من حق حلفاء سوريا الإقليميين الردّ على هجوم إسرائيل داخلي سوريا في أي وقت.

وقال في مقابلة مع تلفزيون المنار، أن القصف المتكرر الذي تم على أهداف متنوعة في سوريا هو خرق كبير.

The source’s relative clause uses a subject relative pronoun ‘الذي/alla:zi’ and is in active voice. However, not all students translated it literally; six students translated the relative clause using a relative pronoun and passive voice, such as:

“bombing which is done on different aims”
while the other four students replaced the relative clause with a non-finite verb phrase, such as “bombing being against different targets”.

Six students used modulation to translate the relative pronoun as passive voice, while the other four students used optional transposition to translate the relative pronoun as a non-finite verb phrase. All students translated the relative clause dynamically, not following the structure of the SLT. Regarding meaning, the meaning was retained in all translations for the relative clause, and is considered clear.

4.1.1.2 SRP Example 2

"من عواقب الاحتلال الإسرائيلي الإغلاق الذي تفرضه دولة الاحتلال على قطاع غزة منذ أكثر من 8 سنوات، والانقسام الجغرافي بين الضفة الغربية وقطاع غزة جراء هذا الإغلاق، تلك الصور الإنسانية التي يفصل فيها رب الأسرة عناصره والزوج عن زوجته والعريس عن عفروسة. وزاد الطين بلة قرار السلطات المصرية إغلاق معبر رفح المنفذ الوحيد للاطلال القطاع إلى العالم الخارجي".

(Back translation) The Israeli siege has been imposed on Gaza Stripe for 8 years. This siege reflects a humanitarian image that shows how father is separated from his family and how the groom is separated from his bride.

The source text relative pronoun ‘التي’ /’allati’ is a subject relative pronoun, and all students translated the relative pronoun literally as a subject relative pronoun. All students used the literal translation procedure and were able to retain the meaning of the entire clause, with such translations as:

“The humanitarian portray that shows the separation of father from his family and groom from his bride”.

All students used formal equivalence, following grammatical units of the SLT, and the meaning was clear and retained in all translations.

4.1.1.3 SRP Example 3

"هناك مشاكل عديدة لاحصرا لها يعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشكلات التي تسبب المكبر للفلسطينيين لا تأتي فقط من اليهود، فهو الطرف المحتل للأرض والشعب وهذا معروف، وبدفع الشعوب الفلسطيني ضريبتهم منذ زمن طويل جدا، جدا، وصمت الشعب لم يعترف ويدفع الشعوب الفلسطيني بحكومة التوافق والتي أيضا الإغلاق المستمر من السلطات المصرية لمEVER رفع".
The Palestinian people suffer from dozens of numerous issues for years. The Palestinians are the people who have countless problems, but the problems which cause much pain to Palestinians, do not just come from the Jews, who are the occupiers, but from the disagreement of the domestic parties about making one government.

The relative clause in the source text is a subject relative pronoun ‘الاتي/alla:ti’. However, seven of the students did not translate it as a subject relative pronoun. Instead, they translated it as a relative pronoun of object of preposition, such as:

“The problem that Palestinians suffer from is not only from the Israeli side”.

In contrast, three students finished the first sentence with a period and started a new sentence, omitting the relative pronoun and replacing it with a noun phrase “These issues”:

“The Palestinian people suffer from dozens of numerous issues for years. These issues are not only because of the Israeli occupation and these problems cause serious issues for Palestinians”.

The procedure used by all students is optional transposition. All students translated the relative clause dynamically, not following the grammatical structure of the SLT. Despite the change, the meaning was retained, and is considered clear.

4.1.2 Direct Object Relative Pronoun (DORP)

4.1.2.1 DORP Example 1

(Back translation) The Palestinian people deserve to live free on their land and to practice their religious rituals in their holy places. The bad people have polluted the holy places which are a property for Palestinians.
The relative pronoun ‘الاتي’/alla:ti’ in the source text is a direct object relative pronoun, and all students translated it in passive, functioning as direct object relative pronoun in TLT. Eight students translated the relative pronoun in passive voice, functioning direct object in the TLT; for example,

“The holy places which are polluted by the dirtiest people and these holy places are for Palestinians”. The remaining two students translated the relative pronoun literally, but incorrectly:

“The holy places whom are polluted and adulterated by those who have no sense of humanity and spirituality, where these holy places are a possession for the Palestinian people”.

All students used modulation to translate the relative pronoun “الاتي”/alla:ti” in the target language as “which” and “whom”, thus using the modulation translation procedure; all students translated the relative pronoun and the relative clause dynamically as they changed the structure of the SLT. Meaning was retained in the first eight students’ translation, while it was distorted in the other two students’ translation, since the latter relativized the non-human head noun “the holy places” with the relative pronoun ‘whom’, relativizing only human nouns, whose grammatical function is only for object case.

4.1.2.2 DORP Example 2

"تعتزم موسكو على احتضان الحوار بين المعارضة والنظام السوري نهاية الشهر الجاري مشيرة إلى أنها لن تقوم بدفع السوريين إلى المشاركة أو عدمها بحيث يعيش جنوب دمشق حالة من التوتر والغلابان بسبب جبهة النصرة والمظاهرات التي اشتعلتها جبهة النصرة في الحالة الإنسانية المتوترة التي تعيشها عشرات الآلاف الأسر المنكوبة هناك والتي بدأت تسوء يوما بعد يوم خاصة بعد إغلاق معبر ببيلا منذ ما يقارب الشهر".

(Back translation) The southern part of Dimashq has been living in a state of tension because of the Ansra party. Thus, protesters organized demonstrations which were against the bad humanitarian situation that thousands of people have been exposed to.
The relative pronoun ‘الأتي/allati’ in the source language is a direct object relative pronoun. Four students translated the direct object relative pronoun in the passive voice functioning as direct object in the TLT; the following is an example:

“demonstrations which were made against the serious humanitarian situation”.

The remaining six students omitted the relative pronoun, replacing it with a non-finite verb phrase, such as “there were demonstrations organized against the bad humanitarian issue”.

Here, meaning was retained, but the structure of the relative pronoun was changed, since students omitted the direct object relative pronoun, changing it to a non-finite verb phrase. Four students used the modulation procedure while six students used optional transposition. All students translated the relative clause dynamically, not following the exact grammatical structure of the SLT. Regarding meaning, it was clear and retained in all translations.

4.1.2.3 DORP Example 3

"وقال يوسف الكيالي وكيل وزارة المالية في القطاع إن السلعة المالية/التي بدأ صرفها تشمل أيضا العقود والبطالة، مشيرا الي ان الصرف سيستمر في ظل تجاهل حكومة التوافق التي يراسها الدكتور رامي الحمد والبطالة ووضح ان اموال السلفة تتم جبايتها من الضرائب" (Back translation) The minister of economy, Yusef Alkeali, announced that banks are giving money which is to the employees of contracts and employment.

The relative pronoun ‘الأتي/allati’ in the source language is a direct object relative pronoun. Seven students translated the relative pronoun in the passive voice functioning as direct object in the TLT; an example of this is:

“The sum of money which was given includes employers of contracts and employment”.

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The remaining three students did not translate the relative pronoun as a direct object in the TLT:

“The money amount given to employers includes employers of contracts and employment”.

Seven students applied modulation translation procedure to translate the relative pronoun ‘التي/allati’, while the other three used optional transposition to translate the relative pronoun, changing the phrase of the direct object relative pronoun from a finite verb phrase to a non-finite verb phrase. All students translated the relative clause dynamically, not following the exact grammatical structure of the SLT. Meaning was clear and retained in all translations.

4.1.3 Indirect Object Relative Pronoun (IORP)

4.1.3.1 IORP Example 1

(Back translation) The ministry of education has given valuable prizes to the first-grade students. Those students, whom medals of honor were given to, visited the president in his private garden in Ram Allah.

The relative pronoun ‘الذين/allazina’ in the source language is an indirect object relative pronoun. Six students translated as an indirect object in the TLT; for example, as in:

“The clever students to whom honorable medals were given”.

Four students translated it to a non-finite verb phrase. For example, “Those students whom medal of honor were given to” to a non-finite verb phrase “The talented students, visiting the president in his private garden”.
These students also changed the position of the words, phrases, and sentences inside the text, so the initial positions inside the clause were shifted to the end and vice versa; an example of this is:

"it is announced with the ministry of education that very precious honorable medals were given to the talented students, visiting the president in his private garden, where president himself hospitalized these students".

Six students translated the indirect object relative pronoun literally, while four students applied optional transposition to translate the relative pronoun, deleting the relative clause, and replacing it with a non-finite verb phrase. They also changed the position of words and phrases inside the relative clause. Six students translated the relative clause formally; following the grammatical structures of the SLT, whereas the other four students translated the relative clause dynamically, not following the same lexical and grammatical units of the SLT. Meaning remained clear and was retained in all translations of the relative clause.

4.1.3.2 IORP Example 2

"هناك في فلسطين حزبين سياسين رئيسيين, الحزب الأول حزب فتح السياسي والآخر حزب حماس الاسلامي.
عندما بدات الانتخابات بين الحزبين في 2006 حزب حماس الاسلامي كان الحزب الأول والتي له اعطت اغلبية الناس اصواتهم".

(Back translation) In Palestine there are two main political parties, the Fatah political party and the Hamas Islamic party. When the election took place between the two parties in 2006, the Hamas Islamic party was the first party which the majority of people gave their votes to.

The relative pronoun ‘التي/allati’ in the SLT functions as an indirect object. All students translated it literally, although seven of them translated it incorrectly because they followed the structure of the SLT, repeating the resumptive pronoun ‘it’ referring to the objective case after the preposition ‘to’, which is wrong in English. An example of this is:
“Hamas Islamic party was the first party which the majority of people gave their votes to it”.

The remaining three students translated the relative pronoun ‘التي/allati’, (relativizing only non-human nouns and things) to ‘whom’ (relativizing only direct and indirect object human nouns), which is incorrect in English. An example of this is:

“Hamas Islamic party was the first party whom the majority of people gave their votes to”.

All students used the literal translation procedure in the relative pronoun, applying formal equivalence to translate the relative clause. Meaning was distorted in all translations. Seven students repeated the nominative case by adding the resumptive pronoun ‘it’, which is incorrect in English. Three students translated ‘which…to’ to ‘whom…to’, which is incorrect in English, since ‘whom’ does not relativize non-human nouns.

4.1.3.3 IORP Example 3

(Back translation) The Egyptian president has recently declared war against the armored groups in Sinai. Thus, the minister of defense, whom the orders were given
to by the president, has already issued his orders of killing and capturing every one who has any relationship to the armored groups in Sinai.

The relative pronoun ‘الذي’/alla:zi’ in the source language is a masculine singular relative pronoun. Based on the context, it can function either as an indirect object or as a ‘human’ relative pronoun. Using the literal procedure, three students translated the relative pronoun as an indirect object, and as a ‘human’ relative pronoun in the target language text; an example of this is:

“The minister of defense whom the orders were given to by the president announced his orders to catch and kill all terrorists in Sinai”.

One student translated the relative pronoun as indirect object but of ‘non-human’ relative pronoun, using the literal procedure:

“The defense minister which the orders were given to him to kill and prison criminal groups in Sinai”,

performing an incorrect translation. The other six students applied optional transposition, deleting the relative pronoun and changing the relative (subordinate) clause into a major clause and splitting one sentence into two sentences; an example of this is:

__________________________

1 Since relative pronouns in English and Arabic cannot be absolutely the same due to differences of focus in human/non-human, case, number and gender categorization, I will consider the translation to be literal as long as a relative pronoun is translated to another relative pronoun.
“The orders have already been given to the minister of defense. The minister of defense was given the freedom of issuing orders of eliminating terrorism”.

Thus, four studentstranslated the relative clause formally; following the lexical and grammatical units of the SLT, whereas six students translated the relative clause dynamically, not following the lexical and grammatical units of the SLT. Meaning was retained only in three translations. In the six dynamically-translated cases, meaning was retained, but with a shift in focus that made the subordinate information major. However, meaning was distorted in one students’ translation because the student relativized the indirect object noun “The minister of defense”, with ‘which’, which cannot relativize human nouns. In this case the student may have neglected to relativize the indirect object head noun, or simply not realized if “The minister of defense” referred to a human noun.

4.1.4 Relative Pronoun of Object of Preposition (RPOP)

4.1.4.1 RPOP Example 1

(Back translation)The prime minister of Turkey, Ahmed Daud Agolo, attacked his Israeli counterpart, Binjamen Natanjaho. Daud Agolo announced that Binjamen Natanjaho is as criminal like those people who committed the attack in Paris. This is due to the Israel bombed the humanitarian ship headed to Gaze- the attack in which ten Turkish people got killed.

The relative pronoun ‘الذي فيه/alla:zifi:hi/in which’ in the source language is an object of preposition, and all students translated it literally as an object of preposition in the TL. Seven students translated the relative pronoun such as, “The attack in which ten Turkish people got killed”, while the remaining students also translated the relative pronoun literally, such as in: “The unjustifiable, barbarian act because of which ten
Turkish people got slaughtered with cold-blood. This is as a result to the Israeli attack against the humanitarian ship headed to Gaza”.

All students translated the relative pronoun of object of preposition literally and also applied formal equivalence to translate the relative clause, following the grammatical and lexical structure of the SLT. Meaning was retained in all translations.

4.1.4.2 RPOP Example 2

"ومن الاثار المترتبة علي الاغلاق والظلمان الشعب الفلسطيني حرم بان يكون كجزء واحد بل اص
اريخ، وخير مثال علي ذالك هوقصة العريس
في الضفة وعروسه دالية في غزة حيث فرض عليهما الاحتلال الصهيوني الاغلاق والقيود فحيث اصبح من
المستحيل ان يجتمعا في بيت الزوجه" 

(Back translation)One of the consequences of closure and oppression of the Palestinian people is that they got deprived to be one part, instead they became different parts, and even families, by who we live a happy life, got separated, too.

The relative pronoun ‘التي من خلالها’/allati man khlalahah/ by which’ in the source language text is an object of preposition. In the translation, four students omitted it, with the sentence looking like this:

“The family got separated”. They deleted the relative clause “by which we live a happy life”. Another four students omitted the relative clause in a translation such as

“The Palestinian people got emigrated over the world, where the same family’s roots cannot be gathered any longer”. The remaining two students translated the relative pronoun ‘التي من خلالها’/nati man khalalahah/to ‘by that’, as in the following example: “also, the family by that we live a pleasant life separated in every place”.

Four students did not apply any of Vinay and Darbelnet’s procedures of translation; the procedure that would be considered ‘deletion’—these translations do not express the meaning of the SLT. Two students applied literal translation, translating ‘by which’ incorrectly to ‘by that’, while the other four students applied optional transposition to
translate the relative pronoun, where they deleted the relative pronoun and replaced it with a noun phrase. Meaning was distorted in the translation of the four students who used none of Vinay and Darbelnet’s procedures of translations. Meaning was also distorted in the two other translations that translated ‘by which’ to ‘by that’. In English, the relative pronoun ‘that’ does not accept a preposition before it. Meaning was retained in the four translations that applied optional transposition procedure by which they translated the relative pronoun to a noun phrase.

4.1.4.3 RPOP Example 3

"وفي إسرائيل، توقفت الحياة بشكل تمام في بلدات محيط قطاع غزة، حيث تعتمد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية واللبنانية من خلالها يعتمدون سكان هذه البلدات، ولكن بسبب القصف المستمر والحرب الكراثي التي نشبت، تجبر سكان هذه البلدات على الرحيل أو البقاء في الملاجئ لعدة أيام متواصلة".

(Back translation) The Israeli towns, located around the Gaza strip, depend mainly on agriculture and animal products by which the inhabitants of these towns live.

The relative pronoun ‘اللبنانية من خلالها’ in the source language text functions as an object of preposition. All students translated it literally as an object of preposition in the TLT, such as “The towns existed by Gaza strip depend completely on agricultural and animal wealth by which people live”.

Having translated literally, all students translated the relative clause formally. Meaning was retained in all translations.

4.1.5 Genitive Relative Clause (GRC)

4.1.5.1 GRC Example 1

"أكد الرئيس الفرنسي فرانسوا أولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامحين للإسلام المكانة ذاتها التي للمسيحي واليهودية في ألمانيا، مؤكداً على ضرورة مكافحة التمييز والاعتداءات التي من أثارها خلق مشاكل بين أعضاء المجتمع الوحد. وأضاف أيضاً على الجميع أن يتوحد في نبذ الإرهاب واهل السلام والمحبة في البلاد وبين جميع الطوائف".

(Back translation) The French president, Franso Wahnd, emphasized on the fighting of discrimination whose consequences cause problems among the individuals of the same society.
In the source text, the relative pronoun ‘التي/allati’ is a feminine and singular relative pronoun. However, based on the context, the function of the relative pronoun is genitive as the following noun includes the morpheme ‘ها’ which makes the relative pronoun function as a genitive relative pronoun. Three students translated it as a genitive relative pronoun in the TLT, as in the following:

“The president assured on necessity of fighting of discrimination whose consequences create problems between the members of the same society”.

Seven students did not translate the relative pronoun as genitive in the TLT; four of them deleted the relative pronoun, starting with a new sentence, as in:

“The president emphasized on the fight against discrimination. This discrimination make problems among the same society individuals”.

The other three students translated the genitive relative pronoun to a subject relative pronoun, as in:

“The president emphasized on the fight against discrimination which it makes troubles between the individuals of the same society”.

Thus, three students used literal translation to translate the genitive relative pronoun, while seven applied optional transposition; four of them deleted the relative pronoun and replaced it with a new sentence. The other three translated the genitive relative pronoun to a subject relative pronoun followed by a resumptive pronoun ‘it’ in the TLT. Three students translated the relative clause formally, following the grammatical structure of the SLT, while seven students translated the relative clause dynamically, not following the grammatical units of the SLT. Meaning was retained and clear in seven translations; distorted in the three who translated the genitive relative pronoun ‘whose’
to a subject relative pronoun followed with the resumptive pronoun ‘it’. The incorrect translation first changed the grammatical function of the genitive relative pronoun to a subject relative pronoun, then they followed the subject relative pronoun with a resumptive pronoun ‘it’, following the Arabic structure to translate the relative pronoun to English. It would have been correct if these students had excluded the resumptive pronoun ‘it’.

4.1.5.2 GRC Example 2

"شرعت مكاتب البريد وبعض البنوك التي تخضع ادارتها لحركة حماس فيقطاع غزة بصرف سلفة مالية لموظفي غزة، الذين لا تعترف بهم حتى الـلحظة حكومة التوافق الفلسطينية، في ظل استفحال الخلاف حولها. حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغ مالي يقدر 1222 شيكلًا لموظفي المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماس في غزة".

(Back translation) The offices and some banks whose administration are under Hamas control in Gaza Strip started giving a sum of money to employers of Gaza.

In the source text, the relative pronoun ‘للائي/alla:?i’ is a feminine and plural relative pronoun. However, based on the context, the function of the relative pronoun is genitive as the following noun includes the morpheme ‘ها’ which makes the relative pronoun function as a genitive relative pronoun. Three students translated the relative pronoun ‘للائي/alla:?i’ literally as genitive in the TLT, as in the following sentence:

“Some banks and offices whose administration is under Hamas control in Gaza stipe are giving some amount of money for employers who work in Gaza”.

Seven students translated the relative pronoun as a subject relative pronoun, where two of them translated as follows:

“Hamas control banks and offices which started giving an amount of money for employers of Gaza”.

Five students translated the relative pronoun ‘للائي/alla:?i’ as a subject relative pronoun ‘which’ followed by the third personal pronoun ‘they’, as in:
“Hamas control banks and offices which they started giving money for employers of Gaza”.

Three students applied the literal translation procedure to translate the relative pronoun, while seven students applied optional transposition to translate the relative pronoun. Two of them translated it to a subject relative pronoun, while the other five translated the relative pronoun as a subject relative pronoun followed by the third personal pronoun ‘they’. Three students translated the relative clause formally, following the grammatical units of the SLT, while seven students translated the relative clause dynamically, not following the grammatical structure of the SLT. Meaning was retained in the translations of the three students who applied literal translation procedure and formal equivalence. Meaning was also retained in the translations of two other students – those who translated the genitive relative pronoun to a subject relative pronoun. However, meaning was distorted in the remaining five translationsthat translated the genitive relative pronoun to a subject relative pronoun followed by the third personal pronoun ‘they’, which is incorrect in English.

4.1.5.3 GRC Example 3

"القنصرح بارون في مقابلة تلفزيونية له إن هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا إلى بلادهم، بعد تدريبهم وتسليمهم وامتلاكهم للخبرة والمحفزات. وأضافا أيضاً أنه يتوقع استمرار موجة عمليات الجيش ضد الأعمال الإرهابية والاتي من نتائجها تم قتل بعض الصحفيين ورجال الشرطة في باريس، مرجحا تواصل العمليات ضد الغرب والأهداف الإسرائيلية واليهودية".

(Back translation) In his TV interview, Brown announced that he expected the continuity of the wave of the army operations against terrorist actions, whose consequences some journalists and policemen got killed in Paris.

In the source text, the relative pronoun ‘الاتي/alla:ti’ is a feminine and plural relative pronoun. However, based on the context, the function of the relative pronoun is genitive as the following noun includes the morpheme ‘ها’ which makes the relative pronoun function as a genitive relative pronoun. Four students applied literal translation procedure to translate the SL genitive relative pronoun as ‘whose’ in the TLT, as in:
“The wave of army operations against terrorism whose consequences some journalists and policemen got killed”.

Two students translated the genitive relative pronoun as an object of preposition using optional transposition, as in:

“the army operation against the continuity of terrorism in which some journalists got killed”.

Four students mistranslated the genitive relative pronoun using ‘that’ followed by the third personal possessive pronoun ‘their’, as in:

“Brown predicted the continuity of army operations against barbarian actions that their results journalists and policemen were killed in Paris”.

Four students translated the relative clause formally, following the grammatical and lexical structure of the SLT, while six students translated the relative clause dynamically, not following the grammatical and lexical units of the SLT. Meaning was retained and clear in six translations, while it was distorted and unclear in the remaining four. The latter mistranslated the genitive Arabic relative pronoun, replacing it with ‘that’ followed by the third personal possessive pronoun ‘their’. Unlike Arabic that accepts such structure, English does not allow the personal possessive pronoun to come after the relative pronoun, since the pronoun itself includes the necessary information and refers back to the head noun.

4.1.6 Relative Pronoun of Object of Comparison (RPOC)

4.1.6.1 RPOC Example 1

"لقد حاز البطل المصريخضر التوني علي بطولة رفع الأثقال العالميه حيث قام بحمل الوزن الأثقل والتي لم يتمكن أحد من رفع اثقل منه. ونتيجة لذالك حاز البطل علي كاس العالم في رفع الأوزان الثقيلة والتي كان مكانها العاصمة الأمريكية واشنطن."
The Egyptian champion, Khadr Altoni, has won the world’s championship of weight lifting. He could carry the heaviest weight that no one could carry heavier than it.

The relative pronoun ‘التي...منه’ in the SLT is an object of comparison. However, none of the students translated the relative pronoun ‘التي...منه’ as an object of comparison in the TLT. They used the optional transposition procedure to translate the relative pronoun of object of comparison to the TLT. Seven students deleted the relative pronoun and replaced it with ‘whom...than it’, as in:

“Khadr Altoni could carry the heaviest weight whom no one could carry heavier than it”.

Three students deleted the other half of the comparison relative phrase ‘than’ in the source language and replaced it with the third personal pronoun ‘it’, as in:“He could carry the heaviest weight that no one could carry it”. All students applied dynamic equivalence to translate the relative clause, not following the grammatical structure of the SLT.

Meaning was distorted in all translations. The first seven translations are incorrect because students translated the relative pronoun of object of comparison ‘that’ to ‘whom’, which is incorrect as ‘whom’ only relativizes direct object relative pronoun for human nouns. These students also incorrectly repeated the resumptive pronoun ‘it’, referring back to the head noun ‘weight’. This is incorrect in English, which does not accept resumptive pronouns in such a grammatical structure. The translations of the other three students are also distorted because they omitted ‘than’ from the relative clause, replacing it with the third person pronoun ‘it’, which refers back to the direct object ‘weight’, where ‘weight’ is already relativized with the relative pronoun ‘that’. Additionally, since the clause carries comparative information, these translations do not give any information to compare the champion Khadr Altoni to anyone else, rendering the meaning distorted and incorrect.
4.1.6.2 RPOC Example 2

"لقد قامت جامعة واشنطن بإعطاء منح ماجستير للطلبة الأوائل في كلية الطب الذين حصلو علي أعلى علاماتوازلي لم يتمكن أحد من الحصول علي أعلى منها. حيث أيضا قام وزيرا التربية والتعليم الأمريكي نفسه بتسليم هؤلاء الطلاب المتفوقين جوائز قيمة."

(Back translation) The University of Washington has given master scholarships for the first-class students at Medicine Faculty. These students got the highest mark that no one could get higher than them.

The relative pronoun "منها«/alla:ti……manha:” in the SLT is an object of comparison. Five students did not translate the relative pronoun literally; however, they translated the relative pronoun to the TLT incorrectly, as in:

“Students obtained the highest degrees whom no one was able to get higher than”.

Five students translated the relative pronoun incompletely, deleting ‘than’, as in:

“Students got the highest marks that no one get higher.”

The first five students applied transposition to translate the relative pronoun, while the other five students did not apply any of Vinay and Darbelnet’s procedures of translation. All students applied dynamic equivalence, not following the grammatical and lexical structures of the SLT. Meaning was neither clear nor retained in the translations. The first five students relativized the non-human head noun ‘the highest degree’ with the relative pronoun ‘whom’, which only relativizes human nouns, functioning as object. The other five students deleted ‘than’, which completes the meaning of the relative clause and carries the comparison information regarding the relative pronoun ‘that’, thus distorting the meaning and rendering it incomplete.

4.1.6.3 RPOC Example 3

"لقد أعلن رئيس منظمة الاتحاد العالمي للحفاظ علي الطبيعة بان التلوث الجوي يزداد بشكل لا يمكن توقعه ومن الاسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيميائية والألي ان يوجد اخطر منها".

(Back translation) The president of the International Union Organization of Protecting Nature declared that air pollution is increasing unexpectedly, and one
of the reasons to this pollution is the emissions of the chemical factories which is nothing more dangerous than them.

The relative pronoun ‘الاتي.....منها’/alla:ti.....manha:’ in the SLT is an object of comparison. Seven students translated it literally as an object of comparison in the TLT, as in:

“the emissions of the chemical factories that are nothing more dangerous than them”.

Three students deleted the relative pronoun of object of comparison, and replaced it with a subject relative pronoun, as in:

“the emissions of the chemical factories, which are the most dangerous, are one of the main reasons for air pollution”.

Seven students applied the literal translation procedure to translate the relative pronoun “I”, while the remaining three students applied optional transposition. Seven students translated the relative clause formally, while the other three applied dynamic equivalence. Meaning was distorted in the translations of the first seven students because they repeated literally and incorrectly the resumptive pronoun ‘them’, referring back to the head noun “The emissions of the chemical factories”, which, in English, is incorrect. They translated literally from the SLT, transferring the grammatical structure of the SLT to the TLT. Meaning in the remaining three translations was retained and clear.

4.1.7 Summary of the Findings for Arabic-English Relative Clauses

In our study, literal translation was the first to be applied, transposition was second, modulation was third, and none of Vinay and Darbelnet’s procedures was the last (Table 4-1). The table below also shows that dynamic equivalence was more correctly applied than formal equivalence.
<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>Translation procedure</th>
<th>Formal equivalence /dynamic equivalence</th>
<th>Meaning retained</th>
<th>AHH</th>
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<td>6 Modulation 4 Transposition</td>
<td>10 Dynamic Equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 correct</td>
</tr>
<tr>
<td>2 Subject sentence 2</td>
<td>10 Literal translation</td>
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<td>10 Meanings retain and clear</td>
<td>10 correct</td>
</tr>
<tr>
<td>3 Subject sentence 3</td>
<td>10 Transposition</td>
<td>10 Dynamic Equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 correct</td>
</tr>
<tr>
<td>2 Direct object 1</td>
<td>10 Modulation</td>
<td>10 Dynamic equivalence</td>
<td>8 Meanings retain 2 Meanings are distorted</td>
<td>8 correct 2 incorrect</td>
</tr>
<tr>
<td>2 Direct object 2</td>
<td>6 Transposition 4 Modulation</td>
<td>10 Dynamic equivalence</td>
<td>10 Meanings retain</td>
<td>10 correct</td>
</tr>
<tr>
<td>3 Direct object 3</td>
<td>7 Modulation 3 Transposition</td>
<td>10 Dynamic Equivalence</td>
<td>10 meanings retain and clear</td>
<td>10 correct</td>
</tr>
<tr>
<td>3 Indirect object 1</td>
<td>6 Literal translation 4 Transposition</td>
<td>6 Formal equivalence 4 Dynamic Equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 correct</td>
</tr>
<tr>
<td>2 Indirect object 2</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings are distorted and unclear</td>
<td>10 Incorrect</td>
</tr>
<tr>
<td>3 Indirect object 3</td>
<td>4 Optional Transposition</td>
<td>4 Formal equivalence 6 Dynamic Equivalence</td>
<td>9 Meanings retain and clear 1 Meaning is distorted</td>
<td>10 Correct 1 Incorrect</td>
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<td>4 Object of Preposition 1</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>4 Object of preposition 2</td>
<td>4 None of Vinay and Darbelnet’s procedures</td>
<td>10 Dynamic Equivalence</td>
<td>4 Meanings retain</td>
<td>4 Correct 6</td>
</tr>
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<td>Literal translation</td>
<td>Transposition</td>
<td>Formal equivalence</td>
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<tr>
<td>5</td>
<td>Object of preposition 3</td>
<td>10Literal Translation</td>
<td>5 Dynamic equivalence</td>
<td>10 Meanings retain and are clear</td>
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<td>5</td>
<td>Genitive sentence 1</td>
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<td>7 Meanings retain 3 Meanings are distorted</td>
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<td>Genitive sentence 2</td>
<td>3Literal translation</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>Relative pronoun of object of comparison 1</td>
<td>10Transposition</td>
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<td>6</td>
<td>Relative pronoun of object of comparison 2</td>
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<td>7</td>
<td>Relative pronoun of object of comparison 3</td>
<td>7Literal translation</td>
<td>7Formal equivalence</td>
<td>7 Meanings retain 3 Meanings are distorted</td>
</tr>
</tbody>
</table>
4.1.8. The Validity and Applicability of the Accessibility Hierarchy Hypothesis in Arabic-English Translation

Based on findings in this study, Keenan and Comrie’s AHH can be seen on four grammatical functions of relative pronouns. These grammatical functions match with the logic of the main hypothesis, i.e., the high and the low positions on the hierarchy, such as S, DO, GEN, OCOMP. However, the findings illustrate that Keenan and Comrie’s AHH does not function on the middle grammatical functions of the relative pronouns, such as IO and OP. Thus, the descending order of the translation of relative pronouns in Arabic-English translation is like this: S>DO>OP>IO>GEN>OCOMP. This order shows that there is hierarchical ease and understanding in the students’ translations of S, DO, GEN, and OCOMP. They follow the same order on which these grammatical functions are based in accordance with Keenan and Comrie’s hypothesis.

We find that the subject relative pronoun is the first to be correctly translated, followed by direct object, indirect object, object of preposition, genitive, and finally relative pronoun of object of comparison. Table 4-2 shows the percentage of correct and incorrect Arabic-English translations of the grammatical functions of relative pronouns, based on the descending order in AHH.

<table>
<thead>
<tr>
<th>Grammatical function of the relative pronouns</th>
<th>Correct translation</th>
<th>Incorrect translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject relative pronoun</td>
<td>30 out of 30</td>
<td>0</td>
</tr>
<tr>
<td>Direct object relative pronoun</td>
<td>28 out of 30</td>
<td>2 out of 30</td>
</tr>
<tr>
<td>Indirect object relative pronoun</td>
<td>19 out of 30</td>
<td>11 out of 30</td>
</tr>
<tr>
<td>Relative pronoun of Object of preposition</td>
<td>24 out of 30</td>
<td>6 out of 30</td>
</tr>
<tr>
<td>Genitive relative pronoun</td>
<td>18 out of 30</td>
<td>12 out of 30</td>
</tr>
<tr>
<td>Relative pronoun of object of comparison</td>
<td>27 out of 30</td>
<td>3 out of 30</td>
</tr>
</tbody>
</table>

The second part of data analysis is from English-Arabic translations, performed in a way similar to the analysis for Arabic-English translations.
4.2 English-Arabic Analysis

Having analyzed all the data regarding Arabic-English translation, the research will now analyze the English-Arabic data. The analysis starts with subject relative pronoun, and ends with relative pronoun of object of comparison.

4.2.1 Subject Relative Pronoun (SRP)

4.2.1.1 SRP Example 1

"Israel has been suffocating Gaza for 8 years; people there have no right to travel and to be open on the outside world. The patients who have serious diseases are quite oppressed and have no freedom to go outside for medication. The reason behind this is that the Egyptian government keeps giving orders for the passage way to be closed".

The relative pronoun in the SLT is a subject relative pronoun. Two students translated the relative pronoun ‘who’ as a subject relative pronoun in the TL, as in:

المريضي الذين عندهم امراض خطيره يعانون كثيرا وليس لهم الحرية \( \textit{allazina} \) /who/، such as "المرضي الذين عندهم امراض خطيره يعانون كثيرا وليس لهم الحرية للاذهب خارج من أجل العلاج/\( \textit{almrda allazinaladihm amrad khatera ju:anu:n katheran walaesa lahm alhriea llzahab kharf min ajl ali:laif/the patients who have serious diseases are quite oppressed and have no freedom to go outside for medication}".

Eight students replaced the relative pronoun with a non-finite relative clause, as in:

المريضي حاملون الامراض المزمتي ماضطهدون بشكل كبير/\( \textit{al-mrda zu: al-amrad alkhatera mu:ta:hdu:n bi:shakl kabi:r/patients having serious diseases are quite oppressed}".

Two students applied literal translation procedure, while eight students applied optional transposition as they had more than one option to translate the subject relative pronoun.

Two students translated the relative clause formally, following the lexical and grammatical units of the SLT, while eight students translated the relative clause
dynamically, not following the grammatical and lexical units of the SLT. Meaning was retained and clear in all translations.

4.2.1.2 SRP Example 2

"Despite of the positive statements of the Moroccan minister of economy regarding the issue of the employers’ salaries, employers who attended the meeting were angry and wronged the minister. Also, the minister was called dishonest, lair, and burglar by many of the employers there".

The relative pronoun in the SLT is a subject relative pronoun. All students translated the relative pronoun ‘who’ as a subject relative pronoun ‘allazina’ in the TLT, thus using the literal translation procedure. All students also translated the relative pronoun and the relative clause formally as they followed the grammatical structures of the SLT, as in:

"للموظفين الذين حضروا الاجتماع فازو الوزير الذين /AL-muwadafi:n allazina hadru: al-ajtima: Kanu:a:di: been walqd a:bu: alwa:zi:rl employers who attended the meeting were angry and wronged the minister”.

Meaning is retained and clear in all translations.

4.2.1.3 SRP Example 3

"It has recently been declared, by the FIFA Ballon, that Cristiano Ronaldo has won the world cup for the third time. Cristiano is the best football player who has scored the highest number of goals in 2015. Cristiano has won many football game competitions in Europe and America and what is special about him is that he has been giving much support and money for charity and for some of the humanitarian associations”.

The relative pronoun in the source language is a subject relative pronoun. Eight students translated the relative pronoun ‘who’ literally as a subject relative pronoun ‘alla:zi’ in the TL such as:

2015/ Kristano won with the world cup for the third time. Kristano is the best football players who scored the highest number of goals for the year of 2015”.

The other two students deleted the subject relative pronoun, replacing it with a non-finite relative clause, as in:

“حيث سجل الرقم الأعلى من الأهداف كريستو لعب كرة القدم الأفضل” kristano la? p krat kadm alafdal haithu: sajla alraqm ala? la min alahdafa the best football player having scored the highest number of goals”.

Eight students translated the subject relative pronoun ‘who’ literally as ‘الذي’ allazia in the TLT, and these students were able to retain the meaning of the entire clause. Two students applied optional transposition to translate the relative pronoun ‘who’ in the TLT, replacing the subject relative pronoun with a non-finite relative clause. Eight students translated the relative clause formally, following the grammatical structures of the SLT, while the other two students translated the relative clause dynamically, not following the grammatical structures of the SLT. Meaning was retained in all translations.

4.2.2 Direct Object Relative Pronoun (DORP)

4.2.2.1 DORP Example 1

“The spokesman of the education affairs of UNRWA in the Middle East has already given an important talk about the services of the United Nations for The Third World countries. One of the key points that the spokesman emphasized on is about elementary school students whom teachers do not appreciate and teach properly in the areas where wars take place”.

The relative pronoun in the SLT is a direct object relative pronoun. All students translated it literally as a direct object ‘الذين’ allazia in the TL. The translation procedure used by all students is literal translation. Above all, students were able to retain the meaning of the entire clause, with a translation such as:
All student translated the relative clause formally, following the grammatical and lexical units of the SLT. Meaning was retained in all translations, since the head noun "طلبة المدرسة الثانوية اللذين" agrees with the relative pronoun "الذين/اللذين" in terms of number.

4.2.2 DORP Example 2

“Two weeks ago, two girls got disappeared after they had dinner with their friends at one of the Five- Stars Hotels in London. The police have been looking for the girls since they got disappeared. Finally, the girls whom the police were looking for got found raped and killed in one of the rural areas in London.”

Six students translated the relative pronoun ‘whom’ literally as a direct object relative pronoun ‘الائي/الائي’ in the TL, as in:

الفتيات الائي تم البحث عنهن وجدن مغتصبات ومقتولات في احدي المدن الريفيه في لندن “

The remaining students applied optional transposition, deleting the direct object relative pronoun, and replacing it with a complement adjectival phrase ‘مغتصبات ومقتولات/raped and killed’. They followed and modified the direct object “the girls”, as in:

لقد وجدت الشرطة البنات مغتصبات ومقتولات “

Six students translated the relative clause formally, following the grammatical structure of the SLT, while the other four students translated the relative clause dynamically, not
following the grammatical structure of the SLT. Meaning was retained in all translations for the relative clause. The head relative pronoun agrees in terms of gender and number in the first six students, while as the complement adjectival phrase conveys the meaning of the SLT in the other four students.

4.2.2.3 DORP Example 3

"Racism has been increased in America; the black American race is sometimes oppressed in some areas occupied by the white. For example, the two black men that the police shot in Texas two months ago were working in the association of human rights. Besides, one of them is the main editor of the weekly reports of the human rights association".

The relative pronoun in the SLT is a direct object relative pronoun, and all students translated the relative pronoun ‘that’ literally as a direct object relative pronoun ‘اللذان/allaza:ni’ in the TLT. The translation procedure used by all students is literal translation. Six students translated the relative pronoun and clause well, as in:

الرجلين ذو البشرتين السودوين اللذان الشرطة اطلقت النار عليهم في تاكسس منذ شهرين كانو يعملون في منظمة حقوق "الإنسان/Al raju:lan zu: albashratin alswda:win allaza::ni alshrta atlaqat alnar?laehma fi: taxis mu:nzu: shahrain kanu: je?malu:n fi: mu: nadmt hku:k alansan/the two black men that the police shot in Texas two months ago were working in the association of human rights”.

Four students translated the relative pronoun and clause literally, but incorrectly, as in:

الرجلين ذو الجنس الاسود اللذان تم إطلاق النار عليهم من شرطة تاكسس كانوا يعملون في منظمة حقوق "الإنسان/raju:lan zu: aljins alaswad allaza:ni tam atlaq alnar?laihm man shrtat taxas kanu: ja?malu:n fi: mu: nadmt hquq alansan/ two men who were shot by the Taxa police are working in an organization of human rights”.

All students used formal equivalence, following the grammatical units of the SLT. Meaning was retained in six translations, and distorted in four. Students translated the
definite head noun “The two black men/raju:lan zu: aljins alaswad” to an indefinite head noun in the TLT, as ‘办公厅ان/raju:lan/two men’. They then relativized it with the dual relative pronoun ‘الذان/allaz:ni’/who’, which is incorrect, since the indefinite head noun in Arabic cannot be relativized.

4.2.3 Indirect Object Relative Pronoun (IORP)

4.2.3.1 IORP Example 1

"It has already been announced on BBC that the American president, Obama, will play the role of the main mediator in making the reconciliation agreement between the political parties fighting for months in Libya. The Libyan leaders whom the American president sent a formal invitation to will all come to the meeting in the White House".

The relative pronoun in the SLT is an indirect object relative pronoun. All students translated the relative pronoun literally as an indirect object relative pronoun ‘التي/allati’ in the TLT. However, four students translated the relative pronoun ‘whom’ as:

القادة الليبيين التي لهم الرئيس الأمريكي ارسل دعوة رسمية سيأتون جميعهم إلي الاجتماع في البيت الأبيض ‘القادة الليبين/الذي/allati’ /الذي/allati lahm alraes alamriki arsla da?wa rasmieah sja?tu:na jami:ah mala alajtma? Fi albeit alabed/the Libyan leaders whom the American president sent a formal invitation to will all come to the meeting in the White House’.

The remaining six students translated the relative pronoun as an indirect object relative pronoun ‘الذين/allazina/whom’. They did this incorrectly, because they omitted the prepositional phrase ‘الي/ala/to’, which must come after the direct object “formal invitation”, such as

القادة الليبيين الذين أرسل الرئيس الأمريكي رسالة بشكل رسمي سيأتون إلي الاجتماع في البيت الأبيض ‘القادة الليبيين/allazina’ /الذين/allazina lahm alraes alamriki arsla da?wa rasmieah sja?tu:na jami:ah mala alajtma? Fi albet alabed/ the Libyan leaders that the American president sent a formal invitation will all come to the meeting in the White House’.
The translation procedure used by all students is literal, applying formal equivalence to translate the relative clause. Meaning was not retained in any of the translations. In the first four translations there was no agreement between the antecedent and relative pronoun in terms of gender and number, where they incorrectly relativized the plural masculine head noun ‘القادة الليبيين’ with the singular feminine relative pronoun ‘التي’. The meaning was also distorted in the translation of the remaining six students, who omitted the prepositional phrase ‘الالي’ , which must come after the direct object ‘ال.ma’.

4.2.3.2 IORP Example 2

"In the International Conference of Languages and linguistics held recently in London, so many scholars and linguists attended. There were so many professors, doctors, and first class students to whom the committee gave rewards. Many linguistic issues were discussed in the conference, in particular cross-cultural linguistics".

The relative pronoun in the SLT is an indirect object relative pronoun, and all students translated the relative pronoun ‘to whom’ literally as ‘الذي ل’ , where ‘الذي’ is the relative pronoun and ‘ل’ is the preposition. The procedure used by all students is literal translation. However, they were not able to retain the meaning of the entire clause, offering a translation such as:

Laqd ka:na hu:naka aladid min alasatiza wa aldkatira wa tu:lab aldraja alwla wa alla:zi: lahm a?tat alagna mukafa:t/l there were so many professors, doctors, and first-class students to whom the committee gave rewards”.

There is no agreement between the indirect object ‘الذي لهم’ and the relative pronoun in terms of number, i.e. the indirect object ‘طلاب الدرجة الأولى’ is the head noun and functions as plural, while
the relative pronoun ‘الذي/alla:zi:’ is a singular relative pronoun. The correct relative pronoun in this case would be ‘الذين/alla:zi:n’.

4.2.3.3 IORP Example 3

"Local German newspapers, concerning about education affairs, have stated that the minister of high education has already issued a decision to increase the financial budget of the high impact research. The minister already met some of the first class students to whom the ministry of education has rewarded one million dollars".

The relative pronoun in the SLT is an indirect object relative pronoun. Three students translated the relative pronoun ‘to whom’ literally as ‘للتي...هم/allati...hm’ in the TLT, as in:

لا:قد قابل الوزير التربية والتعليم بعض طلاب الدرجة الأولى والتي جوائزهم تساوي مليون دولار/

Here, the relative pronoun ‘allati’ and the morpheme ‘hm’, which is attached to the noun ‘jawa?zhm’, form the indirect object relative pronoun in Arabic. Three students deleted the relative pronoun ‘to whom’, replacing it with the conjunction ‘و/and’, and adding the verb phrase ‘جوائزهم/ahda:hm/ rewarded them’, as in:

للوزير التربية والتعليم الطلاب الموهوبينواهداهم مليون دولار/

Four students deleted the relative pronoun, replacing it with a genitive relative pronoun ‘whose’, as in:
"It is proposed that the only solution for the Jewish problem is that Jews must not alienate themselves from communities or nations of which they have been a historical part, and it is not fair for the Jew to immigrate to the land of another people having lived in the holy land for thousands of years".

4.2.4 Four Relative Pronoun of Object of Preposition (RPOP)

4.2.4.1 RPOP Example 1

"It is proposed that the only solution for the Jewish problem is that Jews must not alienate themselves from communities or nations of which they have been a historical part, and it is not fair for the Jew to immigrate to the land of another people having lived in the holy land for thousands of years".

Three students applied literal translation to translate the indirect object relative pronoun from the SLT to the TLT, while as seven students applied transposition. Three students translated the indirect object relative pronoun ‘to whom’, deleting it, replacing it with the conjunction ‘/wa/and’, and adding the verb phrase ‘rewarded’. Four students translated the relative pronoun ‘to whom’, changing it to a genitive relative pronoun ‘allati..hm/whose’. Three students translated the relative clause formally, following the grammatical units of the SLT, while seven students translated the relative clause dynamically, not following the grammatical units of the SLT. In terms of meaning, it was retained in the translations of the three students who translated the indirect object relative pronoun ‘to whom’, deleting it, replacing it with the conjunction ‘/wa/and’, and adding the verb phrase ‘rewarded’. Meaning was distorted in the translation of the other seven students; of these, three translations had a disagreement between the singular relative pronoun ‘allati’ and its plural head ‘طلاب الدرجة الأولى’، /tu:lab aldraja al?wu:la/the first-class students’, in terms of number. Meaning was distorted in the remaining four translations due to their incorrect change to the grammatical function of the relative pronoun, from indirect object to genitive. They deleted the agent of the action, so the translation remained ambiguous and did not convey the meaning of the SLT.
The relative pronoun in the SLT is an object of preposition. All students translated the relative pronoun ‘of which’ literally, only three translating it correctly as ‘الاتي منها’ in the TLT, such as in:

اليهود يجب ان لا يعزلوا انفسهم عن المجتمعات او الامم الاتى منها هم يكونون جزء تاريخيا

The other seven students translated the relative pronoun literally, but incorrectly, as in:

يجب ان لا يعزل اليهود انفسهم عن الامم الاخرى والمجتمعات التي يكونون جزءا من تاريخها

Although all students used literal translation procedure to translate the relative pronoun and formal equivalence to translate the relative clause, meaning was retained only in three translations. Due to lack of agreement between the singular relative pronoun ‘الاتي’ and its plural head ‘الامم الاخرى والمجتمعات’, meaning was distorted in the remaining seven translations.

4.2.4.2 RPOP Example 2

“The fact is that the internet as a public-policy free zone is a myth. The internet has become a powerful global medium through which we have the freedom of expression and civic dialogue in a legal vacuum. People cannot live without internet access around the world”.

The relative pronoun ‘through which’ in the SLT is an object of preposition, and all students translated the relative pronoun literally as an object of preposition in the
Four students translated the relative pronoun ‘through which’ *literally* as an object of preposition ‘التي من خلالها’/\*allati min khlaliha\*/ in the TLT, as in:

\[lqad asbah alanternet wasi:la ala:mia qawia allati min khlaliha namtalk hu:rit alt?bi:r/the internet has become a strong global tool though which we have the freedom of expression\].

Six students translated the relative pronoun literally as ‘التي عن طريقها’/\*wallati\*n tari:kha\*, as in:

\[lqad asbah alanternet ada:t atisal a:la:mia qawia?la mu:stawa?lami wallati?n tari:kha ju:mknu:na alta?:bier?n a:ra:?na/the internet has become a powerful international means by which we can freely express our opinions\].

All students applied formal equivalence to translate the relative clause. Meaning was retained in all translations.

### 4.2.4.3 RPOP Example 3

"Developing countries is a term used to refer to those places where new media are still new to most of the population. It should not be forgotten that old mature media are themselves also fairly new and scarce to millions of people for whom traditional media means oral media\".

The relative pronoun ‘for whom’ in the SLT is an object of preposition. None of the students translated it as an object of preposition in the TLT; instead, they deleted the relative pronoun ‘for whom’, replacing it with the verb phrase ‘يعتبرون’/Ja?ta:bri:n\*consider\*’, as in:

that old-traditional media scarce people, where millions of people consider oral media as an old-fashioned media techniques”.

They changed the relative pronoun of object of preposition ‘for whom’ into the verb phrase ‘consider’. All students applied dynamic equivalence as they did not follow the grammatical structures of the SLT. All translations retained the meaning.

4.2.5 Genitive Relative Pronoun (GRP)

4.2.5.1 GRP Example 1

"Freedom of the Press is Freedom of the Citizen. The sense, of course, was that journalists are not a special breed with privileged rights unavailable to the common man, but simply citizens whose work is to exercise the rights to freedom of expression available, in theory at least, to everyone”.

The relative pronoun ‘whose’ in the SLT is a genitive relative pronoun. None of the students translated it as genitive in the TLT; instead, four deleted the relative pronoun ‘whose’ and changed it to a third personal possessive pronoun ‘their’, where ‘their’ is attached as a morpheme ‘هم/ hm’ to the noun, as in:

ويساطه المواطنين وعملهم يكون لجلب حرية التعبير المتاح 


The remaining six students translated the genitive relative pronoun ‘whose’ to the subject relative pronoun ‘that’, adding the third personal possessive pronoun ‘هم/ hm’ to the noun after the relative pronoun in the TLT, as in:

المواطنين الذين يكون من اجل جلب حرية الرأي والتعبير 

“almu: wati: ni: nallazi:n a: ma: lhm jaku:nu:n mn ajl jalb hriat alra?i wata?: bi: rl citizens that their work is to get the freedom of expression”.
The translation procedure used by all students is optional transposition, where the genitive relative pronoun is changed to the third personal possessive pronoun ‘هم/they’, attached to the noun ‘عمل/a:ma:l/their work’, and the genitive relative pronoun is changed to a subject relative pronoun ‘الذين/allazi:n/that’, followed by the morpheme ‘هم/they’, attached as a third personal possessive pronoun to the noun ‘عمل/a:ma:l/work’. All students translated the relative clause dynamically, not following the grammatical and lexical structures of the SLT. Meaning was retained in all translations.

4.2.5.2 GRP Example 2

“The war against rebellions has already been announced by the Egyptian armed forces commander. He introduced his deep condolences to those whose beloved ones were killed in the terrorist act in Sinai, and he has promised that criminals will be caught and taken to justice”.

The relative pronoun ‘whose’ in the SLT is a genitive relative pronoun. None of the students translated it as genitive in the TLT; instead, they deleted the relative pronoun and changed it to a subject relative pronoun, as in:

ولقد قدم الرئيس تعزية الي أولئك الذين فقدو أحبائهم في الجريمة الارهابية في سيناء “/walqad qadama alra:?i:s ta:zi:h ala awla:?ka allazi:n faqadw ahba?hm fi: alja:ri:ma ala:rha:bia fi: sina:/the president introduced his condolences to those who have lost their beloved ones”.

All students used optional transposition, and changed the genitive relative pronoun ‘whose’ to a subject relative pronoun ‘الذين/allazi:n/who’. Having used the optional transposition procedure, all students translated the relative clause dynamically, not following the grammatical and lexical units of the SLT. The meaning was retained in all translations.
4.2.5.3 GRP Example 3

“The entire humanity respects and appreciates what Alexander Fleming has done to save lives. Alexander Fleming, whose great discovery in 1928 saved millions of people's lives. Alexander Fleming got the Nobel Prize and other valuable rewards for what he has done for humanity”.

The relative pronoun ‘whose’ in the SLT is a genitive relative pronoun. All students translated it literally as a genitive relative pronoun attached to the noun; an example of this is: ‘واكتشافه’ /wakti:shafu:h/whose discovery’. Here, ‘wakti:shaf’ is a noun and ‘u:h’ is a morpheme attached the noun functioning as a third personal possessive relative pronoun. All students used literal translation and were able to retain the meaning of the entire clause, offering such translations as:


Having used literal translation, all students used formal equivalence, following the grammatical and lexical structures of the SLT. Meaning was retained and clear in all translations.

4.2.6 Relative Pronoun of Object of Comparison (RPOC)

4.2.6.1 RPOC Example 1

"It is announced at the international conference of modern industries in German that BMW is the best well-known company, producing motor cars and motorcycles which are no competitive products more expensive than".

The relative pronoun in the SLT is an object of comparison, and all students translated the relative pronoun ‘which…than’ literally as an object of comparison in the SLT, as ‘التي...منها’ /allati...mnha/which...than’. However, they did this incorrectly. The procedure
used by all students is literal translation. None of the students were able to retain the meaning of the entire clause; an example of this is:

لا يوجد منتجات منافسة اغلي منها

Having used the literal translation procedure, all students translated the relative clause formally, following the grammatical and lexical units of the SLT. Although all students applied formal equivalence to translate the relative clause, their translations were incorrect, and meaning was not retained due to lack of agreement between the relative pronoun and its head in terms of number. To illustrate:

السيارات والدراجات النارية

The relative pronoun in the SLT is an object of comparison, and all students translated the relative pronoun ‘that…than’ literally as an object of comparison

"It was recently declared by the president of Palestine, Mahmud Abas that Palestinians are suffering from different political and economic issues that we have ever faced more serious than"

The relative pronoun in the SLT is an object of comparison, and all students translated the relative pronoun ‘that…than’ literally as an object of comparison

السيارات والدراجات النارية

The relative pronoun in the SLT is an object of comparison, and all students translated the relative pronoun ‘that…than’ literally as an object of comparison

The relative pronoun in the SLT is an object of comparison, and all students translated the relative pronoun ‘that…than’ literally as an object of comparison
Palestinians are suffering from different political and economic issues that we have ever faced more serious than them”.

The remaining six students translated the relative pronoun literally, but incorrectly, as their translation lacked a head relative pronoun agreement in terms of number. They relativized the plural head noun “مشاكل سياسية وأقتصادية مختلفة”/mashakl si:jasea wa?ktsadeah mu:khta:lifa/different political and economic problems” with the singular relative pronoun ‘التي’/allati/which, which’ is incorrect in Arabic:

يعاني الشعب الفلسطيني من مشاكل سياسية وأقتصادية مختلفة والتي لم نواجه اصعب واكثر منها “

The meaning was clear only in the four translations that achieved a head relative pronoun agreement. Meaning was distorted in the translation of the other six students, who could not achieve a head relative pronoun agreement in terms of number.

4.2.6.3 RPOC Example 3

“The British prime minister has rewarded the best players of the British National Team. Among those players rewarded, Joe Baker, the best player who there is no one better than. He took the first position as he scored 50 goals in the finals”.

The relative pronoun in the SLT is an object of comparison. Four students translated the relative pronoun as an object of comparison ‘الذي’/alla:zi/’ in the TLT, such as in:

لقد أعطى رئيس الوزراء البريطاني جوائز لأفضل لاعبين في الفريق الوطني البريطاني. ومن بين هؤلاء الجو

to the best players of the British National Team, between those players rewarded Joe Baker, the first best prayer who is no one better than him”.

Six students deleted the relative pronoun and replaced it with a non-finite adjectival phrase, such as in:

لارا هنالك لعب أفضل من جو بيك حيث تم تنويعه بواسطة رئيس الوزراء البريطاني "laisa hu:naka la?b afdal mn Joe Baker haithu: tama ta:twi:ja:hu bwast alra:i:s albri:tani /there is no player better than Joe Baker, where he was rewarded by the British prime minister”.

Four students applied the literal procedure to translate the relative pronoun, while six students applied optional transposition procedure to translate the relative pronoun of an object of comparison. They deleted it, and replaced it with a non-finite adjectival clause; hence the finite adjectival clause “There is no player who is better than Joe Baker” is reduced to: “no player better than Joe Baker”. Six students translated the relative clause dynamically, not following the grammatical and lexical structures of the SLT, while the other four students translated the relative clause formally, following the grammatical and lexical units of the SLT. The meaning was retained in all translations.

4.2.7 Summary of the Findings for English-Arabic Translation

As Table 4-3 below shows, the literal translation procedure is the first procedure to be applied correctly, transposition being second, equivalence third, while the applicability of none of Vinay and Darbelnet’s procedures is the last to be applied correctly. Modulation is not applied in English-Arabic analysis. Also, dynamic equivalence is more correctly applied than formal equivalence in English-Arabic analysis.

Table 4-3 Summary of the English-Arabic Quantitative Analysis

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>Translation procedure</th>
<th>Formal equivalence/dynamic equivalence</th>
<th>Meaning retained</th>
<th>AHH</th>
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<tr>
<td>Subject sentence 1</td>
<td>2 Literal translation 8 Transposition</td>
<td>2 Formal equivalence 8 Dynamic equivalence</td>
<td>10 Meanings retain</td>
<td>10 Correct</td>
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<td>10 Formal equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
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<tr>
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<td>8 Literal translation</td>
<td>8 Formal equivalence 2 Dynamic Equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Direct object 1</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Direct object 2</td>
<td>6 Literal translation</td>
<td>6 Formal equivalence 4 Dynamic equivalence</td>
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<tr>
<td>Direct object 3</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>6 Meanings retain and clear 4 Meanings are distorted</td>
<td>6 Correct 4 Incorrect</td>
</tr>
<tr>
<td>Indirect object 1</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>Meanings are distorted</td>
<td>10 Incorrect</td>
</tr>
<tr>
<td>Indirect object 2</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>Meanings do not retain</td>
<td>10 Incorrect</td>
</tr>
<tr>
<td>Indirect object 3</td>
<td>3 Literal translation</td>
<td>3 Formal equivalence 7 Dynamic equivalence</td>
<td>3 Meanings retain 7 Meanings distorted</td>
<td>3 Correct 7 Incorrect</td>
</tr>
<tr>
<td>Object of preposition 1</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>3 Meanings retain and clear 7 Meanings are distorted</td>
<td>3 Correct 7 Incorrect</td>
</tr>
<tr>
<td>Object of preposition 2</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Object of preposition 3</td>
<td>10 Equivalence</td>
<td>10 Dynamic equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Genitive sentence 1</td>
<td>10 Transposition</td>
<td>10 Dynamic equivalence</td>
<td>10 Meanings retain</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Genitive sentence 2</td>
<td>10 Transposition</td>
<td>10 Dynamic equivalence</td>
<td>10 Meanings retain and clear</td>
<td>10 Correct</td>
</tr>
<tr>
<td>Genitive sentence</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings</td>
<td>10 Correct</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>retain</td>
<td>10 Incorrect</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Object of comparison 1</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>10 Meanings are distorted</td>
<td>10 Incorrect</td>
</tr>
<tr>
<td>Object of comparison 2</td>
<td>10 Literal translation</td>
<td>10 Formal equivalence</td>
<td>4 Meanings retain and clear 6 Meanings are distorted</td>
<td>4 Correct 6Incorrect</td>
</tr>
<tr>
<td>Object of comparison 3</td>
<td>4 Literal translation 6 Transposition</td>
<td>4 Formal equivalence 6 Dynamic equivalence</td>
<td>10 Meanings retain</td>
<td>10 Correct</td>
</tr>
</tbody>
</table>

4.2.8 The Validity and Applicability of the Accessibility Hierarchy Hypothesis in English-Arabic Translation.

Having analyzed all translations, and calculated the percentages of correct and incorrect translation, the researcher concludes that relative pronouns and clauses are translated based on the following descending order: $S = \text{GEN} > \text{DO} > \text{OP} > \text{OCOMP} > \text{IO}$ in English-Arabic translation. This descending order illustrates that students translated subject relative pronouns and object of preposition properly, as the hypothesis claims. However, the grammatical function of genitive relative clauses goes against the AHH as it takes the second highest position on the hierarchy. Also, indirect object relative pronoun occupies the lowest position, which contradicts the logic of the main hypothesis. Finally, even though OCOMP occupies a relatively low position on the AHH, it is not at the very bottom of the hierarchy, as the AHH posits.

We find that subject relative pronoun is the first to be correctly translated, followed by direct object, indirect object, object of preposition, genitive, and object of comparison. The following table (Table 4-4) summarizes the percentages of correct and incorrect Arabic-English translations of the grammatical functions of relative pronouns, based on their descending order in AHH.
Table 4-4 The Quantitative Summary of the Accessibility Hierarchy Hypothesis

<table>
<thead>
<tr>
<th>Grammatical Function of the Relative Pronouns</th>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject relative pronoun</td>
<td>30 out of 30</td>
<td>0</td>
</tr>
<tr>
<td>Direct object relative pronoun</td>
<td>26 out of 30</td>
<td>4 out of 30</td>
</tr>
<tr>
<td>Indirect object relative pronoun</td>
<td>3 out of 30</td>
<td>27 out of 30</td>
</tr>
<tr>
<td>Relative pronoun of Object of preposition</td>
<td>23 out of 30</td>
<td>7 out of 30</td>
</tr>
<tr>
<td>Genitive relative pronoun</td>
<td>30 out of 30</td>
<td>0</td>
</tr>
<tr>
<td>Relative pronoun of object of comparison</td>
<td>14 out of 30</td>
<td>16 out of 30</td>
</tr>
</tbody>
</table>
CHAPTER 5

CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 Introduction

This chapter presents findings from the two translation tests used for the purpose of data collection in this study. We found that only four of translation Vinay and Darbelnet’s procedures of translation were used by the subjects to translate relative clauses from Arabic to English and vice versa. These procedures are: literal translation, transposition, modulation, and equivalence. While modulation is used only in translating texts from Arabic to English, equivalence is used in translating texts from English to Arabic.

5.2 Discussion of Each Question

5.2.1 The Answer and Discussion of the First Research Question:

- What are the Translation Procedures Used by the Students to Translate Relative Clauses from Arabic to English and vice versa?

Subjects in this study only used four procedures on Arabic-English and English-Arabic translations. These procedures are: literal translation, transposition, modulation, and equivalence. In this section, the discussion is about how students translated relative clauses from Arabic to English and vice versa, based on the three procedures applied in this study. The researcher will begin answering each research question by first discussing the findings of Arabic-English translation, and then those of English-Arabic translation.

The discussion starts with literal translation procedure, how this technique is used, and how students applied it to translate relative clauses from Arabic to English. Each relative pronoun will be discussed hierarchically so that findings are clearer and more
intelligible. The first research question is answered by putting students’ translations under four sections of the respective translation procedures they used. Under an additional section, we discuss the students’ non-application of any of Vinay and Darbelnet’s procedures of translation.

5.2.1.1 The Use and Application of Literal Translation Procedure: Arabic-English Translation

Regarding the subject relative pronoun, ten relative pronouns and clauses are translated literally and correctly. Literal translation is not used at all for direct object relative pronouns. For indirect object, twenty relative pronouns and clauses are literally translated, and only nine out of 20 are correctly translated. (Four of the incorrect translations lack head relative pronoun agreement in terms of human versus non-human, while the other 7 translations include the repetition of the resumptive pronoun ‘it’ following the relative pronoun). Regarding relative pronoun of object of preposition, the total number of relative pronouns and clauses translated literally is 22, where 20 relative pronouns and clauses are translated correctly, and two relative pronouns and clauses are translated incorrectly. Out of 30 genitive relative pronouns and clauses, 10 were translated literally and correctly. Literal translation was also used in incorrectly translating 7 relative pronouns and clauses of object of comparison, where there was a repetition of the resumptive pronoun. To sum up, in Arabic-English translation, literal translation is correctly applied in translating 68 relative pronouns; while it is incorrectly applied in translating 22 relative pronouns.
5.2.1.2 The Use and Application of Transposition Translation Procedure: Arabic-English Translation

The researcher will now discuss the transposition translation procedure, and how it was used and applied when students translated relative pronouns and clauses form Arabic to English in this study.

Optional transposition was correctly used in translating 14 subject relative pronouns and clauses, where 4 students changed the relative pronoun to a non-finite verb phrase, three students replaced the relative pronoun with a noun phrase, and seven students changed the grammatical function of the relative pronoun into a relative pronoun of object of preposition. Regarding direct object relative pronouns, students applied optional transposition to correctly translate 9 relative pronouns as a non-finite verb phrase, and to correctly translate 10 indirect object relative pronouns, where four relative pronouns are changed into a non-finite verb phrase. Besides, these students changed the grammatical order of some words and phrases, while the other 6 students changed the structure of the relative clause, splitting it into two sentences. Regarding object of preposition, students applied optional transposition to correctly translate four relative pronouns to a noun phrase in the TL. In a similar way to subject relative pronoun, optional transposition was used in translating 20 genitive relative pronouns. However, it was correctly applied in translating 8 relative pronouns, where 4 students changed the structure of the relative clause and changed the word positions inside the relative clause; two students changed the genitive relative pronoun into a subject relative pronoun, and two students translated the relative pronoun to a relative pronoun of object of preposition. On the other hand, optional transposition was incorrectly used in translating 12 genitive relative pronouns and clauses, where 8 relative pronouns and clauses were incorrectly translated to a subject relative pronoun, followed by the resumptive pronoun; transposition was incorrectly used in four translations, where students replaced
the genitive relative pronoun with ‘that’ followed by the resumptive pronoun. Regarding relative pronoun of object of comparison, students applied transposition to correctly translate 3 relative pronouns. These students translated the relative pronoun of object of comparison to a subject relative pronoun. On the other hand, students applied optional transposition to incorrectly translate 15 relative pronouns and clauses, where 12 translations lack head relative pronoun agreement in terms of human versus non-human. There is also an unnecessary addition to the resumptive pronoun. The remaining 3 students replaced the relative pronoun of object of comparison with a third personal pronoun, not conveying the meaning of the SLT. To sum up, transposition is correctly applied in translating 54 relative pronouns in Arabic-English translation, while it is incorrectly applied in translating 27 relative pronouns.

5.2.1.3 The Use and Application of Modulation Translation Procedure: Arabic-English Translation.

Modulation was first used in translating 6 subject relative pronouns to the passive voice. Modulation was also used in translating 21 relative pronouns, where 19 direct object relative pronouns and clauses were correctly translated to the passive voice, functioning as direct object. Two relative pronouns and clauses were incorrectly translated due to the lack of head relative pronoun agreement in terms of human versus non-human.

5.2.1.4 The Use and Application of Literal Translation Procedure: English-Arabic Translation.

In this section, the researcher discusses the procedures students used in translating relative clauses from English to Arabic.

First of all, literal translation procedure is correctly used in translating 20 subject relative pronouns and clauses. Students also used literal translation to translate 26 direct object relative pronouns and clauses, of which 22 direct object relative pronouns and
clauses were correctly translated; and the remaining 4 were incorrectly translated due to lack of head relative pronoun agreement in terms of definite and indefinite. Students applied literal translation to translate 23 indirect object relative pronouns and clauses. However, none of these relative pronouns and clauses were translated correctly as indirect objects. In 17 of these translations, students could not correctly achieve head relative pronoun agreement in terms of number and gender. In the remaining 6 translations, students incorrectly translated the indirect object relative pronoun literally from English to Arabic, and omitted the preposition ‘to’, which completes the meaning of the relative pronoun, as illustrated in the data analysis. For relative pronoun of object of preposition, 20 relative pronouns were translated literally, of which 13 translations were correct, and seven were incorrect due to head relative pronoun disagreement in terms of number. Regarding genitive relative pronoun, 10 relative pronouns and clauses were literally and correctly translated. For relative pronoun of object of comparison, literal translation was correctly used in translating 8 relative pronouns and clauses, while it was incorrectly used in translating 16 relative pronouns and clauses, where there was no head relative pronoun agreement in terms of number. To sum up, in English-Arabic literal translation was correctly applied in translating 73 relative pronouns, while it was incorrectly applied in translating 50 relative pronouns.

5.2.1.5 The Use and Application of Transposition Translation Procedure: English-Arabic Translation.

Transposition was correctly used in translating 10 subject relative pronouns and clauses, where these students translated the subject relative pronoun to a non-finite adjectival relative clause. Transposition was correctly used in translating four relative pronouns of direct object, where the students deleted the relative pronoun and replaced it with a complement adjectival phrase. On the other hand, transposition was incorrectly used in
translating four indirect object relative pronouns, where students changed the grammatical function of the SL relative pronoun, from indirect object to genitive, and also deleted the agent of the action, rendering the meaning ambiguous. However, transposition was correctly used in translating 3 indirect object relative pronouns, as these students deleted the relative pronoun and replaced it with a conjunction and a verb phrase. For genitive relative pronoun, transposition was correctly used in translating 20 relative pronouns and clauses, where 16 genitive relative pronouns were grammatically and correctly changed into subject relative pronouns - the third personal possessive pronoun was added in 10 translations after the subject relative pronoun, which is also correct in Arabic. The other four relative pronouns were changed into a third personal possessive pronoun, where students changed the subordinate clause into a major clause. Transposition, on the other hand, was used correctly only in translating 6 relative pronouns of object of comparison, where students translated the relative pronoun as a non-finite adjectival clause. To sum up, in English-Arabic translation, transposition was correctly applied in translating 43 relative pronouns, while it was incorrectly applied in translating four relative pronouns.

5.2.1.6 The Use and Application of Equivalence Translation Procedure.

In this study, equivalence is the third translation procedure in terms of use and application. It was not applied completely in translating relative pronouns from Arabic to English and vice versa. In contrast, equivalence was applied by students to correctly translate 10 relative pronouns of object of preposition in English-Arabic translation.

5.2.1.7 The Use and Application of None of Vinay and Darbelnet’s Translation Procedures.

It is found in this study that the translation procedures of Vinay and Darbelnet are only applied in Arabic-English translation. Students did not apply any of their procedures in
translating four relative pronouns of object of preposition and five relative pronouns of object of comparison, hence distorting the meaning in translations.

5.2.1.8 The Application of Nida’s Formal and Dynamic Equivalence.

In this section, we briefly discuss Nida’s formal and dynamic equivalence, and how these were applied in this study. All students’ translations were translated either formally or dynamically. We found that students using literal translation procedure tended to apply formal equivalence in their translation, while as students using transposition, equivalence, and none of Vinay and Darbelnet’s procedures applied dynamic equivalence. In Arabic-English translation, formal equivalence was correctly applied in translating 49 relative clauses, and incorrectly applied in translating 20 relative clauses. Dynamic equivalence was correctly applied in translating 73 relative clauses, and incorrectly applied in translating 38 relative clauses. In English-Arabic translation, formal equivalence was correctly applied in translating 73 relative clauses, and incorrectly applied in translating 50 relative clauses. Dynamic equivalence was correctly applied in translating 53 relative clauses, and incorrectly applied in translating four relative clauses from English-Arabic.

Formal equivalence helped students produce appropriate and effective translations of relative clauses; there were no misunderstandings or difficulties regarding grammatical categories. We found more one-to-one correspondence between Arabic and English and vice versa in formal equivalence. However, formal equivalence did not help students produce correct effective translations, which may be a result of the differences in grammatical categories between Arabic and English. This may lead us to an assumption that students might have avoided incorrect and ineffective translations in applying formal equivalence, had they understood the difference of grammatical categories between Arabic and English.
Dynamic equivalence, on the other hand, was also applied by students to produce both correct and incorrect translations. Dynamic equivalence was applied by students who used transposition and equivalence translation procedures, not following the grammatical structure of the SLT. They used other grammatical structures, e.g., changing the grammatical function of the relative pronoun in the TLT, using non-finite relative phrases and clauses, and changing the grammatical structure of the sentence.

5.2.2 The Answer of the Second Research Question

- To What Extent Does the Translation Achieve Effectiveness in Conveying the Meaning of the SLT?

This section discusses the students’ translations under two sections: (1) how did the students’ translations achieve effectiveness in conveying the meaning of the SLT, and, (2) what grammatical and syntactic structures did the students use in making effective and ineffective translations.

5.2.2.1 The Effectiveness of Students’ Translation in Conveying the Meaning of the SLT.

In Arabic-English translations, effectiveness is achieved in conveying the meaning of 122 relative clauses. In English-Arabic translations, effectiveness is achieved in conveying the meaning of 126 relative clauses. The following reasons account for effectiveness in translations from English to Arabic and vice versa in this study:

1- The correct use of one-to-one correspondence between Arabic and English. This correspondence may possibly produce literal translation, and may be effective if the translation between Arabic and English includes short, simple grammatical structures which have possible natural equivalent structures in the TLT.

2- The correct change in the grammatical function of the relative pronoun, where one relative pronoun is correctly and effectively changed into another relative
pronoun. Thus, the relative pronoun in the TLT conveys the meaning of the relative pronoun of the SLT.

3- The correct use of non-finite verb phrases and clauses.

4- The correct use of non-finite adjectival phrases and clauses.

5- The correct use of complement adjectival phrases to convey the meaning of the SLT.

6- The accurate use of the third personal pronouns instead of relative pronouns.

7- The correct change of the grammatical function of the SL relative pronoun into another relative pronoun in the TLT, followed by a personal pronoun (allowed only in Arabic).

8- The effective use of some equivalent grammatical structures, such as replacing the relative pronoun with a conjunction, then with a verb phrase.

9- The correct use of verb and noun phrases instead of relative pronouns.

10- The correct use of passive voice; most translations to passive structures are meaningful and correct. This is due to the students’ correct application of the modulation translation procedure.

5.2.2.2 The Ineffectiveness of Students’ Translation in Conveying the Meaning of the SLT.

In Arabic-English translations, effectiveness is not achieved in conveying the meaning of 58 relative clauses, while in English-Arabic translations, effectiveness in not achieved in conveying the meaning of 54 relative clauses.

The lack of effectiveness in conveying the SLT in Arabic-English translations is due to the following reasons:

1- Lack of agreement between the head and its relative pronoun in terms of human versus non-human.
2- The impact of the native language shift that occurs in the repetition of the object pronoun ‘it’ as resumptive pronoun in Arabic.

3- The ineffective transfer of relative pronoun clauses to the passive voice.

4- Incorrectly changing the grammatical function of the relative pronoun, then adding an inappropriate preposition with the relative pronoun.

5- Changing the grammatical function of the relative pronoun, followed by the third personal pronoun, which is incorrect in English.

6- Changing the grammatical function of the relative pronoun, and relativizing some unnecessary words while leaving the head noun non-relativized.

7- Changing the grammatical function of relative pronouns and adding a possessive personal pronoun after the relative pronoun, which is incorrect in English.

8- Adding the resumptive pronoun referring back to the head noun, after changing the grammatical function of the relative pronoun.

In English-Arabic translations, lack of effectiveness in conveying the meaning of the SLT may be accounted for by the following reasons:

1- The lack of agreement between head and its relative pronoun in terms of number and gender is the first main reason why students could not achieve effectiveness in conveying the meaning of the SLT. The students’ general weakness in not being able to achieve head relative pronoun agreement in terms of number and gender is the most serious challenge.

2- The incorrect translation of relativizing the indefinite head in Arabic, where indefinite head noun cannot be relativized.

3- The incorrect deletion of the relative pronoun, or in particular the deletion of the preposition followed with the relative pronoun. This specifically happened in the indirect object relative pronoun, and in the relative pronoun of object of
comparison, where students deleted the preposition, thus the meaning was incomplete and unclear.

4- The incorrect change to the grammatical function of the relative pronoun, where a relative pronoun is replaced with another irrelevant relative pronoun, not conveying the meaning of the SLT.

5.2.3 The Answer of the Third Research Question

- To What Extent is the Accessibility Hierarchy Hypothesis (AHH) Valid in the Current Study?

This section starts with the discussion of the validity and applicability of AHH in translating relative clauses from Arabic to English, and then from English to Arabic. Subsequently, this section will compare the two languages and assess as to which language follows and applies the logic of the AHH more.

This study finds that Keenan and Comrie’s AHH is valid and applicable on four grammatical functions of relative pronouns in Arabic-English translations. It is particularly applicable to high and low grammatical positions such as S, DO, G, and OCOMP. However, the findings show that Keenan and Comrie’s AHH is not valid and applicable on the middle grammatical functions of the relative pronouns (IO and OP). Thus, the descending order of the translation of relative pronouns in Arabic-English translations is: S>DO>OP>IO>GEN>OCOMP. This order shows that there is hierarchical ease and understanding in students’ translation of S, DO, IO, and OCOMP; thus these grammatical functions follow the same descending order that Keenan and Comrie posit in their hypothesis. To conclude, students’ translation to high and low grammatical functions of relative pronouns matches with the logic of Keenan and Comrie, where there is hierarchal ease and understanding when students translated these high and low grammatical positions on the hierarchy. However, students’
translation of the middle grammatical positions does not match the logic of Keenan and Comrie, where there is no hierarchal order of ease and understanding when students translated indirect relative pronouns and relative pronouns of object of preposition, where students found less difficulty translating relative pronoun of object of preposition than translating indirect object relative pronoun, which does not match the logic of Keenan and Comrie’s hypothesis.

In English-Arabic translations, relative clauses are hierarchically translated, in terms of ease and understanding, based on the following descending order:S=GEN>DO>OP>OCOMP>IO. This hierarchical descending order renders Keenan and Comrie’s AHH invalid, and not applicable in the translation of relative clauses from English to Arabic on any grammatical components, except subject and object of preposition relative pronouns. Therefore, this study only supports the logic of AHH in that all languages relativize the highest grammatical component on the hierarchy, such as subject relative pronouns. In English-Arabic translations of relative clauses, students found translating and relativizing low grammatical positions easier than those higher and midway on the hierarchy. For example, students relativized GEN more easily than relativizing DO and IO. All students relativized genitive relative pronouns correctly and effectively in all translations, while just three students relativized three indirect object relative pronouns and clauses correctly and effectively. IO occupies the lowest position on the hierarchy, DO occupies the mid position, while OCOMP also occupies a low grammatical position, but not the lowest one as it is claimed by Keenan and Comrie’s logic.

To conclude, Arabic-English translation of relative clauses agrees with and matches the logic and claim of Keenan and Comrie’s hypothesis, in particular on high and low grammatical positions. English-Arabic translation of relative clauses neither matches
nor agrees with the logic and claim of Keenan and Comrie’s hypothesis, except on the highest and middle grammatical components, such as subject and object of preposition relative pronouns. It might be possible to attribute this dissonance to the students’ better understanding of the relative clauses in their native language.

### 5.3 Conclusion

This study shows how students at Al-Aqsa University translated relative clauses from Arabic to English and vice versa, based on the three frameworks mentioned before. The findings indicate that the participants were able to translate relative clauses in Arabic and English; however, there is an obvious linguistic weakness in students’ translation, which would be due to the students’ insufficient knowledge of grammatical categories in Arabic and English. For instance, students have insufficient knowledge of how resumptive pronouns can be correctly translated from Arabic to English, and how the agreement between head noun and its relative pronoun can be achieved in terms of number, gender, case, human, and non-human in Arabic and English. In addition, students also have incomplete mastery of how some grammatical structures—such as active-passive structures, finite, and non-finite clauses—can be properly used in some translations. Such structures help students produce good translations for some relative clauses.

The findings indicate that not all of Vinay and Darbelnet’s translation procedures are applicable to translating relative clauses; only four of their procedures were observed in this study. The first translation procedure used is literal translation; the second one is transposition, in particular optional transposition; the third translation procedure is modulation, which is only used in Arabic-English translation; equivalence is the fourth translation procedure, which is only used in English-Arabic translation. The last, and less-used, procedure would be considered deletion (which is not accounted for in Vinay
and Darbelnet’s translation procedures). Deletion is just incorrectly used in Arabic-English translation. One of the noteworthy findings of this study is that optional transposition is applied in all translations, while obligatory transposition is not applied at all. This means that there was always more than one option for students to have translated all relative clauses from Arabic to English and vice versa. This would be due to the fact that both Arabic and English are open to accepting variations of grammatical, syntactic, semantic, and stylistic structures.

The translation procedures used are interrelated with formal and dynamic equivalences. For example, formal equivalence is similar to literal translation, borrowing, and calque; while dynamic equivalence is similar to modulation, equivalence, adaptation, and transposition, which is significantly used in changing word classes (like adjective to noun). Transposition, if used and applied well, can be used for the translation of relative clauses, as relative clauses can semantically substitute adjectives.

One of the reasons why not all of Vinay and Darbelnet’s translation procedures were applicable to translating subordinate sentences like relative clauses in this study is that these procedures (in particular, calque and borrowing) encompass morphological and semantic aspects and features of proper names, geographical names, and other specific-termed words and phrases, which the current study did not focus on.

The findings show that dynamic equivalence is more effective and used more than formal equivalence in translating relative clauses from Arabic to English. However, formal equivalence is more effective and used more in translating relative clauses from English to Arabic. Finally, the study shows that students found it easier to translate from English to Arabic. This would be due to the assumption that translating from a foreign language to one’s native language may be easier than translating from one’s native language to a foreign language. Despite that assumption, there is no dramatic difference
between the students’ good translation of relative clauses in Arabic-English translation and their good translation of relative clauses in English-Arabic translation. Finally, the findings indicate that AHH is valid and applicable to Arabic-English translation, where students followed almost the same hierarchal order as in the AHH when translating. On English-Arabic translations, AHH is neither applied nor valid as students did not translate relative clauses based on the order of AHH.

Based on the findings of the study, the researcher suggests the following implications and recommendations:

1- Translation teachers should pay more attention to relative pronouns in Arabic and English when they teach and train translation students.

2- Students should be taught the variations of grammatical and syntactic structures in both Arabic and English.

3- Students should be provided with rich materials that help them understand the difference between the syntax of their own language and the target language syntax.

4- Transformational universal grammar is highly recommended to be taught as it gives students a good linguistic ability by which they can have more than one option when translating phrases, clauses, sentences, and texts from Arabic to English and vice versa.

5- The semantic aspect of Arabic and English structures should be taught to students.

6- Students should be taught the different methods and approaches of translation, and the correct use for each of these methods.
7- Translation teachers should help students be aware of how ‘whose’ can be used in Arabic language and what ways students can use to translate the genitive relative pronoun ‘whose’.

5.4 Recommendations for Further Studies

1- It is recommend that a future study should examine how morpho-syntactic and semantic structures produce proper translation for relative clauses in Arabic and English.

2- Another recommended study is to investigate what possible solutions may help students avoid making errors regarding grammatical categories when translating from Arabic to English and vice versa.

3- Another recommended study is to investigate why modulation translation procedure is only applicable in English-Arabic translation, while equivalence translation procedure is only applicable in Arabic-English translation.
REFERENCES


Dear students, translate the following English sentences to Arabic and those Arabic to English. Pay attention to relative clauses.

Note: You are not required to write your name or to give any personal information.

A. Arabic-English Texts
A.1 Subject Relative Pronoun

A.1.1 Text 1

"أعلن أمين عام حزب الله حسن نصر الله، مساء أمس الخميس، أن من حق حلفاء سوريا الإقليميين الرد على هجمات إسرائيل داخل سوريا في أي وقت.

وقال في مقابلة مع تلفزيون المنارة القصف المتكرر الذي تم على أهداف متنوعة في سوريا هو خرق كبير... ونحن نعتبر أن ضرب أي أهداف في سوريا هو استهداف كل محور المقاومة وليس فقط استهداف لسوريا."

A.1.2 Text 2

"من عواقب الاحتلال الإسرائيلي للأغلاق الذي تفرضه دولة الاحتلال على قطاع غزة منذ أكثر من 8 سنوات، والانقسام الجغرافي بين الضفة الغربية وقطاع غزة جراء هذا الاحتلال، تلك الصور الإنسانية التي يفصل فيها رب الأسرة عائشة، والمهاجرة بين زوجته وابن عقده وابن عقوبه، ورار الصيفي بذلة قرار السلطان الأموي، إغلاق معبر رفح المنفذ الوحيد العربي للقطاع إلى العالم الخارجي."
A.1.3 Text 3

"هناك مشاكل عديدة لا عررها لها عانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسبب
المشاعر الفلسطينية لا تأتي فقط من اليهود, فهو الطائر الحامل للأرض والشعب وهذا معروف وبدفاع الشعب
الفلسطيني ضربته منذ زمن طويل جدائله السبعة والتسعين عاماً، وعندما المشاكل في عدم
توافق الفلسطينيين على حكومة التوافق و أيضاً الأغلاق المستمر من السلطات المصرية لمعبر رفح."

A.2 Direct Object Relative Pronoun

A.2.1 Text 4

"ان الاحتلال الاسرائيلي هو المسؤول عن الإرهاب في المنطقة التي تعاني من ويلات الحرب والتي من
نتائجها فلسطيني وشننات الأفعى في دول العالم كلها. إن الشعب الفلسطيني هو الذي يستحق أن يعيش
حراً في أرضه و يمارس شعوره الدينين في أماكنه المقدسة والأنا، وهو التي تدينها من أقذر أهل الأرض.
وتتيجة على ذلك فلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معنى هذا الاجرام
الصهيوني التي يمكن تبريره بجنون."

A.2.2 Text 5

"تعتزم موسكو على احتضان الحوار بين المعارضة والنظم السورينيماية الشهر الجاري مشيرة إلى أنها
لن تقوم بدفع السوريين إلى المشاركة أو عدمها بحثية عشاق جنوب دمشق بإثبات حالة من التوتر والقلق بين
جبهة النصرة والمظاهرات التي اشتعلت ضد ضحايا للمها الحالة الإنسانية المتطرفة التي تعيشها
عشرات آلاف الأسر المكروبة هناك والتي بدأ تنموها يوما بعد يوم خاصة بعد إغلاق معبر بيبلا منذ ما
تقارب الشهر."

A.2.3 Text 6

"وقال يوسف الكيالي وكيل وزارة المالية في القطاع إن السلفة المالية التي بدأ صرفها تشمل أيضا
العقود والبطالة، مشيرا إلى أن الصرف سيستمر في ظل تجاهل حكومة التوافق التي برأسها الدكتور رامي
الحمد الله وأوضح أن اموال السلفة تم جبايتها من الضربات."

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A.3 Indirect Object Relative Pronoun

A.3.1 Text 7

"لقد أعطت وزارة التربية والتعليم هدايا قيمة للمتفوقين في جامعات الضفة الغربية، حيث إن الطلبة المتوفون الذين تم إعطاؤهم إسمه الشرف زارو الرئيس في حديقتها الخاصه في رام الله. حيث قام الرئيس شخصيا باستضافتهم وتكريمهم وإعطائهم مبلغ مالي كمكافأة شخصية من الرئيس على توفهم وابداعهم في مجال البحث العلمي والادبي."

A.3.2 Text 8

"هناك في فلسطين حزبين سياسين رئيسيين، الحزب الأول حزب فتح السياسي والاخر حزب حماس الاسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الإسلامي كان الحزب الأول والذي له اعتراف اغلبية الناس اصواتهم."

A.3.3 Text 9

"لقد أعلن الرئيس المصري مؤخرا الحرب علي الجماعات المسلحة في سيناء، حيث قام بإعطاء الأوامر لرئيس الدفاع والذي تم إعطاؤه صلاحية إصدار أوامر القتل والاعتقال لكل من له صلة بلجماعات المسلحة في سيناء. وأيضا ناشد الرئيس المجتمع المصري ككل بأن يتكاتف ويتوحد في وجه القتلة والمجرمين الذين يريدون المسابق بلاند القومي المصري."

A.4 Four Relative Pronoun of Object of Preposition

A.4.1 Text 10

"وفي موضوع ذي صلة، شنّ رئيس الوزراء التركي أحمد داوود أوغلو هجوماً لاذعاً أمس على نظيره الإسرائيلي بنيامين نتنياهو، مساوياً بينه وبين منفذي الهجوم في باريس. وقال إن القصف الإسرائيلي لقطاع غزة ومهاجمة إسرائيل لقافلة مساعدات تضمنها تركيا كانت كـ45 انتفاجة في عام 2010 وهو الهجوم الذي قتل فيه عشرات أثرياء لا يختلف عن هجمات باريس التي تضمن فيها كل من بينهم رواج لبيع الأطعمة اليهودية."

A.4.2 Text 11
ومن الأثر المترتبة على الإغلاق والظلمان الشعب الفلسطيني حرماً أن يكون كجزء واحد بل اصبح أجزاء
وتم تقريع شمل الأسرة التي من خلالها تعيش حياة سعيدة. وغير مثال على ذلك هدف الصيوبات راشد في
الضفة وعروسه دالية في غزة حيث فرض عليها الاحتلال الصهيوني الإغلاق والقيود فحوقيق صبح من
المستقبل ان يتجزءا في بيت الزواجه.

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وفي إسرائيل، توقفت الحياة بشكل تام في بلدات محيط قطاع غزة، حيث تعتمد هذه البلدات بشكل
الزراعة والثروة الحيوانية والائي من خلالها يعتاش سكان هذه البلدات. ولكن بسبب القصف المستمر
والحرب الكارثية التي تتناثر سكان هذه البلدات، فهم على الرحل أو البقاء في الملاجئ لعدة أيام متواصلة.

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اكد الرئيس الفرنسي فرانسوا أوبن اولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامح ان
لمكانة ذاتها التي لمسيحيين ومسلمين في ألمانيا، مؤكدا على ضرورة مكافحة العنصرية التي من
مشاكل بين أعضاء المجتمع الوحد، وأضافا أيضاً على الجميع أن يتوحدوا في نبذ الارهاب، واحلال السلام
والمحبة في البلاد وبين جميع الطوائف.

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شرعت مكاتب البريد وبعض البنوك الائي تخضع ادارتها لحركة حماس في قطاع غزة بصرف سلفة مالية
لموظفي غزة الذين لا تعترف بهم حتى الآن الحكومة الفلسطينية، في ظل استفحال الخلاف حولها.
حيث بدأت البنوك والمكاتب البارزة منذ ساعات صباح أمس بصرف مبلغ مالي يقدر 1222 شيكل
شيكل لموظفي المدني والعسكريين الذين عينوا خلال فترة حكم حركة حماس بغزة.

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لى بارون في مقابلة تلفزيونية له ان هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا إلى
بلادهم، بعد تربيتهم وlesaiتهم واستلامهم للخبرة والمحفزات، وأضافا أيضاً أنه يتوقع الاستمرار
عملية المششود الأعمال الإرهابية والائي في تنفيذها تم قتل بعض الصحفيين ورجال الشرطة بباريس.
مرجحا تواصل العمليات ضد الغرب والاهداف الإسرائيلية واليهودية.
A.6 Relative Pronoun of Object of Comparison

A.6.1 Text 16

"لقد حاز البطل المصريخضر التوني علي بطولة رفع الأثقال العالمي، حيث قام بحمل الوزن الأثقل والتي لم يتمكن أحد من رفع أثقل منها. ونتيجة لذلك حاز البطل على كأس العالم في رفع الأوزان الثقيلة والتي كان مكانها العاصمة الأمريكية واشنطن".

A.6.2 Text 17

"لقد قامت جامعة واشنطن باعطاء منح ماجستير للطلبة الأولين في كلية الطب الذين حصلوا على أعلى علامات أوائلهم، حيث أيضا قام وزير التربية والتعليم الأمريكي بنفسه بتخليص هؤلاء الطلبة المتفوقين جوائز قيمة".

A.6.3 Text 18

"لقد أعلن رئيس منظمة الاتحاد العالمي للحفاظ على الطبيعة أن التلوث الجو يزداد بشكل لا يمكن توقعه ومن الأسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيميائية، والتي لا يوجد من أكبرها".

APPENDIX B: ENGLISH-ARABIC SAMPLES

B.English-Arabic Samples

B.1 Subject Relative Pronoun

B.1.1 Text 19

"Israel has been suffocating Gaza for 8 years; people there have no right to travel and to be open on the outside world. The patients who have serious diseases are quite oppressed and have no freedom to go outside for medication. The reason behind this is that the Egyptian government keeps giving orders for the passage way to be closed".

B.1.2 Text 20
"Despite of the positive statements of the Moroccan minister of economy regarding the issue of the employers’ salaries, employers who attended the meeting were angry and wronged the minister. Also, the minister was called dishonest, lair, and burglar by many of the employers there".

B.1.3 Text 21
"It has recently been declared, by the FIFA Ballon, that Cristiano Ronaldo has won the world cup for the third time. Cristiano is the best football player who has scored the highest number of goals in 2015. Cristiano has won many football game competitions in Europe and America and what is special about him is that he has been giving much support and money for charity and for some of the humanitarian associations".

B.2 Direct Object Relative Pronoun
B.2.1 Text 22
“The spokesman of the education affairs of UNRWA in the Middle East has already given an important talk about the services of the United Nation for the Third World countries. One of the key points that the spokesman emphasized is about elementary school students whom teachers do not appreciate and teach properly in the areas where wars take place”.

B.2.2 Text 23
“Two weeks ago, two girls got disappeared after they had dinner with their friends at one of the Five-Stars Hotels in London. The police have been looking for the girls since they got disappeared. Finally, the girls whom the police were looking for got found raped and killed in one of the rural areas in London”.

B.2.3 Text 24
"Racism has increased in America; the black American race is sometimes oppressed in some areas occupied by the white. For example, the two black men that the police shot in Texas two months ago were working in the association of human rights. Besides, one of them is the main editor of the weekly reports of the human rights association".

B.3 Indirect Object Relative Pronoun
B.3.1 Text 25
"It has already been announced on BBC that the American president, Obama, will play the role of the main mediator in making the reconciliation agreement between the
political parties fighting for months in Libya. The Libyan leaders whom the American president sent a formal invitation to will all come to the meeting in the White House”.

B.3.2 Text 26
"In the International Conference of Languages and linguistics held recently in London, so many scholars and linguists attended. There were so many professors, doctors, and first class students to whom the committee gave rewards. Many linguistic issues were discussed in the conference, in particular cross-cultural linguistics”.

B.3.3 Text 27
"Local German newspapers, concerning about education affairs, have stated that the minister of high education has already issued a decision to increase the financial budget of the high impact research. The minister already met some of the first class students to whom the ministry of education has rewarded one million dollars”.

B. Four Relative Object of Object of Preposition
B.4.1 Text 28
"It is proposed that the only solution for the Jewish problem is that Jews must not alienate themselves from communities or nations of which they have been a historical part, and it is not fair for the Jews to immigrate to the land of another people who have been living in the holy land for thousands of years”.

B.4.2 Text 29
“The fact is that the internet as a public-policy free zone is a myth. The Internet has become a powerful global medium through which we have the freedom of expression and civic dialogue in a legal vacuum. People cannot live without internet access around the world”.

B.4.3 Text 30
"Developing countries is a term used to refer to those places where new media are still new to most of the population. It should not be forgotten that old mature media are themselves also fairly new and scarce to millions of people for whom traditional media means oral media”.
B.5 Genitive Relative Pronoun

B.5.1 Text 31
"Freedom of the Press is Freedom of the Citizen. The sense, of course, was that journalists are not a special breed with privileged rights unavailable to the common man, but simply citizens whose work is to exercise the rights to freedom of expression available, in theory at least, to everyone".

B.5.2 Text 32
"The war against rebellions has already been announced by the Egyptian armed forces commander. He introduced his deep condolences to those whose beloved ones were killed in the terrorist act in Sinai, and he has promised that criminals will be caught and taken to justice".

B.5.3 Text 33
"The entire humanity respects and appreciates what Alexander Fleming has done to save lives. Alexander Fleming, whose great discovery in 1928 saved millions of people’s lives. Alexander Fleming got the Nobel Prize and other valuable rewards for what he has done for humanity".

B.6 Relative Pronoun of Object of Comparison

B.6.1 Text 34
"It is announced at the international conference of modern industries in German that BMW is the best well-known company, producing motor cars and motorcycles which are no more expensive competitive products than".

B.6.2 Text 35
"It was recently declared by the president of Palestine, Mahmud Abas that Palestinians are suffering from different political and economic issues that we have ever faced more serious than".

B.6.3 Text 36
“The British prime minister has rewarded the best players of the British National Team. Among those players rewarded, Joe Baker, the first best player who there is no one better than. He took the first position as he scored 50 goals in the finals.”
APPENDIX C: ARABIC-ENGLISH STUDENTS’ TRANSLATION

C. Arabic-English Students’ Translation
C.1 Subject Relative Pronoun

C.1.1 Text 1

"أعلن أمين عام حزب الله حسن نصر الله،مساء أمس الخميس، أن من حقلاء سوريا الإقليميين الردّ على هجمات إسرائيل داخل سوريا في أي وقت.
وقال في مقابلة معتلفزيون المناران القصف المتكرر الذي تم على أهداف متنوعة في سوريا هو خرق كبير. ونحن نعتبر أن ضرب أي أهداف في سوريا هو استهداف لكل محور المقاومة وليس فقط استهداف لسوريا".

1- Hasan Nasr Allah, a commander of Hazab Allah Party declared in a TV interview that the constant bombing having being done against various targets in Siria is a big violation.
2- The commander of Hazab Allah party, Hassan Nasar Allah, has already said that the continuous bombing which is against different goals in Siria is a serious breach.
3- In a TV interview, it was announced by the general commander of Hazab Allah party, Hasan Nasar Allah that the continuous shelling against distinct required targets in Siria is a great transgression.
4- Hazbala declared bombing which is done on different purposes was a big mistake.
5- bombing being against different targets as it was said by Nasar Allah is a serious violation.
6- The commander of Hazab Allah party Hassan Nasar Allah has already said that the continuous bombing against different goals in Siria is a serious breach.
7- It was said by Nasar Allah shooting happened against distinct required targets in Siria is a dangerous disrespect.
8- It was declared by Hasan bombing having been against many targets in Syria is a dangerous disrespect.
9- The commander of Hazab Allah party Hassan Nasar Allah says that the continuous bombing against different aims in Siria is a big breach.
10-Hazab Allah party’s general head Hassan Nasar Allah has said that the continuous bombing against different goals in Siria is not good.

C.1.2 Text 2

"من عواقب الاحتلال الإسرائيلي الإغلاق الذي تفرضه دولة الاحتلال على قطاع غزة منذ أكثر من سنوات،والانقسام الجغرافي بين الضفة الغربية وقطاع غزة وراء هذا الإغلاق، تلك الصور الإنسانية التي يفصّل فيها رب الأمة عائلته وزوجته وزوجة برغبة إسرائيل تزعمه ورائها المتواصلة قرار السلطات المصرية إغلاق معبر رفح منفذ الوحيد للأهالي القطاع إلى العالم الخارجي".

1- The Israeli siege has been imposed on Gaza Stripe for 8 years. This Siege reflects a humanitainer image that shows how father is separate from his family and how the groom is separate from his bride.
2- The closure and separation imposed on Palestinian people for eight years show a sad humanitarian situation which the same family members cannot gather at all.
3- What has been done against Palestinians by the Jew may be represented in the image that a father with his children and wife are desperate by force and cannot be together any more.
4- The siege practiced on people in Palestine is represented in the humanitarian portrait that shows the separation of father from his family and groom from his bride.
5- The siege is imposed over Gaza Stripe for 8 years. This Siege shows humanitarian image which shows how father is separate from his famil.
6- The Israeli blockade on Gaza Stripe for 8 years reflect a sympathized picture that shows father’s separation from his family and groom’s separation from her bride.
7- The closing of Gaza represents a humanitarian show which show how father is separate from his family and how the groom is separate from his bride.
8- All has been done against Palestinians by Jew could be shown in the image which father with wife and children are desperate by power and cannot live together.
9- The Israeli blockade in Gaza Stripe to 8 years reflected a sad picture that shows father’s separation from his family and groom’s separation from her bride.
10- The Israeli blockade presents a sympathized picture which shows a father’s separation from his people and groom’s separation from his bride.

C.1.3 Text 3

هناك مشاكل عديدة لاحصرا لها يعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل الالتي تسبب الم كبير للفلسطينين لا تأتي فقط من اليهود، فهو الطرف المحتل للأرض، وهذا مشاكل وتعانى الشعب الفلسطيني ضريبة منذ زمن طويل جداً، والمشكلة في عدم توافقة الفلسطينيين على حكومة توافق، وأيضاً الإغلاق المستمر من السلطات المصرية لمعبر رفح.

1- The problem which Palestinians suffer from is not due to the Jew’s oppression, but it is due to the war among the political parties.
2- The problem that Palestinians suffer from is not only from the Israeli side.
3- The issue which Palestinians grieve from is the problem of the home political parties.
4- The problem that people of Palestine is in suffering from is not only the Israeli side.
5- the conflict which Palestinians agonize from is their politicians.
6- The dilemma that people in Palestine get hurt from has been the inner war among home political party.
7- Inner political parties are the serious issue that palestinains suffer from.
8- the Palestinian people suffer from dozens of numerous issues for years. These issues are not only because of the Israeli occupation and these problems cause serious issues for Palestinians.
9- Palestine suffer from a lot of problems for years, these problems are not due to Israeli occupation, however they were because of inner political conflict.
10- Many problems people in Palestine suffer from. These problems have not been only as a reason to occupation of israil, but they have been home problems.

C.2 Direct Object Relative Pronoun

C.2.1 Text 4

"إن الاحتلال الإسرائيلي هو المسؤول عن الإرهاب في المنطقة التي تعاني من ويلات الحروب والتي من نتائجها قتل الاف وتشريد مئات الافي دول العالم كله. إن الشعب الفلسطيني هو الذي يستحق أن يعيش حرًا في الأرض ويعبر عن عُرضه الدينية في أماكن المقدسة التي تم تدنيسها من أفراد أهل الأرض، وتتطلب على ذلك فلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معنى هذا الجرائم الصهيوني التي يمكن تبريره بمجنون."

1- The Palestinian people should live in freedom in their land and to practice religion in the holy places which are polluted from the worse people on the earth.
2- It is the Palestinians’ freedom to be independent in their earth and to perform worship to Allah in the sacred areas that are contaminated by the savage people.
3- The holy places which are polluted by the dirtiest people and these holy places are for Palestinians.
4- The places of holiness that are polluted by the dirtiest folks, where these holy places are to Palestinians.
5- The blessed spaces which are adulterated through dirtiest society, however, these blessed places is related Palestinian.
6- The divine areas which have been dirty by the people of dirt, where also these there areas belong to Palestine.
7- Great holy places that are contaminated through the bad tripe. These holy places are for Palestinians.
8- The holy places which are polluted by the dirtiest people are for Palestinians.
9- The holy places whom are polluted and adulterated by those who have no sense of humanity and spirituality, where also this area is for Palestine.
10- The holy areas whom are contaminated through these that have no sense of respect to religion.

C.2.2 Text 5
"We urge Moscow to encourage the dialogue between the opposition and the Syrian regime. The situation has worsened, especially in Damascus, where theܐ esi situation is tense and the situation in the al-Longa area is deteriorating due to the presence of the al-Qaeda group."

1- There were demonstrations which were organized against the bad humanitarian case that thousands of people have been through in Demask.
2- In Damask were demonstrations which were made against the serious humanitarian situation.
3- In damask there have been protests which were arranged to stop the continuity of the bad situation in damask.
4- Protests which were made in damask were against the severe situation people have been through.
5- There were demonstrations organized against the bad humanitarian issue.
6- Demonstrations having been done in Demask were against the bad situation that people suffer from.
7- Protests being arranged were against the serious situation which people are suffering from.
8- There was a protest organized against the bad circumstances happening in Demask.
9- Demonstrations having happened in damask was against the worse situation that people suffer from.
10- Demonstrations having been done in Demask are against the serious situation that people suffer from.

C.2.3 Text 6
"Prime Minister Yusef Alkeali and the Ministry of Finance announced that the money which was given includes employees of contracts and unemployment.

1- Yusef Alkeali, said that the sum of money which was given included employees of contracts and employment.
2- It was announced by Yusef Alkeali, that money which has been paid guaranties the contract and unemployment employers.
3- The sum of money which was given includes employers of contracts and employment.
4- The amount money that is given contains contract of employers.
5- The money which is paid includes the money of employeys of contract.
6- It was said by the economy minister the amount of money which has been paid guaranties the short-term contract employers.
7- The minister of finance said the money which was given includes workers of unemployment.
8- The minister of economy paid includes the employers of unemployment.
9- the money amount given to employers includes employers of contracts and employment
10- Money given to employers contained employment contracts.

C.3 Indirect Object Relative Pronoun
C.3.1 Text 7
"The ministry of defense has given medals of honor to visiting the president in his private garden.

1- Those students whom medals of honor were given to, visited the president in his private garden.
2- Education ministry is given valuable prizes to the clever students to whom medals were given to by president.
3- The ministry of education has given valuable prizes to great students who the president gave valuable presents to.
4- The clever students to whom honorable medals were given.
5- smart pupils to whom remarkable medals are given
6- The intelligent students to whom honorable prizes were given
7- The talented students, visiting the president in his private garden received honorable presents.
8- It is announced with the ministry of education that very precious honorable medals were given to the talented students, visiting the president in his private garden, where president himself hospitalized these students
9- Honorable medals were given to special students, paying a visit to the president in ramAllah.
10- Smart students visiting the president got received special prizes.

C.3.2 Text 8

"هناك في فلسطين حزبين سياسين رئيسيين، الحزب الأول حزب فتح السياسي والآخر حزب حماس الإسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الإسلامي كان الحزب الأول والذي له أعطت الأغلبية الناخبين اصواتهم".

1- In Palestine there are two main political parties, Hamas party was the first which the majority of people gave their votes to it.
2- In Palestine there are two main political parties, Fatah political party and Hamas Islamic party that the majority of people voted to it.
3- Hamas Islamic party was the first party which the majority of people gave their votes to it.
4- Islamic faction has been the first party which the audience gave votes to.
5- Hamas faction had been party which people gave voice to it.
6- Hamas Islamic party was the first party the majority of people gave their votes to it.
7- Hamas Islamic party was the first party whom the majority of people gave their votes to.
8- Hamas party is the successful faction whom the people majority gave their votes to.
9- The Islamic party is the party that most people gave the votes to it.

C.3.3 Text 9

"لقد أعلن الرئيس المصري مؤخرا الحرب علي الجماعات المسلحة في سيناء، حيث قام بإعطاء الأوامر لرئيس الدفاع والذي تم اعطاءه صلاحية اصدار أوامر القتل والاعتقال لكل من له علاقة بجماعات المسلحة في سيناء. وادعى الرئيس المصري جمعة المبارك المصري وكل بن يتصبح ويتلود في وجه الفتنة والمحرمين الذين يردو المسام بلأنهم القوي المصري".

1- The orders have already been given to the minister of defense. The minister of defense was given the freedom of issuing orders of eliminating terrorism.
2- The minister of defense is given freedom by the president to kill and catch all criminals and terrorists in sina.
3- The war announced by Egyptian commander against armored groups in Sina, thus the defense minister has been given orders to catch and kill each one being involved with the criminal groups in Sinai.
4- The minister of defense was given orders by the president that announced his orders to catching and killing terrorists.
5- The defense minister in Egypt was given commands by the president who gave orders to killing terrorists.
6- The defense commander was given commands to capture and kill all terrosits at Sina.
7- The defense minister which the orders were given to him to kill and prison criminal groups in Sinai.
8- The Egyptian president declared the war against the groups in Sinai, thus, the minister of defense, whom the orders have been given to by the president, has issued the orders of capturing every one involving in any relationship to the terriost groups in Sinai.
9- The minister of defense whom the orders were given to by the president announced his orders to catch and kill all terrorists in Sinai
10- The minister of defense that the commands were given to by the president announced his orders to capture and kill the terrorists in Sinai

C. Four Relative Pronouns of Object of Preposition

C.4.1 Text 10

وفي موضوع ذات صلة، شنَّ رئيس الوزراء التركي أحمد داوود أوغلو هجوماً لاذعاً أمس على نظيره الإسرائيلي بنيامين نتنياهو، مساوياً بينه وبين منفذي الهجوم في باريس. وقال إن القصف الإسرائيلي لقطاع غزة وقمة إسرائيل تفاحة ساعات قوية في جهاز المتضرر. لا يختلف عن هجمات باريس التسقط فيها قتلى من بينهم رواج متجر لبيع الأطعمة اليهودية.

1- The minister of Turkey attacked Binjamen Natanjaho. Daud Agolo announced that Natanjaho is criminal as those who committed the attack in Paris. The reason behind that is the Israeli shooting to the ship headed to Gaza - the attack in which ten Turkish people got shot.
2- Daud Agolo announced that Natanjaho is criminal as he gave orders to bomb the ship that the attack in which ten Turkish people got slaughtered.
3- The minister of Turkey attacked Binjamen Natanjaho. The cause behind this is due to the Israeli shooting to the boat going to Gaza, the attack in which ten Turkish people were killed.
4- Daud Agolo attacked Natanjaho due to an Israeli attack over the ship. The attack which ten Turkish people got shot in.
5- The minister of Turkey attacked Binjamen Natanjaho. The reason behind that was the Israeli shooting to the ship headed to Gaza - the bombing which ten Turkish civilians got shot in.
6- Binjamen Natanjaho was attacked by Ardogan. This is because of Israeli shooting to the boat headed to Gaza, the attack in which ten Turkish people were died.
7- The minister of Turkey attacked Binjamen Natanjaho due to the attack in which ten Turkish people were killed.
8- The unjustifiable, barbarian act because of which ten Turkish people got slaughtered with cold-blood. This is as a result to the Israeli attack against the humanitarian ship headed to Gaza.
9- the savage action due to which ten Turkish people had been killed.
10- the barbaric attack because of which ten Turkish innocent people got killed.

C.4.2 Text 11

وفي موضوع ذات صلة، شنَّ رئيس الوزراء التركي أحمد داوود أوغلو هجوماً لاذعاً أمس على نظيره الإسرائيلي بنيامين نتنياهو، مساوياً بينه وبين منفذي الهجوم في باريس. وقال إن القصف الإسرائيلي لقطاع غزة وقمة إسرائيل تفاحة ساعات قوية في جهاز المتضرر. لا يختلف عن هجمات باريس التسقط فيها قتلى من بينهم رواج متجر لبيع الأطعمة اليهودية.

1- One of the consequences of closure and oppression on the Palestinian people is that it got deprived to be as one part, instead it became different parts, and even family, by which we live a happy life, got separated, too.
2- Because of the aggression, oppression, and closure having been imposed over the Palestinian people, the Palestinians are deprived to be as a family, therefore, people are separate in many countries, where the same family could not live together any longer.
3- Palestinian family got separated because of oppression of Israel.
4- The family of Palestinians is separate everywhere as the jew oppress Palestinians
5- Palestinian family was separate everywhere in the world.
6- Palestine family get separate due to the occupation of Israel.
7- The Palestinian people got emigrated over the world, where the same family’s roots cannot be gathered any longer.
8- the Palestinians got emigrated in the world and the family’s origins may not be gathered any more.
9- also, the family by that we live a pleasant life separated in every place.
10- The family by that we live a happy life got separate everywhere.

C.4.3 Text 12
"وفي إسرائيل، توقفت الحياة بشكل تام في بلدات محيط قطاع غزة، حيث تعتد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية والتي من خلالها يعتمد سكان هذه البلدات. ولكن بسبب القصف المستمر والحرب الكارثية التي شنتها سكان هذه البلدات تراوح بين الرحيل أو البقاء في الملاجئ لعدة أيام متواصلة.

1- The Israeli towns, located by Gaza, depend mainly on agriculture and animal products by which the inhabitants of these towns live.
2- Agriculture products are the main crops by which the southern towns in Israel depend on in their life.
3- The Israeli towns located near to Gaza deepened basically on the crops of agriculture and animal products by which people live there.
4- The towns existed by Gaza strip depend completely on agricultural and animal wealth by which people live.
5- The towns which are located around Gaza strip depends utterly on agricultural and animal wealth by which people go on in their life.
6- Agriculture harvests are the main products by which the towns of the south in Israel depend on in life.
7- Land products are the central products by which the southern areas in Israel live in life.
8- The Israeli towns near to Gaza deepened on the crops of animals and agriculture by which people can survive.
9- The villages of Israel by Gaza depend on the crops of agriculture and animal products by which people have been living there.
10- The Israeli towns being near to Gaza depended basically on the crops of agriculture products of land by which people live.

C.5 Genitive Relative Pronoun
C.5.1 Text 13
"أكد الرئيس الفرنسي فرانسوا أوشن عامًا أولاد المسلمين هو أول ضحايا التصيل والتطرف وعدم التسامح وال её المكانة ذاتها التي يتمتع بها اليهودية واللهجة في ألمانيا، مؤكداً على ضرورة مكافحة العنصرية التي من أثارها خلق مشاكل بين أعضاء المجتمع الوحد. وأضاف أيضاً على الجميع أن يتوحد في نبذ الارهاب واحلال السلام والمحبه في البلاد وبين جميع الطوائف.

1- Franso Walnd, emphasized the fighting of discrimination whose consequences cause troubles between individuals of society.
2- The president assured on necessity of fighting of discrimination whose consequences create problems between the members of the same society.
3- The president guaranteed on the importance of fighting of discrimination whose results produce problems between the society members.
4- The president emphasized on the fight against discrimination. This discrimination make problems among the same society individuals.
5- The president was determined about the fight of discrimination. This discrimination cause troubles between the same society members.
6- It was confirmed by the president of the discrimination. That discrimination has caused complications in society.
7- The president said that discrimination must be fought. This differentiation caused problems inside the society.
8- the president emphasized on the fight against discrimination which it makes troubles between the individuals of the same society.
9- It was emphasized by the president that the fight against discrimination that it caused problems among the members of the same society.
10- It has said that discrimination which it created troubles in society between individuals.
C.5.2 Text 14

"شرعت مكاتب البريد وبعض البنوك التي تخضع ادارتها لحركة حماس في قطاع غزة بصرف سلعة مالية لموظفي غزة، الذين لا تعترف به حماس، حسب حزمة التفاهم الفلسطينية. في ظل استفاعال الخلاف حولها، حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغ مالي يقدر 100 شيكل للموظفين المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماس في غزة.

1- The offices and banks whose administration was under Hamas in Gaza Strip started to give an amount of money for Gaza employers.
2- Some banks and offices whose administration is under Hamas control in Gaza Strip are giving some amount of money for employees who work in Gaza.
3- Some banks whose administration are controlled by Hamas in Gaza strip are giving salario to employers who work in Gaza.
4- Hamas control banks and offices which started giving an amount of money for employers of Gaza.
5- Hamas governor offices and banks that started giving a sum of money to employers of Gaza.
6- Hamas control banks and offices which they started giving money for employers of Gaza.
7- Hamas has controlled banks and offices that they gave money for employers of Gaza.
8- Hamas control banks and offices which they started giving money for employers of Gaza.
9- Hamas controlled banks which they started to give a sum of money for Gaza employers.
10- Hamas has been the controlling banks and offices which they gave money for employers of Gaza.

C.5.3 Text 15

"لقد صرح بارون في مقابلته تلفزيونية له إن هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا إلى بلادهم، بعد تدريبهم وتسليهم وإعطائهم الخبرة والمحفزات. وأضاف أنه يتوقع استمرار موجة عمليات الجيش ضد الأعمال الارهابية والمافياية، والتي من تأثيرها تم قتل بعض الصحفيين ورجال الشرطة الفرنسيين. فرحاً تواصل العمليات ضد الغرب والأهداف الإسرائيلية واليهودية.

1- Brown declared that he predicted the continuity of wave of the army operations against terrorist actions whose consequences journalists and policemen were killed in Paris.
2- The wave of army operations against terrorism whose consequences some journalists and policemen got killed.
3- It was predicted that terrorism whose consequences some journalists and policemen got killed.
4- The war of the army against terrorism whose consequences policemen and some journalists had been killed.
5- The army operation against the continuity of terrorism in which some journalists got killed.
6- The operation of the army against terrorism in which some journalists and policemen have been killed.
7- Brown predicted the continuity of army operations against barbarian actions which their results journalists and policemen were killed in Paris.
8- Brown expected the army operations against the savage acts that their results policemen were killed in Paris.
9- Brown predicted the continuity of army operations against barbarian actions which their consequences journalists and policemen killed in Paris.
10- It was predicted by brown that continuity of army operations against the unreasonable actions which their results some journalists and policemen were being killed.

C.6 Relative Pronoun of Object of Comparison

C.6.1 Text 16

"فحدد حاز البطل المصري خضر التوني على بطولة رفع الاثقال العالمية، حيث قام بحمل الوزن الأثقل والتي لم يتمكن أحد من رفع أثقل منه. ونتيجة لذلك حاز البطل على كأس العالم في رفع الأوزان الثقيلة، والتي كان مكانها العاصمة الأمريكية واشنطن.

1- It was predicted by brown that continuity of army operations against the unreasonable actions which their results some journalists and policemen were being killed.
1- Khadr Altoni could carry the heaviest weight whom no one could carry heavier than it.
2- Khadr Altoni carried the heaviest weight whom no one person can lift heavier than it.
3- Altoni has carried a heaviest weight who no one competitors could carry heavier than it
4- Khadr could lift the most heaviest weight whom no one was able to carry heavier than it
5- Khadr Altoni was carrying the heaviest weight whom no person could carry heavier than it
6- Altoni could have carried heaviest weight whom no one could carry heavier than it
7- Khaald had lifted the most heaviest weight whom no individual could lift heavier than it
8- He could carry the heaviest weight that no one could carry it
9- Khadr carried a heaviest weight that no one was able to carry it
10- Altoni can lift the heaviest weight that no person carried it.

C.6.2 Text 17
"لقد قامت جامعة واشنطن باعطاء منحة ماجستير للطلبة الأوائل في كلية الطبوالذين حصلو على أعلى علاماتوالتي لم يتمكن أحد من الحصول علي أعلى منها. حيث أيضا قام وزير التربية والتعليم الأمريكي نفسه بتسليم هؤلاء الطلبة المتفوقين جوائز قيمة."
1- Students obtained the highest degrees whom no one was able to get higher than
2- Students got the highest marks whom no other students could to get higher than
3- Pupils have obtained the best degrees whom no other students were able to get more than
4- Students have got the highest grades whom no one was able to get higher than
5- The pupils attained highest points whom no other student can be able to get higher than
6- Students got the highest marks that no one got higher.
7- Pupils have attained the best marks which no one got higher.
8- Students have got highest grades that no person can get higher.
9- Students have been got the most high marks that no other student could get higher.
10- Students got the highest marks which no pupil could get higher.

C.6.3 Text 18
"لقد أعلن رئيس منظمة الاتحاد العالمي للحفاظ علي الطبيعة بان التلوث الجوي يزداد بشكل لا يمكن توقعهمن الأسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيميائيةوالتي لا يوجد اخطر منها."
1- The emissions of the chemical factories that are nothing more dangerous than them
2- Emissions of chemical factories which are nothing more serious then them.
3- The chemical factories radiations that have been nothing more severe then them.
4- Raditions of the factories that is nothing would be more critical then them.
5- Chemical emotions that no thing is more dangerous then them.
6- The emissions of chemical factories which is nothing more dangerous than them.
7- The products of the chemical institutethat are nothing most dangerous than them.
8- The emissions of the chemical factories, which are the most dangerous, are one of the main reasons for air pollution.
9- Radiation of the chemical factories that is the most dangerous, is one of the main reasons for the pollution of air.
10- Emissions of products of chemical factories, which are the most serious, have been one of the fundamental causes to air pollution.
APPENDIX D: ENGLISH-ARABIC STUDENTS’ TRANSLATIONS

D. English-Arabic Student’s Translations

D.1 Subject Relative Pronoun

D.1.1 Text 19
"Israeli has been suffocating Gaza for 8 years; people there have no right to travel and to be open on the outside world. The patients who have serious diseases are quite oppressed and have no freedom to go outside for medication. The reason behind this is that the Egyptian government keeps giving orders for the passage way to be closed".

D.1.2 Text 20
"Despite of the positive statements of the Moroccan minister of economy regarding the issue of the employers’ salaries, employers who attended the meeting were angry and wronged the minister. Also, the minister was called dishonest, liar, and burglar by many of the employers there".

D.2.3 Text 21
"It has recently been declared, by the FIFA Ballon, that Cristiano Ronaldo has won the world cup for the third time. Cristiano is the best football player who has scored the highest number of goals in 2015. Cristiano has won many football games competitions in Europe and America and what is special about him is that he has been giving much support and money for charity and for some of the humanitarian associations".

D.2 Direct Object Relative Pronoun

D.2.1 Text 22
"The spokesman of the education affairs of UNRWA in the Middle East has already given an important talk about the services of the United Nations for the third world countries. One of the key points that the spokesman emphasized on is about elementary school students whom teachers do not appreciate and teach properly in the areas where wars take place".

D.2.2 Text 23
"Two weeks ago, two girls got disappeared after they had dinner with their friends at one of the Five Stars Hotels in London. The police have been looking for the girls since they got disappeared. Finally, the girls whom the police were looking for got found raped and killed in one of the rural areas in London."
D.2.3 Text 24
"Racism has been increased in America; the black American race is sometimes oppressed in some areas occupied by the white. For example, the two black men that the police shot in Texas two months ago were working in the association of human rights. Besides, one of them is the main editor of the weekly reports of the human rights association".

D.3 Indirect Object Relative Pronoun

D.3.1 Text 25
"It has already been announced on BBC that the American president, Obama, will play the role of the main mediator in making the reconciliations agreement between the political parties fighting for months in Libya. The Libyan leaders whom the American president sent a formal invitation to will all come to the meeting in the White House".

D.3.2 Text 26
"In the International Conference of Languages and linguistics held recently in London, so many scholars and linguists attended. There were so many professors, doctors, and first class students to whom the committee gave rewards. Many linguistic issues were discussed in the conference, in particular cross-cultural linguistics".
D.3.3 Text 27
"Local German newspapers, concerning about education affairs, have stated that the minister of high education has already issued a decision to increase the financial budget of the high impact research. The minister already met some of the first class students to whom the ministry of education has rewarded one million dollars".

D. Four Relative Pronoun of Object of Preposition

D.4.1 Text 28
"It is proposed that the only solution for the Jewish problem is that Jews must not alienate themselves from communities or nations of which they have been a historical part, and it is not fair for the Jews to immigrate to the land of another people who have been living in the Holy Land for thousands of years".

D.4.2 Text 29
"The fact is that the internet as a public-policy free zone is a myth. The internet has become a powerful global medium through which we have the freedom of expression and civic dialogue in a legal vacuum. People cannot live without internet access around the world".
لقد أصبح الإنترنت وسيلة عالمية قوية التي من خلالها نمتلك حرية التعبير.

- يمكننا التعبير عن أفكارنا.
- يمكننا التواصل باستخدام الإنترنت.
- يستطيع الإنترنت الوصول إلى جميع الزوار.

D.4.3 Text 30
"Developing countries is a term used to refer to those places where new media are still new to most of the population. It should not be forgotten that old mature media are themselves also fairly new and scarce to millions of people for whom traditional media means oral media."

D.5 Genitive Relative Pronoun
D.5.1 Text 31
"Freedom of the Press is Freedom of the Citizen. The sense, of course, was that journalists are not a special breed with privileged rights unavailable to the common man, but simply citizens whose work is to exercise the rights to freedom of expression available, in theory at least, to everyone".

D.5.2 Text 32
"The war against rebellions has already been announced by the Egyptian armed forces commander. He introduced his deep condolences to those whose beloved ones were killed in the terrorist act in Sinai, and he has promised that criminals will be caught and taken to justice."
فأدى القائد المصري المسلح قمة تعازية للذين فقد أحبائهم في العمل المجرم في سيناء.

- لقد قدم القائد المصري المسلح قمة تعازية للذين فقد أحبائهم في العمل المجرم في سيناء.
- لقد قدم القائد المصري تعازيات للذين فقد أحبائهم في الجريمة الإرهابية في سيناء.
- لقد قدم القائد المصري تعازيات للذين فقد أحبائهم في الإرهاب في سيناء.
- لقد قدم القائد المصري تعازيات للذين فقد أحبائهم في الجريمة النكراء في سيناء.
- تعازي الرئيس تم تقديمها إلى الذين فقد أعزم ما لديهم في سيناء.

D.5.3 Text 33
"The entire humanity respects and appreciates what Alexander Fleming has done to save lives. Alexander Fleming, whose great discovery in 1928 saved millions of people’s lives, Alexander Fleming got the Nobel Prize and other valuable rewards for what he has done for humanity".

D.6 Relative Pronoun of Object of Comparison
D.6.1 Text 34
"It is announced at the international conference of modern industries in German that BMW is the best well-known company, producing motor cars and motorcycles which are no more expensive competitive productsthan".

D.6.2 Text 35
"It was recently declared by the president of Palestine, Mahmod Abas that Palestinians are suffering from different political and economic issues that we have never faced more serious than".
3- الفلسطينيون يعانون من امور سياسية واقتصادية كثيرة ولم يواجه الشباب الفلسطيني على الاطلاق.
4- وتعقيد منها.
5- يعني الشباب الفلسطيني من مشاكل سياسية واقتصادية مختلفة والتي لا يواجه اصعب واحد منها.
6- إن الشعب الفلسطيني يواجه من اشكالات سياسية واقتصادية متنوعة، والتي لم يرنا اصعب منها.
7- الفلسطينيون يعانون من مشاكل سياسية واقتصادية كثيرة، والتي لا يعاني في اصعب منها.
8- يعاني الشعب الفلسطيني من مشاكل سياسية واقتصادية مختلفة، والتي لم يعدنا اصعب منها.
9- أن الشعب الفلسطيني يواجهون من اشكالات سياسية واقتصادية متنوعة، والتي لم نراه اصعب منها.

D.6.3 Text 36
"The British prime minister has rewarded the best players of th British National Team. Among those players rewarded, Joe Baker, the best player who there is no one better than. He took the first position as he scored 50 goals in the finals".

E. Arabic-English Expert's Model Translation

E.1 Subject Relative Pronoun

E.1.1 Text 1
"أعلن أمين عام حزب الله حسن نصر الله،مساء أمس الخميس، أن من حق حلفاء سوريا الإقليميين الردّ على هجمات إسرائيل داخل سوريا في أي وقت.
وقال في مقابلة مع "المنار" أن القصف المتكرر الذي تم على أهداف مختلفة في سوريا هو خرق كبير، ونحن نعتبر أن ضرر يبكي في سوريا هو استهداف لمجرد محاولة وليست فقط استهداف لسوريا.
1- Hasan Nasrallah, the general commander of Hazab Allah Party, has declared in a TV interview that the constant bombing having being done against various targets in Siria is a big violation.
2- The commander of Hazab Allah party, Hassan Nasar Allah, has already said that the continuous bombing which is against different goals in Siria is a serious breach.
3- In a TV interview, it was announced by the general commander of Hazab Allah party, Hasan Nasar Allah that the continuous shelling against distinct required targets in Siria is an immense transgression.

E.1.2 Text 2
"من عواقب احتلال الإسرائيليين لغزة، الذي تفرضه دولة الاحتلال قطاع غزة منذ أكثر من سنوات، والإغلاق الجغرافي بين الضفة الغربية، قتال غزاة جراء هذا الإغلاق. تلك الظروف التي يفصل فيها ربي الأسرة عن عائلته ورفاهيته، ورغم ذلك، برأى السلطان، المركز الإسلامي، ما يجري في أوقات محتشد، مثلاً، لا يزال يحتفظ إغلاق علاج رفع المنفذي.

APPENDIX E: ARABIC-ENGLISH EXPERT’S TRANSLATIONS
1. The Israeli siege has been imposed on Gaza Stripe for 8 years. This Siege reflects a humanitarian image that shows how father is separate from his family and how the groom is separate from his bride.

2. The closure and the geographical separation having been imposed on Palestinians for eight years present a pathetic humanitarian situation that the same family members cannot be together any longer, even a wife and her husband cannot be together, as well.

3. What has been done against Palestinians by the Jew can be shown in the situation that a father with his children and wife are separate by force and cannot be together any longer.

E.1.3 Text 3

"هناك مشاكل عديدة لاحصرها لها يعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسببت بالمئات للأسر فلسطينية لا تأتي فقط من الهول، فهي الظروف المعنوية للفرد، والعيش وعفو أهل فلسطين ضربته منذ زمن طويل جداً، السعادة والشتات عامة، أما المشكلة في عدم توافق فلسطيني مع حكومة التوافق، و أيضاً الإغلاقات المستمرة من السلطات المصرية، لذراع رفعت".

1. The problem that The Palestinians suffer from is not just due to the Jew and their oppression, however it is due to the conflict between the political Palestinian parties.

2. What the Palestinians have been suffering from is not just due to the Jew’s oppression and aggression, but it is due to the separation and the issues and hate that Palestinian politicians have against each other.

3. The issue that causes much pain to Palestinians does not only come from the occupier, however it comes from the Palestinian politicians, who have no agreement and respect to each other.

E.2 Direct Object Relative Pronoun

E.2.1 Text 4

"ان الاحتلال الإسرائيلي هو المسؤول عن الإرهاب في المنطقة التي تتألم من اهراج الحروب والتي من أسبابها قتل آلاف وتشريد مئات آلاف كن. ان الشعب الفلسطيني هو الذي يستحق أن يعيش حرا في أرضه ويمارس شعائره الدينية في أماكنه المقدسٍ، التي تم احتلالها من عدد من أفراد الأسرة، وتوجيه على ذلك فلسطيني وافتائه برفضون بكل ما تحمله الكلمة من معنى هذا الاعتراف الصهيوني التي يمكن تبريره بلجنون.

1. The Palestinian people deserve to live free in their land and practice religion in their holy places, which are polluted from the bad people on the earth.

2. Palestinians should have the freedom to have a free life and complete right of practicing their spiritual rituals having been polluted by the most savage atheist people on the earth.

3. It is the Palestinians’ right to live independently in their land and to freely perform their worship to Allah in their sacred areas, which have been contaminated by people having no respect for what religion is.

E.2.2 Text 5

"تعتزم مصر على احتضان الحوار بين المعارضة والنظام السورينيّة الشهر الجاري مشيرة إلى أنها لن تقوم بدفع المٌنفي لور في المشاركة أو عدمها بحماية جنوب دمشق حالياً بعد فتح حالة من التوتر والطيبان بسبب جماعة إخوان الله، والمظاهرات التي ظهرت ضد حماية بها الحالة الإندونسية المفتوحة التي تعيشها عادة الأسر المالية هناك والتي بدأ تسوء يوماً بعد يوم خاصة بعد إطلاق مغربيو ما يقرب الشهر.”

1. The southern part of Dimashq has been living a state of tension because of Ansra party. Thus, there were demonstrations which were organized against the bad humanitarian case that thousands of people have been through.

E.2.3 Text 6

"وقال يوسف الكيالي وكيل وزارة المالية في القطاع إن المالية التي بدأ صرفها تشمل أيضاً العقود والبطالة، مشيرًا إلى أن الصيغة ثورة في ظل تجاح حكومة التوافق التي يرأسها الدكتور رامي الحمدي واضح أن الأموال المستمرة تم جلبها من الضريبة.

1. The minister of economy, Yusef Alkeali, said that the sum of money which was given includes employees of contracts and employment.

2. It was declared by the minister of economy, Yusef Alkeali, that the amount of money which has been paid guarantees the short-term contract and unemployment employers.
Yusef Alkeali, the minister of economy, has announced that the financial advance having been cashed encompasses the employers of contracts and unemployment.

E.3 Indirect Object Relative Pronoun

E.3.1 Text 7

"The ministry of education has given valuable prizes to the first-grade students, where those students, whom medals of honor were given to, visited the president in his private garden in Ram Allah.

E.3.2 Text 8

"In Palestine there are two main political parties, Fatah political party and Hamas Islamic party. When the election took place between the two parties 2006, the majority of people voted to the sake of Hamas party.

E.3.3 Text 9

"The Egyptian president has recently declared the war against the armored groups in Sinai. Thus, the minister of defense, whom the orders were given to by the president, has already issued his orders of killing and capturing every one having any relationship to the armored groups in Sinai.

E. Four Relative Pronoun of Object of Preposition

E.4.1 Text 10

"The war has been announced by the Egyptian president against the armored groups in Sinai, thus, the defense minister has been given orders to kill and capture each one involved with the terrorist groups in Sinai.

"The freedom of issuing orders of murder and imprisonment against the terrorist groups in Sinai has already been given by the Egyptian president to the minister of defense.
1- The prime minister of Turkey, Ahmed Daud Agolo, attacked his Israeli counterpart, Binjamen Natanjaho. Daud Agolo announced that Binjamen Natanjaho is as criminal as those who committed the attack in Paris. The reason behind that is the Israeli bombing to the humanitarian ship headed to Gaza—the attack in which ten Turkish people got killed.

2- The prime minister of Turkey, Ahmed Daud Agolo, attacked his Israeli counterpart, Binjamen Natanjaho. Daud Agolo announced that Binjamen Natanjaho is as criminal as those who committed the attack in Paris. Daud Agolo has attacked Binjamen Natanjaho due to the Israeli bombing to the humanitarian aid ship headed to Gaza. In this attack ten Turkish people were killed.

3- The Israeli Prime Minister, Binjamen Natanjaho, has been publicly offended by the Turkish Prime Minister, Daud Agolo. The reason of this offense is due to the fact that Israel attacked the ship carrying humanitarian aids to Gaza, thus Israel killed ten Turkish people.

E.4.2 Text 11

"And the consequences of closure and oppression on the Palestinian people is that it got deprived to be as one part, instead it became different parts, and even family, by which we live a happy life, got separated, too.

2- Due to the oppression, aggression, and closure having been imposed on the Palestinian people, Palestinians are deprived to be as one nation, thus people are separate into many countries, where the same family cannot live together any longer.

3- The Palestinian family by which we can live a happy life got emigrated everywhere. This is due to the Israeli oppression, aggression, and siege having been imposed on the Palestinians.

E.4.3 Text 12

"In Israel, the life has totally stopped in the towns around the Gaza strip, which depends on agriculture and animal products by which the inhabitants of these towns live.

2- Agriculture and animal products are the main crops that the southern towns in Israel depend on in their life.

3- The Israeli towns located near to Gaza deepen basically on the crops of agriculture and animal products.

E.5 Genitive Relative Pronoun

E.5.1 Text 13

"And the French president, Franso Walnd, emphasized on fighting of discrimination whose consequences cause problems among the individuals of the same society.

2- It was declared by the French president, Franso Walnd, that there must be serious procedures for fighting discrimination which causes hate and fear on both levels, individuals and society.
3- Franso Walnd, the French president, has firmly conformed that there must be equality and justice among all French people belonging to different races and religions.

E.5.2 Text 14

"Sherut Ma'atik al-Bireq and some banks that participate in Hamas' network in Gaza Strip started giving a sum of money to the government employees in Gaza."

1- The offices and some banks whose administration is under Hamas control in Gaza Strip started giving a sum of money for employees of Gaza.
2- Employees working in Gaza having been given an amount of money by some banks and offices, which are under Hamas control.
3- An amount of money has been given to Gaza employees. This amount of money is paid to these employees by some banks and offices that Hamas has dominance over.
4- The administration of some offices and banks, which are controlled by Hamas, has started giving money to the government employees working in Gaza.

E.5.3 Text 15

"The offices and some banks whose administration is under Hamas control in Gaza Strip started giving a sum of money to the government employees in Gaza."

1- In his TV interview, Brown announced that he expected the continuity of the wave of the army operations against terrorist actions, whose consequences some journalists and policemen got killed in Paris.
2- It was announced by Brown that the military operations against terrorist actions will continue. His announcement is as a result to the murder of some journalists and policemen having been killed in Paris.
3- Brown’s TV interview was as a result to the terrorist acts because of which some journalists and policemen were killed in Paris. In Brown’s interview, he declared that the military operations against terrorism will not stop.

E.6.1 Text 16

"The Egyptian champion, Khadr Altoni, has won the world's championship of weight lifting. He could carry the heaviest weight that no one could carry heavier than.

1- The Egyptian champion, Khadr Altoni, has won the world's championship of weight lifting. He could carry the heaviest weight that no one could carry heavier than.
2- In the championship of weight lifting the heaviest weight was carried by the Egyptian champion, Khadr Altoni.
3- Khadr Altoni is the Egyptian champion who could carry the heaviest weight that no one was able to carry.

E.6.2 Text 17

"University of Washington has given master scholarships for the first-class students at Medicine Faculty. These students got the highest marks that no one could get higher than.

1- University of Washington has given master scholarships for the first-class students at Medicine Faculty. These students got the highest marks that no one could get higher than.
2- Scholarships were given by University of Washington to the first class students at the faculty of medicine. These students are the best students among all of their colleagues, who could not get high marks as the best students’ marks.
3- The students who got the highest marks at medical faculty of Washington University have been rewarded with a scholarship for pursuing master degree.
E.6.3 Text 18

"The president of the International Union Organization of Protecting Nature declared that air pollution is increasing unexpectedly, and one of the reasons to this pollution is the emissions of the chemical factories which are nothing more dangerous than.

1. The emissions of the chemical factories are one of the most main serious reasons for air pollution, which is unexpectedly increasing.
2. Based on what has been declared by the president of the International Union Organization of Protecting Nature, the emissions of the chemical factories are the most dangerous ones in causing unexpected increase for air pollution.

APPENDIX F: ENGLISH-ARABIC EXPERT’S TRANSLATION

F.1 Subject Relative Pronoun

F.1.1 Text 19

"Israeli has been suffocating Gaza for 8 years; people there have no right to travel and to be open on the outside world. The patients who have serious diseases are quite oppressed and have no freedom to go outside for medication. The reason behind this is that the Egyptian government keeps giving orders for the passage way to be closed".

1. The patients who have serious diseases are quite oppressed and have no freedom to go outside for medication.
2. The reason behind this is that the Egyptian government keeps giving orders for the passage way to be closed.
3. And the patients who have serious diseases are quite oppressed and have no freedom to go outside for medication.

F.1.2 Text 20

"Despite of the positive statements of the Moroccan minister of economy regarding the issue of the employers’ salaries, employers who attended the meeting were angry and wronged the minister. Also, the minister was called dishonest, lair, and burglary by many of the employers there".

1. The employers who attended the meeting were angry and wronged the minister.
2. The minister was called dishonest, lair, and burglary by many of the employers there.
3. The employers who attended the meeting were angry and wronged the minister.

F.1.3 Text 21

"It has recently been declared, by the FIFA Ballon, that Cristiano Ronaldo has won the world cup for the third time. Cristiano is the best football player who has scored the highest number of goals in 2015. Cristiano has won many football games competitions in Europe and America and what is special about him is that he has been giving much support and money for charity and for some of the humanitarian associations".

1. Cristiano Ronaldo has won the world cup for the third time.
2. Cristiano Ronaldo has won the world cup for the third time.
3. Cristiano Ronaldo has won the world cup for the third time.
F.2.1 Text 22
"The spokesman of the education affairs of UNRWA in the Middle East has already given an important talk about the services of United Nation for the third world countries. One of the key points that the spokesman emphasized on is about elementary school students whom teachers do not appreciate and teach poorly in the areas where wars take place."

F.2.2 Text 23
"Two weeks ago, two girls got disappeared after they had dinner with their friends at one of the Five-Stars Hotels in London. The police have been looking for the girls since they got disappeared. Finally, the girls whom the police were looking for got found raped and killed in one of the rural areas in London."

F.2.3 Text 24
"Racism has been increased in America; the black American race is sometimes oppressed in some areas occupied by the white. For example, the two black men who the police shot in Taxes two months ago were working in the association of human rights."

F.3 Indirect Object Relative Pronoun
F.3.1 Text 25
"It has already been announced on BBC that the American president, Obama, will play the role of the main mediator in making the reconciliation agreement between the political parties fighting for months in Libya. The Libyan leaders whom the American president sent a formal invitation to will all come to the meeting in the White House."
وفي الاعلان التي تم تصريحة عبر قناة ببسي عن الرئيس الامريكي و مناقشات المستلم من قبل الرئيس الامريكي سيتروف في البيت الابيض.
قد قام الرئيس الامريكي بدعوة كل القادة الليبيين للبيت الابيض وهذا في دعوة رسمية من الرئيس للهواء القياد.
- تم دعوة القياد الليبيين لزيارة البيت الابيض. وهذه الدعوة نتيجة الرسالة الرسمية التي صرح بها الرئيس الامريكي
- لهواء القياد.

F.3.2 Text 26
"In the International Conference of Languages and linguistics held recently in London, so many scholars and linguists attended. There were so many professors, doctors, and first class students to whom the committee gave rewards. Many linguistic issues were discussed in the conference, in particular cross-cultural linguistics".

F.3.3 Text 27
"Local German newspapers, concerning about education affairs, have stated that the minister of high education has already issued a decision to increase the financial budget of the high impact research. The minister already met some of the first class students to whom the ministry of education has rewarded one million dollars".

F. Four Relative Pronoun of Object of Preposition

F.4.1 Text 28
"It is proposed that the only solution for the Jewish problem is that Jews must not alienate themselves from communities or nations of which they have been a historical part, and it is not fair for the Jew to immigrate to the land of another people having lived in the holy land for thousands of years".

F.4.2 Text 29
"The fact is that the internet as a public-policy free zone is a myth. The internet has become a powerful global medium through which we have the freedom of expression and civic dialogue in a legal vacuum. People cannot live without internet access around the world".
F.4.3 Text 30
"Developing countries is a term used to refer to those places where new media are still new to most of the population. It should not be forgotten that old mature media are themselves also fairly new and scarce to millions of people whom traditional media means oral media".

1. يُجبَّ الاِنْتِفَاعَ السَّائِلِ عَنْ حَقِّیَاتِ سَائِلِ الإِلَاعِمِ إِلَى الْإِلَاعِمِ الْإِلَاعِمِ تَلْبِيَةً، وَلْيُوَّلَّدَ السَّائِلِ عَنْ حَقِّیَاتِ سَائِلِ إِلَاعِمِ تَلْبِيَةً، وَلْيُعْرَفَ السَّائِلِ عَنْ حَقِّیَاتِ سَائِلِ إِلَاعِمِ تَلْبِيَةً.
2. وَمَنْ لِأَرْجَاعِ التَّفَاعِلِ عِنْ إِلَاعِمِ إِلَاعِمِ تَلْبِيَةً، وَلْيُفْعَلَ السَّائِلِ حَافِظَةً تَلْبِيَةً.

F.5 Genitive Relative Pronoun

F.5.1 Text 31
"Freedom of the Press is Freedom of the Citizen. The sense, of course, was that journalists are not a special breed with privileged rights unavailable to the common man, but simply citizens whose works to exercise the rights to freedom of expression available, in theory at least, to everyone".

1. أن حرية الصحافة هي حرية المواطن, حيث ان في الحقيقة الصحفى ليس مواطن يختلف عن غيره من المواطنين من ناحية الحقوق والامتيازات, ولكن يماثله المواطنين الذين وظيفتهم استماع حقوق حرية الري، وتعزيز متاحية من الآلا الحفاظ.
2. واستنادا على شعار حرية الصحافة هي حرية المواطن, لا يعتبر الصحفى كمواطن ذو مميزات وحقوق تختلف عن غير من المواطنين ولكن يماثله ويشكل عام حقوق حرية الري والتعبير متاح على الآلا بشكل نظري بشكل المواطنين.

F.5.2 Text 32
"The war against rebellions has already been announced by the Egyptian armed forces commander. He introduced his deep condolences to those whose beloved ones got killed in the terrorist act in Sinai, and he has promised that criminals will be caught and taken to justice".

1. لقد قدم قائد القوات المصرية المسلحة تعازية الحارة لأولئك الذين فقدوا أحبائهم في العمل الإجرامي في سيين.
2. لقد قدم قائد القوات المصرية المسلحة لأولئك الذين أُصابوا في العمل الإجرامي في سيين.
3. الذين فقدوا أحباهم في الجريمة الإرهابية التكرار في سيين تم تعزيتهم ومواساتهم بواسطة قائد القوات المسلحة المصري.

F.5.3 Text 33
"The entire humanity respects and appreciates what Alexander Fleming has done to save lives. Alexander Fleming, whose great discovery in 1928 saved millions of people’s lives, Alexander Fleming got Nobel Prize and other valuable rewards for what he has done for humanity".

1. أن الإنسانية جميعا تحترم وترقد ما قام الألكسندر فليمنق بإنجازه من أجل افتراض أروع البشر. وهذا يمثل في اكتشاف العظم في سنة 1928 والذي كان سببا في إنقاذ الملايين من البشر. وسبب هذا الاكتشاف حصل الكسندر على جائزة نوبل وعلى جوائز قيمة أخرى.
2. أن الألكسندر فليمنق اكتشف أثر عظيم، إلى من البشرية جميعا ويختلف عن ذلك الاكتشاف الفريد من نوعه في سنة 1928. حيث ساهم هذا الاكتشاف بالإنقاذ الملايين من البشر. وكانت النتيجة المرتبطة على هذا الاكتشاف تتوج الألكسندر بجائزة نوبل وجوائز أخرى.
3. أن الاكتشاف الذي تم عن طريق العالم الكسندر فليمنق، أثر عظيم في إنقاذ الملايين من البشر. ولنت trịجة لهذا الاكتشاف يحص الألكسندر ببالียว بتوحيد وتطبيق عظيم من ملايين البشر وهذا ما قام به من أجل البشرية.

F.6 Relative Pronoun of Object of Comparison

F.6.1 Text 34
"It is announced at the international conference of modern industries in German that BMW is the best well-known company, producing motor cars and motorcycles which are no competitive products more expensive than".

F.6.2 Text 35
"It was recently declared by the president of Palestine, Mahmud Abas that Palestinians are suffering from different political and economic issues that we have never faced more serious than".

F.6.3 Text 36
"The British prime minister has rewarded the best players of the British National Team. Among those players rewarded, Joe Baker, the best player who there is no one better than. He took the first position as he scored 50 goals in the finals".