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Problems of Translating English Compound-Complex Sentences into Arabic

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ABSTRACT

The study focuses on problems encountered by translation students when translating English compound-complex sentences into Arabic. It explores their structure, their components, and the appropriate way of translating them with the preservation of the same structure and meaning into the TL. The study hypothesizes: 1) compound-complex sentences can be found in English and Arabic. 2) Such structures are problematic for students when translating them into Arabic. 3) Vinay & Darbelnet's translational model is applicable in translating compound - complex sentences. The study presents a comprehensive theoretical explanation on compound-complex sentences in both English and Arabic. Then, (3) English compound-complex sentences have been selected from different English grammar books and handed over to (20) undergraduate 4th stage students at the Department of Translation_ College of Arts_ University of Mosul, to handle the task of translating these sentences into Arabic. Their translations were analyzed syntactically and semantically by adopting Vinay & Darbelnet's translational

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model(1958/1995) as well as Catford's classification of translation-shifts (1965); in order to detect the difficulties and problems encountered in translating the sentences; thus, it's a qualitative study. The study concludes that:1) compound-complex sentences are found in English and Arabic, 2) such sentences are problematic for students when translating them into Arabic either by the difficulty of identifying their parts, making unnecessary shifts, or adopting inappropriate strategy during the translational process that affect their translation accuracy, syntactically and semantically. 3) Vinay& Darbelent's translational model is applicable to translating compound-complex sentences by adopting literal translation procedure within direct translation strategy. Based on that, the study is classified as a descriptive one.

Keywords: Compound-Complex sentences, Coordinators, Dependent Clauses, Independent Clauses, Subordinators, Translation, Vinay& Darbelnet's Model of Translation

مشكلات ترجمة الجمل المركبة-المعقدة من الإنكليزية إلى العربية

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المستخلص

تركز الدراسة على المشكلات التي يواجهها طلاب الترجمة عندما يترجمون الجمل المركبة-المعقدة الانكليزية الى العربية. وتكشف الدراسة تركيب هذه الجمل، ومكوناتها، والطريقة الملائمة لترجمة هذه الجمل مع الحفاظ على التركيب والمعنى ذاته في اللغة الهدف. تفترض الدراسة: (1) الجمل المركبة-المعقدة موجودة في اللغة الانكليزية والعربية. (2) تعد هذه التراكيب مشكلة للطلاب عند ترجمتها الى العربي. (3) أنموذج (فينيه وداربلنيه) الترجمي قابل للتطبيق عند ترجمة الجمل المركبة-المعقدة الى العربية. تقدم الدراسة وصفا نظريا شاملا عن الجمل المركبة-المعقدة في كلتا اللغتين الانكليزية والعربية. ومن ثم، تم تسليم (3) جمل مركبة-معقدة انكليزية تم اختيارها من كتب متنوعة لقواعد اللغة الانكليزية الى (20) طالب بكالوريوس في المرحلة الرابعة في قسم الترجمة/ كلية الآداب/ جامعة الموصل؛ ليقوموا بترجمة هذه الجمل الى اللغة العربية. ومن ثم، تم تحليل ترجماتهم نحويا ودلاليا عبر

تطبيق أنموذج (فينيه وداربلنيه) الترجمي (1995/1958) وكذلك تقسيمات (كاتفورد) لتحولات الترجمة (1965)؛ من اجل الكشف عن الصعوبات والمشاكل التي يواجهها الطلاب في ترجمة الجمل وبالتالي تعد هذه الدراسة دراسية نوعية. تستنتج الدراسة أن (1) الجمل المركبة-المعقدة موجودة في اللغة الانكليزية والعربية، (2) وأن هذه الجمل تعد مشكلة للطلاب عند ترجمتها الى العربية؛ إما من خلال صعوبة تحديد أجزاءها، أو تطبيق تغييرات غير ضرورية أو تبني استراتيجية غير ملائمة أثناء عملية الترجمة والتي تؤثر على دقة ترجمتهم، نحوياً ودلالياً؛ (3) وأن أنموذج (فينيه وداربلنيه) الترجمي قابل للتطبيق في ترجمة الجمل المركبة-المعقدة من خلال تبني اجراء الترجمة الحرفية المتضمنة في استراتيجية الترجمة المباشرة.

الكلمات الدالة: الجمل المركبة-المعقدة، الجمل المستقلة، الجمل التابعة، أدوات العطف، أدوات الربط، الترجمة، أنموذج (فينيه وداربلنيه) الترجمي.

1. INTRODUCTION

Compound-Complex sentences have the most intricate structures among all other types of sentences due to the fact that they comprise two types of relationships. The first one is compound sentence with coordinating relationship and the second one is complex sentence with subordinating relationship. Thus, they represent a serious hindrance for students attempting to render them into Arabic. Compound-complex type of sentences is crucial in providing more detailed information about the sentence and its constituents, that's why it is deemed the most difficult structure of sentences. Moreover, compound-complex type of sentences is still controversial due to the fact that it is not agreed upon by all grammarians. Some grammarians classify sentences into only three types: simple, compound, and complex; while others add this fourth type (compound-complex) to reach a more advanced stage of analyzing the sentence. A compound-complex sentence includes two types of relationship between its clauses, a coordinating relationship between independent clauses (compound sentences), and a subordinating relationship between one independent clause and one or more dependent clauses (complex sentences). These relations in such complicated structures are problematic for students when translating them from English into Arabic. These problems include specifying the kind of relationship between the clauses, identifying coordinators and subordinators in compound-complex sentences, figuring out independent and dependent clauses in such structures, as well as preserving the compound-complex structure and the meaning in the process of going from SL into TL (the process of translation). The present paper aims to explain the structures of compound-complex sentences in detail and how they are formed in both English and Arabic, identify the parts of compound-complex sentences (compound part with coordinating relationship and complex part with subordinating

relationship), show how they are conjoined together in order to form such sentences, and define the problems and difficulties encountered by the students in their translation tasks by suggesting an appropriate strategy to translate such sentences, bearing in mind the preservation of the same structure and meaning in the TL. The study hypothesizes the following: 1) Compound-complex structure of sentences can be found in both English and Arabic. 2) Compound-complex sentences are problematic for students due to the difficulty of identifying dependent and independent clauses within their structures, in addition to coordinators and subordinators involved which affect their translation accuracy when transferring both the structure and meaning into the TL. 3) The students' tendency to make unnecessary shifts during the process of translating, suggests a lack of awareness in such structures and affects their TL renditions syntactically and semantically. 4) Vinay& Darbelnet's model of translation strategies is applicable to the translation of English compound-complex sentences into Arabic. Regarding the procedure and data collection, The study starts by providing a comprehensive theoretical part on compound-complex sentences in both English and Arabic. With regard to data collection, (3) English compound-complex sentences have been selected from different English grammar books and handed over to (20) undergraduate students at the Department of Translation_ College of Arts_ University of Mosul, to handle the task of translating these sentences into Arabic. Their translations were analyzed syntactically and semantically by adopting Vinay& Darbelnet's translational model(1958/1995) as well as Catford's classification of translation-shifts (1965); in order to detect the difficulties and problems encountered in translating the sentences in addition to proposing renderings for the analyzed sentences. Finally, the study concludes by presenting several findings and conclusions. Al-Jubori (2022:2) emphasizes that the different types of translation depend on the purpose of the translation and the field in which it will be used. Each type requires certain strategies and the mechanism by which the process of transferring meaning from the first language to the second language takes place. Hamdan and Hussein (2024:10) explain that to have a comprehensible message in the second language and convey the meaning successfully to the TL listeners and readers, translator need to employ translation quality assessment successfully in order to determine the best method that can be chosen for rendering the text.

2. LITERATURE REVIEW

Compound-complex sentence can be defined as a combination of compound and complex type of sentences. In other words, it consists of two parts; a compound sentence and a complex sentence. Sledd (1959: 177) defines compound-complex sentences as those which "contain two or more independent clauses, and one or more dependent clauses". The compound part is linked by a coordinating relation whereas the complex part is linked by a subordinating relation and these two parts will be explained separately.

1)Compound Sentence and Coordination in English& Arabic

Compound sentences consist of two or more independent clauses which are totally complete and can stand alone. Each clause in the compound sentence provides a new information to the receiver(Quirk et al., 1972); for instance:

All engineers have resigned and the company is in imminent danger.

(لقد استقال جميع المهندسين والشركة في خطر وشيك.)

The previous sentence is a compound one. The first independent clause is (**all engineers have resigned** / لقد استقال جميع المهندسين) and the second independent clause is (**the company is in imminent danger** / الشركة في خطر وشيك). The two clauses provide two new information for the receiver and they are linked by a coordinating conjunction (**and / و**). This is called a coordinate structure which is a grammatical structure that links two clauses of equal units. It can be defined, according to Kroeger(2005: 218), as “two constituents belonging to the same category conjoined to form another constituent of that category”. In other words, two independent clauses are combined together by a coordinating conjunction.

English and Arabic Grammarians (Quirk, et al., 1985; Yowell, 1989; Biber et al., 1999; Beeston, 1968/ 1970; Cantarino, 1975; Holes, 1995; Ryding, 2005; Abu-Chacra, 2007 and Abdul-Ghani, 2010) classify the various English and Arabic Coordinators as well as their semantic functions which are illustrated in the table below:

| English Coordinators | The Semantic Function | Arabic Coordinators | The Semantic Function |
|----------------------|---|---------------------|---|
| And | 1-general semantic framework 2-result or sequence 3-contrast 4-comment on a preceding clause 5-concession 6-condition | و | 1-indicates an additive information 2-joins two clauses in a general way 3-joins two clauses in which the second clause is subsequent or a result of the first one 4-shows contrast 5-joins two clauses in which the second clause expresses a comment on the first one 6-expresses concession 7-joins two imperatives in which the second one is a reason or result of the first one |
| Or | 1-exclusive choice 2-inclusive choice 3-to provide an explanation or precise reformulation 4-it may imply a negative condition | ف | It indicates a temporal sequence of clauses with an arrangement between the actions |

| | | | |
|-----|---|------------|---|
| But | 1-to show contrast between two clauses in which the second clause is unexpected 2-expressing the same idea in the second clause but with “more emphatic way” or by what is called “repudiation” in which the first clause is negative and the second one is positive(Quirk et al., 1985) | ثم | Indicates a temporal sequence with a lapse of time between the actions |
| | | لكن، لكنَّ | It provides an adversative proposition that indicates “a strong antithesis” |
| | | بل | 1-indicate an adversative meaning in which the second clause negates the first one 2-indicates a reformulation of the first clause |
| | | أو | 1-indicate an exclusive choice in which one alternative can be chosen only 2-indicates an inclusive choice in which both alternatives can be chosen 3-it sometimes indicates a negative condition 4-it sometimes means “until” |
| | | أم | It indicates an exclusive choice only |
| | | إما | It indicates a distinction between two alternatives |

Table(1): English and Arabic Coordinators and their Semantic Functions

2)Complex Sentence and Subordination in English and Arabic

A complex sentence consists of two clauses. one of them is a superordinate clause(also called a main clause or an independent clause) which is a full complete clause that can stand alone and the other one is the subordinate clause which can't stand alone. (Kittredge& Farley, 1913; Fernald, 1917; and Quirk& Greenbaum, 1973). A subordinate clause is also called a dependent clause due to the fact that it depends upon the main clause in order to be understood since it is not complete by its own(Fernald, 1917). These two clauses are linked by a subordinating conjunction to form a complex sentence. Hence, a complex sentence has a subordinating structure. In addition, a complex sentence can have more than one dependent clause(Krishnaswamy, 1975). Subordination can be defined as another grammatical type of clause linkage which links two clauses of different levels of importance to come up with one complex sentence. Brinton(2000: 215) points out that “dependent clauses are related to the main clause by a process of embedding”. In other words, the dependent clause is subordinated to the independent one. For example:

They said that they were innocent. (Aziz,1989: 205)

(قالوا أنهم أبرياء)

In this complex sentence, the clause (they were innocent /هم أبرياء) is a dependent one which is subordinated to the main clause (they said /قالوا) by the subordinating conjunction (that /أن)

Subordinate clauses are classified “on the basis of their potential functions” into four types(nominal, adverbial, relative, comparative). In the present study, we will be focusing on the first two types (nominal/ adverbial). These two types and the subordinators used will be illustrated in the following table:

| English Subordinate Clauses | Subordinators | Arabic Subordinate Clauses | Subordinators |
|-----------------------------|--|----------------------------|---|
| Nominal | That | Nominal | أن، أن، أي، إلا أن، على أن، كأن، لعل/ولعل، Anna and its sisters |
| Adverbial | 1-Time: after, as, before, once, since, till, until, when, whenever, while, whilst, now(that), as long as, so long as, as soon as, immediately, directly | Adverbial | 1-Time: متى، حتى، لما، عندما، بينما، بعدما، بعد أن، بعدئذٍ، حين، حينما، بعد أن+subjunction |
| | 2-Place: Where, wherever | | 2-place: حيث، حيثما |
| | 3-Contrast: Whereas, while, whilst | | 3-Cause: (لام التعليلية) لأن، إذ، ل |
| | 4-Cause or Reason: because, since, as, for, as long as and inasmuch as | | 4-Purpose: كي، حتى، إلى أن |
| | 5-Purpose: in order to, so that, so, in order that | | 5-Circumstance: و zero conjunction |
| | 6-Result: So, so that | | 6-Exception: إلا، سوى |
| | 7-Condition: If, unless, assuming(that), provided(that), in case, providing(that) supposing(that), on condition(that) | | 7-Contrast: غير أن، إلا أن، مع ذلك، مع أن، رغم، بالرغم من، رغم أن 8-Result: إذاً، إذن، ف، لذلك، فذلك حتى+past tense 9-Condition: إذا، إن، لو، لولا، مهما، كلما، ما، لو، لو أن، لو لم، وإلا، وإن، ولو، أو، أم، من، أينما، حيثما، حتى ولو |

Table(2): Types of English and Arabic Subordinate Clauses and the Subordinators Used

3. METHODOLOGY

The study starts by providing a comprehensive theoretical part on compound-complex sentences in both English and Arabic. With regard to data collection, (3) English compound-complex sentences have been selected from different English grammar books

and handed over to (20) undergraduate students at the Department of Translation_ College of Arts_ University of Mosul, to handle the task of translating these sentences into Arabic. Their translations were analyzed syntactically and semantically by adopting Vinay& Darbelnet's translational model(1958/1995) as well as Catford's classification of translation-shifts (1965); in order to detect the difficulties and problems encountered in translating the sentences in addition to proposing renderings for the analyzed sentences. Finally, the study concludes by presenting several findings and conclusions.

4. DISCUSSION

SL Sentence No. 1:

Mite specialists have identified 30.000 species of mites, but they believe that these represent only a tenth of the total number (Greenbaum& Nelson, 2009:113).

TL renderings of sentence 1:

- 1) تعرف المختصين بالعث على 30,000 الف نوع من حشرة العث، إلا انهم يعتقدون ان ما ظهر لهم ليس إلا جزء من العشر للعدد الكلي.
- 2) حدد خبراء في العث 30,000 نوع من العث ومع ذلك فانهم يعتقدون أن هذا العدد يمثل فقط 10% من العدد الكلي.
- 3) اخصائي الحشرات قد عثروا على اكثر من 30,000 نوع من الحشرات، ولكنهم يؤمنون بان هذا الرقم يمثل عُشر الرقم الاصيلي.
- 4) لقد عثر اخصائي الحشرات على اكثر من 30,000 نوع من الحشرات، ولكنهم يقتنعون بان هذا الرقم يمثل عُشر فقط من الرقم الاصيلي.
- 5) اكتشف علماء القراديات 30,000 صنف من القراديات ولكنهم يعتقدون انها تمثل عُشر اجمالي العث.
- 6) حدد المختصون بالعث 30,000 نوعا منها ولكنهم يعتقدون ان هذا لا يمثل سوى عشر من العدد الاجمالي.
- 7) حدد علماء العث ما يقارب 30,000 نوع من العث الا انهم يعتقدون ان هذا يمثل 10% فقط من العدد الكلي.
- 8) اكتشف علماء مختصين بالعث ما يقارب 30,000 الف نوعا ولكنهم يعتقدون بأن هذا العدد هو مجرد عشر من العدد الكلي.
- 9) اكتشف خبراء في حشرات العث 30,000 نوع منها ومع ذلك فانهم يعتقدون ان هذا العدد يشكل فقط 10% من العدد الاجمالي.
- 10) حدد اخصائيون 30,000 نوعا من انواع العث، لكنهم يعتقدون ان هذه النسبة هس عشرة بالمئة من العدد الكلي.
- 11) المختصون في العث حددوا 30,000 نوع من العث لكنهم يعتقدون ان هذه لا تمثل سوى عُشر العدد الكلي.
- 12) اختصاصيو الفئران قد حددوا 30,000 نوع من الفئران، ولكنهم يعتقدون ان هذه تمثل فقط عشر العدد الاجمالي.

- 13) خبراء العث اكتشفوا 30,000 فصيلة من حشرات العث، لكنهم يعتقدون ان هذه الارقام تمثل العشر من المجموع الكلي.
- 14) تم تأكيد 30,000 صنف من الفلوس من قبل المختصين به لكنهم يعتقدون بأن تلك تمثل عُشر العدد الكلي.
- 15) حدد أخصائيو العث 30 الف نوع منها، ولكنهم يعتقدون أن الرقم لا يمثل سوى عُشر الرقم الاجمالي لهم.
- 16) حدد المتخصصون في حشرة العث 30,000 نوع من هذه الحشرة، لكنهم يعتقدون ان هذه النسبة لا تمثل سوى عُشر العدد الاجمالي.
- 17) لقد اكتشف علماء العث (30,000) نوعا من العث، إلا انهم يعتقدون بان عدد هذه الاصناف لا تمثل الا العُشر.
- 18) لقد حدد المختصون 30,000 نوع من العث لكنهم يعتقدون ان هذا لا يمثل سوى عشر العدد الاجمالي.
- 19) متخصصون قد صنفوا 30,000 انواع من قمل، ولكنهم اعتقدوا هذا يمثل فقط عشرة من عدد الكلي.
- 20) حدد العلماء المختصين بحشرات العث 30,000 نوعا من العث لكنهم يعتقدون أن هذا العدد يمثل ما يقارب عشر العدد الأجمالي.

SL sentence analysis:

Syntactically, this sentence consists of **three** clauses. The first clause (Mite specialists have identified 30.000 species of mites) is an independent one which is attached to the second independent clause (they believe) by the coordinator (**but**) that functions to make a contrast between the two ideas. The third clause (these represent only a tenth of the total number) is a that-nominal dependent clause because it is preceded by the simple subordinator (**that**).

The structure of this compound-complex sentence is:

Ind. Cl1+ Co.+ Ind. Cl2+ Sub.+ Dep. Cl3

TL sentences analysis:

| SL | Ind. Cl1+ Co.+ Ind. Cl2+ Sub.+ Dep. Cl3 | | | | | |
|----|--|-----|------|----------------------------|--------------------------|-----------------------|
| TL | Compound-complex structure | Co. | Sub. | Structure-appropriatene ss | Meaning-appropriatene ss | Translation-strategy |
| 1 | Ind. Cl1+ Sub.+ Dep. Cl2+ Sub.+ Dep. Cl3 | - | ان | - | + | Oblique/transposition |
| 2 | Ind. Cl1+ Sub.+ Sub.+ Dep. Cl2+ | - | أن | - | + | Oblique/ |

| | | | | | | | |
|----|---|-----|----|---|---|--|---------------------------|
| | Sub.+ Dep. C13 | | | | | | transposition |
| 3 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | - | | Direct/ literal |
| 4 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | - | | Direct/ literal |
| 5 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | + | | Direct/ literal |
| 6 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | - | + | | Oblique/ transposition |
| 7 | Ind. C11+ Sub.+ Dep. C12+ Sub.+ Dep. C13 | - | ان | - | - | | Oblique/ transposition |
| 8 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | أن | + | - | | Direct/ literal |
| 9 | Ind. C11+ Sub.+ Dep. C12+ Sub.+ Dep. C13 | - | ان | - | + | | Oblique/ transposition |
| 10 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | + | | Direct/ literal |
| 11 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | - | + | | Oblique/ transposition |
| 12 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | - | | Direct/ literal |
| 13 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | + | + | | Direct/ literal |
| 14 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | أن | - | + | | Oblique/ transposition |
| 15 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | أن | - | + | | Oblique/ transposition |
| 16 | Ind. C11+ Co.+ Ind. C12+ Sub.+ Dep. C13 | لكن | ان | - | + | | Oblique/ transposition |
| 17 | Ind. C11+ Sub.+ Dep. C12+ Sub.+ Dep. | - | ان | - | + | | Oblique/ |

| | | | | | | |
|----|--|-----|----|---|---|---------------------------|
| | CI3 | | | | | transposition |
| 18 | Ind. CI1+ Co.+ Ind. CI2+ Sub.+ Dep. CI3 | لكن | ان | - | + | Oblique/ transposition |
| 19 | Ind. CI1+ Co.+ Ind. CI2+ Dep. CI3 | لكن | - | - | - | Oblique/ transposition |
| 20 | Ind. CI1+ Co.+ Ind. CI2+ Sub.+ Dep. CI3 | لكن | أن | + | + | Direct/ literal |

Discussion:

Syntactically, students (3, 4, 5, 8, 10, 12, 13, 20) have succeeded in transferring the SL compound-complex structure into the TL, whereas the other students have failed. Students (1, 6, 11, 15, 16, 17, 18) have changed the structure of the dependent clause by converting it from affirmative into negative. Moreover, students (1, 17) have converted the coordinator into the subordinator (الان). So, this change has affected the structure and converted it into a complex one. The same thing was done by students(7, 9), i.e. they have converted the coordinator into the subordinators (مع ذلك/ الا ان) respectively. To conclude, students (1, 6, 7, 9, 11, 15, 16, 17, 18) have made a structure-shift in their renditions. Student (2) has made a structure-shift when s/he has converted the coordinator into the subordinator (مع ذلك) and added an additional subordinator (ان) as well. Thus, the structure was changed into a complex one in this rendition. Student (14) has made also a structure-shift by changing the voice of the first independent clause from active into passive. Student (19) has deleted the subordinator and therefore changed the structure into a compound one.

Semantically, students (1, 2, 5, 6, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20) have succeeded in conveying the message of the (SL) into the (TL) appropriately, the other students had problems in doing so and these failures have affected the appropriateness of meaning in their renditions. Students (3, 4) have used the equivalent (حشرات) for the word (mites) and this rendition has generalized the meaning. In other words, it didn't convey the concept of the specialized scientists in mites who made the research as well as the type of species that has been identified. In addition, they added (اكثر من) before the number which has changed the exact scientific fact of this sentence. The same thing was done by students (7, 8) who have added the word (ما يقارب). Thus, the meaning was rendered inappropriately. As for students (12, 19), they have used wrong rendition for the word (mites) by translating it into (قمل/ فئران) respectively which are also deemed inappropriate renditions.

Concerning the strategies and procedures adopted in the renditions of this sentence, students (3, 4, 5, 8, 10, 12, 13, 20) have adopted literal translation procedure within direct

translation strategy while students (1, 2, 6, 7, 9, 11, 14, 15, 16, 17, 18, 19) have adopted transposition translation procedure within oblique translation strategy.

Concerning the TL structures, the students have translated this sentence into the following groups of structure:

Group(1): Ind. Cl1+ Sub.+ Dep.Cl2+ Sub.+ Dep. Cl3 (4 renditions)

Group(2): Ind. Cl1+ Co.+ Ind. Cl2+ Sub.+ Dep. Cl3 (14 renditions)

Group(3): Ind. Cl1+ Sub.+ Sub.+ Dep. Cl2+ Sub.+ Dep. Cl3 (1 rendition)

Group(4): Ind.c11+ Co.+ Ind. Cl2+ Dep. Cl3 (1 rendition)

Proposed rendering:

-لقد حدد خبراء العث 30,000 نوع من العث، لكنهم يعتقدون أنها تمثل فقط عُشر العدد الاجمالي

SL Sentence No. 2:

I know that he is cheating and I cannot do anything about it (Quirk, et al., 1985: 1043).

TL renderings of sentence 2:

- 1) كنت على دراية بغشه ومع ذلك لم يكن بمقدوري فعل شيء.
- 2) أعرف انه يغش بالفعل لكن ما باليد حيلة.
- 3) اعلم انه كان يخونني ولكنني لا اقدر ان افعل شيئاً حول ذلك.
- 4) اعلم انه كان يخونني ولكني لا استطيع ان افعل شيئاً حول ذلك.
- 5) اعلم انه خائن ولكن ليس بوسعي شيء.
- 6) اعلم انه يغش ولكنني لا استطيع ان افعل شيء حيال ذلك.
- 7) اعلم انه يغش لكن ليس بيدي حيلة.
- 8) إني على يقين انه خائن ولكن ما باليد حيلة.
- 9) اعلم انه يغش ولا يمكنني فعل شيء حيال ذلك.
- 10) اعلم انه يغش لكن ما باليد حيلة.
- 11) أعلم أنه يغش ولكنني لا استطيع ان افعل شيئاً.
- 12) أعلم انه يحتال ولا استطيع فعل اي شيء حياله.
- 13) انا اعرف انه يخونني ولا استطيع عمل اي شيء بذلك.
- 14) اعلم بخيانتته لي ولا يمكنني فعل شيء.
- 15) أنا أعلم انه يغش ولكن لا يسعني القيام بأي شيء حيال ذلك.

- (16) اعلم انه يغشني ولا استطيع فعل اي شيء حيال ذلك.
 (17) أعلم بانه يغش ولا يمكنني فعل شيء حيال ذلك.
 (18) اعلم انه يغش لكن ليس بوسعي فعل شيء.
 (19) أعرف أنه يخون ولا استطيع أن افعل شيئاً حيال ذلك.
 (20) أنا أعلم بأمر خيانتته، ولكنني عاجزة عن فعل شيء حيال هذا الامر.

SL sentence analysis:

This compound-complex sentence consists of **three** clauses. it starts with the independent clause (I know). The second clause (he is cheating) is a that-nominal dependent clause preceded by the simple subordinator(**that**). The third clause (I cannot do anything about it) is an independent one and it is preceded by the coordinator (**and**) that is used, in this sentence, to show concession between the two ideas, in which the second independent clause is a surprising one to the receiver. The structure of this sentence is:

Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13

TL sentences analysis:

| SL | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13 | | | | | |
|----|---|-----|------|----------------------------|--------------------------|-----------------------|
| TL | Compound-complex structure | Co. | Sub. | Structure-appropriatene ss | Meaning-appropriatene ss | Translation-strategy |
| 1 | Ind. C11+ Sub.+ Dep. C12 | - | - | - | + | Oblique/transposition |
| 2 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13 | لكن | أن | + | - | Direct/ literal |
| 3 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13+ Sub.+ Dep. C14 | لكن | ان | - | - | Oblique/transposition |
| 4 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13+ Sub.+ Dep. C14 | لكن | أن | - | - | Oblique/transposition |
| 5 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13 | لكن | أن | + | - | Direct/ literal |
| 6 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13+ Sub.+ Dep. C14 | لكن | ان | - | - | Oblique/transposition |
| 7 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13 | لكن | ان | + | - | Direct/ literal |
| 8 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. C13 | لكن | أن | + | - | Direct/ literal |
| 9 | Ind. C11+ Sub.+ Dep. C12+ Co.+ Ind. | و | ان | + | + | Direct/ literal |

| | | | | | | |
|----|---|-----|----|---|---|---------------------------|
| | CI3 | | | | | |
| 10 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | لكن | ان | + | - | Direct/ literal |
| 11 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3+ Sub.+ Dep. CI4 | لكن | أن | - | - | Oblique/ transposition |
| 12 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | و | ان | + | + | Direct/ literal |
| 13 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | و | ان | + | + | Direct/ literal |
| 14 | Ind. CI1+ Co.+ Ind. CI2 | و | - | - | + | Oblique/ transposition |
| 15 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | لكن | ان | + | - | Direct/ literal |
| 16 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | و | ان | + | + | Direct/ literal |
| 17 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | و | أن | + | + | Direct/ literal |
| 18 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3 | لكن | ان | + | - | Direct/ literal |
| 19 | Ind. CI1+ Sub.+ Dep. CI2+ Co.+ Ind. CI3+ Sub.+ Dep. CI4 | و | أن | - | + | Oblique/ transposition |
| 20 | Ind. CI1+ Co.+ Ind. CI2 | لكن | - | - | - | Oblique/ transposition |

Discussion:

Syntactically, students (2, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18) have succeeded in transferring the compound-complex structure of this sentence into the TL appropriately. Whereas, student (1) has made a structure-shift by deleting the subordinator and substituting the coordinator with the subordinator of contrast (مع ذلك). Therefore, these changes have affected the structure and converted it into a complex one. As for students (3, 4, 6, 11, 19), they have complicated the structure of this sentence further by adding an additional subordinator and a dependent clause (ان افعل شيء). In other words, they have made a structure-shift in their renditions. In the renditions of students (14 and 20), a structure-shift is also recognized. They have deleted the subordinator from this sentence and this deletion has converted the structure into a compound one.

Semantically, students (9, 12, 13, 14, 16, 17, 19) have succeeded in conveying the meaning of the SL into the TL appropriately but students (1, 2, 3, 4, 6, 7, 10, 11, 15, 18, 20) have failed to do so. They have translated the coordinator into (لكن) which functions to indicate a contrast between the two ideas rather than a concession between them. Students(5&8) have also failed because they have made a class-shift when they converted the verb (is cheating) into the adjective (خائن) ;and by doing so, the meaning has been changed into a permanent adjective for the person him/herself rather than an action that is happening now.

Concerning the strategies and procedures adopted in the renditions of this sentence, students (2, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17, 18) have adopted literal translation procedure within direct translation strategy, while students (1, 3, 4, 6, 11, 14, 19, 20) have adopted transposition translation procedure within oblique translation strategy.

With relation to the TL structures, the students have translated this sentence into the following groups of structures:

Group(1): Ind. Cl1+ Sub.+ Dep. Cl2+ Co.+ Ind. Cl3 (12 renditions)

Group(2): Ind. Cl1+ Sub.+ Dep. Cl2 (1 rendition)

Group(3): Ind. Cl1+ Sub.+ Dep. Cl2+ Co.+ Ind. Cl3+ Sub.+ Dep. Cl4 (5 renditions)

Group(4): Ind. Cl1+ Co.+ Ind. Cl2 (2 renditions)

Proposed rendering:

-أعلمُ أنه يغشُّ ولا أستطيعُ فعلَ أيِّ شيءٍ بخصوص هذا الامر.

SL Sentence No. 3:

When it's spring, birds sing and flowers bloom (Sledd, 1959: 177).

TL renderings of sentence 3:

- (1) تغرد العصافير وتفتح الازهار في الربيع.
- (2) تزقزق العصافير وتفتح الورد عندما يحل الربيع.
- (3) تغرد الطيور وتفتح الازهار في فصل الربيع.
- (4) تُغرد الطيور وتفتح الازهار في فصل الربيع.
- (5) تغرد العصافير وتزهو الزهور في الربيع.
- (6) تزقزق الطيور و تزهو الزهور في فصل الربيع.
- (7) عند حلول الربيع، تزقزق العصافير وتفتح الزهور.
- (8) تُغرد العصافير وتزهو الزهور في الربيع.
- (9) عندما يأتي الربيع تزقزق العصافير وتفتح الازهار.
- (10) تزقزق العصافير وتفتح الزهور عند حلول الربيع.
- (11) عندما يأتي الربيع تزقزق العصافير وتزهو الورد.
- (12) عندما يحل الربيع تغني الطيور وتفتح الازهار.
- (13) عندما يأتي الربيع، تزقزق العصافير وتزهو الازهار.
- (14) عند الربيع تغني العصافير وتورد الازهار.
- (15) في الربيع، تغرد العصافير وتزهو الورد.

- 16) عندما يحين الربيع، تغني الطيور وتتفتح الازهار.
 17) عندما يحل الربيع، تغرد الطيور و تزهر الزهور.
 18) عند الربيع تغرد الطيور وتزهر الورود.
 19) عندما يحين الربيع، تتغرد الطيور وتتفتح الازهار.
 20) وفي الربيع تغني الطيور وتزهر الازهار.

SL sentence analysis:

This compound-complex sentence consists of **three** clauses. **It** starts with the subordinator (**when**) which indicates the time of the action and it is followed by an adverbial dependent clause of time (it's spring). The next clause (birds sing) is an independent one and it is attached to the third clause (flowers bloom) that is also an independent clause by the coordinator (**and**) which indicates an addition. The structure of this sentence is:

Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3

TL sentences analysis:

| SL | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | | | | | |
|----|---|-----|-------|----------------------------|--------------------------|-----------------------|
| TL | Compound-complex structure | Co. | Sub. | Structure-appropriatene ss | Meaning-appropriatene ss | Translation-strategy |
| 1 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 2 | Ind. Cl1+Co.+ Ind. Cl2+ Sub.+ Dep. Cl3 | و | عندما | - | + | Oblique/transposition |
| 3 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 4 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 5 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 6 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 7 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 8 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 9 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 10 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/transposition |
| 11 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |

| | | | | | | |
|----|---|---|-------|---|---|------------------------|
| 12 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 13 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 14 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/ transposition |
| 15 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/ transposition |
| 16 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 17 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 18 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/ transposition |
| 19 | Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 | و | عندما | + | + | Direct/ literal |
| 20 | Ind. Cl1+ Co.+ Ind. Cl2 | و | - | - | + | Oblique/ transposition |

Discussion:

Syntactically, students (9, 11, 12, 13, 16, 17, 19) have succeeded in transferring the exact compound-complex structure of the SL sentence into the TL appropriately. However, the other students have failed to do so whether by deleting part of the compound-complex structure or by making a shift in their renditions. As for students (1, 3, 4, 5, 6, 8), two types of shift can be recognized in their translation. The first one is a unit-shift in which they have converted the dependent clause “it’s spring” into an adverbial phrase “في فصل الربيع/ في الربيع”. The second type is a structure-shift by changing the order of clauses, i.e. putting the complex part at the end of the sentence. Moreover, they deleted the subordinator (when) and this deletion has led the structure in their renditions to be converted into a compound one. Student (2) has made a structure shift by putting the subordinator and dependent clause at the end of the sentence. In the rendition of student (7), there are three types of shift that can be recognized:1) Class-shift by converting the verb of the dependent clause into a noun “حلول”. 2) Unit-shift by converting the dependent clause into an adverbial phrase “عند حلول الربيع” which is also considered as a structure-shift (structure-change). Therefore, the structure of this rendition was a compound rather than a compound-complex one due to the deletion of the subordinator. Student (10) made three types of shift in his/her rendition. The first one is a class-shift (converting the verb into a noun “حلول”), the second one is a unit-shift (converting the dependent clause into an adverbial phrase “عند حلول الربيع”) and the third one is a structure-shift (changing the structure and the order of clauses). Thus, s/he has deleted the subordinator. The structure of this rendition is also a compound one. As for students (14, 15, 18, 20), both unit-shift and structure-shifts are recognized in their

renditions, that is, they have deleted the subordinator and converted the dependent clause into an adverbial phrase "في الربيع/ عند الربيع".

Semantically, all the students have succeeded in transferring the content of the message despite the deletions and shifts they made in their renditions.

Concerning the strategies and procedures adopted in the renditions of this sentence, students (1, 2, 3, 4, 5, 6, 7, 8, 10, 14, 15, 18, 20) have adopted transposition translation procedure within oblique translation strategy, while students (9, 11, 12, 13, 16, 17, 19) have adopted literal translation procedure within direct translation strategy.

Concerning the TL structures, the students have translated this sentence into the following groups of structures:

Group(1): Sub.+ Dep. Cl1+ Ind. Cl2+ Co.+ Ind. Cl3 (7 renditions)

Group(2): Ind. Cl1+ Co.+ Ind. Cl2+ Sub.+ Dep. Cl3 (1 rendition)

Group(3): Ind. Cl1+ Co.+ Ind. Cl2 (12 renditions)

Proposed rendering:

-عندما يحلُ الربيع، تُغَيِّ الطيور وتُزهَرُ الأزهار.

5. CONCLUSION

The study comes up with the following conclusions:

- 1- The study shows that compound-complex type of structure can be found in both English and Arabic (compound-complex sentences/ الجمل المتشابهة), with its two parts and relationships (compound part with coordinating relationship and complex part with subordinating relationship); in addition to coordinators and subordinators that conjoin independent and dependent clauses to form such structures. This fulfills hypothesis number (1).
- 2- Compound-complex type of sentences is problematic for students when translating them into Arabic due to the intricate structures of such sentences, which contain independent and dependent clauses as well as coordinators and subordinators. Students commit errors when dealing with these structures because they fail to identify and distinguish between independent and dependent clauses. also, they mistranslate or delete the connecting words (coordinators and subordinators) that conjoin these clauses to form compound-complex sentences.

- This deletion, mistranslation and lack of identification of the parts of compound-complex sentences affect their renditions syntactically and often semantically. In addition, their TL renditions ends up to be inaccurate, incorrect or incomplete. This fulfills hypothesis number (2).
- 3- The study also shows that students tend to make unnecessary shifts in translating English compound-complex sentences into Arabic. They are inclined to make structure-shifts by changing the order of clauses, substituting coordinators with subordinators and vice versa, deleting parts of the compound-complex structure, etc. some students make unit-shifts (rank-shift) by changing the clauses into phrases or even words. Whereas, class-shifts happen in some TL renditions by changing the part of speech of some words involved in the SL compound-complex sentences. As a result, this tendency of making unnecessary shifts in the translation process affects the TL renditions and transfers them to the receiver, syntactically and sometimes semantically, in an inaccurate and inappropriate way. This conclusion fulfills hypothesis number (3).
- 4- Regarding the translation strategy used in translating English compound-complex sentences into Arabic, Vinay& Darbelnet's model of translation strategies is applicable to translating such sentences by adopting literal translation procedure subsumed under direct translation strategy which preserves the same SL structure and meaning in the TL. This fulfills hypothesis number (4).

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