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Problems in Translating Tenses

From English into Arabic

The Present Perfect: A Case Study

Dissertation submitted in partial fulfilment of the requirements for the
Master Degree in Applied Language Studies

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Dedication

To my parents,

To my brothers Nassim and Sabri,

To my unique sister Imen,

To all members of my family,

To the entire English Department,

To all beautiful and exquisite English students,

To all people who know me,

I dedicate and offer this unprecedented humble dissertation hoping that it will do itself justice.

Acknowledgements

Abstract

Translating the present perfect simple from English into Arabic through the use of (قد + the past) is not pleasing all translators because it does not always suit the context. Some scholars think that the best method is to stick strongly to this rule and to adopt it as a formal and general rule. Some others think that it is better to consider the context in order to transmit the meaning thoroughly and without distorting it. For the sake of dislodging the theory that the present perfect is always translated through the use of (قد + the past) I agree with some scholars who think that the present perfect is translated according to the context and for that this study focuses on a comparison between English and Arabic tenses and attempts to seek the best method for translating the present perfect into Arabic. It also emphasizes its use and its suggested appropriate translation in order to lift this ambiguity.

Résumé

Traduire le passé composé de l'anglais en arabe, à travers l'utilisation de (قد + le passé) ne plait pas à tous les traducteurs, car il ne fait pas toujours le contexte. Certains chercheurs pensent que la meilleure méthode est de s'en tenir fermement à cette règle et de l'adopter comme règle formelle et générale. D'autres pensent qu'il vaut mieux tenir compte du contexte afin de transmettre le sens à fond et sans le dénaturer. Par souci de déloger la théorie selon laquelle le passé composé est toujours traduit par l'utilisation de (قد + le passé), on est de l'avis des chercheurs qui traduisent le passé composé selon le contexte et pour cela cette étude se concentre sur une comparaison entre les temps anglais et arabe et les tentatives d'obtenir la meilleure méthode pour traduire le passé composé en arabe. Il met l'accent aussi sur son utilisation et sa traduction appropriée suggérée afin de lever cette ambiguïté.

مـلـخـص

إن ترجمة الماضي التام من اللغة الإنجليزية إلى اللغة العربية من خلال استخدام (قد + الماضي) لا ترضي جميع المترجمين لأنها لا تناسب السياق دائما. بعض العلماء يعتقدون أن أفضل طريقة لترجمته تكون عن طريق التمسك بشدة بهذه القاعدة واعتمادها كقاعدة رسمية وعامة. في حين يعتقد البعض الآخر أنه من الأفضل أخذ السياق بعين الاعتبار بغية نقل المعنى بدقة ودون تشويهه. من أجل زحزحة النظرية القائلة بأن الماضي التام يترجم دائما باستعمال (قد + الماضي) فإننا نوافق بعض الباحثين في ترجمة الماضي التام عن طريق أخد السياق بعين الاعتبار فإن هذه الدراسة تركز على المقارنة بين اللغتين العربية والانجليزية كما تحاول إيجاد أفضل طريقة لترجمة هذا الماضي التام إلى اللغة العربية. و من جهة أخرى تؤكد هده الدراسة على استعماله في اللغة الإنجليزية ، وتقترح ترجمة مناسبة من أجل رفع هذا الغموض.

List of Abbreviations

EA: Error Analysis.

CA: Contrastive Analysis.

e.g. example.

Fig. figure.

SL: Source Language.

ST: Source Text.

TC: Target Culture.

TL: Target Language.

TT: Target Text.

Vs: Versus.

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Introduction

1- Statement of the problem

Translating grammatical elements seems to be an easy task because it is not more than finding their equivalents in the target language. However, this is not the case since there are many cultural problems which rise at the linguistic level. Among these, one essential issue is to find exact equivalents in Arabic for English tenses and especially "The Present Perfect".

This study is based upon the difficulties which second year students of English confront 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 second year students.

2- Rationale

The reason behind investigating this topic is that many university students face difficulties when trying to translate the present perfect into Arabic. This can be a result of the stereotype among students that the present perfect tense is a present tense but not a past one which is not true. Further, these students may not find its accurate equivalent in Arabic unless by adding some linguistic (lexical) items or particles.

I have chosen this area of investigation as I personally was confused about the right use of the present perfect when I was a student in the second year. In addition, the name of this tense -the present perfect- seems rather deceiving for learners. This topic is important because it reflects variation between a western language (English) and a semitic language (Arabic). It also illustrates that every language has its way of saying things, especially those related to culture.

3- Research Questions

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

- What are the difficulties that a second year student may face when translating the present perfect from English into Arabic?

- Are the procedures of finding an equivalent to the present perfect in Arabic really enough?

4- Hypothesis

   To answer these questions, I formulated the following hypothesis:

Second year students face difficulties when translating the present perfect into Arabic because of lack of equivalence between Arabic and English at the level of tenses.

5- Methodology

Materials

   The materials which are intended to be used in this research are both a questionnaire and a test given to the subjects. First, a questionnaire is given to 2nd year English students at Mentouri University, Constantine to know their understanding of the present perfect. Second, a test is given to the same students to know their abilities in translating the present perfect into Arabic. Third, the questionnaire and the test are analysed to know the difficulties that students face. Fourth, a questionnaire is given to the translation teachers at both the English and the Translation Departments to know the exact equivalent of the present perfect into Arabic in order to provide support to the hypothesis.

This piece of research is divided into two parts; the first part is a theoretical part and consists of three chapters: the first is devoted to translation, its types, theories and problems. The second one deals with translating grammatical aspects especially tenses. The third one covers the definition of "The Present Perfect" in English, grammatical rules concerning the use of the present perfect, the contrast between the present perfect and other tenses, and some suggestions about its equivalent in Arabic. The second part is practical; it is composed of two chapters which deal with data analysis. The first chapter consists of the analysis of a test and a questionnaire given to second year students to test their abilities to translating the present perfect and the finding of these tests. However the second chapter deals with a questionnaire which is given to English and translation teachers in order to know the Arabic equivalent of the present perfect.

Chapter One

Translation

Introduction

Translation has played a great role in spreading and developing language cultures. It has also been the focal point of nowadays studies as it attempts to narrow the gaps that occur between languages especially cultural and linguistic ones. Thus, this chapter is devoted to translation as a concept which deals with language and linguistics. So, the first section emphasizes on the most agreed on definitions which are provided by famous scholars. The second section seeks both types and theories of translation. In types of translation we emphasized on both free and bound translations, which are the main types, with due reference to their sub categories. In theories of translation the focus was on the concept of equivalence that causes hot debates. The third and last section deals with problems of translation mainly grammatical ones which embrace the problem of translating tenses and especially the present perfect into Arabic.

1-1- Definition of Translation

There are various definitions of translation; the one which seems exhaustive is that the term "translation" refers to both a process and a product (Aziz, Lataiwish, 2000: 11). As a process, translation is a human activity which human beings do every time. In this sense, translation has a broad meaning which consists of

1- Rendering an expression into a simpler one within the same language, i. e.; to rephrase or to say the same thing in a different way. This also includes paraphrasing and summarising.

2- Translating utterances from one language into another. This is known as interpreting or oral translation.

3- Translating words into actions or changing them into music, i. e.; the application of the theory.

As a product, translation is what the translator produces while doing the process of translation. Because of considering translation as a product, old civilizations especially the Babylonian, the Assyrian, the Egyptian, and the Greek reached us through translating them into Arabic.

However, the narrow meaning of translation is that translation is conveying the meaning of a text from one language into another. This process is called "translation proper" which can only be done between two languages. So, translation is a creative work which results into a product (Aziz, Lataiwish, 2000:11). Nadjib defined translation as the transmission of speech from one language to another, or it is the explanation of speech in another language (2001:7) (Translated by the researcher of this paper).

Ghazala writes,

> "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." (1995:1-2)

In order to explain this definition, Ghazala gives the following examples:

1- "Speak" …………………..(يتــكلم)

2- "Satellite" ……………….... (قمــر صـناعـي)

3- "Aspirin" ………………… (أسـبـريـن)

4- "Democracy" ……………... (ديمـقـراطـية)   (1995: 2)

1-2-Types and Theories of Translation

1-2-1- Types of Translation

According to Ghazala (1995), there are two main types of translation which are literal and bound translations.

1-2-1-1 Literal Translation

Literal translation is understood in various ways and it consists of subtypes which are as follows:

1-2-1-1-1- Literal Translation of Words: Word-for-Word Translation

In this type of translation, English words are translated into Arabic using equivalent words. The order of words in Arabic is the same as in English. e.g.

a - That   child   is   intelligent.

ذاك   الطـفل   يكون   ذكيا

(ذاك الطّـفــل يكون ذكياً) (1995: 8)

This method or type of translation takes the meaning of each word in isolation regardless of differences between both Arabic and English in grammar, word order, context, and special usage. Moreover, this translation focuses on the source language and the target should follow it step by step. Hence, it seems a very easy way to translate and it is common between students. However, this method is very risky because it does not consider the target language and relies on the source language only. In addition, it does not take account of the grammars of both languages, namely when these two languages descend from two very different families such as English which is an Indo-European West Germanic language and Arabic

which is a Semitic language. Furthermore, this method does not take both languages word order into account. This method also neglects the context which is very important to understand the meaning of a given sentence. Likewise, it ignores the metaphorical use of words which represents the culture of language. Finally, this method cannot find equivalents which do not exist in the target language. So, example (a) above can be corrected as:

(ذاك الطِّـفـل ذكـيّ)

1-2-1-1-2- One - to –One Literal Translation

This type of translation is based upon translating a word into a word and a phrase into a phrase. So, a noun is translated into a noun, an adjective into an adjective, an idiom into an idiom, a collocation into a collocation, a proverb into a proverb, and a metaphor into a metaphor. This translation considers the context. e.g.

b - Let us shake hands   دعنـا نتـصـافح بالأيـدي

This method of translation resembles the first one in two main aspects:

   (1) It considers the source language word order.

   (2) It emphasizes on having the same kind and number of words.

However, it differentiates from it in two points:

   (1) It does not neglect context.

   (2) It finds metaphorical equivalents in the target language for metaphorical words in the source language.

So, this method of literal translation is much more acceptable than the first method which insists on having a word for word translation. As a result, example (b) above can be corrected

into "دعــنا نتـصـافح" or simply "فلـنتـصــافح", because the verb "تـصــافح" includes into "hands" and this action cannot be done except through hands.

1-2-1-1-3- Literal Translation of Meaning: "Direct Translation"

This method of translation is very important in translating meaning as nearly, accurately, and clearly as possible. It is a direct translation since it is the translation of meaning in context. It considers the grammar and the order of words of the T L. Moreover, it takes into account the metaphorical and the special use of the T L. Ghazala describes this method as "full translation of meaning" (1995: 11). It is the best method of literal translation since it views the literal meaning as different meanings of a word which can occur in different contexts and various structures. This can be illustrated through the word "run" which does not always mean "يجــري" in all contexts and structures. "يجــري" is the most common meaning of this word but its is not its literal meaning. "Run" has various meanings in different contexts, and each meaning is considered to be a literal meaning as illustrated in the following examples:

1- "To run in the race"   (يجــري/يـركض في السبــاق)

2- "To run a company"   (يــدير شــركة)

3- "In the long run"   (على المــدى البعيــد)

4- "To run short of money   (ينفـد مــا عنـده مــن مــال)

5- "To run round"   (يطــوف/يـقوم بزيــارة خــاطفة)

6- "To run to fat"   (يمــيل إلــى السُــمنــة)

7- "To run through"	(يتصـــفّح/يمـــرّ مـــرور الكـــرام)
8- "To run wild"	(يتـــيه/يسيـــر على هـــواه)
9- "To run across"	(يــصـــــــادف)
10- "To run back"	(يعـــود بـــذاكرتـــه إلى الـــوراء)
11- "To run into"	(يــلقى مصـــــادفة)
12- "To run its course"	(يجـــري مجـــراه الطّـــبيعي)
13- "To run in"	(ينضد السّطور المطبعية/يُقحم/يعتقل و يرمي في السِّجن)
14- "To run on"	(يــستــمرّ)
15- "To run out"	(ينــفد/يأخـــذ في التّـــاقُص)
16- "To run dry"	(ينــضـــب)
17- "To runs"	(إســـهال) (11 :1995)

Ghazala claims 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" (1995:12).

Hence, this means that the literal meaning in this type of translation is both the denotative and the connotative meanings as illustrated in the following figure:

Literal meaning

Metaphorical   **Non-metaphorical.**
Use   **Use**
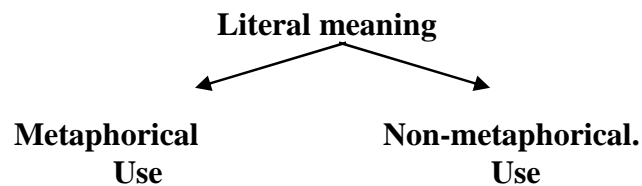
Fig.1: Literal translation of meaning (Ghazala, 1995: 13)

This method of translation is the most appropriate of the preceding methods as it translates the real meaning of words or expressions as exactly and nearly as possible in its context of language disregarding its metaphorical/non-metaphorical use. This method is direct, complete, and adequate (Ghazala, 1995).

1-2-1-2- Free Translation

This type of translation focuses on translating freely because the translator is not limited to the text or context or the denotative meaning of a word or a phrase, but goes beyond words and phrases and out of texts and outside contexts. So, the only restriction depends on the translator's comprehension. Other terms such as dynamic, communicative, pragmatic, and creative are used in the current studies in order to refer to the same concept. Moreover, free translation has subtypes mainly:

1-2-1-2-1- Bound Free Translation

We derive this type of free translation from the context directly even if it exceeds it in some ways, merely the way of expressing, exaggeration and emphatic language. Consider the following examples:

1- He got nothing at the end.   1 – (عــاد خـــالي الــوفاض)

2- Swearing is a bad habit.   2 – (سبــاب المســـلم فســـوق)

3- East or west, home is best   3 – (بـــلادي و إن جـــارت علي عزيزة

و قـــومي و إن ضـــنوا علي كـــرام)

4- She had a new baby.   4 – (رزقـــها الله بمـــولود جـــديد)

(Ghazala, 1995: 14)

These translations have a common point which is the use of very formal Arabic. As a result, the used expressions are derived from:

    a-   The Holy Quran as in (1).

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

    c-   Poetry as in (3).

    d-   Popular religious expressions as in (4).

Moreover, there are other examples which may be expressed through proverbs, collocations, and strong expressions. So, these translations have gone beyond the context but, they are derived from the original in one way or another. Yet, this free translation is not accepted because of its strangeness to the context.

1-2-1-2-2- Loose Free Translation

This type of translation is not directly related to the original, yet it is a conclusion which the translator can infer for different personal reasons, as these examples show:

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

- (تفــضــل بالانصـــراف يـــا سيــد ويــلسون، عــندنا غيــرك)

2- "It is half past nine".   – (انتهى الوقــت / انتهت الحصــة)

3- "Thank you, thank you ladies and gentlemen"   – (هــدوء أيـــها الســادة)

4- "I am frightened"   – (ابــق معــي)

5- "Why are you making mouths?"   – (أنــت وقــح)

6- "No bacon with my breakfast, please"   – (أنــا مســلم)

(Ghazala, 1995: 15)

These translations are indirect and pragmatic ones because of rendering the meaning of the speaker through what is concluded from what she/he says. Therefore, in example (1) "thank you" is said to a guest or a customer as a way of telling him: (you may leave) rather than asking this directly. Example (2) is said to mean that the time of a meeting or a class is finished, i.e., we can leave or do something else. In addition, example (3) means that the speaker wanted to be respectful and polite with people, so he uses "thank you" rather than "quiet" or "silence, please" to attract their attention to listen. In example (4) the speaker means that she / he cannot stay in her / his own because she / he is afraid, so she / he asks the listener to stay with her / him. Moreover, making mouths in example (5) expresses bad behaviour and contempt. So, the Arabic equivalent sentence is the result of this implication. Finally, "no bacon" in example (6) implies that the speaker is a Muslim since in Islam pig's meat is forbidden. Therefore, Arabic translation takes religion into account.

These translations are loose since they left their direct contexts completely. Further, they allow the translator to understand the original version in order to translate his personal conclusion inferred from it disregarding both the source language and its context.

Hence, these translations are beating about the bush because they are misinterpretations of the original source language. Therefore, the translator's job is to give an equivalent to the ST in the TL. Furthermore, it is not the responsibility of the translator to infer implications of sentences, but this is the job of the readers themselves.

To conclude, it is advisable for translators not 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 suitable, reasonable, convincing and orderly used type of translation (Ghazala, 1995).

1-3-2- Theories of Translation (Theories of Equivalence)

According to Aziz & Lataiwish (2000), theories of translation may have two main patterns: literal theories of translation and linguistic theories of literary criticism. For them, translation is a kind of arts, i.e., it is an activity that is important for comparing literary studies. These theories are considered as highly subjective. On the contrary, linguistic theories of translation are characterized to have more objective basis for studies of translation because they use different linguistic theories. As a result, scholars consider the theory of translation to be part of a general linguistic theory.

According to Leonardi the theory of equivalence is the essential issue in translation because it resulted in various theories and heated controversies which were a result of researches done by theorists and scholars such as Vinay and Darblnet, Jackobson, Nida and Taber, Catford, House, and finally Baker.

These theories yielded fruitful ideas for further discussions and studies. They are divided into three main groups. The first group favours the linguistic approach to translation and forgets about dealing with both the SL and TL cultures such as Catford's (1965) approach which was based on the linguistic approach of Firth and Halliday (1966). His main concern is the introduction of the concepts of types and shifts of translation. The second group consists of the theories of Vinay and Darblnet, Jackobson, Nida and Taber and House theories which recognize that linguistic theories of translation are limited. They assume that whenever translation is not possible the translator can change the method and use another way in order to solve the problem. As a result, translation is never possible because there are various methods that a translator can use. They emphasize on the possibility of translating a message from the SL towards the TL disregarding cultural or grammatical differences (Leonardi, 2000).

The third group for example, Baker (1992) gave a detailed list through which the concept of equivalence can be defined below:

Baker distinguishes four types of equivalence: First, equivalence at word level and above word level. She clarifies that when considering a single word, the translator should be aware of a number of factors like: number, gender, and tense. Second, Baker focuses on the diversity between languages in grammatical categories because grammatical rules may vary which causes problems to finding direct equivalents in TL because of lack in grammatical devices such as number, gender, tense and aspect, voice, and person. Third, textual equivalence refers to equivalence between a source language text and a target language text considering information and cohesion. Fourth, pragmatic equivalence means the focus on the implicit meaning in translation in order to achieve the ST message. So, the role of the translator is to attract the reader's attention through recreating the author's intention in the TC.

As a result, we can conclude that the notion of equivalence has caused many hot debates which resulted in these theories, and still continues to cause lot of discussions but the most exhaustive theory that translators adopt is Baker's (Leonardi, 2000).

1-4- Translation Problems

When trying to translate, translators may face some obstacles and problems. These problems are difficulties which result in stopping the process of translation and rethinking or using the dictionary in order to check meanings of words.

According to Ghazala, translation problems can be due to sound, lexis (word), grammar, and style (1995: 18).

1-4-1- Phonological Problems

The main concern of these problems is sounds and their effect on meaning. These problems are limited to literature and advertising. As a result, they do not influence translation as the other three types do.

1-4-2- Lexical Problems

These problems can be due to the misunderstanding of words directly and clearly. The lexical problems that a student may confront when translating are:

a) - Literal translation and its appropriate moment of use.

b) - Synonymy.

c) - Polysemy and monosemy.

d) - Collocations and idioms.

e) - Metaphors.

f) - Scientific terms.

g) - Proper nouns, titles, political establishments, geographical terms, and UN acronyms

 (Ghazala, 1995).

1-4-3- Grammatical Problems

Both English and Arabic descend from different language families. While the former is from a Germanic family, the latter is from Semitic origin. This results in a wide gap between their grammars which causes serious problems for learners who assume that English and Arabic grammars are identical (Ghazala, 1995).

4-4- Stylistic Problems

Style is a part of meaning which may cause problems for translators. These problems may affect meaning strongly. The degree of formality or informality is a problem which

concerns words and grammar. Joos (1962) suggested a formality scale of the English language consisting of five degrees as follows:

1- Frozen formal   (فصــيح جــدا / متصلب / قح)

2- Formal   (فصــيح)

3- Informal   (غيـر فصـيح / شبـه فصـيح)

4- Colloquial   (عــامي)

5- Vulgar or slang   (ســـوقي)

(Cited in Ghazala, 1995: 203)

Ghazala gives the following examples to illustrate this scale.

1- "Be seated"   (عــليــك بالجــلوس)

2- "Have a seat"   (تــفضــل بالجــلوس)

3- "Sit down, please"   (اجلـس لو سمحت)

4- "Feal at home"   (خد راحتك / استرح / ارتـاح)

5- "Sit bloody, down"   (أنقبر / أنضرب علـى قلبـك)

(Ghazala, 1995: 203)

This scale shows differences between the source and the target languages which result in problems for students because they do not know about these scales (Ghazala, 1995).

Conclusion

In a nutshell, translating any item from one language into another should take into consideration the meaning which is the backbone of any translation but not the words in isolation. Thus, rendering a text from SL to TL should focus on the characteristics of both languages in order to transmit the message correctly and to get a target text which is like the original one. This is the role of proof translators not to let the target audience feel that the text they read is a translation but an original text. So, translation is a good, interesting, exquisite but long and difficult job.

Chapter Two

Translation and Tenses

Introduction

As far as grammar is concerned translation is an area which seems to be an important issue because languages and especially English and Arabic vary in the way of expressing grammatical aspects. Moreover, Arabic and English belong to two distant language families which are Semitic and Western Anglo-Saxon respectively. As a result, this chapter relates both translation and grammar.

The first section deals with Baker's (2001) grammatical equivalence in which she stresses the five main categories which are number, gender, person, tense and aspect, and voice. She gave good illustrations of differences between languages concerning these categories. The second section focuses on both tense and aspect system in English with reference to the number and the use of various English tenses. The third section is devoted to Arabic tense and aspect system in order to clarify the difference in tense system between Arabic and English. The fourth and last section gives some suggestions concerning the translation of English tense into Arabic as assured by both Ghazala (1995) and Ndjib (2001).

2.1. Grammatical Equivalence

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"(2001:83). So, any language is the mirror which reflects the information that needs to be expressed and the grammatical system is the one which clarifies some notions such as gender…Greek and Romans assumed that

notional categories are universal and that languages differ in the way of expressing grammatical categories.

When clarifying the differences between lexis and grammar, 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: 85). This means that the translator is not always obliged to follow the source language grammatical rules because grammatical rules vary from one language to another.

Ivir (1981: 56) states that "languages are differently equipped to express different real-world relations, and they certainly do not express all aspects of meaning with equal ease." (Cited in Baker, 2001: 85). So, finding a notional category which is regularly expressed in all languages is difficult. As a result, languages have a great degree of differences especially in expressing grammatical aspects. Moreover, during the process of translation, the source and the target languages differences in the grammatical structure result in slight changes in the information content of the message. For example, the target language may have to add some information in order to suit or to convey the same meaning as the category which T L has. Despite this, when the target language lacks a grammatical device which the source language has it would be difficult for translators to convey the same meaning as it is in the original version. The major grammatical categories which may cause problems for translators are: number, gender, person, tense and aspect, and voice.

First, number is probably universal because all human beings express countability in the lexical structures of all languages. Yet, grammatical categories of number do not exist in all languages and those languages which include the category of number do not express it in the same way. For example, English has a distinction between one and more than one, i.e., singular and plural (by adding a suffix or by changing its form in a different way) such as these words illustrate: (student / students, ox / oxen, box / boxes, woman / women). However,

other languages such as Chinese and Vietnamese express the category of number lexically, or ignore it. In addition to Chinese and Vietnamese, other languages have the notion of number which is not identical to that of the English language. Amongst these, Arabic distinguishes between one, two and more than two. This clarifies that the dual category is not of a great importance in English whereas it plays a great role in Arabic since it is essential to make a distinction between one, two and more than two. The translator should be careful not to specify the category of number in a language which does not include it. Baker (1995) gave plenty of examples illustrating differences between world languages, but what is important here are the differences between Arabic and English.

Second, gender which is a grammatical category expresses distinction between masculine and feminine nouns or pronouns. This distinction concerns both animate and inanimate objects. For example, determiners, adjectives and adverbs in Arabic agree with both number and gender. Gender in English does not exist as such. It rather exists in some semantic areas such as the use of different nouns (cow / bull) to refer to the same species and nouns referring to professions such as (actor / actress). Moreover, gender category exists in English with persons; for instance, it distinguishes between masculine and feminine and inanimate in the third person singular, but it does not do so with the third person plural (they). Unlike English, Arabic has various forms for the pronoun "you" according to the situation (whether the person is male or female); in addition, Arabic uses masculine when referring to a group of female in addition to male. However, English has an attempt to use s/he to refer to unmarked masculine, i.e., he or she and his or her. Further, in a language like Arabic it would be difficult for translators to express the same message to the target readers (English audience) because gender distinctions are reflected in verbs and adjectives and not only in nouns and pronouns.

Third, person is a grammatical category that relates the notion of participant roles which are identified through a system of pronouns. There is a distinction between the first person singular and the group of persons, i.e., first person plural as English I/we. This distinction is also drawn in the third person which identifies person and things: speaker and addressee (he, she, it, and they). Some European languages except English have a formality/politeness in the person system such as French which has both "tu" and "vous" whereas English has only "you" for both. So, when translating from English into French the degree of intimacy between participants and whether reference includes or excludes the addressee must be taken into consideration. Moreover, translating from French into English will result in loss of information (Baker, 2001). For instance the sentence that says: "Puis-je vous tutoyer" will be misleading for translators.

Fourth, tense and aspect play a great role in various languages. Aspectual differences and time relations are expressed through these two categories. While the former is concerned with locating an event in time, the latter takes account of the temporal distribution of an event, i.e., is it complete or non-complete, momentary or continuous. For instance, the English language has three usual distinctions: past, present and future. Other languages have different ways in expressing tense and aspect which must be taken into consideration by the translator.

Fifth, voice is a grammatical category related to the relationship between the verb and its subject. In the active voice, the subject is the responsible for the performance of the action whereas in the passive voice the agent may not be specified according to the context. The use of both the active and the passive voices vary from one language to another and even differentiate in the way of expressing the category of voice. The crucial function of voice in English and other languages is to "avoid specifying the agent and to give an impression of objectivity. This is not necessarily the function of passive in all languages which have a category of voice" (Baker, 2001: 106).

There are other categories which pose difficulties in translation which are mood, direct and indirect speech, causativity and so on. It is useful for translators to compare such categories and their meanings within the source and the target languages (Baker, 2001).

Another important aspect in grammatical equivalence is word order, i.e., the degree of relying on word order varies from one language into another. For instance, word order in English is fixed whereas in other languages such as Arabic it is not fixed as in English (Baker, 2001) because we have both nominal and verbal sentences.

2-2- Tense and Aspect in English

2-2-1- Tense in English

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: 37). Moreover, Jarvie notes that tense is marked by inflation in English especially for past and present tenses. In addition to that, Palmer clarifies that: "English has two tenses only as exemplified by: he likes / he liked, he takes / he took. These are most plausibly referred to as 'present' and 'past'. Other verbal categories, the perfect, the progressive, etc are achieved by the use of the auxiliaries BE and HAVE." (1971: 193). These two quotes imply that the English language embraces two basic tenses which are the present and the past. Yet, other English tenses are achieved through the combination of auxiliaries or modals plus the English main verb.

Jespersen (1968) represents the three main divisions of time in English in a straight line as shown in this arrow below:

A-Past   B-Present   C-Future
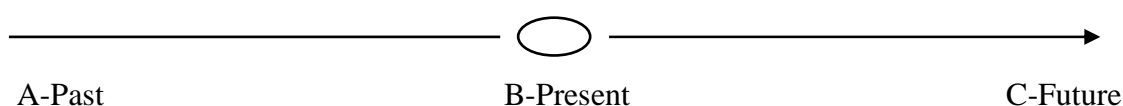
Fig.2*: **Main divisions of time in English (Jespersen, 1968: 237)***

Moreover, Jespersen distinguishes seven tenses through a scheme in which the notional terms are placed above and their corresponding grammatical terms below in the line which clarifies the course of time:
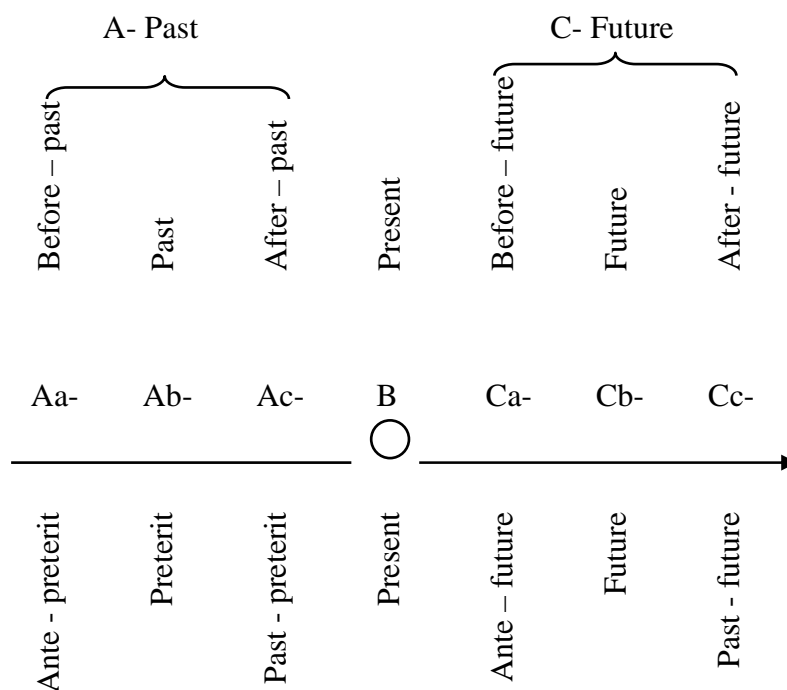
Fig.3: The course of time in English (Jespersen, 1968: 257)

Since this work is concerned with the present perfect only, details are given about this tense only.

2-2-1-1- Present Perfect Simple

The present perfect simple expresses past events with reference to the present. This time has reference to the present since its period continues from the past till now. Because of this it is called present. This tense is called perfect because its action is partly achieved. The continuity or the completion depends upon whether the verb refers to a single action, repeated action, or to a state. The period of the present perfect simple may end at the moment of

speaking or extend beyond it. This meaning is the basic meaning expressed through this time (Chalker, 1990).

The form of the present perfect simple is the auxiliary to have + past participle of the main verb (Freeman, 1983).

• Time diagram:
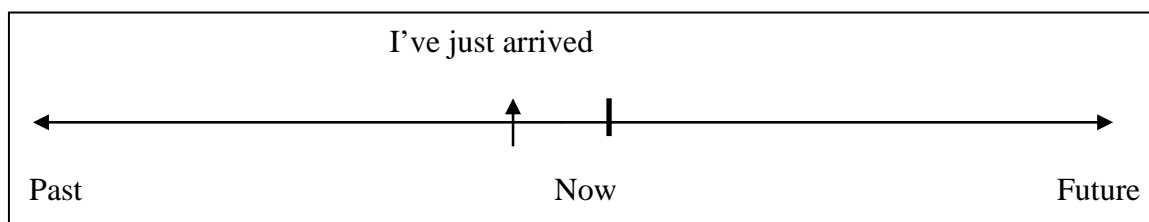
Fig.4: *A single action of the present perfect*
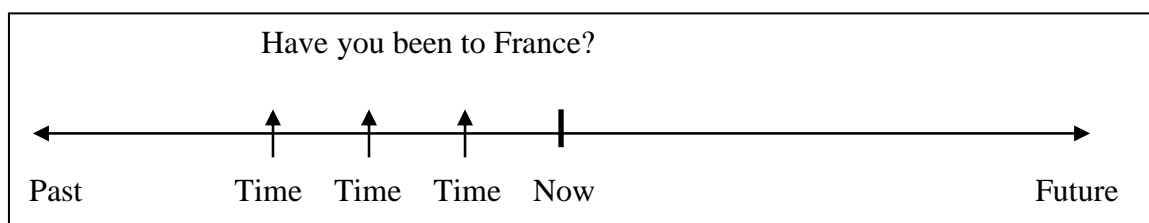
Fig.5: *Continuity of the action in the past*
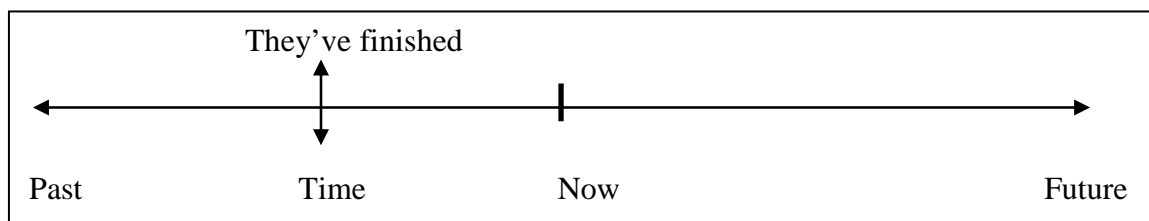
Fig.6: *A single event not specific in the past*
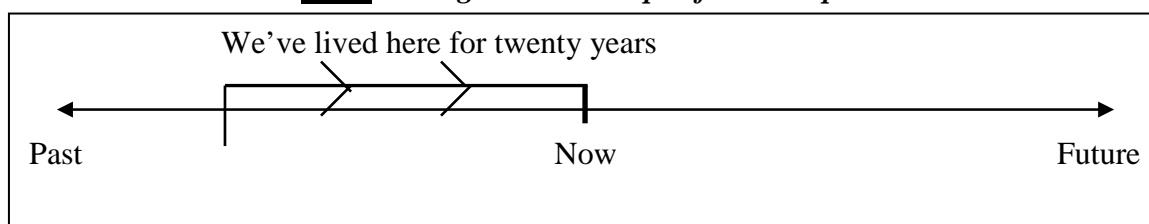
Fig.7: *Continuity of the action from the past to the present (Freeman, 1983: 7-8)*

2-2-2- Aspect in English

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, on going or

continuous at the point of time; the latter states that the action is retrospective or has been completed (1993: 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: 110). Here Celce emphasizes on four main types of aspect which can be defined as follows:

- Simple aspect: it refers to the events which are understood to be complete. The simple aspect is not like progressive aspect which is said to be incomplete or imperfective. This simple aspect embraces three main simple tenses which are: simple present tense, simple past tense, and simple future tense with will (or contracted 'll) (Celce, 1999).

- Perfect aspect: The meaning that this aspect covers is "prior", which implies that it is used through relating it with some other point in time. This aspect comprises the present perfect, the past perfect, and the future perfect (ibid.).

- Progressive aspect: This aspect is said to be imperfective because it shows an incomplete event or a limited one. This aspect consists of the present progressive or continuous, the past progressive, and the future progressive (ibid.).

- Perfect Progressive Aspect: this aspect is a 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 (ibid.).

What has been examined above can be summarized in this chart:

	SIMPLE	PERFECT	PROGRESSIVE	PERFECT PROGRESSIVE
	Ø	Have + -en	be + -ing	have + -en be + -ing
Present	Write/writes Walk/walks	Has/have written Has/have walked	am/is/are writing am/is/are walking	has/have been writing has/have been walking
Past	Wrote Walked	Had written Had walked	was/were writing was/were walking	had been writing had been walking
Future	Will write Will walk	Will have written Will have walked	will be writing will be walking	will have been writing will have been walking

<u>*Table 1*</u>*: Aspect in English (Celce, 1999:14)*

2-3- Tense and Aspect in Arabic

There are three tenses of verbs in Arabic: the past, the present, and the imperative. For instance: ضَـرَبَ ، يَضْـرِبُ ، اِضْـرِبْ

The past expresses an event which happened before the moment of speaking, such as: (نَصَـرَ). The present expresses an event which happens at the moment of speaking or after it.

For instance: (يَنصُـرُ). The imperative is considered in Arabic as a tense unlike English which considers it as a mood. It expresses a request that will happen after the moment of speaking. For example: (أُنصَـر) (Elmoukatari, 2007: 118) (Translated by the researcher of this paper).

Gellati gives a detailed explanation of the tense system in Arabic considering the mood; Arabic verbs are of three types: the participle, the indicative, and the imperative. The participle includes the imperfect which denotes an event happening before the moment of

speaking such as: (أَقْـبَـل ، شَـاهَـد). The imperfect is marked by the "T" (تْ) which denotes

the feminine, for instance: (ذَهَـبَتْ), or the "Tu" (تُ) which expresses the doer of the action,

such as (ذَهَـبتُ). The perfect is different from the imperfect because:

1- The perfect tense implies that an event or a state happened in the past tense:

- If the perfect is preceded by the particle (قَـدْ) it expresses that the actions happened

in the past (the past which is near to the present) such as: قَـدْ جَـاءَنِـي صَـدِيـق

- The perfect can express the future as in:

● "حَـفِظَـك الله" which implies the invocation of God.

● "فَإِذا قرأت القـرآن فاسْتَـعذ بالله مِـن الشَّيْـطَـان الرّجِـيـم" (النّحْـل 98) which implies the

meaning of conditions.

2- The imperfect expresses an event which happened or which is happening at the

moment of speaking. It may also be used in a conditional sentence but it should not be

preceded by (لَـمْ) and (لَـمّـا) otherwise it expresses the perfect. The imperfect is marked

to express that an event happens. Moreover, it implies a state in present or future depending

on the context. Furthermore, the imperfect is marked to start with one of the letters (أ،ن،ي،ت).

To express the future it can be preceded by (س) or (سَـوف).

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

"سَـأَستَـغفِـر لَـك ربِّـي" (مـريـم 47).

● The imperfect may express the past if it is:

- Preceded by a past tense such as: (القصـص 25) " فجاءته إحْـداهمـا تمْـشِي علـى استحياء"

- Preceded by (كـان) because it expresses the meaning of continuity of time for a given

period in the past as in: – كــان النّبــيُّ يتــعبّــدُ في غــار حــراء.

- Preceded by (لــم) because it expresses that the event has not happened in the past and it

  is impossible to happen neither in the past nor in the future as in:

”لــم يلِــدْ و لــم يولد و لم يــكنْ لــه كفؤًا أحــد“ (الإخلاص 3-4)

3- The imperative expresses an event which is related to a request such as: اجــتهــد.

The imperative is marked by requesting something and by adding ”ي“, which expresses the

singular feminine addressee, to the stem of the verb. The imperative is used to express doing

something. It also implies a state of being obligatory. The imperative is directed from the

stronger to the weak such as (المــدّثّــر 1-2) ”يــا أيــُّها المــدّثّــر، قــم فــأنــذر“. This tense can

express other meanings such as:

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

قــم بــنــا إلــى المــســجد.

- Invocation of God: this takes place when the request occurs from the lowest position to

the highest such as: ”ربّ هــب لــي مــن الصّــالحيــن“ (الصّــافات 100)

- Debility: this occurs when the addressee is asked to do something that he cannot do such

as:

”فــإن الله يــأتي بالشّــمس مــن المــشــرق فــأت بــها مــن المغــرب“ (البــقرة 258)

Considering time, the verb in Arabic has three main tenses:

First, the verb which expresses the past time is of two types:

A-The past: the aspect of the past expresses a state or an event which happened before

the moment of t speaking such as: أكــلَ ، ذهـــبَ

The past tense embraces:

1- The complete: It happened and finished without having any relation with another event such as: بـــرئ المـــريـــض

2- Past (Anterior): A finished event which happened after another finished event such as:

عـــلــتِ الصّــيحــة بــعد أن خــرجــت روحــه

3- Most completed: An event which is completed in an unspecified time before another complete event. It is preceded by (كــان) as in : كـنتُ قــد كــتبتُ الرّســالــة

4- Incomplete (imperfect): It happened with another action. It equals (المــضــارع). It is

preceded by (كـان) as in : كـنت أكـتُب لمّــا دخــل المــعلّــم

B-The present: It can express the past if preceded by (لـم) and (لمّـا) such as:

زّرتــك و لــم تــكنْ في البيــت / قُطِــفَــتِ الثّــمرة و لمّــا تنــضجْ

Moreover, this tense changes into the past generally after the conditional (لــو الشــرطــية)

which means if they have been attentive لــو ينتبــهون إلى الــدّرس لاستــفادوا for instance

during the lecture they would have benefited.

Second, the verb which expresses the present time is of three main types:

- The past: When the past means (الإنــشــاء), i.e., that the action has just been

completed. It expresses the present such as: (بــعتُـك الــدّار أو الشّــاة)

- The present: It expresses a state or an action in the present or the future time. For

instance: يـــأكُل It expresses the present moment when it is preceded by (لام الابتــداء) or

(مـــا النـــافيـــة) or (ليـــس) :

    - The teacher explains the lesson   – إنّ الأســـتـــاذ ليشـــرح الدّرس

    - I will not be satisfied of you   – لســـت أرضـــى عنـــك

    - I will not give you what you asked   – مـــا أعـطـيك مـــا طـلـبـت

- The imperative: expresses doing an event in the present or the future moment. This is understood according to the context.

   e.g.: The present moment: انـتـبـــه

       Paying attention in future   انـتـبـــه عنـدمـــا تســـوق السّـيّـارة

Third, the verb which expresses future time can be summarized in:

- The present: here the verb can express the future if it implies the meaning of a request For instance, يـــرحـــمك الله. If it is preceded by (ســـوف or س) it expresses the near and the far future such as ســـأكتُـب / ســـوف أكـتـب. In addition, if the present is preceded by a particle which expresses expectation such as قـــد يبـــرأ المريـــض, it expresses the future tense.

The future has two main subcategories:

- Simple: an expected event such as: لابـــدّ أن يعـــود

- Context: another expected event (the past preceded by يـــكـــون) such as:

       أكـــون قـــد كتبـــتُ الرّســـالة متـــى وصـــل.

(Gellati, 1998: 46-56)

The imperative expresses asking something to be done in the future time. It is directed towards the 2nd person singular such as: اســمـع (ibid.). (Translated by the researcher of this paper).

Western writers consider only two tenses within the Arabic tense system. They refer to Arabic tenses as the perfect and the imperfect.

Abü Shaqrä suggests that two main verb tenses exist in Arabic. These tenses are: The perfect tense which is generally the equivalent of the past or perfect in English, and the imperfect tense which usually refers to English present or future tense. (2007: 78). A detailed explanation of tense and aspect system in Arabic is given by Ryding who claimed that: "Arabic verbs show a range of tenses" (2005: 489). This quote implies that Arabic has various tenses division but the main ones are: past and present which are sometimes referred to as perfect and imperfect or perfective and imperfective respectively. The two latter ones are used in order to express aspect rather than tense. Time can be looked at through two different ways which are tense and aspect. While tense deals with linear (syntagmatic) points in time starting from the past to the future, aspect is interested in the completeness of an action (completed, partial, ongoing, or it has not occurred yet) or a state. Tense emphasizes on actions at the linear level of the action and aspect focuses on the action itself. So, tense and aspect can overlap to express a given action. Classical Arabic was aspect specific. It is also possible to distinguish the tense system in Arabic by the use of: past and present tenses to refer to the perfect and the imperfect respectively because it is less confusing to learners. (Ryding, 2005)

Abü Shaqrä proposes that "The perfect tense (الــفـعـل المـاضــي) indicates mostly a past state, completed action, or established fact" (2007: 78). This quote implies that the perfect in Arabic is the equivalent of a state which took place in the past, an action which is fulfiled or a fact. In the second and third persons the perfect may express a wish or

benediction. In addition, the perfect expresses hypothesis in conditional sentences. (ibid.). So, the perfect is one of the two tenses in Arabic. Its basic function is narrative. It expresses events or actions. The perfect also expresses actions that take place in the present and future. Moreover, the perfect is neutral; in fact it states the verb action primarily (Eckhard & Gunther Wolfgang, 2000).

Winder and Ziadeh (2003) state that Arabic has two main verbs: perfect and imperfect which do not express tense in reality because their function is to denote whether an action is completed or not. While the perfect denotes a completed action, the imperfect denotes an incomplete action. The imperfect or (المـــضـــارع) is the second Arabic verbal tense. It is used to describe events which occur in the present and the future. The imperfect changes from one subject to other such as (ت) in the verb (تـشـــرب) (Wightwish & Gaafar, 2005).

2-4- Translating English Tenses into Arabic

There are no precise equivalents for various English tenses. According to Ghazala: "In English there are fourteen tenses" (1995: 69). However, Arabic consists of only two tenses which cause some problems for translators. In this discussion Ghazala tries to give some insights concerning the translation of English tenses:

2-4-1- The Present and the Past

It is difficult for students to convey the same time of the action of these two tenses since they do not have precise equivalents in Arabic. According to Ghazala (ibid.), some translators suggest (قـد) for the present perfect and (لـقـد) for the past perfect to precede the verb in the past. Moreover, it is unnecessary and imprecise because these two particles (قـد / لـقـد) can be used both to express any kind of tense in the past either near or far. Some other

words such as (قـبـل قـلـيل / الـتّـوّ) are used to indicate the present perfect which is not precise. However, the proper easy way of translating these two tenses is by regarding them exactly as the past tense, for example:

- I wrote a letter (simple past).

- I have written a letter (present perfect).   كـتبتُ الرسـالـة

- I had written a letter (past perfect).

So, these two tenses, present and past perfect, are translated into the past simple in Arabic.

2-4-2- The Present and the Past Progressive

If these two tenses are transmitted literally, the meaning will be destroyed because they have no equivalent in Arabic. According to Ghazala (ibid.), the present progressive equals the simple present. The appropriate way to express the time of the present progressive in Arabic is to add some adverbs of time such as (الآن), for instance:

1- They are doing their exercises.   1- إنـهم ينـجزون تمـرينـاتـهم

2- It is raining, now.   2- تـهطـل الأمطـار الآن

3- Students are writing their thesis these days. 3- يكتب الطّـلبة رسـالات تخرُّجهم هذه الأيام

There are a few examples where the present progressive is translated into a topic and a comment such as:

1- We are going to meet some friends.   1- نـحـن ذاهبـون لِـلقـاء بعـض الأصـدقـاء

2- I am leaving.   2- إنِّـي مـغادر

However, in Arabic the two translations express two different meanings:

According to Ghazala (1995:70) He is dying is translated into Arabic as (إنّــه يُحتــضــر) because we cannot say: (إنّـه ميّـت) which implies that he passed away since this is not true and he is still alive and he can be healthy again. A common point in these examples is the neglection of the verb (to be).

Ghazala suggests that the past progressive equals (كــان) + present tense (the simple present of the verb in Arabic).

(a)- He was wandering in the garden   أ– كـــان يتـــجوّل في الحـــديـــقة

In example (a) above the verb 'to be' is translated into (كــان) in Arabic. So, it is not neglected when occurring in the past simple in English.

2-4-3- Present and Past Perfect Progressive Tenses

These two tenses are more complex than the four preceding ones. They do not have exact equivalents in Arabic. The Arabic version may be broken if students translate these tenses literally. Both tenses can be translated into (كــان) + present tense. (Ghazala, 1995) . For instance:

1- I had been studying the whole night   1– كـــنـــتُ أدرس طـــوال الـــلّيل

2- Children have been playing football all day   2- كان الأطـــفال يلـــعبون كـــرة القـــدم طـــوال اليـــوم

2-4-4- The Future Progressive (will / shall + be + ing)

This tense is problematic for students because they may translate it as (present + present) such as (أكــون أدرس) which is false. So, the future progressive equals (يكــون) + present participle (اسم الفــاعل) / present only. For example:

1- I shall be eating.   1- ســوف آكــل

2- My father will be listening to the news at 8 o'clock

2- ســوف يســتمع أبـي إلـى الأخــبار علـى الســاعة الـثامنة (يـكــون مســتمعًا)

2-4-5- The Future Perfect (shall / will + have + pp)

The reference of the future perfect is not easy to be translated. In Arabic, it may have the following form which is: (قـد) / قـد انتــهى + propositional phrase such as:

1- The doctor will have gone to the hospital.سـوف يـكــون الطّـبيب قـد ذهــب إلى المســتشــفى –1

2-4-6- The Translation of Conditional Sentences

In English there are three types of conditional sentences; however, there are only two in Arabic. The translation of the modal "would" and the combination of the modal "will" and the auxiliary (have) into Arabic is problematic:

1- "If you finish work early, I will visit you".

2- "If you finished work early, I would visit you".

3- "If you had finished work early, I would have visited you".

The first example represents the future present which is in fact translated in Arabic as:

(إذا أنهــيت العمــل بــاكرًا فســوف أزورك)

The second example represents the future past which is translated into Arabic as:

(لــو أنــهيــت العــمــل بــاكرًا لــزُرتُــك)

The third example is translated into:

.(لــو أنّــك أنهــيــت العــمــل، لــكُــنتُ زُرتّــك)

(Ghazala, 1995: 75-76).

In his turn Nadjib (2001) gives a detailed explanation of tense translation. According to him there are three tenses in Arabic which are present, past, and imperative in addition to the future tense by using (س) and (ســوف) and (لــن) + the present verb. The Arabic native speaker depends upon the context to understand the real tense where the time occurs. English has sixteen tenses in addition to the imperative. There are four main tenses which are past, present, future and future in the past or conditional and within each tense of these there are four types which are the simple, the continuous, the perfect, and the perfect continuous. The translation of these tenses can be as follows: the arrow shows the point of the tense we speak about.

A) - Present Simple   X   X   X

Fig.8: The present simple
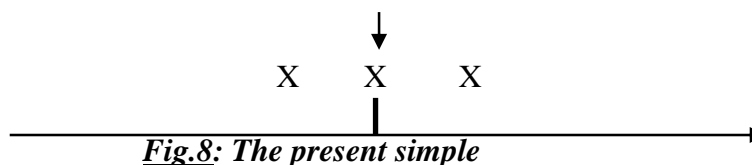
1- Ice melts at 0°c.   1− يــذوب الــجــلــيــد في 0°م

2- Flowers are lovable.   2− الأزهــار محــبــوبة

The verb "to be" is not usually translated in the present simple as in (2).

B) - Present Continuous   X

Fig.9: The present continuous
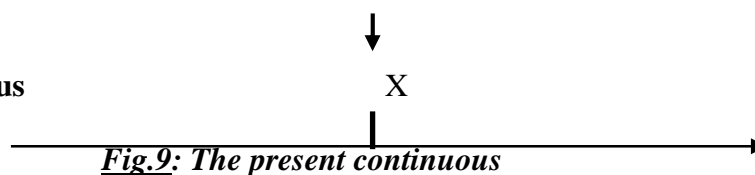
1- She is laughing.   1− هــي تــضــحك

2- Ahmed is sitting now.　　　　　　　　　　　　　2– أحـــمــــد جــــالـــس الآن

C) - Present Perfect
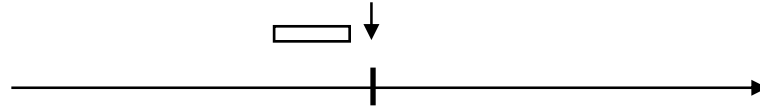
Fig.10: The present perfect

- He has just finished his exam　　　　　　　　– أنـــهى امــتحـــانـــه تَـــوًّا

The English present perfect is translated into a past tense in Arabic or a present tense of the duration that we are talking about has not finished yet, such as:

- He has not passed his exam yet　　　　　　–لــم يتـــجـــاوز امتـــحـــانه بــعـدُ

D) - Present Perfect Continuous
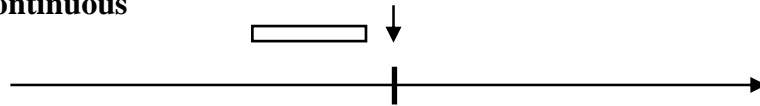
Fig.11: The present perfect continuous

1 –He has been sleeping since 9 PM.　　　　　1– ظـلّ نـائمـا منـد التّاسـعــة ليـلا.

2- She has been studying at university for 5 years.　استمرّت تدرس في الجامعة لمدّة خمس سنوات –2

E) - Past Simple

X

Fig.12: The past simple

1- She succeeded in her studies.　　　　　　　1– نـجـحـت في دراســـتـهـا

2- They were able to stop the fire.　　　　　2– كــانــوا قــادريــن على إيــقـاف الحــريــق

When the verb "to be" occurs in the past, it should be translated.

F) - Past Continuous

Fig.13: The past continuous

1- He was working all morning.	١- كــان يــعمــل طــيــلة الصّــبـاح

2- While he was eating, the telephone rang.	٢- رنّ الهــاتــف بيــنــمــا كان يــأُكــل

Here the auxiliary (كــان) is used in Arabic to show continuity.

G) - Past Perfect
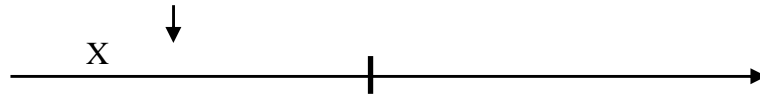
Fig.14: The past perfect

- I posted the letter that I had written.	– بــعــثــتُ بالــرّســالــة الــتــي كــتبــتــهـا

If we want to emphasize that the action of writing was before the action of posting we use

(كــان + قــد) and we say:	بــعــثــتُ بالــرّســالــة التــي كــنــت قــد كــتــبتــهــا.

In order to specify the negative verb we use (كــان + لــم) as in:

- When I arrived, he hadn't finished dressing yet.

(Nadjib, 2001: 65)	– عــندمــا وصــلت كــان لــم ينــتبــه مــن ارتــداء مــلابســه بــعــد .

H) - Past Perfect Continuous

Fig.15: The past perfect continuous

- He has been sleeping for 12 hours before he woke up at 9 PM.

– نــام لــمدّة اثــنــي عــشــرة ســاعة قــبــل أن يســتيــقظ على السّــاعــة التّــاســعة صــبــاحًا

In order to emphasize on the duration of this tense we use either (ظــلّ) or (اســتــمــر).
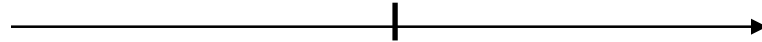
I) - Future Simple

Fig.16: The future simple

1- I will bring you the book tomorrow.   1- سـأُحـضـر الكـتـاب غـدًا

(س) or (سـوف) are used with the present in order to get the future in Arabic.

2- They will not win the game   2- لـن يـربحـوا الـلّعبـة

(لـن) is used in order to express the negative future.

3- Shall I answer the question?   3- هـل أجـيب عـن السّـؤال؟

This question is used in order to do something.

4- Will you pass the glass of water, please?   4- هـل تسـمح بتـمرير كأس المـاء من فضـلك؟

This question is a polite request.

J) – Future Continuous

<u>Fig.17</u>: The future continuous

1- I will be in Algiers next week.   1- سأكـون في الجـزائـر العـاصـمة الأسـبوع المقـبل

2- I will buy some clothes.   2- سـأشتـري بـعض الثّـيـاب

Here both (سـوف) and (س) are used depending on the context. The structure " س +

يـكـون'' is possible.

K) – Future Perfect

<u>Fig.18</u>: The future perfect

- She will have left before your coming.   – ستكـون قـد رحـلـتْ قبـل مجـيئـك

Here the structure (س + ســوف + قــد) is used.

L) – Future Perfect Continuous
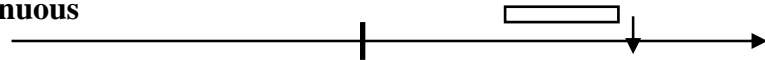
Fig.19: The future perfect continuous

- I'll be tired because I'll have been driving all night.

– ســأكــون متــعــبًا لأنّــي ســأكــون قــد قُــدت (الســّـيــارة) طــوال الــلّيــل.

Here the structure (س + ســوف + قــد) is used. (Nadjib, 2001, p: 67)

M) – Future Continuous in the Past or Present Continuous Conditional
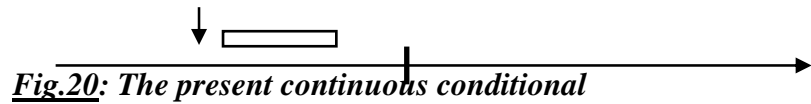
Fig.20: The present continuous conditional

- I forgot that the meeting would be delayed and waited for it.

– نســيــتُ أنّ الإجــتمــاع ســيُــؤخر (ســيكــون مــؤجّــلا) و انتــظــرته.

The above tense is translated according to the context and the meaning it transmits.

N) - Future Simple in the Past or Present Conditional

X
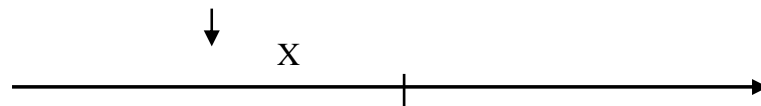
Fig.21: The present conditional

1- I assumed that he would be a great teacher.   1– كنــت أظُــنّه ســيكــون أســتاذًا عــظــيمــا

2- If I had money, I would go to America.   2– لــو كــان لــديّ المــال، لــذهــبت إلى أمريــكــا..

O) - Perfect Future in the Past or Past Conditional

- If he studied well, he would have succeeded.   (لــو درس جــيدًا، لــكــان قــد نــجح)

This translation is dependent as it is sticked to the context and the meaning.

P) - Perfect Continuous in the Past or Past Continuous Conditional

- If she had worked hard last year, she would not have been poor now.

– لــو أنّــهــا عمــلــت بجــدٍّ العــام المــاضــي لمــا أصــبحــت فقــيرة الآن.

The above translations of tenses are only some suggestions or methods used by proof translators. However, the best translation depends upon the meaning that is aimed at by the author and expresses it in anyway that reaches the exact meaning without being limited to these rules (Nadjib, 2001). (Translated by the researcher of this paper).

Aziz and Lataiwish (2000) consider the fact that Arabic has two tenses which are the imperfect (المــضــارع) and the perfect (المــاضــي) as culture specific because each language has its own way of expressing things.

Conclusion

At the end of this chapter, we can conclude that the diversity between Arabic and English does not stop at the level of culture but extends to reach the grammatical level and especially tenses. So, this diversity obliges linguists and scholars to find the equivalents of sixteen English tenses in Arabic which consists of two tenses only. Consequently, this leads to the creation of subdivisions of these two Arabic tenses in order to suit the English meaning of tenses.

Chapter Three

Translation and the Present Perfect

Introduction

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. This chapter deals with the present perfect as such, and its uses. Moreover, it illustrates and clarifies the differences between the present perfect simple and other tenses, merely the simple past tense and the present perfect progressive. In the end, some suggestions are given from scholars and writers in order to find the equivalent of the present perfect in Arabic.

3-1-The English Present Perfect

3-1-1- The Role of Perfect Forms

According to Graver,

> "The perfect forms imply two ideas (a) that an action or event occurred before the time indicated by the context or situation: it has happened before a certain time in the past, or it will happen before a certain time in the future; and (b) that this action or event has produced, had produced, or will have produced a result or state of affairs that is relevant to the present situation, was relevant to the past situation, or will be relevant to the future situation?" (2000: 75).

This quote implies that perfect forms relate a prior action to a current situation. So, the actions in perfect tenses occur in the past which has relevance to the present moment.

3-1-2- The Form of the Present Perfect Simple

The form of the present perfect simple is achieved through the auxiliary: have / has + past participle. The past participle ends in –ed, i.e., it has the same form as the past simple such as: talked. Other verbs are irregular, so the past participle is different as in: thought, meant (Murphy, 2004).

3-1-3- The Use of the Present Perfect Simple

Lexus and Ronberg (2002) emphasize that the present perfect is used to refer to past actions or events which have relation with the present.

Hewings (2002) claims that the present perfect is used in various cases which are.

1) - Talking about a given thing that happened in the past, without any specification of the exact point when the event happened.

2) - Relating a past situation to the present one emphasizing on the current moment (present moment).

3) - Referring to a given period of time (how long does it last) even if the period is not specified.

4) - Repeating an action or event a number of times.

To clarify things, Thomson and Martinet (2001) provide a detailed explanation concerning the use of the present perfect simple which is dealt with below.

The present perfect simple can be said to hold between present and past tenses. So, it may be said to be a mixture of the two. It usually has the meaning of connexion with the present. It is merely used in "convocations, letters, newspapers and televisions and radio reports"

(2001: 166).

3-1-3-1- The Present Perfect used for Past Actions Whose Time is not Definite

A- When the action is not mentioned, the present perfect is used for recent actions as in: I have read the instructions but I don't understand them.

B- Recent actions which have result in the present.

e-g: The lift has broken down (we have used the stairs).

The actions expressed by the past simple do not have result in the present time as in: The lift broke down (but it's possibly working again now).

C- The present perfect is used for actions which occur in the past with relation to the present (the action may be repeated in the present). As in:

e.g. I have seen wolves in that forest (ibid., 2001: 166).

3-1-3-2- The Present Perfect used for Actions Occurring in an Incomplete Period

A- This may be represented through this diagram where each X represents an action and Ts represents 'time of speaking'.

Fig.22: Incomplete period of the present perfect

B- An incomplete period is expressed by today or this morning (afternoon / evening / week / month / year / century etc. This means that the perfect here implies that the action happened or did not happen at some unspecified time during this period.

e.g. Have you seen him today? (at any time today) ~ Yes, I have

3-1-3-3- The Present Perfect used for an Action which lasts Throughout an Incomplete Period

A- The action here begins in the past and continues up to the time of speaking in the present.

e.g. He has lived here all his life (he still lives there). This diagram expresses this action:

Ts
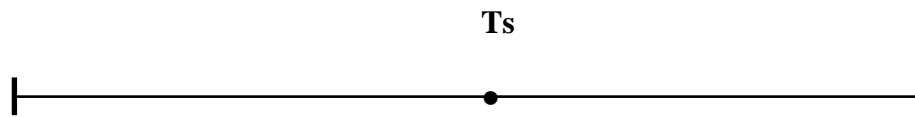
Fig.23: *An action lasting throughout an incomplete period*

B- Sometimes, however, the action is complete at the moment of speaking:

e.g. This room hasn't been cleaned for months (but we are cleaning it now).This diagram illustrates this action:

Ts
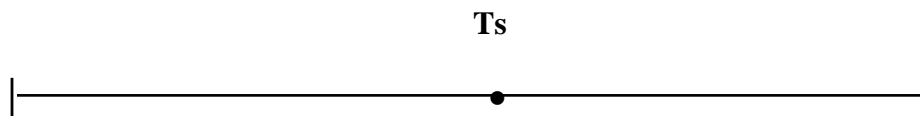
Fig.24: *A complete action at the moment of speaking (Thomson & Martinet, 01: 167)*

3-2- The Contrast between the Present Perfect and Other Tenses

3-2-1- The Present Perfect Vs the Present Perfect Continuous

The difference between these two tenses is stressed by Foley and Hall in the following table.

PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
- Completion This country <u>has welcomed</u> several hundreds refugees from Kosovo in the last few weeks.	- Continuation This country <u>has been welcoming</u> political refugees for many years.
- Repeated action She <u>has played</u> with the symphony orchestra three times this season.	- Duration of action She <u>has been playing</u> with the symphony orchestra all season.
- Permanent situation People <u>have eaten</u> a lot less meat ever the last twenty years or so.	- Temporary situation People <u>have been eating</u> less meat recently because of the crisis.
- Focus on present result I'<u>ve done</u> the accounts. Here they are.	- Focus on the activity I'<u>ve been doing</u> my accounts all afternoon.

<u>Table2</u>: The difference between the present perfect and the present perfect continuous

(Foley & Hall, 2005:65)

The main difference that can be inferred from this table is that the present perfect simple is used to emphasize on the achievement of the action whereas in the present perfect continuous the emphasis is on the action itself, i.e., what happens but not the result of what happens.

Chalker suggests that "In some contexts both present perfect tenses are possible < I have lived / I have been living here 10 years > but ….. the implications are often very different and only one tense, and not the other is possible" (Chalker,1990: 104).

This quote implies that the present perfect simple differs from the present perfect continuous in some contexts. However, they can be used in some situations to express the same thing. Yet, the implication is different.

3-2-2 Present Perfect Simple Vs Past Simple

The difference between the present perfect simple and the past simple can be drawn through two main things:

    A- Adverbials: the use of the past adverbials (yesterday, last year, 1980) makes it obligatory to use the past simple. Also the use of < an hour ago > < two years ago > leads to the use of the simple past. However, the use of adverbials such as since and for, already yet needs the use of perfect tenses (especially the present perfect). Yet present adverbials (this week, today) are used with both perfect and past tenses depending on the standpoint or fact.

    B- No adverbials: When no adverbials are used, the past is used to express a period of time finished now, whereas the present perfect implies a present time (Chalker, 1990).

        The difference between the present perfect simple and the past simple is illustrated in this table below:

PRESENT PERFECT	PAST SIMPLE
- Unfinished state Spain <u>has governed</u> the enclave of Ceutra since 1500.	- Finished state / action Spain <u>governed</u> the state Western Sahara from 1958 to 1978.
- Unfinished time I <u>haven't seen</u> Keith this morning yet. (It is still morning)	- Finished time I <u>didn't see</u> Keith at all this morning. (It's now afternoon or evening)
- Present relevance The Indians Government <u>has imposed</u> a ban on tiger hunting to prevent the extinction of tigers.	- No Present relevance The Indian Government <u>imposed</u> a ban on tiger hunting a few years ago.
- Indefinite time I'<u>ve been</u> to Euro Disney.	- Definite time I <u>went</u> to Euro Disney in 1999 and 2000.

<u>Table3</u>: The difference between the present perfect and the past simple
(Folley & Hall, 2005:64)

3-3-3- The Present Perfect Simple Vs Past Perfect Simple

Present perfect simple: I have gone to the city and will be back tonight.

Past perfect simple: I had gone to the city without my briefcase.

Here, the present perfect implies continuity (I am still in the city), i.e., the action started in the past and continues to the present moment whereas the past perfect is used to express an action that happened in the past(at an earlier time before another action in the past) (King, 2000).

3-4- The Equivalent of the Present Perfect in Arabic: Some Suggestions

According to Baker, "Arabic does not have an equivalent as 'since then become-I', thus putting a temporal adjunct in theme position and pushing the inflected verb further towards the rheme" (1995: 127).

This quote of Baker stresses that the Arabic language lacks the equivalent of the present perfect. She gives the above example in order to clarify her view through pointing that a sentence which embraces the present perfect tense should be translated through putting the verb in the sentence.

Other claims are given to find the equivalent of the present perfect in Arabic:

Eckehard, Günther and Wolfgang suggest that "The Arabic perfect tense corresponds to both the English past tense and present perfect.

كـتـب : He wrote – He has written.

ذهـب : He went – He has gone.

The proper translation will depend on the context" (2000: 56).

In this quote these three scholars assure that the perfect tense in Arabic can hold both past and present perfect tenses. Yet, the appropriate translation depends upon the context.

Bahloul notes that ".....the perfect is randomly translated either as a simple past....or a present perfect." (2008: 66) So, Bahloul sees that the adequate translation is through the use of (قـ) as he adds: ".....the English past tense corresponds to the Arabic perfect, while the English present perfect is equivalent to the perfect when preceded by the particle QAD." (ibid.)

Using the particle (قـد) is the most common method which is used by translators to render the present perfect into Arabic.

However, there are more effective ways such as translating according to the context. Bahloul proves that

> "Unlike English and French, the perfect in Arabic acts by itself to refer to various types of past time events. While English uses the preterit and the present perfect … and French the simple past, the imperfect and the passé composé …Arabic would use the perfect in all of these contexts … This does not necessarily imply that the perfect in Arabic expresses the various nuances which all of these other verbal forms in English and French denote. Instead it simply shows that some semantic-pragmatic interpretations are not grammaticalized in Arabic, while they are in both English and French." (ibid. 67-68)

Therefore, the perfect in Arabic stands for different past time events such as the present perfect and the past in English and the imperfect and the passé composé in French. However, there are some nuances of time which clarify that some semantic – pragmatic meanings which cannot be expressed in Arabic because they are simply not grammaticalized in Arabic.

To clarify more, Ziadeh and Winder claim that "It is usually the case that the Arabic perfect is equivalent to the English present or future, but exact equivalents must be determined by the context." (2003: 21).

Conclusion

Thus, the present perfect tense is translated into Arabic according to the context because the particle (QAD) does not usually suit all contexts especially questions where the present perfect is translated into Arabic through the use of (WH) questions such as (هــــل) for instance a sentence like:

"Have you seen the film" is translated into Arabic as follows:هــل شــاهــدت الفــيلم؟

So, there is no mention of the present perfect with (قـــد) in Arabic. Moreover, a sentence such as: "He has been a manager for ten years" is rendered as follows into Arabic:

هـــــو مــديــر منـــــد عشـــــرة ســنوات.

Hence, the translation of the present perfect into Arabic depends upon the context.

Chapter Four

Data Analysis (Students' Questionnaire and Test)

Introduction

For the sake of checking the knowledge of the present perfect simple by second year students, both a questionnaire and a test are carried out by giving forty two students nineteen questions to answer. Moreover, the test which consists of fourteen sentences in the form of a dialogue is translated into Arabic.

Ten of them are in the present perfect simple. This chapter deals with the information about the sample, the description of questionnaire, the description of the test, and the analysis of both the questionnaire and the test. The questionnaire and the test's findings are carefully analyzed in order to know and to find out what is the most common way or method of translating the present perfect into Arabic among students.

4-1- The Sample

The sample of both the research questionnaire and the test consists of (42) forty two 2nd year students at the English Department, Mentouri University, Constantine.

As a result the sample is said to be homogeneous and it fits the research standards because the whole number of second year students is about sixteen groups. Most of these students come from a literary stream especially the one that is related to languages (Arts and Foreign Languages).This is known through asking students orally. The choice of students of the 2nd year is due to the fact that translation starts to be studied in the second year. In addition, this is their second year in studying grammatical rules and practicing them.

4-2- Description of the Questionnaire and the Test

4-2-1-The questionnaire

The questionnaire administered to students aims at testing their capacity in both understanding and translating English tenses into Arabic especially the present perfect which is said to be always translated through the use of the particle (قـد).

It consists of (19) nineteen questions. Five questions are given about grammatical rules and the degree of easiness/difficulty to acquire them. Three questions are devoted to testing the degree of understandability of both tense and aspect in English and which tenses seem to be difficult for students. Five questions deal with the translation of English tenses and whether the translation of tenses is easy or difficult and what is the best method to translate English tenses into Arabic. Six questions deal with the present perfect simple. Four of them were asked to know the use of the present perfect, its real reference to the past or the present and the difference between the present perfect simple and the past simple. And the two others presuppose the translation of the present perfect simple as students assume it.

Students were asked to answer the questionnaire by ticking (✓) the appropriate answer or the answer they think it is correct in closed answer. However, they were asked to express themselves and to put what they think about grammar, translation, and tenses in open questions. Moreover, they were sometimes asked to justify why they answer so in closed answers.

4-2-2- The Test

The test which is a dialogue consisting of (14) sentences was given to the same students to see whether they apply what they said in the questionnaire. (10) Ten sentences consists of the present perfect simple whether it is the affirmative, the negative, or the interrogative. Here, students were asked to translate the whole dialogue from English into Arabic. This test aims at testing students' ability to translate the present perfect simple and whether they always use (قـد) when rending it into Arabic. Because of that the present perfect simple was used in various contexts in the test.

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

4-3-Results

4-3-1- The Questionnaire

Q 1: Which subject do you prefer to study?

Subject	N	%
Phonetics	09	21,42 %
Translation	20	47,61 %
Grammar	13	30,95 %
Total	42	99,98 % ≈ 100 %

__Table 4__: Students' preferred subject.
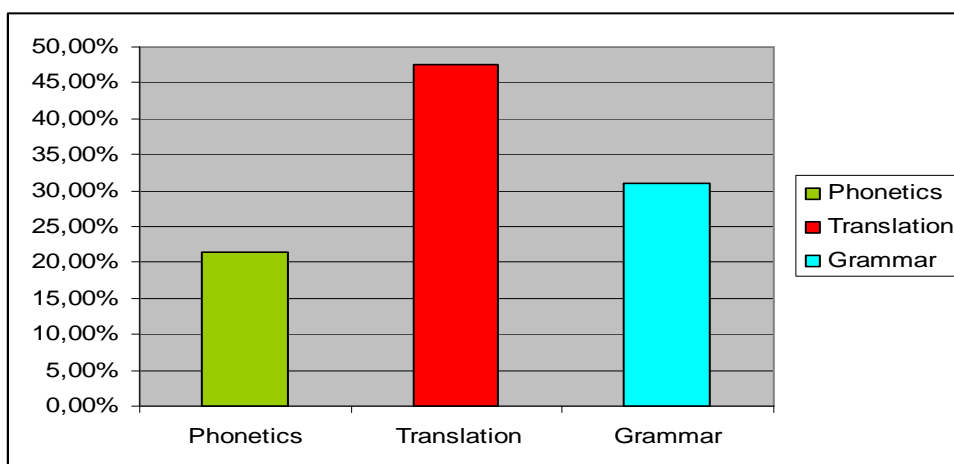
Fig.25: The degree of preference of the three subjects

(Phonetics, translation and grammar).

Phonetics, translation, and grammar were chosen because they are related to our research. For example grammar and translation are the main concern of the present research because they deal with translation in relation to tenses which are part of grammar. Phonetics is added because it is a basic subject for EFL students. The results show that the majority of students (47, 61%) prefer to study translation.

- Justifications:

* Phonetics: Students who say that they prefer this subject argue that phonetics is the best way to improve and to learn the right pronunciation.

* Grammar: Students who say that they prefer grammar argue that grammar helps in learning the rules of the English language and in avoiding making mistakes in both writing and speaking. It helps in mastering the language and using it perfectly.

* Translation: Students who claim that they prefer translation argue that it is interesting, it helps in learning new words, it develops the ability to speak and write various languages. Moreover, it helps in knowing the culture of other languages and being able to render a ST into a TT.

Q 2: Do you find grammar interesting?

This question is asked in order to know the degree of intimacy with grammar. So, the number of yeses shows that almost all students like grammar which is important for the research.

Answers	N	%
Yes	40	95,23 %
No	02	4,76 %
Total	42	99,99 % ≈ 100 %

Table 5:Rate of students who consider grammar interesting
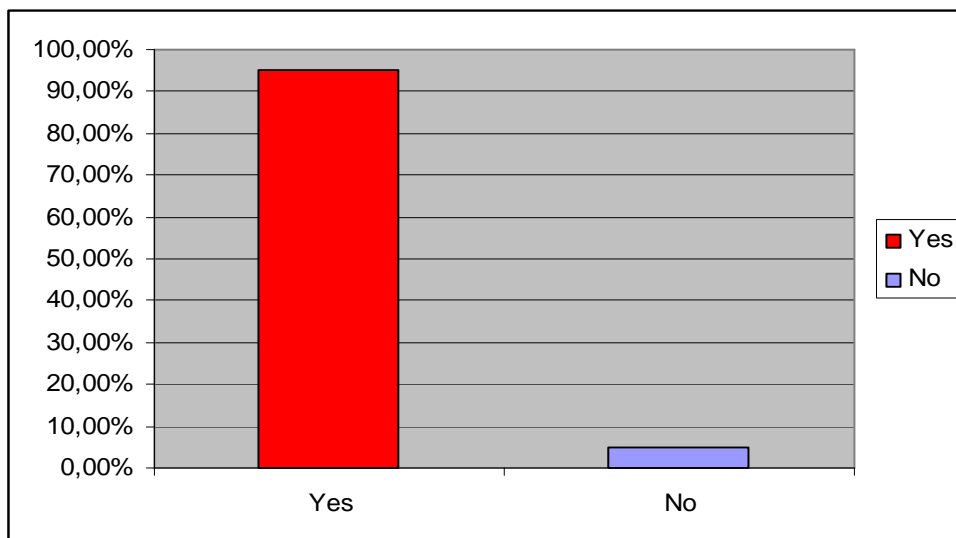
Fig. 26: Rate of students finding grammar interesting

- Justifications:

* Justifications for a negative answer (No):

    1- No reason. This is just the student's opinion.

    2- The use of tenses and rules is difficult.

* Justifications for a positive answer (Yes):

For the students who said yes, grammar is the basis of any language and it helps in being competent in the use of language through making correct structures and understanding the rules perfectly. For students grammar is a crucial subject. In addition, nine (09) students mentioned tenses in their justifications.

Q 3: Do you understand everything in grammar?

      This question is asked in order to investigate the difficulties met by students and to check if the tense system in English is one of them.

Answers	N	%
Yes	12	28,57 %
No	29	69,04 %
No answer	01	2,38 %
Total	42	99,99 % ≈ 100 %

Table 6: The level of understanding rules of grammar.
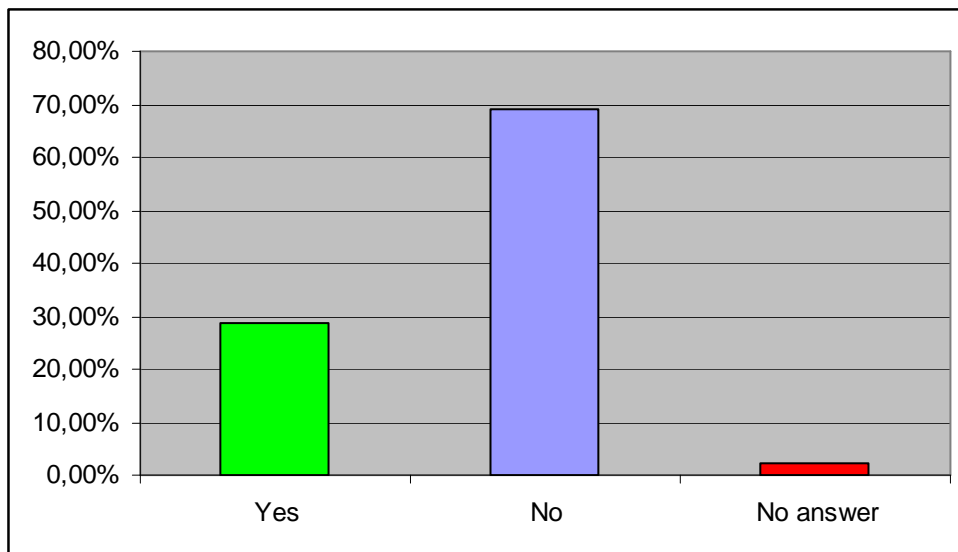
Fig.27: Level of understanding grammar

Only a few students (12) claim that they understand everything in grammar, but a great number of students find difficulties in understanding all grammatical rules.

Q 4: If no, why?

29 students only mention the part of speech which causes problems for them as shown in the table below:

Suggestions	N	%
Tenses	18	62,06 %
Phrasal verbs	04	13,79 %
Articles	02	06,89 %
Prepositions	04	13,79 %
Passive voice	01	03,44 %
Total	29	99,97 % ≈ 100 %

Table 7: The parts of speech that cause troubles for students
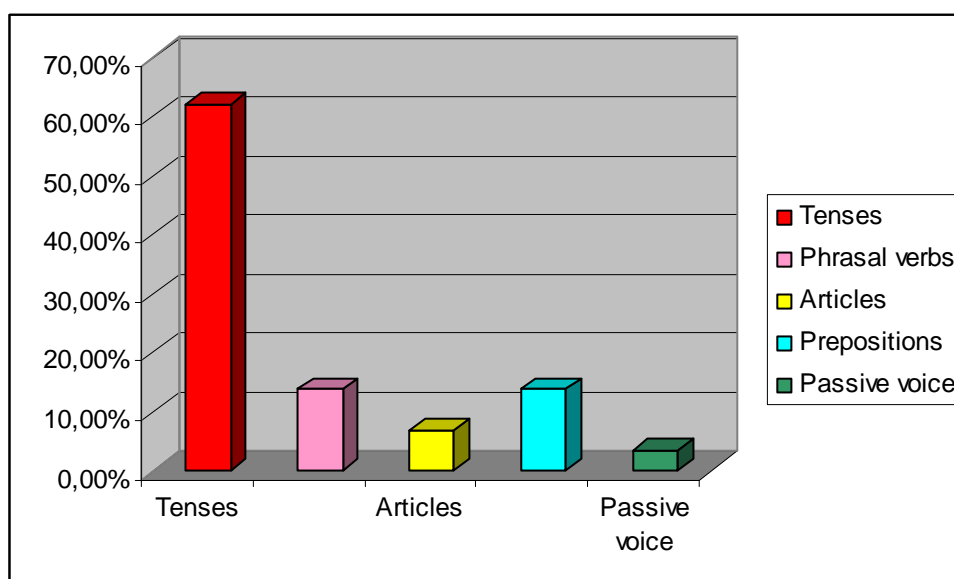
Fig.28: The level of non-understandability of grammatical rules

Eighteen students claim that tenses are very difficult for them; two of them mentioned the present perfect simple and the present perfect continuous. Some students state that they understand the rules but they find them difficult to apply.

Less frequency is given to other parts of speech such as phrasal verbs (04), prepositions (04), articles (02), and passive voice (01).

Q 5: Are grammatical rules easy to acquire?

Answer	N	%
Yes	26	61,90 %
No	13	30,95 %
Yes & No	02	4,76 %
No answer	01	2,38 %
Total	42	99,99 % ≈ 100 %

Table 8: Acquiring grammatical rules (The degree of easiness and difficulty)

Justifications

* Justifications for a negative answer (No):

Some grammatical rules are difficult to understand and to acquire because there are several rules especially those which concern tenses and phrasal verbs.

* Justifications for a positive answer (Yes):

Grammatical rules are easy to acquire because they follow a logical pattern and through practice these rules will be easier. Moreover, the understanding of grammatical rules is the best way towards the acquisition of these rules.

* Justifications for positive and negative answers:

These two students said that grammatical rules are sometimes easy to acquire and sometimes difficult.

Five students answered yes but they did not provide any justification.

Q 6: Is the tense system in English difficult for you?

Answers	N	%
Yes	25	59,52 %
No	15	35,71 %
No answer	01	2,38 %
Sometimes	01	2,38 %
Total	42	99,99 % ≈ 100 %

Table 9: The degree of the difficulty or the easiness concerning the tense system in English
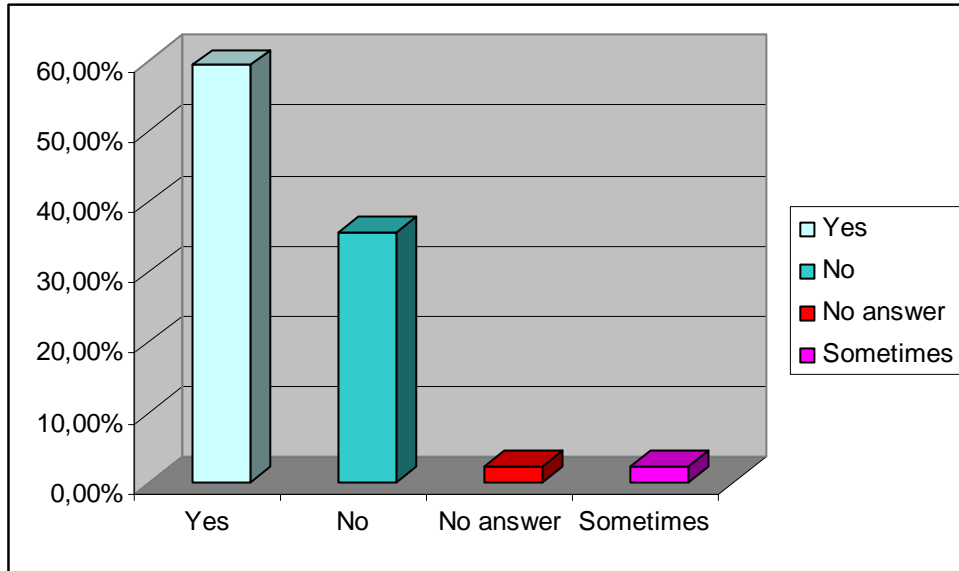
Fig 30: The degree of the difficulty or the easiness concerning the tense system in English

This question is asked to know if students find the tense system in English difficult or not in order to relate the understandability of tenses with the capacity of translating these tenses into Arabic. The majority of students (25) say "yes" because they find difficulties in understanding tenses, but only (15) students claim that the tense system in English is not difficult. However, one student provides us with a unique answer which is (sometimes) and another student avoids answering this question.

Q 7: Do you understand both tense and aspect in English?

This question is asked to know if students can understand English tense because if they understand English tenses they can translate them easily but if they do not understand them they cannot translate them thoroughly.

Answers	N	%
Yes	20	47,61 %
No	18	42,85 %
No answer	04	9,52 %
Total	42	99,99 % ≈ 100 %

Table 10: Understandability of tense and aspect in English
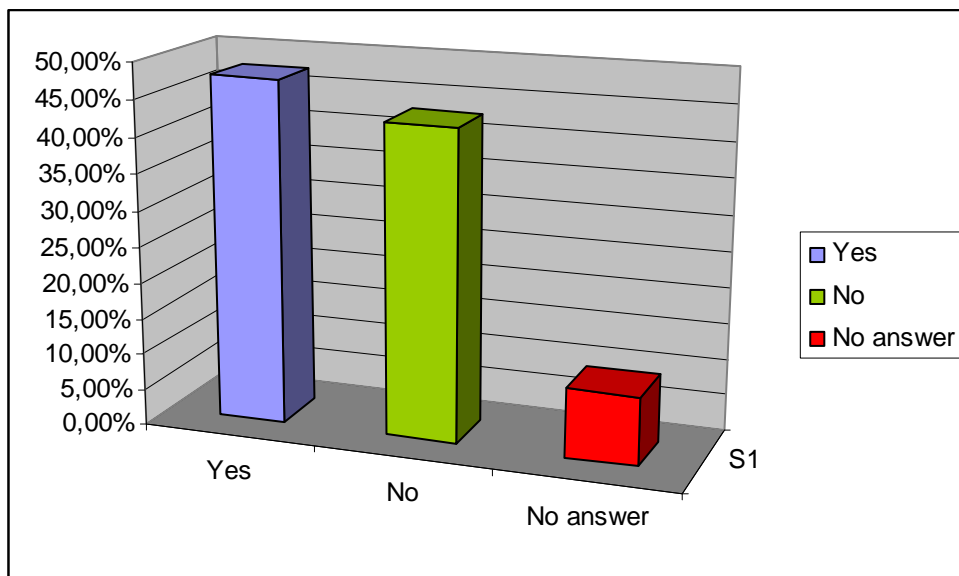
Fig.31: Understandability of tense and aspect in English

Here the majority of students say that they do not understand tense and aspect in English as it is difficult for them. These two questions (6 & 7) are related to each other. There are those who answer both 6 and 7 negatively because the tense system in English is not difficult for them but they do not understand it. The number of these students is (03).

However, seven (07) students who answer both questions affirmatively, they found that the English tense system is difficult for them but they understand it. The problem may be in the application of the use of tenses. Moreover, there are students who relate both questions (6 and 7), which is logical.

Q 8: Which tense seems to be difficult for you?

Suggestions are given to students through naming the sixteen basic English tenses and the students were asked to tick in the box of the tenses which are difficult for these students.

Suggestions	N	%
Present simple	0	0 %
Present continuous	01	0,49 %
Present perfect simple	06	2,95 %
Present perfect continuous	24	11,82 %
Past simple	0	0 %
Past continuous	13	6,40 %
past perfect simple	13	6,40 %
Past perfect continuous	23	11,33 %
Future simple	01	0,49 %
Future continuous	09	4,43 %
Future perfect simple	09	4,43 %
Future perfect continuous	20	9,85 %
Present conditional	07	3,44 %
Present continuous conditional	32	15,76 %
Past conditional	19	9,35 %
Past continuous conditional	26	12,80 %
Total	203	99,94 % ≈ 100 %

Table 11: Tenses which are difficult for students
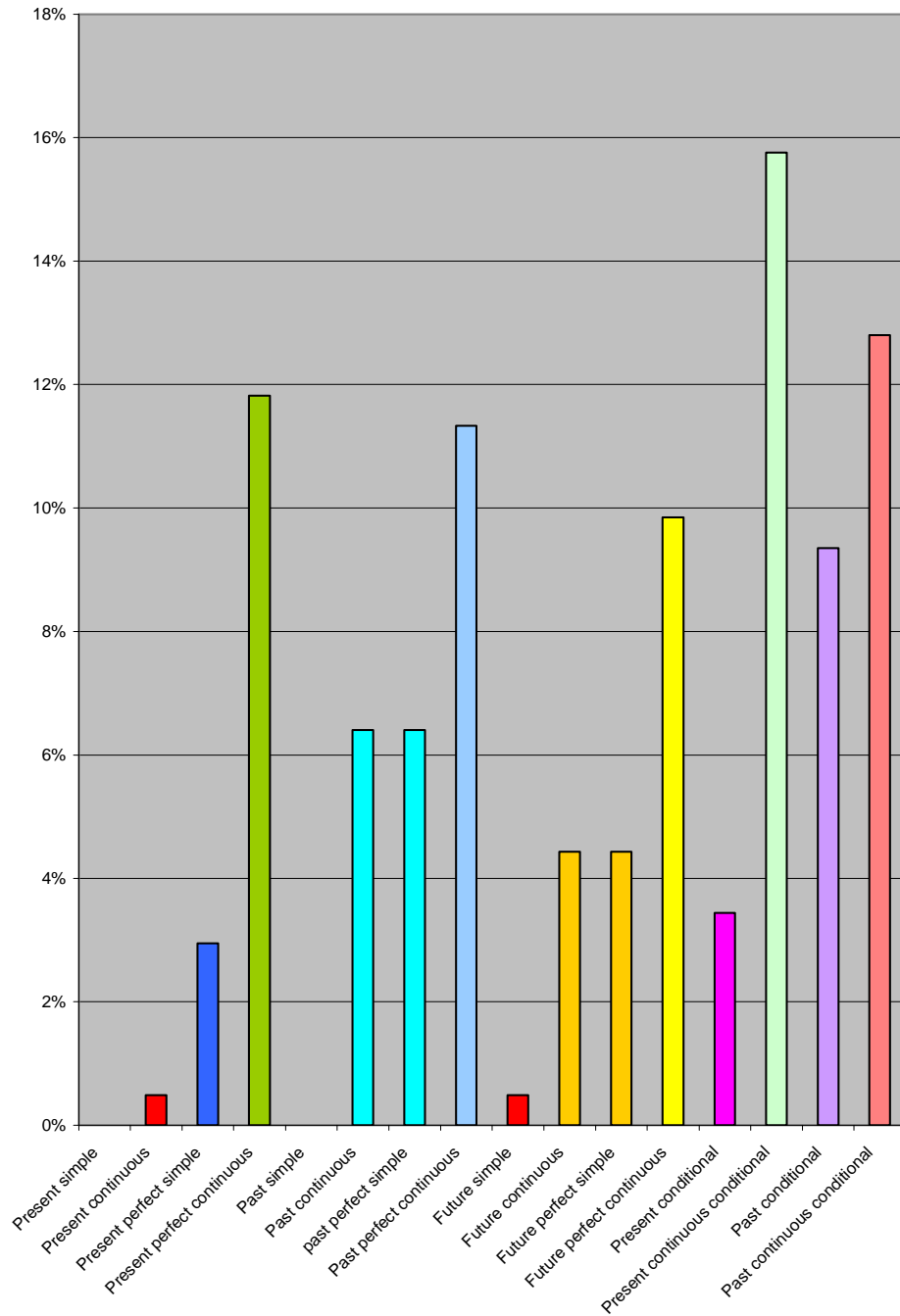
Fig.32: Tenses which are difficult for students

It is obvious that some students find difficulties in several tenses. In most cases students face difficulties when dealing with tenses which are perfect or a combination of both perfect and continuous aspects.

Q 9: Is the translation of tenses easy or difficult?

Answers	N	%
Easy	09	21,42 %
Difficult	30	71,42 %
No answer	03	7,14 %
Total	42	99,98 % ≈ 100 %

Table 12: The difficulty or easiness of translating English tenses.
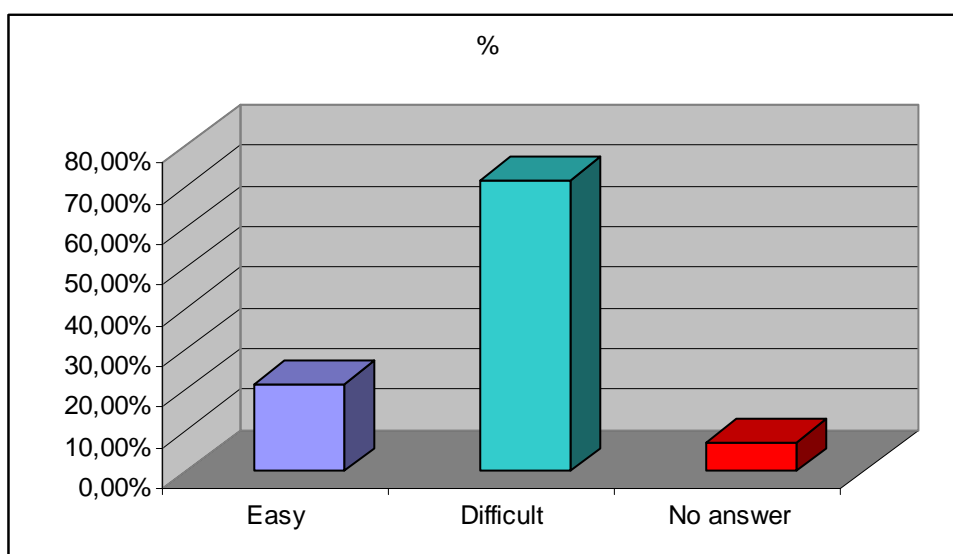
Fig.33: The scale of difficulty & easiness of translating English tenses.

The majority of students claim that translating English tenses is difficult. However, only three students have avoided to answer this question.

Q 10: Why?

- The students who find translating English tenses "easy" say that there are rules which are agreed upon that make the translation of tenses easy. Moreover, understanding tenses helps in translating them easily. Five students claim that the rules of translating tenses should be respected.

- The students who find translating English tenses "difficult" explain that tenses overlap because they seem approximately similar. Moreover, some students justified that some English tenses do not have equivalents in Arabic because they are complex and if tenses are difficult in use they will be difficult in translation.

- Three students have avoided answering the question, but they said that sentence structure differs from one language to another and the translation depends on the meaning that should be conveyed.

Q 11: Do all English tenses have exact equivalents in Arabic?

Answers	N	%
Yes	08	19,04%
No	30	71,42%
no answer	04	9,52%
Total	42	99,98%

Table 13: The degree of the existence of equivalents of English tenses in Arabic.
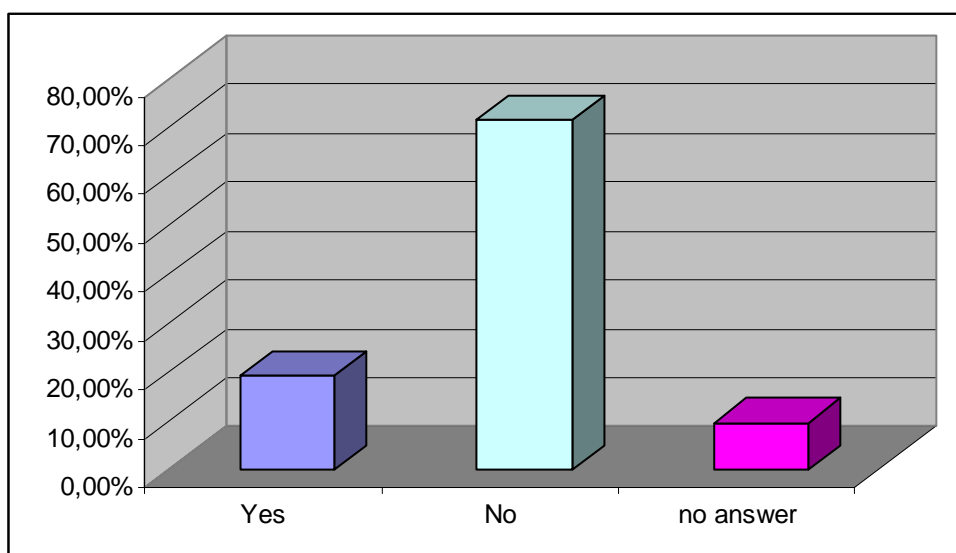
Fig.34: The degree of existence of equivalents of English tenses in Arabic

Q 12: How do you know?

- The majority of students claim that not all English tenses have equivalents in Arabic. For them, Arabic consists of few (simple) tenses compared with English which consists of a huge number of tenses, and some English tenses do not exist in Arabic because Arabic does not have subdivisions of present, past, and future as English does.
- For the minority of students who claim that Arabic has equivalent tenses for the English ones it is easy if we follow the rules and if we know the meaning.

Q 13: How do we distinguish tenses in Arabic by using adverbs of time, using lexical items or translating them according to the context?

This question is asked in order to know which method is common among students concerning the translation of English tenses into Arabic.

Answers	N	%
Using Adverbs of time	12	28,57%
Using lexical items such as (قــد)	01	2,38%
Translating according to the context	17	40,47%
Using adverbs of time + translating according to the context + using lexical items	01	2,38%
Using Adverbs of time + translating according to the context	06	14,28%
Using lexical items + translating according to the context	04	9,52%
No answer	01	2,38%
Total	42	99,98% ≈ 100%

Table 14: The best way of translating English tenses into Arabic.
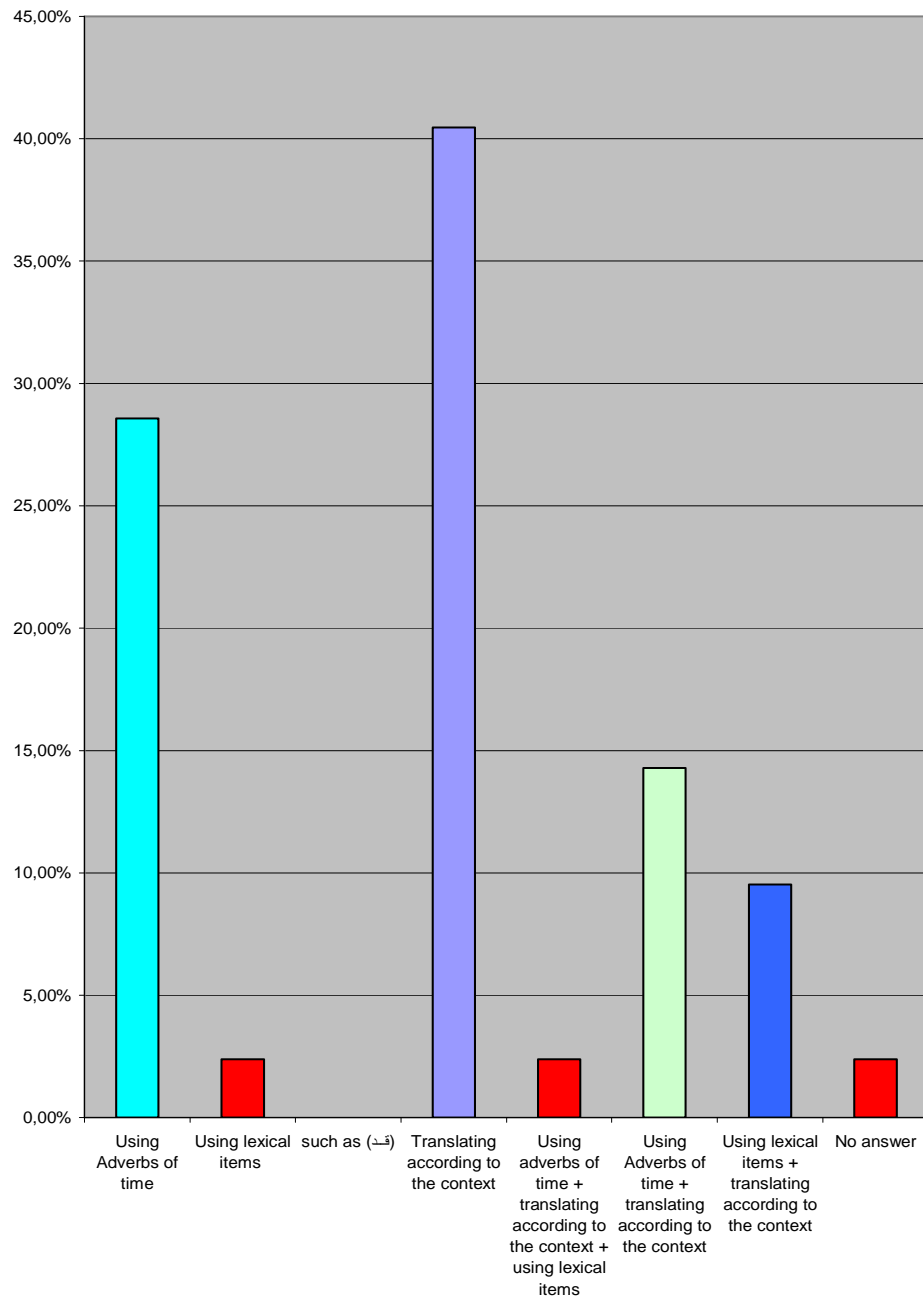
Fig.35: The best way of translating English tenses into Arabic

The majority of students claim that the appropriate method of translating tenses is taking the context into consideration. The minority (12) students suggest that the best method is through the use of adverbs of time. Only one student, however, claims that the best method of translating English tenses into Arabic is through the use of lexical items.

Nevertheless, one student has chosen the three suggestions. This is true because in translating tenses into Arabic some scholars use the three methods. For instance, with the present perfect simple the lexical items (لقــد / قــد) are used in some instances, and sometimes (تــوا / للتــو) in others to express the nearness of the action. In addition, the translation depends upon the context as in questions and negations where the present perfect simple is used.

Q 14: Do you understand the use of the present perfect?

This question aims at knowing if students understand the use of the present perfect because if they do they can translate it thoroughly, adequately, and simply.

Answers	N	%
Yes	28	66,67 %
No	12	28,57 %
Sometimes	01	2,38 %
No answer	01	2,38 %
Total	42	100 %

__Table 15__: __The understandability of the use of the present perfect__
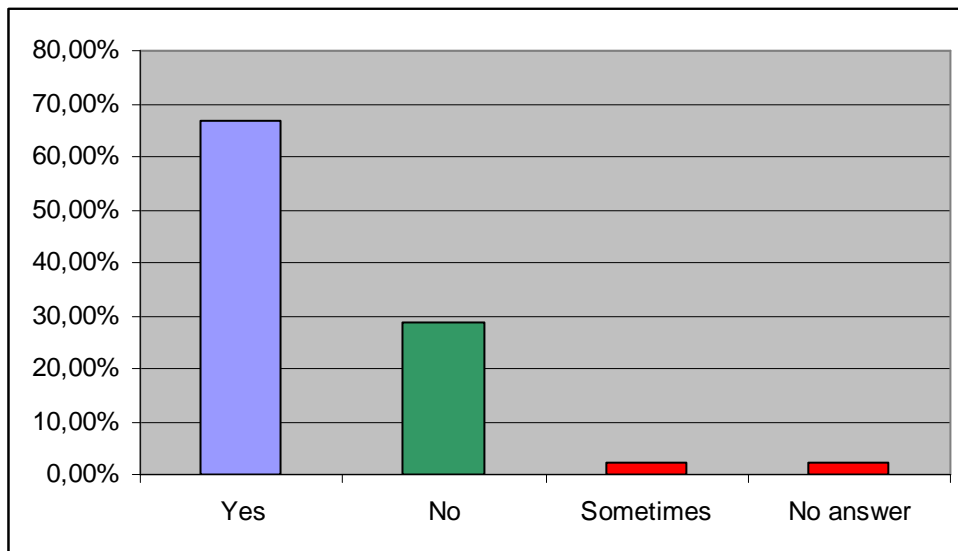
Fig. 36: The degree of understanding the use of the present perfect

The majority of students (28) understand the use of the present perfect simple and only (12) do not. Moreover, one student sees that the present perfect has various uses so he sometimes understands and sometimes not.

Q 15: Is the present perfect simple a past tense or a present one?

Answers	N	%
Past tense	23	54,76 %
Present tense	16	38,09 %
No answer	02	4,76 %
A combination of the two	01	2,38 %
Total	42	99,99 %

Table 16: *The consideration of the present perfect simple as a past tense / present tense.*
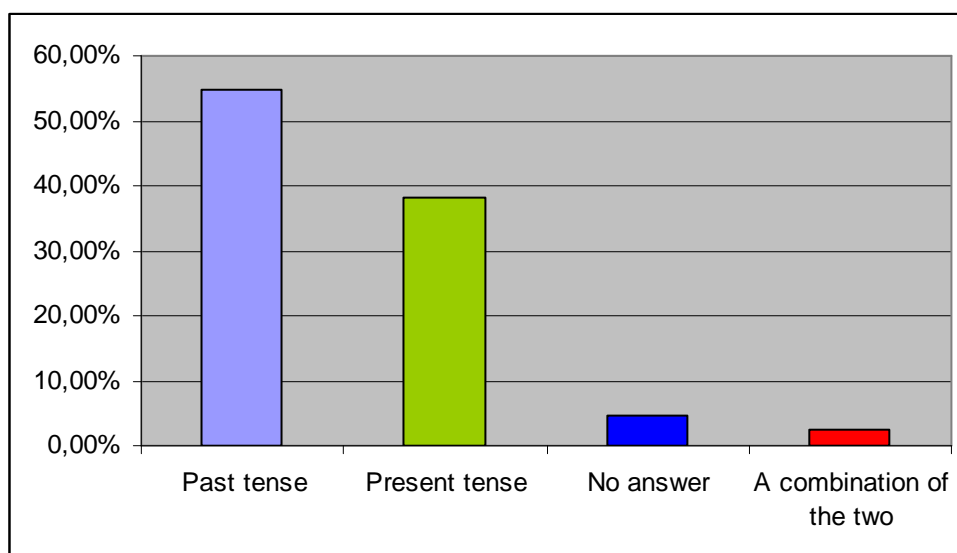
Fig.37: *The consideration of the present perfect simple as a past tense / present tense.*

This question is asked to know if students confuse between the present and the past concerning the use of the present perfect simple.

Justifications

● Past tense: Eighteen (18) students claim that the action is in the past but the effect or the result is valid in the present moment, or the present perfect is a past which is near to the present but not a present tense. Moreover, the present perfect simple can be used for actions which start in the past and continue until the moment of speaking.

● Present tense: 10 students have justified their answers by saying that the present perfect simple has just finished in the present tense. Moreover, the present perfect simple started in the past but continues to the moment of speaking. Furthermore, the results of the present perfect are still valid in the present moment.

Q 16: when is the present perfect used?

This question is asked to know if students really understand the use of the present perfect simple.

The use	N	%
An answer	25	59,52 %
No answer	17	40,47 %
Total	42	99,99 % ≈ 100 %

Table 17*: Understandability of the use of the present perfect simple.*
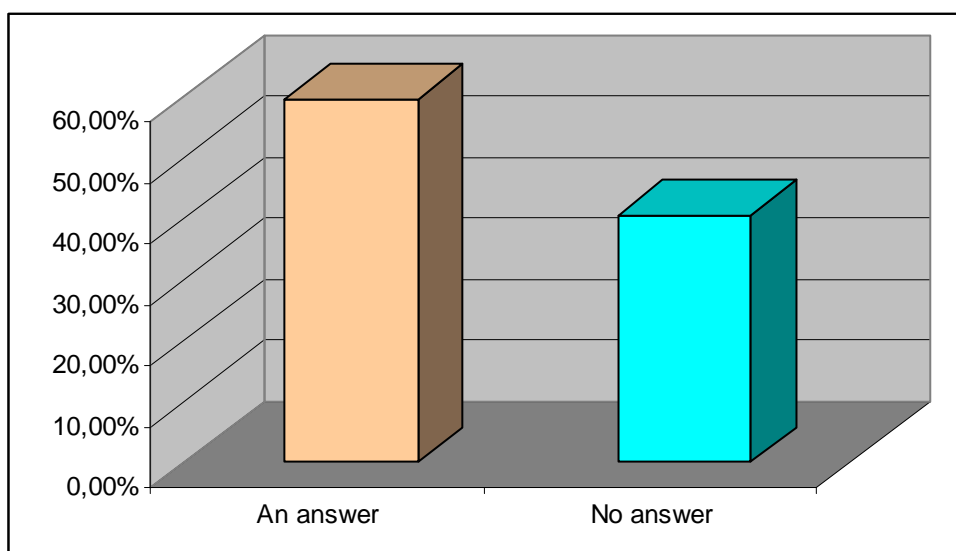
Fig.38: Understandability of the use of the present perfect simple.

This is an open question where the subjects have the chance to answer freely about the rules of the present perfect simple which are summarized in: The present perfect simple is used to define the time of the action that happened in the past and whose results are valid in the present. Moreover, the present perfect simple is used with specific adverbs such as: yet, since, already, for, ever, never and so forth.

Q 17: what is the difference between the present perfect simple and the past simple?

This question aims at knowing if students have the ability to differentiate between the present perfect simple and the past simple or they still confuse between them. By knowing this, we can see if students may translate the present perfect simple through the use of the past simple in Arabic or not. The main differences provided by 2 year students can be shown in the following table:

Present Perfect Simple	Past Simple
- A present tense (near past).	- A past tense (far past).
- No adverb or (just, for, since, always, never, ever).	- Adverbs of time such as (yesterday, ago ….).
- The result is in the present.	- The result is in the past.
- There is no reference to the action.	- There is a reference to the action.
- The result of the action is still valid in the present.	- The result of the action finishes with it at the same time.

Table18: Differences between the Present perfect simple and the Past simple.

All students have clarified the differences between these two tenses.

Q 18: how would you translate the present perfect simple into Arabic?

The aim of this question is to know what students think about the translation of the present perfect simple despite the assumption that the majority will rely on the rule of using (قـ) because it was the main rule they studied in translation. The table below shows the suggestions given by the students:

Suggestions given by students	N	%
Using (قـد) or (لقـد) before the verb in the past	20	47,61 %
Respecting Arabic rules	01	2,38 %
المضــــارع البسيــط الكــامــل	01	2,38 %
المـــاضــي القـــريــب	01	2,38 %
Simple past	03	7,14 %
No answer	16	38,09 %
Total	42	99,98 % ≈ 100 %

__Table 19__: Translatability of the present perfect into Arabic.
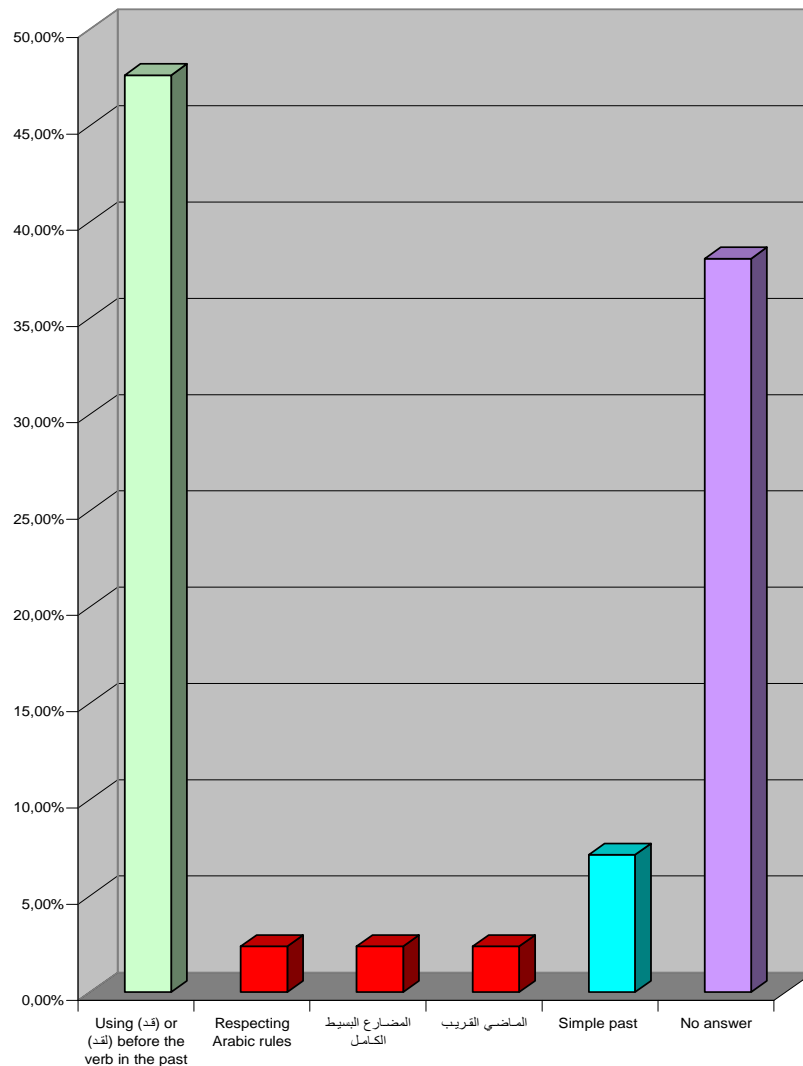
Fig.39: Translability of the present perfect into Arabic

The majority of students (20) state that they use (قـد) or (لقـد). Only one student claims that

he respects Arabic rules. One student says that he uses (المضــارع البسيــط الكــامــل) a tense

which does not exist in Arabic. One student says that he would use (المــاضــي القــريــب)

which is the same as using (قـد) + the past tense. Three students said that they would use the

simple past but the simple past alone in Arabic does not always fit the present perfect tense in English.

Q 19: Do you always use (قــد) or does it depend upon the context?

The aim of this question is to know whether students always rely on the use of (قــد) or not.

Answer	N	%
Use قــد	10	23,80 %
It depends upon the context	17	40,47 %
Both (قــد) and the context	02	4,76 %
No answer	13	30,95 %
Total	42	99,98 % ≈ 100 %

Table20: The degree of using (قـــــد) or not using it.
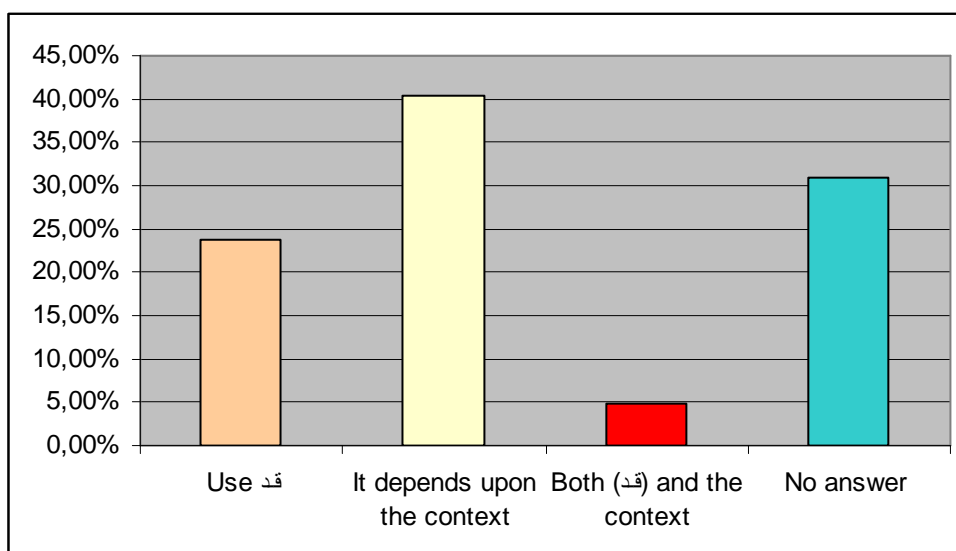
***Fig.40**: The degree of using (قَـــد) or not using it.*

This table shows that less than half of the students (17) rely on the context as the best way of translating the present perfect simple into Arabic even if (قـد) is sometimes used. Ten students only always use (قـد) two students use both techniques. However, thirteen students have avoided answering this question.

4-3-2- The Test

Here the analysis of the results is going to focus on the sentences which are in the present perfect simple since it is the main concern of this research.

1- Has anybody seen my fountain pen?

- هــل رأى أحــدكــم قــلــم الحــبر الخــاص بــي؟

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

The strategy	The translation	N	%
The translation with the use of "هـــــل"	هــل رأى أحــدكــم قلــم الحبــر الخــاص بي؟	36	85,71 %
The use of the negation	ألــم ير أحــد قــلم الحــبر الخــاص بي؟	02	4,76 %
The use of (قـد) in the question	هــل هنــاك أي شخــص قــد رأى قــلمي؟	01	2,38 %
No answer		03	7,14 %
Total		42	99,99 % ≈ 100 %

Table 21: Strategies of translating the present perfect in questions
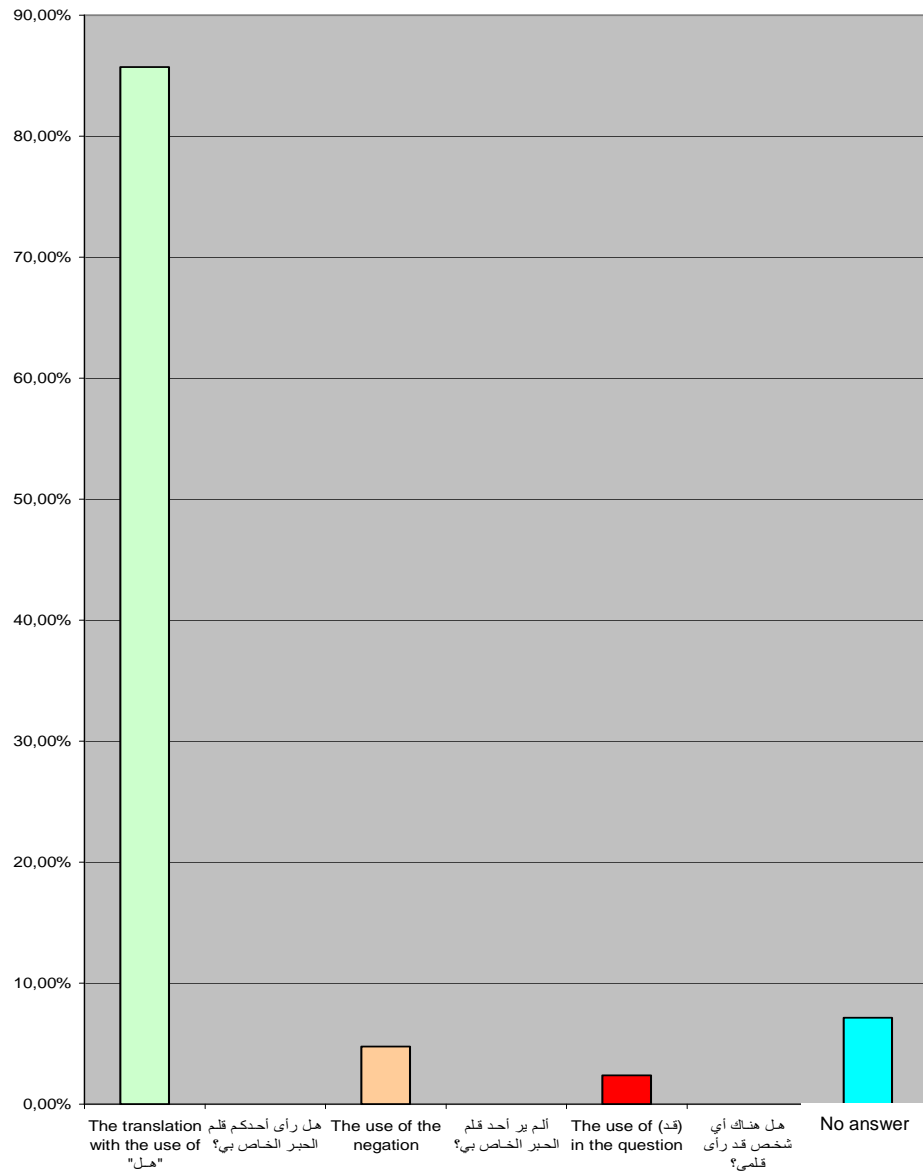
Fig. 41*: Strategies of translating the present perfect in questions*

The big majority of students (36) render the present perfect into Arabic through the

use of "هـل", and there is no reference to a given time in Arabic which has the same meaning

as in English. Only two students have translated the present perfect through the use of the

negation. One student uses (قـد) in order to render this question but the translation is not

appropriate because the time in the source sentence is not specified to any time but it implies

the meaning of the duration which means the action started in the past and continued till the present moment. Three students have avoided translating this question.

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

– لـــم أره عـــلى أيـــة حـــال. لمـــادا؟ مـــا خـــطـــبك؟

The appropriate translation is through the use of (لم) plus the past tense in Arabic which is the equivalent of the past participle in this case. But the source sentence does not consist of the past participle because it is ellipted and there is no need to repeat it or it will be redundant.

The strategies	The translation	N	%
The use of the negation	لـــم أره على أي حـــال. لـــماذا؟ مـــا خطــبك؟	13	30,95 %
Other forms of negation	لا يوجـــد عندي / لا أملـــكه /ليـــس عندي (معي / لدي)	23	54,76 %
The use of (لـــم) with other lexical items (words)	لـــم أفعــل، على كل حـــال لمـــادا؟ مـــا المشـــكلة؟	02	4,76 %
No answer		04	9,52 %
Total		42	99,99 % ≈ 100 %

__Table 22__: Strategies of translating the negation with the present perfect.

Chart showing strategies of translating the negation with the present perfect. The horizontal axis categories (with Arabic examples) are:

- The use of the negation — لم أره على أي حال. لماذا؟ ما خطبك؟ — approximately 31%
- Other forms of negation — لا يوجد عندي / لا أملكه /ليس عندي (معي / لدي) — approximately 55%
- The use of (لم) with other lexical items (words) — لم أفعل، على كل حال لماذا؟ ما المشكلة؟ — approximately 5%
- No answer — approximately 9%

The vertical axis ranges from 0,00% to 60,00% in increments of 10,00%.

Fig. 42: ***Strategies of translating the negation with the present perfect***

This table shows clearly that all these translations depend upon the context because each student tried to conceive the situation where this dialogue occurs and got the ability to render it through his own understanding. However, the most appropriate translation is the one

given by the thirteen (13) students where there is a use of (لـم) plus the use of the verb (رأى)

in the past tense.

3- I've lost it.

لــقــد ضــيــعتـه

The translation	N	%
لقــد فقــدته.	12	28,57 %
لقــد خســرته.	01	2,38 %
لقــد ضــيعته/أضــعته/ضــاع مــني	29	69,04 %
Total	42	99,99 % ≈ 100 %

***Table 23**: Translating the present perfect through the use of (قــد).*
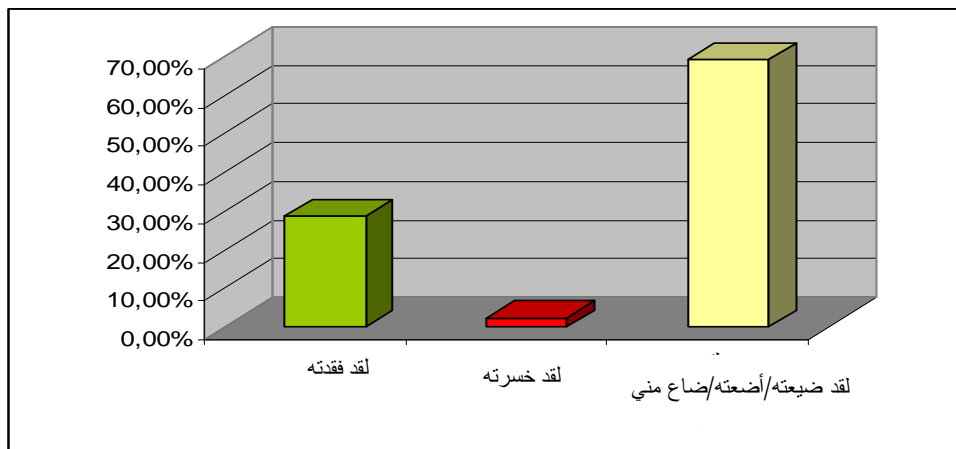
***Fig.43**: Translating the present perfect through the use of (قــد).*

Concerning the meaning, all these translations are possible because the verb "to lose" has three meanings which are ضَـيع ، خَسَـر ، فَقَـدَ and. Twenty nine students translated the verb to lose by using "ضَـيع" or "أضَـاع" which are the most appropriate and common meanings of this verb. Moreover, they used the particle (قـد) proceeded by (لام الابتـداء) in order to emphasize on the action and to translate the present perfect simple adequately.

4- I haven't seen it since yesterday afternoon.

لــم أره منــد مســاء أمــس

Translations	N	%
لــم أره منــد ظهــر البــارحة (بعــد الظــهر)	06	14,28 %
منــد مســاء البارحــة/ البارحــة مســاءً/ مســاء أمس	35	83,33 %
لــم أره منــد البارحــة	01	2,38 %
Total	42	99,99 % ≈ 100 %

Table 24: Translating the present perfect used with adverbs of time.
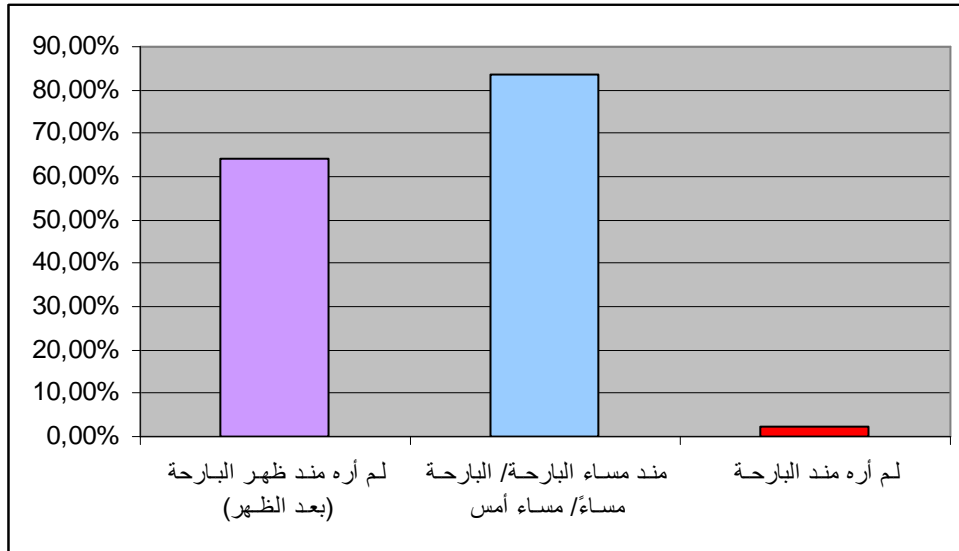
Fig.44*: **Translating the present perfect used with adverbs of time.***

The majority of students translated "yesterday afternoon" مســاء أمــس , i.e., they

consider afternoon as "المــســاء" which is correct. Moreover, all students consider the negation

in Arabic as an equivalent to sentences which consist of have + not + past participle which is

the negative form of the present perfect in English.

5- Have you looked in your desk drawer?

- هــل نظــرت في دُرج مكــتبــك؟

Translations	N	%
هــل بحــثت في دُرج المــكتب؟	27	64,28 %
هــل رأيــت / نظــرت في دُرج المكــتب	10	23,80 %
هــل تفقــدت دُرج مكــتبك؟	03	7,14 %
No answer	02	4,76 %
Total	42	99,98 % ≈ 100 %

__Table 25__: Translating the present perfect in questions.
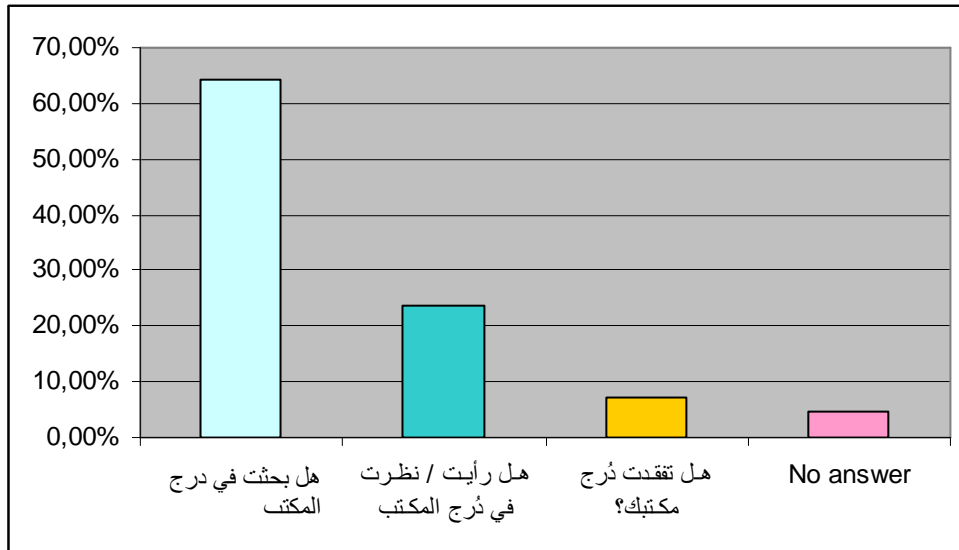
__Fig.45__: Translating the present perfect in questions.

The majority of students translate the above question through the use of (هــل) + the

past tense to refer to the English present perfect. Furthermore, these students have used

بحــث / رأيـت / نظـرت & تفقـدت in order to render "Have you seen».

However, the appropriate and the straight forward translations are through the use of "نظـرت"

which is the direct equivalent of the verb "to look". Only two students have avoided

translating this question.

6- Have you taken it home?

هــل أخــذتــه إلى البيــت؟

Translations	N	%
هــل أخــذتــه معــك إلى المــنــزل؟	30	71,42 %
هــل أخــذتــه إلى البيــت؟	12	28,57 %
Total	42	99,99 % ≈ 100 %

***Table 26**: Translating the present perfect used in questions.*
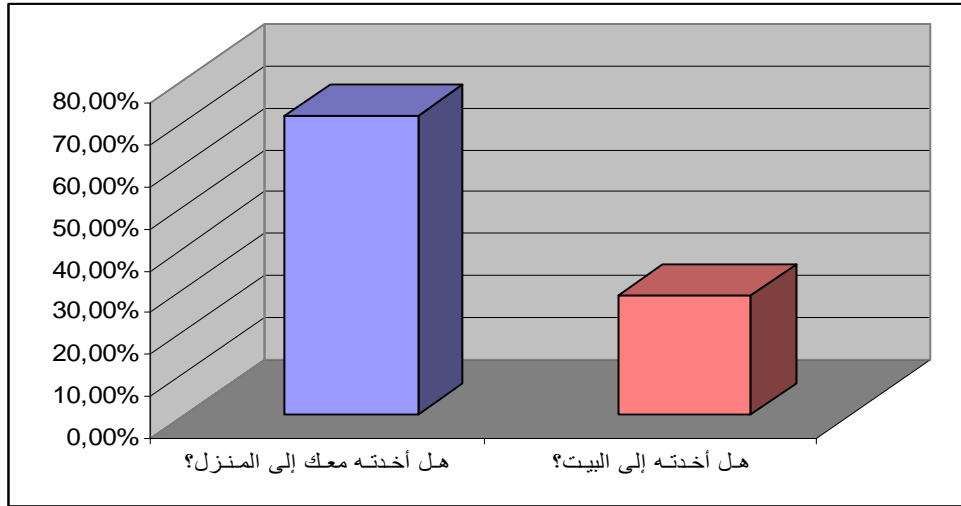
Fig.46: Translating the present perfect used in questions.

Here all students have translated the question, where the auxiliary to have is used to refer to the present perfect, into هـل + the past tense in Arabic. So, in questions there is no use of the lexical item (قـد).

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

لا، أنـا متـأكـد لـم أفعـل.

Translations	N	%
لا، أنــا متــأكــد لــم أفعــل.	19	45,28 %
لا، أنــا متــأكــد ليــس(عنــدي).	09	21,42 %
لا، إنني متــأكــد لــم آخذه(معي).	10	23,80 %
لا، أنــا متــأكــد من دلــك.	04	9,52 %
Total	42	99,99 % ≈ 100 %

***Table27**: Translating the present perfect where the past participle is ellipted.*
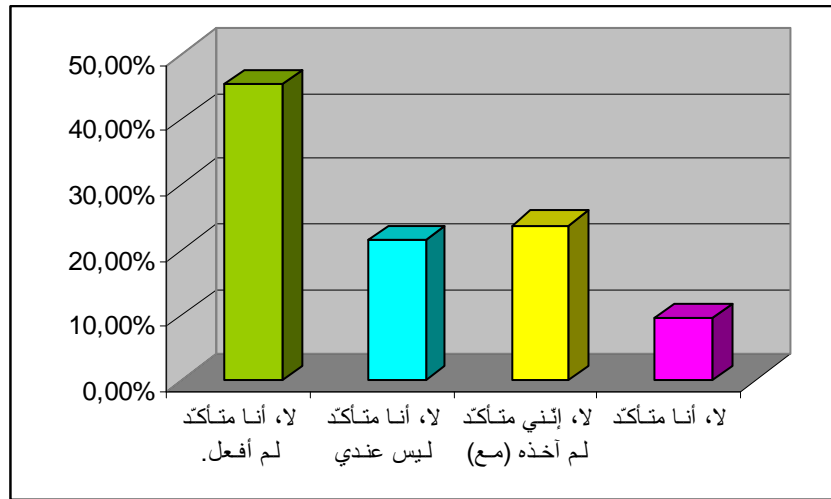
***Fig.47**: Translating the present perfect where the past participle is ellipted.*

This table shows clearly that 19 students translated the above sentence through the use

of the negative form in Arabic which is لــم +the simple past. They used (أفعــل) which is the

correct transmission of this sentence into Arabic because the past participle is ellipted in order to avoid redundancy.

8- What's a pity! Have you had it a long time?

– يـا للأسـف!هـل امـتـلكـه لـزمن طـويل؟

Translations	N	%
هــل كـــان عنــدك منــد القــديم زمـــن بعيــد ؟	02	4,76 %
هــل امتـلكـته منــد زمــن طــويل وقــت طــويل ؟ هــل امتــلكــته منــد مــدة فتــرة طــويــلة ؟	29	69,04 %
No answer	11	26,19 %
Total	42	99,99 % ≈ 100 %

Table28: The translation of the present perfect with the use of "Have you had it".
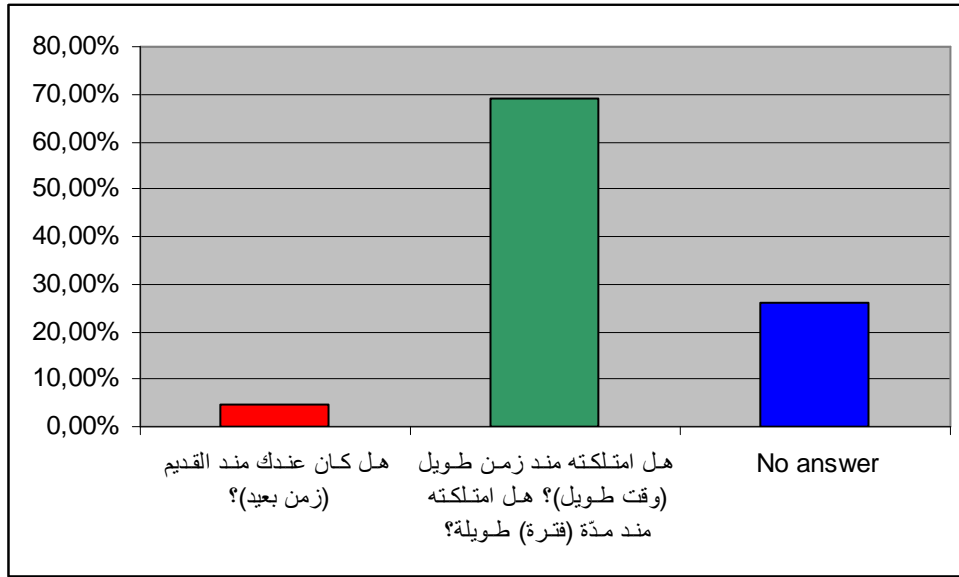
Fig.48*: The translation of the present perfect with the use of "Have you had it?".*

This question has been translated through the use of هــل + the simple past of the verb "امـــتلـــك" which is the equivalent of the English formulation "Have you had". Moreover, here there is no use of (قــد). In addition, students used (زمـــن بعيـــد) / (زمـــن طـــويـــل / زمـــن طـــويـــلة / فتـــرة طـــويـــلة) مـــدة طـــويـــلة in order to translate "a long time" which are all possible but the most suitable one is (منــد زمـــن طـــويـــل).

9- Yes, since I was fifteen.

نـــعم، منـــد أن كـــنت في الخـــامســـة عشـــر من عمـــري.

This sentence is analyzed in order to see if students translate the ellipted present perfect or not.

Translations	N	%
نــعم، منــد أن كــنت في الخــامســة عشــر	31	73,80 %
نــعم، منــد أن كــان عمــري 15 ســنة	11	26,19 %
Total	42	99,99 % ≈ 100 %

Table 29*: Translating sentences where the present perfect is ellipted.*
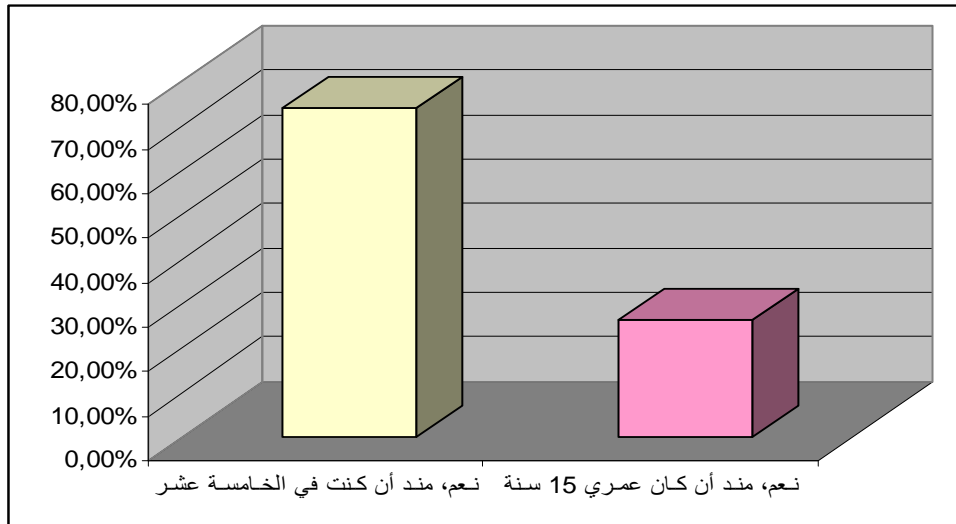
Fig.49*: Translating sentences where the present perfect is ellipted.*

Here, all students have not given any importance to the ellipted present perfect and translated the sentence as if it does not exist. And this is true.

10- And it's been in my pocket all the time.

- و قــد كــان في جـيبــي طــوال الــوقــت

(بــقــي)

Translations	N	%
و قـد(لـقـد) كــان في جيـبـي كل (طــول)الوقـت.	19	45,23 %
و قـد بـقـي في جيـبـي كل هدا الوقـت.	05	11,90 %
و بـقـي في جيـبـي طــول الوقـت.	02	4,76 %
و كــان في جيـبـي طــول الوقـت.	16	38,09 %
Total	42	99,99 % ≈ 100 %

__Table30__: Translating the present perfect in simple sentences.
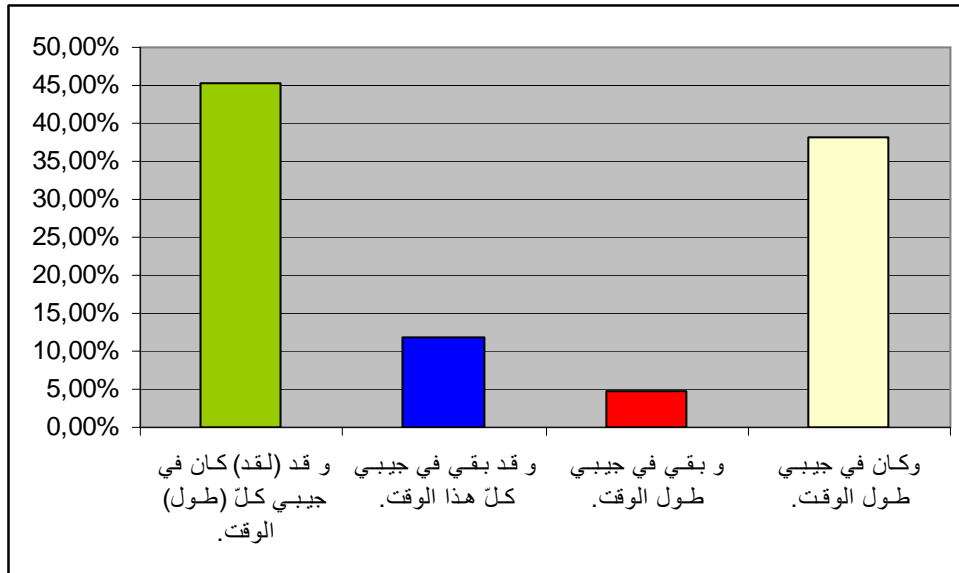
__Fig.50__: Translating the present perfect in simple sentences.

In the table above, the majority of students (24) used (قد) either with the verb (كان) or (بقي). However, the above sentence can be translated without the use of (قد) but only with the use of (طول الوقت) which is an adverb of time.

Conclusion

To conclude, we can say that most students are aware of the translation of the present perfect and when to use (قد) or not to use it. However, these students tend to translate the present perfect simple according to the context despite of what they have learnt. But, the majority of them do not understand the use of English tenses and how they function. Which seems the reason behind finding difficulties. So, from the test findings students find it better to translate the present perfect simple according to the context and to translate it through the use of (قد) only when the English sentence is affirmative which is a double edged sword since not all affirmative sentences are translated through the use of (قد).

Chapter Five:

Teachers' Questionnaire

Introduction

For the purpose of knowing the translation of the present perfect simple into Arabic, a questionnaire is given to teachers of translation in both the English and the translation departments. This chapter deals foremost with the answers provided by translation teachers as they have expertise in this domain. The findings of this questionnaire are analysed starting by giving the characteristics of the sample, the description of the questionnaire, and analysing the data. This chapter aims at analysing the opinions of translation teachers towards the translation of the present perfect into Arabic. So, from this chapter we can get the appropriate translation of the English present perfect into Arabic.

5-1- The Sample

The sample consists of seven teachers of translation from both the English and the translation Departments at Mentouri University (Constantine), four from the former and three from the latter. The sample has been a combination of teachers from both departments in order to know what proof translators think concerning the translation of tenses and especially the present perfect simple.

5-2-The Questionnaire

The teacher's questionnaire aims at finding the equivalent of the present perfect simple in order to suit the various contexts at which it occurs. The questionnaire given to teachers consists of twenty questions. Four questions are concerned with the experience of the teacher in the field of translation. Four questions deal with translating grammatical categories and

those categories which seem to be difficult. Seven questions are devoted to the translation of tenses, whether it is easy or difficult and whether Arabic can hold all English tenses. Five questions are devoted to the translation of the present perfect, if it is difficult or easy, the claims about its translation and the appropriate suggestion that can be provided by teachers concerning the translation of the present perfect simple.

5-3- Results

Q 1: How long have you been teaching translation?

The aim behind this question is to know the degree of expertise among teachers in the domain of translation. The scale of the period of years which have been taught goes from three to nine years in both departments.

Q 2: Do you practise translation: always, somewhat, every so often, not at all?

This question aims at knowing if teachers of translation keep touch with this field.

Answers	N	%
Always	05	71,42 %
Somewhat	02	28,57 %
Every often	00	0 %
Not at all	00	0 %
Total	07	100 % ≈ 99,99 %

Table 31: The frequency of practising translation by teachers.
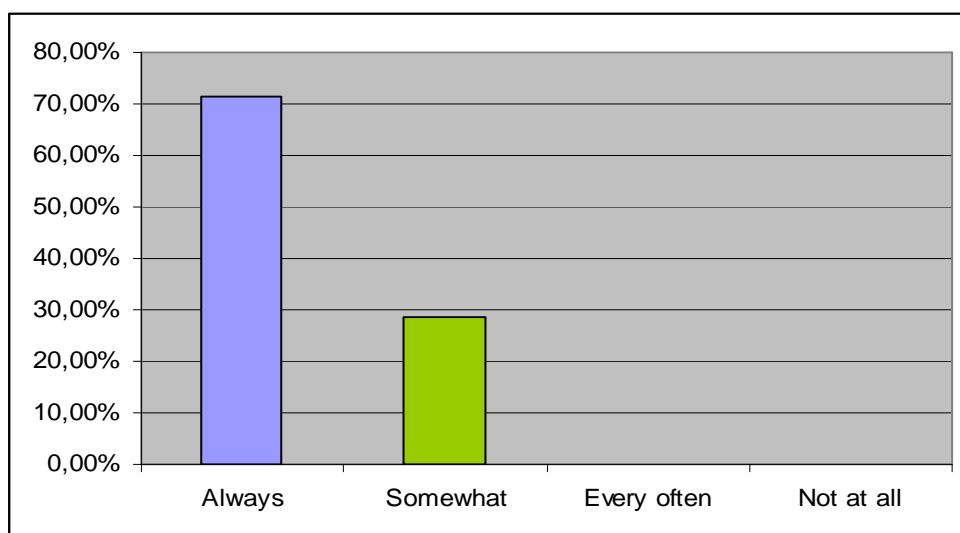
Fig.51: The level of translation practice among teachers.

Translation teachers (the majority) almost all of them always practise translation which is good because it increases the degree of experience in this field and in other related field such as linguistics which enriches various languages.

Q 3: Is translation an easy task, a difficult task, it depends upon the register?

Answers	N	%
Easy task	01	14,28 %
A difficult task	02	28,57 %
It depends upon the register	04	57,14 %
Total	07	100 % ≈ 99,99 %

Table 32: The degree of easiness or difficulty of translation
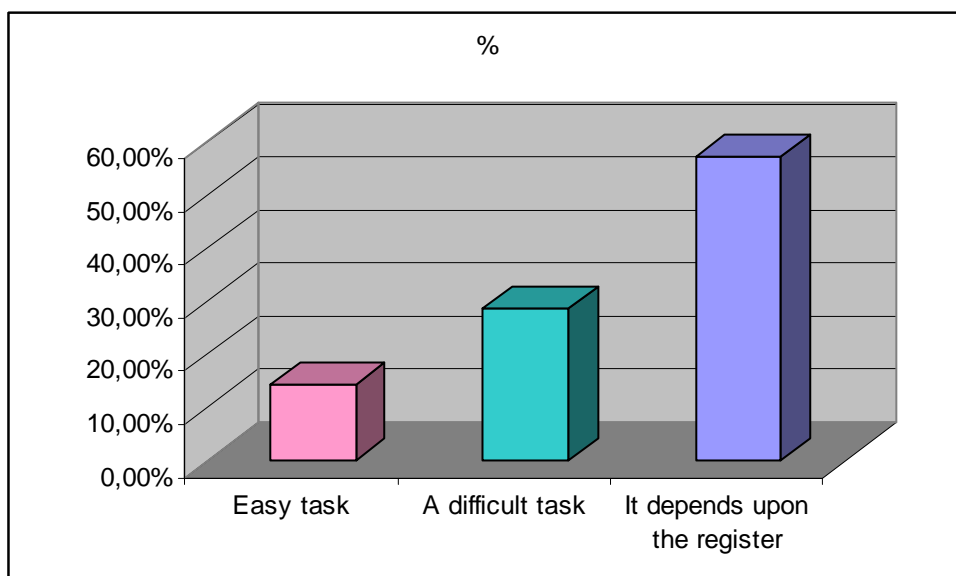
Fig.52: The scale of difficulty or easiness of translation.

The above question aims at knowing if translation is an easy task or a difficult one or it depends from one register to another. Moreover, through this question we tend to know if translation is just a simple act which results in changing source items by target ones or if it is a difficult act that needs a lot of attention in order to render the exact sense or meaning.

The above table shows clearly that: translation is considered by the majority of teachers, (04) a task which is dependent upon the context at which it occurs because the translation of a given register is different from other registers. Two teachers claim that translation is a difficult task because it needs a much knowledge and lot of experience and general culture about different languages.

Justifications

The justifications that the teachers provide are the following:

First, those who state that translation depends upon the register claim that each register has its particularities, and the degree of difficulty differs from one field to another and depends on the kind of translation problems that translators are confronted with. For instance,

literary translation differs from scientific one because it has special expressions such as idioms, metaphors and collocations. And specialized translation is different from general one.

Second, teachers claim that translation is a difficult task because of several factors such as grammar (tenses and time, prepositions…) and context (linguistic and cultural aspects).

Third, only one teacher states that translation is an easy task because there are few cases, or aspects of language which are difficult to translate such as: cultural aspects and tense and time.

<u>**Q 4**</u>**:** Does a translated text really have the same impact on the target language readers as the source text has on the source language ones?

The aim of this question is to know if translated texts have the same impact as the original ones or not, i.e., whether the translator should be faithful or should he take the target audience into consideration.

Answers	N	%
Yes	01	14,28 %
No	06	85,71 %
Total	07	100 % ≈ 99,99 %

<u>*Table 33*</u>*: Agreement or disagreement concerning the impact of translation upon readers*
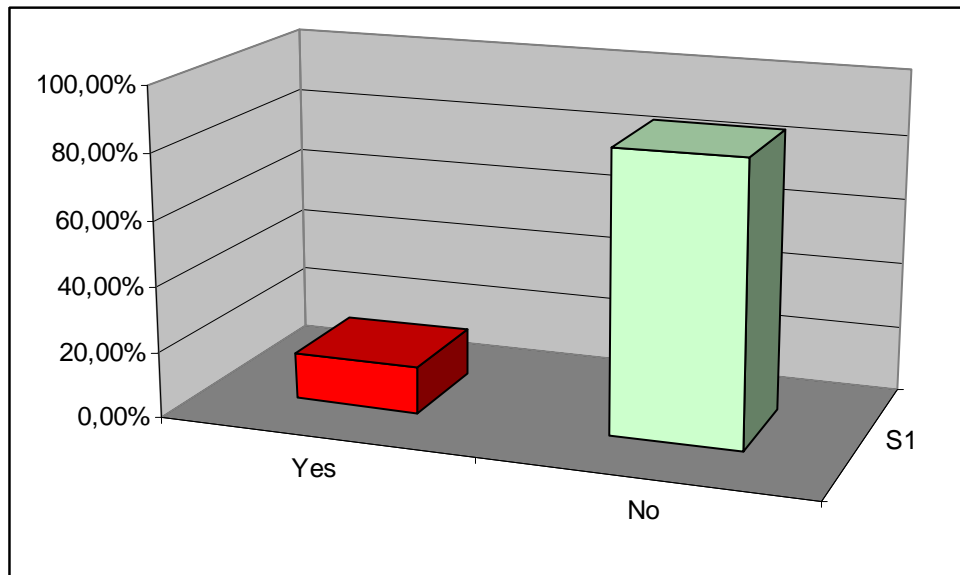
Fig.53*: **The impact of translation upon target readers***

Justifications

According to teachers who give an affirmative answer having the same impact through translated items depends upon readers because each language has its specific meanings and its specific culture. Sometimes, translations can have a better impact on TL readers

Q 5*:* Do you tend to translate grammatical categories as well as other language aspects?

This question implies if grammatical categories are taken into account by teachers of translation or not.

Answers	N	%
Yes	06	85,71 %
No	01	14,28 %
Total	07	100 % ≈ 99,99 %

***Table 34**: The importance given to grammatical categories by translators.*
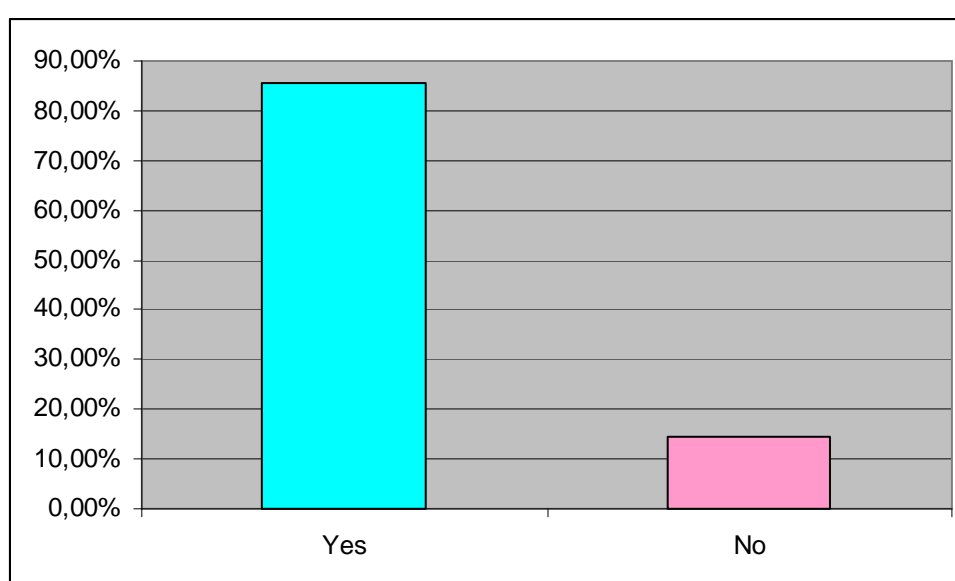
***Fig.54**: The degree of translatability of grammatical categories among translation teachers.*

Grammatical categories are taken into consideration because they are crucial aspects of language that cannot be ignored.

***Q 6**:* How would you translate grammatical categories?

The reason behind asking this question is knowing the best method in translating grammatical categories and whether there is a common rule which can be applied for all languages (a universal rule) or each language should have its formal rules.

Suggested answers

Three teachers claim that grammatical categories are translated by referring to the formal rules of the target language since each language has its specifications as languages are not identical. Four teachers claimed that the context in which grammatical categories occur should be taken into consideration.

Q 7: Are grammatical categories always easy to translate?

The purpose of this question is to know whether grammatical categories are easy to translate or difficult in order to know which grammatical categories are difficult.

Answers	N	%
Yes	01	14,28 %
No	06	85,71 %
Total	07	100 % ≈ 99,99 %

Table 35: The easiness of translating grammatical categories.
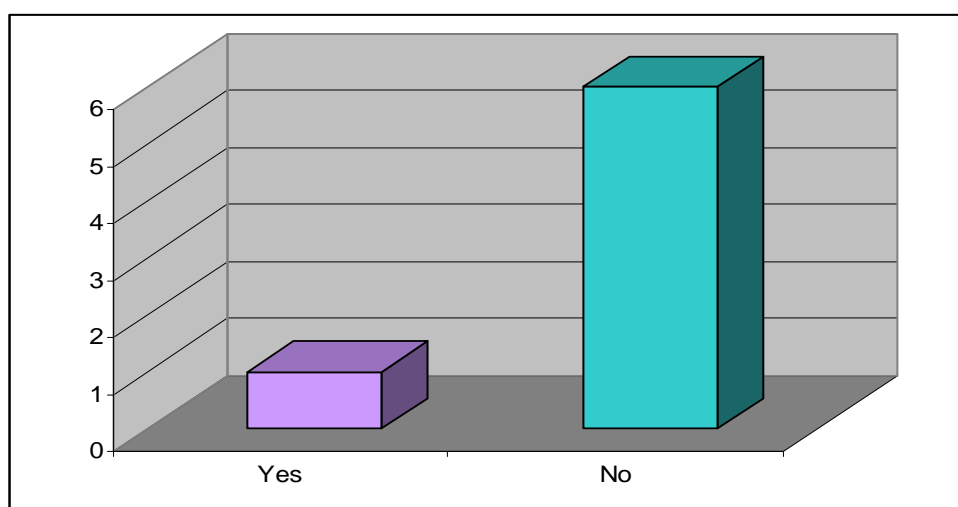
Fig.55: The easiness of translating grammatical categories.

The majority of teachers claim that translating grammatical categories is not always easy because languages and cultures differ.

Q 8: Amongst these grammatical categories which one seems difficult to translate?

In this question some grammatical categories are named and the teachers are asked to tick the appropriate answer (category), i.e., the category which is difficult. This is known through the practice of translation.

Suggestions	N	%
Nouns	00	0 %
Adjectives and adverbs	02	12,5 %
verbs	03	18,75 %
Articles	02	12,5 %
Conjunctions	01	6,25 %
Tenses	03	18,75 %
Prepositions	05	31,25 %
Total	16	100 %

Table 36: The grammatical categories which are difficult to translate.
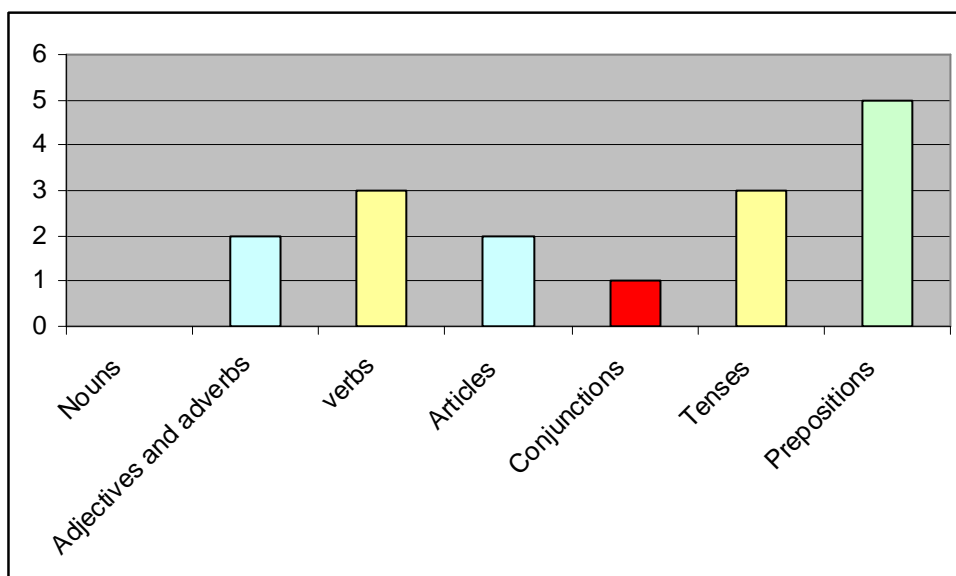
Fig.56: Degree of difficulty in translating grammatical categories.

The table shows that the most difficult grammatical category in translation is "prepositions", then "verbs and tenses", then "articles and adjectives and adverbs", then "conjunctions", and finally nouns. Here teachers put many ticks at once.

Q 9: Is it always easy to find exact equivalents in Arabic for English tenses?

This question is asked in order to know if there are exact equivalents which can stand for English tenses.

Answers	**N**	**%**
Yes	03	42,85 %
No	04	57,14
Total	07	100 % ≈ 99,99 %

Table 37: Finding exact equivalents in Arabic for English tenses.
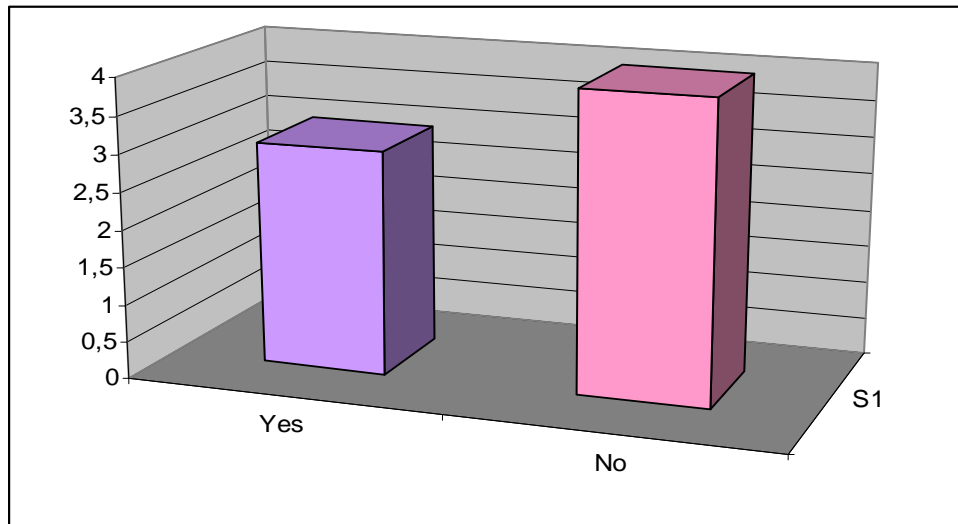
Fig.57: Finding equivalents in Arabic for English tenses.

The table shows that four teachers answered by saying "no". It seems that they said so because each language has its culture and its specifications.

Q 10: Why?

According to teachers who answered "yes", the tense system in Arabic is much simpler than that of English because there are only two tenses in Arabic which serve many others in English and the context is here to lift the difficulty.

However for teachers who answered "no" tenses in both Arabic and English are not categorized in the same fashion, so they are different.

Q 11: Do you think that this area of interest should be given more importance?

The purpose of this question is to see whether finding equivalents for English tenses in Arabic should be studied deeper or not.

Answers	N	%
Yes	02	28,57%
No	05	71,42%
Total	07	100% ≈ 99,99%

Table 38: The importance / non importance of studying the translation of tenses.
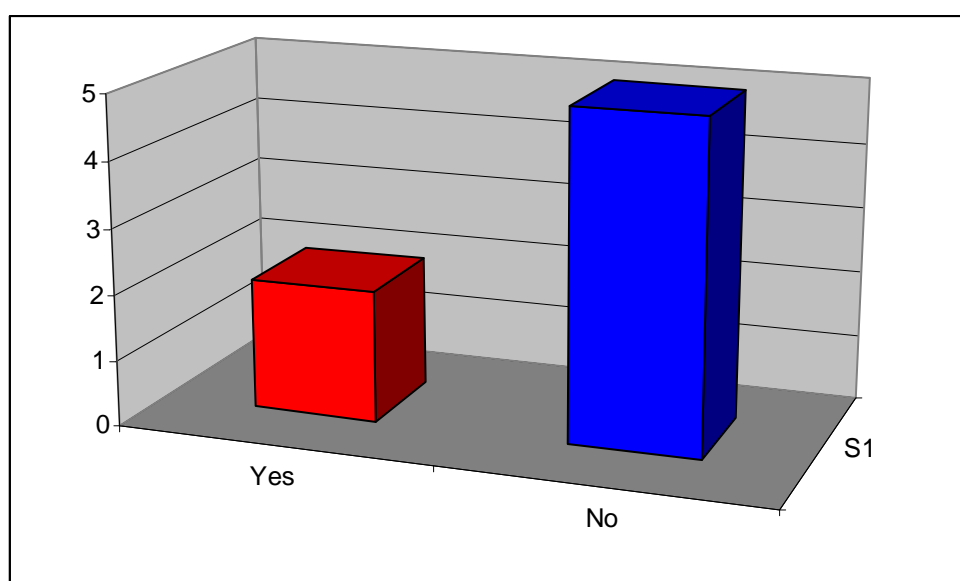
Fig.58: The importance of studying tenses translation.

Q 12: If yes, why?

Two teachers answered "Yes" because they think that more importance should be given to this area in order to achieve a significant translation and to make translators aware of the fact that tenses uses do not necessarily express the same times of the name they carry-for example, the present tense does not necessarily mean the present time.

Five teachers answered "No". I think that the reason behind their answer is that all areas of translation must be given more importance if a faithful translation is taught.

_Q 13_: Are the methods used in translating tenses into Arabic enough?

Here, the implication of this question is concerned with the methods provided by Ghazala (1995) and those given by Nadjib (2001) and wether they are enough or not.

Answers	N	%
Yes	03	42,85 %
No	03	42,85 %
No answer	01	14,28 %
Total	07	100 % ≈ 99,98 %

**Table 39: Enough / not enough methods used in translating tenses.**
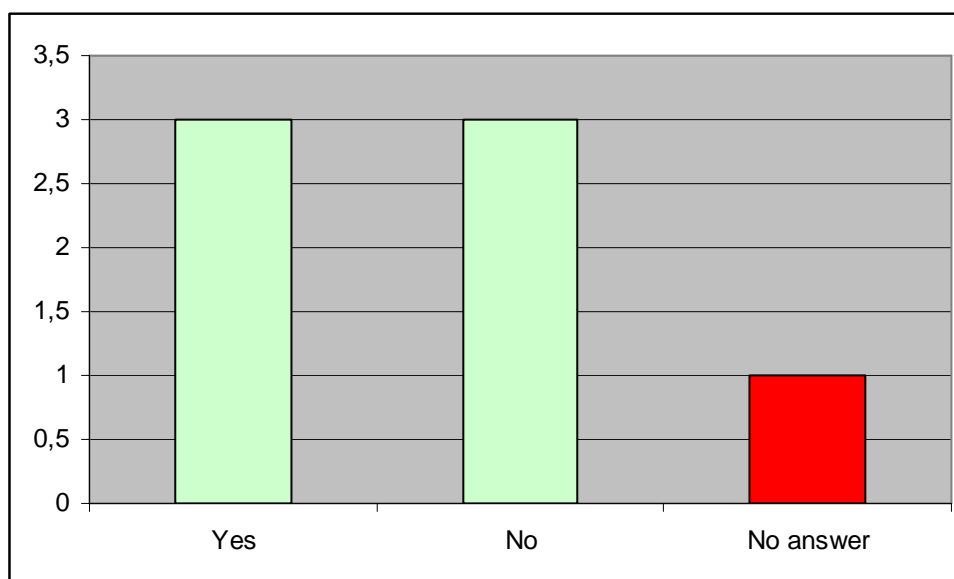
**Fig.59: Adequacy of methods used in translating tenses.**

Three teachers opt for yes because it seems that they adopt the methods provided by Ghazala (1995). One teacher did not answer and said that he had not heard about such methods.

Q 14: If no, can you suggest other interesting methods?

Here, teachers are asked to provide us with the methods that they think are adequate to translate English tenses into Arabic.

Teachers who answered "No" explained that teachers should not stick to traditional methods of teaching tenses (decontextualization) but should go for communicative and functional approaches (contextualization). In addition, students need to be exposed more often to authentic materials in English to grasp the use of tenses because by understanding the use of tenses they can translate them faithfully. Moreover, the context should be taken into account.

Q 15: Are Arabic tenses able to hold all fourteen English tenses?

This question is asked for the sake of knowing if Arabic can have the same distinctions of tenses as English has. Moreover, through this question we want to know if the two Arabic tenses can be the equivalents of fourteen English tenses.

Answers	**N**	**%**
Yes	07	100 %
No	00	0 %
Total	07	100 % ≈ 100 %

Table 40: The ability of Arabic to hold fourteen English tenses.
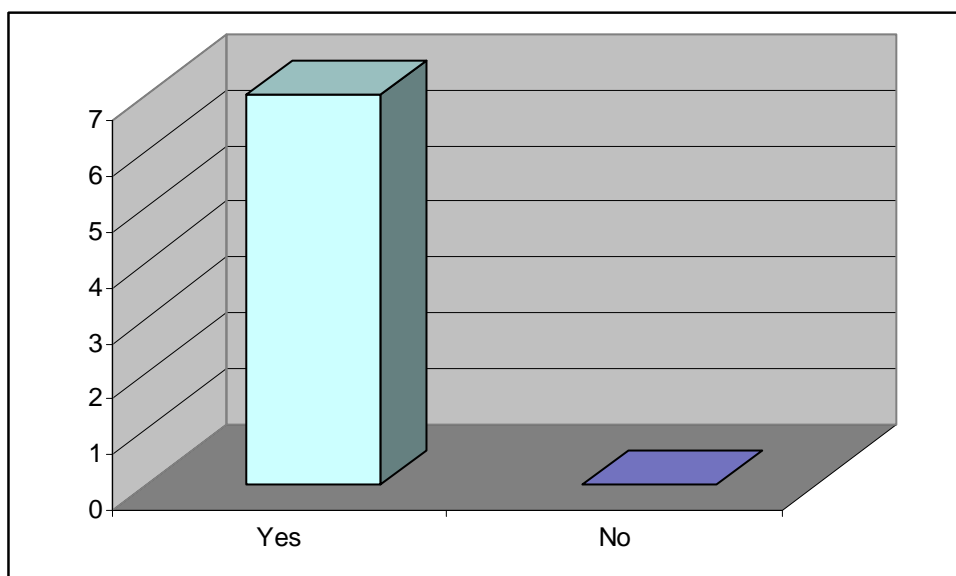
Fig.60**: **The ability of Arabic to hold fourteen English tenses.

All teachers said that Arabic is able to hold English fourteen tenses. They give many explanation and arguments concerning their answers. Their explanations can be summarized as follows:

First, even if tenses in Arabic are not as explicit as those of English, the context always makes translation possible.

Second, Arabic should hold fourteen English tenses because it is the meaning which is transferred through translation and grammatical categories are just a means. Finally, there are adverbs and prepositions in Arabic which help the translators to convey the aspects of English tenses; in fact, Arabic consists, of three tenses but each one has many aspects which may be the equivalents of English tenses.

Q 16: As a teacher of translation, what would you say concerning Baker's claim that Arabic lacks a present perfect tense?

Because Mona baker (1995) is aware of English and Arabic tenses and because she knows many languages, and she is famous of her equivalence at many levels, she said that Arabic lacks a present perfect tense. This question tends to provide us with teachers opinions

concerning this claim as they teach English and they are native speakers of the Arabic language.

Some teachers claimed that they would not hold such views about Arabic nor about any anther language because Arabic does not lack the present perfect tense. Moreover, Arabic may be said to lack the present perfect just in form, but the meaning is there because it is expressed through the use of particles. In addition, concerning Arabic as a language, it does not need the present perfect because the two tenses are enough to convey the exact message; yet it needs the present perfect when we translate from other languages towards Arabic. Thus Baker's claim is probably an invitation to students not to seek ready-made equivalents but to look for its correspondence instead.

Q 17: Do you think that any translation, in any context, should be submitted to the claim of translating the present perfect using (قد)?

This question aims at knowing if the present perfect simple is always translated into Arabic through the use of (قد).

Answers	N	%
Yes	01	14,28 %
No	06	85,71 %
Total	07	100 ≈ 99,99 %

Table 41: The scale of the use /non use of (قـد) to translate the present perfect into Arabic.
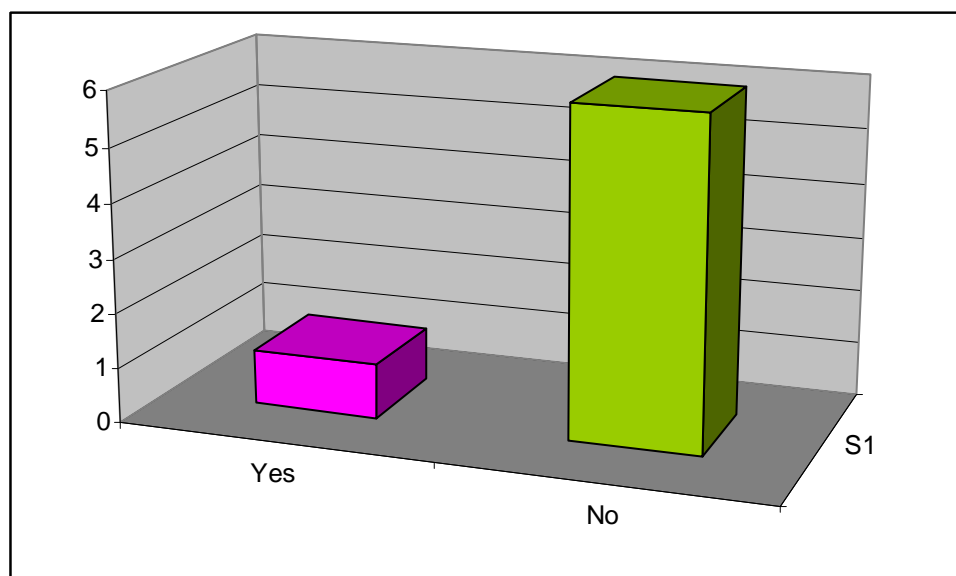
Fig.61: The use of qad in translating the present perfect into Arabic

Six teachers (the majority) suggested that the present perfect does not always equal (Qad + the past tense).They stated that the translation of the present perfect into Arabic through the use of (قد) is just one instance of translating it because the past without (قد) or even the present can be used in Arabic to express the present perfect. Hence, these uses are determined by the context. Thus, the word (قد) is there only to make perfection explicit, yet in some contexts it may just be implicit.

Q 18: What makes this tense (the present perfect) difficult to translate?

The present perfect simple is sometimes difficult to translate because of some factors which depend upon the context or the duration of this tense.

Suggestions	N	%
● Its vague use	02	28,57 %
● Its inexact reference to periods of time	01	14,28 %
● There is no equivalent To it	02	28,57 %
● Its equivalent is within the perfect (past) in Arabic	01	14,28 %
● No answer	01	14,28 %
Total	07	100 % ≈ 99,98 %

Table 42: Reason of the difficulty of translation of the present perfect.
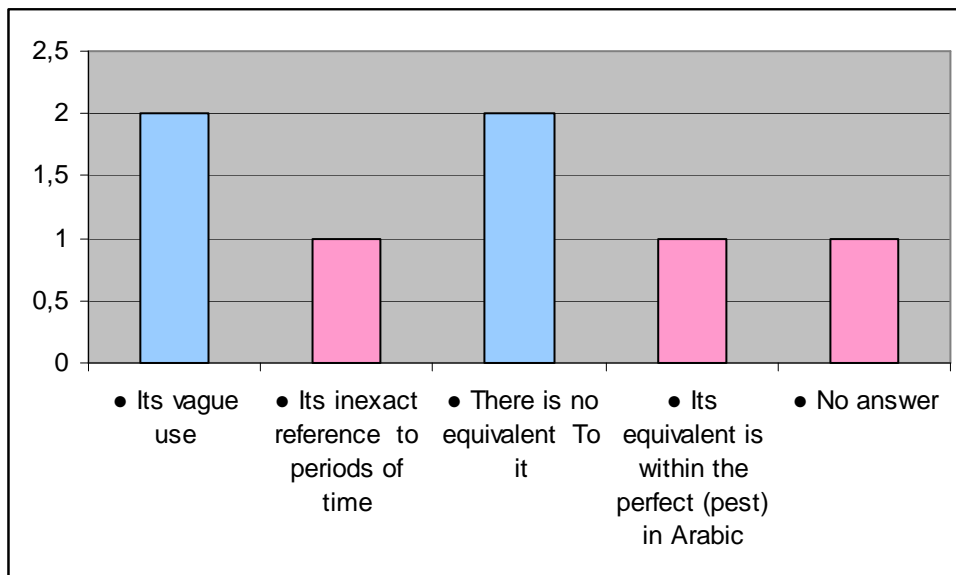
Fig.62: The reason behind the difficulty of translating the present perfect.

Two teachers say that the reason behind the difficulty of translating the present perfect is its vague use because sometimes it expresses the near past to present and sometimes the past which extends to the present and other times the future. Two other teachers said that the difficulty comes from the fact that there is no exact equivalent to it in Arabic. One teacher said that there is no difficulty in translating.

Q 19: Is it fair to consider the present perfect as a perfect (past) tense in Arabic?

This question aims at knowing if the present perfect can be translated through the use of the past tense only without the use of (قد).

Answers	N	%
Yes	00	0 %
No	05	71,42 %
No answer	02	28,57 %
Total	07	100 % ≈ 99,99 %

Table 43: The present perfect as a past / non past tense.
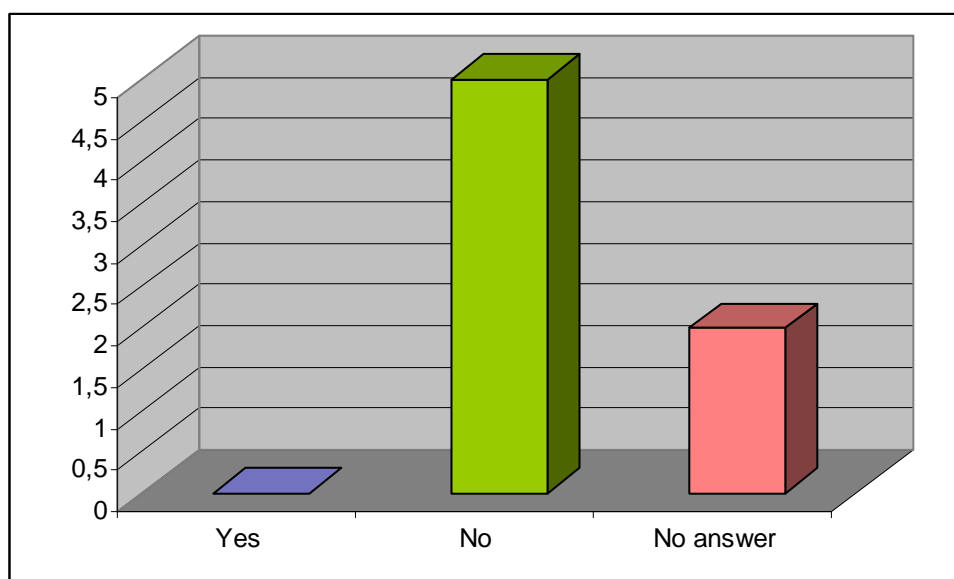
Fig.63: Considering the present perfect as a past tense in Arabic.

This above table shows that five teachers answer by saying "no" as the present perfect can be translated into Arabic through many ways not only (قد) + the past tense or the simple past but also other ways such as the present tense. Sometimes the translation of the present perfect is not really used to express time in Arabic.

Q 20: what would you suggest concerning the translation of the present perfect into Arabic?

The aim behind this question is to know the appropriate suggestion that can be given by teachers in order to achieve the best translation of the present perfect simple.

In order to achieve a faithful translation of the present perfect from English into Arabic teachers claim that the context is the best means to lift all ambiguity even if the particle (qad) is not used the context determines whether to use the past, the present perfect, or the present. Further, the translation should be oriented towards emphasis on meaning rather than form. The translator should consider the context and what an Arabic speaker would say in such a case. One teacher suggests that the best method is teaching contrastive analysis between English and Arabic to make students master the two codes and be able to translate easily faithfully, thoroughly, and perfectly.

Conclusion

In a nutshell, translation is a difficult task which cannot be learnt except through practice and since Arabic does not have a fixed expression for the present perfect simple as English has the most appropriate translation is to consider the context of the Arabic language. Moreover, teaching CA and EA will lead to fruitful results because CA compares and contrasts between languages which help students to be aware of the diversity between languages. EA studies errors of students in order to lessen them.

Conclusion

At the end of this work, we can conclude that while translating the present perfect simple from English into Arabic the context should be taken into account because tense does not always mean time, and the present perfect has various aspects. The result that we can get from this piece of research is that the general rule of translating the present perfect is achieved through the use of (قد + the past) yet in some situations (قد) is not used as in questions negations and actions which refer to the past but they are not specific. Moreover, (قد) is not used in statements where there is the meaning of continuity such as: He has lived in London since 1984.

This statement is translated with the use of the present in Arabic such as: هـو يسـكن في لنـدن منـذ 1984 because this means that the action is continuing till the moment of speaking and may continue to the future. Thus, the present perfect does not have an exact equivalent in Arabic because Arabic and English are not alike. So, teachers should make students aware of this fact and teach them that Arabic has its specific way of expressing the present perfect.

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Appendices

Appendix 01

Dear students,

This questionnaire aims at testing your capacity in understanding English tenses especially the present perfect simple. Moreover, it attempts to find the translation of the present perfect simple into Arabic. We hope you to help us by answering the present questions. Thank you.

1- Which subject do you prefer to study?

Phonetics ☐   Grammar ☐   Translation ☐

- Justify ---

2- Do you love grammar?

Yes ☐   No ☐

- Justify ---

3- Do you understand everything in grammar?

Yes ☐   No ☐

4- If no, what you do not understand?

5- Are grammatical rules easy to acquire?

Yes ☐   No ☐

- Justify ---

6- Is the tense system in English difficult for you?

Yes ☐ No ☐

7- Do you understand both tense and aspect in English?

Yes ☐ No ☐

8- Which tense seems to be difficult for you?

Present simple ☐   Past simple ☐

Present continuous ☐   Past continuous ☐

Present perfect simple ☐   Past perfect simple ☐

Present perfect continuous ☐   Past perfect continuous ☐

Future simple ☐   Present conditional ☐

Future continuous ☐   Present continuous conditional ☐

Future perfect simple ☐   Past conditional ☐

Future perfect continuous ☐   Past continuous conditional ☐

9- Is the translation of English tenses:

Easy ☐ difficult ☐

10- Why?

11- Do all English tenses have equivalents in Arabic?

Yes ☐ No ☐

12- How do you know?

13- Is it useful to distinguish tenses in Arabic by?

    Using adverbs of time ☐   using lexical items ☐

    Translating according to the context ☐

14- Do you understand the use of the present perfect?

    Yes ☐   No ☐

15- Is the present perfect simple a: Past tense ☐

                                Present tense ☐

Justify your answer:

16- When is the present perfect used?

17- What is the difference between the present perfect simple and the past simple?

18- How would you translate the present perfect simple into Arabic?

19- Do you always use: (قد) or does it depend upon the context?

Student's Test

Translate the followings into Arabic.

1- John: Has anybody seen my fountain pen?

…………………………………………………………………………………

Peter: I haven't, any way. Why? What's the matter?

…………………………………………………………………………………

John: I've lost it.

…………………………………………………………………………………

2- Peter: When did you last have it?

…………………………………………………………………………………

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

…………………………………………………………………………………

3- Peter: Have you looked in your desk drawer?

…………………………………………………………………………………

John: Yes, it's not here. Where can it be?

…………………………………………………………………………………

4- Peter: Have you taken it home?

…………………………………………………………………………………

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

…………………………………………………………………………………

5- Peter: What a pity! Have you had it a long time?

…………………………………………………………………………………

John: Yes, since I was fifteen.

…………………………………………………………………………………

6- Peter: Wait-what's this in my coat pocket?

…………………………………………………………………………………

John: My fountain pen! Of course, I lent it to you yesterday!

…………………………………………………………………………………

Peter: And it's been in my pocket all the time.

…………………………………………………………………………………

Appendix 03

Teachers' questionnaire

Dear teachers,

Through this questionnaire we attempt to find the equivalent of the English present perfect in Arabic which seems to be a dilemma for students. We shall be grateful for your precious help and invaluable support through your experience in the field of translation.

1- How long have you been teaching translation?

2- Do you practise translation:

Always ☐   somewhat ☐   every so often ☐   not at all ☐

3- Is translation an:

Easy task ☐   a difficult task ☐   it depends upon the register ☐

- Justify--

4- Do translated texts really have the same impact on the target language readers as source ones have on the source language readers?

Yes ☐   No ☐

- Justify --

5- Do you tend to translate grammatical categories as well as other language aspects?

Yes ☐   No ☐

6- How would you translate grammatical categories?

7- Are grammatical categories always easy to translate?

Yes ☐   No ☐

8- Amongst these grammatical categories which one seems difficult to translate?

Nouns ☐   Adjectives and adverbs ☐   Verbs ☐   Articles ☐

Conjunctions ☐   Tenses ☐   prepositions ☐

9- Is it always easy to find exact equivalents in Arabic for English tenses?

Yes ☐   No ☐

10- Why?

11- Do you think that this area of interest should be given more importance in translation?

Yes ☐   No ☐

12- If yes why?

13- Are the methods used in translating English tenses into Arabic Enough?

Yes ☐   No ☐

14- If No: can you suggest other interesting methods?

15- Are Arabic tenses able to hold all fourteen English tenses?

- Explain:

16- As a teacher of translation, what would you say concerning Baker's claim that Arabic lacks a present perfect tense?

17- Do we always translate the present perfect tense into Arabic using

(قـد + imperfect)?

Yes ☐   No ☐

- Justify

18- What makes this tense (present perfect) difficult to translate?

● Its vague use ☐   ● There is no equivalent to

it ☐

● Its inexact reference to periods of time ☐   ● Its equivalent is within the

perfect in Arabic ☐

19- Is it fair to consider the present perfect as a perfect tense in Arabic?

Yes ☐   No ☐

20- What would you suggest concerning the translation of the present perfect into Arabic?