Ambiguity in Translation of Reduced Relative and Adverbial Clauses

Kısaltılmış İlgi Tümceleri ve Zarf Tümleçlerinin Çevirisinde Belirsizlik

Mehpare KÖSEER BÜTÜN [iD]

Kırıkkale Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, İngilizce Mütercim Tercümanlık Bölümü, Kırıkkale, Türkiye

Kırıkkale University, Faculty of Humanities and Social Sciences, Department of Translation and Interpreting, Kırıkkale, Türkiye
mehparebutun@gmail.com

(Sorumlu Yazar – Corresponding Author)

Zeynep BAŞER [iD]

Kırıkkale Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, İngilizce Mütercim Tercümanlık Bölümü, Kırıkkale, Türkiye

Kırıkkale University, Faculty of Humanities and Social Sciences, Department of English Translation and Interpreting, Kırıkkale, Türkiye
zeynepbaser@kku.edu.tr

Abstract

In English, relative pronouns and adverbial time or causal conjunctions might be omitted in the same way, thereby resulting in reductions. On the other hand, Turkish does not have reduction forms in RCs and ACs, which may lead to ambiguity in translation from English into Turkish. The ultimate goal of the present study is to analyse this ambiguity and how it changes depending on the use of overt or covert subject and the use of active and passive voice. To this end, a multiple-choice test with 24 reduced sentences was administered online with the 1st and 4th year university students. In the next academic year, another group of the students at the 1st and 4th year were required to translate the sentences from scratch in the classroom. The students in the online test experienced more ambiguity when choosing between translations of reduced active sentences. Students who translated from scratch experienced less ambiguity when translating the sentences as RC or AC. This study is expected to contribute to the understanding of the structural factors (overt-covert subjects, active-passive voices) in the analysis of ambiguity in reduced RCs and ACs and to raise awareness among student translators and translator educators.

Keywords: translation, ambiguity, reduction

Öz

İngilizcede, İlgi tümceleri (İT) ve zaman veya nedensel zarf tümleçleri (ZT) aynı şekilde cümleden çıkartılabilir, bu da kısaltılmış cümle olarak açıklanır. Öte yandan, Türkçe İT'ler ve ZT'lerde kısaltma yoktur, bu da İngilizceden Türkçeye çeviride belirsizliğe yol açabilir. Bu çalışmanın nihai amacı, bu belirsizliği ve örtük veya açık özne kullanımı ile edilgen ve etken çatı kullanımına bağlı olarak nasıl değiştiğini analiz etmektir. Bu amaçla, 24 kısaltılmış cümle içeren çoktan seçmeli bir test, 1. ve 4. sınıf üniversite öğrencileriyle çevrimiçi olarak uygulandı. Bir sonraki akademik yılda, 1. ve 4. sınıftaki başka bir öğrenci grubunun sınıfta cümleleri sıfırdan çevirmeleri istendi. Çevrimiçi testteki öğrenciler, kısaltılmış etken cümlelerin çevirileri arasında seçim yaparken daha fazla belirsizlik yaşadı. Sıfırdan çeviren öğrenciler, cümleleri İT veya ZT olarak çevirirken daha az belirsizlik yaşadı. Bu çalışmanın, kısaltılmış İT'ler ve ZT'lerde belirsizliğin analizinde yapısal faktörlerin (örtük-açık özneler, etken-edilgen çatılar) anlaşılmasına katkıda bulunması ve çevirmenlik bölümü öğrencileri ile çevirmen eğitmenlerinin farkındalığını artırması beklenmektedir.

Anahtar Kelimeler: çeviri, belirsizlik, kısaltma

Introduction

The present study explored the ambiguity in the translation of the reduction forms of Relative Clauses (RC) and Adverbial Clauses (AC) from English into Turkish. This research sought to test the hypothesis that there is ambiguity in translating English Reduced RCs and ACs into Turkish, which is a consequence of the fact that both are reduced in the same way by using the present participle for active reduction and the past participle for the passive, whilst Turkish language does not have a similar reduction structure. Sentences (1a) and (1b) illustrate why it might be challenging to distinguish and translate reduced RCs and ACs. While sentence (1a) is an example of reduced RC, sentence (1b) is an example of reduced AC that lacks an adverbial marker and might result in temporary ambiguity.

1. a. Lisa *who* stayed at home all day got bored.
   Staying at home all day, Lisa got bored.
   b. *Because* Lisa stayed at home all day, she got bored.
   Staying at home all day, Lisa got bored.

Given that the first word of a reduced clause might first be misinterpreted as a part of the main sentence, reduced RCs commonly create temporary linguistic ambiguity. (Townsend & Bever, 2001, p. 248). Therefore, many studies in the field of psycholinguistics have focused on reduced RCs. (Townsend & Bever 2001, p. 247), especially to ascertain whether previous knowledge or semantic information can influence how a reader or listener initially constructs a sentence. One study, for instance, compared sentences that were more likely to exhibit the garden path effect—for example, "the student asked... [by the teacher]"—where the subject "student" is animate and may be the performer of the action, and sentences that were less likely to do so—for example, "the question asked... [by the teacher]"—where the subject "question" is not animate and therefore could not be the performer of the action (Carrol, 2008, p. 137).

Some studies of second language acquisition using reduced RCs have investigated how native and non-native speakers resolve ambiguity in reduced RCs. For instance, Juffs (1998) recorded word-by-word reading times for six sentence categories using 17 monolingual native English speakers (NSs) of English and 17 advanced ESL (English as a Second Language) Chinese, Korean or Japanese, and Romance learners. The findings indicate that the main verb/reduced relative clause ambiguity was resolved by using post-ambiguity cues and verb subcategorization information. According to the results, certain ESL students were more vulnerable than others to being misled by a deficiency of post-ambiguity cues; this difference may be attributed to the learners' native language (L1). These results suggest that the typological features of their L1s influence how adult ESL learners process English through their parsing strategies, and that ESL speakers, like native speakers, are attentive to the intricate relationships between information sources while parsing a sentence. No further information is given to the reader because, as in example (2) below, the relative pronoun does not come before the shortened RC (Hsu, 2006). Since agent-action-patient is the prevalent pattern, the reader in example (2) first interprets "told" as the main verb but is forced to reconsider the sentence after reading "cried." They only discover later that "told" is the past participle and "the boy" is the direct object of the subordinate sentence.

2. The boy told the story cried. (The boy who was told the story cried.)

Displaced RCs and their reduction are more problematic as their reduction is exactly the same as that of reduced adverb clauses. Reduced adverb clauses, on the other hand, are described as the condensing of an adverbial clause into an adverbial phrase of time and causation. Provided that the subject of the independent clause and the dependent clause (the adverb clause) are the same, adverb clauses might be shortened. Example (3) below provides thorough explanations and guidelines on how to condense each kind of adverb clause that shares the same subject as the independent clause. As it was pointed out, "reduced adverb clauses assume that the subject is the same as that of the independent clause even though the subject is absent from the subordinate structure." (Quirk et al., 1985, p. 1046).

3. *Because he* studied a lot, *he* passed the exam.
   Studying a lot, he passed the exam.

In more formal English, when the main clause and the subordinate clause have their separate subjects, the sentence could still be reduced by using present participle -ing or past participle -ed as in example (4). Nevertheless, there won't be any ambiguity in the sentences.

4. As the exam was rather difficult, they couldn't pass it.
The exam being rather difficult, they couldn't pass it.

Adverbial clauses may take on a different form in translation for stylistic or grammatical reasons. When a structural connection is only partially present in the target language, translation issues can arise (Lindquist 1989, p. 36; Ström Herold & Levin 2018, p. 115). Reduction of ACs is often similar to non-defining RCs with which, who, or that. In this regard, a coordination is defined as "a compact structure allowing the omission of the subject and sometimes the auxiliary, thereby matching the subject-less non-finite supplementive ing-clause" by Ström Herold & Levin (2018, p. 129). A past participle, which lacks both a subject and a verb, is also a compressed alternative, according to Ström Herold & Levin (ibid. p. 137). Therefore, when a relative pronoun or conjunction is absent from the sentence along with the subject, the reader feels obscurity while deciding on the full form of the sentence.

In English, there are many different types of adverb clauses, including those describing time, causality, contrast, condition, manner, and position. Not every adverb clause has a reduction form, and only the adverbial clauses describing time and causality can be shortened. Reduced adverb clauses comprise present or past participles that are external to or supplementary to the independent clause structure, with or without prepositional (or adverbial) phrases and/or adverb clause markers. As in examples (5a) and (5b).

5. a. While I was studying for my final exams, I stayed awake until dusk.
(While) studying for my final exams, I stayed awake until dusk.
b. After he had revised all his notes, he started to solve some test questions on the topic.
(After) having revised all his notes, he started to solve some test questions on the topic.

If the adverb clause shares the same subject as the main clause, the subject might be omitted. An ambiguous sentence will emerge when the subjects are different (Pyle and Page, 200, p. 213). When a common element of two coordinated sentences, which is obviously encoded in the first, is not repeated in the second, this is known as conjunction reduction or coordination reduction.

When using full or reduced adverb clauses, even if the subordinate construction is entirely removed, the independent phrase still has structure and meaning (Leech & Svartvik, 1994, as cited in Hinkel 2002). As Biber (1988) pointed out, "Reduced adverb clauses in academic papers efficiently integrate information while maintaining the meanings and purposes of complete adverb clauses. They typically denote formal and written registers and are... rarely used in speech." (as cited in Hinkel, 2022, p. 137). Therefore, reduced adverbial clauses are utilized in writing and are rarely preferred in conversation.

Turkish is a linguistically different language from English. English is a head initial language. On the other hand, Turkish is a head final language. RCs have a nominalized modifier clause in Turkish. Neither an overt wh- nor an overt complementizer are present; there is only a gap in the head position. (Aydın, 2007). In general, two Turkish RC forms show a subject/non-subject asymmetry (Underhill, 1972; Kornfilt, 2000; Ulutaş, 2006). Which RC suffix should be used—object (-dIk, -(y)AcAk) or subject particle (-(y)An, -r -mAz, -mIş)—depends on whether the phrase internal gap site is a non-subject or the grammatical subject of the relative, as in example (10). Additionally, the two relativising strategies differ from one other in their internal morphology (Özsoy, 1994, p. 363). Given that it does not have agreement morphology, the verbal form -(y)An (subject RC) is easier. Nonetheless, the -dIk construction (object RC) is used for possessive morphology that is consistent with the subject, which (when overt) exhibits genitive case morphology (Çağrı, 2005).

As previously stated, reduced RCs and ACs are tough to comprehend, thus translating such phrases is likely to be problematic, as well. Additionally, reduced RCs and ACs may be more difficult to translate, particularly in typologically distinct languages that do not allow reduction such as Turkish or carry a relative pronoun. However, no relevant literature has been found

investigating the ambiguity in the translation of reduced RCs and ACs between this English and Turkish typologically different language pair.

This study sought to investigate the reduction forms of Relative Clauses and Adverbial Clauses in translation from English to Turkish, two typologically different languages. According to Crystal (2003, p. 390), the word "reduction in grammar usually refers to a clause that lacks one or more of the elements required to enable it to be used as a full independent construction". Nevertheless, this must abide by certain guidelines. The types of clauses discussed in the present study are particularly the verbs that are reduced in the present participle (-ing) and the past participle (-ed). Thus, the present study explored the ambiguity in the translation of reduced RCs and ACs from English into Turkish. To this end, the research questions are as follows:

a) How does the type of reduction affect the translation difficulty in reduced RCs and ACs?

b) Does it make it harder to translate reduced RCs and ACs into Turkish when passive voice is used as compared to active voice?

c) How does the subject (covert or overt subject) affect the translation of reduced RCs and ACs?

d) What are the differences in the translations of reduced RCs and ACs between the first and fourth-grade student translators?

The remaining paper continues with the details about the materials and methods used in the present study, afterwards presents the results, discussion, and conclusion.

Materials and Methods

Based on the population, the nature of the problem being studied, and the data's accessibility, the researcher selected two approaches. Descriptive and analytical approaches were selected for the purposes of this study. The work is based mostly on the description and analysis of translation students' responses and Machine Translation tools. Below are the details of the technique, data analysis, participants, and data collection instrument. Ethics committee approval was obtained from Social Sciences and Humanities Research Ethical Committee of Kırıkkale University (19/12/2022, No: 11) for this study. Written informed consent was obtained from all participants who participated in the study.

Data Collection Tool

For the purpose of this study, 24 reduced sentences were written, and divided into two groups as 12 overt subjects and 12 covert subjects. The sentences were also categorized as 12 active reduced sentences and 12 passive reduced sentences. Furthermore, these active and passive sentences are parted as 3 clauses starting with the present participle, 3 clauses with having past participle, 3 clauses beginning with the past participle using –ed, and 3 clauses with having been past participle (see Appendix A).

Additionally, to get the interrater reliability, the sentences were rated by 2 experts sent with a difficulty rating scale from 1 to 5 (very easy to very hard), given under each sentence.

The similarity between the scores given by the raters to the sentences is 83%. Cohen's Kappa was also conducted to determine whether there was reliability between the two raters. Cohen's Kappa value was found to be 0.597. According to Altman's (1999) guidelines and by looking at the work of Landis and Koch (1977), a Kappa (K) of 0.597 indicates significant (moderate) agreement among raters, K = 5.597 (95% CI, 0.242 to 0.952), $p < .05$ ($p = .003$). This agreement between raters was considered acceptable for the study.

First of all, a test consisting of English sentences with their Turkish translations that have two options as adverbial or relative clauses were completed online through Google Forms by the 1st and 4th year 2022-2023 academic year students in Kırıkkale University, Kırıkkale and Yıldırım Beyazıt University, Ankara. The following examples, (6) with pronouns as subject (covert), and (7) with an overt subject are from the test prepared for students. The students were asked to choose the most acceptable translation of the given sentences. They were allowed to choose both options if they thought so.

6. (Q9) Entering the classroom with dirty clothes, he made a bad impression.
     a. Sınıfa kirli giysilerle giren oğlan, kötü bir izlenim bıraktı.

b. Sınıfa kirli giysilerle girerek kötü bir izlenim bıraktı.
7. (Q1) Connecting the two halves of the city, the bridge needs repairing.
   a. Şehrin iki yakasını birbirine bağlayan köprünün, onarıma ihtiyacı var.
   b. Şehrin iki yakasını birbirine bağladığı için köprünün onarıma ihtiyacı var.

The number of words in the sentences was also between 10-12 words in order to get the average sentence length and to prevent the impact of the length of the clauses on the participants while reading and deciding on the answer during the translation and the test.

Furthermore, the same sentences were translated from scratch by the 1st and 4th year students from the 2023-2024 academic year at Kırıkkale University and the results of each experiment were compared. 5 students from each year.

Participants
In total 203 students from Kırıkkale University and Ankara Yıldırım Beyazıt University took part in the research. The demographic information about the participants who took part in the online test and the translation from scratch is given below.

The population of students for this study consisted of the 1st and 4th year students at Kırıkkale University and Yıldırım Beyazıt University, who studied in the English Translation and Interpreting Department. The sentences were translated by the 1st and 4th-grade student translators of the 2022-2023 academic year.

Depending on the method used for data gathering, there were two primary categories. The first group, 1st and 4th grade, 2022-2023 academic year students, included 109 students who responded to the online multiple-choice questions. However, as 5 of the students didn't write their grades, they were excluded from the evaluation. Thus, the analysis included 104 participants (see Table 1).

Table 1.
Participants in the online test

	Male	Female	Total
1st year	23	34	57
4th year	20	27	47
Total	43	61	104

The second group, 1st and 4th grade, 2023-2024 academic year students, included 99 who did not participate in the first group and who translated the sentences in class from scratch (see Table 2).

Table 2.
Participants in the translation from scratch

	Male	Female	Total
1st year	34	33	67
4th year	16	16	32
Total	50	49	99

The translations of Machine Translation (MT) tools such as Google Translate, Trados Studio, DeepL, ChatGPT, Microsoft Bing and Phrase were included in the study so that the translations of MT tools and students could be compared. Lastly, 5 of 1st year students and 5 of 4th year students who translated the sentences from scratch in class were interviewed in order to get a better idea about how they translated the sentences and what their reasons were in preferring between AC or RC.

Procedure

Given that the first word of a reduced RC or AC may initially be read as part of the main phrase, reduced RCs and ACs are frequently seen to have temporary ambiguity in meaning, as noted in the relevant literature. If the sentence is reduced, students are more inclined to read it again. Moreover, given that RCs and ACs are reduced similarly by using the present participle –ing for active reduction and past participle –ed for passive reduction, it is expected to have structural ambiguity while translating these abbreviated sentences into Turkish about deciding upon whether the long form of the sentence could be an RC or an AC.

A Google Form with 24 reduced sentences was created and distributed to participants online. In order to better understand the challenges, a group of participants received copies of phrases and had to translate them from scratch in class within a set amount of time (around 40 minutes). All the results of these tests were turned into Excel Forms and analysed via SPSS to get descriptive statistics and meaningful comparisons.

Data Analysis

The responses from the first group to the online questionnaire were taken from Google Forms and converted into Excel forms for analysis. The outstanding averages were further investigated in detail and they were discussed in the present study. Moreover, the answers were analysed in the SPSS package and were evaluated based on these findings.

The quantitative data was analysed by means of SPSS 27 (IBM SPSS Corp., Armonk, NY, USA) to provide more accurate results. Firstly, reliability tests were employed, and it was seen that the scale was reliable enough with .71 Cronbach's alpha value. According to the Shapiro-Wilk normality test, it was found that the data gathered by the scale was not normally distributed. Therefore, in order to analyse the data, non-parametric tests were employed.

For the second group, the answers to questions were collected from the paper forms distributed to the students and they were written in Excel forms. The translations of reduced RC and AC parts were specifically analysed to reveal how the participants translated different types of reductions. After the data was entered into the SPSS, the distribution of the data was first examined. The Shapiro-Wilk normality test was used and it was seen that the data was not normally distributed. The students' translation errors were coded for further analysis.

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Results

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The results of the online multiple-choice test, and in-class translation from scratch, are presented below respectively.

Results of the Online Multiple-Choice Test

To determine the structural ambiguity in reduced RC and AC while translating into Turkish and whether it is more challenging to translate when passive voice is used in reductions, 24 test questions, grouped as 12 overt subjects and 12 covert subjects, and divided into two groups as active and passive, were recruited with student translators. The order of the questions was randomly distributed in order to avoid bias while doing the test. Accordingly, the general information about the questions is presented below (see Appendix A).

01, 18, and 24	Overt Subject, Active, Present Participle
06, 14, and 22	Overt Subject, Active, Having + Past Participle
02, 07, and 23	Overt Subject, Passive, Past Participle
10, 12, and 16	Overt Subject, Passive, Having Been + Past Participle
09, 15, and 20	Covert Subject, Active, Present Participle
03, 13, and 17	Covert Subject, Active, Having + Past Participle
04, 19, and 21	Covert Subject, Passive, Past Participle
05, 08, and 11	Covert Subject, Passive, Having Been + Past Participle

There were 104 answers to be examined in the online test. The quantitative data was analysed by means of SPSS 27 to provide accurate results. According to the Shapiro-Wilk normality test, it was found that the data gathered by the scale was not normally distributed. Therefore, in order to analyse the data, non-parametric tests were employed. As the data were

compared in terms of pairs such as 1st and 4th year difference, the Mann-Whitney U test, one of the non-parametric tests, was used for pairwise comparison. In the Mann-Whitney U test, mean rank and significance values were examined in tables.

The sentences were analysed in SPSS to have descriptive statistics. While analysing, 1 point was given for option A, 3 points were given for option B, and 2 points were given for both, meaning for indecisiveness. As the options were distributed randomly into A or B, Table 3 below was given so that the mean value would be meaningful. In other words, if the mean value is close to 3, at or higher than 2.50, it can be interpreted that there is a tendency in option B. If it is below or at 1.50, it can be said that the majority turned to option A. If it is around 2, that is, between 1.50 and 2.50, this means that the participants were indecisive.

Table 3.
Mean Value of Options

Question	1	2	3	4	5	6	7	8	9	10	11	12
Option AC	B	A	B	A	A	B	A	B	A	A	B	B
Option RC	A	B	A	B	B	A	B	A	B	B	A	A
Mean Value	1.38	2.05	2.25	1.50	1.51	1.66	2.67	1.94	2.09	2.52	2.66	1.95
Result	A	X	X	A	X	X	B	X	X	B	B	X
	RC	X	X	AC	X	X	RC	X	X	RC	AC	X

Question	13	14	15	16	17	18	19	20	21	22	23	24
Option AC	A	B	A	A	A	A	B	A	A	A	B	A
Option RC	B	A	B	B	B	B	A	B	B	B	A	B
Mean Value	1.67	1.72	1.50	2.57	2.27	1.94	2.38	1.45	1.35	2.35	1.29	2.34
Result	X	X	A	B	X	X	X	A	A	X	A	X
	X	X	AC	RC	X	X	X	AC	AC	X	RC	X

(AC= Adverbial Clause / RC = Relative Clause)

As seen in Table 3, the mean value is around 2 in 14 questions, thereby suggesting that the students felt ambiguity while deciding on the full form of the sentences as RC or AC which supports the idea behind this study. On the other hand, in sentences 4, 11, 15, 20, and 21 there is a tendency to AC whilst they preferred RC in sentences 1, 7, 10, 16, and 23.

Overt-Covert Subjects
The results reveal that when there is an overt subject in reduction, students tend to consider the Turkish translation of the sentence as RC. There were 12 sentences with overt subjects in the reduction form. The percentages are given below in Table 4.

Table 4.
Percentages of test questions with overt subjects

Question No.	1	2	6	7	10	12	14	16	18	22	23	24
AC (%)	19.2	46.2	30.8	16.3	22.1	44.2	30.8	20.2	39.4	28.8	13.5	27.9
RC (%)	80.8	51.9	64.6	83.7	75	49	58.7	77.9	45.2	64.4	83.7	62.5
Both (%)	-	1.9	4.8	-	2.9	6.7	10.6	1.9	15.4	6.7	2.9	9.6

(AC= Adverbial Clause / RC = Relative Clause)

When Table 4 is examined, it is observed that the percentages of the answers for some sentences have a high gap as in questions 1 and 7, as well as 10, 16, and 23. For question 1, displayed in sentence (8) below, AC option is %19.2 while the RC option is %80.8, and both options-percentage isn't available. That means the sentence has the same meaning for a majority of the student translators.

8. (Q1) Connecting the two halves of the city, the bridge needs repairing.
    a. Şehrin iki yakasını birbirine bağlayan köprünün, onarıma ihtiyacı var.
    b. Şehrin iki yakasını birbirine bağladığı için köprünün onarıma ihtiyacı var.

On the other hand, questions such as 2, displayed in sentence (9) below, and 12 have percentages of RC and AC that are very close to one another, thereby suggesting that there could be ambiguity while choosing one of the options. It can be highlighted that both of these sentences include passive voices. These examples support the idea that the past participle in the reduction form of RC and AC might be more challenging for the reader.

9. (Q2) Served meatball as a starter, the man isn't delighted with the menu.
    a. Başlangıç olarak köfte ikram edildiği için adam menüden memnun değil.
    b. Başlangıç olarak köfte ikram edilen adam, menüden memnun değil.

When there is a covert subject, the participants have a tendency to select the option involving AC in Turkish translation. 12 sentences have covert subjects and the answers of students are mostly AC for these sentences. The percentages are given below in Table 5.

Table 5.
Percentages of test questions with covert subjects

Question No.	3	4	5	8	9	11	13	15	17	19	20	21
AC (%)	60.6	71.2	70.2	43.3	38.5	82.7	61.5	69.2	61.5	65.4	76	80.8
RC (%)	34.6	21.2	22.1	49	48.1	16.3	28.8	19.2	33.7	26.9	21.2	16.3
Both (%)	4.8	7.7	7.7	7.7	13,5	1	9.6	11.5	4.8	7.7	2.9	2.9

(AC= Adverbial Clause / RC= Relative Clause)

When it comes to the questions with covert subjects, the percentage gap between most of the options AC and RC is high above %25 in sentences (see Table 5 above), which can be interpreted as students were sure that the full form of the sentence was an AC except for question 8 and 9 (see sentences 10 and 11 below). These two sentences were chosen mostly as RC in Turkish translations. Still, it is seen that the percentages are close to one another. It is assumed that in the Turkish translations of the questions 8 and 9, the Turkish word 'kız' was used for 'she' which is a covert subject, students didn't read it as a subject pronoun but accept as overt subject in the options of the test given to them.

10. (Q8) Having been transferred to the head office, she felt lucky working there.
    a. Merkez ofise nakledilen kız, orada çalıştığı için şanslı hissediyordu.
    b. Merkez ofise nakledildiği için kız orada çalıştığına şanslı hissediyordu.

11. (Q9) Answering the phone in a hurry, she started to cry loudly.
    a. Aceleyle telefona cevap verdikten sonra yüksek sesle ağlamaya başladı.
    b. Aceleyle telefona cevap veren kız, yüksek sesle ağlamaya başladı.

As expected, the sentences with overt subjects in English were preferred to be translated as RCs in Turkish whereas the sentences with personal pronouns as subjects were mostly ACs.

Active-Passive Voice

When the answers were examined in terms of the presence of active and passive voice in the reduction form, it was observed that the students felt more ambiguity in active clauses than passive ones, which was unexpected.

Table 6.
Mean values of test questions in terms of active and passive voices

	Passive Question No.	Mean value	Active Question No.	Mean value
Overt subject	2	2.05	1	1.38
	7	2.67	18	1.94
	23	1.29	24	2.34
	10	2.52	6	1.66
	12	1.95	14	1.72
	16	2.57	22	2.35
Covert subject	4	1.50	9	2.09
	19	2.38	15	1.50
	21	1.35	20	1.45
	5	1.51	3	2.25
	8	1.94	13	1.67
	11	2.66	17	2.27

Table 6 shows that there are more sentences with mean value around 2 (above 1.50 and below 2.50) when the reduction form included active voice (%83, 10 out of 12 sentence) than when it included passive voice (%50, 6 out of 12 sentence), thereby implying that the students tended to opt for both options, RC and AC, when they read a question including a reduction form with active voice. Furthermore, this is regardless of the condition overt vs. covert subject given that the same pattern is observed.

1st and 4th Year Students

The data was compared in terms of class differences between 1st and 4th year students. The Mann-Whitney U test, one of the non-parametric tests, was employed for pairwise comparison. In the Mann-Whitney U test, mean rank and significance values were examined in the table. Only the significant differences which are above $p = .005$ were given in Table 7.

According to the results, it was seen that there were a few questions that had a significant difference. Out of 24 questions in the test, 4 questions had a significant difference in terms of 1st and 4th year students' answers, which are questions 9, 15, 17, and 19 (see Table 7).

Table 7.
Mann-Whitney U test results in terms of 1ˢᵗ and 4ᵗʰ-year

Sentence	Grade	Number	Mean Rank	Significance (sig)
Q9	1st Grade	60	55.20	
	4th Grade	44	48.82	.008
Q15	1st Grade	60	48.17	
	4th Grade	44	58	.005
Q17	1st Grade	60	56.03	
	4th Grade	44	47.69	.008
Q19	1st Grade	60	57.50	
	4th Grade	44	45.67	.006

To illustrate, in question 9, which is 'Answering the phone in a hurry, she started to cry loudly.', the general tendency is to RC with 48.1% (as seen in Table 7 before), and in this percentage 1ˢᵗ year consists of 55.20, over half of them, while fourth-graders include 48.82.

Questions 9, 15, 17, 19 are all sentences with covert subjects that are 'she, he, we and they' in a row. Therefore, it can be explained that when there is a covert subject, there is a difference in tendency between the 1ˢᵗ and 4ᵗʰ year students to opt for RC or AC. In questions 15, 17, and 19, the overall preference was towards AC, and over half of the 1ˢᵗ year students were inclined to AC, except for question 15. In question 15, 4ᵗʰ year students preferred AC. The 1ˢᵗ year students' choice of AC for question 15 and 17 might be explained with the fact that RC is a complex structure at which 4ᵗʰ year students might be expected to be better. Nonetheless, the number of the examples with significant result is very few to make any generalization.

Summary
To put it in a nutshell, when 24 questions were examined in terms of overt-covert subjects and active-passive voice, it was observed that the sentences with overt subjects in English were preferred to be translated as RCs in Turkish whereas the sentences with personal pronouns as subjects were mostly chosen as ACs. However, reductions with active voice caused higher ambiguity than those with passive voice. Furthermore, only in very few sentences, there were significant differences between the 1ˢᵗ and 4ᵗʰ year students.

Results of the Translations from Scratch
The quantitative data was analysed by means of SPSS 27 to provide more accurate results. Since the data was not normally distributed according to the Shapiro-Wilk Normality Test, non-parametric tests were employed to compare variables. As the data was compared in terms of pairs such as 1ˢᵗ and 4ᵗʰ year class difference, the Mann-Whitney U test, one of the non-parametric tests, was employed for pairwise comparison. In the Mann-Whitney U test, mean rank and significance values were examined in Table 9.

First of all, there were 1ˢᵗ year students (n= 67) and 4ᵗʰ year students (n= 32), a total of 99 students who took part in the study. The translations of the students were turned into Excel forms and coded as RC, AC, WT (wrong translation), SS (separate sentence), RAĞMEN which means 'ALTHOUGH' in English and VE which corresponds 'AND' in English. RAĞMEN and VE were separately coded as they were also quite often. The percentages are given in Table 8.

Table 8.
Percentages of students' translations coded under different categories

Sentence	1	2	3	4	5	6	7	8	9	10	11	12
AC (%)	18.2	26.3	78.8	76.8	89.9	28.3	6.1	69.7	70.7	5.1	97.0	43.4
RC (%)	79.8	56.6	13.1	16.2	8.1	70.7	92.9	21.2	18.2	92.9	1.0	53.5
WT (%)	2.0	7.1	1.0	6.1		1.0	1.0	5.1	2.0	1.1	2.0	3.0
SS (%)		7.1	7.1	1.0	1.0			3.0	2.0			
RAĞMEN (%)		2.0			1.0					1.1		
VE (%)								1.0	7.1			

Sentence	13	14	15	16	17	18	19	20	21	22	23	24
AC (%)	81.8	55.6	83.8	3.0	91.9	48.5	83.8	88.9	69.7	20.2	3.0	22.2
RC (%)	14.1	43.4	8.1	94.9	5.1	51.5	10.1	10.1	27.3	72.7	96.0	77.8
WT (%)	3.0	1.0	8.1	1.0	2.0		3.0	1.0	1.0	4.0	1.0	
SS (%)							3.0		1.0	1.0		
RAĞMEN (%)				1.0						1.0		
VE (%)	1.0				1.0				1.0	1.0		

(AC= Adverbial Clause / RC= Relative Clause / WT= Wrong Translation / SS= Separate Sentence)

As seen in Table 8, in sentences 12, 14 and 18, the percentage gap between AC and RC is very close to one another, around %10 which means students felt ambiguity while deciding on the full form of the sentences as RC or AC. On the other hand, there is tendency towards translating the sentences as AC in a total of 12 sentences (3, 4, 5, 8, 9, 11, 13, 15, 17, 19, 20, and 21), all of which have covert subjects, whilst the students mostly preferred to translate a total of 9 sentences as RC (1, 2, 6, 7, 10, 16, 22, 23, and 24), all of which have overt subjects.

Wrong Translations, such as trying to translate clauses as though they were Noun Clauses, were detected while examining students' translations especially in sentences 2, 4, 8, and 15 in which the percentage is around or above %5. To illustrate, as seen in example (12), the reduction form was translated as a Noun Phrase as follows: '*Video oyunlarına cezbolmak, bir tane daha almasına sebep oldu.*'

12.(S4) Attracted by the video games, he couldn't resist buying one more.

Furthermore, some sentences were translated as though they were two separate sentences in Turkish without using any conjunctions. Sentences 2 and 3 attracted attentions with 7.1%. For instance, as seen in example (13) below, sentence 3 was translated as '*Durmaksızın üç şarkı söyledi, mola vermek istedi.*'

13.(S3) Having sung three songs without stop, he needed to take a break.

In some sentences such as 2, 5, 10, 13, and 17, conjunctions 'RAĞMEN' which is 'ALTHOUGH' in English and 'VE' which corresponds to 'AND' were used by the student translators. The conjunction 'Although' was unexpected given that there could not even be a reduction; therefore, "RAĞMEN" could be evaluated under the category of wrong translation. However, as MT tool ChatGPT also translated some sentences such as 5 and 10 with 'RAĞMEN', these sentences were examined separately. It is assumed that students felt opposite ideas in the sentences and needed to translate it with a contrast conjunction. To illustrate, as seen in example (14) below, sentence 5 was translated as '*Köyde büyümesine rağmen şehir yaşamını sevmedi.*'.

14.(S5) Having been raised in a village, he didn't like city life.

VE, on the other hand, can be reduced with present participle –ing, but not in the beginning of the sentence such as time and causal ACs, it can be omitted between two sentences as in (15) below. Therefore, students could have misinterpreted the reduction.

15. Sami finished his homework and he listened to music.
Sami finished his homework, listening to music. (Reduction with a comma)

AND or VE is also used to connect two sequential sentences, as well. This might be another reason behind the use of VE in the Turkish translation instead of AC. The percentage of 'VE' is %7 in sentence 9 and the student translation is given in (16).

16. (S9) Answering the phone in a hurry, she started to cry loudly.
Acele ile telefona cevap verdi ve yüksek sesle ağlamaya başladı.

Additionally, the reason for translating with 'VE' might be the use of a personal pronoun 'she' and the need to translate the sentence without an overt subject in Turkish.

Overt-Covert Subjects
The results showed that when there was a covert subject in the sentence, students tended to translate the reduction from English to Turkish as AC. As pointed out before, there were 12 sentences with covert subjects and there was a high tendency towards AC in all of these sentences. Furthermore, when there was an overt subject, there was a tendency towards translating the reduction as RC. There were only three sentences (12, 14, and 18) with overt subject, but showed a close percentage in terms of translating the reduction form as RC or AC. The reason for this could be the strength of time-sequential or causal relation between the clauses. Even though there was an overt subject in the main clause of these sentences, the student translators might have experienced ambiguity due to the sequential or causal relation.

Active-Passive Voice
When the answers were examined in terms of active and passive voice, it was observed that in sentences 12, 14 and 18, the percentage gap between AC and RC is very close to each other, as pointed out above. Among these sentences 14 and 18 are both active voices with overt subjects which was unexpected since the assumption was that ambiguity might be higher in passive voice due to the structural complexity, which was the case only with sentence 12.

On the other hand, when wrong translations were examined, it was observed that sentences 2, 4, and 15 had a high percentage of WT and that 2 and 4 included passive voices while 15 had an active voice. Although the number of clauses is few to make generalizations, the passive voice might have increased the level of ambiguity due to its complexity.

1st and 4th Year Students
According to the results, it was seen that there were a few questions that had a significant difference depending on the year of the student translators. Out of 24 sentences, 5 questions had a significant difference. The percentage table (see Table 9) is given below.

Table 9.
Mann-Whitney U test results in terms of 1ˢᵗ and 4ᵗʰ-grades

Sentence	Grade	Number	Mean Rank	Significance (sig)
S3	1st Grade	67	53.49	.014
	4th Grade	32	42.69	
S8	1st Grade	67	53.61	.025
	4th Grade	32	44.44	
S12	1st Grade	67	54.78	.006
	4th Grade	32	40.00	
S18	1st Grade	67	54.79	.006
	4th Grade	32	39.97	
S19	1st Grade	67	52.43	.05
	4th Grade	32	44.91	

According to the Mann-Whitney U test comparison, there was a significant difference in the 5 sentences above, so it can be said that there is a significant difference between the 1ˢᵗ and 4ᵗʰ year students in these 5 sentences. To illustrate, in sentence 3, which is '*Having sung three songs without stop, he needed to take a break.*', the general tendency is to AC with 78.8% as pointed out before, and in this percentage 1ˢᵗ year students consist of 53.49%, over half of them while the 4ᵗʰ year students include 42.69%.

Sentences 3 and 18 include active voice while 8, 12 and 19 have passive voice in the reduction form. Sentences 12 and 18 have overt subjects while 3, 8 and 19 have covert subjects. In the translation from scratch, there is an overall tendency to AC for sentences 3, 8, and 19, which are all with covert subjects, yet an ambiguity for sentences 12 and 18 with overt subjects. Therefore, it might be reported that there is a significant different between the subject groups (1ˢᵗ and 4ᵗʰ year students) especially while there is a tendency towards translating the reduction as AC, with the 1ˢᵗ year students having a stronger preference of AC rather than a more complex alternative, RC, which is also consistent with the explanation given for the comparison and the significant difference between these subject groups for the analysis of multiple-choice test results. Additionally, there is a significant difference between the subject groups when there is a high ambiguity in the sentence as in sentence 12 and 18 with overt subjects.

Summary

In a nutshell, when the 24 questions were examined in terms of overt-covert subjects and active - passive voices, the analysis of the in-class translation from scratch revealed that the sentences with overt subjects in English were translated as RCs in Turkish whereas the sentences with covert subjects were translated as ACs. On the other hand, the analysis in terms of the influence of the active and passive voice did not show a consistent pattern with a deficient number of examples, yet the reductions including active voice had ambiguity and there was a close percentage in term of translating the reduced clauses as RC and AC, and wrong translations were particularly observed in the clauses with passive voice, which might be explained with the complexity of the structure and the garden path effect. Moreover, there were few sentences which resulted in significant difference between the 1ˢᵗ and 4ᵗʰ year students. The 1ˢᵗ year students showed a higher tendency towards AC preference than the 4the year students.

<div align="center">

Discussion

</div>

This study aimed to investigate whether the reduction in RCs and ACs cause ambiguity in translation from English into Turkish, and to reveal how this changes depending on the use of covert or overt subject and active or passive voice as well as the year of education (1ˢᵗ vs 4ᵗʰ year students). To this end, an online multiple-choice test and an in-class translation from scratch were administered.

In the online test applied to the students, the sentences with overt subjects in English were chosen as RCs in Turkish whereas the sentences with covert subjects were mostly chosen as ACs in Turkish translations. On the other hand, reductions of active voices led to higher ambiguity than those of passive voice clauses. Moreover, only in very few sentences, there were significant differences between the 1st and 4th year students.

The analysis of the in-class translation from scratch also demonstrated that sentences with overt subjects in English were preferred to be translated as RCs in Turkish whereas the sentences with covert subjects were chosen as ACs in Turkish translations. Furthermore, reductions of active voices led to more ambiguity than those of passive voice clauses. However, there were wrong translations in clauses with passive voice that supports the idea of garden path effect mentioned in the literature review as reduced RCs frequently cause temporary ambiguity given that they may be first regarded as a part of the main phrase (Townsend & Bever 2001, p. 248). Moreover, only in very few sentences, there were significant differences between the 1st and 4th year students.

In conclusion, the following traits set English relative clauses apart: they serve certain grammatical structures (subject, direct object, indirect object, etc.) within RCs; they contain a relative pronoun (RP) such as who(m), which, or that; they are co-referential with the head NP; and they are omitted under specific circumstances. On the other hand, English Adverbial time and causal Clauses such as while, after and because can be reduced in the same way as RC. Since there is no such condition of reduction in Turkish, it was anticipated that translating reduced RCs and ACs—particularly those in the passive voice—would make it difficult to understand the source sentence and translate it into Turkish. This situation may be explained as temporary ambiguity since the relativizer or conjunction does not come before the clause. As a result, the reader of the clause has no "warning" that they are in RC or AC, therefore they read the phrase again to be sure of its meaning. The findings of the online group research and the translations that were done from scratch went counter to the presumptions. The present study revealed that students had more ambiguity in translating active reduced clauses, the reason of which can be assumed that it was hard to grasp the full forms of the sentences as there was lack of context.

Conclusion

The main goal of this study was to understand to what extent the translation of reduced English RCs and ACs into Turkish would cause ambiguity given that their reduced forms are similar and there is no reduction in the Turkish language. The study brought out that student translators tend to translate reduced forms as RC when there is an overt subject, yet as AC when there is a covert subject. Furthermore, passive-reduced sentences resulted in wrong translations whilst there was more ambiguity in the active reduced sentences when student translators need to decide between RC and AC. There were only minor differences between 1st and 4th year students. The 1st year students appeared to prefer ACs more often, which might be explained with their level of language proficiency and experience as compared to the 4th year students.

Future research could focus on a corpus study including reduced RCs and ACs and their translations as well as varying language pairs from different linguistic families.

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Appendix A

Please translate the sentences into Turkish

Kişisel Bilgiler:

Cinsiyetiniz : Kadın   Erkek ☐   ☐

Yaşınız   :

Üniversite   :

Bölüm   :

Sınıf   :

Bildiğiniz Diller :

Ana Diliniz   : Türkçe   Diğer ☐   ☐

1-Connecting the two halves of the city, the bridge needs repairing.
……………………………………………………………….
2- Served meatball as a starter, the man isn't delighted with the menu.
……………………………………………………………….
3- Having sung three songs without stop, he needed to take a break.
……………………………………………………………….
4- Attracted by the video games, he couldn't resist buying one more.
 ……………………………………………………………….
5- Having been raised in a village, he didn't like city life.
……………………………………………………………….
6-Having written Hamlet and more, the author is known all over the world.
……………………………………………………………….
7-Parked next to the city bus stop, the car looked pretty expensive.
……………………………………………………………….
8- Having been transferred to the head office, she felt lucky working there.
……………………………………………………………….
9- Answering the phone in a hurry, she started to cry loudly.
……………………………………………………………….
10-Having been completed by Mr. Hans, the project was found successful.
……………………………………………………………….
11- Having been explained the reason, I was convinced they were innocent.
……………………………………………………………….
12-Having been selected for the competition, the girl seemed extremely surprised.
……………………………………………………………….
13- Having released her first album, she became popular on the lists.
……………………………………………………………….
14- Having lived abroad for ten years, the researcher learned English perfectly.
……………………………………………………………….
15-Entering the classroom with dirty clothes, he made a bad impression.
……………………………………………………………….
16- Having been delivered by Sally, the exam paper was almost empty.
……………………………………………………………….
17-Having waited in the queue for hours, we bought the tickets finally.
……………………………………………………………….
18- Not having their ID cards, six students couldn't get in the building.
……………………………………………………………….

19-Being used to working at home, they had difficulty going to work.
…………………………………………………………….
20- Looking at me in the crowd, he sang the song with enthusiasm.
…………………………………………………………….
21- Obsessed with her appearance, I didn't let my girlfriend attend the party.
…………………………………………………………….
22- Having run in the men's final, the athlete returned home with medals.
…………………………………………………………….
23- Sent by her boyfriend, the flowers made the girl really happy.
…………………………………………………………….
24- Studying architecture in Italy, the woman visits other European countries frequently.
…………………………………………………………….

Which option below can be the possible translation of the sentence

(you can choose both if you like)

Kişisel Bilgiler:

Cinsiyetiniz   :   Kadın   Erkek   ☐   ☐

Yaşınız   :

Üniversite   :

Bölüm   :

Sınıf   :

Bildiğiniz Diller :

Ana Diliniz   :   Türkçe   Diğer   ☐   ☐

1-Connecting the two halves of the city, the bridge needs repairing.
a- Şehrin iki yakasını birbirine bağlayan köprünün, onarıma ihtiyacı var.
b- Şehrin iki yakasını birbirine bağladığı için köprünün onarıma ihtiyacı var.

2- Served meatball as a starter, the man isn't delighted with the menu.
a- Başlangıç olarak köfte ikram edildiği için adam menüden memnun değil.
b- Başlangıç olarak köfte ikram edilen adam, menüden memnun değil.

3- Having sung three songs without stop, he needed to take a break.
a- Durmaksızın üç şarkı söyleyen adamın, ara vermesi gerekiyordu.
b- Durmaksızın üç şarkı söyledikten sonra ara vermesi gerekiyordu.

4- Attracted by the video games, he couldn't resist buying one more.
a-Video oyunlarına dayanamadığı için bir tane daha almaya karşı koyamadı.
b- Video oyunlarına dayanamayan adam, bir tane daha almaya karşı koyamadı.

5- Having been raised in a village, he didn't like city life.
a- Köyde büyüdüğü için şehir hayatını sevmiyordu.
b- Köyde büyüyen adam, şehir hayatını sevmiyordu.

6-Having written Hamlet and more, the author is known all over the world.
a- Hamlet'i ve daha fazlasını yazan yazar, tüm dünyada tanınmaktadır.
b- Hamlet'i ve daha fazlasını yazdığından yazar tüm dünyada tanınmaktadır.

7-Parked next to the city bus stop, the car looked pretty expensive.
a- Otobüs terminalinin yanına park edildiğinden araba oldukça pahalı görünüyordu.
b- Otobüs terminalinin yanına park edilen araba, oldukça pahalı görünüyordu.

8- Having been transferred to the head office, she felt lucky working there.
a- Merkez ofise nakledilen kız, orada çalıştığı için şanslı hissediyordu.
b- Merkez ofise nakledildiği için kız orada çalıştığına şanslı hissediyordu.

9- Answering the phone in a hurry, she started to cry loudly.
a- Aceleyle telefona cevap verdikten sonra yüksek sesle ağlamaya başladı.
b- Aceleyle telefona cevap veren kız, yüksek sesle ağlamaya başladı.

10-Having been completed by Mr. Hans, the project was found successful.
a- Hans tarafından tamamlandıktan sonra proje başarılı bulundu.
b- Hans tarafından tamamlanan proje, başarılı bulundu.

11- Having been explained the reason, I was convinced they were innocent.
a- Nedeni açıklanan ben, masum olduklarına ikna oldum.
b- Nedeni açıklandıktan sonra masum olduklarına ikna oldum.

12-Having been selected for the competition, the girl seemed extremely surprised.
a- Yarışma için seçilen kız, aşırı şaşırmış görünüyordu.
b- Yarışmaya seçildiği için kız aşırı şaşırmış görünüyordu.

13- Having released her first album, she became popular on the lists.
a- İlk albümünü çıkardıktan sonra listelerde meşhur oldu.
b- İlk albümünü çıkaran kız, listelerde meşhur oldu.

14- Having lived abroad for ten years, the researcher learned English perfectly.
a- On yıldır yurtdışında yaşayan araştırmacı, İngilizceyi harika bir şekilde öğrendi.
b- On yıldır yurtdışında yaşadığı için araştırmacı İngilizceyi harika bir şekilde öğrendi.

15-Entering the classroom with dirty clothes, he made a bad impression.
a- Sınıfa kirli giysilerle girerek kötü bir izlenim bıraktı.
b- Sınıfa kirli giysilerle giren adam, kötü bir izlenim bıraktı.

16- Having been delivered by Sally, the exam paper was almost empty.
a- Sally tarafından teslim edildiğinde sınav kağıdı neredeyse boştu.
b- Sally tarafından teslim edilen sınav, kağıdı neredeyse boştu.

17-Having waited in the queue for hours, we bought the tickets finally.
a- Saatlerce kuyrukta bekleyen biz, sonunda biletleri aldık.
b- Saatlerce kuyrukta bekleyerek sonunda biletleri aldık.

18- Not having their ID cards, six students couldn't get in the building.
a- Kimlikleri olmayan altı öğrenci, binaya giremedi.
b- Kimlikleri olmadığı için altı öğrenci binaya giremedi

19-Being used to working at home, they had difficulty going to work.
a- Evde çalışmaya alışkın olan onlar, işe gitmekte zorlandılar
b- Evde çalışmaya alışkın oldukları için işe gitmekte zorlandılar

20- Looking at me in the crowd, he sang the song with enthusiasm.
a- Kalabalığın içinde bana bakarak şarkıyı hevesle söyledi.
b- Kalabalığın içinde bana bakan adam, şarkıyı hevesle söyledi.

21- Obsessed with her appearance, I didn't let my girlfriend attend the party.
a- Görünüşüne takıntılı olduğum için kız arkadaşımın partiye gitmesine izin vermedim.
b- Görünüşüne takıntılı olan ben, kız arkadaşımın partiye gitmesine izin vermedim.

22- Having run in the men's final, the athlete returned home with medals.
a- Erkekler finalinde koştuktan sonra sporcu eve madalyalarla döndü.
b- Erkekler finalinde koşan sporcu, eve madalyalarla döndü.

23- Sent by her boyfriend, the flowers made the girl really happy.
a- Erkek arkadaşı tarafından gönderilen çiçekler, kızı gerçekten mutlu etti.
b- Çiçekler erkek arkadaşı tarafından gönderildiğinden kızı gerçekten mutlu etti.

24- Studying architecture in Italy, the woman visits other European countries frequently.
a- İtalya'da mimarlık okurken kadın diğer Avrupa ülkelerini sıklıkla ziyaret ediyor
b- İtalya'da mimarlık okuyan kadın, diğer Avrupa ülkelerini sıklıkla ziyaret ediyor