Students'Approachto the Translation of the Present Perfect from English into Arabic

A Case Study of First-Year Master's Students, University of Biskra

Dissertation submitted in partial fulfillment of the requirements for the master degree inscience of language

Submitted by: **Supervised by:**

Bilal BOULTIAH   Mrs. Nachoua HASSINA

Haidar BOULEGROUN

Examined by:

Mr. Ahmed BACHER

Mrs. Djamila LADJALI

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Appendix

Students' Test

Translate the followings into Arabic.

1. John: Has anybody seen my fountain pen?

………………………………………………………………………………

2. Peter: I haven't, anyway. Why? What's the matter?

………………………………………………………………………………

3. John: I've lost it.

………………………………………………………………………………

4. John: I haven't seen it since yesterday afternoon.

………………………………………………………………………………

5. John: No, I'm sure I haven't.

………………………………………………………………………………

6. George and Mary have moved into a new apartment .

………………………………………………………………………………

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

………………………………………………………………………………

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

………………………………………………………………………………

9.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.

…………………………………………………………………………

10.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.

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General Introduction

Throughout history, translation has occupied an important status in the field of human sciences .Translating across languages is only the most obvious from of an activity which is perhaps the most common of human activity. This may be the explanation why people usually take translation for a granted, as something does not require any effort and that the same time, why translation is so challenging matter and full of possibilities. There is nothing easy or simple about translation, even there is nothing easy or simple about any human activity. There are hindrances that appear during this process because every language describes the world in different ways and has its own grammar structure and grammar rules and so on. Therefore, these hindrances cause many problems to the students during translating tenses particularly the present tense. The present study examines the status of tenses as a part of the English curriculum in the department of English, University of Biskra; and the way it is perceived and dealt with by students of English. It explores mainly the way tenses are practiced, and points out and draw the main problems confronting students in dealing with it.

2. Research Questions

-Why do students think that the present perfect is a present tense not a past one?

- What are the hindrances that a first master students may face when translating the present perfect from English into Arabic?

- Are there techniques that students follow to find an equivalent to the present perfect in Arabic really effective?

- Does the Mother tongue interfere or influence the use of present perfect?

3. Hypothesis

To answer these questions, we formulated the following hypothesis:

-First year master students face hindrances when rendering the present perfect from English into Arabic because of lack of an exact Linguistic equivalence between Arabic and English at the level of tenses.

-First year master students face hindrances when translating the present perfect because of Arabic mother tongue interference.

4. Statement of the problem

Translating grammatical rules is much more a complex process than it seems because there are several constructions of grammar that could not be clearly understood, in the sense that it is not clear how they should be represented , or what rules should be used to describe them in the target language. However, it is not a coincidence that there are many cultural issues which rising in parallel with the linguistic level. Tenses occupies quite an important status in the field of English grammar, one fundamental topic is to match an accurate and a suitable equivalents in Arabic for English tenses and particularly "The Present Perfect".

The study attempts to investigate the difficulties and the confusions which first master students of English face and the techniques they may follow when translating the present perfect from English into Arabic. This tense is of a great importance in the English language but it is not in the Arabic language which causes problems to first year master students.

5. Aims of the study

According to Abdullah, translation is ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different tongues used. It requires complete knowledge of the structure and make-up of the two languages involved. It necessitates artistic talent to reconstruct the original text in the form of a product that is

presentable to the reader who is not supposed to be familiar with the original. It is also a skill because it includes the ability to smooth over any difficulty in the translation, and the ability to provide the translation of something that has no equivalent in the target language. (2007:1). This research aims to carefully examine translation from English into Arabic in terms of tenses and more particularly the present perfect tense. It is focused on assessing tense spot in both languages. Primary research aims and purposes can be stated as follows:

a- Reveal some insights about the students' awareness of tenses that are probably to affect the quality, of the work; their problems and the possible factors drawing their translation task.

b- Make students realize the complex differences at the grammatical level between English and Arabic in terms of tenses.

c- Investigate the most appropriate and suitable tense in Arabic that matches the English present perfect.

6. Literature review

There are various studies conducted to investigate the notion of translation and its problematic area for reaching the equivalence at the linguistic and cultural level.

First we will investigate the concept of translation according to many scholars who were interested in the field of translation as the first definition is presented by Catford (1965, p.20). He states that translation is the replacement of textual material in one language by equivalent textual material in another language. In this definition, the most important thing is equivalent textual material. Yet, it is still vague in terms of the type of equivalence. Thus, culture is not taken into account.

However, it has already been propounded by many other scholars such as Mona Baker (1992) and Peter Newmark (1988) that the notion of equivalence is problematic in the study of translation, and to overcome this problem, diverse translation techniques have been suggested by various scholars within the field of translation. Although it is not easy to accomplish exact textual equivalence, one may hint that equivalence could be accomplished when a translation comprises the meaning that is similar, or as close as possible to that of the source text. For this to happen, it is important for translators to have a thorough grasp of semantics, which is "the study of the meanings of words" (Walpole, 1941, p. 20).

Next, Nida and Taber (1969) explain the process of translating as follows:

Translating comprises of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.

In Translation: Applications and Research, Brislin (1976, p.1) defines translation as:

"The general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both languages is based on signs, as with sign languages of the deaf".

Another definition of Newmark (1981, p. 7) who stated definition to translation as "Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language". Which focus on the linguistic aspect which is a necessary condition, but not yet sufficient for the professional practice of translation. In other hand Mona Baker defines equivalence

as the relationship between a source text (ST) and a target text (TT) that has allowed the TT to be considered as a translation of the ST in the first place (1998,p.77).

Nida suggested that there are many problems of correspondence that the translators may face in finding the equivalent from the source text to the target text. These problems may differ depending on the closeness and remoteness in the relation with the linguistic and cultural between two or more languages concerned, she argues that "differences between cultures may cause more severe complications for the translator than do differences in language structure" (1964,p.130).

Consideration of the grammatical equivalences and the different grammatical rules among languages that leads to problems in the process of translation will be discussed to as it was suggested by different scholars such as Mona Baker and Peter Newmark.

According to Jacobson (1959, p.233) There exist three types of translation: Intralingual translation, Interlingual translation, and Intersemiotic translation.
According to Baker "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 kind of information which has to be made regularly explicit in utterances"(2002,p.83).

Ivir (1981), stated that "languages are differently equipped to express different real world relations, and they certainly do not express all aspects of life with the same equal ease; finding a notional category which is regularly expressed in all languages is difficult"(p.56).

Jarvie states that "the word tense is from Latin tempus, 'time' and it is used to show the time when the action of a verb takes place" (1993,p.37).Also he investigated the notion

of aspect and he claims that "Aspect is a category indicating the point from which an action is seen to take place.

With the aim of accomplishing suitable translation for the target system, Mona Baker (1992) provides certain techniques that can be used during the process of translation. These techniques are intended to deal with instances where there is a lack of suitable equivalence between the two languages at word, sentence and textual levels.

Firstly, Baker refers to is that a translator may translate applying a more general word, or what we also refer to as a super ordinate. She says, is "one of the commonest strategies for dealing with many types of non-equivalents, specifically in the area of propositional meaning" (Baker, 1992, p.26). Secondly, she emphasizes that a translator may use "a more neutral\less expressive word" (ibid.). Thirdly, a translator may recourse to translation by cultural substitution, and fourthly, a translation applying a claque word or loan word plus explanation could be applied. The fifth technique is to render by paraphrasing applying a related word, and the sixth one is to render by paraphrasing applying unrelated words (ibid.). The seventh technique is to render by omission (ibid). With this technique, the translator excludes either a word or an expression from the source text in his or her translation. There are diverse explanations for this to occur, for example, when the omission of such a word or expression does not hinder the meaning of the source text. Finally, the last technique is to render by demonstrating. According to Baker, this is "a useful option if the word which lacks an equivalent in the target language refers to a physical entity which can be illustrated, particularly if there are restrictions on space and if the text has to remain short, concise, and to the point" (ibid. p.42).The proper applications of the previous techniques, can provide us with appropriate meaning in the target language.

In accordance with Baker's techniques presented above, some of these techniques are also propounded by Newmark (1981).Those comprise *paraphrasing, omission,* which

he refers to as *deletion,* and *the use of loan word plus explanation,* which he refers to as *translation couplet.*

However, the application of all the translation techniques has to comply with certain factors that may prove essential as far as meaning is concerned. For example, Geoffrey Finch states that "in working out the meaning of what is said to us we have to take into account not only the words themselves as individual items, but also the circumstances in which they are uttered, the medium used, and the person who is addressing us" (1998,p.134). He further assumes that the relationship between the addressor and addressee is also very essential as it has an effect on the meaning related with certain words. He illustrated his idea by giving the argument which is the declaration "I love you". This sentence has a distinct meaning when spoken by someone to his or her lover compared to when spoken by a child to his or her parent. For this reason, Finch states that "it is not enough to know what words mean in isolation. We have to be able to interpret them in concrete situations" (ibid, p.35). That's to say, in order to get the real meaning you have to explain these items in their real situations.

7. Methodology

The material which is intended to be used in this research is a test given to the subject. A test is given to first year master degree of English students at Biskra University to know their understanding of the present perfect and to what extent they will be able to use translation of the present perfect tense approppriately .In addition, the test is given to know the exact equivalence of the present perfect into Arabic in order to provide support to the hypothesis.

Chapter One

Translation

1.1. Definition of Translation

Introduction

Throughout at least recent history of translation studies, there have been different answers to the questions: what is a translation? And what is its central notion, otherwise named equivalence? This later is the common goal of the translators tend to reach. The different explanations of the word Translation refers to its birth and its development at different periods. Back to history of translation, various changes have been occurred that differ from one place to another. For instance, in the western world, translation has taken not the same paths as those in the Arab world, as each of them have particular theories depending on the different events and era. In fact, it is important to define translation because it is sometimes a bigger obstruction to many scholars, as many of them have controversial definitions on the concept of translation.

Nida and Taber gave a classical definition of translation: "translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style" (1969, p.12). The meaning is much more important rather than style.

Ghazala (1995, pp.1-2) defined translation:

"As a subject, translation is generally used to refer to all the processes and methods used to convey the meaning of the source language into the target language. That is, the use of: (1) words which already have an equivalent in Arabic language; (2) new words for which no equivalent was available in Arabic before; (3) foreign words written in Arabic letters: and (4) foreign words changed to suit Arabic pronunciation, spelling and grammar."

He provides us with some examples:

1-"Speak"………. "يتكلم"

2-"Satellite" ……….."قمر صناعي"

3-"Aspirin" ……….."أسبرين"

4-"Democracy" … "ديمقراطية" (1995, p.2)

Another definition was set by Reiss who describes translation as "a bilingual mediated process of communication, which ordinarily aims at the production of a TL text that is functionally equivalent to an SL text" (2000,p.160).Therefore, in translation process ,the speaker's intention and the listener interpretation should be identical in order to understand each other .

Consequently, it is clear to mention the more the message in Source Language is understood, the more appropriate interpretation in Target Language would be; that's to say; understanding is the basis for producing a correct translation of any written or oral products.

In accordance with those definitions, Newmark considers that translation is a way of transmitting message from the author of the SL into TL. He states that translation as "rendering the meaning of a text into another language in the way that the author intended the text" (1988, p.5).

In the definitions appearing above, some similarities have been found:

1. Translation occurs only between tow linguistic expressions.

2. There is a replacement of the linguistic expressions from SL into TL,

3. The meaning is conducted to TL,

4. The translator's focus is to achieve the appropriate equivalent in the TL.

Nevertheless, there is no indication that culture is taken into account except in that of Nida and Taber (1969). Actually Nida and Taber themselves do not mention this point very explicitly. Following their explanation on "*closest natural equivalent*", however, we can deduce that cultural consideration is considered. They insist that the equivalent firmly sought in every effort of translating is the one that is not remote that the meaning or message can be well transferred accurately. In addition to Nida and Taber's definition, Newmark (1981, p.134) clearly wrote: "the more the translator understands the linguistic meaning and the referential [socio-cultural] meaning the more easily he can translate "transfer" it to the target language». More clearly, the translator should have a deep knowledge to both linguistic and cultural of source language and target language, in order to transmit significantly the equivalent meaning of the intended message.

1.2. Translation Taxonomy

Presenting Translation types has been always seen from different point of view in the sense that you find diverse categories suggested by many researchers. Each one reflects a particular perspective in which scholars seek to identify and clarify these types in order to make the translator's task easier and to fill in the gap between different languages. In accordance to Jacobson taxonomy of translation , the vast majority of people expect that the translation process occurs only between tow linguistic products , however , translation also may occurs from and into a non-linguistic products .

According to Jacobson's (1959/2000, p.261) famous taxonomy of translation he considers three classification of Translation. Translation is the process of substitution of a source text with the target text. The process is usually an interlingual translation in that the message in the source language is rendered as target message in a different language. Intralingual translation, a process which a text in one variety of the language or in one dialect is reworded into another. Whereas intersemiotic which belongs to translation , it

means the translation involves not another language but another, on-linguistic ,in other words translating the verbal signs by non verbal signs as translating thoughts or emotions into an art work or translating these non-linguistic products into a different semiotic system such as translating an opera to a film.

What all these three processes have in common is that they involve the replacement of one expression of a message or unit of meaningful content by another in different form. Translation does not concern only the linguistic products, but also non-linguistic expression.

Another classification has been suggested by Ghazala stating that the two main types of   translation are literal and bound translations. He explained the two concepts as follows (1995, pp.4-13):

1.2.1. Literal Translation

Literal translation is an old method which has a range of diverse uses; it is made up of three subtypes which are as follows:

1.2.2.1. Literal Translation of Words: Word-for-Word Translation. Basically this type consists of translating English words counterpart that fit Arabic words following the same order as in English.

Example:

A-Mary wanted to take tea

شاي تأخذ أن أرادت ماري

(ماري أرادت أن تأخذ شاي)

B - That child is intelligent.

ذكياً يكون الطفل ذاك

(ذاك الطفل يكون ذكياً) (1995, p.4)

This subtype of literal translation chooses each word apart without taking consideration the grammar, word order, or context .In addition, the whole focus is devoted for the source language; in other words, the target language is a mirror of the SL .that is why it is a widespread method used by most of the students. However, this method leads to detours because it ignores totally the target language. Hence, Arabic and English language belong to different families that both Arabic and English have different grammar. Furthermore, this method neglects both languages word order. This method also does not take context into account which is basic in understanding. Similarly, it disregards the metaphorical use of words which expresses or describes the culture of language. Eventually, this method cannot reach equivalents which do not exist in the target language. So, the two examples (a) and (b) above can be corrected as illustrated below:

أرادت ماري أن تشرب (تتناول) شايا

(1995,p.6)   ذاك الطفل ذكي

1.2.2.2. One - to –One Literal Translation

This type of translation comprises of translating a word into a word and a phrase into a phrase. So, a noun is translated into a noun, tow adjectives into tow adjectives, a proverb into a proverb, an idiom into an idiom, a collocation into a collocation, and a metaphor into a metaphor. This translation acknowledges the context.

Example:

a - Let us shake hands. دعنا نتصافح بالأيدي

b-He is a young man. He is kind-hearted. هو يكون شابا طيب القلب.هو يكون طيب القلب

c-This mission is a can of worms. هذه المهمة تكون حفنة مشاكل

 (1995, p.7)

This method of translation is the same as the first one in two basic aspects:

(1) It respects the source language word order.

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(2) It consists of having the same grammatical class and number of words. However, it distinguishes from it in two points:

1- It considers the context.

2- It discovers collocation meanings, metaphorical equivalents in the target language. To conclude, this method of literal translation is much more better than the first one. The examples shown above can be corrected as:

(a) فلنتصافح or دعنا نتصافح

(b) هو شاب طيب القلب

(c) بالغة الصعوبة or هذه المشكلة عويصة

1.2.2.3. Literal Translation of Meaning: "Direct Translation"

Concerning this method, it is the most appropriate method because it insists on having a near, an accurate, and clear meaning in the TL. It is called a direct or close translation since it translates meaning in its right context. It takes into account the grammar and the word order of the TL. Furthermore, it considers the metaphorical and the exceptional use of the TL. Ghazala describes this method as "full translation of meaning" (1995, p.9). It is the best method of literal translation since it views the literal meaning as distinctive meanings of a word which can occur in different contexts and diverse structures. This can be exemplified through the word "run" which does not always mean "يجري" in all contexts and structures. "يجري" is the most frequent (common) meaning of this word but it is not its literal meaning. "Run" reflects diverse meanings in various contexts, and each meaning is considered to be a literal meaning as shown in the following examples:

1- "To run in the race" (يجري / يركض في السباق)

2- "To run a company" (يدير الشركة)

3- "In the long run" (على المدى البعيد)

4- "To run short of money (ينفذ ما عنده من مال)

5- "To run round" (يطوف/يقوم بزيارة خاطفة)

6- "To run to fat" (يميل إلى السمنة)

7- "To run through" (يمر/يتصّفح مرور الكرام)

8- "To run wild" ((يسير/يتيه على هواه))

9- "To run across" (يصادف)

10- "To run back" (يعود بذاكرته إلى الوراء)

11- "To run into" (يلقى مصادفة)

12- "To run on" (يستمر)

13- "To run out" (يأخذ/ينفد في الّتناُقص)

14- "To run dry" (ينضب)

15- "To runs" (إسهال) (Ghazala, 1995, p.10)

Relevantly, Najib presents another example concerning the changeable meaning according to its particular context:

"The teacher asked the student to draw a right angle زاوية قائمة,but insisted that the student draw it with his right hand بيده اليمنى while the student was left handed. Of course he didn't draw it right ولم يرسمها مضبوطة and the teacher gave him low marks. Right away على الفور the student went to the headmaster and complained that it was his right حقه to draw with whatever hand he liked.The headmaster who was an upright man رجل عادل agreed that he was right على حق and that the teacher did not treat him right يعامله بالعدل أو كما ينبغي and ordered the teacher to right يصحح the student's mark." He stated that the word's meanings is defined by its context "(2005, p.26).

Ghazala stated that "Literal translation is committed to the real meaning or meanings of a word or a phrase available in language….literal meaning is both the metaphorical as well as the non-metaphorical use of a word" (1995,p.12).Thus, this

indicates that the literal meaning in this type of translation is both the denotative and the connotative meanings.

1.2.2.4. Free Translation

This method is based on translating the given written or oral products freely because the translator is not bounded to the constraints of text or context or the denotative meaning , but he exceeds words and phrases denotative meanings and out of texts and outside of contexts. So, it does not mean the way he likes but only the way he comprehends. The substitution of free can be found as dynamic, communicative, pragmatic, and creative are used in the current studies in order to refer to the same concept. Furthermore, free translation has subtypes chiefly:

1.2.2.4.1. Bound Free Translation

This type of free translation comes directly from the context even if it goes beyond it in some ways, simply the way of describing, exaggeration and emphatic language. Consider the following examples:

1- He got nothing at the end.عاد خالي الوفاض

2- Swearing is a bad habit. سباب المسلم فسوق

3-She was sad deep down   تفطر قلبها من الحزن / أصبح فؤادها فارغا

4- She had a new baby   رزقها الله بمولود جديد

(Ghazala, 1995, p.14)

These translations have a frequent point which is the use of a very formal Arabic. So, the used expressions are extracted from:

a- The Holy Quran as in (1).

b- The prophet's sayings (i.e., from "Sunna") as in (2).

c- Collocations (3).

d- Popular religious expressions as in (4).

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Moreover, there are other examples which may be expressed through proverbs, collocations, and strong expressions. As a result, these translations have exceeded the context but, they are extracted from the original in one way or another. Nonetheless, this free translation is not appropriate because of its strangeness to the context.

1.2.2.4.2. Loose Free Translation

This type does not have direct relationship to the original, yet it is a conclusion which the translator can deduce for different personal reasons, as these examples show:

1- "Thank you Mr. Wilson. Next please".

تفضل بالانصراف يا سيد ويلسون، عندنا غيرك

2- "It is half past nine". الحصة انتهت / الوقت انتهى

3- "Thank you, thank you ladies and gentlemen" هدوء أيها السادة

4- "I am frightened" ابق معي

5- "Why are you making mouths?" أنت وقح

6- "No bacon with my breakfast, please" أنا مسلم

(Ghazala, 1995, p.15)

What these translations have in common that they are indirect and pragmatic ones because of having implied meaning of the speaker intention through what is interpreted of his/her saying. Hence, in example (1), "thank you" implies meaning of (you may leave) rather than telling it explicitly. Example (2) is said to indicate that the time of a meeting or a class is finished, i.e., we can leave or do something else. Furthermore, example (3) indicates that the speaker intended to be respectful and courteous with people, so he uses "thank you" rather than "quiet" or "silence, please" to attract to pay attention. In example (4), the speaker intends that she / he cannot stay in her / his own because she / he is scared, so she / he asks the listener to stay with her / him. In addition, making mouths in example

(5) expresses despicable behavior. So, the Arabic equivalent sentence is the result of this implication.

Eventually, "no bacon" in example (6) expresses that the speaker is a Muslim since in Islam pig's meat is strictly forbidden. Thus, Arabic translation takes religion into account. These translations are loose since they left their direct contexts totally. Farther, they let the translator to realize the original version in order to translate his personal conclusion deduced from it neglecting both the source language and its context. (Ghazala, 1995, p.14)

Thus, these translations are beating about the bush because they are misinterpretations of the original source language. Hence, the translator's main job is to give an equivalent to the ST in the TL. Moreover, it is not the responsibility of the translator to deduce the implied meaning of these sentences, but this is the task of the readers themselves to tackle with. To sum up, it is inadvisable for translators to use this type of free translation because it is far from the original text. The third method of literal translation (direct translation) is most appropriate, practical, convincing and orderly used type of translation (Ghazala, 1995).

1.3. Problems of Translation

Equivalence is the core of the translation process .Translators and learners face difficulties in order to find grammatical, stylistic, or cultural equivalence.

1.3.1. Grammatical Problems

According to Baker "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 kind of information which has to be made regularly explicit in utterances (2002 ,p.83).That's to say ,any language is the mirror which reflects the information its interlocutors need to express and

the grammatical system is the one which demonstrates and bounds certain notions such as gender, number or time …Greek and Romans believed that notional concepts are generally universal and that languages vary only in the way of expressing grammatical concepts.

The matter that languages distinguish leads translators to make big efforts with exposure to the languages concerned in the task of translation in order to find an appropriate solutions for translating grammatical concepts which differ across languages .

Expressing some grammatical concepts such as number and time is not an easy task. Sometimes they are not described in the same way across languages or even they do not exist in other languages. Some of these grammatical concepts are mentioned by Baker (2002) who indicated the problems of rendering these concepts from the source language into the target language because of the variety across languages in terms of these grammatical categories.

As far as English and Arabic are concerned , they are two systems that belong to two different language families .While English originated from Indo-European languages , Arabic is a part of Semitic languages .Thus, there are diverse difficulties confronted by students and translators when translating from one language to another due to the fact that there is no absolute equivalence that exist between these two different systems at the level of grammatical rules .for example, most English tenses do not have a suitable grammatical equivalent in Arabic , more particularly the present perfect which does not have an equivalent tense in Arabic grammar . For the sake of imparting and preserving the spirit of source language meaning, translators try to seek for an appropriate solution for such problems they encounter. For example Ghazala provides us with some examples and

solution of rendering English tenses which correspondent to only one Arabic version as following:

1." We heard the news"(past simple)

2."We have heard the news"(present perfect)

3."We had heard the news"(past perfect)

(سمعنا (قد/لقد سمعنا) الاخبار)

(Ghazala,1995,p.61)

In support with Ghazala solution concerning translating tenses which have no equivalent in the Target language , Baker states that "…in translation, grammar often has the effect of a straitjacket, forcing the translator along a certain course which may or may not follow that of the source text as closely as the translator would like it to." (2001, p. 85). Basically, this indicates that the translator is not often in an obligation to follow the source language grammatical rules because grammatical rules vary across languages.

Moreover, syntactic English sentences should be all verbal that should contain only one verb, whereas, in Arabic, they are not only verbal, but also nominal excluding verbs

"I am student "   (أنا طالب)

(Ghazala:1995:28)

One another particularly interesting feature of English grammatical structure is from the point of view of word order which has Subject-first word order followed by verb , while Arabic sentences tend to start mainly with Verb-First followed by subject word order .For example:

1-"The sky was cloudy"   (تلبدت السماء بالغيوم)

(Ghazala: 1995, p.49)

1.3.2.Stylistic problem

Back to Nida's definition of translation (1969, p.12), Style occupies second priority as a fundamental aspect in affecting strongly the conveyance of meaning of any translated message from source language into target language. It surely stands very high in importance. It is obvious that a poor form results in transmitting the message in insufficient and inadequate way .Since the quality of the translated message is relevant to degree of understanding in way or another to the style, it is very important to set a definition of style according to some scholars .Traditionally speaking, style is seen as a manner or way that somebody presents or performs something.

Lynch provides us with more or less what is traditionally defined. He states that broadly, it means everything about your way of presenting yourself in words, including grace, clarity, and a thousand indefinable qualities that separate good writing from bad. (As cited in Zainurrahman, 2009).

In that He added, for example, regardless to the similar theme, one writer tends to utilize simple words and straightforward sentences grammatical structure, while another tends to utilize difficult vocabulary and complex sentence grammatical structures. Thus, the differences in the authors' styles make the experiences of understanding the two works distinct. So, misunderstanding results from using a bad style and sometimes leading to comprehend or to guess a different meaning of the same conveyed message .Therefore, a translator and students should be aware to control overproducing a clear and an appropriate style in both source and the target language.

Students and translators face difficulty concerning the functional notion which is called Style. Ghazala (1995,p.222) provides us with the following examples that show us

how the style which neglects clarity makes a translated text nonsense and how it is connected to the meaning .The following sentences express the similar notion of death :

a.Her father died yesterday.

b.Her father was killed yesterday.

c.Her father licked/bit the dust yesterday.

d.Her father kicked the bucket yesterday.   مات والدها أمس

e.Her father passed away yesterday.

f.Her father was martyred in the battelfield yesterday.

g.Her father slept his last sleep yesterday.

h.Her father was hanged yesterday. (1995,p.222)

According to these statements from a-to-g , they all mention a commen idea which is death of "her father", and this is the important thing to it .However , they are all translated into one sentence and the unique version in Arabic (e.g., مات والدها أمس). It is not worthy the cause behind his death , whether "her father died" naturally ,unnaturally , got killed , out of illness ,or in car accident .What matters is that he is dead now.

Notably, it is an unacceptable argument since the cause of death is absolutely crucial to concerned people .Therefore, natural death is quite acceptable to people, whereas an unnatural death caused by killing is quite serious and unacceptable to them. It makes a big difference by describing him as just killed or dead .Hence, it is not agreed to translate all these different statement into one and the same Arabic version of translation, as above. Differently speaking, each statement expresses a particular semantic meaning with its own style, as showed below:

"a.Her father died yesterday.

مات والدها أمس.

b.Her father was killed yesterday.

قتل والدها امس.

c.Her father licked/bit the dust yesterday.

خرر والدها صريعا أمس .

d.Her father kicked the bucket yesteday.

ودع / توسد والدها أمس .

e.Her father passed away yesterday.

رحل والدها أمس .

f.Her father was martyred in the battelfield yesterday.

استشهد والدها أمس .

g.Her father slept his last sleep yesterday.

نام والدها أخر نوم أمس.

h.Her father was hanged yesterday.

"اعدم والدها أمس.

(Ghazala,1995,p.223)

Remarkably , there are significant stylistic differences among these versions.(a) is normal death ;(b) is abnormal death ;(c)is amurder from behind ;(d)is unfavourable ;(e) is acceptable and respectful of the death ;(f) is religious ;and (g) is disagreeable.Therefore,these differences are differences of meaning and have to be taken into consideration in translation.

1.3.3. Cultural problems

In our relevant discussion appearing above , we notice that the major points concerning translation's definitions , except of that of Newmark's definition (1981,p. 134)

who do mention frankly and clearly the concept of culture as crucial aspect in translation process to bear in mind , are devoted exclusively to linguistic aspects . In addition to those of linguistic problems discussed above, culture poses another acute problem to both translators and learners of foreign languages. Culture plays indisputable role in the process of translation, and it a controversial point that many scholars tend to explain.

According to the divergences to numerous definitions that have been propounded to describe culture as concept, thus the obstacle here that there is no very often an agreement upon definition of culture. As provided by Oxford advanced Learner's Dictionary , the notion of culture mediates wide range of intermediary notions such as customs , art ,and way of life and so on .More specifically which interested with language and translation , Newmark defines culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (1988,p.94), thus recognizing that each language group shares its own culturally particular characteristics . According to him (pp.94-103), there are five major classes of culture:

1)   Ecology: plants,   animal,   hills,   local   winds,   plains,   ice,   etc.).

2)   Material   Culture: food,   clothes,   houses   and   towns,   communications,   etc.).

3)   Social   Culture: (work   and   leisure).

4) Organizations, Customs, Ideas (political and administrative, religious, artistic).

5) Gestures and Habits (Paralinguistic features).

Similarly, House stated that" Culture refers to a group's shared values and conventions which act as mental guidelines for orienting people's thoughts and behaviors" (2009, p.12). However, what matters here how such distinct cultural habits and views are expressed and represented to others in the social group. He further clearly added that the

translators should be more aware when shifting a text from one culture to another in both kind and degree of " the conventionalization meaning" in the source and target cultures (ibid).That's to say what can be considered acceptable in one culture , could be regarded as totally offensive or strange to another particular social group. In other word, the more a translator is aware of complexities of distinctions between cultures, the successful translation will be.

Aziz stated that "Translation across cultures results in ideological shifts. The shifts are greater where the gap between the source culture and the target culture is wider" (1999, p.29). The more distant between the source culture and target culture the more unenviable challenge would be for the learners and translators. In the same way, the degree of difficulty depends on whether the languages involved are close or remote culturally. As matter of fact, Arabic and English settings are geographically distant communities, thus it certainly leads to be culturally distant.

According to Ilyas (1989,p.124), when the translator encounters difficulty of not finding a corresponding Target Language equivalent for the Source Language item, the translator most often recourses to a non-corresponding equivalent item, which may have an equivalent function in the Target Language culture. Ilyas (1989,p.124) supported this point by an example saying that translating the phrase *as white as snow* into a language whose people do not experienced the snow can be carried out effectively by seeking a non-corresponding but functionally equivalent Target Language expression that would fit the SL. This can be accomplished by translating it like: *as white as cotton* for instance, since both fulfill the same function of emphasizing the feature of whiteness in descriptive way. This is very much similar to what is mentioned as "Functional Equivalence" (de Waard and Nida, 1986).The awareness of Intercultural competence rise out of experience

of culture, are far more complicated fact than it may seem to the translator and learners of foreign languages.

1.4. Pedagogical uses of translation as a technique

As we have seen, translation can be looked at from different points of view, and can operate at different levels of language, and these depend to a considerable extent on what you need to use translation for. Translation may be needed to facilitate communication between speakers of different languages.

Another important purpose to which translation has been used for a long time is pedagogical tool: translation has been proposed as an activity for learning and teaching a foreign language. However, this suggestion has been at the center of ongoing controversy about the role of grammar and the mother tongue in foreign language learning and teaching.

A current argument is that translation as a pedagogical means is not useful .Lado (1964, p. 53) strongly states that translation is distinct from language practice, the real aim of language teaching. Similarly, Gatenby asserted that translation is seen as a counterproductive means. Mainly, because it makes the learning process more difficult by the intervention of the mother tongue, which certainly augments its interference or what is called negative transfer (1950/1967,p. 2). For instance, he named the use of translation in this way as 'bad pedagogy' because it pushes students to think in their first language when they should think directly in foreign language ''without having to think" (ibid). He clearly added that 'Why use two languages when the time allowed for learning one is so short?" (1948/1967, p.70).

Despite this overwhelmingly negative view, translation both into the foreign language and from the foreign language has always been widely employed in learners' foreign language learning process. Also, it is employed as a teaching and learning technique in foreign language departments; for example, *grammatical translation method* which obtained significant importance in Europe from the early nineteenth century onwards. Both translation and grammar are key feature of this method (House, 2009, p.62). Through the study of the grammar of the target language, Freeman argued that, students would become more familiar with the grammar of their native language and this familiarity would help them to translate successfully (1986, p.4). Also, Chamot described the translation technique as 'using the first language as a base for understanding and/or producing the second language' (1987, p.77).Following his view, translation promotes an explicit knowledge about the foreign language and helps in developing and rising awareness of differences and similarities that exist between the native and the foreign language systems at various linguistic-cultural levels.

Furthermore, it is important to mention that many scholars, who favored the use of translation as a pedagogical tool, do not belong to the grammar translation method. Therefore, translation was exclusively a dominant means in the grammar translation method; Malmkaejer said that translation is just one of diverse means in teaching and learning a foreign language (1998, p.9).Moreover, Sewell added that translating strengthens learner's linguistic knowledge (1996, p.142).By translation, we draw and shape the similarities and dissimilarities across languages; in other words, translation is a tool to deepen the linguistic knowledge of the target language.

Conclusion

Summing up the previous discussion, translation is an essential tool in communicating across different cultures and communities. Besides, it is a naturally occurring cognitive phenomenon which is inseparable in learning foreign language context. The translators and learners of foreign languages may encounter with difficulties during the process of translation in which they must be aware of the differences and similarities that exist between given languages. These differences rise at diverse levels such as linguistic and cultural levels which make the translators task a more complex matter. English and Arabic, for instance are two distinct languages. Each language has its independent system .Hence; the purpose of this research is to accommodate one's language who learns English as a foreign language. Therefore, these two languages have no absolute equivalents in terms of grammar and particularly in terms of tenses which cause problems to learners who are in the process of translating tenses from English into Arabic and particularly in translating the present perfect Consequently, these difficulties require to have a deep knowledge in both SL and TL at linguistic and cultural levels as well as some effective techniques to cope with.

Chapter Two

Tenses

2.1. English Tense and Aspect

Introduction

This chapter attempts to spot light on both tenses (English, Arabic), and more particularly the present perfect tense. This theoretical chapter is divided into two parts. The first part deals with English tense and aspect in details i.e., definition of both tense and aspect, and the formation or the structure of the twelve tenses, and finally the formation of both present and past simples which are the structure of the present perfect, then English perfect tense. The second part deals with the same elements as mentioned above but concerning Arabic as well as some distinctions between English and Arabic in terms of tenses.

The use of verb form is one of the most difficult areas for English language learners to master. New research shows that several factors are responsible for the difficulties in learning to use appropriate and exact verb forms. In order to understand the difficulties and how to deal with them, we first have to examine basic concepts of tense and aspect underlying these forms and their uses. The two concepts are used to describe time and action in verbs- tense and aspect. In what follows, we look at each in turn.

2.1.1. Tense

Jarvie states that "the word tense is from Latin tempus, 'time' and it is used to show the time when the action of a verb takes place" (1993, p.37). According to the Oxford Learner's Pocket Dictionary, tense means "verb form that shows the time of the action or

state: the present/ past/ future ~" (2003, p.445).Moreover, Jarvie added that tense is marked by inflation in English especially for past and present tenses. So, we should make a careful distinction between 'tense' and 'time'. "Time is an extra linguistic category" (Bernd Kortmann; Elizabeth Closs Traugott, 2006, p.22). That is, it exists independently of language. "Tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time" (ibid), i. e. to mention the temporal relation between the time of the situation in question and an 'orientation time' which may be either the 'temporal zero-point' which is usually the time of speech. The term tense is used to show the relation between the action or state described by the verb and the time.

Besides, Declerk (2006) defines a tense as a linguistic concept which is interested with the different forms of the verb according to different time of the situation. However, it differs from one language to another.

In addition to Declerk, Suzanne Fleischman defines, by her turn, the term tense as "grammaticalization of location in time."(1990, p.15). More particularly, she clarifies that it involves "the location of situations predicted in sentence or discourse relative to a reference time" (ibid, p.16). This reference time is usually the particular moment of speech or conventionally established by the discourse.

According to Ron Cowan, tense in verbs indicates the time that an action happens in reference to speaking moment. It has three divisions: present, past, and future .Cowan presented these divisions of time in English as in the diagram below (A):

(A)

| past | | future |
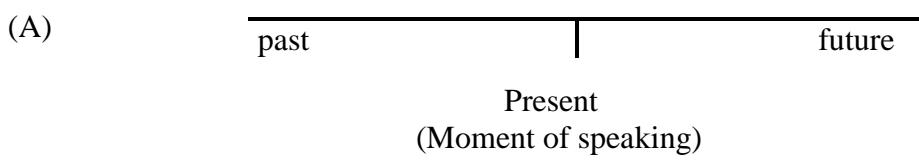
Present
(Moment of speaking)
Fig.A: Main divisions of time in English (Cowan, 2008, p.350)

As a matter of fact, however, among these three dimensions (A), only two are expressed in English by changes on main verb as in the present and the past. Thus, present time, for third person singular, is expressed by adding (*s*) to a regular verb, as in (B1), and past time is expressed by adding (*ed)* to a regular verb, as in (B2), or inflecting the form of an irregular verb such as *go*, as in (B3). Many languages also express future time with the modal auxiliary verb (*will)*, shown in (B4), or the semi modal be +*going to*, in (B5).

(B)   1. He helps her.   present tense
        2. He helped her.   past tense regular verb
        3. He went to the game.   past tense irregular verb
        4. He will help her.   future time
        5. He is going to help her.   future time (Cowan, 2008, p.351)

In addition to verb form, Cowan added that time is also indicated by time adverbs, such as yesterday, today, tomorrow, at noon, etc…, and by   prepositional phrases, such as for two years, and since three o'clock (ibid, p.351).

To conclude, verb forms are tense forms if they relate a situation time directly or indirectly to the zero-point. There is a broader use of the word tense: a form of the 'verb phrase' which gives information about 'aspect'.

2.1.2. Aspect

In discussing tense, we focused on the location of a situation whereas in aspect, we have to look inside the situation. "In terms of its internal dimensions, a situation may be represented as fixed or changing, it may be treated as lasting for only a moment or having duration, and it can be viewed as complete or as ongoing" (George, Yule, 1998,p.62).

Besides, Ron Cowan (2008, p.351) states that "aspect expresses how the speaker views the action of the verb. For instance, an action that is seen as limited and complete is perfect in aspect."as it is shown in the following example:

- John has written only one novel since 1998. "Complete- perfect aspect" (ibid).

Moreover, Jarvie claims that "Aspect is a category indicating the point from which an action is seen to take place. Two contrasts of aspect are marked in English: progressive aspect and perfect (or perfective) aspect. The former states that the action is in progress, ongoing or continuous at the point of time; the latter states that the action is retrospective or has been completed (1993, p.39).

There are 12 tenses in English which have resulted from the combination of both tense and aspect system (Celce, 1999).

According to Celce, there are "four aspects simple (sometimes called zero aspect), perfect, progressive, and their combination perfect progressive." (1999, p.110). Here Celce focuses on four main types of aspect which can be defined as follows:

2.1.2.1. Simple aspect: Unlike progressive aspect which meant to be incomplete or imperfective, simple aspect expresses the events which are understood to be complete. This simple aspect comprises three main simple tenses which are: simple present tense, simple past tense, and simple future tense with will (or contracted'll' (ibid).

Example:

 "She works" (simple present tense)

"She worked"(simple past tense)

"She will work" (simple future tense) (Cowan ,2008 ,p.356)

2.1.2.2. Perfect aspect: It expresses the meaning that this aspect covers is "prior", which implies that it is used through connecting it with some other point in time. This aspect consists of the present perfect, the past perfect, and the future perfect (ibid).

Example:

"He has read the book ." (perfect aspect, present)

" He had read the book." (perfect aspect , past)

"He will have read the book" (perfect ,future)   (Cowan,2008 ,p.355).

2.1.2.3. Progressive aspect: It is said to be imperfective because it shows an incomplete event or a limited one. This aspect comprises of the present progressive or continuous, the past progressive, and the future progressive (Celce, 1999, p.110).

Example:

"He is writing a letter." (progressive aspect , present)

"He was writing a letter."(progressive aspect , past)

" He will be writing a letter"(progressive aspect , future) (Cowan ,2008,p.354).

2.1.2.4. Perfect Progressive Aspect: This aspect is formed with the combination of perfect, i.e., prior and progressive, (incomplete). It is composed of three tenses which are: present perfect progressive, past perfect progressive, and future perfect progressive (Celce ibid.).

Example:

"She will have been working "(Cowan ,2008,p.351).

We can conclude that both tense and aspect are categories associated with the verb, and they do exist only in certain languages.

2.2. English Tenses

In English, the aspect terms progressive, or continuous, and perfect are combined with the three times – past, present, and future – to produce, along with each time on its own, the 12 so-called tenses of English as shown in the following:

2.2.1. Past tense

The simple past tense is sometimes called the preterite tense. We can use several tenses to talk about the past, but the simple past tense is the one we use most often. It is represented by the (*ed)* inflection on regular verbs and by other changes in the case of irregular verbs, for example; *I bought a new car*. Ron Cowan (2008,p.359) states that "the simple past tense frequently occurs with expressions that indicate a specific point in time when the action was carried out, such as *yesterday, a week ago, last Monday, in the morning,* and so on."

Example:

"He built that house a long time ago."

2.2.2. Past perfect

"The past perfect tense is formed with the auxiliary have i.e., (had) and the past participle form." (Cowan, 2008, p.369). 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). This tense talks about "past in the past". For example, *I had a car*. In addition, it expresses a past action completed prior to another event or time in the past. For example: He had already mailed the letter when John called him.

2.2.3. Past continuous

According to Parrott (2000, p.198), the past continuous tense is formed with the structure of (was/were + verb + ing).For example, "they were dancing".

The past continuous describes an action that was ongoing in the past time that is an event which is still in progress during a certain time in the past. The past progressive, or past continuous, tense is formed with a past form of verb (*be) (*was or were) and a present participle. Its basic meaning is ongoing action in the past; for example: He was playing football.

2.2.4. Past perfect continuous

The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past. It is formed with *had + been +* the present participle. For Ron Cowan (2008, p.373) The Past perfect continuous "expresses an ongoing action in the past that is related to another past action which is often expressed in the simple past tense". For example:

I had been driving two weeks.

2.2.5. Present tense

The simple present tense talks about *now* and it indicates that the action is general, happens all the time, or habitually and the statement is always true; for example: *I live here*. In addition, Cowan (2008, p.357) added that "it is represented by the third person singular -s inflection on verbs; for instance: he seems happy."

2.2.6. Present perfect

As a matter of fact, the present perfect tense, the core of this research, is the most difficult for English learners therefore is given more attention. It is consist of the auxiliary "have" in the present tense preceded by the past participle form. (Declerk, 2006, p.270).

In addition to Declerk, Cowan (2008, p.367) stated, "The present perfect tense is formed with a present form of have (i.e., has or have) and a past participle of the main verb .It occurs with a time expression of duration, e.g., for six years, since 1999, over the last six months, and so on."

2.2.7. Present continuous

We often use the present continuous tense in English. It is very different from the simple present tense both in structure and use. It is formed with *be* and the present participle of the main verb (verb + ing).We use the present continuous to talk about action happening now and action in the future. For example: She is working with her mother. It also describes "changing or developing states" as in: "modal standards are declining" (Parrott, 2000, p.158).

2.2.8. Present perfect continuous

The present perfect continuous describes past activity that extends to the present. It is formed with has or have + been + the present participle, for instance:
- He has been going to that health club since February. (Cowan, 2008, p.372).

2.2.9. Future tense

According to Cowan (2008,p.361),the future tense describes an action that will happen at sometime in the future time .It can be expressed in a number of ways in English , but the tow most common with the modal (will) and semi modal (be going to).

Example:

1- He will go to the ball.

2-He is going to go to the ball.

The future tense is quite an easy tense to understand and to use.

2.2.10. Future perfect

The future perfect is formed with (will) preceded by (have + past participle of the verb).It is generally used to indicate an action that will be completed prior to or by specified future time. For example:

I will have finished grading the papers (before/by) 4:00 pm. (Cowan, 2008, p.370).

The future perfect tense talks about the past in the future. It expresses action in the future before another action in the future. This is the past in the future.

2.2.11. Future continuous

The future continuous tense consists of (will) followed by (be) and a present participle. Its basic meaning is an action that will be ongoing in the (often near) as illustrated below:

1-The president will be meeting with his staff (at ten o'clock/all morning) tomorrow. (Cowan, 2008, p.365).

2.2.12. Future perfect continuous

"The future perfect continues is formed with (will + have + been and a present participle), expresses an action that will continue into the future up to a specific time. The duration of the action is usually indicated in a time expression with (for).The point at which the action will be complete often is stated in the simple present tense in a subordinate clause introduced by (when) or by the time (that) as exemplifying below:

1- He will have been studying and practicing medicine for over ten years when he finally completes his residency next month.

2-By March, we will have been using the new system for a full year."(Cowan, 2008, p.373).

•Since our work is concerned with the present perfect only, details are given about this tense only. The present perfect simple tense is one of the most important tenses in English as it expresses the relation between *present* and *past* tenses. Here are the formations of both tenses, past and present which are the combination of the present perfect:

2.3.1. The formation of the past tense

The regular past tense indicative form consists of the stem of the verb and a suffix usually written as *-ed*. The fact that the addition of the suffix is sometimes accompanied by a minor spelling adjustment to the stem is not considered as relevant. Verbs that form their past tense this way are called weak verbs or regular verbs.

play _ played; love _ loved; cry _ cried; equip _ equipped; picnic _ picnicked

However, there are quite a few verbs in English that are irregular verbs or strong verbs. These verbs do not form their past tense by the addition of a suffix (mostly written as *-ed*) to the stem, but by various other means, most of which are illustrated by the following examples:

lend _ lent, send _ sent, keep _ kept, , weep _ wept , feed _ fed, blow _ blew, grow _ grew, know _ knew, throw _ threw , find _ found, drink _ drank, shrink _ shrank, hang _ hung, swear _ swore, tear _ tore, set _ set, cut _ cut, etc..

2.3.2. The formation of the present tense

As mentioned before, we use the present tense to talk about things in general. "We use it to say that something happens all the time or repeatedly or that something is true in general". (Murphy 2000, p.4). The forms of the present tense of all verbs except *be* and *have* are homophonous with the stem of the verb (e. g. *write*), except in the third person

singular   (e. g. *writes*). The stem is that part of the verb that remains constant in the different forms of the verb, e. g. *think* in *thinks*, *thought*, *thinking*.)

2.3.3. The Present Perfect Simple

"Perfect aspect formed with have and the past participle (verb + -ed), expresses completed action. The three tenses formed by the combination of time and perfect aspect are the present, past, and future perfect. Of these, the present perfect is the most difficult for English learners to correctly use. " (Cowan ,2008,p.367) .The present perfect simple tense is one of the most important tenses in English as it expresses the relation between present and past tenses. Its time extends from the past till the moment of speaking. Moreover, he added (2008, pp.367-368), the present perfect describes a number of distinct meaning which are due basically to the lexical aspect of verbs. He provides us with four cases of expressing the present perfect as shown below:

1- Expressing a situation that started in the past and continues to the present.

The duration of the situation is marked by phrases with either for or since, as shown in (A).

(A) 1- They have lived in Chicago since 1976.

2- My father has been a Cubs fan for over 30 years.

3-I have loved her since the day I first saw her.

4- She has worked for that company for 15 years.

Sentences (A1), (A2), and (A3) consist of stative verbs, and (A4) restrains an activity verb .Recall that both of these lexical aspect have possibly unlimited duration .We therefore explain these sentences as describing past states or activities (situations) that have lasted up to the moment of speaking and may last into the future. The time phrases with for and since absolutely indicate the past duration of the state or activity.

2- Expressing a recently completed action.

(B) 1- The Japanese climbers have reached the peak of Mount Everest.

2- Her plane has arrived.

3- Alan has recently written an article on that very subject.

4- She has just drawn a circle on the board.

Sentences (B1) and (B2) include accomplishment verbs, which mark actions that happen immediately ,for this reason the meaning recently completed action is conveyed by the lexical aspect of these verbs. With achievement verbs, this meaning is rather less important, but can be enhanced by adverbs such as recently and just as in (B3) and (B4).

3-Expressing an action that occurred at an unspecified time and has current relevance.

The notion of "current relevance" is also phrased as the action's being regarded by the speaker significant, as illustrated in (C).

(C) 1- He has read all of Shakespeare's plays.

2- John le Carré has written a new novel.

3- I have already seen that movie.

These sentences comprise achievement verbs. The lexical aspect of the verbs hence accounts for the actions' having being completed .In fact, they have current relevance or are significant is determined by sentence's content (e.g., for example, reading all of Shakespeare's plays is definitely noteworthy accomplishment) and the discourse context (e.g., having seen a movie is relevant when someone proposes going to see it).

4-Describing an action that happened over a period of time that is complete at the time of speaking.

Sentences illustrating this meaning are presented in (D):

(D) 1- The value of his house has doubled over the past two years.

2- He has grown over two inches in the past six months.

3- His condition has improved considerably in the last three days.

These sentences comprise activity verbs that describe actions entailing inherent change over time .The sense of change is enhanced by the time expressions of duration. The perfect aspect conveys the meaning of completion, thus the interpretation that the evolving change is now complete.

Hence, we notice that the lexical aspect of the verbs combines with the basic meaning of the present perfect to make different semantic interpretations such as "started in the past time and continues to the present time," "happened over a period of time that is completed at the moment of speaking ,"and so on.

When we use the present perfect, there is a connection with now. The action in the past has a result now:

-He told me his name, but I've forgotten it. (i.e., I can't remember it now.)

- I can't find my purse. Have you seen it? (i.e., do you know where it is now?)

We often use the present perfect to give new information or to announce a recent happening:

-The road is closed. There's been an accident.

Some authors consider that the English present perfect is not a separate tense, but is rather a combination of another tense (present or past) and "an aspectual meaning component of *current relevance*". (Bernd Kortmann, Elizabeth Closs Traugott, 2006,pp. 108-109).In addition, both Bernd K. and Elizabeth C. T, claim that the present perfect locates a situation in the pre-present zone while the past tense locates it in the past zone. The claim that the present perfect has a different temporal structure from the past tense is supported by the fact that the two tenses behave differently with certain adverbs.

2.4. Arabic tense and Aspect

Elmoukatari (2007, p.118), states that there are three tenses of verbs in Arabic: the past, the present, and the imperative. For instance: فَتَـحَ، يَفْتَـحُ، إفْتَـحْ. The past describes an event that occurred before the moment of speaking, such as: (نَصَـرَ). The present indicates an event that occurs at the moment of speaking or after it. For instance: (يَنْصُر). In Arabic, the imperative is considered as a tense unlike English which considers it as a mood. It expresses a request that will occur after the moment of speaking. For example: (أُنْصُر).

Besides, Gellati (1998) states a detailed clarification of the tense system in Arabic considering the mood; Arabic verbs are of three types: the participle, the indicative, and the imperative. The participle comprises the imperfect which denotes an event occurring before the moment of speaking such as: (شَاهَدَ ، أقْبَلَ). The imperfect is specified by the "T" (تْ) which indicates the feminine, for example: (ذَهَبَتْ), or the "Tu" (تُ) which expresses the doer of the action, such as (ذَهَبْتُ). The perfect is different from the imperfect because:

A- The perfect tense indicates that an event or a state occurred in the past tense:

- If the perfect is followed by the particle (قد) it indicates that the actions occurred in the past (i.e., the past which is near to the present) such as: قد جاءني أخي

- The perfect can indicates the future for instance:

(حفظك الله) which shows the invocation of God.

فَإِذَا قَرَأْتَ ٱلْقُرْءَانَ فَٱسْتَـعِذْ بِـاللهِ مِنَ ٱلْشَّيْـطَـان الرّجيـم " In English: « So when you want to recite the Qur'an, seek refuge with Allâh from Shaitân (Satan), the outcast (the cursed one) » (Sûrat An'nahl 'The Bees' 98) which indicates the meaning of conditions.

B- The imperfect indicates an event that occurred or which is happening at the moment of speaking. It may also be used in a conditional sentence but it should not be followed by (لم) and (لمّـا) otherwise it expresses the perfect. The imperfect is marked to clarify that an

event happens. In addition, it implies a state in present or future depending on the context. Moreover, the imperfect is specified to start with one of the letters (أ،ن،ي،ت).

To indicate the future it can be preceded by (س) or (سوف).

● If the imperfect is preceded by (س) or (سوف) it expresses the future such as:

In English : Ibrâhîm (Abraham) (مريم 47) " قَالَ سَلَامٌ عَلَيْكَ **سَأَسْتَغْفِرُ لَكَ رَبِّي** إِنَّهُ كَانَ بِي حَفِيًّا "

said : " Peace be on you! I will ask Forgiveness of my lord for you. Verily He is unto me Ever Most Gracious" (Maryam 'Mary' 47).

● The imperfect may indicates the past if it is:

- followed by a past tense such as: "...فَجَاءَتْهُ إِحْدَاهُمَا **تَمْشِي** عَلَى اسْتِحْيَاء" (القصص 25). In English: " Then there came to him one of the two women, walking shyly…" (Al' Qasas 25)

- followed by (كان) because it indicates the meaning of continuity of time for a given period in the past as in: كان النبي يتعبد في غار حراء

- Followed by (لم) because it expresses that the event has not occurred in the past and it is impossible to happen neither in the past nor in the future as in:

" ...لَمْ يَلِد وَلَمْ يُولَد وَلَمْ يَكُن لَهُ كُفُوًا أَحَد" (الإخلاص 3-4) In English: " … (3)He begets not, nor was He begotten (4)and there is none co-equal or comparable unto Him." (Al ikhlas 3-4).

C- The imperative indicates an event that is related to a request such as: اجتهد.

The imperative is clarified by requesting something and by adding "ي", which demonstrate the singular feminine addressee, into the stem of the verb. The use of imperative is to express doing something. Moreover, it implies a state of being obligatory.

The imperative is directed from the stronger to the weak such as: "يَا أَيُّهَا الْمُدَّثِر، (1-2 المدثر)

In English: "(1) O you (Muhammed peace be upon him) enveloped in garments! (2) Arise and warn!..." (Almoudathir 1-2) This tense can express other meanings such as:

1- Plea: which happens between two individuals of the same or near rank such as:

قم بنــا إلى المســـجد

2- Invocation of God: this takes place when the request happens from the lowest position to the highest such as: "رَبِــي هــبْ لي منَ الصَّــالحينَ" (الصافات 100). In English: "My lord! Grant me (offspring) from the righteous." (As' sâfât 100)

3- Debility: it occurs when the addressee is asked to do something that he cannot do such as: "فَـإنَّ الله يـأُتـي بالشَّــمْس منَ اَلمَشـرق فَـأت بـهَا منَ الْمَغْرب" (البقرة 258) In English: " Allâh brings the sun from the east; then bring it you from the west" (Al-Baqarah 'The Cow' 258). (All the Qur'an' verses are translated by Dr. Muhammed Taqi-ud-Din Al-Hilâli and Dr. Muhammed Muhsin Khân 1999).

2.5. Arabic Tenses

According to Yusuf (2006, p.51), the verb in Arabic is a term which clarifies the action combined with a tense, for example; شرب, this clarifies the action of drinking and the tense here is the past الماضي. Whereas يقود shows the event of driving and the tense is the present المضارع. Thus, in Arabic there are only two tense as far as the form is concerned.

However, Elmensouri (2002) indicates that there are three types of tenses in Arabic: the *present*, the *past* and the *future*.

2.5.1. The Past Tense (almaadi) الماضي

This tense is used to express events that occurred in the past. There are two kinds of the past tense. The first one with reference to the past as in ذهبت إلى كندا الأسبوع الماضي, in English: 'I went to Canada last week'. The second one without any reference to the past as in ذهب احمد، in English: 'Ahmed went'. (Elmensouri, 2002, pp. 45-51).

2.5.2. The Present (elhadir) الحاضر

It is used to indicate events in the present, that is, at the moment of speaking. It also expresses truth or habitual actions as تغرب الشمس, in English: (the sun sets). Occasionally the present tense refers to the future as in راح يمشي مسرعا, in English: he left happily (Ibid 70).

2.5.3. The future (almustaqbal) المستقبل

The future tense in Arabic is formed by adding the prefix"س "or" سوف"to the main verb as in سوف يلعب , in English: he will play (Elmensouri, 2002, p .70).

2.6. The Present Perfect in Arabic

Thomson and Martinet (2001, p.166), state that "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".

Structurally, 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 instance, I have done my home work. Arabic has the perfective aspect, but it is structured by the verb followed by the particle /qəd or laqəd / to express the present perfect for example:

Peter and Susana have moved into a new apartment. In Arabic:

لقد إنتقل بيتر و سوزانا إلى شقة جديدة

As a result, the form of the present perfect in Arabic is (الماضي + قد) "qəd + the perfective".

2.7. English Present Perfect vs. Arabic Present Perfect:

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 describe something that occurred or never happened before now at unspecified time in the

past. "The present perfect tense describes both present and past tenses. It is the combination of the two tenses and it is frequently used in news papers, letters, etc". (Thomson and Martinet, 2001, p.166)

In English, the present perfect refers actual-past-to-present time. An actual event starts in the past and continues up to the present. Several expressions of time mark the past-to-present event like since, for, so far, up to now, until now, up to the present, etc. whereas in Arabic, the past-to-present time is symbolized by the perfect of the verb and the particle قد, لقد. However, when a negative present perfect verb is used, the particles قد and لقد are no longer used; they are replaced by لم.

Sometimes, the present perfect in English is used to refer to 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, for example:

- *I have lived in Tunisia for two years.*

- سكنت في تونس منذ سنتين (sakanto fi Tounis mundu sanatajni)

- اسكن في تونس منذ سنتين (askunu fi Tounis mundu sanatajni)

Consequently, Wolfgang and Eckehard Güther (2000, p.56) clarify that "the Arabic perfect tense corresponds to both the English past tense and present tense". However, the present perfect in Arabic is indicated by adding adverbs such as "قبل للتو or بعد لم to express the negative form as in:

-He has just had his dinner تناول عشاءه توا (tanawala ach'aho tawa)

-He hasn't had his dinner yet لم يتناول عشاءه توا / بعد (lam jatanawal ach'aho tawa/ ba'ad) (Najib, 2001, p.64).

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The translation of the present perfect tense from English into Arabic depends on the context; this means one will render the perfect in English as the particle (qəd + the verb) in Arabic, or by considering the perfect as a past or a present time in Arabic.

Conclusion

We conclude that English and Arabic are two distinct languages; each language has a separate system. We have seen that the present perfect in English is formed by the auxiliary (has / have + the past participle).Whereas Arabic has the perfective aspect, but it is formed by the verb preceded by the particle /qəd or laqəd / to express the present perfect. Thus; the purpose of this chapter is to accommodate one's language who learns English as a second language. These two languages have no exact equivalents in terms of grammar, especially in the present perfect tense which causes problems to learners who are in the process of translating this tense.

Chapter Three

Field of Work

Introduction

This chapter is devoted to the analysis of the learners' test scores about the translation of the present perfect tense which is the practical part of this dissertation. This chapter aims at testing the students' awareness to what extent the form "لقد" (laqəd) is overused by them. It is composed of a test given to master one students at university of Biskra. This test concerns translating ten sentences from English into Arabic. The aim of the test is to check whether the students are able to translate the present perfect tense from English into Arabic correctly. This chapter also aims at finding out which solutions or best cure to this problematic issue which is the right translation of the present perfect tense from English into Arabic.

3.1. The sample

The sample of the test comprises fourty students of first year master at the English Department , Mohamed Kheider university , Biskra. So, the sample is heterogeneous and it fits the research standards .The majority of these students come from language science stream. The choice of students of first year is due to the fact that they supposed to have sufficient knowledge about translation which was a module of theme and version as well as sufficient knowledge about the grammatical rules and their application in the new educational system (L.M.D).

3.2. The test

The test which comprises ten sentences consists mainly of the present perfect simple whether it is, affirmative, negative, or interrogative .The students are asked to translate these sentences from English into Arabic versions and in various context

situations .Basically, this test aims at checking whether students are able to translate accurately the present perfect simple and whether they always use the particle (قد) when rendering it into Arabic. For the reason that the present perfect simple was used in diverse contexts in the test.

The first five sentences are dialogue was extracted from the book "The Contrast between the present perfect and simple past tenses" whose authors are Nutall, Gaist (1937:10).

The sixtieth, seventieth, eightieth sentence were extracted from the book of Ibrahim (2006) which is entitled "Eterjama Elmabadie wa Etatbikat" (Translation Principles and Practice).

The tow last sentences were extracted from the book of grammar entitled "Grammar for language teachers" by Parrott (2000).

3.2. Data Analysis

This analysis focus on each translated sentence (i.e., each sentence has been analyzed separately). Two procedures have been taken in this analysis:

- Quantitatively: the data is analyzed by means of tables and rate.

- Qualitatively: the description and demonstration of the consequences.

Sentence one

1- Has anybody seen my fountain pen?

- هل رأى أحدكم قلم الحبر الخاص بي؟

This question has been translated in different ways as shown in the table below:

The technique	The translation versions	N	Rate
The translation with the use of " هل "	هل رأى أحدكم قلم الحبر الخاص بي؟	35	87.5%
The translation with the use of negation " الم "	ألم يرى أحدكم قلم الحبر الخاص بي؟	3	7.5%
The use of (قد) in the question	هل هناك أي شخص قد رأى قلمي؟	1	2.5%
No answer		1	2.5%
Total		40	100%

Table 1: *Techniques of translating the present perfect in questions*
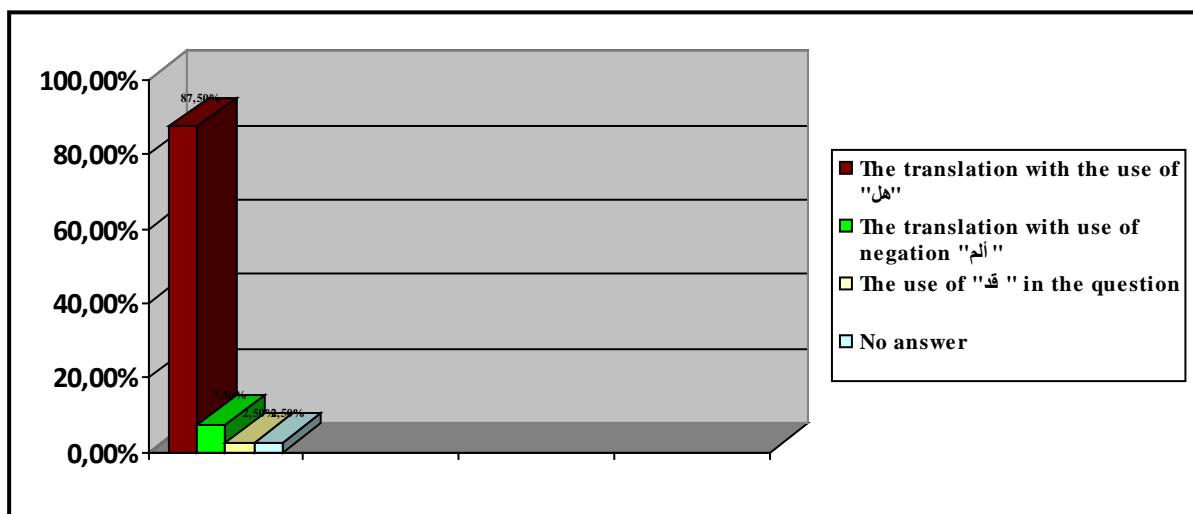
Fig.1: *Translating the present perfect in questions*

Most students translated the present perfect into Arabic through the use of (WH) questions such as (هل), and there is no reference to a given time in Arabic which has the same meaning as in English. Three students translated the present perfect by using the negation form (الم). Only one student used (قد) but the translation is not appropriate because the time in the source sentence is not specified to any time but it consists the duration which is the action started in the recent past and going on till the present moment. Just one student did not translate the sentence.

Sentence two

2- I haven't, anyway. Why? What's the matter?

لم أره على أية حال.   لماذا؟ ماخطبك؟

The technique	The translation versions	Number of students /40	Rate
The translation with the use of negation	ماالامر؟ لماذا؟ لم أره على أية حال.	3	7.5%
The translation with the use of negation or other " لم افعل " lexical word	ماالخطب؟ لماذا؟ لم افعل. على كل حال.	2	5%
Other negation forms	لاأملك / لا يوجد عندي (معي) ليس عندي (لدي).	34	85%
No answer		1	2.5%
Total		40	100%

Table 2: *Techniques of translating the negation forms with the present perfect*
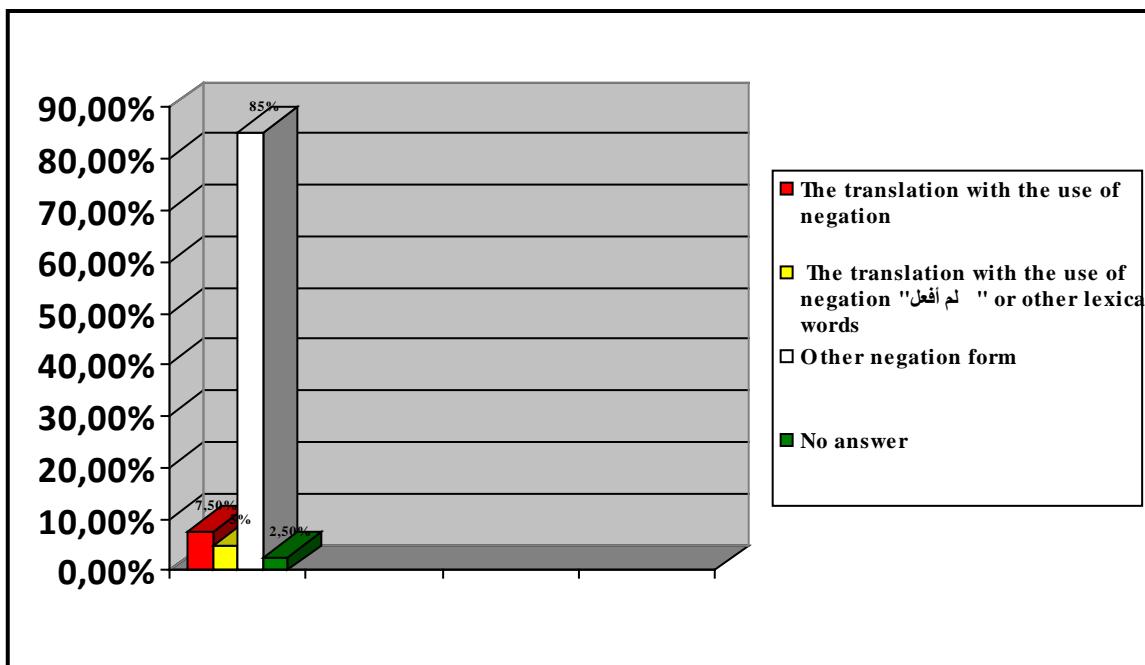
Fig.2: ***Translating the negation with the present perfect.***

The accurate translation in this sentence is through the use of (لم) plus the past tense in Arabic which is the most appropriate and equivalent of the past participle in this sentence. But the source sentence does not comprise of the past participle because it is left out and it is needless to repeat it in English language. This table shows that all these translations depend upon the context because each student tried to imagine the real situation where this dialogue occurred and make it according to his/her understanding. However, the most appropriate translation is the one given by the three students where there is a use of negation form (لم) plus the use of the past tense of the verb (رأى).The vast majority of the students mistranslated the verb into its appropriate equivalent in Arabic.

Sentence three

I've lost it

لـقد ضـيـعتـه

The technique	The translation versions	Number of students /40	Rate
Common use of " لقد "	لقد فقدته .	5	12.5%
Common use of " لقد "	لقد خسرته .	4	10%
	لقد ضيعته / أضعته / ضاع مني .	31	77.5%
Total		40	100%

*Table 3 : **Techniques of translating the present perfect through the use of (لقد).***
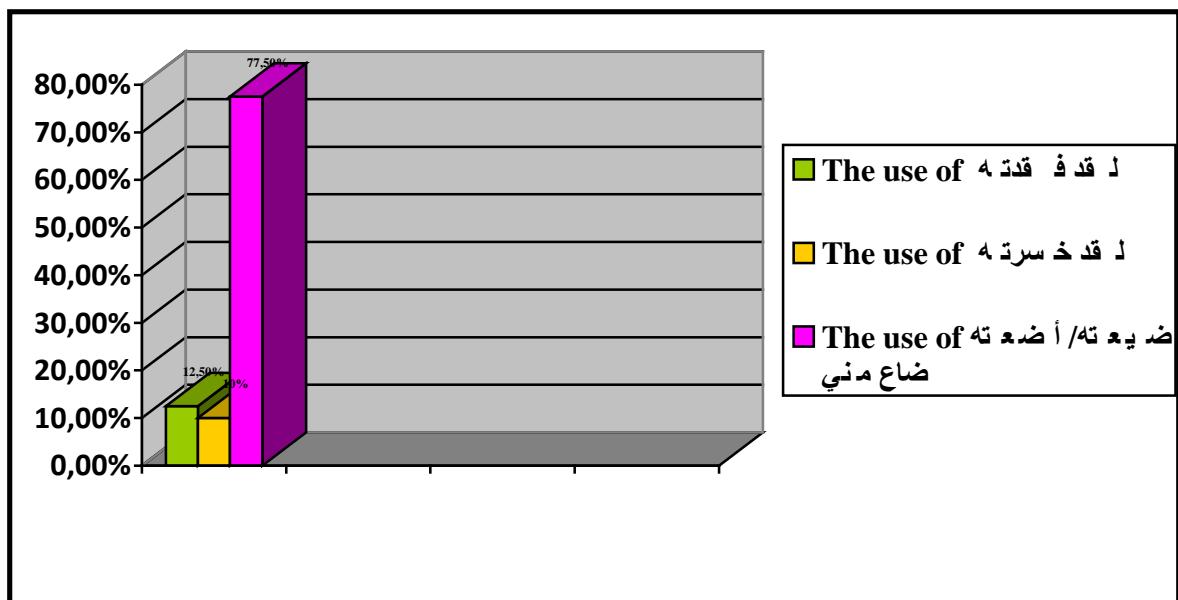
*Fig.3 : **Translating the present perfect through the use of (لقد).***

Involving the meaning, all these translations are correct because the verb "to lose" has three meanings which are ضيع، فَقد، خسر and ضيع. Thirty one students translated the verb to lose by using " ضيع " or " أضاع " which are the most suitable and common meanings of this verb. In addition, they added the particle (قد) proceeded by (لام الابتداء) in order to stress on the action and to translate the present perfect simple correctly.

Sentence four

I haven't seen it since yesterday afternoon.

لم أره منذ مساء أمس

The technique	The translation versions	Number of students /40	Rate
Using adverbs of time in translating present perfect	لم أره قط منذ البارحة بعد الزوال.	3	7.5%
	لم أره منذ / مساء البارحة البارحة مساءا/ مساء أمس .	35	87.5%
	لم أره منذ الأمس صباحا .	2	5%
Total		40	100%

Table 4: Techniques of translating the present perfect used with adverbs of time.
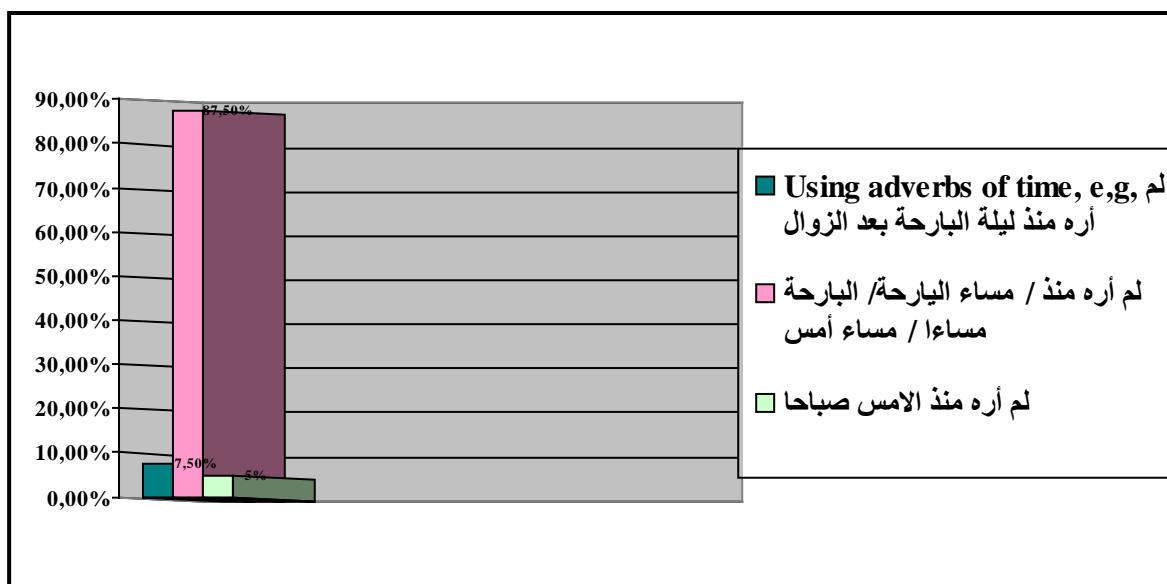
Fig 4: Translating the present perfect using the adverbs of time.

The majority of students rendered "yesterday afternoon" أمس مساء which means that they consider afternoon as " المساء " which is correct. In addition, all students consider the negation in Arabic as an equivalent to sentences which comprise have + not + past participle which is the negative form of the present perfect in English. Two students translated "yesterday afternoon" as "الأمس صباحا" which is wrong.

Sentence five

7- No, I'm sure I haven't.

لا، أنا متأكد لم أفعل .

The Translation versions	Number of students /40	Rate
لا أنا متأكد أنني لم افعل .	2	5%
لا أنا متأكد ليس عندي / لا املكه .	35	87.5%

لا أنا متأكد لم أره .	2	5%
لا أنا متأكد من ذلك .	1	2.5%
Total	40	100%

Table 5: Techniques of translating the present perfect where the past participle is ellipted
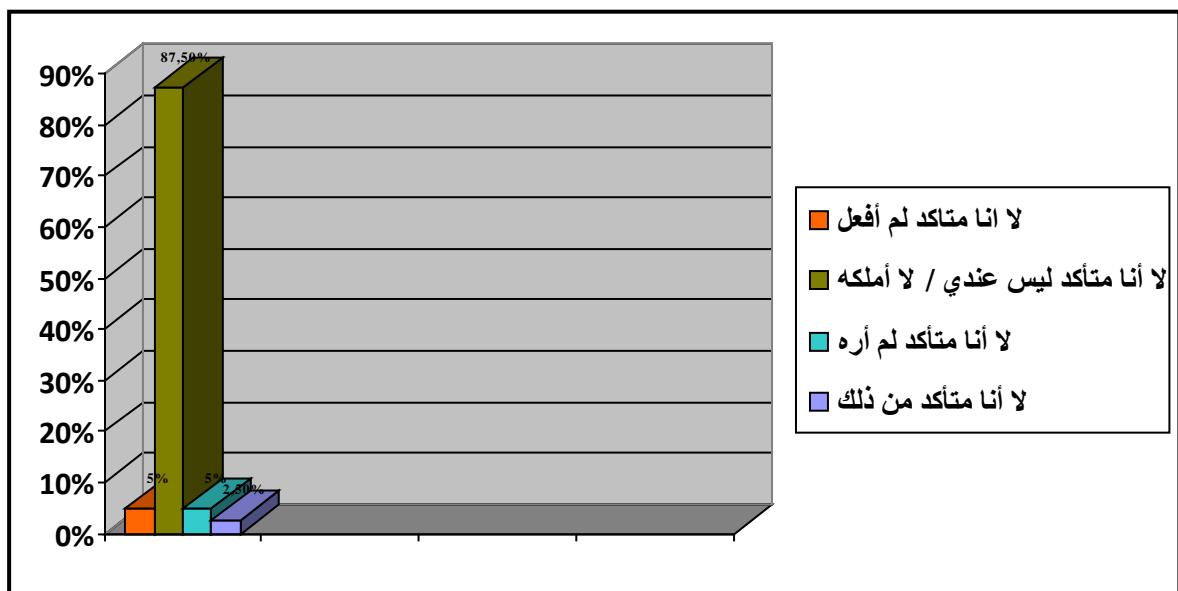
Fig 5: Translating the present perfect where the past participle is ellipted.

This table shows clearly that 35 students translated the given sentence by the use of the negative form in Arabic which is لم plus the simple past. (ليس عندي) / (لا املكه). But only two students used (أفعل) which is the correct transfer and meaning of this sentence into Arabic because the past participle is ellipted to avoid repetition.

Sentence six

George and Mary have moved into a new apartment.

لقد انتقل جورج و ماري إلى شقة جديدة

The technique	The translation versions	Number of students /40	Rate
The use of : لقد+الماضي	لقد انتقل جورج وماري إلى شقة جديدة.	4	10%
Translation with the use duality in Arabic	جورج وماري انتقلا إلى شقة جديدة.	18	45%
the use duality in Arabic + قد	جورج وماري قد انتقلا إلى شقة جديدة.	4	10%
The use of past tense	جورج و ماري انتقلوا / رحلوا إلى شقة جديدة.	14	35%
Total		40	100%

Table 6: Techniques of translating of the present perfect in a simple sentence.
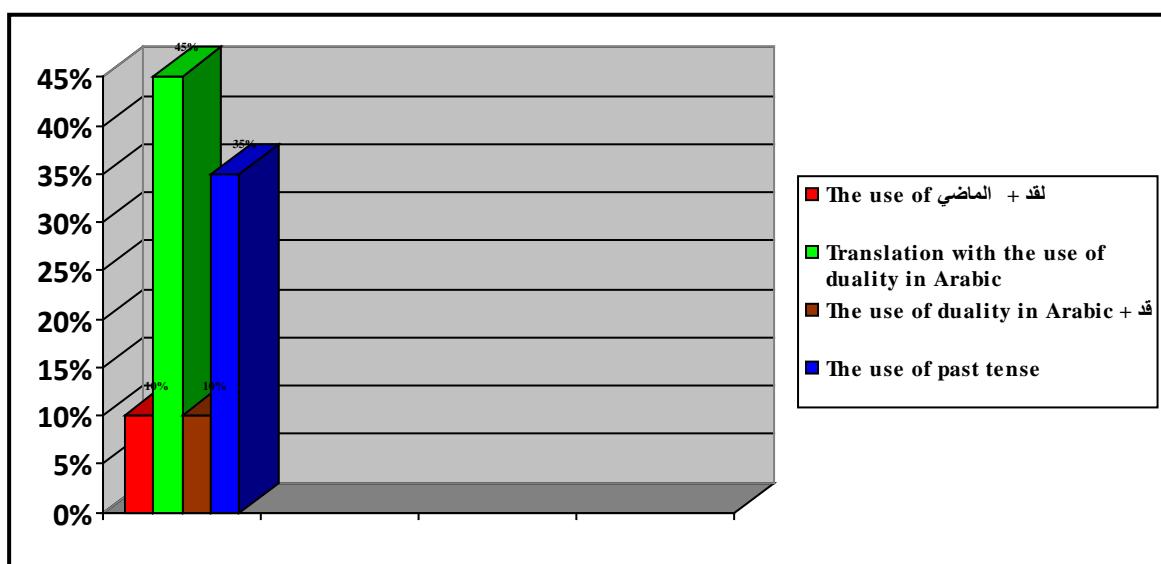
Fig 6: Translation of the present perfect in a simple sentence.

The right translation of the present perfect tense is by the use of لقد plus الماضي which is the case of only one student who made it correctly, 18 students rendered it by the use of the past tense in Arabic which is acceptable in this context. Remarkably, majority of students translated it in a good way because it was so simple and clear. Four 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. only one student used لقد.

Sentence seven

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 لشكولاطة الملكي واي.

The technique	The translation versions	N	Rate
Use of "لقد" and use of past tense in the second part .	لقد ربحت 5 باوندات منذ أن بدأت الحمية وفي نفس الوقت كسبت شهية الشكولاطة.	26	65%
Use of past tense in both verbs	ازداد وزني 5 باوندات منذ أن بدأت الحمية وفي نفس الوقت أصبحت اشتهي لشكولاطة الملكي واي.	13	32.5%
Use of "لقد" in both parts of the sentence	لقد زاد وزني..........وفي نفس الوقت لقد صرت املك ...... رغبة عارمة.	1	2.5%
Total		40	100%

Table 7: Translation of a sentence consists of two verbs in the same tense (present perfect)
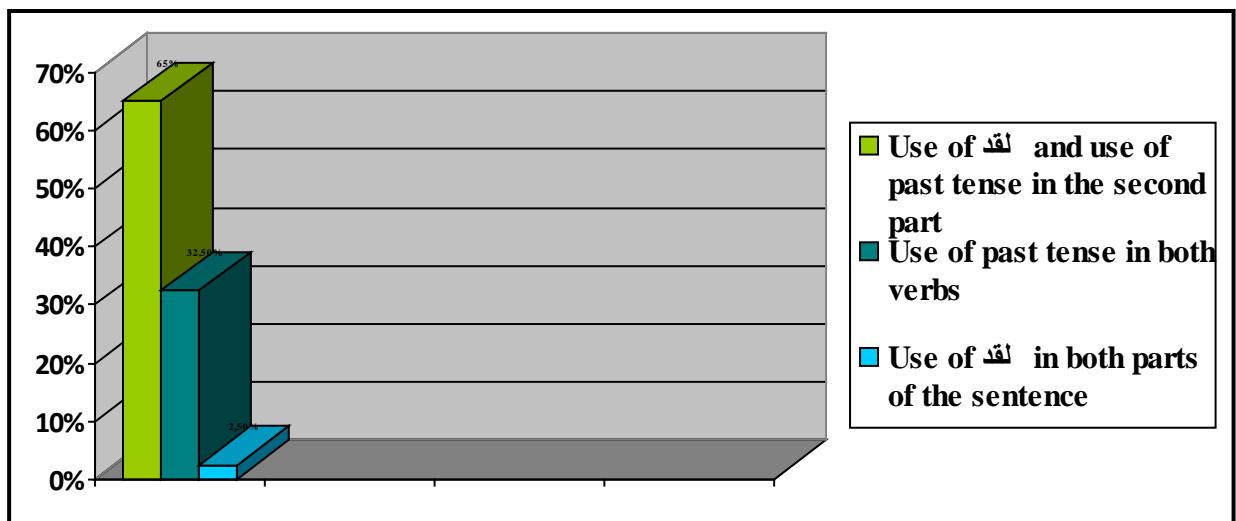
Fig 7: Translation of a sentence consists of two verbs in the same tense (present perfect).

It is noticed from the table that the form لقد has been used in only one part of the sentence by the majority of students and only one student used لقد in both parts of the sentence. These students overused this form in any context which is not always appropriate since there are many alternatives to express the same tense. The rest of students translated the present perfect into a past tense in Arabic. This table shows that the most students generalize the rule concerning translating the present perfect with the use of لقد; however, it is not true since the translation of the present perfect is related to a context.

Sentence eight

Bernard Show says:"Few people think more than two or three times a year. I have made an international reputation for myself 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".

The technique	The translation versions	N	Rate
The use of "لقد"	يقول برنارد شو: " قليل من الناس يفكرون مرة أو ثلاث في العام، أما أنا لقد صنعت / كسبت/ قمت لنفسي سمعة عالمية بالتفكير مرة أو مرتين في الأسبوع".	13	32.5%
The use of "قد"	أما أنا فقد كسبت /منحت/كونت............ لنفسي سمعة عالمية بالتفكير مرة أو مرتين في الأسبوع.	7	17.5%
The use of the past	أنا جعلت/صنعت/برمجت لنفسي شهرة عالمية............ .بالتفكير مرة أو مرتين في الأسبوع.	14	35%
No answer		6	15%
Total		40	100%

Table 8: Different forms were used for translating the present perfect tense.
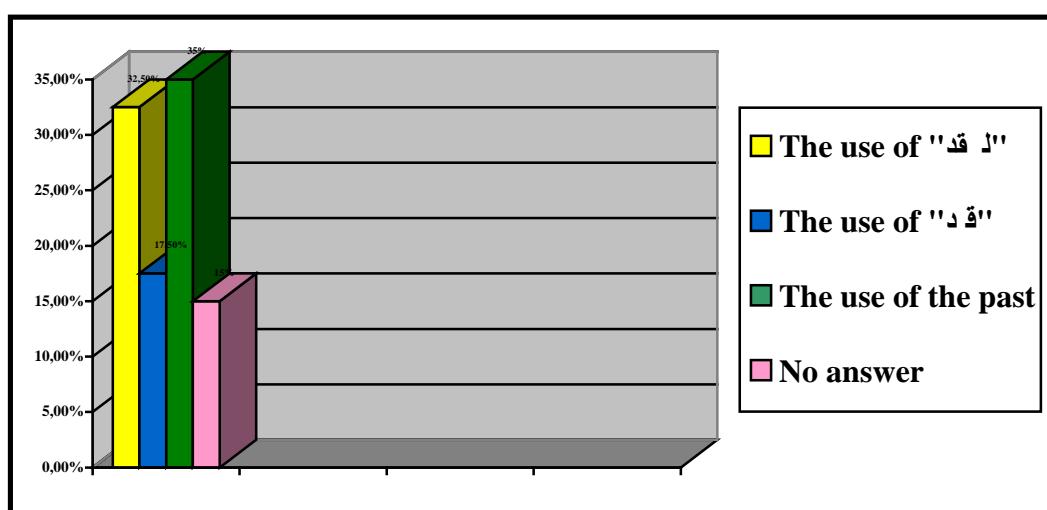
Fig 8: Different forms were used for translating the present perfect tense.

Obviously, the form "الماضي+لقد" is used by 13 students in order to render the present perfect simple into Arabic as in "لقد صنعت" which can be accepted in this case. The most appropriate and accurate translation of this form is by using the particle " قد " which is the case of 7 students as shown in the above table. The remaining students translated the present perfect as a past tense by omitting the particle "قد" or "لقد" which are more appropriate in this context.

Sentence nine

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 و الفلك و الكيمياء والجغرافيا و الرياضيات

The technique	The translation versions	N	Rate
The use of "لقد"	لقد وصلنا إلى الوقت الذي أصبحت فيه اللغة العربية...	31	77.5%
Use of the past	وصلنا / بلغنا المرحلة التي أصبحت فيها اللغة العربية...	4	10%
Use of the present	...نحن نصل/نملك الوقت عندما تصبح اللغة العربية	4	10%
The use of قد at the begining	قد وصلنا إلى مرحلة أين أصبحت اللغة العربية...	1	2.5%
Total		40	100%

Table 9: Translating the present perfect that continues to the present time.
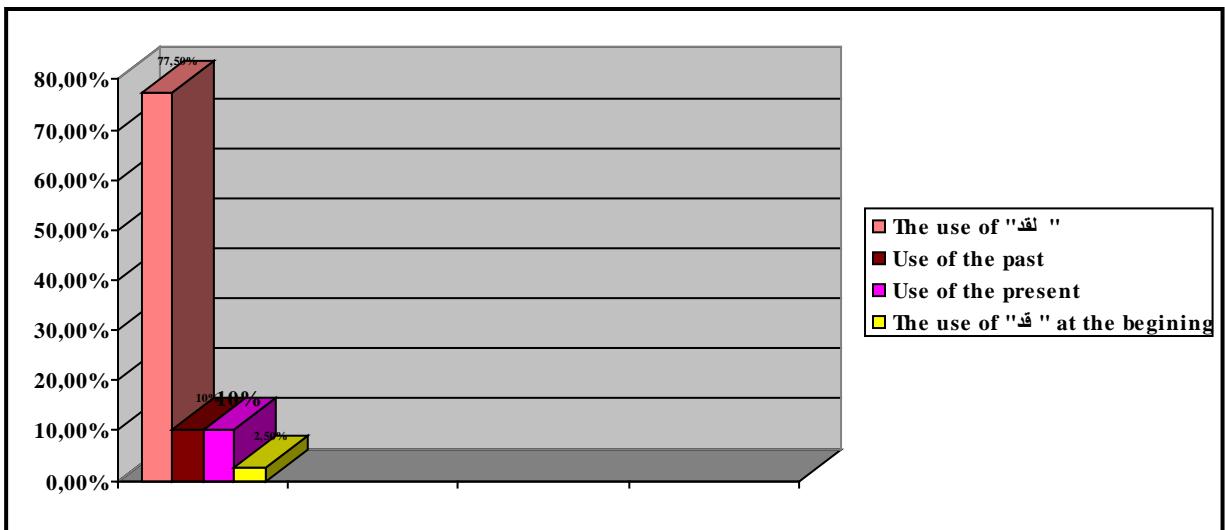
Fig 9: *Translating the present perfect that continues to the present time.*

It is noticed that the majority of the students which are 21, started the sentence with the form "لقد + الماضي". In this sentence, the event seems happened in the past with no reference to the present. This can be accepted. But there are other alternatives and solutions as stated by Ghazala (1995) who argued that the present perfect should be considered as a past tense in Arabic. The majority of the students followed what they have been taught that the present perfect in Arabic is formed with "لقد + الماضي" which is not always appropriate (this is better to be included in the discussion). Only one student rendered it by the use of "قد" at the beginning of the sentence. Also there are 4 students who render it in the present which is inappropriate in this context. Once more, the difficulty in discovering other possibilities to be adopted for translating present perfect events leads students to make serious mistakes such as the use of the present " نحن نصل / نملك " at the beginning of this sentence.

Sentence ten

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.

أصبح راسل ديفيس كاتبا و مذيعا متحررا مباشرة بعد تخرجه من جامعة كامبريدج في 1969 و قد عمل كناقد تلفزيوني

لجريدة السانداي تايمز أصبح مؤخرا كاتبا لمقال رياضي في الساندي تيليغراف كما قدم في التلفزيون و الراديو برامج

أدبية و سياسية عديدة و برامج حول تاريخ الكوميديا في الراديو.

The technique	The translation versions	N	Rate
The use of past	...واصبح يكتب....اصبح ناقد تلفزيوني وقدم العديد من البرامج	20	50%
Use " لقد "	لقد اصبح ناقدا تلفزيونيا...ولقد قدم الكثير من الأعمال و لقد...	11	27.5%
Use of " قد "	العديد من الميزات فقد قدم...وقد كان /اصبح	6	15%
No answer		3	3%
Total		40	100%

Table 10: Translation of the present perfect in larger contexts.
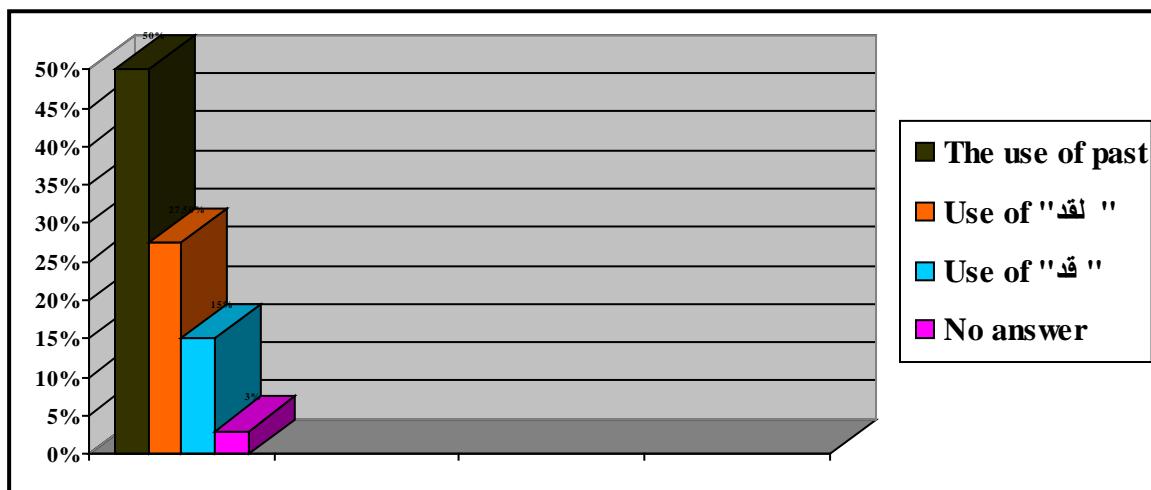
Fig 10: ***Translation of the present perfect in larger contexts.***

All translations provided here were dominated almost by only one form. This would show that the 11 students ignore the different options of the present perfect tense. For example:

لَقد ..أصبح ناقدا تلفزيونيا .ولَقد أصبح ناقدا .ولَقد قدم الكثير من الأعمال و...

The same with the use of "قد", students here apply just the rule of قد and ignore the different ways of expressing the present perfect tense. For example:

وقد/أصبح وكان ...فقد قدم قدم العديد من الميزات

This means that our students are equipped with only one form and one rule available for translating the present perfect tense. The majority of the students rendered the present perfect into a past tense from the beginning to the end. For example:

وأصبح يكتب....أصبح ناقد تلفزيوني... وقدم العديد من البرامج. This indicates that there is no connection between the sentences in Arabic.

3.4 Results' discussion

The result that we can get from this research is that the general rule of translating the present perfect is accomplished through the use of (قد + the past). In some cases, (قد) is not used as in questions negations and actions which denote the past but they are not specific. In addition, (قد) is not used in statements in which there is the meaning of

continuity such as: They have lived in Spain since 1987. This sentence is translated by the use of the present tense in Arabic such as: 1987 هم يسكنون في إسبانيا منذ because the action is continuing till the moment of speaking and may continue to the future.

As a result, the analysis of the students' test reveals that the lack of linguistic and stylistic and cultural equivalence between Arabic and English do really influence the degree of student's understanding of the present perfect tense. This lack causes for a students difficulties and problems in finding an appropriate equivalent to English. In order to overcome these difficulties some techniques are presented before by Baker (1992) such as substitution and omission, and some of these techniques are also propounded by Newmark (1981) which comprises *paraphrasing, omission,* which he refers to as *deletion,* and *the use of loan word plus explanation,* which he refers to as *translation couplet.* In accordance with Baker's and Newmark's suggested techniques , Ghazala provided us with solution of rendering English tenses which correspondent to only one Arabic version (1995,p.61).

Supporting Ghazala's solution concerning translating tenses which have no equivalent in the target language by the substitution into only one Arabic version, Baker states that "…in translation, grammar often has the effect of a straitjacket, forcing the translator along a certain course which may or may not follow that of the source text as closely as the translator would like it to." (2001, p. 85).

However, another important factor that intervene in drawing the meaning of the present perfect which is the role of context. A considerable number of results showed that students are not aware about the importance of the context in order to render correctly the correct time .As a result, they render the present perfect tense as present time not the past one .Thus, they should be also more aware about the significant role of context in translation.

Conclusion

At the end of this chapter which is devoted to the analysis of the learners' test scores about the translation of the present perfect tense. We can conclude that while translating the present perfect simple from English into Arabic we should take into consideration the context because tense sometimes does not always indicate time, especially the present perfect which has diverse aspects. Thus, context is considered as the best solution in order to solve and get this problematic area. So, students should rely on the contextualization.

Pedagogical implications

The outcome of this study illustrates that the students are not aware of the importance of adopting an accurate translation technique while translating tenses in general, and specifically the present perfect tense, and the significance of rendering present perfect tense into Arabic equivalent , in order to get an adequate meaningful equivalents ; and preserve the Arabic language identity .In addition, they seemed not careful about the role of context in grammar which shapes the meaning of a given written or oral products.Teaching tenses in the university of Biskra is still in need of clarifying and focusing more on introducing tenses and specifically the present perfect tense.

Here are some recommendations will be propounded that might make the translators and the learners more aware and reconsider the best method, which should carry meaning and aims at preserving it in Arabic language.

The undergraduate syllabus design concerning teaching grammar and theme and version for first year master students of English does not comprise any course where the students will be exposed to tenses and particularly to present perfect tense. Concerning theme and version, students are practicing only translation as a general matter of written

products without introducing how rendering tenses in general and present perfect tense in particular. Also, the syllabus does not contain the study of tenses translation and its technique. For that, the students should be provided with the basics of translation as a technique, and be exposed, in earlier stages of their academic acquisition to tenses most commonly the present perfect tense, and its appropriate use according to the context.   This will them help to produce suitable equivalents. Moreover, the students should be taught to be creative and avoid rendering , which decreases the quality of the translation, they need to learn the techniques serve the Arabic language more, so they can translate and convey the required meaning easily.

General Conclusion

The purpose of this dissertation aimed at investigating the areas of translating the present perfect tense from English into Arabic. It is examined by a translation test in order to know the technique of master one student how to translate and perceive the present perfect tense in Arabic, as well whether they are able or not to translate this tense appropriately into Arabic.

As a result, if master one students of English apply the rule which shows that the English present perfect is transformed by the use of the particle (لقد+الماضي) , they will generalize it in all contexts, so they sometimes produce inaccurate tense equivalent. The analyses of the test showed that students lack of exposure to the present perfect tense in Arabic. This was proved only through the use of (لقد+الماضي) when translating this tense from English into Arabic. However, this form is not always suitable in all contexts. As well as the mistakes they do such as shifting from one tense to another.

The outcomes proved that students are in need for more exposure to tenses, specifically the present perfect. It is obligatory to make students differentiate between both tenses - English and Arabic, and more particularly the present perfect tense. Finally, Students have to progress a perception of circumstances and situations in order to overcome the difficulty of tense equivalent.

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Dedication

In the Name of ALLAH, the Most Gracious, the Most

Merciful

I must first thank ALLAH for enabling me to finish this

work,

This work is dedicated to:

-To the soul of my beloved father Abderrahmane (mercy

on him) who have been my constant source of inspiration,

- To my beloved mother: Drifafor her patience and

sacrifices,

-To my dearestbrothers: Omar, Mohammed Lamjad,

Boubakeur, and their sons and daughters

-ToMy dearest lonely sister Batoul, and her son and

daughters

-To all my family and my friends and all people who know

me.

Haidar BOULEGROUN

Dedication

This Dissertation is lovingly dedicated to my respective parents who have been my constant source of inspiration. They have given me the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support this project would not have been made possible, and most of all to the Almighty ALLAH who gives me strength and good health while doing this.

To my brothers who support me in everything,

To my sisters and their daughters who never left my side and are very special.

To all my friends.

Bilal BOULTIAH

Abstract

This research sheds light on the translation of the grammatical rules from English into Arabic, more particularly the present perfect tense. The main aim of this study is to analyse to what extent the technique (Laqad + el Madi) is used by the first year master students of English in translating the present perfect tense into Arabic. The study also tests students' awareness about the appropriate use of the present perfect tense in various contexts conceptually. In order to achieve these aims we administered a test in order to collect data which reveals that most of students overuse the form (لقد + الماضي). The study falls within the framework of Descriptive Translation Studies, English and Arabic Tenses, and the analysis of the test. The conclusions drawn regarding the appropriateness or otherwise of the strategies used are intended to increase an awareness of the problems involved and the solutions available to learners.

ملخص

إن ترجمة الماضي التام من اللغة الانجليزية إلى اللغة العربية من خلال استخدام

(لقد+الماضي) لا تتناسب مع السياق دائما   فبعض الباحثين يعتقدون أن أفضل طريقة

لترجمته تكون بالتمسك بهذه القاعدة كونها رسمية وعامة. في حين يعتقد البعض الآخر

أن أفضل طريقة هي اخذ السياق بعين الاعتبار بغية نقل المعنى بدقة وه   ذا من اجل

زحزحة النظرية القائلة بأن الماضي التام يترجم دائما باستعمال (لقد+الماضي)ل ذالك فإننا

نوافق النظرية القائلة بأخذ السياق بعين الاعتبار فإن هذه الدراسة تقوم على المقارنة بين

اللغة العربية و اللغة الانجليزية كما تحاول إيجاد أفضل طريقة لترجمة الماضي التام إلى

اللغة العربية.

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