

People's Democratic Republic of Algeria
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**Students' Approach to the Translation of
the Present Perfect from English into Arabic**

A Case Study of Third-Year LMD Students, University of Constantine

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in
Applied Languages Studies

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2009-2010

Dedication

In the name of God, most merciful, most compassionate

I must first thank God for enabling me to finish this work.

This work is dedicated to:

- My parents: Fatiha and Ablaziz for their patience and sacrifices.

-My sisters: Siham, naima, nawel, Zina and Farah.

-My youngest brother Aissa.

-All my friends.

Acknowledgements

I would like to express my sincere gratitude to Doctor Kaouache Salah for his valuable help and guidance which gave me courage and strength to achieve this work. I really appreciated his supervision.

I also wish to express my thanks to Doctor Ahmed Sid-Houas for his kindness and encouragement.

My special thanks should be expressed to all teachers of the English Department, who were extremely kind and helpful, and especially Doctor Laabed Nacif, Doctor Beghoul Youcef and the head of the Department Dr.Laraba Samir.

I am also grateful to my friends: Assia, Souad, Nassima, Hadda, Itidal and Bilal for their help.

Special thanks are due to the librarian **Salim Sale** for his assistance and precious collaboration.

Abstract

This paper study is an attempt to shed light on the issue of translating tenses from English into Arabic. Its aim is to show to what extent the form (laqad+elmadi) is used by third-year students of English in translating the English present perfect tense into Arabic. This research work is based on an analysis of the students' test by the use of quantitative and qualitative means. The results obtained reveal that most translations from English into Arabic attempted by students in terms of tenses and more particularly in terms of the present perfect involve an over-use of (لقد+الماضي) /laqəd+alma:di: / in the Arabic version. They did not consider the context as the basis of translating the present perfect tense.

ملخص البحث

تهدف هذه الدراسة الى تسليط الضوء على قضية ترجمة الازمنة من اللغة الانجليزية الى اللغة العربية و تسعى الى كشف ما مدى استعمال صيغة (لقد+الماضي) من طرف طلبة السنة الثالثة بقسم اللغة الانجليزية في ترجمة الزمن الحاضر التام. فبعد التحليل الكمي و النوعي للواجب المقدم للطلبة ,خلصنا الى ان معظم ترجمات الطلبة لهذا الزمن اظهرت الاستعمال الزائد لهذه الصيغة (لقد+الماضي)في الترجمة العربية وعدم اعتمادهم على السياق لترجمة هذا الزمن باعتباره الاساس الذي يجب الاعتماد عليه في ترجمة الزمن الحاضر التام.

Résumé

Cette étude vise à mettre l'accent sur la translation des temps de l'anglais vers l'arabe. Elle a pour l'objectif de découvrir l'emploi de la structure (لقد+الماضي) /laqad+al-ma:di/ par les étudiants de la 3^{ème} année au niveau du département de langue et literatures anglaises. Dans le domaine de la traduction du passé récent. Après analyse quantitative et qualitative de la recherche présentée par les étudiants, nous avons constaté l'emploi abusive de ces structures (لقد+الماضي) /laqad+al-ma:di/ dans la version Arab.

List of Symbols

Arabic Sounds

Phonetic Transcription

أ	ʔ
ب	b
ت	t
ث	t̪
ج	ʒ
ح	h
خ	x
د	d
ذ	ð
ر	r
ز	z
س	s
ش	ʃ
ص	s̪
ض	d̪
ط	t
ظ	z̪
ع	ç
غ	g̃
ف	f

ق	q
ك	k
ل	l
م	m
ن	n
هـ	h
و	w
ي	j

Vowels

-	a
و	u
ـ	i
ا	ā
و	ó
ي	i:

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Appendix

General Introduction

1. Statement of the problem

Tenses are obligatory syntactic categories in language in the sense that whenever we encode an event through a piece of language, we need to select one tense or another. They are essential for the expression of any action or event. However, translating these temporal systems from English into Arabic can be problematic areas to learners of English as a foreign language. The problems encountered by students of English are due to a variety of reasons. The main ones are probably the lack of exposure to tenses in English and Arabic, and the absence of full equivalence between the two tense systems. It becomes obvious, thus, that to facilitate the translation task, we must first handle tenses in English and in Arabic. More focus in this study will be put on the present perfect – tense which is a very used tense in the English language. There are differences in usage between English and Arabic as far as the present perfect tense is concerned. Investigating the area of translating tenses, more particularly the present –perfect, gives clue on the student’s ability or inability to render adequate equivalence of the tense in question.

2. Aims of the Study

Translation plays a crucial role in converting different cultures from one community to another. The translator is supposed to master both the source and the target languages; taking into account a variety of factors: the original discourse, its authors, and the condition of the production of the position of translation in the target text. This research aims at investigating translation from English into Arabic in terms of tenses and more particularly the present-perfect tense. It is concerned with evaluating tense areas in both languages. Primary research aims and purposes can be stated as follows:

- a- Have some insights about the students’ awareness, if any, of tenses that are likely to

affect the quality, of the work; their problems and the possible factors shaping their translation task.

b- Make students aware of the grammatical differences that exist between English and Arabic in terms of tenses

c- Find out the most suitable tense in Arabic that equals the English present perfect tense.

3. Research Questions

In order to carry out this particular type of study, a number of questions are worth asking:

a)- Is the particle (laqəd or qəd + alma:di) the only form provided in Arabic for translating the English present perfect tense?

b) – Are there any other forms in Arabic for translating the present-perfect tense?

4. Hypothesis

We hypothesise that if third-year students of English apply the rule which states that the English present perfect is converted by the use of the particle (laqəd+ al-ma:di), they will over use it in all contexts and, thus, sometimes produce inappropriate tense equivalents.

5. Means of Research

In order to test the above mentioned hypothesis, a test has been given to third year students of English at Constantine University. The test is a task of ten sentences each containing the present perfect forms. Fifty sample students have been selected randomly to perform that task. The selection of third year students has been done on the basis that they are supposed to be aware of such translation problems they have been introduced to the problems of tense equivalence in their second year and third years of study.

6. Structure of the Study

The present research work is divided into two main parts, a theoretical part which includes the literature review, and a practical empirical part which includes data analysis.

Chapter one deals with translation in general; it relates to the theories and aims of translation. It also discusses faithfulness in terms of form and meaning. In addition, this chapter provides an overview of the grammatical equivalence and some grammatical problems in translation. It is also devoted to tense translations, notably to the present perfect tense.

Chapter two, deals with data analysis. It contains a detailed analysis of the students' test. It examines through a translation test, the way third –year students of English perceive the translations from English into Arabic. The student's translation abilities are measured by the extent of the present perfect translation.

Chapter One

Translation and Tenses

Introduction

This research is an attempt to spot light on the difficulties of translating tenses and more particularly the present perfect tense from English into Arabic. So, this theoretical chapter is divided into two parts. The first part deals with translation in general, while the second part deals with some distinctions between English and Arabic in terms of tenses. Thus, in the first part, focus will be put on, a definition to the term translation, its aim, its theories and the notion of faithfulness in terms of form and meaning. In the second part, grammatical equivalence, some grammatical problems in translating from English into Arabic is dealt with, in addition to the distinction between English and Arabic in terms of tenses and mainly the present perfect tense.

Translation plays an important role in overcoming linguistic barriers. This requires the necessity of creating a communication between members of two or more cultures. As the contact between languages and cultures is increasing, the demand for translation is felt to be more urgent than ever. Translation is an important way in spreading cultures and promoting the flow of ideas. It can be seen as a tool of communication and exchange of ideas and knowledge. The development of English and other European languages and the big role they play in the world, in international communication, has led the Arab World to be involved in (English/ Arabic or Arabic/ English translation) in order to accommodate the impact of modern countries. Translators have been working to simplify the task of translation to students by providing suitable solutions to the problems they encounter when translating from English into Arabic or vice versa. These problems

are due mainly to the lack of exact equivalence between English and Arabic.

1.1. Definition of Translation

Translation is a broad notion which can be defined in many different ways by many translators and scholars, each of which reflects a particular theoretical model. According to Steiner (1975: xii):

Translation is formally and pragmatically implicit in every act of communication, in the emission and reception of each and every mode of meaning, be it in the widest semiotic sense or in more specifically verbal exchanges. To understand is to decipher. To hear significance is to translate. Thus, the essential structural and executive means and problems of the act of translation are fully present in acts of speech, of writing, of pictorial encoding inside any given language. Translation between different languages is a particular application of configuration and model fundamental to human speech...

That is, translation in the broader sense rises when two languages meet, it is explicit in the coexistence and natural contact of two different languages. It should occur between two different languages, even if it occurs at every moment of speech, and every act of communication inside the same language. Translation, thus, posed a big problem to those who seek communication across different cultures and those who seek homogeneity and appropriation. Translation is “the restoration of equilibrium between the original text and its translation, equilibrium made vulnerable by translation itself” (Ibid), that is, making a natural union and homogeneity between the original text and the receptor text.

Yowell and Lataiwish (2000) identified translation as a process and product. As a process, translation is the interpretation of verbal signs or utterances by other verbal signs or utterances in the same language, otherwise, it is called rewording. It is also used as a process of rendering messages from one language into another; this is called a translation proper. As a product, it is used

to refer to the translated text which is termed the end product or the target text. More formal definition of translation depends on different text types and contexts: “translation is replacing a text in one language by another text in another language” (Yowell, Lataiwish, 2000:11). By this, they consider translation as the substitution of written texts from the original language which is called the source language into another language or the receptor language which is called the target language.

Ghazala (1995) considers translation as the method of transferring meaning from the original language into the receptor language; taking into account the context, texts of different types, the audience for whom the translation is intended and differences in grammar; in order to avoid a number of problems of different kinds that may occur. Translation is by means of using:

- Words which already have an equivalent in Arabic language:

E.g. speak → يتكلم/jatakalamu/.

- New words for which no ready – made equivalent was available in Arabic before hand:

Satellite → قمر اصطناعي/qamar ?istina:i/.

- Foreign words written in Arabic letters: Aspirin → أسبرين/aspirin/.

- Foreign words changed to suit Arabic pronunciation, spelling and grammar: democracy →

ديموقراطية /di: muqratija/ (Ibid: 01).

In translating from one language into another, it is important to translate the meaning as the combination of different elements of a language including grammar (syntax), vocabulary (words), style and phonology (sounds) that occur together in a given type of text and context.

Shaheen (1998:14) simplifies the meaning of the term “translating” to Arab translators. “It has been used to refer to one of these categories:

- Translation as the actual process of decoding the source language and encoding the target language.
- Translation as the end-product, texts resulting from the process of decoding the source language text and encoding the target language text.
- Translation as a useful technique in foreign language teaching. It is often referred to as “the grammar translation process”.
- Translation as an academic field, an interdisciplinary field, which spans other disciplines such as linguistics, semiotics, discourse analysis, sociolinguistics, logic, psycholinguistics, and communication theory.

That is, translation is the process of rendering messages or texts from one language into another. It depends on the comprehension and explanation of the meaning and every thing in the source language text and the subsequent production of an equivalent text that communicates the same message in the target language.

The craft of translation has been influenced by the emerging of many disciplines such as linguistics, psycholinguistics, sociolinguistics and communication that play an essential role in translation. It is opposed to interpreting which is used to denote oral translation of spoken messages. Interpreting is defined as: “the facilitation of oral or sign language communication, either simultaneously or consecutively, between two or three or more speakers who are not speaking the same language” (<http://en.wikipedia.org/wiki/translation>).

Ibrahim (2006:07) says:

الترجمة تعني نقل الأفكار والأقوال من لغة إلى لغة أخرى مع المحافظة على روح النص المنقول. ولهذا ، فإنه إذا كانت الكلمات هي التي تشكل اللبنة التي يتكون منها البناء اللغوي فإن القواعد اللغوية هي القوالب التي تصاغ فيها الأفكار والجمل ، وروح المترجم وأسلوبه في التعبير ومواهبه الكامنة فيه وخلفيته الثقافية هي التي تميز الترجمات المختلفة لنفس النص .

Translation means the transfer of ideas from one language into another by preserving the spirit of the translated text. Thus, if the words constitute language constructions; language rules are set up

to constitute thoughts, sentences, and the spirit of the translator, his style of expression and his skills. The translator's cultural personality results in different translations of the same text.

It can be noticed that translation is the transmission of ideas and information from one language into another taking into consideration the words and the grammatical rules of the two languages involved. The translator's duty is to preserve the spirit of the original text without ignoring that the translator's self is present in any translation. Every one has his own personality, his own specific skills, his cultural backgrounds and his own way of understanding the source language. These may result in different translations of the same text. Thus, the translator must have not only knowledge of the grammatical rules but also cultural specific characteristics. By practice, the translator will be able to transmit information from the original language into the receptor language.

1.2. Aims of Translation

According to Herman (1991), the aim of translation is to achieve equivalence. Equivalence is used to refer to the relationship of similarity which exists between words or expressions in the source language and its equivalent in target language (cited in Shuttleworth, Cowie, 1997).

Catford (1965) views translation as the substitution of each source language item for its suitable equivalent in the target language. This criterion is such a process that relates only to linguistic aspects neglecting the crucial role of situational conditions of translation. This criterion leads scholars to divide this notion of equivalence. Indeed, the most appropriate translation strategy will vary according to the text type and the purpose of translation. Analysing these processes reveals the complexity of this activity that is the difficulty of achieving equivalence.

Nida (1964:195) makes a distinction between two ways of translating: a formal equivalence

and a dynamic equivalence. The former is structural while the latter is situational taking into account the context and effect. She “focuses attention on the message itself in both form and content”.

Formal equivalence, on the one hand, is considered as “the quality of translation in which the features of the source text have been mechanically reproduced in the receptor language” (Ibid: 201), that is preserving formal indicators such as punctuation marks or paragraph breaks. It is a useful method in translating biblical texts, and in times when the translator prefers to retain the original wording whenever it is possible (Hatim, Mason, 1990). If the aim of translation is to achieve a high degree of formal equivalence, the translator will use formal equivalents as much as possible. But “the idea of formal equivalence is not valid” (Ibid: 166). There are some words of certain languages which do not exist in other languages, and also the cultural characteristics that are specific to each language. In other words, because of the incompatibilities among different languages in terms of gender, number, cohesive devices, and structural elements, it is impossible to achieve absolute formal translation. “formal equivalence often corresponds to “metaphrase” sought via literal translation attempts to render the text literally, a word-for-word rendering; if necessary at the expense of features natural to the target language” (<http://en.wikipedia.org/wiki/translation>).

Dynamic equivalence, on the other hand, is described as a translation in which “the message of the original text has been so transported into the receptor language that the response of the receptor is essentially like that of the original receptors” (Nida, Taber, 1969:200), that is the effect of the target language should be like that of the original language, and this effect is the basis of translation. In other words, the translated text represents the closest natural equivalent. This method focuses on the readers response, thus, the reader of the target text should have the same response as the reader of the original text in order to achieve its purpose of communication. Dynamic

equivalence includes cultural aspects and pays much attention not only to the context, but also to the cultural context (Shaheen, 1998). Thus, cultural equivalence is an important approach in translation because each language has its own cultural aspects such as greetings, fixed expressions, conventions in which the response to the same text varies from one culture to another.

Dynamic equivalence corresponds to functional equivalence which is used to produce a target text that has the same function as the source text. According to House (1977:49), the target text “should not only match its source text in function, but employ equivalent situational-dimensional means to achieve that function”.

When translating, it is necessary to take into account a variety of factors: sociocultural and contextual factors. Functional equivalence often “corresponds to paraphrase, conveyed the essential expressed in a source text, if necessary, at the expense of literalness” (<http://en.wikipedia.org/wiki/translation>).

These two approaches (formal and dynamic equivalence) are used at various times and in various contexts, but there can be no absolute correspondences between two languages. That is the task of the translation is very difficult and achieving correspondence purely formal and dynamic between two languages can not occur at the same time. It is a complex task and a matter of controversy.

Catford divides the notion of equivalence into formal correspondence, textual and grammatical equivalence:

Formal equivalence is “any target language category (unit, class, structure, element of structure, etc) which can be said to occupy as nearly as possible, the same place in the ‘economy’ of the target language as the given source language category occupies in the source language”

(Catford, 1965:27). Thus, he is interested in the relationship which exists between the source language and the target language by preserving the same place of words or elements of the original language when transferring them into the receptor language. It can be used in contexts such as the context of language teaching, and in sacred texts.

Textual equivalence is “any target language text or portion of text is observed on particular occasion ... to be the equivalent of a given source language text or portion of the text” (Ibid: 27).

Grammatical equivalence is considered as “the source text grammar of a text [which] is replaced by equivalent target language grammar” (Ibid: 71).

Baker (1992) focuses on the diversity between languages in terms of grammatical categories which vary from one language to another that may cause problems to finding direct equivalents in the target language because of the lack of equivalence in terms of grammatical devices such as number, gender, tense and aspect.

Ghazala (1995:06) makes a distinction between literal translation, unit of translation, literal translation of meaning and free translation. First, literal equivalence as the replacement of each single word in one language by an equivalent single word in another language. It is a word-for-word translation. Second, unit of translation which can be defined in linguistic terms as “the smallest unit of source language which has an equivalent in target language (phonemes, morphemes, words, phrases, sentences and entire text) that a source language unit is translated into a target language unit”. Third, literal translation of meaning that is the method of preserving the same meaning as the original language. Fourth, free translation, it aims at achieving a natural reading of the target text; the translator does not take into consideration text or context, but rather goes beyond them. Thus; translating according to the way of understanding the original text.

On basis of meaning, there is a distinction between semantic and pragmatic equivalence. Semantic equivalence is concerned with context and not form, it is found in different kinds of texts including religious, scientific and philosophical texts. It is also appropriate for literary, technical and other contexts, where the language of the source text is an important as the content (Hatim, Mason, 1990).

However, pragmatic equivalence takes into consideration reference, sense, and the force of an utterance. For example, promise, threat, advice, in addition to the implied and the explicit meaning (Yowell, Lataiwish, 2000).

According to Baker (1992:210-7), translation is not only concerned with denotative meaning but also with “the way utterances are used in communicative situations”. For her, pragmatics is a branch of linguistics “devoted to the study of meaning, not as generated by the linguistic system, but as conveyed and manipulated by participants in communicative situations”.

It is a study of connotative meaning and implied meaning, instructions and directions. Pragmatic equivalence includes communicative functions in which translation is “a communicative process which takes place within a social context” (Hatim, Mason, 1990:03).

Thus, translation occurs according to the needs of the target language reader and the needs for communicating and reproducing effect on the reader. The translator is free in attempting to translate the source text and he should also avoid obstacles and ambiguities by proposing suitable solution that suits better the target text. It is used in situations when needed and when literal translation is impossible. It takes into account a variety of factors such as the context, the source language intended receptor, the purpose of communication, and temporal circumstances.

None of these processes or strategies exists in actual practice. The translator selects the

method of translation that he regards most appropriate to the type of the text he is dealing with.

1.3. Theories of Translation

The possibility of a unified theory in translation has been the focus of many linguists and theorists. According to Catford (1965:20), “the theory of translation is concerned with a certain type of relation between languages and is consequently a branch of comparative linguistics”.

There have been different theoretical views on translation. Newmark (1981:19) claims that translation theory is “neither a theory nor a science but the body of knowledge that we have and have still to acquire about the process of translating its main concern is to determine appropriate translation methods for the widest possible range of texts or text categories”. Thus, according to him, comparative linguistics and a theory of translation are different. Contrastive linguistics can be useful to translators but does not contribute to the theory of translation.

Hatim and Mason (1990) consider the benefits of contrastive linguistics to translation at certain levels, at the language level, where some generalizations are sufficient to develop the rules of translation. Translation theories are formulated to help the translator in his task of translation. They can be successful, if they are applied accurately and appropriately by translators in the suitable case (Shaheen, 1998).

There have been many theories concerning translation: some scholars consider translation as a branch of literature that is the “recreation of text”. The others look at translation as a “transfer of information” (Kelly, 1979:34).

1.3.1. Literary Theories

Before the emergence and development of linguistics, literary theories

of translation played a crucial role in studying languages. They were based on various schools of literary criticism. They were also called pre-linguistic theories and paid much attention to literary texts neglecting the importance of scientific, technological, legal and commercial texts. These theories took into consideration the form of the text and other stylistic features such as the rhetorical devices, concentrating on literary texts by comparing texts of the original language and the target language, applying to them the problem of equivalence and especially the works of Shakespeare which are of high quality. These theories were concerned by translation as an art. (Shaheen, 1998).

According to Kelly (1979), literary theories of translation imply the translation of all genres of literature including prose, drama and poetry which are translated differently according to the equivalence between the source text and target text. Literary translation is one of the great creative and universal means of communication.

According to Yowell and Lataiwish (2000), literary translation has to do with translating texts written in a literary language as distinct from the language of science or that of administration. It is highly subjective and connotative because each literary author is lexically and stylistically idiosyncratic, and through his imagination, he uses literary techniques such as figures and proverbs.

Translation is an intercultural activity or a literary creation as noted by Kelly who sees translation as “a literary creation is imitation of the outstanding qualities” (Kelly, 1979:44).

1.3.2. Linguistic Theories of Translation

“Linguistic theories of translation are based on a comparison of linguistic structures of source and receptor texts rather than on a comparison of literary genres and stylistic features” (Nida, 1976:69).

The development of linguistics as a modern and separate discipline creates these linguistic theories which aim at studying language in a scientific way rather than a literary and artistic way. These theories include translation teaching. At first, they ignored the role and the importance of meaning, but then, the criterion of meaning was investigated. It enriched translation theory. These also relate to semantic aspects; they are purely descriptive. They are concerned with the way of translating and vary according to the translator's perspectives (Ibid).

For Yowell and Laitaiwish (2000), linguistic theories of translation seek more objectivity for translation. Linguistic theorists see translation as a part of linguistic theory and that many linguistic strategies are useful to avoid problems in translating. This theory has been developed by Catford (1965: 20) who defines translation as "the replacement of textual material in one language (source language) by an equivalent textual material in another language (target language)". He considers translation as a matter of language "since translation has to do with language, the analysis and description of translation Processes must make considerable use of categories set up for the description of languages. It must, in other words, draw upon a theory of language ... a general linguistic theory" (Catford: vii).

For the majority of scholars, translation, as a literary craft, focuses on the creative aspect of translation. This stream of theory has analysed aims and results without paying much attention to the linguistic strategies involved (Kelly, 1979).

In contrast, linguists and grammarians have identified theory with the analysis of semantic and grammatical operations. The American structural linguistics denies that a linguistic sign contains meaning in the absolute sense. It sees the translator's task as creating a language structure which can fit the same response in a target language reader as the original had in its readers. Translating is regarded as an application of linguistics, and the object of theory is describe and

validate lexical and grammatical manipulations (Ibid).

1.4. Faithfulness in Terms of Form and Meaning

Faithfulness or fidelity is a key word in translation _as noted by Kelly (1979:205): “fidelity in translation is thus a bone of contention”. It has been understood and interpreted in many different ways by many translators in order to know the possibility of achieving faithfulness in translation. It is the most widely used concept for measuring translation

quality. In order to evaluate translation quality and the possibility of faithfulness either in form, in content, or both, it is necessary to look at many factors such as the type of the text, the meaning of the original text and the aim of the text.

Translation can be faithful only by rendering a word for word of messages or texts from one language to another. That is preserving the form of the text. It can be also faithful by translating the meanings of messages of the source text which should represent accuracy and precision to the target text without any omissions or additions that can distort the meaning.

From Guralnik (1979), in Webster’s English Dictionary: “faithfulness means the quality of being accurate, reliable and exact” ([http://accurapid-com/journal/46 lit.html](http://accurapid-com/journal/46_lit.html)). Thus, faithfulness describes the extent to which a target text can be considered a fair representation of the source text.

Traditionally, faithfulness has been understood as one which bears a strong resemblance to the source text in terms of either its literal adherence to the meaning of the original text or in terms of effective communication to the original text.

According to Kelly (1979), faithfulness is often equated with literal translation, that is literary translators of religious and historic texts adhere as closely as possible to the source text and

neglect the boundaries of the target text. Translators should pay attention to the meaning without ignoring the style as a major factor in translation.

According to Nida (1969), faithfulness is transmitting messages from one language to another with producing the same effect as the original, both in form and content.

The problem that has preoccupied translators is whether faithfulness should be achieved toward the source culture, the model of the reader or toward the target culture and whether translators can be accurate or exact in rendering messages. That is why they should be familiar with both the source language and the target language in order to preserve the information content of the original text in the target text.

In evaluating translation, stylistic, semantic and pragmatic parameters are taken into consideration. Newmark (1988:187) noted that “good translation tolerates a number of errors”. That is in any translation, especially literary translation; the translator can remain faithful to the original text in both form and content.

1.5. Grammatical Equivalence

There is no full correspondence between two languages when attempting to transfer information from one language into another and particularly when translating grammar (Baker, 2002).

Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the utterances. A language can, of course, express any kind of information its speakers need to express, but the grammatical system of a given language will determine the ease with which certain notions such as time, number, and gender existed in the real world and must therefore be common to all languages(Ibid:83).

The fact that languages differ leads translators to make big efforts with exposure to the languages involved in the task of translation in order to find suitable solutions for translating grammatical categories which vary from one language to another.

Expressing a grammatical category which is specific to a particular language is not an easy task. More than that, some grammatical categories such as number and time are not expressed in the same way across languages. Sometimes they do not exist in other languages. Some of these grammatical categories are indicated by Baker (2002) who describes the problems of translating these categories from the source language into the target language because of the diversity across languages in terms of these grammatical categories.

The focus is on the major grammatical concepts. First, number which does not exist in all languages, it is explained by the degree of accountability that vary from one language to another. Second, gender which can be feminine or masculine, inanimate or animate grammatical category. Third, person, this is used according to the participants. Fourth, voice which is concerned with the passive and active forms which differ from the source language to the target language. Fifth, tense and aspect, these categories are concerned with temporal and aspectual relations and differ from one language to another. The former is concerned with an event in time (present, past and future tense), while the latter is used to describe temporal distributions of an event (complete, non-complete; progressive, non-progressive). In Arabic, time distribution is achieved by adding adverbs and particles, thus tense and aspect are performed in different ways across various languages (Baker, 2002).

1.6. Grammatical Problems

There are many difficulties encountered by students or translators when transferring grammatical rules from one language into another. This is due to the lack of direct equivalence across languages in terms of these grammatical features. Moreover, some languages have completely different grammars. English and Arabic belong to two different families: English as a West Germanic language, and Arabic as a Semitic language. This poses big problems; for example, most English tenses do not have a direct grammatical equivalent in Arabic, particularly the present perfect which does not have an equivalent tense in Arabic grammar. In order to convey the message of the source language, translators add some items in the Arabic language. In addition, all sentences in English are verbal with a main verb in each sentence while in Arabic; there are two types of sentences: verbal and nominal_ including no verb. Concerning word order as another grammatical problem, it differs from English. The English sentence begins with the subject followed by the verb, while the Arabic sentence begins with the verb followed by the subject.

1.7. Translating Tenses

There are numerous grammatical problems in the English_ Arabic translation, especially in terms of tenses. This is due to the lack of equivalence between Arabic and English grammars and particularly in tenses. Good translation depends on the ability of the translator to know the tenses of both languages (i.e., the source and the target languages).

According to Ghazala (1995), there are more than fourteen tenses in English, while Arabic is generally considered to have only two tenses. This causes serious problems to the students of translation. He provides some solutions to these problems by giving instructions on the way English and Arabic tenses work, by imparting to the students awareness of the distinction between Arabic

and English in terms of tenses.

Other theorists such as Najib (2001) considers that in the Arabic language, there exist three kinds of tenses, they are: the present, the past and the imperative (almadi, almudara and al-amr); while in English, there are sixteen tenses with four main ones being the present simple, the past, the future and the conditional with four aspects: the progressive, the perfect and the perfect progressive.

Both Ghazala (1995) and Najib (2001) provide suitable solutions in order to avoid the problems that may occur in the translation process from Arabic into English and vice versa.

Thus, the present perfect and the past perfect do not exist in Arabic. The best way of translating these two tenses is by considering them as past tenses in Arabic in order to convey the message. For instance:

- “We heard the news” (past simple)
- “We have heard the news” (present perfect)
- “We had heard the news” (past perfect) (Ghazala, 1995:61).

These three tenses are translated into a past tense in Arabic as: "سمعنا الأخبار" /samiġna al-?axba:r/ (we heard the news).

The present and the past continuous tenses are also problematic areas to students. The present continuous is translated into Arabic as a present time. It is indicated by using words as: "الآن", “now”/al-?a:na/; for example,

“They are working hard”, is translated as "إنهم يعملون" /?inahum jaġmalu:na/.

“The wind is blowing now”, this is translated as "تهب الريح" /tahubu ?ari:hu/ (Ibid: 62).

The past continuous is translated as the particle /ka:na+the present/ in order to show continuity (Najib, 2001:10).

The present and the past perfect continuous do not exist in Arabic. Thus, translating them is a complex matter for students. The solution is by using the particle “كان”/ ka:na/ and the present tense. Thus:

“The soldiers have been fighting all day” is translated as "كان الجنود يقاتلون طوال اليوم" \kāna al-3unuúdu juqātilúna tiwāla al-jawmi/

1.8. Tense and Aspect in English

1.8.1. Definition of Tense

According to Declerk (2006), tense is a grammatical category which refers to the combination of a morpho-syntactic form and meaning. Its meaning indicates the temporal location of an event. Tense is a linguistic concept which is concerned with the different forms of the verb in a given language according to the time of the situation. It varies from one language to another. Tense relates the time of events in a sentence with the moment where the words are uttered.

Greenbaum (1996) defines tense as the form which has a set of systematically verb inflections. This form is taken by the verb in order to indicate the time in which the events are taking place.

Downing and Locke (1992:30), who share this view, consider “tense primarily involves visualizing events as points in a sequence, preceding or following a central point which is usually the present moment. That is, the present tense is not only limited to present events, and the past

tense is not only limited to express past events or actions.

1.8.2. Definition of Time

Time is the semantic basis for the grammatical category of tense. It is used as an extra linguistic concept, (i.e. beyond the language). It is shared by all human beings whatever their language. Time existed for millions of years, where there were not human beings and languages (Declerk, 2006:95). In order to refer to time, the combination of the auxiliary verbs and main verbs are used, time is also indicated by the use of adverbs (e.g.: nowadays, tomorrow, prepositional phrases). (Greenbaum, 1996).

1.8.3. Aspect

It has a relation with “internal structures” of the event or action happening at any time. Aspect is concerned with the way in which the time of the event is seen not in a location of time in the absolute sense (Greenbaum, 1996: 253). Aspect is a formal property of a language. English has two aspects: continuous and perfect. They are marked with the auxiliary and a following verb. Thus, the perfect aspect is used to denote the time of an event which has a relation with the time of another event, while the continuous aspect is concerned with the duration of the situation. The combination of the two aspects forms the progressive perfect.

The most fundamental distinction is between perfective and imperfective aspects. Essentially, the perfective aspect refers to events as completion. It refers to the “actualization of a situation in its entirety, it views the situation as if it were a temporally unstructured whole” (Declerk, 2006:30). That is, a situation with no beginning, no middle and no end, while the imperfective aspect views an event as the process of repeated or habitual event. It refers to “part of the internal temporal structure of the situation” (Ibid: 31), thus; a habit that has no point of

completion but rather occurs at the beginning, the middle or the end.

1.8.4. Some English Tenses

English has two sets of tenses: present tenses and past tenses. Students are generally confused by the number of tenses that exist in English when attempting to choose the most appropriate one. In English, there is a distinction between two sets of tenses: present and past tenses, each has its specific uses and interpretations.

1.8.4.1. Past Simple Tense

The simple past is formed by adding the suffix “ed” to all verbs except the irregular ones. The past simple tense is used to describe actions that happened in the past or were habitual. For example:

- Last year, I played tennis every day.
- He always did his best (Elbachir, 2008:63).

It is also used for actions that are completed during a period of time in the past by using special reference such as yesterday, last year, ago, etc.

Examples:

- Our team won the match yesterday.
- He received the letter from his father a week ago.
- I lived in London for five years (Ibid: 64).

The simple past is used to express finished events “Christian Bernard performed the first

human heart transplant operation in 1967” (Parrott, 2000:188).

1.8.4.2. The Past Perfect Simple

The past perfect simple is formed with the auxiliary “had” and the past participle form. It is used to describe an event that was completed before another took place (Declerk, 2006).

It is also used with conjunctions such as (when, that ...). Examples:

-I knew that I had seen her somewhere before.

-It had stopped raining so they did not bother to put the car away (Parrott, 2000:196).

1.8.4.3. The Past Continuous

It is formed with the combination of (was/were + verb + ing). For example, “they were dancing” (Ibid: 198).

The past continuous denotes an action that was going in the past that is an event which is still in progress during a certain time in the past.

Examples:

- They were studying all this morning.
- I was hoping against hope.

It is used also to describe events or situations that “were going on at time when another action took place” (Elbachir, 2008:73). Examples:

- While we were studying English, it began to rain.
- She was returning home, when the thieves kidnapped her (Ibid: 73).

1.8.4.4. Present Simple Tense

The present tense is formed with the stem of the verb for all verbs except (have and be). But here there is a distinction between verbs used with the third person singular (with he, she, it), and verbs with other pronouns or subjects (such as I, you, we, they), the present tense is formed with the stem as in: he underlines, and we underline, for instance (Declerk, 2006).

- The present tense is used to denote general actions or events.
- It is also used to describe habitual events as in: “I get up early” this is a repeated daily action.
- It is indicated by the use of adverbs of frequency such as: always, usually.
- The present simple tense expresses facts or general statements: “Ice melt at 0°”, “I live in London” (Parrott, 2006: 155).
- It is also used to describe special facts and proverbs as in “I like travelling very much”, “Adversity tries friends” (Elbachir, 2008:60).

1.8.4.5. Present Continuous

The present continuous is formed with the auxiliary “to be” in the present tense (am, is, are) and the main verb followed by ing.

It is used to denote that the action is going on just now, that is happening at the same time of

speaking or writing. For example “she is having lunch now”.

The present continuous is also used to refer to the near future as in “I’m not coming here any more”.

The progressive present is used to refer to something temporary, in the process of being completed. Events which can be constant or change over time. For example, “peter is living with his parents”.

It also describes “changing or developing states” as in: “modal standards are declining” (Parrott, 2000:158).

1.8.4.6. The Present Perfect Simple

The present perfect simple, the core of the present research, is given more focus. It is formed with the auxiliary “have” in the present tense followed by the past participle form. It is used in the following cases:

To denote situations that happened in the past and continues until the present time. It expresses duration to the present, ‘Estonia has until now been the calmest of the three Baltic republics’ (Declerk, 2006:270).

The present perfect simple is used to express an action that has just been completed; that is, a very recently finished action: ‘He has just arrived’; ‘she has just finished her work’ (Murcia, Celce, 1996:116).

The present perfect is usually used with the expressions or words such as ‘for, since, ever, never, already, just, this morning, not yet, up to the present’:

- He has lived in Algeria for nine years.
- I have never seen such a wonderful film.
- They haven't finished yet.
- We have already studied this subject.
- I have seen this man before.
- They haven't come here since they finished the work. (Elbachir, 2008:76-7).

It is used to refer to the present result of an action as in:

“I have read many English grammar books”.

“I have had a rough time”.

The present perfect simple is also used for actions that took place at an indefinite time as in: -Have you seen the film at the cinema?

This tense is used with an action that took place over a prior time period and finished at the moment of speaking as in ‘the value of peace has become a necessity now days’

1.9.4.7. The Present Perfect Continuous

The present perfect continuous is formed with the auxiliary (has/have) in the present tense + been + verb + ing) as in “she has been wearing glasses for years”.

It is used to express the duration of an action up to the present tense with using expressions or words such as: since or for, or with the question marker “how long”..?:

- We have been driving for hours.
- How long have you been trying to contact me? (Parrot, 2000; 159).

The present perfect continuous is used to describe actions which change over a period of time. There is distinction between the present perfect simple and the present perfect continuous. For example:

- 'I have studied the English language for five years'
- 'I have been studying the English language for five years' (Hoghe, 2003:82-3).

But some linguists consider that there is a distinction between the two tenses in that the present perfect simple is used to express "a long term" as in 'I have worked here most of my life', and the continuous which is used to describe "short term" as in 'I've been working here for just a few days' (Parrot, 200:161).

1.9. Tense and Aspect in Arabic

Tense and aspect in Arabic are of rather limited semantic expressions when compared to other languages, while English expresses a wide variety of attitudes to time and the relation of events to other events, Arabic refers to completed and uncompleted actions. That is Arabic makes a distinction between the imperfect and the perfect actions.

So, tense and aspect are expressed by perfectiveness which is called الماضي /al-ma:di:/and the imperfectiveness which is called المضارع /al-mudāraʿ/. The perfective is formed by suffixation and the imperfective by prefixation or by (prefix + suffix). As in: كتب (kataba) with third person masculine (perfective) and يكتب (yaktubu) which is imperfective. But, for marking the aspect, Arabic applies certain addition of lexical and syntactic devices.

1.9.1. Arabic Tenses

According to Yusuf (2006:51), the verb in Arabic is the word which indicates

the action combined with a tense, for example; أكل (Akala), this shows the action of eating and the tense here is the past الزمن الماضي /azaman al-mādi/while, يلعب /yalaabu/ shows the event of playing and the tense is the present المضارع /al-mudāraġ/. Thus, in Arabic there are only two tense as far as the form is concerned.

According to Elmensouri (2002), there are three kinds of tenses in Arabic; they are the present, the past and the future.

- **The Present (elhadir) الحاضر**

This tense is used to refer to events in the present situation, that is, at the time of speaking. It also indicates truth or habitual actions as تشرق الشمس /tuṣriqu ʔaḡamsu/ (the sun rises). Sometimes the present tense refers to the future as “راح يمشي مسرعا” /rāha jamʕi musriġan/ (he left happily) (Elmensouri, 2002:70).

- **The Past Tense(alma:di) الماضي**

It is used to describe events which occurred in the past. There are two types of the past tense. One with reference to the past as in “مات المعلم ليلة البارحة” /māta al-muġalimu lajlata al-bārihata/ (the teacher died yesterday). The other without any reference to the past as in “ذهب يزيد” /ḏahaba jazid/ (Ibid: 45-51).

- **The future(almustaqbal) المستقبل**

This tense is formed in Arabic by adding the prefix "س" or "سوف" /sawfa/ to the main verb as in "سوف تمطر" /sawfa tumtir/ (it will rain) (Ibid).

1.9.2. The Present Perfect in Arabic

Usually, there is no correspondence between English and Arabic in terms of tenses and more particularly the present perfect tense.

In English, the present perfect is used to express something that happened or never happened before now at unspecified time in the past. According to Thomson and Martinet (2001:166), “the present perfect simple describes both present and past tenses. It is the combination of the two tenses and it is frequently used in news papers, letters, etc”.

Formally, the present perfect has no corresponding tense in Arabic. In English, the present perfect is formed by the auxiliary (has / have + the past participle). For example, I have done the home work. Arabic has the perfective aspect, but it is formed by the verb preceded by the particle /qəd or laqəd / to express the present perfect for example:

George and Mary have moved into a new apartment: لقد انتقل ماري و جورج إلى شقة جديدة /laqəd ?intaqala zúr3 wa māri ila jiqa zadi:da/

He has done the homework: قد عمل الواجب البيتي /qəd ζamila al-wāziba al-bajtij/

So, the form of the present perfect in Arabic is (الماضي + قد) /qəd + the perfective/. Sometimes, the present perfect in English is used to denote situations that began in the past and going on up to the present, the equivalent in Arabic is the present simple tense or the past tense.

- I have lived in Amman for two years.
- سكنت في عمان منذ سنتين /sakanto fi ζamāna mundu sanatajni/
- أسكن في عمان منذ سنتين /?askunu fi ζamāna mundu sanatajni/

Thus, Eckehard, Güther and Wolfgang (2000:56) denote that “the Arabic perfect tense corresponds to both the English past tense and present perfect”.

In some cases, the present perfect in Arabic is indicated by adding adverbs such as *للتو، قبل* or *قليل* or *لم، بعد* to express the negative form as for example,

“He has just had his breakfast” *تناول إفطاره توا /tanāwala ʔiftārahu tawā/*

“He hasn’t had his breakfast yet” *لم يتناول إفطاره توا /lam jatanāwal ʔiftārahu baʕd/* (Najib, 2001 :64).

The perfect continuous in English is used to describe duration of an event that happened in the past and still continues to the present. In Arabic, it is described by using words as *لا يزال، ما زال، +* the simple present.

e.g.: I’m been playing basketball since ten o’clock *لا تزال، لم أزال، ما زلت ألعب كرة السلة منذ الساعة العاشرة /lāʔazālu ʔalʕabu kurata ʔasalati mundu ʔasāʕati al-ʕāširati/*.

But the translation of the present perfect tense from English into Arabic depends on the context. According to the context, one will render the perfect in English as the particle (*qad + the verb*) in Arabic, or by considering the perfect as a past or a present time in Arabic.

Conclusion

We conclude that translation is a necessary tool in communicating across different cultures and communities’. The translator must be aware of the different theoretical issues related to translation such as its types, theories and aims. Translation from one language into another is a complex matter because there are differences at all levels between languages. English and Arabic,

for instance are two distinct languages. Each language has a separate system .Thus; the purpose of this research is to accommodate one's language who learns English as a second language. These two languages have no exact equivalents in terms of grammar and especially in terms of tenses which cause problems to learners who are in the process of translating tenses from English into Arabic and especially in translating the present perfect.

Chapter Two

Analysis of the Learners Translation of the Present Perfect Tense

Introduction

This chapter is devoted to the practical part of this dissertation. It aims at testing the hypothesis: whether_and to what extent the form “لقد” /laqəd/ is overused by students’. It is composed of a test given to a sample. This is a translation task in which students are asked to translate ten sentences from English into Arabic. It aims at checking whether they are able to translate the present perfect tense into Arabic correctly. The students’ familiarity or unfamiliarity with tenses in both languages is assessed in relation to the way students translate the present perfect tense which seems to be more problematic than other tenses. The chapter also aims at finding out which devices best cure this problematic issue-the right translation of the present perfect tense.

2.1. Sampling

The target population is that of third –year students at Mentouri University-Constantine, English Department. They have been chosen because at this level students have covered all tenses in English, and have had enough scope of translation since they have received the knowledge about translation during two years of study and practice. One group of third year, Applied Language Studies at the University of Constantine, 36 informants, was chosen randomly as a sample which displays the characteristics of the population of the above mentioned University. The main concern of this test is to see whether the students have some insights concerning problems and solutions provided in translation.

2.2. Research Tools

2.2.1. Description of the Test

The test used in the present study is the form of translation task given to students. The subjects did not know that their translation is going to be used in a research. We have chosen to analyze the students' translation of tenses and more particularly the present perfect to see their way of rendering it into Arabic and whether they rely on the context or follow only one rule of translation in all situations. The test is a form of ten sentences containing the present perfect form each. Sometimes one sentence consists of more than one form of the present perfect tense. Different forms are provided by students when translating these forms from English into Arabic. In this type of test, overuse of " لَقَدْ " /Laqəd/ is noticed in the informants' translation of tense in question. .

The five first sentences were taken from the book of Ibrahim (2006) which is entitled "Eterjama Elmabadie wa Etatbikat" (Translation Principles and Practice). The second five sentences were taken from the book of grammar entitled "Grammar for language teachers" by Parrott (2000). The model of translation is provided by a doctor from the Department of English, at Mentoury University Constantine.

2.2.2. Data

The data of this test is the student's translation of the sentences from English into Arabic by third year students of English. The test was taken seriously by students; enough time was given to them to guarantee the reliability of the results.

2.2.3. Data Analysis

In this analysis, each translated sentence has been analyzed separately. Many procedures have been taken, the data is analyzed quantitatively (ie by means of tables and rate) and qualitatively (ie by description and explanation of the results). Focus has been put on the mistakes of translating the present perfect tense.

Sentence 01

George and Mary have moved into a new apartment: لقد انتقل جورج و ماري إلى شقة جديدة

/laqəd ?intaqala ʒu:rʒ wa māri ?ila ?iqa ʒadida/

Strategy	Way of translation	Number of Students	Rate
Use of الماضي+لقد /Laqəd+alma:di/	لقد انتقل جورج وماري إلى شقة جديدة	15	41.66%
Use of duality in Arabic	جورج وماري انتقلا إلى شقة جديدة	03	8.33%
Use of قد /qad/+ duality	جورج وماري قد انتقلا إلى شقة جديدة	03	8.33%
Use of the Future tense	ينتقل (سوف ينتقل) جورج وماري إلى شقة جديدة	02	5.55%
Use of the past tense	انتقل جورج وماري إلى شقة جديدة	13	36.11%
Total		36	≈100%

Table 1: Translation of the present perfect in a simple sentence.

The right translation of the present perfect tense is by the use of “لقد+الماضي” /laqəd+al-ma:di/ which is the case of 15 students who rendered it correctly, 13 students rendered it by the use of the past tense in Arabic which is acceptable in this context. Here, most students translated it in a good way because it was so simple and clear. Three students used the duality in Arabic, but they started with the subject and then the verb which is not appropriate in Arabic which is a V.S.O (verb, subject, and object) structure, and not S.V.O. The other three students used "قد انتقلا" /qəd ?intaqalá/ and two others translated the present perfect as a future tense where there is no reference to the future.

Sentence 02

I have known about the inspection for weeks: علمت بأمر التفتيش منذ أسابيع:

/alimtu bi ?amri ?atafti: ʃi mundu ?asa :bi/

Strategy	Way of translation	Number of students	Rate
Use of لقد + الماضي /laqəd+al-ma :di:/	لقد علمت لقد عرفت	22	61%
Use of قد /qəd/	قد علمت قد عرفت	01	2.77%
Use of كان + المضارع /Ka:na+al-muda:raʕ/	كنت اعلم كنت اعرف	05	13.88%
Use of the past tense	علمت عرفت	08	22.22%
Total		36	≈100%

Table 2: Translation of the present perfect in smaller contexts.

The above table shows the students' overuse of the form "لقد+الماضي" /laqəd+al-madi:/ or "قد" /qəd/ which is not appropriate in this context. Here students translated according to what they have

been taught that the present perfect tense in Arabic is formed with "الماضي + قد" /laqəd/ or "الماضي + كان" /laqəd+alma:di/. "The other students made shifts from the present perfect into the past continuous because (كان + المضارع) /ka:na+al-muda:raʕ/ is the equivalent of the past continuous. It shows a progression in the past, while the present perfect expresses an action that has finished in the past. Only 8 students rendered the present perfect into a past tense in Arabic.

Sentence 03

I have gained five pounds since I started my diet. At the same time I have gained a craving for Milky Way bars.

/ لقد ازداد وزني 5 أرطال منذ أن بدأت في تطبيق الحمية و في نفس الوقت ازداد ولعي لشكولاتة الملكي واي.

laqəd ?izda:da wazni: xamsata ?arta:l mundu ?an bada?tu Fi: tat?bi:ki alhimja waif: nafsi al-waqti
?izda:da walaʕi: liʕikula:tat al-milki: wa:j /

Strategy	Way of translation	Number of students	Rate
Use of لقد /laqəd/	لقد خسرت 5 أرطال ... لقد خسرت شهوتي	21	58.33%
Use of the past tense (الماضي) /al-ma:di/ in both part of the sentence	ربحت خمس باوند منذ بدأت الحمية و في نفس الوقت اكتسب رغبة لشكولاطة الحليب	10	27.77%
Use of negation in the second part of the sentence	لقد خسرت خمسة أرطال و في الوقت نفسه لم تعد شهيتي للميلكي واي	01	2.77%
Use of فقد /faqəd/	قد خسرتوقد خسرت.....	01	2.77%
Use of an adjective و في نفس الوقت مدمنا	03	8.33%
Total		36	100%

Table 3: Translation of a sentence consists of two verbs in the same tense (present perfect).

It is noticed from the table that the form “لقد+الماضي” /laqəd+al-ma:di:/ has been used in the two parts of the sentence by the majority of students. It is also the case with “فقد+الماضي” /fadqəd+al-ma:di:/. These students overused this form in any context which is not always appropriate since there are many alternatives to express the same tense. One student used the negation in the second part of the sentence “لم تعد” /lam taʕud/ for “have gained” where there is no

indication of the negation form in the English sentence. Three students rendered the present perfect tense into an adjective in Arabic as in ... وفي نفس الوقت مدمنا... /wa fi: nafsi al-waqti mudminan/ (at the same time addicted).

Only ten students translated the present perfect tense into a past tense in Arabic as in ...خسرت... /xasirtu wa fi: nafsi al-waqti xasirtu/

This can be accepted in Arabic. This analysis reveals that most students over generalized the rule that the present perfect is formed with "القد+الماضي" /laqəd+al-ma:di:/ in Arabic, but translation of the present perfect as any other aspects of language depends on the context.

Sentence 04

Bernard Show says: "Few people think more than two or three times a year. I have made an international reputation for my self by thinking once or twice a week".

يقول برنارد شو "قلة من الناس يفكرون أكثر من مرة أو مرتين في السنة ، أما أنا فقد صنعت لنفسي شهرة عالمية، و ذلك بالتفكير مرة أو مرتين في الأسبوع .

/ jaku:lu birna:rd ʃu : qilatun mina ?anāsi jufakiru:na ?aktar min mara ?aw maratajni fī
?asana ?amā ?anā faqəd sanaʕtu linafsī ʃuhratan ʒālamija wa dālīka bi ?atafkīri maratan aw
maratajni bi al-ʔusbu:ʕ/

Strategy	Way of translation	Number of students	Rate
Use of "لقد+الماضي" /laqəd+al-ma:di/	لقد خصصت لنفسي سمعة عالمية بالتفكير مرة أو مرتين في السنة	06	16.66%
Use of "قد" /qəd/	اما أنا فقد صنعت لنفسي شهرة	08	22.22%
Use of the past	أعددت (قمت) وضعت شهرة عالمية ...	22	61.11%
Total		36	≈100%

Table 4: Different forms were used for translating the present perfect tense.

It is clearly seen that the form "لقد+الماضي" /laqəd+al-ma:di/ is used by students in order to render the present perfect simple into Arabic as in "لقد خصصت" /laqəd xasastu/ which can be accepted in this case. The most appropriate translation of this form is by the use of the particle "قد" /qəd/ which is the case of 8 students. The remaining students translated the present perfect as a past tense without adding the particle "قد" /qəd/or "لقد" /laqəd/ which are more suitable in this context.

Sentence 05

He also says: “only on paper has humanity yet achieved glory, beauty, truth, knowledge, virtue, and abiding love”.

ويقول أيضا: استطاعت الإنسانية أن تحقق العظمة و الجمال و الحقيقة و المعرفة و الفضيلة و الحب الأزلي، فقط على

الورق.

/wa jaqu:lu ?ajdan : “?istatāġt al-?insānijatu ?an tuhaqiqa al-ġadamata wa al-ġamāla wa alhaqiqata wa al-maġrifata wa al-fadi:lata wa al-huba al-?azaliya faqat ġala al-waraq/

Strategy	Way of translation	Number of students	Rate
Use of the past in Arabic	حققت (بلغت) المجد، الجمال ، الحقيقة ..	08	22.22%
Use of (لقد+الماضي) /laqəd+al-mādi/ or /qəd/	على الورق فقط لقد "قد" صنعت البشرية المجد	10	27.77%
Use of the present sentence in Arabic	على الورق فقط تملك تكتسب الإنسانية المجد، الجمال.....	06	16.66%
Use of the negation	لم تبلغ الإنسانية المجد، الجمال ، الحقيقة، الفضيلة ...	03	8.33%
Use of (حتى) /hata al-?āna/ as the equivalent of yet	في الورق فقط أملك الإنسانية، حققت المجد	09	25%
Total		36	≈100%

Table 5: Present Perfect with Adverbial of Time.

According to the students' translation, the present perfect in this context is translated via the use of the past tense in Arabic as in "حققت" /haqaqat/ (I realized) which is the case of 8 students. This is the most acceptable way of doing it in this context. While more than 10 students rendered it

by the use of the particle "لقد" /laqəd/ or "قد" /qəd/ which is not accepted in this context. Here, it seems that students bear in mind only the form "لقد" to render the present perfect and never consider other alternatives. Actually translating the present perfect simple from English into Arabic depends on the context. Six students translated it as a present tense "تملك" /tamliku/ or "تکسب" /taksibu/. In this case students did not respect the rule that the auxiliary (have or has) should be followed by a participle. They translated only the auxiliary "has" as "تملك" /tamliku/. This can be traced back to the source text where the only equivalent to the auxiliary "have" is the full verb "يملك" /jamliku/ where as in English, it has a variety of meanings. Three students translated the present perfect as "لم تعد" /lam taʕud/ (no longer) where there is no indication of the negation form in English. The remaining students translated the adverbial of time "yet" as "الآن" /al-ʔana/ (now). Reading this sentence, one will feel a shift towards the present tense. So students face problems while translating even adverbials of time which are simple.

Sentence 06

We have reached the period when the Arabic language has become the vehicle for fresh and original work in the newly introduced sciences like medicines, astronomy, chemistry, geography and mathematics.

وصلنا الآن إلى الفترة التي أصبحت فيها اللغة العربية أداة للتعبير عن العلوم المستجدة كالطب والفلک والكيمياء والجغرافيا والرياضيات.

/wasalna al-ʔana ʔila alfatrti al-ti ʔasbahat fiha al-uǧatu al-ʕarabijatu ʔadātan litaʕbi:ri ʕan al-ʕulúmi al-mustaʕadati ka ʔatibi wa al-falaki wa kimjāʔi wa al-əuǧrāfiā wa ʔarijādijaj/

Strategy	Way of translation	Number of students	Rate
Use of لقد /laqəd/	لقد عايشنا الفترة التي أصبحت فيها اللغة العربية	21	58.33%
Use of "قد" /qəd/	قد أغنينا العصر عندما أصبحت اللغة العربية	07	19.44%
Use of لقد /laqəd/ and then قد /qəd/	لقد وصلنا إلى وقت قد أصبحت فيه اللغة العربية	08	22.22%
Total		36	≈100%

Table 6: Translating the present perfect that continues to the present time.

From the above table, it is noticed that 21 students started the sentence with the form "لقد" /laqəd/ and then the past. Here it seems that the event happened in the past with no reference to the present. This can be accepted. But there are other solutions and alternatives as noted by Ghazala (1995) who argued that the present perfect should be considered a past tense in Arabic. These students followed what they have been taught that the present perfect in Arabic is formed with "لقد" /laqəd/ or "قد" /qəd/ + الماضي /al-ma:di/ which is not always appropriate. Seven students rendered it by the use of "قد" /qəd/ at the beginning of the sentence. This is not appropriate in this context. Once again, the difficulty in finding other possibilities to be adopted for translating present perfect events leads students to make serious mistakes such as the use of "لقد" /laqəd/ at the beginning of this sentence and then followed by "قد" /qəd/. These students used two particles (لقد and قد) /laqəd and

qəd/ with two verbs in the past as in:

لقد وصلنا الى وقت قد أصبحت فيه اللغة العربية ناقلا للنضوج والعمل الأصلي في الاكتشافات العلمية الجديدة .

/laqəd wasalna ?ilā waqtin qəd ?asabaht fihi al-luġatu al-ġarabijatu naqilan linudúəi wa al-
ġamali al-?asali fi al-?iktiġafati al-ġilmijati al-əadidati/

Sentence 07

...Portugal has unsuccessfully opposed U.N discussions about its African territories. South Africa has refused to accept U.N trusteeship for South Africa. Its racial policy has been condemned in the assembly.

..... وقد فشلت البرتغال في معارضة هيئة الامم المتحدة على جنوب غرب افريقيا وقد ابدت هيئة الامم المتحدة سخطها على سياسة التفرقة العنصرية التي يتبعها الاتحاد هناك.

/ wa qəd faġilat al-burtuġalu fi: muġāradati haj?ati al-?umami al-mutahidati ġala əanu:bi
ġarbi ,ifri:qja wa qəd abdat haj?atu al-?umami al-mutahidati suxtahā ġala sijāsati ?atafriqa al-
ġunsurija/

Strategy	Way of translation	Number of students	Rate
Use of لقد+الماضي /laqəd+al+mādi/	لقد أخفقت البرتغال... ولقد رفضت جنوب افريقيا....	13	36.11%
Use of قد+الماضي /qəd+al-mādi/	لقد خسرت البرتغال... فقد رفضت جنوب افريقيا.....	04	11.11%
Use of كان+المضارع /ka:na+al-muda:raʕ/	كانت البرتغال تعارض... كانت ترفض... كانت تستنكر	06	16.66%
Use of the past tense	عارضت البرتغال... ورفض الجنوب الافريقي... وتم الحكم	04	11.11%
Mistakes or shift to the present tense	تعارض البرتغال..... ترفض..... وتدين	02	5.65%
Use of negation	لم تنجح البرتغال.....	05	13.88%
Use of (كان+لقد) or (كان+قد+المضارع) /ka:na+laqəd+al-muda:raʕ/ /ka:na+qəd/	لقد كانت تعارض ولقد كانت ترفض كما كانت قد أدانت	02	5.55%
Total		36	≈100%

Table 7: Translation of the present perfect in larger contexts.

One simple explication is that there is a big tendency towards adopting the form (لقد+الماضي)/ laqəd+al-ma:di/ as a general rule to render the present perfect events into Arabic from the beginning till the end of this short paragraph. It seems that (لقد+الماضي)/ laqəd+al-ma:di/ is the only form provided in Arabic to render the present perfect tense form. As it can be seen on the above table, students do not look for other possible options of translating the tense in question as in the following:

لقد عارضت البرتغال بفشل مناقشات الامم المتحدة بخصوص اراضيها في افريقيا و لقد رفض الجنوب الافريقي ائتمان
الامم المتحدة على جنوب افريقيا و لقد تم الحكم على سياستها العرقية في الجمعية.

/laqəd ʒaradat al-burtuǧalu bifalalin munaqaʒati al-ʔumami al-mutahidati bixúsuʒi ʔaradiha
fiʔifriqja walaqəd rafada al-ʔanúbu al-ʔifriqi ʔiʔtimāna al-ʔumami al-mutahidati ʒala ʒanúbi
ʔifri:qja wa laqəd tama al-hukmu ʒala sjasatiha al-ʒirqjati fi al-ʒamʒiati/

This form cannot be considered as wrong, but rather as a limited and poor one. This type of translation gives the impression of needless repetition of the same form. Students must look for other solutions and alternatives and use them interchangeably for enabling a style of language and achieving more beauty and appropriateness. Four students translated the present perfect tense by the use of the past tense in Arabic. Here, it seems as if each part is whole sentence in its own. In Arabic, things have to be made coherent by the use of certain conjunctions or particles such as قد/qəd/ or لقد /laqəd/ but in the appropriate context , not overuse it in all situations .This is not accurate since there is no indication that this tense is the present perfect , but rather it seems as a past tense. It is also noticed from the analysis of the students' translation that some of them have failed to understand the right tense. The tense used to translate the present perfect forms is the past

continuous in Arabic as in the following:

كانت البرتغال تعارض الامم المتحدة خلال المناقشات حول اراضيها الافريقية فجنوب إفريقيا كانت ترفض قرارات الامم المتحدة، كما كانت تستنكر سياستها العرقية.

/ kānat al-burtuġalu tuġaridu al-ʔumama al-mutahida xilāla al-munāqāʃāti hawla arādi:ha al-ʔfri:qija fa ʒanubu ʔifriqja kānat tarfudu qararāt al-umam al-mutahida, kama kānat tastankiru sijasataha al-ʃirqija/

This form *كان + المضارع /kana+ al-mudāraʕ/* is more appropriate for expressing the continuity or progression of an event in the past. This form is the equivalent of the past continuous in English and not the present perfect tense. This criterion confirms that students do not differentiate between English and Arabic tenses and are not aware of translating tenses appropriately. Examining the translation of these students will give the impression that they do not have any background knowledge concerning the present perfect in Arabic. Consequently, they failed to translate the present perfect accurately. It is also the case of two students who made shifts to the present tense as in:

. تعارض البرتغال الامم المتحدة و ينفى جنوب إفريقيا.... ولا زالت تستنكر سياستها في الاجتماع.

/tuġāridu al-burtuġālu al-ʔumama al-mutahida wajanfī ʃanúbu ʔifri:qja
wa lāzālat tastankiru sijāsataha fi al-iʃtimāʕ/

This shows that the event is happening at present. However the event occurred in the past. Two other students started the sentence with the negation in Arabic as in:

لم تنجح البرتغال في نقاشات الأمم المتحدة.....

/lam tan3ah al-burtuġālu fi:niqāġāti al-ʔumami al-mutahida/

These students used negation in Arabic where there is no indication of it in the English sentence. The remaining students produced something strange by translating the present perfect into /laqəd+kāna+al-mudāraʕ/ as in the following :

ولقد كانت البرتغال تعارض المفاوضات..... وقد كانت ترفض قبول وساطة الامم المتحدة..... كما كانت قد أدمنت سياستها.....

/walaqəd kānat al-burtuġālu tuġaridu al-mufāwadāt Wa qəd kānat tarfudu qabūla wisājati al-ʔumami al-mutahida kama kānat qəd ʔadinat sijāsatuha

This translation is not accurate in Arabica at all. These students need more exposure to the Arabic tenses. They have to be aware of tense equivalence which can be achieved by means of both translation theory and practice, without neglecting the fact that any aspect of language _tense or other _is best understood in its appropriate context.

Sentence 08

Russell Davies became a freelance writer and a broodcaster soon after leaving Cambridge University in 1969. He has been a television critic of the Sunday times, and lately has been writing a column about sport for the Sunday telegraph. For television and radio, he has presented many literary and political features, a history of radio comedy.

اصبح راسل ديفيس كاتباً و مذيعاً متحرراً مباشرة بعد تخرجه من جامعة كامبريدج في 1969 وقد عمل كناقد تلفزيوني لجريدة السانداي تايمز اصبح مؤخرًا كاتباً لمقال رياضي في السانداي تلغراف كما قدم في التلفزيون و الراديو برامج ادبية و سياسية عديدة و برنامج حول تاريخ الكوميديا في الراديو .

/ʔasbaha rāsl di:fi:s kātiban wa mudiġan mutahariran mubāġaratan baġda

taxaruʔihi min ʔāmiʕati kāmbriʔ fi 1969. wa qəḍ ʕamilā kanaqidin tilivizūni: liʔaridati ʔasāndāj tājmz, wa asbaha muʔaxaran kātiban limāqālin rijadi: fi: ʔasandāj tiligrāf, kama qadama litilivisjūni wa ʔarādju barāmiʔa adabija wa sijasija ʕadida wa barāmiʔan hawla tārixi al-kumi:djā fi arādju:/

Strategy	Way of translation	Number of students	Rate
Use of /laqəd+al-ma:di/ لقد+الماضي	لقد أصبح ناقد تلفزيوني... لقد أصبح كاتب عن الرياضة... لقد قدم...	06	16.66%
Use of /faqəd+al-ma:di/ فقد+الماضي	فقد أصبح ناقد تلفزيوني... فقد قام بكتابة... فقد قدم...	09	25%
Use of the past tense	عين ناقد... وأصبح يكتب... ثم اظهر العديد من المظاهر الأدبية	08	22.22%
Use of /kana+al-mudāraʕ/ كان+المضارع shifts to the past continuous	كان يعمل ناقدا... وبعد ذلك كان يكتب... وكان يقدم عدة مقالات أدبية.....	03	8.33%
Shift to the present tense	ويعمل ناقدا... ويكتب مؤخرا... إضافة إلى الأعمال التي يقدمها	03	8.33%
Use of /kana كان	كان ناقدا... كانت كتاباته... وكانت أعماله...	05	13.88%
No answer		02	5.55%
Total		36	≈100%

Table8: Translating the present perfect in larger contexts.

Almost all translations provided were dominated by only one form or option. This would indicate that students ignore the different forms of the present perfect. Examples concerning this are the following:

لقد أصبح ناقدًا تلفزيونيًا للساندي تايمز ولقد أصبح كاتبًا عن الرياضة .. ولقد قدم ...

/ laqədʔasbaha nāqidan tilivizú:nijan wa laqəd asbaha kātiban ... w laqəd qadama...../

It is also the case with /qəd / قد. Here, all the English present perfect forms are translated into Arabic by the use of only this form. This reveals that our students are equipped with only one form _one rule_ available for translating the present perfect tense.

Some of the informants rendered the present perfect into a past tense from the beginning to the end. This shows no connection between the sentences in Arabic as in:

عين ناقدًا للتلفزيون و أصبح مؤخرًا يكتب للرياضة كما اظهر العديد من المظاهر و المقالات الادبية

/ʕujina nāqidan tilivizú:ni wa ʔasbaha muʔaxaran jaktibu liriǰādati kamā ʔazhara ʔalʕadida mina al-madāhir wa al-makalat al-ʕadabija.

Students made serious mistakes concerning tense shifts as in the following:

كان يعمل.... وبعد ذلك.... كان يكتب.... وكان يقدم.

/kāna jaʕmalu ... wa baʕda dālikakāna jaktubu wa kāna juqadimu/

This shows a shift toward the past continuous by using the form كان+المضارع /kāna+al-mudāraʕ/ which is the equivalent of the past continuous in English. There is also a shift toward the present tense as in :

ويعمل..... ويكتب.... اضافة الى الاعمال التي يقدمها.

/wa jačmalu ... wa jaktubu ?idāfatan ,ila al- ?ačmāli al-ti : juqadimuhā/

This is not appropriate since the present tense expresses a general truth, while in this context; it narrates a bibliography of some one where the most suitable tense is the present perfect.

Five students kept on using كان in their translation as in :

كان ناقدا.....كانت كتاباته.....كانت اعماله.

/kāna nākidankānat kitābātuhu kānat ?ačmāluhu/

This translation reveals the students' lack of exposure to tenses and more particularly to the present perfect. This also confirms that they overused certain forms without considering other option and without relying on the context in translating the tense in question.

Sentence 09

Christian Bernard was born in Cape Province, South Africa. He performed the first human heart transplant operation in 1967. Now retired he has homes in Cape Town and Cape Province. As well as his many medical publications, he has written three novels.

ولد كريستيان براون في مقاطعة الكاب جنوب افريقيا و اجرى اول عملية لزراعة القلب في 1967 و هو الان متقاعد و يسكن في مقاطعة الكاب بالإضافة الى العديد من منشوراته الطبية فقد كتب ثلاث قصص.

/wulida kristjanu birnārd fi muqātačtin al-kap əanuba ?ifriqja, wa laqəd ?aərə ?awala čamalijatan lizirāčati al-qalbi fi: 1967. ?ama al-?āna falaqəd taqāčada, wa laqəd ?istaqara fi: baldati kār, ?idāfatan ?ila al-čadidi min manju:ратиhi ?atibijati, falaqəd ad kataba talātata riwājātin/

Strategy	Way of translation	Number of students	Rate
Use of لقد /laqad/	لقد ولد كريستيان... ولقد اجري ...ولقد تقاعد... ولقد سكن.... ولقد كتب	09	25%
The use of يملك /jamliku/ as the equivalent of "has"	ولد.... وادي اول عملية... ويملك منزل... ويملك روايات	04	11.11%
Use of لادجيه /ladajhi/	...ولديه منازل ولديه روايات	05	13.88%
Use of فقد /faqad/	فقد قام بكتابة ثلاث روايات	03	8.33%
Use of the pronoun فهو /fahu/	فهو اجري... فهو يملك... فهو كتب	07	19.44%
Use of كان /kana/	كان اول من اجري كانت لديه عدة منازل وكان يملك	05	13.88%
No answer	/	03	8.33%
Total	/	36	≈100%

Table 09: Translation of the Present Perfect in Larger Contexts (shifts of tenses).

One can notice here that the overuse of only one form will always cause mistakes because of

the lack of other alternatives as in the following:

لقد ولد كريستيان برنارد في مقاطعة جنوب إفريقيا , و لقد أجرى بنجاح أول عملية جراحية لزراعة القلب البشري عام 1967 , أما الان فلقد تقاعد , و لقد إستقر في بلدة كان , إضافة إلى العديد من منشوراته الطبية فلقد كتب ثلاث روايات.

/laqəd wulida kristjanu wa laqəd ?a3rā ?amā al-?āna falaqəd taqāḫada, walaqəd ?staqara.....falaqəd kataba

Despite the fact that there is only one form of the present perfect in the English version, but these students attempted to render all the tenses into the present perfect in Arabic by the use of "قد" /qəd/or "لقد" /laqəd/. In addition, the adjective retired which means "متقاعد" is translated as a verb in Arabic as in "لقد تقاعد". Only the last verb in this short paragraph should be rendered with the use of "قد" /qəd/. The others are in the past tense and should be translated into the past in Arabic. This is because there is a reference to the past as in "ولد" /wulida/ and one verb (has homes) should be translated as a present tense as in يستقر, يسكن /jastaqiru-/ /jaskunu/. Four students translated (he has homes) as "يملك منازل" in Arabic. But according to the context, it should be translated as "يسكن" /jaskunu/ or "يستقر" /jastakiru/. It seems here that students did not take the context into account in translating tenses.

This is also the case when they translated "has" as "يملك" /jamliku/. These students translated only the auxiliary 'has' into its full equivalent in Arabic as "يملك" /jamliku/. They neglected the participle which should follow the auxiliary. Both the auxiliary (has + the participle (written) should be translated into Arabic as فقد كتب. The same thing applies to five students who translated the present perfect form as لديه ثلاث روايات. Seven of the students used the pronoun "فهو" in Arabic and then the verb which can not be accepted in Arabic. In this language one should not start with a pronoun; it is not necessary, unlike English. Examples are: "فهو كتب, فهو يملك, فهو أجرى"

/fahuwa kataba... fahuwa jamliku... fahuwa ?3rà

The remaining students used the form "(كان+المضارع) /ka:na+al-muda:ra/. This form expresses more the past continuous. The translation of "he has three novels" as "كان يملك ثلاث روايات" expresses a continuous event, the word "كان" expresses a progression in Arabic. This translation does not show that the event has finished in the past. This would reveal that translating tenses is a problematic area for students. This can be seen in their mistakes concerning tense shifts. Only three students managed to translate this short paragraph accurately from the beginning to the end as in

/wulida ولد كريستيان برنارد..... و أدى أول عملية....و يسكن في فقد قام بكتابة ثلاث روايات.
kristjanu..... wa ?adā ... wa jaskunu fi... faqəd qāma bikitabati talātati riwājātīn...

Sentence 10

Rate mechanism on Black Wednesday has left the government facing losses of up to 20£ billion.

أدت إليه النسب يوم الأربعاء الأسود إلى خسارة الحكومة ما قيمته 20 مليار جنيه أسترليني.

/?adat ?ilajhi ?anisabu jawma al-?arbiġā?i al-?aswadi ilā xasārati al-hukūmati mā qimatuhu
20 miljar 3inīh ?istralīni

Strategy	Way of translation	Number of students	Rate
Use of the past tense	ترك الحكومة تواجه خسائر.....	21	58.33%
Use of قد /qad/	قد ترك الحكومة تواجه خسائر	06	16.66%
Word by word	تركت (غادرت) الحكومة بخسائر	03	8.33%
No answer	/	06	16.66%
Total	/	36	≈100%

Table 10: Different strategies of translating produced by the participants.

Here, most students rendered the present perfect by the use of the past tense which is the most suitable tense in Arabic.

It can be noticed that this sentence is so simple and clear. It causes no problems for students to translate the present perfect. Only six students used the form (قد+الماضي) "قد ترك" as "قد ترك" to translate the present perfect. Three students adopted a word-for-word translation without understanding the meaning of the sentence as in:

غادرت الحكومة بخسائر..... /gādarati al-hukūmata bi xasāʿir/

These students translated "has left" into "غادرت" /gādarat/ here "غادرت" means moving from one place to another and it is not appropriate in this context; "has left" means "أدت" /ʾadat/.

Conclusion

Through this chapter which is devoted to the analysis of the student's translations, we attempted to answer the two questions raised in this study.

As far as the first question is /laqəd /+al-ma:di/ (لقد + الماضي) the only form provided in Arabic to translate the present perfect tense? The analysis revealed the student's overgeneralization of this form. This process represents the influence of previously learned rules that the present perfect should be translated into Arabic by the use of “لقد + الماضي” /laqəd /+al-ma:di/.

With regard to the second question “Are there any other forms of translating the present perfect in Arabic? The analysis yielded that there are many other forms produced by students in order to translate the present perfect tense as the use of “كان + المضارع” / kana+al-mudaraʕ/ which is not accurate. Context is proved to be the best solution in order to solve this problematic area. Students should rely on the contextualization.

General Conclusion

The present research work aimed at investigating the areas of translating tenses from English into Arabic. More focus was put on the present perfect tense. It examined, through a translation test, the way third year students of English perceive the present perfect tense in Arabic, and their ability or inability of translating this tense into Arabic. The results confirmed the stated hypothesis –if third year students of English apply the rule which states that the English present perfect is converted by the use of the particle (لقد+الماضي) /laqəd +al-ma:di:/, they will overuse it in all contexts and, thus, sometimes produce inappropriate tense equivalent. The analyses showed the students' lack of exposure to tenses in Arabic and particularly the present perfect tense. This was proved by the use of only one form (لقد+الماضي)/laqəd +al-ma:di:/, when translating this tense into Arabic. This form is not always appropriate in all situations. In addition, mistakes and shifts from one tense to another are noticed.

The results proved the need for teaching students tense in English as well as in Arabic. It is necessary to make them differentiate between the two tense systems and mainly the present perfect tense. It has been noticed that tense rules are hard to learn. This can be seen by the fact that teaching these tenses requires not only the presentation of the rule but also the exact contexts where they are used. Students have to develop a perception of events, acts and situations in order to overcome the difficulty of tense equivalent.

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Appendix

The Students Test

Translate the following into Arabic:

1. George and Mary have moved into a new apartment

2. I have known about the inspection for weeks.

3. I have gained five pounds since I started my diet. At the same time I have gained a craving for Milky Way bars.

4. Bernard Show says: "Few people think more than two or three times a year. I have made an international reputation for my self by thinking once or twice a week".

5. He also says: "only on paper has humanity yet achieved glory, beauty, truth, knowledge, virtue, and abiding love".

6. We have reached the period when the Arabic language has become the vehicle for fresh and original work in the newly introduced sciences like medicines, astronomy, chemistry, geography and mathematics.

7. ...Portugal_has unsuccessfully opposed U.N discussions about its African territories. South Africa has refused to accept U.N trusteeship for South Africa. Its racial policy has been condemned in the assembly.

8. Russell Davies became a freelance writer and a broadcaster soon after leaving Cambridge University in 1969. He has been_a television critic of the Sunday times, and lately has been writing

a column about sport for the Sunday telegraph. For television and radio, he has presented many literary and political features, a history of radio comedy

9. Christian Bernard was born in Cape Province, South Africa. He performed the first human heart transplant operation in 1967. Now, retired he has homes in Cape Town and Cape Province. As well as his many medical publications, he has written three novels.

10. Rate mechanism on Black Wednesday has left the government facing losses of up to 20£ billion.