

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

SHEHDA R.S. ABUISAAC

**FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR**

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

SHEHDA R.S. ABUISAAC

**DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF
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Name of Candidate: **SHEHDA R.S. ABUISAAC**

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ABSTRACT

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.

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ABSTRAK

Kajian ini bertujuan menyiasat sejauh mana pelajar Jabatan Bahasa Inggeris Universiti Al-Aqsa di Palestin menterjemahkan klausa relatif daripada bahasa Arab ke dalam bahasa Inggeris dan sebaliknya. Kajian ini bertujuan mengkaji prosedur Vinay dan Darbelnet (1995) yang digunakan dalam menterjemahkan klausa relatif serta menyiasat sama ada pelajar menggunakan terjemahan formal atau dinamik (Nida, 1969) daripada bahasa Arab ke dalam bahasa Inggeris dan sebaliknya. Ia juga bertujuan mengkaji sejauh mana terjemahan pelajar menepati keberkesanan dalam menyampaikan makna di dalam teks bahasa sumber. Selain itu, kajian ini menyiasat sama ada Hipotesis Hierarki Akses (AHH) (Keenan dan Comrie, 1972) boleh digunakan terhadap enam fungsi tatabahasa kata ganti nama relatif apabila pelajar menterjemahkan kluasa relatif daripada bahasa Arab ke dalam bahasa Inggeris dan sebaliknya. Kajian ini penting kerana tiada kajian lepas yang berkaitan terjemahan Arab – English dan English – Arab yang mengkaji kesahan prosedur terjemahan, kesetaraan formal dan dinamik, dan AHH dalam menterjemah klausa relatif. Ujian diagnostik digunakan dalam bahasa Arab dan bahasa Inggeris merangkumi 18 teks yang dibahagikan kepada enam fungsi tatabahasa. Data ini dianalisis secara kualitatif. Ujian dijalankan ke atas sampel seramai 10 orang pelajar. Kajian mendapati bahawa urutan prosedur terjemahan yang digunakan untuk menterjemahkan klausa relatif ialah pertama menggunakan terjemahan literal, kedua transposisi, ketiga modulasi, dan keempat ialah kesetaraan. Penggunaan kesetaraan formal lebih efektif digunakan berbanding kesetaraan dinamik apabila klausa relatif diterjemahkan daripada bahasa Arab ke dalam bahasa Inggeris. Namun, penggunaan kesetaraan dinamik lebih efektif digunakan berbanding kesetaraan formal apabila klausa relatif diterjemahkan daripada bahasa Inggeris ke dalam bahasa Arab. Kelemahan penguasaan pelajar mengenai kategori tatabahasa menyebabkan berlaku kesilapan dalam menterjemah klausa relatif dalam bahasa Arab dan bahasa Inggeris. Akhir sekali,

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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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Equivalent
AHH	: Accessibility Hierarchy Hypothesis
SL	: Source Language
TL	: Target Language
SLT	: Source Language Text
TLT	: Target Language Text
RRC	: Restrictive Relative Clauses
Non-RRC	: Non-Restrictive Relative Clauses
FE	: Formal Equivalence
DE	: Dynamic Equivalence
LT	: Literal Translation
S	: Subject
DO	: DirectObject
IO	: Indirect Object
OP	: Object of Preposition
GEN	: Genitive
OCOMP	: Object of Comparison
SRP	: Subject Relative Pronoun
DORP	: Direct Object Relative Pronoun
IORP	: Indirect Object Relative Pronoun
RPOP	: Relative Pronoun of Object of Preposition
GRC	: Generative Relative Clause
RPOC	: Relative Pronoun of Object of Comparison
*	: Ungrammatical Structure

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 students to 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:

[1-1] الطبيب الذي (قابلتَه) جميل

Altububu: alla:zi: qablta(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-kitab althy ishtaraytuh ams

Doaastates 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 howthe 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:

[2-2] **The man whom she loves got an accident.**

[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 indisciplined.**

In the above example, “which may make them indisciplined” 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:

[2-7] **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:

[2-8] ***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:

[2-9] **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, الذي (*alla:zi:*), التي (*alla:ti:*), اللذان (*alla:za:ni*), اللتان (*allata:ni*), الذين (*allazi:n*), and الاتي (*alla:ti:*), اللوتي (*allawa:ti*), and الائي (*alla:?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/*Allazaine:/*: 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.

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

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

اللواتي /*allwa:ti:/*, اللاتي/*alla: ?i:/*, اللاتي/*alla:ti:/*: 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.

Table 2-1: Specific Relative Pronouns in Arabic

	Feminine	Masculine	Human-Non-human
Genitive case, accusative case, dual	اللتان (allazaine)	اللتان (allazi:na)	Human
Nominal case, dual	اللذان (allata:ni)	اللذان (allaza:ni)	Human, non-human
All grammatical cases, singular	التي (allati:)	الذي (alla:zi:)	Human, non-human
All grammatical cases, plural	اللواتي (allawa:ti:) الاتي (alla:?i:) الاتي (alla:ti:)		Human, non-human

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), ماذا (ma:za:), (اي?ajju), (الal), (الذي?al?mri alazi:), (التي?allati:). 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:

[2-10] (من) يدرس بجد يتفوق

(Man) yadrus bejd etfawq
(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’ {‘al?mri alazi:’-‘which’}, and ‘مما’ {‘mima’-‘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’ {‘al?mri alazi:’-‘which’} and ‘مما’ {‘mima’-‘which’} 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:

[2-11] لقد رسب علي في الاختبار الامر الذي احزنني

Laqad rasaba ali fi: alakhtbar ala?mri 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:

[2-12] يعرف احمد الولد (الذي) وصل

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

[2-13] وصل ولد (*الذي) يعرف احمد

*Wasla waladun (*alla:zi:) 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 pronoun الذي ('*alla:zi:*' - 'who'). Thus, '*alla:zi:*' 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:

[2-14] “من حضر الحفل استمتع ذ” (Zagood, 2012)

‘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 الامر 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] يقولون ان نتائج الحرب سلبية الامر الذي لا اصدق

Yagu:lna an nata:j alhrb slbuah (alamru alazi:) la: asdlhu:.

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] احمد صديق حميم ومخلص وهو من افضل صديق علي الاطلاق

Ahmad sadiq hamim wmkhlas “wa” hu:a afdal sadiq ala alatlaq

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:

[2-17] الولد الذي قابلته

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

In this example the resumptive relative pronoun is *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

The function of relative pronouns	Arabic relative pronouns	English relative pronouns
Subject	اللتان (<i>allata:ni</i>) التي (<i>allati:</i>) الذي (<i>alla:zi</i>) اللواتي (<i>allawa:ti:</i>) الاني (<i>alla: ?i:</i>) الاتي (<i>alla:ti:</i>) اللتان (<i>allata:ni</i>) الاني (<i>alla: ?i:</i>) الاتي (<i>alla:ti:</i>)	Who that Which
Direct object	اللتان (<i>allata:ni</i>)	Who

	التي(<i>allati:</i>) الاني(<i>alla: ?i:</i>) الاتي(<i>alla:ti:</i>)	That Which Whom
Indirect object	اللتان(<i>allata:ni</i>) التي(<i>alla:ti</i>) الاني(<i>alla: ?i:</i>) الاتي(<i>alla:ti:</i>)	Who Whom That Which
Object of preposition	In this case, Arabic is like English, a preposition comes with the relative pronoun in all cases. Thus an object of preposition is formed. These prepositions are: ال(<i>al</i>), من(<i>man</i>). These prepositions precede all of the following relative pronouns to form an object of preposition: اللتان(<i>allata:ni</i>) التي(<i>allati</i>) الاني(<i>alla: ?i:</i>) الاتي(<i>alla:ti:</i>)	To for with from among (whom-which)

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 the AHH, 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, learners 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”(object of 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] جورج هو المجرم الذي اقترف جريمه اقتحام البنك في لندن

Ahmed hu:a alwald alla:zi aqtrafa jari:mat aqti:ha:m albank fi: landon.(subject)
John is the boy who has done the robbery in London.

- [2-25] هم لم يعطوا الحرية والسلام الا^{تي} يستحقه الشعب الفلسطيني

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

- [2-26] ان الطلبة المتفوقين والذين تم اعطائهم اوسمه الشرف زاروا الرئيس في حديقته الخاصة في رام الله

Ina altlaba almu:tafa:wki:nwallazina tama?t?hm awsmat alsharf zaru: alra:?s fi:had:khath alkhasa fi: ramarralh.(indirect object)

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

[2-27] لقد فقدنا الطريق الواضحاتي من خلالها الصديق والعدو يتم تميزهم

Lqad fa:qdna altariq alwadih allati: man khlaliha: alsahdiq wa al?du: jatmta:mi:zhm(object of preposition)

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

[2-28] السياسة هي البندول الذي يتأرجح بين الفوضى والطغيان وتغذيها بأوهام متجددة على الدوام

Alsyasa hia albandol alla:zi: yatrgah baina alfawda wa alt?an wa t?zi:ha bia:whammutagadida?la aldwam(genitive)

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

[2-29] لقد قامت جامعة واشنطن باعطاء منح ماجستير للطلبة الاوائل في كلية الطب. هؤلاء الطلبة حصلو علي اعلي العلامات الاتي لم يحصل احد علي اعلي منها.

Lqd qamt gam?t Washnton b:?ta: minah majister lltlapa: ala:w?a fi: klit altibwala:zi:na haslu: ala a?la a:la:mat walla:ti: lm ytamakn ahad min alhu:sul a:la a?laminha.(Object of comparison)

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 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:

남자가 좋아하는 여자

namja-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:

[2-32] “[[연선생이산] 백화점]이어디예요?”

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 Libia. 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:

[2-33] البنت (التي) تذهب الي جامعة الملايا تعمل في محطة القطار

Albnitu (allati) ta:zhab ila Jam?t Amlajia ta?ma fi: mhatit 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:

[2-34] رايت بلامس المرأة التي (صرخت)

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 world. 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 from 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

Year one	Year two	Year three	Year four
Grammar 1	Grammar 2	Grammar 3	Syntax
Writing1	Writing2	Poetry 1	Poetry 2
Listening and speaking 1	Listening and speaking 2	Phonetics 1	Phonetics 2
Arabic syntax1	Arabic syntax2	Pragmatics	Textsin linguistics
Introduction to translation	Translation 1	Translation 2	Translation 3
Introduction to Literature	Novel 1	Novel 2	Translation methods
Introduction to Language	Drama1	Drama 2	A research project for the graduates

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 deep 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 هجمات إسرائيل داخل سوريا في أي وقت. وقال في مقابلة مع تلفزيون المنار بالقصف 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 لسوريه".

(Back translation) Nasar Allah said, in an interview with TV Manar, that the continuous bombing that happened against different targets in Syria is a great violation.

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 والإغلاق 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 عن أسرته والزواج عن زوجته والعريس عن عروسه. وزاد الطين بلة قرار السلطات المصرية إغلاق معبر رفح المنفذ الوحيد لأهالي القطاع إلى العالم الخارجي".

(Back translation) The Israeli siege has been imposed on Gaza Strip 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 لاحتصارها ليعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسبب الم كبير للفلسطينيين لا تأتي فقط من اليهود ، فهو الطرف المحتل للأرض والشعب وهذا معروف ويدفع الشعب الفلسطيني ضريبته منذ زمن طويل جدا ناهز السبعة والستين عاما، وإنما المشكلة في عدم توافق الفلسطينيين على حكومة التوافق وايضا الإغلاق المستمر من السلطات المصرية لمعبر رفح".

(Back translation) 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

"ان الاحتلال الاسرائيلي هو المسؤول عن الارهاب في المنطقة التي تعاني من ويلات الحروب والتي من نتائجها قتل الاف وتشريد مئات الاف في دول العالم كله. ان الشعب الفلسطيني هو الذي يستحق ان يعيش حرا في ارضه ويمارس شعائره الدينية في اماكنه المقدسه والاتي تم تدنيها من اقدار اهل الارض. ونتيجة علي ذلك فلشعب الفلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معني هذا الاجرام الصهيوني التي يمكن تبريره بلجنون".

(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" 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 علي 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 والغليان بسبب جبهة النصرة و المظاهرات الانى اشتعلت ضدها يضاف إليها الحالة الإنسانية المتردية التي تعيشها عشرات آلاف الأسر المنكوبة هناك والتي بدأت تسوء يوماً 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 ‘الائي/alla:ʔi:’ 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 السلفة المالية/التي بدأ صرفها تشمل أيضا العقود والبطالة، مشيرا الى ان الصرف سيستمر في ظل تجاهل حكومة التوافق التي يرأسها الدكتور رامي الحمد الله وأوضح 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 ‘التي/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”.

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

"لقد اعطت وزارة التربية والتعليم هدايا قيمة للمتفوقين في جامعات الضفة الغربية, حيث ان الطلبة المتفوقين والذين تم اعطائهم اوسمه الشرف زاروا الرئيس في حديقته الخاصة في رام الله. حيث قام الرئيس شخصيا باستضافتهم وتكريمهم واعطائهم مبلغ مالي كمكافاة شخصية من الرئيس علي تفوقهم وابداعهم في مجال البحث العلمي والادبي".

(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 سياسيين رئيسيين، الحزب الاول حزب فتح السياسي والاخر حزب حماس الاسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الاسلامي كان الحزب الاول 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

“*لقد أعلن الرئيس المصري مؤخرًا الحرب على الجماعات المسلحة في سيناء، حيث قام بإعطاء الأوامر للرئيس الدفاعي الذي تم إعطائه صالحة إصدار أوامر القتل والاعتقال لكل من له صلة بجماعات المسلحة في سيناء. وأيضًا ناشد الرئيس المجتمع المصري ككل بأن يتكاتف ويتوحد في وجه القتل والمجرمين الذين يريدون المساس بلامن القومي المصري*”.

(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 literal¹ 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 students translated 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 student's 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

"وفي موضوع ذي صلة، شنّ رئيس الوزراء التركي أحمد داود أوغلو هجوماً لاذعاً أمس على نظيره الإسرائيلي بنيامين نتانياهو، مساوياً بينه وبين من نفذ الهجوم في باريس. وقال إن القصف الإسرائيلي لقطاع غزة ومهاجمة إسرائيل لقافلة مساعدات تقودها سفينة تركية كانت متجهة إليه عام 2010 - وهو الهجوم الذي قتل فيه عشرة أتراك- لا يختلف عن هجمات باريس التي سقط فيها قتلى من بينهم رواد متجر لبيع الأطعمة اليهودية".

(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 الآثار المترتبة علي الاغلاق والظلمان الشعب الفلسطيني حرم بان يكون كجزء واحد بل اصبح اجزاء وتم تفريق شمل الاسره/التي من خلالها نعيش حياة سعيدة. وخير مثال علي ذلك هو قصة العريس راشد في الضفة وعروسه دالية في غزة حيث فرض عليهما الاحتلال الصهيوني الاغلاق والقيود فحيث اصبح من المستحيل ان يجتمعا في بيت الزوجيه"

(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 whowe live a happy life, got separated, too.

The relative pronoun ‘التي من خلالها/allati man khlalaha/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’ 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 تام في بلدات محيط قطاع غزة، حيث تعتمد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية والاني من خلالها يعتاش سكان هذه البلدات. ولكن بسبب القصف المستمر و الحرب الكارثية التي نشبت أجبر سكان هذه البلدات إما على الرحيل أو البقاء في الملاجئ لعدة أيام متواصله".

(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 'الاني من خلالها' / *alla: ?iman khlalaha* 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 اولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامح وإن للإسلام المكانة ذاتها التي للمسيحية واليهودية في ألمانيا، مؤكدا على ضرورة مكافحة العنصرية التي من اثارها خلق مشاكل بين اعضاء المجتمع الواحد، واضاف ايضا علي الجميع ان يتوحد في نبذ الارهاب واحلال السلام والمحبة في البلاد وبين جميع الطوائف".

(Back translation) The French president, Franso Walnd, 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 الانى تخضع ادارتها لحركة حماس في قطاع غزة بصرف سلفة مالية لموظفي غزة، الذين لا تعترفهم حتى اللحظة حكومة التوافق الفلسطينية، في ظل استفحال الخلاف حولها. حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغ جميع بمبلغ مالي يقدر 1000 شيك للموظفين المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماس لغزة".

(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 'الانى/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 'الانى/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 'الانى/alla: ?i' as a subject relative pronoun 'which' followed by the third personal pronoun 'they', as in:

“Hamam 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 translations that 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

“القدصرح بارون في مقابله تلفزيونية له إن هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا إلى بلادهم، بعد تدريبهم وتسليحهم وامتلاكهم للخبرة والمحفظات. واضافا ايضا انه يتوقع استمرار موجة عمليات الجيش ضد الاعمال الارهابية و/التي 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 ‘*التي/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 المصري خضر التوني على بطولة رفع الاثقال العالمية, حيث قام بحمل الوزن الاثقل والتي لم يتمكن احد من رفع اثقل منه. ونتيجة لذلك حاز البطل علي كاس العالم في رفع الاوزان الثقيله والتي كان مكانها العاصمة الامريكية واشنطن”.

(Back translation)The Egyptian champion, Khadr Altoni, has won the world's championship of weight lifting. He could carry the heaviest weight that no one couldbi carry heavier thanit.

The relative pronoun 'التي...منه/allati...manhu:' 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 *thanit*".

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 باعطاء منح ماجستير للطلبة الاوائل في كلية الطبوالذين حصلو علي اعلي علاماتوالاتي لم يتمكن احد من الحصول علي اعلي منها، حيثايضا قام وزير التربية والتعليم الامريكي نفسه بتسليم هؤلاء الطلبة 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 marksthat no one could get higher thanthem.

The relative pronoun 'الاتي/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 اعلن رئيس منظمة الاتحاد العالمي للحفاظ علي الطبيعة بان التلوث الجوي يزداد بشكل لا يمكن توقعه ومن الاسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيماويةوالاتي لا 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:4-1 Summary of Arabic-English Quantitative Analysis

	Relative pronoun	Translation procedure	Formal equivalence /dynamic equivalence	Meaning retained	AHH
1	Subject sentence 1	6Modulation 4Transposition	10 Dynamic Equivalence	10 Meanings retain and clear	10 correct
	Subject sentence 2	10Literal translation	10 Formal Equivalence	10 Meanings retain and clear	10 correct
	Subject sentence 3	10 Transposition	10 Dynamic Equivalence	10 Meanings retain and clear	10 correct
2	Direct object 1	10Modulation	10 Dynamic equivalence	8 Meanings retain 2 Meanings are distorted	8 correct 2 incorrect
	Direct object 2	6Transposition 4Modulation	10 Dynamic equivalence	10 Meanings retain	10 correct
	Direct object 3	7Modulation 3Transposition	10 Dynamic Equivalence	10 meanings retain and clear	10 correct
3	Indirectobject 1	6Literaltranslation 4Transposition	6 Formal equivalence 4 Dynamic Equivalence	10 Meanings retain and clear	10 correct
	Indirectobject 2	10Literal translation	10 Formal equivalence	10 Meanings are distorted and unclear	10 Incorrect
	Indirect object 3	4Literal translation 6Optional Transposition	4 Formal equivalence 6 Dynamic Equivalence	9 Meanings retain and clear 1 Meaning is distorted	10 Correct 1 Incorrect
4	Object of Preposition 1	10Literal translation	10 Formal equivalence	10 Meanings retain and clear	10 Correct
	Object of preposition2	4None of Vinay and Darbelnet's procedures	10 Dynamic Equivalence	4 Meanings retain	4 Correct 6

		2Literal translation 4Transposition		and clear 6 Meanings are distorted and unclear	Incorrect
	Object of preposition 3	10Literal Translation	5 Dynamic equivalence 5 Formal Equivalence	10 Meanings retain and are clear	10 Correct
5	Genitive sentence 1	3Literal translation 7Transposition	3 Formal equivalence 7 Dynamic equivalence	7 Meanings retain 3 Meanings are distorted	7 Correct 3 Correct
	Genitive sentence 2	3Literal translation 7Transposition	3 Formal equivalence 7 Dynamic Equivalence	5 Meanings retain 5 Meanings are distorted.	5 Correct 5 Incorrect
	Genitive sentence 3	4Literal translation 6Transposition	4 Formal equivalence 6 Dynamic equivalence	6 Meanings retain 4 Meanings are distorted	6 Correct 4 Incorrect
6	Relative pronoun of object of comparison 1	10Transposition	10 Dynamic equivalence	10 Meanings are distorted and unclear	10 Incorrect
	Relative pronoun of object of comparison 2	5Transposition 5None of Vinay and Darbelnet's Procedures	10 Dynamic equivalence	10 Meanings are distorted and unclear are distorted	10 Incorrect
	Relative pronoun of object of comparison 3	7Literal translation 3Transposition	7Formal equivalence 3Dynamic equivalence	7 Meanings retain 3 meanings are distorted	7 Incorrect 3 Correct

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 4-2 The Quantitative Summary of the Accessibility Hierarchy Hypothesis

Grammatical function of the relative pronouns	Correct translation	Incorrect translation
Subject relative pronoun	30 out of 30	0
Direct object relative pronoun	28 out of 30	2 out of 30
Indirect object relative pronoun	19 out of 30	11 out of 30
Relative pronoun of Object of preposition	24 out 30	6 out of 30
Genitive relative pronoun	18 out of 30	12 out of 30
Relative pronoun of object of comparison	27 out of 30	3 out of 30

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 Example1

"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:

المرضي الذين عندهم امراض خطيره يعانون كثيرا وليس لهم الحرية " *allazina/who*, such as " *al-mrda al-lazina la dihm amrad khatera ju:anu:n katheran* *al-lzhab kharj min ajl ali:laj*/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:

المرضي حاملون الامراض المزمني مضطهدون بشكل كبير " *al-mrda zu: al-amrad alkhatara* *mu:tahdu: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 'الذين/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:

“الموظفين الذين حضرو الاجتماع كانوا غضبانين ولقد اعابو الوزير”
 /AL-muwadafi:nallazina hadru: al-
 ajtima:? Kanu:?a:di:been walqd a:bu: alwa:zi:r/ 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 'الذي/alla:zi' in the TL such as:

كريستينو رنالدو فاز بكاس العالم للمرة الثالثة. كرسنتو يكون افضل لعب والذي حقق الرقم الاعلي لتحقيق “
 /Kristano ja:ku:n afdal la?p wa alla:zi hakaka alraqm ala:la fi: sa:nt
 الاهداف في سنة 2015

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 الاعلي من الاهدافكريستنو لعب كرة القدم الافضل”
kristano la?p krat kadm alafdal
haithu: sajla alraqm ala?la min alahdaf/the best football player having scored the highest number of goals”.

Eight students translated the subject relative pronoun ‘who’ *literally* as ‘الذي/alla:zi’ 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/allazina’ 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:

Talbt: طالبة المدرسة الثانوية اللذين معلمهم لا يكون لهم باي احترام ولا يتم تثقيفهم بلقدر المطلوب.“
 almdrasa altha:na:weaallazina mu:a:li:mhm la: ja:knu:na la:hm bi:a:i: ihtram wa la
 jatm thgefahm blqadar almatlu:p/elementary school students whom teachers do not
 appreciate and teach properly in the areas where wars take place”.

All students translated the relative clause formally, following the grammatical and lexical units of the SLT. Meaning was retained in all translations, since the head noun ‘ طالبة ’ agrees with the relative pronoun ‘ اللذين/allazina ’ in terms of number.

4.2.2.2 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 ‘ اللاني/alla:?i:’ in the TL, as in:

alfa:teat alla:?i: tama
 albahth?nhu:na wajdna mu:?tasapat wa maqtu:lat fi: ahda almu:dn alri:fiea fi:
 landon/the girls whom the police were looking for got found raped and killed in one of
 the rural areas in London”.

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

laqad wajadt alshrta albanat mu:?ta:sabat wa
 ma:qtu:lat/the police found the girls raped and killed”.

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 'الَّذان/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 البشريتين السودوين اللذان الشرطة اطلقت النار عليهم في تاكسس منذ شهرين كانوا يعملون في منظمة حقوق
 الانسان/Al raju:lan zu: albashratin alswwda: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:

رجلين ذو الجنس الاسود اللذان تم اطلاق النار عليهم من شرطه تاكسس كانوا يعملون في منظمة لحقوق
 الانسان/raju:lan zu: aljins alaswad allaza:ni tam atlaq alnar?laihm man shrtat taxis
 kanu: ja?malun 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 ‘رجلين/*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 الامريكي ارسل دعوة رسميه سيأتون جميعهم الي الاجتماع في البيت الابيض”
alqada ali:bi:n 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

“الذين الذين ارسل الرئيس الامريكي رساله بشكل رسمي سيأتون الي الاجتماع في البيت الابيض” القادة الليبيين
alqada ali:bi:n 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 / *alqada ali: bi:n*/Libyan leaders’ with the singular feminine relative pronoun ‘التي / *allati*’. The meaning was also distorted in the translation of the remaining six students, who omitted the prepositional phrase ‘الي / *ala/to*’, which must come after the direct object ‘formal invitation’.

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 / *alla:zili*’, 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 لقد كان هناك العديد من الاساتذه والدكاتره وطلاب الدرجة الاولى والذي لهم اعطت اللجنة مكافئات/ *hu:naka aladid min alasatiza wa aldkatira wa tu:lab aldraja alwla wa alla:zi: lahm a?tat alagna mukafa:t/* 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 ل / *alla:zi: lahm/to whom*’ and the relative pronoun in terms of number, i.e. the indirect object ‘طلاب الدرجة الاولى / *tu:lab aldraja alwla/* the first-class students’ 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 ‘*allati...hm*’ in the TLT, as in: لقد قابل الوزير التربية والتعليم بعض طلاب الدرجة الاولى والتي جوائزهم تساوي مليون دولار

*/la:qd kabla wazi:r altarbiea w alta?li:m ba?da tu:lab aldraja al?wu:la w allati jawa?zhm tu:sawi molu:n dollar/*the minister of education met some first-class students to whom the minister of education has rewarded a million dollars”.

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/ wa/*and’, and adding the verb phrase ‘*جوائزهم/ ahda:hm/* rewarded them’, as in:

“لقد قابل وزير التربية والتعليم الطلاب الموهبينواهداهم مليون دولار”
*/la:qd kabla wazi:r altrabiea w alta?li:m al tu:lab al-ma:whi:bi:n wa?hda:hm ma:ljuan dollar/*the minister of education has already met the talented students and rewarded them a million dollars”.

Four students deleted the relative pronoun, replacing it with a genitive relative pronoun ‘whose’, as in:

“*la:qd kabla wazi:r altrbiea* /بمليون دولار والتي مكافأتهم لقد قابل وزير التربية والتعليم بعض الطلاب العباقره“
waltalim b?da altu:lab alabaqra w allati mukafa?thm bimalu:n dooalr/ the minister of
 education met some talented students whose reward was one million dollars”.

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 ‘*و/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 ‘*و/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 ‘*التي/allati*’ and its plural head ‘*طلاب الدرجة الاولى/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.

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".

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/alla:timanha:’ in the TLT, such as in:

“Aljahu:s yajp la: اليهود يجب ان لا يعزلو انفسهم عن المجتمعات او الامم الاتي منها هم يكونو جزء تاريخيا”
 ja:zlu: anfshm?n almu:jta:ma:?t aw alammam allati: minha: hum jaku:nu:n ju:zan
 tari:khin/the Jew must not alienate themselves from communities or nations of which
 they have been a historical part”.

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

“jajb an la ja:zl يجب ان لا يعزل اليهود انفسهم عن الامم الاخرى والمجتمعات التي يكونون جزئا من تاريخها”
 aljahu:d anfu:shm?n almu:m al?khra wal mu:jta:m?t alla:ti jaku:nu:n ju:z?n mn
 ta:ri:khaha/the Jew should not isolate themselves from other nations and communities
 which they were a part of its history”.

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 ‘التي/allati’ and its plural head ‘الامم الاخرى والمجتمعات/almu:m al?khra wal mu:jta:m?t /other nations and communities’, 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

TLT. 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:

“لقد اصبح الانترنت وسيلة عالمية قوية التي من خلالها نمتلك حرية التعبير”
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 ‘التيوساطها/ التي عن طريقها’/ *wallati?n tari:kha*’, as in:

“لقد اصبح الانترنت اداة اتصال قوية علي مستوي عالمي والتي عن طريقها/ والتي بواسطتها, يمكننا التعبير عن ارائنا”
lqad asbah alanternet ada:t atisal a:la:mia qawia?la mu:stawa?lami wallati?n tari:kha ju:mknun: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:

“الملايين من الناس يعتبرون وسائل الاعلام كوسائل اعلام ذات الطابع القديم”
alma:la:i:n min alna:s ja?ta:bri:n wsa:?l al?lam kwa:sa:l a?lam zat altabi? Alqadi:m/ it should be known

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:

“ وببساطه المواطنين وعملهم يكون لجلب حرية التعبير المتاح *wabi:basata almu:wati:nu:n wa?mlahm jaku:n lijalp hrit alt?bi:eer almu:tah*/simply citizens and their work is to get the freedom of expression”.

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 عملهم يكون من اجل جلب حرية الرئ والتعبير *almu:wati:ni:nallazi:n a:ma:lhbm jaku:nu:n mn ajl jalb hriat alra?i wata:?bi:r/* 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/hm/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/hm/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:

“والقد قدم الرئيس تعزيه الي اولئك الذين فقدو احبائهم في الجريمة الارهابيه في سيناء”
walqad qadama alra:ʔi:s ta:zi:h ala awla:ʔka allazi:n faqadw ahbaʔhm 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.

4.2.5.3GRP 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 to 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:

“الكسندر فيلمنج واكتشافه ذو التأثير العظيم في سنة 1928 انقذ ملايين البشر من الموت”
wakti:shafu:h zu: alta:?ti:r ala:di:m fi: sa:nt 1928 a:nkza ma:la:i:n alba:sha:r mn
alma:wt/Alexander Fleming and whose discovery has a great effect on saving human
beings' lives”.

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)

4.2.6.1RPOC 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:

“السيارات والدراجات النارية التي لا يوجد منتجات منافسه اغلي منها”
alsi: earat waldarajat alnariah allati la: jawgd mu: nta: gat mu: nafsah a?la mnha: / motor cars and motorcycles which are no competitive products more expensive than”.

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 cars and motorcycles’ is plural and its relative pronoun ‘التي’ /*allati*/which’ does not agree with it as the relative pronoun ‘التي’ can only relativize singular feminine nouns.

4.2.6.2 RPOC Example 2

"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 ‘التي...التي’ /*alla:ti....manha/* which...than’ in the SLT. They all used the *literal* translation procedure, translating the relative pronoun and the relative clause formally. Four students translated the relative pronoun correctly and achieved a head relative pronoun agreement in terms of number, as in:

“الفلستينيون يعانون من مشاكل سياسية واقتصادية مختلفه و التي نحن لم نواجه اكثر خطورة منها”
/alfa:lsti:nu:n ju: ?nu:n mn mashakl si:ja:sia wa?qtsadeah mu?ta:lifa w alla:ti na:hnu:

la:m nu:wajh akhtar mnha/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 واقتصادية مختلفه* *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 واقتصادية مختلفه والتي لم نواجه اصعب واكثر منها " *mashakl si:jasea wa?ktsadeah mu:khta:lifa w allati la:m nu:wajh a:s?b wakthr mnha mu:?na:/*the people of Palestine suffer from various political and economic problems which we have ever faced more difficult than".

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 اعطي رئيس الوزراء البريطاني جوائز لافضل لاعبين في الفريق الوطني البريطاني, ومن بين هؤلاء جو " *Laqad?ata ra:i:s alwzra: Albri:tani jwa:?z la?bi:n fi: alfariq alwatani: albri:tani, wamn bain ha:?la? Joe Baker, ala?b almu:ma:z alalwal alla:zi la al?b afdal mnhu:/*the British prime minister gave rewards

to the best players of the British National Team, between those players rewarded Joe Baker, the first best player 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:

“ليس هناك لعب افضل من جو بيكر حيث تم تتويجه بواسطة رئيس الوزراء البريطاني”
la'isa 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

Relative pronoun	Translation procedure	Formal equivalence /dynamic equivalence	Meaning retained	AHH
Subject sentence 1	2 Literal translation 8 Transposition	2 Formal equivalence 8 Dynamic equivalence	10 Meanings retain	10 Correct

Subject sentence 2	10 Literal translation	10 Formal equivalence	10 Meanings retain and clear	10 Correct
Subject sentence 3	8 Literal translation 2 Transposition	8 Formal equivalence 2 Dynamic Equivalence	10 Meanings retain and clear	10 Correct
Direct object 1	10 Literal translation	10 Formal equivalence	10 Meanings retain and clear	10 Correct
Direct object 2	6 Literal translation 4 Transposition	6 Formal equivalence 4 Dynamic equivalence	10 Meanings retain and clear	10 Correct
Direct object 3	10 Literal translation	10 Formal equivalence	6 Meanings retain and clear 4 Meanings are distorted	6 Correct 4 Incorrect
Indirect object 1	10 Literal translation	10 Formal equivalence	10 Meanings are distorted	10 Incorrect
Indirect object 2	10 Literal translation	10 Formal equivalence	10 Meanings do not retain	10 Incorrect
Indirect object 3	3 Literal translation 7 Transposition	3 Formal equivalence 7 Dynamic equivalence	3 Meanings retain 7 Meanings distorted	3 Correct 7 Incorrect
Object of preposition 1	10 Literal translation	10 Formal equivalence	3 Meanings retain and clear 7 Meanings are distorted	3 Correct 7 Incorrect
Object of preposition 2	10 Literal translation	10 Formal equivalence	10 meanings retain and clear	10 correct
Object of preposition 3	10 Equivalence	10 Dynamic equivalence	10 Meanings retain and clear	10 Correct
Genitive sentence 1	10 Transposition	10 Dynamic equivalence	10 Meanings retain	10 Correct
Genitive sentence 2	10 Transposition	10 Dynamic equivalence	10 Meanings retain and clear.	10 Correct
Genitive sentence	10 Literal translation	10 Formal equivalence	10 Meanings	10 Correct

3			retain	
Object of comparison 1	10 Literal translation	10 Formal equivalence	10 Meanings are distorted	10 Incorrect
Object of comparison 2	10 Literal translation	10 Formal equivalence	4 Meanings retain and clear 6 Meanings are distorted	4 Correct 6 Incorrect
Object of comparison 3	4 Literal translation 6 Transposition	4 Formal equivalence 6 Dynamic equivalence	10 Meanings retain	10 Correct

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 = GEN > DO > OP > OCOMP > 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

Grammatical Function of the Relative Pronouns	Correct Translation	Incorrect Translation
Subject relative pronoun	30 out of 30	0
Direct object relative pronoun	26 out of 30	4 out of 30
Indirect object relative pronoun	3out of 30	27out of 30
Relative pronoun of Object of preposition	23 out of 30	7 out of 30
Genitive relative pronoun	30 out of 30	0
Relative pronoun of object of comparison	14 out of 30	16 out of 30

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 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 from 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 is 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 hierarchical 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 hierarchical 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 hierarchical 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 recommended 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.

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APPENDIX A: ARABIC-ENGLISH SAMPLES

A TRANSLATION TEST CONDUCTED AS A PART OF UNIVERSITY OF
MALAYA MA RESEARCH

FACULTY OF LANGUAGES AND LINGUISTICS
UNIVERSITY OF MALAYA

BY

SHEHDA R.S. ABUISAAC
UNDER THE SUPERVISION OF
DR. LOOI WAI LING

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 الردّ على هجمات إسرائيل داخل سوريا في أي وقت. وقال في مقابلة مع تلفزيون المنار بالقصف 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 لسوريه".

A.1.2 Text 2

"من عواقب الاحتلال الإسرائيلي إغلاق 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 عن أسرته والزوجة عن زوجها والعريس عن عروسه. وزاد الطين بلة قرار السلطات المصرية إغلاق معبر رفح المنفذ الوحيد لأهالي القطاع إلى العالم الخارجي".

A.1.3 Text 3

"هناك مشاكل عديدة لاحتصارها ليعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسبب
الم كبير للفلسطينيين لا تأتي فقط من اليهود، فهو الطرف المحتل للأرض والشعب وهذا معروف ويدفع الشعب
الفلسطيني ضريبته منذ زمن طويل جداً هذه السبعة والسنتين عاماً، وإنما المشكلة في عدم
توافق الفلسطينيين على حكومة التوافق وايضا الاغلاق المستمر من السلطات المصرية لمعبر رفح".

A.2 Direct Object Relative Pronoun

A.2.1 Text 4

"ان الاحتلال الاسرائيلي هو المسؤول عن الارهاب في المنطقة التي تعاني من ويلات الحروب والتي من
نتائجها قتل الاف وتشريد مئات الاف في دول العالم كله. ان الشعب الفلسطيني هو الذي يستحق ان يعيش
حراً في ارضه ويمارس شعائره الدينية في اماكنه المقدسة والآتي تم تدنيسها من أقذر اهل الارض.
ونتيجة علي ذلك فلشعب الفلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معنى هذا الاجرام
الصهيوني التي يمكن تبريره بلجنون".

A.2.2 Text 5

"تعتزم موسكو علي 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 والغليان بسبب
جبهة النصرة و المظاهرات الانى اشتعلت ضدها يضاف إليها الحالة الإنسانية المتردية التي تعيشها
عشرات آلاف الأسر المنكوبة هناك والتي بدأت تسوء يوماً بعد يوم خاصة بعد إغلاق معبر ببيلا منذ ما
يقارب الشهر".

A.2.3 Text 6

"وقال يوسف الكيالي وكيل وزارة المالية في القطاع إن السلفة المالية التي بدأ صرفها تشمل أيضاً
العقود والبطالة، مشيراً إلى أن الصرف سيستمر في ظل تجاهل حكومة التوافق التي يرأسها الدكتور رامي
الحمد الله وأوضح أن أموال السلفة تتم جبايتها من الضرائب".

A.3 Indirect Object Relative Pronoun

A.3.1 Text 7

"لقد اعطت وزارة التربية والتعليم هدايا قيمة للمتفوقين في جامعات الضفة الغربية، حيث ان الطلبة المتفوقين والذين تم اعطائهم اوسمه الشرف زارو الرئيس في حديقته الخاصة في رام الله. حيث قام الرئيس شخصيا باستضافتهم وتكريمهم واعطائهم مبلغ مالي كمكافأة شخصية من الرئيس علي تفوقهم وابداعهم في مجال البحث العلمي والادبي".

A.3.2 Text 8

"هناك في فلسطين حزبين سياسيين رئيسيين، الحزب الاول حزب فتح السياسي والاخر حزب حماساسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الاسلامي كان الحزب الاول والتي له اعطت اغلبية الناس اصواتهم".

A3.3 Text 9

"لقد اعلن الرئيس المصري مؤخرا الحرب على الجماعات المسلحة في سيناء، حيث قام باعطاء الاوامر لرئيس الدفاع الذي تم اعطائه صالحة اصدار اوامر القتل والاعتقال لكل من له صلة بلجماعات المسلحة في سيناء. وايضا ناشد الرئيس المجتمع المصري ككل بان يتكاتف ويتوحد في وجه القتل والمجرمين الذين يريدون المساس بلامن القومي المصري".

A. Four Relative Pronoun of Object of Preposition

A.4.1 Text 10

"وفي موضوع ذي صلة، شنّ رئيس الوزراء التركيأحمد داود أوغلو هجوماً لاذعاً أمس على نظيرهاالإسرائيلي بنيامين نتنياهو، مساوياً بينه وبينمنفذي الهجوم في باريس.وقال إن القصف الإسرائيلي لقطاع غزة ومهاجمةإسرائيل لقافلة مساعدات تقودها سفينة تركية كانتمتجهة إليه عام 2010 - وهو الهجوم الذي قتل فيهعشرة أتراك- لا يختلف عن هجمات باريس التي سقط فيها قتلى من بينهم رواد متجر لبيع الأطعمةاليهودية".

A.4.2 Text 11

"ومن الآثار المترتبة على الاغلاق والظلمان الشعب الفلسطيني حرم بان يكون كجزء واحد بل اصبح اجزاء وتم تفريق شمل الاسره التي من خلالها نعيش حياة سعيدة. وخير مثال علي ذلك هو قصة العريس راشد في الضفة وعروسه دالية في غزة حيث فرض عليهما الاحتلال الصهيوني الاغلاق والقيود فحيث اصبح من المستحيل ان يجتمعا في بيت الزوجيه".

A.4.3 Text 12

"وفي إسرائيل، توقفت الحياة بشكل تام في بلدات محيط قطاع غزة، حيث تعتمد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية والانى من خلالها يعتاش سكان هذه البلدات. ولكن بسبب القصف المستمر والحرب الكارثيهالتي نشبتأجبر سكان هذه البلداتأما على الرحيل او البقاء في الملاجئ لعدة ايام متواصله".

A.5 Genitive Relative Pronoun

A.5.1 Text 13

"أكد الرئيس الفرنسي فرانسوا اولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامحوان للإسلام المكانة ذاتها التي للمسيحيةواليهودية في ألمانيا، مؤكدا على ضرورة مكافحةالعنصرية التي من اثارها خلق مشاكل بين اعضاء المجتمع الواحد. و اضاف ايضا علي الجميع ان يتوحد في نبذ الارهاب واحلال السلام والمحبه في البلاد وبين جميع الطوائف".

A.5.2 Text 14

"شرعت مكاتب البريد وبعض البنوك الانى تخضع ادارتها لحركة حماسفي قطاع غزة بصرف سلفة مالية لموظفي غزة، الذين لا تعترفهم حتاللحظة حكومة التوافق الفلسطينية، في ظل استفحال الخلاف حولها. حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغجميع بمبلغ مالي يقدر 1000 شيكلالموظفين المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماسلغزة".

A.5.3 Text 15

"لقدصرح بارون في مقابله تلفزيونية له ان هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا الى بلادهم، بعد تدريبهم وتسليحهم وامتلاكهم للخبرة والمحفزات. و اضاف ايضاانه يتوقعاستمرار موجة عملياتالجيشضد الاعمال الارهابية و الاتي من نتائجها تم قتل بعض الصحفيين ورجال الشرطةفي باريس، مرجحا تواصل العمليات ضد الغرب والأهداف الإسرائيلية واليهودية"

A.6 Relative Pronoun of Object of Comparison

A.6.1 Text 16

"لقد حاز البطل المصري خضر التوني على بطولة رفع الاثقال العالمية، حيث قام بحمل الوزن الثقيل والتي لم يتمكن احد من رفع اثقل منه. ونتيجة لذلك حاز البطل على كاس العالم في رفع الاوزان الثقيله والتي كان مكانها العاصمة الامريكية واشنطن".

A.6.2 Text 17

"لقد قامت جامعة واشنطن باعطاء منح ماجستير للطلبة الاوائل في كلية الطبوالذين حصلو على اعلى علاماتوالاتي لم يتمكن احد من الحصول على اعلى منها، حيثايضا قام وزير التربية والتعليم الامريكي نفسه بتسليم هؤلاء الطلبة المتفوقين جوائز قيمة".

A.6.3 Text 18

"لقد اعلن رئيس منظمة الاتحاد العالمي للحفاظ على الطبيعة بان التلوث الجوى يزداد بشكل لا يمكن توقعه ومن الاسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيماويةوالاثنى لا يوجد اخطر منها".

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”.

University of Malaya

APPENDIX C: ARABIC-ENGLISH STUDENTS' TRANSLATION

C. Arabic-English Students' Translation

C.1 Subject Relative Pronoun

C.1.1 Text 1

"أعلن أمينعالم 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 تلفزيون المنارات 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 لسورية".

- 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 big breach.
- 7- It was said by Nasar Allah shooting happened against distinct required targets in Siria is a great transgression.
- 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 إغلاق الذي تفرضه دولة الاحتلال على قطاع غزة منذ أكثر من سنوات، والانقسام الجغرافي بين الضفة الغربية وقطاع غزة جراء هذا الإغلاق، تلك الصور الإنسانية التي يفصل فيها رب الأسرة عن أسرته والزواج عن زوجته والعريس عن عروسه. وزاد الطين بلة قرار السلطات المصرية إغلاق معبر رفح المنفذ الوحيد لأهالي القطاع إلى العالم الخارجي".

- 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 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 portray 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 smeparate 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 لاحتصار لها يعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسبب الم كبير للفلسطينيين لا تأتي فقط من اليهود، فهو الطرف المحتل للأرض والشعب وهذا معروف ويدفع الشعب الفلسطيني ضريبته منذ زمن طويل جداناهز السبعة والستين عاما، وإنما المشكلة في عدم توافق الفلسطينيين على حكومة التوافق وايضا الاغلاق 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 palestinians 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

"ان الاحتلال الاسرائيلي هو المسؤول عن الارهاب في المنطقة التي تعاني من ويلات الحروب والتي من نتائجها قتل الاف وتشريد مئات الاف في دول العالم كله. ان الشعب الفلسطيني هو الذي يستحق ان يعيش حرا في ارضه ويمارس شعائره الدينية في اماكنه المقدسة التي تم تدنيسها من اقدر اهل الارض. ونتيجة على ذلك فلشعب الفلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معنى هذا الاجرام الصهيوني التي يمكن تبريره بلجنون".

- 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 and these holy places 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

"تعتزم موسكو علي احتضان الحوار بين المعارضة والنظام السوري نهائية الشهر الجاري مشيرة إلى أنها لن تقوم بدفع السوريين إلى المشاركة أو عدمها بحيث يعيش جنوب دمشق حالة من التوتر والغليان بسبب جبهة النصرة و المظاهرات الانياشتعلت ضدها يضاف إليها الحالة الإنسانية المتردية التي تعيشها عشرات آلاف الأسر المنكوبة هناك والتي بدأت تسوء يوماً بعد يوم خاصة بعد إغلاق معبر ببيلا منذ ما يقارب الشهر".

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

C.2.3 Text 6

"وقال يوسف الكيالي وكيل وزارة المالية في القطاع إن السلفة المالية التي بدأ صرفها تشمل أيضا العقود والبطالة، مشيراً إلى أن الصرف سيستمر في ظل تجاهل حكومة التوافق التي يرأسها الدكتور رامي الحمد الله وأوضح أن أموال السلفة تتم جبايتها من الضرائب"

- 1- Yusef Alkeali, said that the sum of money which was given included employees of contracts and employment.
- 2- Ithasbeen 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

"لقد اعطت وزارة التربية والتعليم هدايا قيمة للمتفوقين في جامعات الضفة الغربية، حيث ان الطلبة المتفوقين والذين تم اعطائهم اوسمه الشرف زاروا الرئيس في حديقته الخاصة في رام الله. حيث قام الرئيس شخصيا باستضافتهم وتكريمهم واعطائهم مبلغ مالي كمكافأة شخصية من الرئيس علي تفوقهم وابداعهم في مجال البحث العلمي والادبي".

- 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 سياسيين رئيسيين، الحزب الأول حزب فتح السياسي والاخر حزب حماس الاسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الاسلامي كان الحزب الاول والتي له اعطت اغلبية الناس 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- Hamas party is the first party that most people voted to it
- 5- Islamic faction has been the first party which the audience gave votes to it.
- 6- Hamas faction had been party which people gave voice to it.
- 7- Hamas Islamic party was the first party the majority of people gave their votes to it.
- 8- Hamas Islamic party was the first party whom the majority of people gave their votes to.
- 9- Hamas party is the successful faction whom the people majority gave their votes to.
- 10- The Islamic party is the party that most people gave the votes to it.

C.3.3 Text 9

"لقد أعلن الرئيس المصري مؤخرًا الحرب على الجماعات المسلحة في سيناء، حيث قام بإعطاء الأوامر لرئيس الدفاع الذي تم إعطائه صلاحيات إصدار أوامر القتل والاعتقال لكل من له صلة بجماعات المسلحة في سيناء. وأيضًا ناشد الرئيس المجتمع المصري ككل بأن يتكاتف ويتوحد في وجه القتل والمجرمين الذين يريدون المساس بلامن القومي 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 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 terrorists 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 terrorist 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 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 ذي صلة، شَنَّ رئيس الوزراء التركي أحمد داود أوغلو هجوماً لاذعاً أمس على نظيرها الإسرائيلي بنيامين نتانياهو، مساوياً بينه وبين من نفذ الهجوم في باريس. وقال إن القصف الإسرائيلي لقطاع غزة ومهاجمة إسرائيل لقافلة مساعدات تقودها سفينة تركية كانت متجهة إليه عام 2010 - وهو الهجوم الذي قتل فيه عشرة أتراك- لا يختلف عن هجمات باريس التي سقط فيها قتلى من بينهم رواد متجر لبيع الأطعمة اليهودية".

- 1- The minister of Turkey attacked Binjamin 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 Gaze- 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 Binjamin Natanjaho. The cause behind this is due to the Israeli shooting to the boat going to Gaze, 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 Binjamin Natanjaho. The reason behind that was the Israeli shooting to the ship headed to Gaze- the bombing which ten Turkish civilians got shot in.
- 6- Binjamin Natanjaho was attacked by Erdogan. 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 Binjamin 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 attach because of which ten Turkish innocent people got killed.

C.4.2 Text 11

"ومن الآثار المترتبة على الاغلاق والظلمان الشعب الفلسطيني حرم بان يكون كجزء واحد بل اصبح اجزاء وتم تفريق شمل الاسره التي من خلالها نعيش حياة سعيدة, وخير مثال علي ذلك هو قصة العريس راشد في الضفة وعروسه دالية في غزة حيث فرض عليهما الاحتلال الصهيوني الاغلاق والقيود فحيث اصبح من المستحيل ان يجتمعا في بيت الزوجية".

- 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 تعتمد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية والتي من خلالها يعتاش سكان هذه البلدات. ولكن بسبب القصف المستمر والحرب الكارثية التي نشبت أجبر سكان هذه البلدات إما على الرحيل أو البقاء في الملاجئ لعدة أيام متواصله".

- 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 أولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامح وإن للإسلام مكانة ذاتها التي للمسيحية واليهودية في ألمانيا، مؤكدا على ضرورة مكافحة العنصرية التي من أثارها خلق مشاكل بين أعضاء المجتمع الواحد. وأضاف أيضا على الجميع أن يتوحد في نبذ الارهاب واحلال السلام والمحبة 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 إدارتها لحركة حماس في قطاع غزة بصرف سلفة مالية لموظفي غزة، الذين لا تعترفهم حتى اللحظة حكومة التوافق الفلسطينية، في ظل استفحال الخلاف حولها. حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغ جميع بمبلغ مالي يقدر 1000 شيكاً للموظفين المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماس لغزة".

- 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 employers who work in Gaza.
- 3- Some banks whose administration are controlled by Hamas in Gaza strip are giving salaries 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 مقابلة تلفزيونية له إن هناك آلاف النشطاء الذين وصلوا من الغرب وعادوا إلى بلادهم، بعد تدريبهم وتسليحهم وامتلاكهم للخبرة والمحفزات. وأضاف أيضاً أنه يتوقع استمرار موجة عمليات الجيش ضد الأعمال الإرهابية والتي من نتائجها تم قتل بعض الصحفيين ورجال الشرطة في باريس، مرجحاً 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 men have been killed.
- 7- Brown predicted the continuity of army operations against barbarian actions that 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

"لقد حاز البطل المصري خضر التوني على بطولة رفع الأثقال العالمية، حيث قام بحمل الوزن الثقيل 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- 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 منح ماجستير للطلبة الاوائل في كلية الطب الذين حصلوا على اعلى علامات والتي لم يتمكن احد من الحصول على اعلى منها، حيث ايضا قام وزير التربية والتعليم الامريكي 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 get 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 اعلن رئيس منظمة الاتحاد العالمي للحفاظ على الطبيعة بان التلوث الجوي يزداد بشكل لا يمكن توقعه ومن الاسباب الرئيسية لهذا التلوث هو انبعاثات المصانع الكيماوية والتي 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 than them.
- 3- The chemical factories radiations that have been nothing more severe than them.
- 4- Radiations of the factories that is nothing would be more critical than them.
- 5- Chemical emissions that no thing is more dangerous than them.
- 6- The emissions of chemical factories which is nothing more dangerous than them
- 7- The products of the chemical institute that 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".

- 1- والمرضي الذين عندهم امراض خطيرة مضطهدين وليس لديهم الحرية في الذهاب خارج العلاج.
- 2- وفي الحقيقة ليس فقط الناس والطلاب العاديون مستثنون من السفر الى الخارج, ولكن ايضا الناس السقماء وذو الحالات الانسانية المستعصية مستثنون من عدم حرية التنقل والتداوي في خارج بلادهم.
- 3- المرضي الذين عندهم امراض خطيرة يعانون كثيرا وليس لهم الحرية للذهاب خارج من اجل العلاج
- 4- المرضي حاملون الامراض المزمنة مضطهدون بشكل كبير
- 5- السقماء متفوترون الجسد بسبب الامراض المزمنة لا يستطيعون السفر من اجل العلاج
- 6- المرضي حاملون الامراض الخطيرة محرومين من السفر
- 7- السقماء المساكين حاملون الامراض الخطيرة محرمين من السفر والعلاج
- 8- للمرضي الغلبة هم اخر وهو السفر
- 9- اولئك المرضي فاترون الجسد لا يستطيعون السفر للخارج من اجل الشفاء
- 10- المرضي حاملون الامراض المزمنة مضطهدون وممنوعين من السفر

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".

- 1- وعلي الرغم من عبارات وزير الاقتصاد المغربي الايجابية, لقد غضبوا الموظفين الذين حضرو الاجتماع وقاموا باهانته واغابة الوزير.
- 2- لقد قام الموظفين المستثمرين غضبوا الذين حضرو الاجتماع بهجوم حاد يتخلله الفاظ مسيئة للوزير, حيث تم اتهم الوزير بلخيانه والكذب والاختلاس.
- 3- الموظفين الذين حضرو الاجتماع كانوا غضبانين ولقد اعابوا الوزير
- 4- ان الموظفين الذين حضرو المؤتمر شتموا وزير الاقتصاد
- 5- لقد عاب الموظفين الذين حضرو الاجتماع الاقتصادي وزير الاقتصاد المغربي
- 6- ان العاملين الذين حضرو الاجتماع الاقتصادي عابوا الوزير واتهموا بلخيانه
- 7- موظفين الذين حضرو الاجتماع اخطئوا بحق الوزير الاقتصاد المغربي
- 8- ان الموظفين الذين كانوا في الاجتماع هاجموا وزير الاقتصاد المغربي
- 9- لقد هوجما وزير الاقتصاد المغربي من الموظفين الذين حضرو الاجتماع
- 10- الموظفين الذين حضرو الاجتماع كانوا غضبانين ولقد اعابوا الوزير

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".

- 1- كريستينو حصل علي افضل لعب والذي حاز الرقم القياسي في تحقيق الاهداف لسنة 2015.
- 2- لقد حاز كريستينو علي المرتبة الاولى في تحقيق الرقم القياسي للاهداف لسنة 2015.
- 3- لم يتمكن اي لعب اخر غير كريستينو باجتياز الرقم القياسي لتحقيق الاهداف لسنة 2015.
- 4- كريستينو رنالندو فاز بكاس العالم للمرة الثالثة. كريستينو يكون افضل لعب والذي حقق الرقم الاعلي لتحقيق الاهداف في سنة 2015
- 5- ان كريستينو هو اللعب الذي حقق اعلي الاهداف
- 6- كريستينو اللعب المميز الذي حصل علي رتبة الشرف في انجاز الاهداف
- 7- لقد كان كريستينو اللعب المحنك الذي حاز علي اعلي الاهداف
- 8- ان كريستينو هو الذي حصل علي رتبة افضل لعب
- 9- رنالندو فاز بكاس العالم للمرة الثالثة. كريستينو افضل لعب والذي حقق الرقم الاعلي لتحقيق
- 10- كريستينو لعب كرة القدم الافضل حيث سجل الرقم الاعلي من الاهداف

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".

- 1- لقد تكلم المتحدث للشؤون التعليمية للانروا عن طلاب المدارس الابتدائية والذين معلمهم لا يبدون لهم اي تقدير خاصة في مناطق الحروب.
- 2- لقد تحدث المتحدث لشؤون تعليم الانروا ان طلاب المدارس الابتدائية الذين يعانون من عدم احترام مدرسيهم وخاصة في المناطق التي تشهد حروب.
- 3- لقد تكلم ليغاني منها طلاب المدارس الابتدائية والذين يعانون من قلة الخبرات الدراسية والتربوية وايضا عدم احترام معلمهم وتقديرهم لهم وخاصة في المناطق التي لا تشهد سلام وهدوء.
- 4- لقد تكلم المتحدث للشؤون التعليمية لطلبة المدرسة الثانوية الذين معلمهم لا يكون لهم احترام ولا يتم تثقيفهم.
- 5- لقد استنكر المتحدث للشؤون التعليمية المسائل المتعلقة بطلبة المدرسة الثانوية الذين معلمهم لا يكون لهم باي احترام ولا يتم تثقيفهم بلقدر المطلوب.
- 6- استنكر متحدث الانروا بلامور المتعلقة بطلبة الثانوية الذين معلمهم لا يحترمهم ويقدرهم
- 7- لقد ناقش المتحدث للشؤون التعليمية الاشياء المرتبطة بطلبة المدرسة الثانوية الذين اساتذتهم لا يحترمهم ولا يقدرهم
- 8- استنكر المتحدث للامور الدراسية الاثني تتعلق بطلبة المدرسة الثانوية الذين معلمهم لا يكون لهم باي احترام وادب
- 9- المتحدث للمسائل التعليمية المسائل المتعلقة بطلبة الثانوية الذين معلمهم لا يعترفون باي احترام وتقدير.
- 10- استنكر المسؤول للمسائل التعليمية المتعلقة بمعلمين المدرسة الثانوية الذين معلمهم لا يكون لهم باي ادب.

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".

- 1- الفتاتان الاثني يتم البحث عنهم بواسطة الشرطة تم العثور عليهن مقتولات في احدي المناطق الريفية في لندن.
- 2- قبل اسبوعين، لقد تم اختفاء فتاتين بعد تناولهن العشاء مع اصدقائهن في احدي الفنادق ذات خمس نجوم في لندن. منذ ذلك الوقت، هناك بحث مستمر من قبل السلطات، واخيرا تمكنت السلطات من العثور علي الفتاتان مقتولات ومغتصابات في احدي المناطق الغير مؤهولة بالسكان.
- 3- لقد تم اختفاء فتاتين بعد تناولهن العشاء مع اصدقائهن في احدي الفنادق ذات خمس نجوم في لندن وهذا قبل اسبوعين. حيث قامت الشرطة بلبحث المستمر علي الفتاتان منذ ذلك الحين، وفي نهاية عمليات البحث المستمر وجدت الشرطة الفتاتان في عالم الاموات ومغتصابات ومقتولات في احدي المناطق القروية البعيدة عن العاصمة.

- 4- الفتيات الاتي تم البحث عنهن ووجدن مغتصابات ومقتولات في احدي المدن الريفية في لندن.
- 5- البنات الاتي تم البحث عنهن كائن مغتصابات في مدينة من المدن الريفية في لندن
- 6- الفتيات الاتي بحث عنهن ووجدن مغتصابات في احدي المدن الريفية.
- 7- البنات الاتي تم البحث من اجل ايجادهن ووجدن مغدورات بلاغتصاب والقتل
- 8- الفتيات الاتي تم البحث عنهن ووجدن مغتصابات ومقتولات في احدي المدن الريفية في لندن
- 9- الفتيات الاتي ووجدن في لندن ووجدن مغتصابات ومقتولات في احدي المدن الريفية في لندن
- 10- لقد وجدت الشرطة الفتيات الاتي تم البحث عنهن في احدي المدن الريفية في لندن

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".

- 1- الرجلين الاسوديين الذين تم قتلهم بواسطة الشرطة قبل شهرين يعملون في منظمة حقوق الانسان.
- 2- هناك اضطهاد متزايد للامريكيين السود وخاصة في مناطق السكان البيض، وعلي سبيل المثال الرجلين السوديين اللذان يعملان في منظمة حقوق الانسان.
- 3- الرجلين البشريين السوديين اللذان الشرطة اطلقت النار عليهم في تاكس من شهرين كانوا يعملون في منظمة حقوق الانسان.
- 4- ان الرجلين السوديين الذين الشرطة قتلهم في تاكس من شهرين كانا يعملان في منظمة حقوق الانسان
- 5- ان ذو البشرة السوديين اللذان تم اطلاق النار عليهم في تاكس شهرين من قبل يعملون في منظمة الانسان
- 6- هناك اضطهاد كبير للامريكيين السود وعلي سبيل المثال الرجلين السوديين اللذان يكونا موظفين في منظمة حقوق الانسان تم قتلهم بواسطة الشرطة
- 7- رجلين ذو الجنس الاسود اللذان تم اطلاق النار عليهم من شرطه تاكس كانوا يعملون في منظمة لحقوق الانسان
- 8- رجلين الاسوديين اللذان قتل من قبل شرطه تاكس يعملان في منظمة لحقوق الانسان
- 9- ان رجلين ذو الجنس الاسود الذين تم اطلاق النار عليهم في تاكس يعملون في منظمة لحقوق الانسان
- 10- رجلان ذو الجنس الاسود اللذان تماغتياهم باطلاق النار عليهما من بعض شرطه تاكس كانوا موظفين في منظمة لحقوق الانسان.

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 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".

- 1- كل القادة الليبيين التي تم ارسال دعوة رسمية لهم من قبل الرئيس الامريكي سيزوروه في البيت الابيض.
- 2- القادة الليبيين التي لهم الرئيس الامريكي ارسل دعوة رسمية سيأتون جميعهم الي الاجتماع في البيت الابيض
- 3- الليبيين المسؤولين الذي لهم الرئيس الامريكي دعوة رسمية سيأتون الي اجتماع البيت الابيض
- 4- ان الزعماء الليبيين التي تم ارسال دعوة رسمية لهم سيأتون الي الاجتماع في البيت الاسود
- 5- القادة الليبيين التي لهم الرئيس الامريكي ارسل دعوة رسمية سيأتون جميعهم الي الاجتماع.
- 6- ان ذو الامر الليبيين التي تم دعوتهم للحضور الي اجتماع البيت الابيض ومقابلة الرئيس الامريكي
- 7- القادة الليبيين الذين ارسل الرئيس الامريكي رساله بشكل رسمي سيأتون الي الاجتماع في البيت الابيض
- 8- قادة الليبيين الذين ارسل لهم رسالة رسمية بواسطة الرئيس الامريكي سيزورون البيت الابيض
- 9- مسؤولين الليبيين اللذين لهم ارسل الرئيس الامريكي دعوة بلمجيء الي اجتماع البيت الابيض
- 10- ساسا تم دعوتهم الي البيت الابيض لحضور الاجتماع لقادة الليبيين وهذا تحت اشراف الرئيس الامريكي.

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".

- 1- لقد كان هناك العديد من الاساتذه والدكاتره وطلاب الدرجة الاولى والذي لهم اعطت اللجنة مكافآت
- 2- لقد كان هناك الكثير من الدكاتره وطلاب الدرجة الاولى الذي اليهم سلمت اللجنة جوائز
- 3- لقد قابل وكافي وزير التربية والتعليم الالمانى الطلبة المتفوقين والذي لهم قام الوزير باعطاء مكافآت وجوائز تقدر بمليون دولار.

- 4- ان طلاب الدرجة الاولى الذي اليهم اعطت اللجنة مكافآت
- 5- طلاب الدرجة الاولى والذي لهم اعطت اللجنة مكافآت تم تكريمهم بواسطة الجنة
- 6- هناك العديد من اساتذة وداكترة وطلاب الدرجة الاولى والذي تم تسليمهم مكافآت
- 7- كان هناك العديد من طلاب المتفوقين والذي اعطت لهم جوائز
- 8- لقد كان الكثير من الاساتذة والدكاترة ومتعلمين متفوقين والذي تم تسليمهم جوائز
- 9- لقد حضر الكثير من الاساتذة والدكاترة والموهبين والذي لهم اعطت اللجنة هداية قيمة
- 10- لقد كان هناك العديد من الاساتذة والدكاترة وطلاب الدرجة الاولى والذي لهم اعطت اللجنة مكافآت

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".

- 1- لقد قابل الوزير التربية والتعليم بعض طلاب الدرجة الاولى والتي جوائزهم تساوي مليون دولار
- 2- قابل وزير التربية والتعليم طلاب الدرجة الاولى التي استلمو جائزة بمليون دولار
- 3- ان وزير التربية والتعليم قابل الطلاب الموهبين التي تم اعطائهم جوائز قيمة
- 4- لقد قابل وزير التربية والتعليم الطلاب الموهبين اهداهم مليون دولار
- 5- قابل وزير التربية والتعليم الطلاب العباقر و اعطهم جائزة بمليون دولار
- 6- وزير التربية والتعليم استقبل الطلاب الموهبين اهداهم مليون دولار
- 7- لقد قابل وزير التربية والتعليم بعض الطلاب العباقر هو التي مكافئتهم بمليون دينار
- 8- استقبل وزير التربية والتعليم الطلاب الموهبين التي تم مكافئتهم بمال كثير
- 9- لقد قابل وزير التعليمي الطلاب العباقر الذي تم الثناء عليهم بجائزة قيمة
- لقد قابل وزير التربية والتعليم بعض الطلاب العباقر هو الذي اعطاهم مليون دولار

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".

- 1- الحل المقترح لمشكلة اليهوديتمثل في ان اليهود يجب ان لا يعزلوا انفسهم عن الامم والاتي يكون اليهود جزءا تاريخيا.
- 2- اليهود يجب ان لا يعزلوا انفسهم عن المجتمعات او الامم الاتي منها هم يكونو جزءا تاريخيا
- 3- يجب ان لا يعزلو اليهود انفسهم في المجتمعات والدول الاتي يكون لليهود تاريخا فيها.
- 4- يجب ان لا يعزل اليهود انفسهم عن الامم الاخرى والمجتمعات التي يكونون جزءا من تاريخها
- 5- اليهود يعزلوا انفسهم عن الامم الاخرى والمجتمعات التي يعيشون فيها منذ القدم، حيث يجب علي اليهود ان يدمجوا انفسهم في هذه المجتمعات
- 6- من المستحسن علي اليهود انفسهم ان لا يتفرقوا عن الامم الاخرى والمجتمعات التي يكونون جزءا منها
- 7- يلزم ان لليهود ان لا يعزلوا انفسهم عن الشعوب الاخرى والمجتمعات التي منها كانوا جزءا
- 8- يجب لا يفرق اليهود جنسهم عن الجنسيات الغير يهودية التي يكون لهم جذور تاريخية
- 9- يجب ان لا يعزل اليهود انفسهم عن الامم الاخرى والمجتمعات التي يكونون جزءا من تاريخه
- 10- من الضروري ان لا يعزل اليهود انفسهم عن المجتمعات الاخرى التي يكونون جزءا من تاريخه

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".

- 1- لقد اصبح الانترنت وسيلة اتصال عالمية قوية والتي من خلالها يكن لدينا حرية التعبير والحوار.
- 2- ومن عن طريق الانترنت والتي يعتبر وسيلة اتصال دولية فعالة يمكننا من قدره علي التعبير عن ارائنا و التواصل.
- 3- الحرية والقاء الحوارات الفاعلة بين الاصدقاء والناس في المجتمع يمكن ان تنجز بواسطة الانترنت والتي يكون وسيلة الاتصال العالمية في العالم.

- 4- لقد أصبح الانترنت وسيلة عالمية قوية التي من خلالها نمتلك حرية التعبير
- 5- لقد أصبح الانترنت اداة اتصال قوية علي مستوي عالمي والتي عن طريقها/والتي بواسطتها, يمكننا التعبير عن ارائنا.
- 6- اصبح الانترنت وسيلة اتصال فعالة علي مستوي دولي والتي بواسطتها, نستطيع التعبير عن افكارنا
- 7- ان الانترنت اداة اتصال علي مستوي دولي والتي عن طريقها, يمكننا التواصل وتبادل الافكار عن ارائنا
- 8- الانترنت كاداة اتصال قوية في مستوي دولي والتي من خلالها, يمكننا التعبير عن الافكار والاراء
- 9- اصبح الانترنت وسيلة اتصال بمستوي عالمي والتي بواسطتها, نعبر عن الافكار والاراء
- 10- لقد أصبح الانترنت وسيلة تواصل قوية بشكل دولي التي عن طريقها يمكننا التعبير عن ارائنا

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".

- 1- يجب الا يتم التغاضي عن حقيقة وسائل الاعلام التقليدية والا لاني لم تكن متاحا الي حد كبير ولم تواكب الحداثه بشكل واسع حيث الملايين من الناس يعتبرون هذا النوع من وسائل الاعلام تقليدي ويعني فقط وسلية شفوية.
- 2- لم تعد الوسائل الاعلام التقليدية الحديثة تتماشى مع الحاضر وايضا غير متاحه بشكل واسع للملايين من الناس حيث يعتبرون وسائل الاعلام التقليدية فقط وسيلة شفوية تنحصر علي الخطابات الغير مرئية.
- 3- ملايين من الناس لا يعتبرون وسائل الاتصال المرئية كوسائل سمعية شفوية بصريه, ولكن يعتبرونها وسيلة شفوية قديمه.
- 4- الملايين من الناس يعتبرون وسائل الاعلام كوسائل اعلام ذات الطابع القديم.
- 5- الاف الناس يعتقدون وسائل الاعلام وسائل قديمة
- 6- الملايين من الناس يعتبرون وسائل الاعلام كوسائل اعلام ذات الطابع القديم, حيث هذي الوسائل طابع قديم تقليدية
- 7- وسائل الاعلام التقليدية لم تكن متاحا ولم تواكب الحداثه بشكل كبير, حيث الملايين من الناس يعتبرون هذا النوع من وسائل الاعلام تقليدية.
- 8- الملايين من الناس يعتبرون وسائل الاعلام التقليدية من وسائل الاعلام الغير حديثة ويعني فقط وسلية شفوية.
- 9- وسائل الاعلام التقليدية والا لاني لم تكن متاحا الي حد كبير ولم تتماشى مع الحداثه بشكل كبير الملايين من الناس يعتبرون هذا النوع من وسائل الاعلام غير متطور
- 10- الملايين من الناس يعتبرون وسائل الاعلام كوسائل اعلام ذات الطابع القديم.

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 works to exercise the rights to freedom of expression available, in theory at least, to everyone".

- 1- وببساطه المواطنين وعملهم يكون لجلب حرية التعبير المتاح
- 2- حيث المواطنين ببساطة وعملهم يكون من اجل الحصول على حرية التعبير
- 3- وبوضوح المواطنين واعمالهم من اجل جلب الحرية والتعبير عن الراي
- 4- وببساطه المواطنين وفعالهم يكون من اجل الحصول علي الحرية التعبير والاراء
- 5- المواطنين الذين عملهم يكون من اجل جلب حرية الرئ والتعبير
- 6- ابناء الشعب الذين افعالهم يكونون من حرية الرئ والتعبير المتاح لكل واحد
- 7- المواطنين اللذين اعمالهم تكون من اجل الحصول علي الحرية المرتبطة بحرية الرئ والتعبير
- 8- المواطنين الذين افعالهم يكون لجلب حرية الرئ والتعبير
- 9- المواطنين الذين اعمالهم تكون من اجل جلب الحصول علي حرية الرئ والتعبير
- 10- المواطنين اللذين اعمالهم وفعالهم يكونون من اجل الحرية والتعبير عن الرئ

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".

- 1- قائد القوات المصرية المسلحة قدم تعازية للذين فقدوا احبائهم في العمل المجرم في سيناء.
- 2- لقد قدم قائد القوات المصرية المسلحة تعازية اولئك الذين احبائهم تم قتلهم في سيناء.
- 3- ان الذين فقدوا اقاربهم في الجريمة الارهابية الشنعة في سيناء تممواستهم بواسطة قائد القوات المصرية.
- 4- ولقد قدم الرئيس تعزیه الي اولئك الذين فقدوا احبائهم في الجريمة الارهابية في سيناء
- 5- ولقد قدم الرئيس تعزیه الي الذين فقدوا احبائهم في الجريمة الارهابية في سيناء
- 6- قدم الرئيس المصري مواساة الي اولئك اللذين خسرو احبائهم في الارهاب في سيناء
- 7- ولقد قدم الرئيس تعازيللذين خسرو احبائهم في الجريمة القتل في سيناء
- 8- ولقد قدم الرئيس تعزیه الي اولئك الذين خسرو احبائهم في الجريمة النكراء في سيناء
- 9- ان الرئيس المصري قدم تعزیه الي الذين فقدوا احبائهم في سيناء
- 10- تعازي الرئيس تم تقديمها الي الذين فقدوا اعز 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".

- 1- الاكسندر في اكتشافه العظيم في سنة 1928, والذي كان سببا في انقاذ الملايين من البشر.
- 2- الكسندر فيلمنج واكتشافه ذو التأثير العظيم في سنة 1928 انقذ ملايين البشر من الموت
- 3- الكسندر فيلمنج واكتشافه ذو التأثير العظيم في سنة 1928 انقذ ملايين البشر من الموت
- 4- ان الكسندر فيلمنج واختراعه الكبير في 1928 عافا الكثير من البشر من الامراض الخطيرة
- 5- ان في فيلمنج واكتشافه المؤثر في الانسانية سنة 1928 انقذ ملايين الناس من القتل
- 6- الكسندر فيلمنج واختراعه المؤثر عالميا في سنة 1928 انقذ الملايين من ابناء ادم من حافة الهلاك
- 7- لقد كان الكسندر فيلمنج ذو تطور عالمي كبير حيث انقذ الملايين البشر من الموت في سنة 1928
- 8- الكسندر فيلمنج في اكتشافه الباهر سنة 1928 اعطا الامل للملايين من المرض والموت
- 9- اكسندر فيلنج واكتشافه ذو التأثير الباهر في سنة 1928 انقذ ملايين البشر من الهاوية
- 10- الكسندر فيلمنج واكتشافه ذو التأثير المرموق سنة 1928 انقذ ملايين البشر من الموت، حيث العديد من الناس تشافوا

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".

- 1- لقد تم الاعلان في المؤتمر العالمي للصناعات في المانيا بان شركة ام دبليو الشركة الرائدة في انتاج السيارات والتي لا يوجد منتجات منافسة.
- 2- السيارات والدراجات النارية التي لا يوجد منتجات منافسه اعلي منه
- 3- ان السيارات والدراجات النارية التي لا يكون لها منتجات منافسه اعلي منها
- 4- الدراجات والسيارات الذي ليس لها منتجات منافسة اكبر منها ولا يوجد منتجات منافسه اعلي منه
- 5- السيارات والدراجات النارية التي لا يوجد منافس اكثر منها.
- 6- السيارات والدراجات النارية التي لا يوجد منتجات اكثر تنافسا منها
- 7- السيارات والدراجات التي لا يكون اشياء و منتجات منافسه اعلي منها
- 8- الدراجات النارية والسيارات اللذي لا يكون هناك منتجات منافسه اكثر منه
- 9- السيارات الحديثة الذي لا يوجد اكثر غلاء منها.
- 10- السيارات والدراجات النارية التي لا يباع منتجات اكثر تكلفا منها و اعلي منه

D.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".

- 1- ان الفلسطينيين يعانون من مشاكل سياسية واقتصادية والاقتصادي لم يواجهوا واصعب منها.
- 2- الفلسطينيون يعانون من مشاكل سياسية واقتصادية مختلفة والاقتصادي نحن لم نواجه اكثر خطورة منها

- 3- الفلسطينيون يعانون من امور سياسية واقتصادية كثيرة و الاثني لم يواجه الشعب الفلسطيني علي الاطلاق
- 4- الشعب الفلسطيني يواجهون من اشكالات سياسية واقتصادية متنوعة وكثيرة و الاثني نحنو لم نرا اكثر خطورة وتعقيدا منها.
- 5- يعاني الشعب الفلسطيني من مشاكل سياسية واقتصادية مختلفة والتي لم تواجه اصعب واكثر منها معناه
- 6- ان الشعب الفلسطيني يواجه مازق اقتصادية وايضا سياسية مختلفة والتي لم نري اصعب منها
- 7- الفلسطينيون يعانون من مشاكل سياسية واقتصادية كبيرة والتي تكون صعبة ومعقدة
- 8- يتعذب ابناء الفلسطينيون من تصاعدات سياسية واقتصادية متنوعة والذي لم يعاني من اصعب واكثر منها معناه
- 9- يتعذب الفلسطينيون اليئساء من توترات سياسية واقتصادية مختلفة والتي لم يعاني أكثر صعوبة منها
- 10- ان الشعب الفلسطيني يعانون من تصاعدات وتوترات سياسية واقتصادية متنوعة والذي لم يشكو من اصعب واخطر 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".

- 1- قام رئيس الوزراء البريطاني بمكافئة جو بيكر الذي حاز علي افضل لعب.
- 2- لقد تم مكافئة افضل لاعبين المنتخب الوطني الانجليزي جو بيكر اللعبي الذي حصل علي لقب احسن لعب.
- 3- لقد تم تتويج بيكر كافضل لاعب والذي حاز على رتبة الشرف، حيث تم اهدائه وزملائه بجوائز تم توزيعها عليهم بواسطة رئيس الوزراء البريطاني.
- 4- لقد اعطي رئيس الوزراء البريطاني جوائز لافضل لاعبين في الفريق الوطني البريطاني، ومن بين هؤلاء جو بيكر، اللعب المميز الاول الذي لا لاعب افضل منه
- 5- ليس هناك لعب افضل من جو بيكر حيث تم تتويجه بواسطة رئيس الوزراء البريطاني
- 6- لم يكن هناك لعب احسن من جو بيكر حيث توجة بواسطة رئيس الوزراء البريطاني
- 7- جو بيكر اكثر لعب متميز حيث اثنى عليه وتم تتويجه بواسطة الرئيس البريطاني
- 8- العجوب بيكر تم تتويجه بواسطة رئيس الوزراء البريطاني
- 9- ليس هناك لعب افضل من جو بيكر حيث قام الرئيس الانجليزي بتتويجه
- 10- ليس لعب اكثر تالفا من بيكر حيث توجا بواسطة رئيس الوزراء الانجليزي

APPENDIX E: ARABIC-ENGLISH EXPERT'S TRANSLATIONS

E. Arabic-English Expert's Model Translation

E.1 Subject Relative Pronoun

E.1.1 Text 1

"أعلن أمينعام حزب الله حسن نصر الله، مساء أمس الخميس، أن من حقحلفاء سوريا الإقليميين الرد علىهجمات إسرائيل داخل سوريا في أي وقت. وقال في مقابلة مع تلفزيون المنارناالقصف المتكرر الذي تم على أهداف متنوعة في سوريا هوخرق كبير. ونحن نعتبر أن ضربأي أهداف في سوريا هو استهدافلكل محور المقاومة وليس فقط استهداف لسوريه".

- 1- Hasan Nasr Allah, 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 Allahthat the continuous shelling against distinct required targets in Siria is an immense transgression.

E.1.2 Text 2

"من عواقبالاحتلال الإسرائيليوالإغلاق الذي تفرضه دولة الاحتلالعلى قطاع غزة منذ أكثر منسنوات، والانقسام الجغرافي بين الضفة الغربيةوقطاع غزة جراء هذا الإغلاق، تلك الصورالإنسانية التي يفصل فيها رب الأسرة عنأسرته والزوج عن زوجته والعريس عنعروسه. وزاد الطين بلة قرار السلطاتالمصرية إغلاق معبر رفح المنفذ الوحيدلأهالي القطاع إلى العالم الخارجي".

- 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 لاحتصارها ليعانيها الشعب الفلسطيني في الداخل والشتات ولكن المشاكل التي تسبب الم كبير للفلسطينيين لا تأتي فقط من اليهود ، فهو الطرف المحتل للأرض والشعب وهذا معروف ويدفع الشعب الفلسطيني ضريبته منذ زمن طويل جداًهاز السبعة والستين عاماً، وإنما المشكلة في عدم توافق الفلسطينيين على حكومة التوافق وايضا الاغلاق المستمر من السلطات المصرية لمعبر رفح".

- 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 الاسرائيلي هو المسؤول عن الارهاب في المنطقة التي تعاني من ويلات الحروب والتي من نتائجها قتل الاف وتشريد مئات الاف في دول العالم كله. ان الشعب الفلسطيني هو الذي يستحق ان يعيش حراً في ارضه ويمارس شعائره الدينية في اماكنه المقدسة التي تم تنديسها من اقدار اهل الارض. ونتيجة علي ذلك فلشعب الفلسطيني وقادته يرفضون بكل ما تحمله الكلمة من معنى هذا الاجرام الصهيوني التي يمكن تبريره بلجنون".

- 1- The Palestinian people deserve to live free in their land and to 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 موسكو علي 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 والغليان بسبب جبهة النصرة و المظاهرات التي اشتعلت ضدها يضاف إليها الحالة الإنسانية المتردية التي تعيشها عشرات آلاف الأسر المنكوبة هناك والتي بدأت تسوء يوماً بعد يوم خاصة بعد إغلاق معبر ببيلا منذ ما يقارب 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 السلفة المالية التي بدأ صرفها تشمل أيضا العقود والبطالة، مشيراً إلى أن الصرف سيستمر في ظل تجاهل حكومة التوافق التي يرأسها الدكتور رامي الحمدو وأوضح أن أموال السلفة تتم جبايتها من الضرائب".

- 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.

- 3- 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

"لقد اعطت وزارة التربية والتعليم هدايا قيمة للمتفوقين في جامعات الضفة الغربية، حيث ان الطلبة المتفوقين والذين تم اعطائهم اوسمه الشرف زاروا الرئيس في حديقته الخاصة في رام الله. حيث قام الرئيس شخصيا باستضافتهم وتكريمهم واعطائهم مبلغ مالي كمكافاة شخصية من الرئيس علي تفوقهم وابداعهم في مجال البحث العلمي والادبي".

- 1- 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.
- 2- The ministry of education has given valuable prizes to the first-grade students to whom honorable medals were given to by the president.
- 3- The ministry of education has given valuable prizes to the first-grade students that the president gave valuable presents to.

E.3.2 Text 8

"هناك في فلسطين حزبين سياسيين رئيسيين، الحزب الاول حزب فتح السياسي والاخر حزب حماس الاسلامي. عندما بدأت الانتخابات بين الحزبين في 2006 حزب حماس الاسلامي كان الحزب الاول والتي له اعطت اغلبية الناس اصواتهم".

- 1- 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, Hamas Islamic party was the first party which the majority of people gave their votes to.
- 2- 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.
- 3- 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 minority of people's votes was for the sake of Fatah party.

E.3.3 Text 9

"لقد اعلن الرئيس المصري مؤخرا الحرب علي الجماعات المسلحة في سيناء، حيث قام باعطاء الاوامر لرئيس الدفاع الذي تم اعطائه صالحة اصدار اوامر القتل والاعتقال لكل من له صلة بجماعات المسلحة في سيناء. وايضا ناشد الرئيس المجتمع المصري ككل بان يتكاتف ويتوحد في وجه القتل والمجرمين الذين يريدون المساس بلامن القومي المصري".

- 1- 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.
- 2- The Egyptian president has recently declared the war against the armored groups in Sinai, thus, the president gave the minister of defense the freedom of capturing and killing every one having any relation with the armored groups in Sinai.
- 3- The war has been announced by the Egyptian president against the armored groups in Sina, thus, the defense minister has been given orders to kill and capture each one involved with the terrorist groups in Sinai.
- 4- The freedom of issuing orders of murder and imprisonment against the terrorist groups in Sinia has already been given by the Egyptian president to the minister of defense.

E. Four Relative Pronoun of Object of Preposition

E.4.1 Text 10

"وفي موضوع ذي صلة، شنّ رئيس الوزراء التركي أحمد داود 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 تقودها سفينة تركية كانت متجهة إليه عام 2010 - وهو الهجوم الذي قتل فيه عشرة أتراك- لا يختلف عن هجمات باريس التي سقط فيها قتلى من بينهم رواد متجر لبيع الأطعمة اليهودية".

- 1- The prime minister of Turkey, Ahmed Daud Agolo, attacked his Israeli counterpart, Binjamin Natanjaho. Daud Agolo announced that Binjamin 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 Gaze- the attack in which ten Turkish people got killed.
- 2- The prime minister of Turkey, Ahmed Daud Agolo, attacked his Israeli counterpart, Binjamin Natanjaho. Daud Agolo announced that Binjamin Natanjaho is as criminal as those who committed the attack in Paris. Daud Agolo has attacked Binjamin Natanjaho due to the Israeli bombing to the humanitarian aid ship headed to gaze. In this attack ten Turkish people were killed.
- 3- The Israelis Prime Minister, Binjamin Natanjaho, has been publically 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

"ومن الآثار المترتبة على الاغلاق والظلمان الشعب الفلسطيني حرم بان يكون كجزء واحد بل اصبح اجزاء وتم تفريق شمل الاسره التي من خلالها نعيش حياة سعيدة, وخير مثال علي ذلك هوقصة العريس راشد في الضفة وعروسه دالية في غزة حيث فرض عليهما الاحتلال الصهيوني الاغلاق والقيود فحيث اصبح من المستحيل ان يجتمعا في بيت الزوجية".

- 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- 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

"وفي إسرائيل، توقفت الحياة بشكل تام في بلدات محيط قطاع غزة, حيث تعتمد هذه البلدات بشكل كبير على الزراعة والثروة الحيوانية والتي من خلالها يعتاش سكان هذه البلدات. ولكن بسبب القصف المستمر و الحرب الكارثية التي نشبت أجبر سكان هذه البلدات إما على الرحيل او البقاء في الملاجئ لعدة ايام متواصله".

- 1- The Israeli towns, located around Gaza strip, depend mainly 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 depend basically on the crops of agriculture and animal products.

E.5 Genitive Relative Pronoun

E.5.1 Text 13

"أكد الرئيس الفرنسي فرانسوا أولاند المسلمين هم أول ضحايا التعصب والتطرف وعدم التسامح وإن للإسلام المكانة ذاتها التي للمسيحية واليهودية في ألمانيا، مؤكداً على ضرورة مكافحة العنصرية التي من أثارها خلق مشاكل بين أعضاء المجتمع الواحد, وأضاف أيضاً علي الجميع ان يتوحد في نبذ الارهاب واحلال السلام والمحبة في البلاد وبين جميع الطوائف".

- 1- 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

"شرعت مكاتب البريد وبعض البنوك التي تخضع إدارتها لحركة حماس في قطاع غزة بصرف سلفة مالية لموظفي غزة، الذين لا تعترفهم حتى اللحظة حكومة التوافق الفلسطينية، في ظل استفحال الخلاف حولها.
حيث بدأت البنوك ومكاتب البريد منذ ساعات صباح أمس بصرف مبلغ جميع بمبلغ مالي يقدر 1000 شيكل للموظفين المدنيين والعسكريين الذين عينوا خلال فترة حكم حركة حماس لغزة".

- 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

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

- 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

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

- 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

"لقد قامت جامعة واشنطن باعطاء منح ماجستير للطلبة الأوائل في كلية الطب الذين حصلوا على أعلى علامات والتي لم يتمكن أحد من الحصول على أعلى منها، حيث أيضاً قام وزير التربية والتعليم الأمريكي نفسه بتسليم هؤلاء الطلبة المتفوقين جوائز قيمة".

- 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

"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 والتي لا يوجد اخطر منها".

- 1- 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.
- 2- It was declared by the president of the International Union of Protecting Nature that the emissions of the chemical factories are one of the most main serious reasons for air pollution, which is unexpectedly increasing.
- 3- 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.English-Arabic Expert's Model 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- والمرضى الذين لديهم امراض خطيره مضطهدين كثيرا وليس لديهم الحريه في الذهاب خارج من اجل العلاج.
- 2- وحتى المرضى الذين يعانون من اوجاع والام مستعصيه محرومين من التداوي في الخارج.
- 3- وفي الحقيقه ليس فقط الناس والطلاب العاديون مستثنون من السفر الي الخارج. ولكن ايضا الناس السقماء وذو الحالات الانسانية المستعصيه مستثنون من عدم حريه التنقل والتداوي في خارج بلادهم.

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- وعلي الرغم من عبارات وزير الاقتصاد المغربي الايجابيه بخصوص القضايا المتعلقة برواتب الموظفين, لقد غضبوا الموظفين الذين حضرو الاجتماع وقاموا باهانته وابعاد الوزير.
- 2- لقد تم اهانة وزير الاقتصاد المغربي في الاجتماع الذي اعلن به بان هناك سيكون اصلاحات في الموضوع المتعلق برواتب الموظفين. وعلي الرغم من ذلك لقد قام الموظفين المستثمرين غضبوا الذين حضرو الاجتماع بهجوم حاد يتخلله الفاظ مسيئه للوزير. حيث تم اتهام الوزير بلخيانه والكذب والاختلاس.
- 3- لقد قام الموظفين الغاضبين بلخطاء في حق رئيس وزراء الاقتصاد المغربي في الاجتماع الذي ادلي فيه عن اصلاحات في المسال المتعلقه في رواتب الموظفين.

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- كريستينو حاز علي افضل لعب والذي حقق الرقم القياسي في تحقيق الاهداف لسنة 2015.
- 2- لقد حاز كريستينو علي المرتبة الاولى في تحقيق الرقم القياسي للاهداف لسنة 2015.
- 3- لم يتمكن اي لعب اخر غير كريستينو باجتياز الرقم القياسي لتحقيق الاهداف لسنة 2015.

F.2 Direct Object Relative Pronoun

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 properly in the areas where wars take place".

- 1- لقد قام المتحدث للشؤون التعليمية للأنروا في الشرق الأوسط بلحديث عن خدمات الأمم المتحدة في دول العالم الثالث، حيث من البنود الرئيسية التي أكد عليها المتحدث طلاب المدارس الابتدائية والذين معلمهم لا يبدون لهم أي تقدير واحترام ولا يدروسنهم بشكل مناسب خاصة في المناطق التي تشهد حروب.
- 2- ومن أحد المسال الرئيسية التي تكلم عنها المتحدث لشؤون تعليم الأنروا في الشرق الأوسط هي طلاب المدارس الابتدائية الذين يعانون من عدم احترام مدرسيهم لهم وايضا يعانون من ضعف اساليب التدريس الفعال و المناسب وخاصة في المناطق التي تشهد حروب.
- 3- لقد تطرق المتحدث عن شؤون التعليم في للأنروا في خطابه المهم المتعلق عن الخدمات التي تقدمها الأنروا لدول العالم الثالث، بلمشاكل التي يعاني منها طلاب المدارس الابتدائية والذين يعانون من قلة الخبرات الدراسية والتربوية وايضا عدم احترام معلمهم وتقديرهم لهم وخاصة في المناطق التي لا تشهد سلام وهدوء.

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".

- 1- قبل اسبوعين، لقد تم اختفاء فتاتين بعد تناولهن العشاء مع اصدقائهن في احدي الفنادق ذات خمس نجوم في لندن. لقد قامت السلطات ببحث عن الفتاتين منذ اختفائهن. واخيرا الفتاتان اللتان يتم البحث عنها بواسطة الشرطة تم العثور عليهن مغتصبات ومقتولات في احدي المناطق الريفية في لندن.
- 2- قبل اسبوعين، لقد تم اختفاء فتاتين بعد تناولهن العشاء مع اصدقائهن في احدي الفنادق ذات خمس نجوم في لندن. منذ ذلك الوقت، هناك بحث مستمر من قبل السلطات، واخيرا تمكنت السلطات من العثور على الفتاتان مقتولات ومغتصبات في احدي المناطق الغير مؤهولة بالسكان.
- 3- لقد تم اختفاء فتاتين بعد تناولهن العشاء مع اصدقائهن في احدي الفنادق ذات خمس نجوم في لندن وهذا قبل اسبوعين. حيث قامت الشرطة ببحث مستمر على الفتاتان منذ ذلك الحين، وفي نهاية عمليات البحث المستمر وجدت الشرطة الفتاتان في عالم الاموات مغتصبات ومقتولات في احدي المناطق القروية البعيدة عن العاصمة.

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 that the police shot in Taxes 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 right association".

- 1- ان العنصرية في ازدياد في امريكا، حيث الجنس الامريكي الاسود احيانا يضطهد في المناطق المؤهولة بالسكان البيض. علي سبيل المثال، الرجلين الاسوديين الذين تم قتلهم بواسطة الشرطة قبل شهرين يعملون في منظمة حقوق الانسان.
- 2- هناك اضطهاد متزايد للامريكيين السود وخاصة في مناطق السكان البيض. ولم ينجو من ذلك ايضا الرجلين السودين اللذان يعملان في منظمة حقوق الانسان، حيث قامت الشرطة بقتلهم قبل اسبوعين.

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".

- 1- وفي الاعلان التي تم تصريحه عبر قناة ببسي عن الرئيس الامريكي و مساعي الصلح والدور التي يسعى اليهفي تحقيق التوافق بين الاطراف المتخاصمه في ليبيا. وبناء علي ذلك كل القادة الليبيين الذين تم ارسال دعوة رسميه لهم من قبل الرئيس الامريكي سيزوروه في البيت الابيض.
- 2- لقد قام الرئيس الامريكي بدعوة كل القادة الليبيين للبيت الابيض وهذا في دعوة رسمية من الرئيس لهؤلاء القادة.
- 3- تم دعوة القادة الليبيين لزيارة البيت الابيض. وهذه الدعوة نتيجة الرسالة الرسمية التي صرح بها الرئيس الامريكي لهؤلاء القادة.

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".

- 1- لقد تم حضور العديد من علماء واساتذة اللغة في المؤتمر الدولي للغات في لندن حيث قامت اللجنة المسؤلة عن هذا المؤتمر باعطاء جوائز ومكافآت للعديد من الاساتذة والدكاتره وطلاب الدرجة الاولى.
- 2- وفي الاجتماع الدولي للغات والتي اقيم في لندن. لقد تم مكافأة العديد من الاساتذة والدكاتره والطلبة المتفوقين بواسطة اللجنة المسؤلة عن ذلك.
- 3- لقد قامت اللجنة المسؤلة عن منح الجوائز والمكافآت في المؤتمر الدولي للغات باعطاء جوائز ومكافآت للعديد من الاساتذه والدكاتره وطلاب الامتياز.

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".

- 1- لقد قام رئيس التربية والتعليم العالي في المانيا بمقابلة الطلبة العباقره المتفوقين ومنحهم جوائز بقيمة مليون دولار.
- 2- لقد تم مقابلة ومنح الطلبة المتفوقين في المانيا مكافأة مقدارها مليون دولار وتم هذا بواسطة وزير التربية والتعليم الالماني.
- 3- لقد قابل وكافي وزير التربية والتعليم الالماني الطلبة المتفوقين والذين لهم قام الوزير باعطاء مكافآت وجوائز تقدر بمليون دولار.

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".

- 1- لقد تم اقتراح حل لمشكلة اليهود وهذا الحل يتمثل في ان اليهود يجب ان لا يعزلوا انفسهم عن المجتمعات والامم والانبي منها يكون لليهود جزءا تاريخيا.
- 2- الحل الوحيد المقترح لمشكلة اليهود يتمثل في الحقيقة التي لا يجب على اليهود انكارها وهي عدم انعزالهم عن الامم والمجتمعات حيث هذه المجتمعات تشهد بان لليهود اصل تاريخي فيها.
- 3- انه لم يكن هناك مشكله وصراع يهودي لو كان اليهود قادرين على عدم الانعزال والتكيف مع المجتمعات الاخرى والاتي بشكل اليهود جزءا تاريخيا منها.

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".

- 1- لقد اصبح الانترنت وسيلة اتصال عالمية قوية والتي من خلالها يكن لدينا حرية التعبير والحوار.
- 2- ومن خلال الانترنت والتي يعتبر وسيلة اتصال عالمية فعالة يكن لدينا القدرة على التعبير عن ارائنا والتواصل الفعال وايضا القدرة على الحوار مع الاصدقاء وبعضنا البعض على مستوي اهلي وعالمي.
- 3- حرية الرئ والتعبير والقاء الحوارات الفاعلة بين الاصدقاء وافراد المجتمع يمكن ان تحقق بواسطة الانترنت والتي يعتبر وسيلة الاتصال العالمية الاقوي في العالم.

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 for whom traditional media means oral media".

- 1- يجب الا يتم التغاضي عن حقيقة وسائل الاعلام التقليدية والا لني لم تكن متاحة الي حد كبير ولم تواكب الحداثه بشكل واسع حيث الملايين من الناس يعتبرون هذا النوع من وسائل الاعلام تقليدي ويعني فقط وسيلة شفوية.
- 2- ومن لا يجب التغاضي عنه ان وسائل الاعلام التقليدية لم تعد وسائل حديثة تواكب الحاضر وايضا غير متاحة بشكل واسع للملايين من الناس والذين يعتبرون وسائل الاعلام التقليدية فقط وسيلة شفوية تنحصر على الخطابات الغير مرئية.
- 3- ان الملايين من الناس لا يعتبرون وسائل الاتصال والتواصل المرئية كوسائل سمعية شفوية بصريه, ولكن يعتبرونها فقط وسيلة شفوية قديمة لا يستخدمها الي القليل من الناس.

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 work is to exercise the rights to freedom of expression available, in theory at least, to everyone".

- 1- ان حرية الصحافة هي حرية المواطن, حيث ان في الحقيقة الصحفي ليس مواطن يختلف عن غيره من المواطنين من ناحية الحقوق والامتيازات, ولكن ببساطه المواطنين الذين وظيفتهم التمتع بحقوق حرية الرئ والتعبير متاحة علي الاقل بشكل نظري.
- 2- واستنادا علي شعار حرية الصحافة هي حرية المواطن, لا يعتبر الصحفي كمواطن ذو مميزات وحقوق تختلف عن غير من المواطنين ولكن ببساطه ويشكل عام حقوق حرية الرئ والتعبير متاح علي الاقل بشكل نظري بشكل للمواطنين.

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 احبائهم في العمل الاجرامي في سيناء.
- 2- لقد عزا قائد القوات المصرية المسلحة اولئك الذين احبائهم تم قتلهم في العمل الارهابي في سيناء.
- 3- ان الذين فقدوا احبائهم في الجريمة الارهابية النكراء في سيناء تم تعزيتهم ومواساتهم بواسطة قائد القوات المسلحة المصريه.

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- ان الانسانية جمعاء تحترم وتقدر ما قام الالكسندر فليمق بانجازة من اجل انقاذ ارواح البشر, وهذا يتمثل في اكتشافه العظيم في سنة 1928, والذي كان سببا في انقاذ الملايين من البشر, وبسبب هذا الاكتشاف حصل الكسندر علي جائزة نوبل وعلي جوائز قيمة اخري.
- 2- ان لالكسندر فليمق احترام وتقدير ا يكني به من البشرية جمعاء, وذلك بسبب الاكتشاف الفريد من نوعه في سنة 1928, حيث ساهم هذا الاكتشاف بانقاذ الملايين من البشر. وكانت النتيجة المترتبة علي هذا الاكتشاف تنويع الالكسندر بجائزة نوبل وجوائز اخري.
- 3- ان للاكتشاف الباهر الذي تم عن طريق العالم الكسندر فليمق اثر عظيم في انقاذ الملايين من البشر. ونتيجة لهذا الاكتشاف يحض الالكسندر بيل باحترام وتقدير عظيم من ملايين البشر وهذا بسبب ما قام به من اجل البشرية. وبناء علي ذلك الانجاز العظيم تم منح جائزة نوبل وجوائز اخري للالكسندر.

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".

- 1- لقد تم الاعلان في المؤتمر العالمي للصناعات الحديثة في ألمانيا بأن شركة بي ام دبليو هي الشركة الرائدة في انتاج وتصنيع السيارات. والاثنى لا يوجد منتجات منافسة اعلی منها.
- 2- لقد توجت شركة السيارات الألمانية بي ام دبليو في المؤتمر الدولي للصناعات الحديثة على لقب افضل شركة مصنعة للسيارات, حيث لهذه الصناعات والسيارات سعر عالي لم تستطع اي شركة اخرى منافسة ان تباع بهذا السعر.
- 3- لقد حطمت شركة بي ام دبليو الألمانية الرقم القياسي في انتاج اعلی السيارات العالمية, حيث لا يوجد اي شركة اخرى منافسة لبيع سيارات اعلی من السيارات المنتجة في شركة بي ام دبليو. وهذا الاعلان تم استنادا على نتائج المؤتمر الدولي للصناعات الحديثة في ألمانيا.

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".

- 1- لقد تم مؤخرا الاعلان بواسطة الرئيس الفلسطيني محمود عباس عن ان الفلسطينيين يعانون من مشاكل سياسية واقتصادية والاثنى لم يواجهوا خطر واصعب منها على الإطلاق.
- 2- واستنادا على الخطاب التي قام به الرئيس الفلسطيني محمود عباس, الشعب الفلسطيني يمر ويعاني منازمات سياسية واقتصادية لم يشهد الفلسطينيون مثلها منذ نشأتهم على الأرض.
- 3- يعاني الفلسطينيون من عدم استقرار سياسي واقتصادي لم يشهده الفلسطينيون على الإطلاق. ويأتي هذا التصريح بناء على الخطاب الاخير للرئيس الفلسطيني محمود عباس.

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".

- 1- لقد قام رئيس الوزراء البريطاني بمكافئة افضل اللاعبين في الفريق الوطني الانجليزي. ومن بين هؤلاء اللاعبين جو بيكر, الذي حاز على افضل اول لعب.
- 2- لقد تم مكافئة افضل لاعبين المنتخب الوطني الانجليزي بواسطة رئيس الوزراء البريطاني, ومن بين هؤلاء اللاعبين جو بيكر, اللاعب الذي حاز على لقب افضل لعب والذي لم يتمكن احد غيره من تحقيقه.
- 3- في حفلة تكريم افضل لاعبين المنتخب الوطني الانجليزي, لقد تم تتويج جو بيكر كأفضل لاعب والذي حاز على شرف الرتبة الاولى, حيث تم اهدائه وزملائه بجوائز تم توزيعها عليهم بواسطة رئيس الوزراء البريطاني.