

The Strategies of Translating English Attributive Clauses: A Corpus-based Study

Aliaa Ahmed Farook Mohammed

Assist Prof Dr. Sameer Salih Mehdi

University of Technology

Al-mustansiriyah University

Baghdad of University

Keywords: attributive clauses, corpus study, translation strategies

Summary:

Attributive clauses (ACs) are subordinate clauses that modify the head noun (HN) in complex sentences and are usually introduced by a relative pronoun (RP). This definition is predominantly employed in traditional grammar and is still used in particular languages spoken in Eastern Asian nations to enable the evaluation of extra components that are GENERAL Noun-Modifying Clause Constructions

(Matsumoto et al., 2017). The current study is a descriptive one, it deals with the translation strategies adopted in translating attributive clauses from English into Arabic in institutional documents. The study aims to (1) examine the similarities and differences between the use of ACs in English vs. Arabic, (2) investigate the most commonly used ACs in some English institutional documents, and (3) investigate the strategies adopted by the translators to translate English ACs in institutional documents. A self-parallel corpus of 57,139 words was employed to examine the occurrence of attributive clauses along with their aligned translation. The study mainly focuses on Chesterman's translation strategies (1997) to examine the strategies adopted in translating attributive clauses. The study concludes that the relative pronouns "that" and "which" are the most commonly used pronouns to introduce attributive clauses, and the most commonly used strategies in translating English attributive clauses into Arabic are omission, literal, and unit shift strategies .

1. Introduction :

Institutional documents are authentic documents that play an essential role in the educational process, as they serve as fundamental aspects that contribute to the efficient operation and growth of educational institutions. Institutional documents communicate the academic parties to enhance the educational framework. Translating institutional documents is critical; it links diverse parties, including academic stakeholders, students, faculty members, and researchers .

Therefore, a translation with a high linguistic background facilitates conveying the exact meaning from one language into another. One of the linguistic characteristics is the use of attributive clauses. In the genre of institutional documents, it is preferable to use ACs to clarify the writing by referring to the noun mentioned before. Schaffner et al. (2014, p.494) explained that "the fact that institutional translation is typically collective anonymous and standardized" means that any document issued by an institution requires checking the lexical, grammatical and even semantic features of the source language (SL) and the target language (TL) to ensure the consistency of translation. Therefore, individual translators within a translation team at the institution need to follow a particular translation strategy rather than another to reach an acceptable translation syntactically and semantically. The scope of the study is a corpus of 68 institutional sub-corpora (34 English texts and 34 translated Arabic texts) collected from the Ministry of Higher Education and Scientific Research (MHESR) upon official approval from the Minister Deputy for Scientific Research. The ministry's translators did the translations. The current study explains sentence patterns and complexity both in English and Arabic to highlight the syntactic-semantic differences between the two languages, it also represents the kinds and contrasted characteristics of ACs in English and their equivalence in Arabic with reference to translation .

1.1.Research Questions

The present study aims to answer the following questions :

1. What are the similarities and differences between the use of ACs in English vs. Arabic ?
2. What are the most commonly used ACs in some English institutional documents ?
3. What strategies are followed in translating ACs used in some English institutional documents into Arabic ?

2. Literature Review

2.1 Sentence Patterns and Sentence Complexity in English and Arabic

There are noticeable differences between English and Arabic in the syntactic structure. An English sentence is either SIMPLE or MULTIPLE. A simple sentence contains one independent clause, whereas multiple sentences have one or more clauses. Multiple sentences can be compound or complex (Quirk et al., 1985, p.719).

To understand the structure of a complex sentence, which is the focus of this study, Vitto (2006, p.131) stated that "[a] complex sentence contains one independent clause plus one or more dependent clauses."

Vitto (2006, p.132) further distinguished three types of dependent clauses; they are :

1. Noun Clause: a dependent clause that replaces a noun and serves as subject, object, complement, or appositive .
2. Adverb Clause: A dependent clause replaces an adverb and answers questions such as when, where, why, how, for what purpose, and under what conditions .
3. Relative Clause or Attributive Clause: This kind uses a dependent clause instead of an adjective. It also serves as a modifier for one of the following RPs: that, which, who, and what .

The third type will be elaborated on as it is the focus of this study. According to Cavallaro (2024), "attributive clauses always occur within NPs, never directly under the VP node; they are usually introduced in the surface structure with a relative

pronoun: who, which, whom, whose, that" (p.110). This means that an AC in the embedded sentence is part of the independent clause and functions as a modifier to the head noun. For example :

(1)The parties who singed me the project vanished unexpectedly. Figure1

Tree Diagram of Attributive Clause Structure (Cavallaro, 2024, p.110)

Here, the 'who singed me the project' is an AC. It contains a noun phrase (NP) and a verb phrase (VP), so it is a clause. By diagramming the sentence as shown in Figure 2.1, it can be seen that two two NPs sharing the same referent as the parties. In the surface structure, one of the NPs becomes part of the AC modifying the other NP through the AC syntactic function. The main clause here is the parties vanished unexpectedly with the NP the parties and the VP vanished unexpectedly directly under the top S node. Examining the deep structure of the independent clause, it contains a complement, but in this case, it serves as a holder for the RP 'who' that appears in the surface structure. RP in the sentence is used instead of repeating the NP the parties, so the independent clause comes under the NP in the main sentence and modifies that NP. The Arabic sentence may consist of two or more clauses, and a clause may include one word functioning syntactically .

Khalil elaborates that "an Arabic sentence is made up of two parts, subject and predicate". For example :

(2) إتفق الطرفان على توقيع المعاهدة (2). In traditional Arabic grammar books, the subject is called المسند اليه in this sentence, it is "الطرفان". The predicate is المسند in this sentence, which is إتفق على توقيع المعاهدة and the relation between them is called الاسناد.

According to Arabic grammarians, the sentence is either verbal or nominal (Khalil, 1999). The verbal sentence begins with a verb اتفق الطرفان while the nominal sentence begins with a noun. Also, هدف هذه الاتفاقية هو بيان التزام الطرفين. there is another functional classification of Arabic sentences when they contain a

subordinate clause. The subordinate clause in Arabic is one of six types (Khalil, 1999, p.223)

.1 Nominal Clause: This clause has a subject, object, complement, or object of preposition and functions as a noun .

.2 AdvC: This type of clause uses adverbs of place, time, and manner. The main AdvCs are place, time, conditional (open or rejected), concession, purpose, circumstances, and exceptive .

.3 RC: This type of clause is typically introduced by (الذي, التي, الذين and other related forms) and is always restrictive. RPs are used if the antecedent is definite, or zero RPs if the antecedent is indefinite. NRCs are rarely used in Arabic. Note that the RP in Arabic coincide with the HN it modifies in case, number, and gender .

.4 Complementary Clause: This type of clause is usually introduced by the particle ان or zero conjunction and occurs with verbal sentences .

.5 Comparative Clauses: This type of clause uses close forms with intensive adjectives .

.6 Comment Clauses: This type of clause functions as a conjunct or expresses wishes and may replace the main clause .

2.2Attributive Clauses in English and Arabic: Types and Characteristics and a Contrastive Analysis with Reference to Translation :

2.2.1Types and Characteristics :

According to Eckersley (1960), Leech et al. (1982), Thomas (1993), and Murphy (1994), an AC is a kind of subordinate clause that modifies an HN. On the other hand, subordinate clauses are traditionally classified according to their functional act into three types: complement clauses (CCs), relative clauses (RCs), and adverbial clauses (AdvCs) (Croft, 2001). The term "attributive clause" is predominantly employed in traditional grammar, whereas "relative clause" is utilized in contemporary grammar literature and several linguists and grammarians see the

word "attributive clause" as old-fashioned. However, the term "attributive clause" is still used regarding particular languages spoken in Eastern Asian nations. One advantage of using this term is that it enables the evaluation of extra components that are General Noun-Modifying Clause Constructions (GNMCCs). This advantage implies that a solitary word can change an NP or a substantial portion of a language (Matsumoto et al., 2017). The researcher believes that adopting the term "attributive clause" in this study is useful to describe the function of the subordinate clause introduced by an RP, and RCs are used whenever the author of the reference in question uses them .

Quirk et al, (1985, pp.1045-1050) characterized the ACs by the following :

.1 They are dependent clauses, meaning they cannot stand alone as a complete sentence. So, they must be attached to an independent clause to produce a complete sentence .

.2 They are modifiers to the HN, (a noun or pronoun), providing additional information through describing it. An RP presents ACs, and this pronoun refers back to the modified HN. The most common RPs used in ACs are "who", "whom", "which", and "that" .

.3 ACs can be either restrictive or nonrestrictive .

.4 ACs may have the subject, verb, and object structure and appear independent. However, the verb in the AC is still dependent. For example ,

(2) I met the student who was reading a book, (instead of saying, who reads .(

ACs may take different positions in the sentence. They may take place immediately after the modified noun or at the end. The position of the ACs emphasizes the clarity of the sentence .

English has two main AC types: restrictive AC (RAC) and nonrestrictive AC (NRAC) (Stageberg, 1971). AC in English can be differentiated by its relation to the NP. So, if the AC specifies the NP, it is an RAC, but it is an NRAC when the AC adds

more information to the modified NP and is usually inserted between two commas.

For example :

(3) The contract that I signed last week has been canceled .

(4) The company, which I worked in for ten years, is closed now .

The two italics-typed ACs in the above examples modify the NPs in the contract and the company. In example (3), AC specifies the NP in the contract so that no question could be raised about it. In example (2.4), the AC does not determine the NP the company but adds information .

Celce-Murcia and Larsen-Freeman (1983) distinguished the RPs and their prominent features from the grammatical and discoursal perspectives as shown in the following Table .

Table 1

Relative Pronouns' Grammatical Features (Celce-Murcia and Larsen-Freeman, 1983, pp.370-371)

NO.	Relative Pronoun	Example
	Who + subject case + Human	The man who gave me the book worked in the university .
	Whom + object case + Human	I saw the teachers whom my daughter adores .
	Which - human	The book which I bought yesterday is very interesting .
	That ± human	I broke the vase that my mother inherited to us .
	Whose ± human + possessive determiner	My neighbor whose son was arrested this morning cried all day .

As in English sentences, Arabic sentences can be attributive and are placed directly after the noun they refer to. As Holes (1995) stated, "They can be of two types: definite and indefinite," (p.282) and a relative noun (RN) that agrees with its antecedent noun in number, gender, and case is the most required if the noun is

grammatically definite. Still, if it is not, there is no RN, and the AC follows the noun asyndetically. For example :

(5) الإتفاقية التي وقعها الطرفان.

(6) الإتفاقية وقعها الطرفان.

The difference between these two sentences is that in sentence (5), the structure of the AC functions as a modifier for the antecedent, whereas in (6), there is no AC to modify the HN .

between the antecedent noun (الصلة) "Arab grammarians consider ACs a "link and the RP (Holes, 1995). So, the Arabic sentence which contains an RP produces an The Arabic AC cannot stand alone and does not . AC called جملة صلة الموصول and provides الاسم الموصول produce a complete meaning. It begins with the RN more information to describe the HN. It must be noted that the RN in the Arabic AC must coincide with the HN in gender, number, and even case. On the other hand, the RN has no meaning without an AC, and it must essentially have a referent Lastly, the Arabic RP also modifies (الرابط أو العائد) (pronoun; in Arabic it is called the antecedent. So, for this study, it is preferable to call the Arabic attributive clauses العبارات الوصفية.

There are two main AC types in Arabic: definite ACs (DACs) and indefinite ACs (IDACs). As quoted in Abu-Jarad (1986), Smith stated that "definiteness is associated with nonrestrictive relative clauses and indefiniteness with restrictive relative clauses" (p.96). Generally speaking, the DAC in Arabic has an RN. Arabic uses AC whether the antecedent noun is definite or indefinite (Holes, 2004). Furthermore, Ryding (2005) stated that "the definite relative pronouns have a component that resembles the definite article /al-/, and only refers to definite nouns or noun phrases" (p.322). See the following Table :

Table 2

Types of Definite Nouns/Noun Phrases

Noun	Masculine	Feminine
Singular	الذي	التي
Dual		
Nominative		
Genitive/ Accusative	الَّذِانِ اللّٰذِينَ	اللّٰتَانِ اللّٰتَيْنِ
Plural	اللّٰوَاتِي - اللّٰتِي اللّٰذِينَ	

It is so evident from this Table that the definite relative pronoun (DRP) is used to refer to a DAC and agrees with its antecedent in gender and number. This Arabic AC syntactically functions as an adjunct. "الصلة". This feature characterizes the behavior of the AC. Accordingly, Gully et al. (2004, pp.489-490) described the strategy of relativization into the following categories :

.1 Definite head + syndetic clause = attributive structure. As in

(7) دخلت الاتفاقية التي وقعها الطرفين حيز التنفيذ.

(literal translation) Entered the convention which signed it the two parties into force .

(Proper Translation) The convention which was signed by the two parties entered into force .

.2 Definite head + asyndetic clause = circumstantial structure

(8) دخلت الاتفاقية حيز التنفيذ.

(literal translation) Entered the convention into force .

(Proper Translation) The convention entered into force .

The two sentences above show that there is a required agreement in the case between the HN and its AC. Therefore, it is impossible for a definite clause to modify an indefinite head. On the other hand, a DAC always contains an anaphoric pronoun to link it with its HN .

While IDACs, the RN comes after the main clause and cannot stand alone, this means that the two sentences appear as two independents linked implicitly since the second sentence refers to the first one (Khalil, 1999). For example :

تمخضت عملية الحوار عن تقييم الصراع مستند الى عدد من الاشخاص تمت (9) مقابلتهم.
(literal translation) Produced process the dialogue about assessment conflict based to number from the people were met .

)Proper translation) The process of dialogue produced a conflict assessment based on meeting several people .

This sentence shows that the RN is dropped from the AC because the antecedent is indefinite .

2.2.2 Contrastive Analysis with Reference to Translation

English and Arabic are two distinct languages, so usually, there are some similar points in which the relativization process introduces AC. Besides, they differ in the use of RPs, the agreement between RP and the noun it refers to, and the use of resumptive pronouns along with RP in Arabic AC. Such differences may result in a problematic structure for translators. Schachter (1974), as cited in (Ibraheem, et al., 2000, pp.50-51), observed three aspects to compare English AC with its equivalent in Arabic. These aspects must be taken into consideration during the translation process. The first aspect is the position of RP to the HN. In English and Arabic, the HN precedes the RP; this means the syntactic pattern concerning word order in both languages is the same. The second aspect focused on the case mark of ACs. In English, RP agrees with the noun it refers to, i.e., "who" refers to subject-human, "which" refers to object-human, and "whose" refers to possessive determiner. In Arabic, RP agrees with the noun it refers to in case, gender, and number. The last aspect that Schechter (1974) observed concerned the presence or absence of reflex pronouns, as it is called in Arabic resumptive pronouns. In English, it is not allowed in AC to retain the RP to its noun and produce an object pronoun or object of

preposition. In Arabic, the RP usually keeps its noun with a resumptive pronoun. For example :

(10) Have you found the document that you lost (0 ? (

هل وجدت الوثيقة التي فقدتها؟ (Proper translation)

One may think, using the resumptive pronoun may be a source of difficulty in the sentence and give rise to ambiguity. This means that using the pronoun attached to the verb in the sentence above ها does not explicitly reference the noun in the back translation, whether it is the speaker himself/herself or another person. Therefore, the sentence may be understood in two ways ;

(Proper translation 1) Have you found the document that you lost ?

(Proper translation 2) Have you found the document that I lost ?

By focusing on the syntactic form of ACs, sometimes RPs appear in English but not Arabic, and vice versa. In some cases, the RP in Arabic is used in the object case but is optionally used in English. For example: (11) نثمن الجهود التي بذلها الطرف الثاني لتحقيق بنود الاتفاقية

(Proper translation) we appreciate the efforts (0) being made by the second party to achieve the articles of the agreement .

Furthermore, unlike English, the Arabic indefinite HN does require an RP. For example :

Iraq is working to develop scientific research that will enhance the (12)

العراق يعمل على تطوير البحث العلمي لتعزيز العملية التعليمية. (Proper translation)

In English, an RP can directly follow a personal subject pronoun. Hence, the RP is used to confirm the meaning of the complex sentence, not as a conjunction pronoun. In this case, the RP and its subject pronoun cannot be omitted in English but still can be removed in Arabic. For example :

(13) The independent bodies and their supporters who cooperated with the second party .

الجهات المستقلة ومسانديها المتعاونين مع الطرف الثاني.(Proper translation)

Furthermore, inserting a personal pronoun before the RP is not acceptable in English because the RP replaces the personal pronoun in the subject position, but this is semantically controlled in Arabic. For example :

(14) It is their manager who ordered them to sign the contract .

(Proper translation. (كما ان مديرهم) هو) الذي أمرهم بتوقيع العقد.

Another point mentioned here is that PRs in English and Arabic take different case positions, such as subject, object, and possessive. Consider the following English examples :

(15) This is the person who signed the papers. (Subject (

(16) Send me the contract which I signed yesterday. (Object (

(17) This is a public education institution whose mission is to carry out education research and other creative activities. (Possessive) The Arabic examples :

(18) الطلبة الذين ترشحهم جامعاتهم لدورة اللغة الانجليزية لهم خصومات مالية.

(Subject) الزام جميع المرشحين المرتبطين بالوزارة الذين يؤدون خدمات فنية بشروط

(19) (Object) الاتفاقية الموقعة بين الطرفين.

(20) هذه المؤسسة التعليمية العامة التي مهمتها تقديم البحث التعليمي ونشاطات

(possessive). ابداعية اخرى

The number agreement between the RP and its antecedent is also important. According to Dickins and Watson (1998), the number of classes from 11-19 and 100s to 1000s precedes the RP and takes the plural agreement in Arabic. Contrary to English, the RP reflects a logical agreement, which is the opposite of a grammatical agreement. Consider the following examples :

(21) The 80.000 students who arrived at the university. الثمانون الف طالباً

الذين وصلوا الى الجامعة (22)

English is dissimilar to Arabic in the non-restrictiveness of ACs. Unlike Arabic, the NRAC in English is presented between two commas. Another point is that in English, the NRAC adds some information to the main clause as in Arabic, and the main clause can stand alone and carry the same meaning. Consider the following two examples :

(23)The provisions of the agreement, which appendix here, are applied by the two parties .

(24) شروط الاتفاقية هذه و المرفقة هنا تطبق من كلا الطرفين.

Another dissimilarity point between English and Arabic ACs is that omitting the relativizer “whom” is optional in case the verb of the main clause is linked to a preposition. For example :

(25)The doctorated scholars coming from Iraq can be offered many laboratories .

Instead of: The doctorated scholars whom are coming from Iraq can be offered many laboratories .

(26) يمكن تقديم العديد من المختبرات لطلبة الدكتوراه القادمين من العراق.

Last but not least, translating ACs from English into Arabic can be problematic unless the translator has a good knowledge of the syntactical structure in the two languages and the functions of the RPs in both languages .

2.3Institutional Translation

Institutional translation (IT) is a crucial activity done at the national and international levels and may be difficult to distinguish from other legal translations. This section presents the nature of IT, which is acknowledged as “a neglected factor” in translation studies, as Mason (2004, p.470) argued .

In 1988, Mossop¹ introduced the terminology ‘institutional translation’. It became widely used in translation studies to refer to “any translation carried out in the name, on behalf of, and for the benefit of institutions” (Gouadec, 2007, p.36).

Numerous studies have examined the phenomenon of translation within diverse institutional contexts, with particular emphasis on media websites, news agencies, and political institutions .

Schaffner et al. (2014, pp.493-494) said :

In the widest sense, any translation that occurs in an institutional setting can be called institutional translation. In translation studies, however, the label 'institutional translation' is generally used to refer to translating in or for a specific organization... institutional translation is typically collective, anonymous and standardized .

Determining that IT is collective, anonymous, and standardized, as Schaffner argued in the definition, requires any institution to ensure the consistency of translation in the grammatical, lexical, and stylistic aspects. Schaffner also said these consistencies could be achieved through "style guides and CAT tools, revision procedures, and training arrangements ."

2.3.1Types of Institutional Translation

The IT is the voice that can be heard by translating any official document and "reflects the image of the authority of the institution as being the author or the source text and the readers who are aware of the institution as reading the target text" (Mossop, 1990, p.352). As can be seen, IT is affected by the constraints of the ST, and it requires professional translators for this task. In some ITs, it can be noticed that the institution is the author of the text and its translation, and the documents

1 Brian Mossop was a French-to-English translator, reviser and trainer at the Canadian Government's Translation Bureau from 1974 to 2014. He has many publications in translation studies from 1982 -2023. In 1988, he published his book *Translating Institutions: A Missing Factor in Translation Theory* .

are officially written in two or more languages. It is so important in IT to be symbolic with practical purposes and amend all versions of a particular document to

be authentic and official. As Sarcevic (1997) stated, the communicative function of the institutional document (as being a legal one) and its translation must be constant although of the different languages it will be written with, and the authorial intention in these versions remains the same. ITs differ following the needs and customs of the institutions themselves. For this reason, Koskinen (2008) categorized IT into three sub-types, taking into consideration the size of the institution, the languages used, and also the social position of the institutions. These three types are supra-national institutions, multilingual and bilingual national administrations, and public services .

2.3.1.1 Supra-National Institutions

As Czarniawska (1992) argued that now in the age of establishing complex organizations, several factors contribute to the increase in large organizations. In addition to a growing national bureaucracy and a trend towards chains and mergers in the corporate sector, the era of globalization has prominently featured the rise of supranational institutions, the UN, EU, NATO, IMF, and WTO to name but a few, are all based on the fundamentals of multilingualism and produce their works with a set of languages. For instance, the UN has six languages, IMF and NATO have only two, also these supra-national institutions are based on certain interpretations .

2.3.1.2 Multilingual and Bilingual Administration

These types of organizations are formed in countries with more than one official language, the work of translation here is a routine one, and sometimes the political nature of the used language concerning powers and tensions plays a vital role. In the regional respect, the linguistic divisions with remarked borders may cause antagonistic situations while bilingual administrations can appear less tense and eventful. In countries with a bilingualism history, like Canada, Belgium, and Finland, language relations are more or less stabilized. This requires a shift in the administrative language policies to turn into multilingual administrations because

"shifting in power nexus makes it necessary to recalibrate the translation relationships" (Cronin, 2003, p.156).(

2.3.1.3Public Services

The context of IT can be defined in terms of power relations and the linguistic groups of the society. Many countries have regulations in place to ensure that official languages are properly accommodated in the daily operations of public services. This includes teaching students, providing advice to pregnant women, issuing speeding tickets, conducting marriage ceremonies, and creating estate inventories in any official language, within the constraints of available resources (Dollerup, 2001). In a contrastive view to the organized and legal framework of IT in the previous two types, IT in the public service is mostly ad hoc solutions-based, volunteer work, and language brokering (Cornin, 2003, pp.170-171). While in some other countries, the national language and several community languages are of long traditions, and the norms of these languages are established. Regarding the differences in power relations, all these ITs may change to cope with the translations of super-national status to change the isolated community of such countries to multicultural members of super-national administrations .

It is important to mention here that the data used in the study do not belong to any of the mentioned types. As it is stated in the Iraqi constitution, the official languages in the country are Arabic and Kurdish. So, any legal document used as a communication between an Iraqi governmental body and a foreign institution requires an inter-IT as the researcher prefers to name it. In the current study, the inter-IT involves any document, contract, agreement, cooperation, partnership, or policy signed between the MHESR and foreign academic institutions. Accuracy, consistency, and formality are required to translate such types of documents and it is very important to consult a legal committee or experts to determine the legal context of these documents .

3. Methodology

The current study adopted a mixed method of both qualitative and quantitative analyses. Qualitative analysis in the corpus of the current study was carried out through the investigation of translation strategies adopted by the translators to translate English ACs into Arabic. While quantitative analysis of the corpus presented the frequencies of the appearance of ACs, both types of analysis are complemented by each other in this study. In any academic writing related to corpus-based translation studies (CTS), the most important thing is to build a genre description by using enough samples of texts to ensure the study will present the expected results. As Hyland defined CTS (2006), "a collection of naturally occurring texts used for a linguistic study" (p.58). This type of study will offer new perspectives in translation studies without focusing on the characteristics of the language in use because it represents the language itself, not assumptions. In 1996 the term corpus-based studies was initially introduced by Baker in her article entitled "Corpus-Based Translation Studies: The Challenges that Lie Ahead" (Hu, 2016: p1). Which in Hu's opinion (2016, p.2) is "the marriage between corpus linguistics and descriptive translation studies". Translation studies encompass a specific area of research that examines the characteristics of translation as both a product and a process. This investigation is conducted through the use of corpora, which involve the statistical analysis of various features found within translated texts in comparison to nontranslated texts and the STs. The advantage of relying on corpus-based studies is that quantitative analysis saves time and effort. Varantola (1997) posited that translators allocate a significant portion of their work time, maybe up to fifty percent, to consult reference sources for information retrieval (as cited in Zheng, 2014 .(

According to Hu (2016), the process of creating a corpus's framework is known as "corpus design". Researchers must describe the type of corpus they are building,

the degree of processing being applied to the corpus' texts, and the motivations behind why the corpus was created in the first place .

The size, scope, and types of texts collected have little to do with the aim for which a corpus was established. The intended application greatly influences the extent and scope of a corpus, the types of texts to be included, and the level of processing. Giouli and Piperids (2002) said that "the size of corpus tends to reflect the ease of difficulty of acquiring the material". They mean that a corpus is not simply a collection of certain texts but a technique to represent a certain part of a language. Bowker and Pearson (2002) stressed that a "shorter text with a few thousand and a few hundred thousand words are just useful in studying language for a specific purpose" (p.48 .(

For the purpose of the current study, the total size of the corpus is 57,139 thousand words (31,875 words in the English subcorpra and 24,264 in the Arabic) and the total sentences in the corpus are 1660 sentences including 222 ACs. 3.1 Corpus Design

The following steps are followed in designing the corpus of this study :

-1 Text Selection: the first stage in compiling the corpus involves textual data gathering. Selecting the texts used in the corpus was based on Summer's (1991, p.157) collection methods according to the "availability of texts in archives ."

-2 Preparing and Processing Texts: according to Hu (2016, p.51), the corpus' purpose will determine how its texts are chosen. the next step lies in extracting the data and processing the texts. The parallel corpus used in this thesis was compiled and processed initially according to technical parameters .

-3 Separating the Source Texts and Translated Texts: the documents used in the corpus of this thesis were both English as an ST and Arabic as a TT in as hard copies. In order to construct sentence alignment, the researcher typed the texts in word format, then, in an Excel sheet, aligned the English sentences with their

equivalent sentences in Arabic on the basis that any English sentence starts with a capital letter and ends with a punctuation mark. It is important here to insert tags that mark the beginning and ending of each sentence which are >s< and >/s<, these marks were automatically inserted by Sketch Engine (the tool used

for the majority of the analysis). At last, the spreadsheets were saved in XLS format .

-4 Alignment One of the steps in building a corpus is the alignment process. According to Ahrenberg (2015, p.395), "alignment" means matching up certain sections of the ST with different sections of the TT. Sentence alignment is a critical step in the modern creation of a bilingual parallel corpus. According to Wang (2005, p.3), there are three ways to sentence alignment: length-based, word-based, and a combination of both .

The choice of sentence alignment as the strategy for generating the corpus for this thesis was made during the construction phase. Figures 2 and 3 show the alignment of English-Arabic sentences both in the excel sheet and sketch engine.

Figure 2

Alignment in Excel Sheet

Figure 3

Alignment in Sketch Engine

3.2 Software and Tools

To compile the corpus of the current study, two computerized tools and electronic software were used; Microsoft word, Microsoft excel, and Sketch engine .

3.3The Model Adopted

The current study adopted Chesterman's translation strategies (1997) as a model of qualitative analysis. In his book *Memes of Translation- The Spread of Ideas in Translation Theory*, Chesterman (1997, p.78) maintained that the term "strategy" encompasses various interpretations within the fields of

"psychology", "sociology", "linguistics", "applied linguistics", and "translation theory". Chesterman considered strategies as various approaches employed by translators in their effort to adhere to established conventions, noting that the translators' aim is not to attain optimal equivalence, but to generate the most refined rendition that conceive the receptors. Chesterman (1997) believed that "strategies encompass readily available descriptive knowledge to a certain kind of procedural knowledge". So, he classified strategies into three main types; syntactic strategies, semantic strategies and pragmatic strategies. Since the current study focused on the translation of ACs syntactically and semantically, only syntactic and semantic strategies are adopted in analyzing the ACs in the corpus. Any translation process passes in two strategies: comprehension strategies and production strategies (Gile, 1992). As for the concerns of Chesterman, his focus was only on the production strategies, and he asserted that the classification he presented must be a "linguistic or text linguistic one since there is some change" (1997, 98). With his words of "change something", he meant that there is a gap between the SL and TL, and the translator is not satisfied with the TL version either on the grammatical or the semantic levels, so here is something must be changed. This led him to the classification of the changes influenced by Vinay and Darbelnet (1958), Catford (1965), Nida (1964), Malone (1988), and Leuven-Zwart (1989/1990) classifications. Chesterman classified the changes into three main groups of strategies "syntactic/grammatical (coded as G), mainly semantic (S) and mainly pragmatic (Pr)" and acknowledged that "the strategies listed can themselves be broken down into subgroups in a variety of ways" (1997, 98). The following Table illustrates the strategies .

Table 3

Chesterman Strategies of Translation

Syntactic Strategies	Semantic Strategies	Pragmatic Strategies
----------------------	---------------------	----------------------

- G1: Literal translation S1: Synonymy Pr1: Cultural filtering
- G2: Loan, calque S2: Autonomy Pr2: Explicitness change
- G3: Transposition S3: Hyponymy Pr3: Information change
- G4: Unit shift S4: Converses Pr4: Interpersonal change
- G5: Phrase S5: Abstraction Pr5: Illocutionary structure change
- G6: Clause structure change S6: Distribution change Pr6: Coherence change
- G7: Sentence structure change S: Emphasis change Pr7: Partial translation
- G8: Cohesion change S8: Paraphrase Pr8: Visibility change
- G9: Level shift S9: Trope change Pr9: Transediting
- G10: Scheme change S10: Other semantic changes Pr10: Other pragmatic changes

4Data Analysis

In this section, the researcher attempts to reveal the syntactic and semantic differences of ACs in both languages. Both quantitative and qualitative methods are adopted in this research. Table (4) below presents the results obtained from the analysis of the English-Arabic corpus .

Table 4

Relative Pronouns Distribution in the Corpus

Keywords	Frequency	Total per corpus
That	112	% 0.504505
Which	77	% 0.346847
Who	29	% 0.130631
Whose	4	% 0.018018
Total	222	%100

It is worth mentioning that frequency of 'that' in the corpus differs from its percentage in Sketch Engine because about 63 clauses use that as a demonstrative pronoun or as a conjunction introducing a subordinate clause. Figure (4) below shows the RPs distribution in the corpus. Figure 4

Pie of Relative Pronouns Distribution in the Corpus

Moving to the qualitative analysis of this study, the syntactic strategies followed by the translators will be discussed starting first with the most frequently used strategy to the less frequently used one: cohesion change, literal translation, unit shift, transposition, clause shift, and sentence .

4.1 Cohesion Strategy

The strategy of cohesion changes which is coded in Table (2) as G8, as Chesterman stated, refers to "something that affects intra-textual reference, ellipsis, substitution, pronominalization and repetition, or the use of connectors of various kinds" (1997, p.99). As the qualitative analysis of the corpus shows, the most commonly used type of cohesion strategy was omission. As mentioned earlier in this study, there are some cases in which omitting AC is optional in English but obligatory in Arabic (Ryding, 2005, p.324 :(

.1 If the RP is in the defining/restrictive clause in an object case, it is optionally omitted .

.2 The RP is obligatorily omitted in the defining clause use (there is .(

It should be noted that the RPs in non-defining clauses cannot be omitted .

Sometimes omission is useful if it is used for an acceptable reason .

4.1.1 Attributive Clauses Introduced by That

To examine the cases in which an RP can be omitted, consider the examples :

Example (4.1) If the Parties cannot reach a solution, the matter shall be settled through a coordination committee, within each Ministry, that shall be formed for this purpose .

وان لم يتمكن الطرفان من الوصول الى حل يتم تسوية الامر من خلال لجنة تنسيقية ضمن كل وزارة تشكل لهذا الغرض.

In this sentence, the RP that introduces an AC modifying 'the coordination committee', ad it is obligatory to use the RP. While in translation, the translator omitted the RP and also preserved the structure of the AC as a verbal passive participle .

Another example of the omission strategy is the following :

Example (4.2) The ultimate goal of this endeavor is to develop a standard approach that will allow decision-makers to better reflect local and national priorities in the areas of resilience building, safety nets, as well as disaster risk reduction and preparedness in their program of work .

إن الهدف النهائي لهذا السعي هو وضع منهج قياس ي يتيح لصانعي القرار التعبير شكل أفضل عن الأولويات المحلية والوطنية في مجالات بناء المرونة وشبكات الأمان وكذلك الحد مخاطر الكوارث والتأهب لها في برنامج عملها.

In this sentence, 'that' introduces an AC modifying the 'standard approach'. While in translation, the translator omitted the RP and also the tense of the clause is changed from future tense into present tense 'يُتيح لصانعي القرار'. The translation process depends on different factors that give clarity and coherence to the sentence, some of these factors are the syntactic structure of the TT and stylistic preferences, translators may adjust the tense of the ST in the TT to present a more appropriate translation. In legal translation, changing tenses may be needed to ensure that the TT opts for the standards of the legal conventions. However, any changes may not affect the coherence or clarity of the TT or even impact the meaning. Concerning the sentence in question, the translator limited the time reference to the present but in the ST there is no time limitation and future decisions are included in the development process. A last example to be examined in this subsection, is the omission of an RP and shifting it into a past participle clause .

Example (4.3) In the event that one or several items of this agreement is deemed inapplicable due to certain prevailing judicial decisions or legislative acts, the parties will look for alternative agreements on this or these litigious points .

في حال عُدت فقرة أو عدة فقرات من هذه الاتفاقية غير قابلة للتنفيذ بسبب بعض القرارات القوانين القضائية او الإدارية السارية يبحث الطرفان عن اتفاقات بديلة عن تلك النقاط المتنازع بشأنها.

Here, the RP is omitted because the Be verb in the original sentence is deemed followed by a past participle verb, which is translated into a passive voice عدت in the Arabic sentence. The use of such a strategy is due to the tendency of the Arabic sentence to appear in a VN structure, which means it usually starts with a verb .

4.1.2Attributive Clauses Introduced by Which

The strategy of omission may be the second solution that the translator preferred to use in translating ACs. As mentioned previously, this strategy goes within the cohesion change and occurs usually with the appearance of 'which' in RAC functioning as an object. Consider the following examples :

Example (4.4) except as expressly agreed, all communications between the Parties which are marked 'in confidence' and in particular those concerning business and financial arrangements shall be kept confidential by the receiving Party unless and until they come into the public domain or are required to be disclosed by law ع
دا ما تم الاتفاق عليه بصورة واضحة تبقى جميع الاتصالات بين الطرفين الموسومة ب " سري " وبخاصة تلك المتعلقة بالاعمال و الترتيبات المالية سرية بالنسبة . للطرف المستلم الا اذا او حتى دخولها الى الميدان العام او يتطلب القانون افشاءها

Examining the sentence, it is clear that omitting the RP from the AC is obligatory and will not affect the sentence's meaning at all. As mentioned earlier in this study, almost 90% of the texts are written by non-native speakers and it is obvious that some sentences lack the norms of English structure as in the example, the producer of the original text keeps the use of RP despite it being unnecessary to

be used. So, the translator successfully omits it in translation and preserves the structure of the Arabic sentence .

Example (4.5) Without prejudice to any other rights or remedies the University may terminate this Agreement on written notice to MOHESR specifying the date on which this Agreement will terminate in the event of a breach of this clause 7 and shall be deemed to be a breach which is not capable of remedy .

بدون الاضرار باية حقوق أو اصلاحات يمكن للجامعة انهاء هذه الاتفاقية عبر تقديم مذكرة تحريرية الى وزارة التعليم العالي و البحث العلمي تحدد تاريخ إنهاء هذه الاتفاقية في حالة اي خرق لتلك الفقرة رقم 7 يعد خرقا غير قابل للإصلاح.

In this sentence, the RP is used in RAC which rarely occurred with the use of the RP which. It is used here to refer back to the noun head preceding the date. In translation, since the Arabic sentence does not prefer to use RP with a nominal clause, the translator omitted it in order to preserve the clarity and formality of the Arabic sentence and translates it into. تحدد تاريخ إنهاء هذه الاتفاقية.

In Arabic usually, the translators use the verb يقوم in the future tense to start a sentence as an equivalence to the main verb in the future tense of the original sentence. As in the next example :

Example (4.6) The MOHESR will, within 30 days in which an accurate invoice is received, pay SWINBURNE by electronic transfer into the nominated bank account .

ستقوم الوزارة خلال 30 يوم من استلام قائمة الاجور الدقيقة بالتسديد الى جامعة سوينبرن عن طريق التحويل الإلكتروني على حساب المصرف المحدد.

Here, the translator used the verb ستقوم at the beginning of the translated sentence and this is a valid translation in the legal genre, then the main verb of the original sentence pay is translated into a prepositional phrase بالتسديد. While the alignment of the corpus shades the preposition على as an equivalent to the RP. A couplet strategy is used in the translation of the above sentence; omission and unit

shift. Examining the next Example (4.7), the translator misuses the RP, and also the sentence lacks the clarity, formality, and consistency .

Example (4.7) This agreement is valid for an undefined duration with the option of cancellation for both Contractual parties with a two months cancellation period which comes into effect on the first day of the month following the notification of the second party. تعد هذه الاتفاقية نافذة لمدة غير محددة مع خيار إلغائها من قبل أي من الطرفين ا لمتعاقدين بمدة إلغاء قدرها شهرين تبدأ في اليوم الأول من الشهر الذي يتبع إبلاغ الطرف. الثاني

It is clear that AC in the original sentence which comes into effect is omitted in the translated sentence and the translator moves to the prepositional phrase تبدأ

. So, the translator here adopted a couplet strategy of omission and

تبدأ. clause shift by changing the translation of the AC into a verb.

3.4.1 Attributive Clauses Introduced by Who

Inter-institutional documents, like any legal document, typically have a formal and authoritative tone. Adopting the omission strategy by some translators may help to preserve this tone and to ensure that the translated documents still retain their formality. The following examples show whether adopting such a strategy is workable and effective in translating ITs or not .

Example (4.8) Some coordinators are experienced university staff of Iraqi origin who speak English and Arabic as well .

إن بعض المنسقين هم من الملاك الجامعي المتمرس ومن أصول عراقية ويتحدثون الانكليزية والعربية كذلك.

To examine this example, the RP is optionally used because omitting it neither affects the meaning of the sentence nor the structure, since the object of the sentence refers back to the subject; where experienced university staff refer back to the subject of the sentence some coordinators. In the translated sentence, omitting 'who' is obligatory and the translator changed the structure of the sentence by using

the adverb of certainty expressed by "ان" plus the possessive pronoun "هم" which functions as an RP. The translator in this sentence preserves the structure of the Arabic sentence without affecting the reference of the RP to its antecedent .

Example (4.9) They will help researchers, scientists, artists and scholars who are in academic institutions in the relevant countries be invited for giving lectures and conferences, making speeches in panel discussions and attending to scientific activities س يساعدون على دعوة الباحثين والعلماء والفنانين وطلبة الدراسات العليا ضمن المؤسسات الأكاديمية في البلدان المعنية لإلقاء محاضرات ومؤتمرات وإلقاء خطابات في الاجتماعات النقاشية وحضور النشاطات العلمية.

In this example, who is obligatorily used and cannot be omitted because it refers back to the object of the sentence, and describes and adds information to the object. For the translated sentence, the translator opts for the omission strategy in translating the RP and substitutes it with implication form by using the preposition "ضمن" which means included or within. The translator followed two strategies within the cohesion change omission and substituting the grammatical unit of the RP by PREP, and these two strategies are required in the translation to keep the grammatical context acceptable .

Example (4.10) The person or people who are authorized in all matters concerning the implementation of project and work plans may be appointed .

ويمكن تعيين الشخص المخول بجميع الأمور المتعلقة بتنفيذ المشروع وخطط العمل.

Here, the RP who refers back to the subject is optionally used and if it is omitted from the sentence will not affect the structure of the sentence, but in the Arabic sentence, it is omitted and substituted with the word "الشخص" . "الشخص" is the literal translation of the word person and since the original sentence begins with it, there is no need to keep the RP in translation. Yet, the translator changes the structure of the sentence by transferring the verb "ويمكن تعيين" at the beginning of the sentence to keep the grammatical structure of the Arabic sentence .

In some cases, the translator may opt for a phrase change in addition to omitting the RP as a syntactic strategy to avoid any mistranslation, as in the case of the following sentence

Example (4.11) Each institution shall designate an individual who will serve as the contact person for this MOU .

تعين كل مؤسسة أحد الاشخاص بصفة مسؤول اتصال عن هذه المذكرة.

The translator here changed the structure of the SL from a verbal clause in the future into a prepositional clause in the TL presented by ب صفة مسؤول اتصال. The translator decides to change the structure of the phrase especially when the two languages are grammatically different, to match the grammatical structure of the target language and keep the cohesion and clarity in the target clause. prepositional phrase can sometimes present a more coherent sentence than the original one. Another reason for adopting such a strategy is to emphasize the function of the subject in the AC .

Sometimes, translating a sentence between two different languages requires another strategy besides omitting the RP as in the following examples :

Example (4.12) Working together to facilitate the admission mechanism at Technische Universität Darmstadt and stressing the possibility of granting academic degrees for Iraqi postgraduate students (MSc and PhD level) who wish to study in Germany .

العمل معاً لتسهيل آلية القبول في جامعة دارمشتات التقنية والتأكيد على إمكانية منح الشهادات (لطلبة الدراسات العليا العراقيين) على مستوى شهادة الماجستير والدكتوراه الراغبين بالدراسة في المانيا.

The AC in this instance presented by the RP which is obligatorily used in the SL is shifted from a verbal AC 'who wish to study' into a nominal AC الراغبين بالدراسة and the RP is omitted in the translation. The translator followed a couplet strategy during the translation in order to preserve the harmony of the

to be translated clause so that the verbal RC 'who wish' is shifted into Otherwise, the translator has the concise with the العراقيين الراغبين بالدراسة. choice of keeping the structure of the clause in the translation and translating it into الطلبة الذين يرغبون بالدراسة

4.1.4 Attributive Clauses Introduced by Whose

The RP Whose is the one that is used as a postmodifier to show the relations between people and the things that belong to them, it is used with both people and things. The RP 'whose' unlike the other RPs does not require gender or number distinction, it refers to both male and female, either singular or plural. Following Chesterman's strategies mentioned previously, ACs introduced by an RP 'whose' in the corpus will be analyzed syntactically using cohesion change sub- strategy (omission .)

Since English and Arabic are two different languages, the RP 'whose' can be omitted in case the verb be is used in the AC (Ryding, 2005: p.324). Note that in an informal context, the language user can omit whose but in formal writing it is not commonly

preferable. So, the decision to delete the RP depends on the context and the style of communication genre. The following two examples illustrate the abovementioned case .

Example (4.13) Those Students who meet the required academic standards but whose International English Language Testing System (IELTS) examination score is below that required for entry to the Course may at the absolute discretion of NTU, be invited to attend a PEAP course at NTU for an agreed period of time .

ويمكن دعوة الطلبة الذين يستوفون المعايير الأكاديمية المطلوبة غير ان درجتهم في امتحان الأيلتس أدني من الدرجة المطلوبة للمشاركة في الكورس، لحضور كورس اللغة السابق للدراسة الأكاديمية في جامعة نوتنغهام ترينت لمدة زمنية متفق عليها.

Example (4.14) UWB is a public higher education institution whose mission is to carry out education, research and development, and artistic or other creative activities .

جامعة غرب بوهيميا هي مؤسسة للتعليم العالي مهمتها تقديم التعليم وإنجاز البحث والتطوير والنشاطات الفنية أو الإبداعية الأخرى.

In Example (4.13), it is clear that the RP 'whose' expresses a possessive marker and reflects RP on a previously mentioned RP 'who'. The RP 'whose' is preceded by the conjunctive article but to express two contrastive clauses within the same sentence. In translation, the RP 'whose' is omitted in accordance to rule of omitting the RP if verb to be is used, and the RP is translated into a possessive pronoun هم in the Arabic sentence. Using a possessive pronoun in plural case is to coincide the relative clause in number with the subject noun head الطلبة. The same thing applies to Example (4.14), in which the RP whose mission is omitted in translation and also replaced by a possessive pronoun ها in مهمتها, using a possessive pronoun in the singular case is to coincide the relative clause in number with the subject noun head .

So, it is clear that the possessive RP 'whose ' is used twice in the corpus and has two distinctive markers; first, it is a possessive marker and second a postmodifier relative pronoun, this difference in translating a relative possessive pronoun in English into a possessive pronoun in Arabic due to the differences in the grammatical structure between the two languages .

4.2 Using Literal Strategy

Literal translation may be the most used strategy to translate two symmetric languages, but not the same case with English and Arabic. Yet, adopting such a strategy is to a certain degree useful if the translator tries to preserve the structure of the two languages. Chesterman defined literal strategy as "meaning maximally close to the SL form, but nevertheless grammatical" (1997, p.94). This means that literal

translation is usually used to translate two texts and preserve the content and meaning of the ST in the TT, but this is, sometimes, not a useful strategy with English and Arabic. Therefore, such a strategy is valuable but sometimes a translator needs to deviate from it for some reasons .

4.2.1 Attributive Clauses Introduced by That

The RP 'that' is one of the pronouns that is used to introduce an AC and provide additional information to the noun it describes. Literal strategy is used to translate 29 ACs introduced by that. To mention some :

Example (4.15) The First Party shall recognize the License's Degree(s) awarded by the Universities/ Higher Educational Institutions as are duly Approved/ Recognized/ Accredited by the competent authorities/ agencies in the -----as comparable with the Bachelor's Degree(s) awarded by the Universities in the Republic of India for the pursue of further studies in such programmes that prescribe the qualification concerned as the minimum eligibility condition .

يعترف الطرف الأول بشهادة البكالوريوس الممنوحة من قبل الجامعات / أو مؤسسات التعليم العالي المعترف بها والمقرة والمصادق عليها قانوني أ من قبل السلطات / أو الوكالات المختصة في ----- والمعادلة لشهادات البكالوريوس الممنوحة من قبل الجامعات أو مؤسسات التعليم العالي في جمهورية الهند وذلك لمواصلة الدراسة في تلك البرامج التي تعد الشهادة المعنية كأدنى شرط للقبول.

By examining the above sentence, it is clear that the translator opts for a literal translation in translating the RCs, with some stylistic choices. The AC that prescribes the qualification concerned ... in a past tense translated literally into التي تعد الشهادة المعنية with changing the tense of the verb into a present tense. Using such a strategy is to preserve the structure of both sentences. To take another example :

Example (4.16) Generally, tuition fees at CULS Prague are paid only for study programmes that are taught in English .

وبصورة عامة فإن أجور الدراسة في الجامعة التشيكية لعلوم الحياة أن تدفع فقط فيما يخص البرامج التي تكون باللغة الإنكليزية

Here, it is obvious that the translator adopted the literal translation by translating that into *البرامج* referring back to the programmes. But there is a little change in the tense of the used verbs. The verb that occurs in the passive tense are taught but in translation, it was rendered into *تكون* which is in the active tense. This shift in the verb tense is necessary in Arabic because, in legal translation, it is unpreferable to use passive tense .

4.2.2 Attributive Clauses Introduced by Which

The RP 'which' is one of the pronouns that is used to introduce an AC and provide additional information to the noun it describes. It is worth noticing that which is usually appears in NRAC and is preceded by a comma, and it shows no gender or number distinction. To examine the literal strategy adopted in translating ACs, consider the following examples :

Example (4.17) Give you a chance to save some money, which could be spent on finding guides for your tours, finding suitable and affordable courses and finding acceptable accommodations. إيجاد مرشدين منحكم الفرصة لادخار بعض الأموال التي يمكن صرفها على أماكن للسكن لرحلاتكم وإيجاد كورسات مناسبة ورخيصة وإيجاد

It is clear that the translator followed a literal translation in translating the ACs, with some stylistic choices. In this example, the RC 'which' could be spent appears in a passive voice with past participle translated literally into *يمكن صرفها*. Using such a strategy is to preserve the structure of both sentences .

Example (4.18) By signing this letter with your institution we both agree to start working together to develop specific agreements on the points mentioned above, which will hopefully lead to full partnership with your institution . مع الإعداد اتفاقيات وبتوقيع هذه الرسالة مع مؤسستكم نوافق على بدء العمل .ستقود إلى شراكة كاملة مع مؤسستكم خاصة حول النقاط المشار إليها أعلاه والتي

In this example, the AC which will hopefully lead is translated into التي followed by a verb in the near future مستقود neglecting the translation of the adverb hopefully. Yet, such mistranslation of the adverb does not affect the meaning or the structure of both clauses .

4.2.3 Attributive Clauses Introduced by Who

Like any translated clause, ACs introduced by who is translated by following the literal strategy 10 times. Consider the following examples :

Example (4.19) Ownership of intellectual property shall vest in the party who creates it and shall be treated as confidential information unless specifically agreed otherwise by the parties. عودة حق امتلاك الملكية الفكرية للطرف الذي انشأها وتعامل كمعلومات سرية ما لم يتفق على خلاف ذلك بين الطرفين

Example (4.20) PEAP' means the Pre-Sessional English for Academic Purposes short course for international students who need to improve their language skills before starting a Course, as set out on NTU's website. كورس قصير للطلبة الاجانب الذين يحتاجون تطوير مهاراتهم اللغوية قبل بدء الدراسة الاكاديمية وفق ما ينص عليه في موقع جامعة نوتنغهام ترينت.

Looking from a very general perspective at each translated AC in the corpus, it is obvious that the translated AC starts with "الذي" or "الذين" according to the type of antecedent whether it is singular or plural. By looking closely at each AC in the English sentences, the nominal ACs are NPs either in the subjective case or objective case. When examining the Arabic translation, it is obvious that the ACs appear also in both cases as in English. Besides, the RP coincides with the noun head it refers to in gender and number and also coincides with the verb of the AC. The relativizer "who" usually appears with verbs that share the same semantic meaning. By examining the sentences, verbs like creates, need, accepted, and convicted appear with the relativizer 'who' which expresses creation, cognition, state verbs, and consumption respectively .

The RPs in English sentences are obligatory used in order to show the relation between the noun head and its antecedent. Also, using a literal strategy in translating preserves the formality and individuality of the text. One of the reasons behind adopting literal strategy by some translators may be to keep the parallelism structure of the two sentences, or to ensure the consistency in sentence structure. Also, it can be used to avoid the ambiguity of the sentence since the RP is a more context-dependent linguistic phenomenon. As in Example (4.20) which clarifies the above-mentioned explanation about the use of literal strategy, it is obvious that the translator rendered the English PR "who" into "الذين" and the verb concordance in Arabic is also kept by translating the English verb "need" belongs to recognition verbs which requires a literal translation for the RP it is used with. Also, the verb coincides with the object it refers to, the object of the subordinate clause "students" is in plural form. Another point is that the object complements "مهاراتهم" of the subordinate clause in Arabic also coincided with the translated RP. So, the translator here first followed the structure of Arabic sentence structure avoided the ambiguity of the sentence, and keeps the obligatory use of RP to ensure the consistency of the sentence .

4.3 Using Unit Shift Strategy

Chesterman (1997) is influenced by Catford's (1965) translation strategies, he borrowed the term from his distinction in "translating the grammatical units: morpheme, word, phrase, clause, paragraph". According to Chesterman, "a unit shift occurs when an ST unit is translated into a different unit in the TT". Translators must frequently consider the disparities in sentence structure, word order, and grammatical characteristics between English and Arabic while translating ACs. A unit shift strategy may occasionally be suitable, wherein the AC is rendered as an independent sentence or unit. This strategy is remarkably advisable when preserving

the same word order or structure would lead to cumbersome or nonidiomatic language .

4.3.1 Attributive Clauses Introduced by That

Translating that in ACs using a unit shift strategy is one of the challenges that most translators may face in order to preserve the fidelity of the TT structural coherence. Here are some examples in which this RP is translated :

Example (4.21) The departments involved in the exchange at the receiving institution will provide for academic counselling in order to ensure that all academic courses are recognised by the sending institution . تقدم الأقسام المشاركة في التبادل في المؤسسة المستضيفة الاستشارة الأكاديمية لغرض ضمان أن جميع الكورسات الأكاديمية معترف بها من قبل المؤسسة المرسل.

RP that presents an AC is followed by a nominal phrase, all academic courses, describing the academic counselling, while in translation, the translator changes the RP into a subordinate conjunction إن, and it is followed by the nominal phrase جميع

جميع الكورسات الأكاديمية معترف بها. It may be the translator's task to consider the translation of RP into conjunctions to convey the meaning of the context consistently. The prepositional phrase to ensure preceding the RP helps the translator use such conjunction rather than others .

Example (4.22) Parties to this Agreement affirm that they are competent to enter into and give effect to this Agreement for the mutual recognition of qualifications and that they have obtained necessary approval/ concurrence from the competent authorities in their respective countries, as required by law/ rules/ regulations and prevailing convention and that the Signatory to the agreement are duly competent/authorised to enter into such agreements . يؤكد طرفي هذا الاتفاق بأنهم مؤهلين لعقد وتفعيل هذا الاتفاق الخاص بالاعتراف ا لتبادل بالمؤهلات وبأنهم حصلوا على الموافقة والمصادقة من السلطات المختصة في كل بلد منهم وفق ما يتطلبه القانون والقواعد

والضوابط والاتفاقات السائدة وبان الموقعين على هذا الاتفاق مختصين ومسموح لهم بموجب القانون بعقد مثل هذا الاتفاق.

This example shows that the AC is a verbal phrase in the perfect tense that they have obtained. To translate such a sentence structure into Arabic, the translator may need to shift the grammatical role of the RP into a PERP phrase and transposition the subject of the original sentence into the attached pronoun. حصلوا.

So, the shift here is from an AC in English into a PERP phrase in Arabic .

4.3.2 Attributive Clauses Introduced by which

This strategy was adopted in translating four ACs introduced by the RP 'which' ; one of the sentences is explained with the omission strategy and the others will be discussed here .

Example (4.23) Neither Party will do anything which, in the reasonable opinion of the other, would damage the other's reputation and/or business .

لا يقوم أي من الطرفين بأي تصرف من شأنه، وفق الرأي المقبول للطرف الآخر، أن يضر بسمعة أو أعمال الطرف الآخر.

In this sentence, the translator omitted the RP 'which' in the translated clause and shifted its function into a prepositional phrase (PREP) presented by من شأنه. Taking such a decision to shift the grammatical word from RP into PREP in translation is to clarify the referred noun and to give consistency to the text. There is a special case in which the RP is shifted into another grammatical unit as illustrated in the following example :

Example (4.24) This M CoAF-WFP 3PA project will begin with a focus on the Seasonal Livelihoods Programming (SLP), which is a collaborative process that brings together communities, local authorities, the government and partners to develop a shared understanding of context in order to develop more appropriate programme responses. وسيبدأ مشروع جامعة الموصل - كلية الزراعة والغابات برنامج الأغذية العالمي ذو الم نهج ثلاثي الجوانب بالتركيز على برمجة سبل المعيشة الفصلية وهي

عملية تعاونية تجميع المجتمعات والسلطات المحلية والحكومة والشركاء التطوير فهم مشترك السياق لغرض تطوير استجابات ملائمة أكبر للبرنامج .

In this example, the RP 'which' is followed by a BE verb, in such case, the RP is shifted into either a PREP, progressive or past participle phrase. The translator here may prefer to follow this rule and translate it into على برمجة since the reference of which is to the antecedent on the Seasonal Livelihoods Programming .

4.3.3 Attributive Clauses Introduced by Who

In translation, it may be preferable to make some syntactic shifts, as in the case of translating RP in ACs. Consider the following examples in which translators have adopted this strategy .

Example (4.25) The Parties to this MOU will, within Three (3) months from the date of execution of this MOU, designate a key contact person on behalf of each Party who will take responsibility for development and achievement of the Objectives of this MOU and when mutually agreed, will take responsibility for the development of the separate Agreement(s) mentioned in Clause 2,2 above .

يعين طرفا هذه المذكرة خلال ثلاثة أشهر من توقيعها مسؤول اتصال رئيسي نيابة عن كل طرف يأخذ على عاتقه تطوير وتنفيذ اهداف هذه المذكرة، وعند الاتفاق عليها بين الطرفين سيكون مسؤولاً عن اعداد الاتفاقات المنفصلة المشار اليها في الفقرة ٢،٢ اعلاه .

The AC is presented by the RP 'who', which is followed by the auxiliary, and the main verbs will take and an adjective responsibility. The translator here changed the units of the RC and translated it into عاتقه in which the Arabic noun عاتق is the translation responsibility and the possessive pronoun 4 is instead of the RP who. So, shifting from adjective to noun is processed in this translation. In the next example, a change from a verb into a noun is produced by the translator

Example (4.26) The person or people who are authorized in all matters concerning the implementation of project and work plans may be appointed .

In ويمكن تعيين الشخص المخول بجميع الأمور المتعلقة بتنفيذ المشروع وخطط العمل. In this example, the AC is presented by RP 'who' followed by the be verb are and past participle verb authorized. In translation, the translator changed the units of the clause into nouns and translated the verbs into المخول. So, the two verbs are shifted into nouns .

4.4 Using Transposition Strategy

In English grammar, transposition means any change in the grammatical form of a word, phrase, a clause, or sentence. Vinay and Darbent (1958) were the first who introduce the strategy of transposition in translation. In 1997, Chesterman borrowed the term to refer to "any change of word-class, i.e. changing the verb into a noun, adjective into adverb". As Chesterman stated, this type of strategy requires changing or reordering the structure of the sentence to preserve the grammatical structure of the language without affecting the meaning of the sentence .

4.4.1 Attributive Clauses Introduced by That

Transposition is a translation technique that involves changing the syntactic arrangement of a sentence or a portion of it while maintaining its intended significance. When translating ACs from English to Arabic, it may be essential to apply transposition because of variations in syntax, word order, and grammatical structures between the two languages, the translator must be sure that the RP matches the antecedent's gender and number. As in the case of translating RP 'that', consider the following examples :

Example (4.27) The only wish we would like to express, is that one of candidates should be nominated by our partner institution, the College of Arts of Baghdad University .

إن الرغبة الوحيدة التي نود الإعراب عنها هي تسمية أحد المرشحين من قبل المؤسسة الشريكة لنا أي كلية الآداب في جامعة بغداد.

The translator made a transposition in the RP's place before the main sentence's subject in this sentence, and the clause is changed from an NRAC into DAC. The subject of the dependent sentence is omitted in transition and substituted with a plural verb نود in which the particle ن refers to the plural. From the researcher's point of view, all these changes are preferred to be adopted to keep formality and consistency in the structure of the Arabic sentence .

Example (4.28) With the signing of this Agreement the Contractual parties declare, that the knowledge gained from the cooperation described in this Agreement will be used in joint activities, and they will actively exchange information in the field of cooperation using the latest information technology .

بتوقيع هذه الاتفاقية يعلن الطرفان المتعاقدان بان المعرفة التي يتم الحصول عليها من التعاون المبين أعلاه ب هذه الاتفاقية سيتم استخدامها في النشاطات المشتركة وبأنهما سيتبادلان بفاعليه المعلومات في مجال في التعاون باستخدام آخر تقنيات المعلومات.

The translator here shifted the subject of AC place before the RP and changed the clause from non-restrictive to defining relative clause. The subject of AC preceded the RP in transition, and both the RP and the subject coincide. All these changes may be obligatory to keep formality and consistency in the structure of the Arabic sentence .

4.4.2 Attributive Clauses Introduced by which

The strategy of transposition was adopted by the translators in many ACs, to examine some of them, consider the following examples :

Example (4.29) The first phase of dialogue process produced a conflict assessment based on 109 interviewers, including tribal leaders, local government officials and security actors, the findings of which were used to design the dialogue phase. ١٠٩ لقد تمخضت المرحلة الأولى من عملية الحوار عن تقييم للصراع مستند على من الأشخاص الذين تمت مقابلتهم كالزعماء القبليين والممثلين الحكوميين المحليين والممثلين الأمنيين وقد استخدمت نتائجها بتخطيط مرحلة الحوار وتتلخص النتائج بما يأتي.

In this example, the AC is introduced by an RP which, refers back to the PREP on interviews. The RP is followed by a past participle verb used and a PREP as a compliment. In translation, the translator follows the structure of the Arabic sentence and starts the translation with the main verb تمخضت by the noun of the original sentence المرحلة الاولى من الحوار then the AC presented by the Arabic RP الذين. Here, the translator misstructured the sentence by using the Arabic RP in its plural form الذين to refer anaphorically to the interviewed people, while changing the original RP into the Arabic particle قد which is unpreferable to be used in the formal language .

Example (4.30) We have agreed with ---- that our coordination is the cornerstone on which further mutual developments can easily be reached and elaborated on . اتفقنا مع ---- بان تنسيقنا هو حجر الزاوية الذي يمكن التوصل من خلاله لمزيد . من التطورات الثنائية

Here, in the second example, the RP which is followed by an adverbial phrase further mutual development and a complex verbal structure. In translation, the translator follows the Arabic sentence structure and translates the RP into الذي followed by the translation of the verb can easily يمكن التوصل expressing the possibility of doing the action, then the PREP لمزيد من التطورات as a translation to the adverbial phrase further mutual development .

4.4.3Attributive Clauses Introduced by who

As mentioned earlier this type of strategy requires changing the structure of the sentence to preserve the grammatical structure of the language without affecting the meaning of the sentence. Consider the following example :

Example (4.31) The person or people who are authorized in all matters concerning the implementation of project and work plans may be appointed .

ويمكن تعيين الشخص المخول بجميع الأمور المتعلقة بتنفيذ المشروع وخطط العمل.

To examine the above AC, it is clear that the verb that occurs in past participle transitive form are authorized in all matters. In translating such a verb, the translator must take into consideration the agreement in gender and number between the verb and the subject it refers to, before changing the grammatical pattern of the transitive PP verb into a noun as in the translated clause. الشخص المخول. Here, the translator does not consider the number agreement into consideration, because the original sentence starts with the person or people, while the translated one refers only to a singular noun الشخص without mentioning الشخص أو الأشخاص. In doing so, a number agreement in translating the transitive verb must be taken into consideration and translated into المخولين/ المخول to coincide with the subject it refers to .

In another case, as in Example (4.32) a transposition strategy is used to change the place of the verb in the translated clause. As it is commonly known, the Arabic sentence is almost verbal, while the English sentence is usually nominal. So, the translator follows the construction of the Arabic sentence in translating the below sentence and preceding the verb on the subject firstly, يمكن دعوة الطلبة, secondly the demonstrative pronoun those in the original sentence is omitted and substituted with the definite article ال in the translated sentence .

Example (4.32) Those Students who meet the required academic standards but whose International English Language Testing System (IELTS) examination score is below that required for entry to the Course may at the absolute discretion of NTU, be invited to attend a PEAP course at NTU for an agreed period of time. ويمكن دعوة الطلبة الذين يستوفون المعايير الأكاديمية المطلوبة غير ان درجتهم في امتحان الايلتس أدني من الدرجة المطلوبة للمشاركة في الكورس، لحضور كورس اللغة. السابق للدراسة الأكاديمية في جامعة نوتنغهام ترينت لمدة زمنية متفق عليها

4.5 Using Clause Structure Change Strategy

Changing the structure of the relative clause is one of the strategies that any translator may use in translating English relative clauses into Arabic. As Chesterman groups the change under this type in terms of the phrases constitutes such as changing the constituent order from active to passive and verse-versa, subject into object, subject complement into object complement. This strategy is adopted only in translating the ACs introduced by who .

4.5.1 Attributive Clauses Introduced by Who

Adopting the above-mentioned strategy is to facilitate the creation of a cohesive structure for TT. Consider the following example :

Example (4.33) In the event that invoices go unpaid by MOHESR, NTU reserves the right to withdraw the discount set out in Schedule and apply 100% of the Fees to the right to withdraw the discount set out in Schedule and apply 100% of the Fees to all Students s who are enrolled under this Agreement. في حالة عدم دفع وزارة التعليم العالي والبحث العلمي للقوائم تحتفظ جامعة نوتنغهام ترينت بالحق في سحب الخصم المذكور في الجدول رقم ١ وتطبيق الأجر بنسبة ١٠٠ % على الطلبة المسجلين وفق هذه الاتفاقية .

The AC in this instance is presented by the RP as an object case in a verbal relative clause who are enrolled shifted into nominal AC. The الطلبة المسجلين. The translator prefers to change the structure of the clause in order to preserve the harmony of the translated clause because the RP is omitted and the clause must be nominal. So, the verbal ACs who are enrolled are shifted into a nominal clause. The translator has the choice to keep the structure of the clause in the translation and translate it into. الطلبة الذين سجلوا بالدراسة. Following a stylistic option, the translator may prefer changing the clause structure .

5 Conclusions

Based on the results of the quantitative analysis and findings of the qualitative analysis set out in the previous section, the current study concludes the following

points to answer the research questions raised earlier in the introduction of this study :

.1 To answer the first research question: it is quite clear that English ACs have certain characteristics that may differ from Arabic ACs and this results in determining two types of clauses in each language, RAC and NRAC in English vs. DACs and IDACs in Arabic. In some cases, the structure of translated English ACs is changed especially when using strategies rather than the literal one .

.2 To answer the second research question: as the quantitative results show, the ACs introduced by the RP "that" are the most commonly used in English institutional texts and usually used with restrictive ACs, then "which" is commonly used in non-restrictive ACs. Using ACs in the legal context is important to give clarity, describe, and add more information to the HN .

.3 To answer the third research question: as the qualitative analysis results show, the most used strategies in translating English ACs into Arabic are cohesion change strategies especially the omission and literal strategy, followed by unit shift, transposition and clause shift strategies. The preference in using omission strategy is to adhere to the grammatical structure of Arabic sentences and to keep the fluency of the sentence. While using a literal strategy is to avoid ambiguity or to preserve the meaning of the legal text and the word order especially if the translator maintains the structure. Also, it is important to examine the cases in which using the RP is obligatory or optional both in the original text or the translated text .

The study also concludes the following points at different levels in translating English ACs used in ITs into Arabic :

.4 At the linguistic level: the qualitative findings in the previous chapter reveal that the translators made some linguistic errors at the unit, phrase and clause levels. These errors occur due to the different linguistic systems in the two used languages. Additionally, the findings also show that the weakness in managing the structure of

the two languages can affect the quality of translation. On the other hand, the qualitative findings present a clear tendency of the translator to adopt either literal or omission strategy in translation, while other strategies are used randomly with no attention paid to the misstructure of the produced language .

.5 At the statistical level: as the results of the quantitative data reveal, in institutional writings, it is preferable to use the RPs in order to determine the referred noun and give clarity and formality to the structure of the text without mentioning the noun head many times, as the results of the quantitative analysis reveal, the ACs introduced by “that” and “which” are mostly used with sentence occurrence 112,77 respectively .

.6 At the technological level: the wide development that invades the world and the tendency to depend on technology to facilitate the analysis of language aspects as for example, using a corpus-based study in this research facilitates the research process and getting exact results of frequency in the occurrence of ACs in the corpus. On the other hand, the researcher finds some 1-0 alignment in translation and such a problem is expected to occur because of the syntactic differences between two languages and the technical limitation of the software may result in a certain inconsistency. Besides, the Sketch Engine as a research tool used in this study, proves that it is a qualified corpus designer, and a wide number of researchers, linguists and translators depend on it in their linguistic and translation studies. This software has many potentials to provide parallel corpora, collocation concordance, alignment at different levels, statistical results and frequency of the nod words, POS tagging, and many other services that are very helpful in linguistic and translation studies .

References:

- Abu-Jarad, Hassan A. (1986). English Interlanguage of Palestinian University Students in Gaza Strip: An Analysis of Relative Clause and Verb Tense. Ball State University PhD Thesis. Muncie, Indiana

- Ahrenberg, L., Andersson, M. & Merkel, M. (2015). A knowledge-lite approach to word alignment. In Veronis, 1. (Ed.), Parallel Text Processing. Dordrecht: Kluwer Academic Publishers .
- Baker, M., Francis, G., & Tognini-Bonelli, E. (Eds.). (1993). Text and technology: in honour of John Sinclair. John Benjamins Publishing .
- Bowker, L. and Pearson, J. (2002). Working with Specialized Language: A practical guide to using corpora. London: Routledge .
- Catford, J. (1965). A Linguistic Theory of Translation. London: Oxford University Press .
- Cavallaro, J., (2024). Everyday Linguistics. An Introduction to the Study of Language. Taylor & Francis Group .
- Celce-Murcia, M. and Larsen-Freeman, D. (1983). The Grammar Book: an ESL/EFL Teacher's Course. Boston: Heinle and Heinle Publishers .
- Chesterman, A. (1997) Memes of Translation: The Spread of Ideas in Translation Theory. Amsterdam: John Benjamins Publishing .
- Croft, W. (2001). Radical construction grammar: Syntactic theory in typological perspective. Oxford: Oxford University Press .
- Cronin, M. (2003). Translation and Globalization. London and New York: Routledge .
- Czarniawska-Joerges, B. (1992). Exploring Complex Organizations. A Cultural Perspective. Newbury Park: Sage .
- Dickens, J. and Watson, J. (1998). Standard Arabic: An Advanced Course, Teacher's Handbook. Cambridge University Press .
- Dollerup, Cay (2001). The language scene in South Africa. Language International. 13(1): 3436 .
- Eckersley, C.E. and Eckersley, J. M. (1960). Comprehensive English Grammar. Longman Group Limited: England .
- Gile, D. (1992). Les fautes de traduction: une analyse pédagogique. Meta 37(2), 251-262 .
- Giouli, V. and Piperidis, S. (2002). Corpora and HLT. Current trends in corpus processing and annotation. Bulgaria: Institute for Language and Speech Processing .
- Gouadec, Daniel (2007). Translation as a Profession. Amsterdam/Philadelphia: John Benjamins .
- Gully, A., Badawi, E. M., and Carter, M. (2004). Modern Written Arabic: A Comprehensive Grammar. Routledge: U.K .
- Holes, C.D. (1995). Modern Arabic: Structures, Functions and Varieties. London: Longman .
- Hu, K. (2016). Introducing corpus-based translation studies. Berlin: Springer .
- Ibrahim, Z., Kassabgy, N., Aydeliott, S. (2000). Diversity in Language: Contrastive Studies in English and Arabic Theoretical Applied Linguistics. AUC: Cairo .
- Khalil, A. (1999). A Contrastive Grammar of English and Arabic. Jordan Book Centre: Jordan .

- Koskinen, K. (2008). Translating institutions. An Ethnographic Study of EU Translation. Manchester: St. Jerome .
- Leech, G., Deucher, M., and Hoogenraad, R. (1982). English Grammar for Today. Macmillan Main: Peter Lang .
- Leuven-Zwart and Kitty M. van. (1989/1990). Translation and original. Similarities and dissimilarities, I and II. Target 1(2): 151-181 and 2(1): 69-95 .
- Malone, L. (1988). The Science of Linguistics in the Art of Translation. Albany: State University of New York Press .
- Mason, Ian. 2004 [2003]. Text Parameters in Translation: Transitivity and Institutional Cultures. In Lawrence Venuti (ed.), The Translation Studies Reader, 2nd ed., 470–481. New York/London: Routledge .
- Matsumoto, Y., Comrie, B., & Sells, P. (Eds.) (2017). Noun-Modifying Clause Constructions in Languages of Eurasia: Rethinking Theoretical and Geographical Boundaries. (Typological
- Murphy, R. (1994). English Grammar in Use. Cambridge University Press: U.K .
- Nida, E. A., & Taber, C. R. (1969). The theory and practice of [Biblical] translation. Brill .
- Quirk, R., Greenbaum, S., and Svartvik, J. (1985). A Comprehensive grammar of the English language. Longman Group Limited. London .
- Ryding, K. C. (2005). A reference grammar of modern standard Arabic. Cambridge university press .
- Šarčević, S. (1997). New approach to legal translation. The Hague: Kluwer Law International .
- Schäffner, C., Sabina, L., and Tesseur, W., (2014). Translation practices in political institutions: a comparison of national, supranational, and non-governmental organizations. Perspectives, 22(4), 493-510. DOI: 10.1080/0907676X.2014.948890
- Stageberg, Norman C. (1971). An Introductory English Grammar. 2nd ed. New York: Holt, Rinehart and Winston. Studies in Language; No. 116) Amsterdam: John Benjamins. DOI. org/10.1075/tsl.116.09nic -
- Mossop, B. (1990). Translating institutions and 'idiomatic' translation. Meta 35(2), 342-355 .
- Vinay, J. and Darbelnet, J. [1958] 1969. Stylistique Comparée du français et de l'anglais. Paris: Didier .
- Vitto, Cindy L. (2006). Grammar by Diagram: Understanding English Grammar Through Traditional Sentence Diagramming. Second edition. Toronto, Ontario: Broadview Press .
- Wang, K. (2004a). Shuangyu Duiying Yuliaoku: Yanzhi yu Yingyong [A parallel corpus: Compilation and application]. Beijing: Foreign Language Teaching and Research Press

استراتيجيات ترجمة العبارات الوصفية الانجليزية: دراسة مستندة الى المتون

الباحثة: علياء أحمد فاروق محمد
أ.م.د. سمير صالح مهدي
مركز تقنية المعلومات - الجامعة التكنولوجية كلية الآداب - الجامعة المستنصرية

الكلمات المفتاحية: العبارات الوصفية. دراسة المتون. استراتيجيات الترجمة

الملخص:

تعد العبارات الوصفية عبارات تابعة تصف الاسم في الجمل المركبة وعادةً تُعرف باستخدام ضمير عائذ. يستخدم هذا التعريف غالباً في القواعد التقليدية وفي لغات معينة في دول شرق اسيا ليتمكن ناطقي اللغات باستخدام تراكيب لغوية حسب ما اسمها ماتسوموت بعبارات عامة واصفة للأسم. فالدراسة الحالية هي دراسة وصفية لاستراتيجيات الترجمة المعتمدة في ترجمة العبارات الوصفية من اللغة الانجليزية الى اللغة العربية في النصوص المؤسسية. تهدف الدراسة الى دراسة أوجه التشابه والاختلاف بين استخدام العبارات الوصفية في اللغة الانجليزية وما يقابلها في اللغة العربية والتحقق عن اكثر العبارات الوصفية استخداماً في بعض النصوص المؤسسية ودراسة الاستراتيجيات المعتمدة من المترجمين لترجمة العبارات الوصفية الانجليزية في النصوص المؤسسية. تُوظف الدراسة مجموعة متون متوازية بنيت ذاتيا مكونة من 57,139 كلمة للتحقق من استخدام العبارات الوصفية مع ترجمتها المتوازية.

ركزت الدراسة الحالية على استراتيجيات الترجمة لتشتيرمان (1997) للتحقق من ترجمة العبارات الوصفية. استنتجت الدراسة الى ان ضمائر الوصل "ذلك/ تلك" و "التي/ الذي" هي الضمائر الأكثر استخداماً في العبارات الوصفية و ان الاستراتيجيات الأكثر استخداماً في ترجمة العبارات الوصفية من الانجليزية الى العربية هي استراتيجيات الحذف والترجمة الحرفية وتغيير الوحدات النحوية.