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Difficulties of Translating the Use of Temporal Prepositions from Arabic into English
A Case Study: Second Year License Students of English at the University of Kasdi Merbah - Ouragla.

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Before the Jury

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Dedication

I dedicate this work to:

My dear parents with great love, respect and gratitude

My sisters and brothers

My best friends

All my relatives.
Acknowledgments

I would like to express my deepest gratitude to my supervisor, Mr. Ahmed BELARBI, for all the efforts he made to help me with this study, and for his invaluable pieces of advices and patience.

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List of Abbreviations

**EFL:** English as a Foreign Language.

**L1:** First Language.

**L2:** Second Language.

**MT:** Mother Tongue.

**NL:** Native Language.
List of Tables and Figures

Table 1  Results of the First Test......................................................... 34

Figure 1 Results of the First Test.........................................................

Table 1  Results of the First Sentence .............................................. 35
Table 2  Results of the Second Sentence ............................................. 36
Table 3  Results of the Third Sentence ................................................ 36
Table 4  Results of the Fourth Sentence .............................................. 37
Table 5  Results of the Fifth Sentence ................................................ 37
Table 6  Results of the Sixth Sentence ............................................... 38
Table 7  Results of the Seventh Sentence .......................................... 38
Table 8  Results of the Eighth Sentence ............................................. 39
Table 9  Results of the Ninth Sentence ............................................... 39
Table 10 Results of the Tenth Sentence ............................................ 40
Table 11 Results of the Eleventh Sentence ....................................... 40
Table 12 Results of the Twelfth Sentence ......................................... 41
Table 13 Results of the Thirteenth Sentence ...................................... 41
Table 14 Results of the Fourteenth Sentence ..................................... 42
# Table of Content

Dedication ................................................................. V
Acknowledgment ........................................................ V
List of abbreviations .................................................... V
List of Tables and Figures ............................................. IV
Table of content ........................................................ V

## Background to the Study .............................................. 1
1. Statement of the Problem ........................................... 1
2. Aims of the Study .................................................... 1
3. Research Questions .................................................. 1
4. Research Hypothesis ............................................... 2
5. The Significance of the Study ..................................... 2
6. Methodology .......................................................... 2
7. Structure of the Study ............................................... 2

## First Chapter

### Prepositions in English and Arabic

Introduction .............................................................. 4

### Prepositions in English ................................................ 4
1. Definition of Preposition ............................................ 4
2. Usage of Preposition ................................................. 4
2.1. The Grammatical Rules of Prepositions ........................ 4
2.1.1. Positions of Prepositions .................................... 5
2.1.1.1. Prepositions and Postpositions .......................... 5
3. Types of Prepositions ............................................... 6
3.1. According to the Form ......................................... 6
3.2. According to the Function ..................................... 6
3.2.1. Phrasal Verbs ................................................ 6
3.2.2. Prepositional Verbs .......................................................... 6
3.3. According to the Use (Semantically) ................................. 7
3.3.1. Prepositions of Place ....................................................... 7
3.3.2. Prepositions of Movement ................................................. 8
3.3.3. Prepositions of Time ......................................................... 8

Prepositions in Arabic ............................................................. 10
1. Definition of Preposition ...................................................... 10
2. Types of Prepositions ........................................................... 10
2.1. Original Preposition .......................................................... 10
2.2. Additional Preposition ....................................................... 11
2.3. The Original–Like Prepositions ............................................ 11
3. Usage of Prepositions .......................................................... 11
4. Temporal Meanings of Some Standard Arabic Prepositions ....... 11
Conclusion .................................................................................. 16

Second Chapter
Difficulties of Translating Temporal Prepositions

Introduction ................................................................................. 18
1. Contrastive Study of English and Arabic Prepositions ............ 18
1.1. Prepositions in English ......................................................... 18
1.2. Prepositions in Arabic ........................................................ 19
2. Difficulties in Learning English Prepositions ......................... 20
3. Difficulties in Translating Arabic Prepositions ....................... 21
3.1. Omission, Addition and Substitution .................................... 21
3.1.1. Omission ................................................................. 21
3.1.2. Addition ................................................................. 21
3.1.3. Substitution ............................................................ 23
3.2. Prepositions Mis-use ......................................................... 24
3.3. Language Transfer ............................................................ 25
3.3.1. The Positive Transfer ................................................. 26
3.2.2. The Negative Transfer ................................................. 26
4. The Standard Arabic Helps Students in Using English Preposition ..... 26
5. Reasons that Arab Students Mismatch English Prepositions .......... 28
Conclusion ........................................................................... 29

Third Chapter

Practical Part

Introduction ................................................................. 31
1. Description of the Methodology ................................. 31
1.1. The Sample and Population ................................. 31
1.2. Description of the First Test ................................. 31
1.2.1. Results of the First Test .................................... 32
1.2.2. The Errors Analysis and Discussion ...................... 33
1.3. Description of the Second Test ............................... 34
1.3.1. The Test and Data Analysis .............................. 34
2. Results ................................................................. 41
3. Recommendations ...................................................... 41
Conclusion ................................................................. 42
Conclusion ........................................................................... 43
Bibliography ............................................................... 44
Appendix 1 ................................................................. 46
Appendix 2 ................................................................. 47
Abstract ........................................................................... 48
Background to the Study

Speakers of any language in the world use about one quarter of their speech just to describe a relationship among words in a sentence, to locate objects in time and space, and to show how something is situated or done; all these functions and more are restricted in what is called "prepositions". However, as learners of any language study all the lexical and grammatical patterns, one of the main common processes in their learning is translating prepositions which, in turn, is notoriously tricky; never assume that Arabic will have the same preposition as English to express a particular meaning. In fact, there are many cases where one language requires a preposition where the other does not. Prepositions pose major problems when translated from Arabic into English or vice versa, specially the temporal prepositions, the accurate mapping between English-Arabic and Arabic-English prepositions are sometimes very difficult to determine by Arab learners. This study is designed to identify the difficulties in translating the use concerning prepositions, which Arab students may face when translating into English or vice-versa.

1. Statement of the Problem

Translation plays an important role in the modern world, it helps people to understand various aspects of both languages; the source and the target one. Prepositions are one of these aspects that are in both “English” and “Arabic” languages, that do not follow the same pattern and they do not have the same use neither meaning.

2. Aims of the Study

The present study is aiming at showing the different uses of temporal prepositions in Arabic and English languages, and to show also the competence of the translation of the students when they deal with the temporal prepositions and to make them aware of the possible errors that may be committed in translating.

3. Research Questions

This study tries to answer this question as main research question and other secondary questions to get the answer for the main question:

Do temporal prepositions in Standard Arabic and English have different uses, forms and meanings?

Under this main question three sub questions are formulated:
What are the main prepositions seem to be difficult in rendering?

- How could we overcome the obstacles in analyzing the errors committed by the students?

- What are the types and sources of errors EFL students make in translating the use of temporal prepositions?

4. Research Hypothesis

We mainly hypothesize that:

Students of Second Year of Kasdi Merbah Ouragla find difficulties to use and translate appropriately the temporal prepositions from Standard Arabic into English due to the different grammatical functions of these prepositions in both languages.

5. The significance of the Study

This study is designed to identify the difficulties of translating the Arabic temporal prepositions, which the EFL learners may face when translating into English. The purpose is to make the learners aware of the correct use of the prepositions in both languages, and hoping to reduce the degree of committing such mistakes in their learning.

6. Methodology

Concerning data analysis, we would direct two tests to second year student of English LMD (Kasdi Merbah University Ouragla). The first test will be an activity of filling in the gaps in order to give the full meaning of the text, the second one is a set of Arabic sentences that contain temporal prepositions, learners are asked to translate them into English. After collecting the required data, we would analyze them and the errors of the learners to see whether they know the right use of the prepositions and to check their abilities in translation.

7. Structure of the Study

The present study is divided into two parts: a descriptive part which includes two chapters, and an empirical part which includes one chapter. In the first chapter, we introduced a general overview about prepositions in both languages; Arabic and English listing their uses and showing their different kinds in both languages with examples and clarifications in order to help the learners differ between them. The second one dealt with the main sources of difficulties in translating the temporal prepositions from Arabic into English, it showed also the areas of similarities and differences between them, explained the different types of errors.
and the terms of language transfer and highlighted the areas to what points the learner (translator) should pay attention in using or translating prepositions. The last chapter concerned with the implementation of the tests; it contains of two tests in order to validate the hypothesis of the research.
First Chapter

Preposition in English and Arabic
Introduction

Prepositions are one of the main components of the parts of speech in all the languages of the world, and they play a very important role in making the speech understandable and clear. Preposition is one of the major problematic areas faced by the EFL learners in their study. This chapter is concerned with prepositions in standard English and Arabic starting by definitions moving to the uses and showing different kinds, the target is to show the common different usages of the prepositions in both languages English and Arabic aiming to make the learners aware while learning and to improve their translation.

Prepositions in English

1. Definition of Preposition

Dykes (2007) defined the word preposition is that a Latin word *praeposito*, which means "placed before". According to Wishon & Burks (1980), a preposition is a word such as: (on, in, at…) often used before a noun or pronoun to show or define its relationship with another word in the sentence. The preposition is always defined as a word, connector that used to indicate place, time or manner. Edward Finiegan (2008) stated that it is as units used to describe the relationship between two “entitles”.

2. Usage of Preposition

The use of the preposition is one of the most crucial problems that pose problems for the students (learners & translation trainees) of English language. Moreover, there are many scholars who have discussed the subject of the prepositions’ usages, as Takahashi (1969) stated that mastering the correct usage of a preposition is one of the arduous areas for the learners of English. And according to South (1996), who claimed that even the native speakers of English language do not know how to put the preposition in its correct usage.

2.1. The Grammatical Rules of Prepositions

The grammatical rules of prepositions vary from one language to another, English prepositions do not have fixed rules. Besides, it is difficult to master them because they have different functions according to their usages in the sentences. The most common rule that is clear about the prepositions is that most verbs and adjectives are, accordingly, connected to specific prepositions to have meaningful sentences.
2.1.1. Positions of Prepositions

Although, in the 17th Century, John Dryden said that prepositions may not be used in the end of the sentence, because it will be informal English and the usage of the preposition will be ungrammatical, but now it is accepted as a colloquial form. Indeed, the position of English prepositions varies according to their uses whether in formal or informal language.

E.g.
- Wh-question: Who did you go to the party with?
- Infinitive clause: I've got a tape for you to listen to?
- Passive: War reporters sometimes get shot at

In the formal style, the preposition is often put at the beginning of the sentence and in relative structures.

E.g:
- With whom did she go?
- She was the only woman with whom he had ever been in love. (Swan,2005,p.435).

In prepositional verbs and phrasal verbs, the position of the preposition is always after ahead.

E.g:
- He sat on the table. (Prepositional verb).
- He put his coat on. (Phrasal verb). (Swan,1984,p204).

2.1.1.1. Prepositions and Postpositions

Prepositions and postpositions are two correlated items, as we know that prepositions are words that come before nouns or pronouns, while postpositions are placed after the elements they govern (its compliment). “exceptional pp constructions in which the compliment precedes the head” (Huddleston & Pullum,2002,p.632). English language uses prepositions more than postpositions because they are larger in number, while postpositions are rarely being used, although they fulfill the same functions as prepositions and they are together called. adpositions. (Grubic,2004)

(E.g):
- The dart was one inch off.
- We finally found the boomerang sixty yards down.
- These objections **notwithstanding**, they pressed ahead with their proposal.

### 3. Types of Prepositions

They're classified into many categories according to their forms, functions and uses.

#### 3.1. According to the Form

English prepositions are different in their functions and in their forms too, and they are classified formally into simple and complex prepositions. In addition, the distinction between them is simply clear according to their morphemes so that the most common prepositions consist of one word like: **on, at, in** is called simple preposition, and the other kind is called complex or multi-word preposition that has two or more parts like: **because of, near to, in spite of**. Yule (1998) stated that the distinction between them is the grammatical uses and lexical uses of simple prepositions. Essberger (2012) stated that the simple and complex prepositions are often come before another word; (noun, noun phrase, complement).

#### 3.2. According to the Function

The function of the preposition grammatically appears in phrasal verbs, prepositional verbs or phrases. Moreover, English verbs can be formulated with prepositions or adverb particles, Swan (1984) stated that English verbs have two parts: a “base” is a verb and its particle which is a preposition or an adverb.

##### 3.2.1. Phrasal Verbs

Alexander, (1988); Swan, (1984); Walker & Elsworth, (1988); and Wyatt, (2006) claimed that phrasal verbs are combined with ‘a verb + preposition or adverb’; (particle) that is added to a verb for producing it with different meaning, it means the particle will change the meaning of the original verb. Phrasal verbs are mostly formed by short or simple verbs.

E.g:

- She **threw down** the paper.
- He **put on** his coat. (Swan, 1984, p. 204).

##### 3.2.2. Prepositional Verbs

They are formed with two parts; ‘a verb and a preposition.’ Eastwood (1999) stated that the prepositions often come before the object.

E.g:

- I’m **waiting for** you.
The dog **belongs to** our neighbours.

The meaning of the prepositional verbs is mostly similar to the original verb, and there are some verbs can go with different prepositions.

E.g:
- I’m **looking for** my ticket.
- The police are **looking into** the matter. (Eastwood, 1999, p.313).

### 3.3. According to the Use

The function of the prepositions is to indicate specific position or time “The preposition can be used to indicate position, movement and time” (Walker & Elsworth, 1988, p.128). Many prepositions can be used to give various meanings according to their positions and objects. Among them:

#### 3.3.1. Prepositions of Place

“Most prepositions of place say where something is or where it is going” (Eastwood, 1994, p.291), such as: **at**, **on** and **in**.

**At**: is one dimensional, it is used for a place without focusing on the exact position. (as a point in space).

E.g:
- The car was waiting **at** the lights.
- There’s someone **at** the door.

**On**: is two-dimensional, and it is used for a “surface” or a “line”.

E.g:
- Don’t leave your glass **on** the floor. (surface).
- Paris is **on** the Seine. (line).

**In**: is three-dimensional, and it is used for a country or town or (the something as all around).

E.g:
- Who’s that man **in** the green sweater?.
- We finally arrived **in** Birmingham.
- I’ve lived **in** the village all my life. (ibid)
3.3.2. Prepositions of Movement

There are a lot of prepositions of movement such as: to, onto.

E.g:
- We went to the café.
- She walked onto the balcony. (ibid, p.290).

3.3.3. Prepositions of Time

There are a lot of prepositions that are used to indicate period of time, and each preposition is used to express specific point of time such as:

At:

It is used to express exact time:

E.g:
- At half past five.
- At that time.

(_ibid_, p.295).
With meal times:
E.g:
- That morning at breakfast, my brother told us he was getting married.
To express other points of time:
E.g:
- At down.
- At noon.
- Festivals: At Christmas,…
- Age: At the age of 27.

(Alexander, 1988).

On:

It is used with:
- Days: On Monday.
- Dates: On June 1st.
- Specific occasions: On that day.
- **Anniversaries, etc:** *On* your birthday.

**In:**

It is used to express:

- **Parts of the day:** *In* the evening. - *In* the morning.
- **Months:** *in* March.
- **Years:** *in* 1990.
- **Seasons:** *in* the spring.
- **Period of time:** *in* that age.

**Within:**

It is used to state periods of time.

E.g:
- I finished the examination **within** an hour and a half.

(Alexander, 1988).

**By:**

It expresses "not later than" i.e at or before

E.g:
- The plane leaves at 9 so we must be at the airport **by** 8 am. (For limit of time).

**From:**

E.g:
- The new procedure will be in operation **from** January, 1st. (To start point in time).

**Until:**

E.g:
- We have **until** the end of the June to settle the debt. (For limit in time).

(Stutt, 2006, p.104).

**Before and After:**

E.g:
- I’ll see you **after** lunch. (noun).
- We have some coffee **before** starting the meeting. (gerund).

Before and after prepositions mostly followed by noun, pronoun or gerund.
(Walker & Alsworth, 2000, p.136).

**For** and **During:**

E.g:

- You can only come in **for** a few minutes.

(for) is used to express how long something (item) continues.

- You will get plenty of practical experiences **during** the training period.

(during) to state when something (item) takes place. (Hewings, 1999, p.216).

**Since:**

Since is used to express that when the something how long has continues or it started.

E.g:

- I haven’t seen you **since** September.

- We’ve been waiting **since** twelve o’clock. (Eastwood, 1994, p.297).

**B- Prepositions in Arabic**

1. **Definition of Preposition**

   Morphologically talking, about the prepositions in Arabic, the phrase (Huruf Aljar) is made up of two parts: Huruf (حروف) which means ‘particles’ and ‘Aljar’ (جر) which means prepositions. Prepositions play a very important role in understanding the speech of the Arab speakers. According to Basra School, prepositions are defined that they are concerned with their nouns, and it is called in Arabic" huruf al-jarr " . E.g: **Min, Fi, Ba…**

2. **Kinds of Prepositions**

   The prepositions in Arabic language are classified into many categories, Al Ghalayini (1993) classified them into three types as follows:

   2.1. **Original Preposition**

   The original preposition needs a noun to be connected to and is indispensable in both meaning and in parsing as in:
2.2. Additional Preposition

The additional preposition doesn't affect the meaning when omitted, it is used to reinforce it. This kind is dispensable in parsing as in:

- No one came to us.
- Said is not a traveler (isn't traveling)

2.3. The Original-Like Prepositions

They don't need a noun to be connected to and they're indispensable in meaning. The five original-like prepositions are:

رب، خلا، عدا، حاشا ولعل

E.g:

- Best friends are the siblings Allah didn't give us.


3. The Usage of Prepositions

Standard Arabic has series of connectors and each one of them has its specific own functions; a preposition is one of them, it works to link the words of the sentence. Prepositions help to clarify the linguistic structures specially the relationship between the noun and the verb. That’s why Sibawayh called it in his book Al- Kitab: (The verbs that are linked to the additional words) i.e. the prepositions. (Al-Shamsan, 1987).

4. Temporal Meanings of Some Standard Arabic Prepositions

A) -Ba: (الباء)
It expresses many meanings that are as follows:

1- To express time or place.

E.g:

- ولقد نصرك الله ببئر.
- "And already had Allah given you victory at Badr" Aal 'Imran: 123
"And you, [O Muhammad], were not on the western side of the mount" Al Qasas 44

"And indeed, you pass by them in the morning and at night" As Saffat: 137-138

2- To connect: this is its original meaning.

E.g:

- أمسكت بيدك. ومسحت رأسي بيدي

I grabbed your hand and wiped my head with my hand.

3- Causality and Justification: to show the reason or to illustrate:

E.g:

- مات بالجوع.

Died of starvation.

- عرفنا بفلان.

Introduced him to us.


B) -Min (من)

It expresses:

1- Beginning:

It shows the starting point of an action (time or place).

E.g:

- "سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلاً مهِنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ الأَقْصَى"

" Exalted is He who took His Servant by night from al-Masjid al-Haram to al-Masjid al-Aqsa " Al Israa: 1.

- "لَمَسْجِدٌ أُسْسِدَ عَلَى التَّقْوَى مِنْ أَوَّلَ يَوْمٍ أُحْقَنَ أنَّ تُقْوَمَ فِيهِ"

" A mosque founded on righteousness from the first day is more worthy for you to stand in" Al Tawbah: 108.

(_ibid, pp.170-171).

2- To clarify:

showing the type, gender and origin.

E.g:
"They will be adorned therein with bracelets of gold" Fatir: 33

3- To confirm: usually in limitations and exceptions.

E.g:

"There came not to us any bringer of good tidings or a warner" Al-Ma'idah: 19.

4- Causality and Justification:

E.g:

Ignores the life and off his reverence --- So he never utters yet smiling.

C) -Ela: (إلى)

It has three meanings.

1- To express the end of time or a destination: this is the original of its meaning.

E.g:

"من المسجد الحرام إلى المسجد الأقصى"

"From al-Masjid al-Haram to al-Masjid al- Aqsa” Al Israa 01.

(ibid, pp.172-173).

2- It has the meaning of " Ma'a" (ما): i.e. it goes with a compliment.

E.g:

"قال من أنصارى إلى الله"

"He said, "Who are my supporters for [the cause of] Allah ?" Aal 'Imran: 52.

D) -Hata : (حتى)

To express the end of time like:

"سلام هي حتي مطلع الفجر"

"Peace it is until the emergence of dawn" Al Qadr: 5.

(ibid, pp. 174-175).

E) -Ala: (على)

1- It expresses touching or (attaching to the surface) :

E.g:
- "And upon them and on ships you are carried" Al Muiminun: 22.

2- It has the meaning of "Fi" (في):
E.g:

- "And he entered the city at a time of inattention by its people" Al Qasas 15.

3- It has the meaning of "Lam" (اللام):
E.g:

- "and to glorify Allah for that [to] which He has guided you" Al Baqarah: 185

4- It has the meaning of "Ba" (الباء):
E.g:

- "I threw on the bow.

( Ibid, pp.177-178).

F) -Fi: (في)

1- To express time or place.
E.g:

- "The Byzantines have been defeated - In the nearest land. But they, after their defeat, will overcome.- Within a few years" Ar-Rum: 1-3”.

2- Causality and Justification:
E.g:

- "you would have been touched for that [lie] in which you were involved by a great punishment " Al Nur: 14.

3- It expresses the meaning of "Ba" (الباء):
E.g:

- And on the day of horror, our cavalry ride Thrusting all aortas and kidneys.

G) –Lam: (اللام)

1- To expresses ownership:

This preposition is linked between two elements.

E.g:

- "To Allah belongs whatever is in the heavens and whatever is in the earth" Al Baqarah: 284.

- The house is Said's (for Said).

2- To confirm:

E.g:

- Oh, the misery of war!.

3- To end the target: i.e. meaning of Ela.

E.g:

- "Each running (its course) for a specified term" Fatir: 13.

(ibid, pp.183-184).

4- Time:

E.g:

- This kid is one year old.

H) -Muthu and Munthu (مذ، و منذ)

They are prepositions like Min in starting the target.

E.g:

- I haven’t seen you since Friday.
- I haven’t seen him since that day (munthu).

(ibid, p.197).
Conclusion

This chapter has dealt with prepositions in both English and Arabic languages that are hard to be mastered for EFL learners due to the different grammatical and lexical structures. In addition, the varieties of the usages of the prepositions according to the context, in both languages, are one of the main problems that will make difficulties and cause problems for the learners and effect negatively on their learning and lead them to commit errors. Thus, English and Arabic prepositions do not have the same use neither meaning.
Second Chapter

Difficulties of Translating Temporal Prepositions
Introduction

This chapter aims to show the main difficulties that will be occur in the process of translating temporal prepositions from standard Arabic into English, showing also the difficulties in learning English prepositions and in translating the Arabic prepositions into English regarding the different grammatical functions between them. Also it will identify the committed errors in the process of translation; substitution, addition and omission errors with guidelines to improve their translation.

1. Contrastive Study of English and Arabic Prepositions

A contrastive analysis is a strategy that aims to find out the similarities and the differences between two languages being compared, contrastive analysis focuses more on the different points to detect the errors that may be committed by the learners through their leanings. We are going to make a contrastive study between English and Arabic prepositions.

1.1. Prepositions in English

According to Show (1986), there are sixty words that can be used as prepositions in English, most of them serve to show a relationship of time, place, or direction. And based on Chalker (1992), claimed that English prepositions; “at, by, for, from, in, on, to and with” are the most frequent prepositions being used. Based on Hamdallah’s study (1988), who stated that English prepositions expresses a relation between two grammatical elements: prepositional complement and the object. As in the following example:

- People can’t go out on the streets at night any more, it’s so dangerous.

Both grammatical elements; 'night any more' (the prepositional complement), 'the streets' (the object) are in relation with one another.

Another characteristic of English prepositions is that they can be followed by a noun, verb or an adjective respectively as in the following examples:

- Nobody does any “work” during the festival.
- They “arrived” on Friday.
- The station will be empty at nine o’clock .

Also, Hamdallah claimed that different English prepositions when they used with the same word, they can produce different meanings.
E.g:

- How did you **get on** in the test?
- I usually **get up** late on Sundays. (Eastwood, 1999, p.319).

The meaning of the particles being used in these examples is completely different.

1.2. **Prepositions in Arabic**

The grammarians have classified the Arabic words into three categories; asmaa, afaal, and huruf that are nouns, verbs and particles respectively, and they are distinguished from the latter (particles) the prepositions that are called huruf al-jarr; “particles of attraction”. (Hamdallah and Tushyeh, 1993). The Arabic prepositions are classified into two morphological parts: The first one is the inseparable prepositions that often come together with the complement as its prefix such as: bi (at, by, in), li (to), ka (as, like), while the second part is the independent prepositions, either bilateral or trilateral, they are separable as in the following examples:

**Bilateral**
- Fii (in, at).
- Min (from).

**Trilateral**
- Alaa (on).
- Ilaa (to, toward).
- Hattaa (until, up, to).

Based on Hamdallah and Tushyeh (1993, p.185).

English and Arabic prepositions have some characteristics in common and they differ in others. Firstly, prepositions in both languages are different in number and usage; in Arabic, language there are twenty prepositions, six of them are the most commonly used that are (min, ila, ala, ba, la, fi) while in English, there are one-hundred fifty prepositions. Lakkis & Abdel Malak (2000, p.26). Indeed, the number of the prepositions in Arabic is very limited; but, at the same time, each one of them can work to serve a variety of purposes. Hence the learners find difficulties while learning the use of prepositions or translating them. Furthermore, not all Arabic prepositions have frequent equivalents in English language due to the differences in their usages and meanings, especially when they are used to express place and time. Secondly, Arabic and English prepositions have some characteristics in common i.e.
prepositions in both languages work to show a relation between groups of words in the sentence, and they cannot stand alone in the sentences because the prepositions depend on their usages according to the context in order to imply their meanings, also Arabic prepositions have temporal and spatial meanings as in English.

E.g:

**To express time**

- We arrived home at 6:30
  - وصلنا البيت على الساعة السادسة والنصف
- I have lived in Annaba for three years.
  - لقد عشت في عنابة لمدة ثلاث سنوات

**To express place**

- He went to Algeria from 1990 to 1995.
  - ذهبت إلى الجزائر من 1990 إلى 1995

2. **Difficulties in Learning English Prepositions.**

In numerous studies, Arab and foreign scholars stated that prepositions are one of the most issues that make difficulties for the learners of EFL and they have considered that prepositions are difficult to be mastered specially to nonnative speakers and pose problems for the Arab learners for different reasons. Zughoul (1979) emphasized the idea that the Arab EFL learners find difficulties in mastering English prepositions. Broadly speaking, the problem of the interference that learners often have in their translation from the mother tongue, Arabic language, into English language, also the traditional methods of teaching make the students learn Standard English incorrectly and push them to translate in their minds. The complexity of the preposition usage; E.g: Look at, Look after, Look up… etc.

Thahir (1987) stated that English prepositions cause problems and difficulties for Arab students due to the lack of familiarity of some English prepositions and their usages. Scott and Tucker (1974) claimed that English prepositions do not have fixed rules, and they are not always corresponding to the Arabic language. They have also encountered the different errors of the students that are committed, because of their interference of their native- language. Even Kharma and Hajjaj (1997) stated in their study that the majority of the Arab EFL
learners have made errors in English syntax; however, English and Arabic languages are different in syntax and the prepositions are one of the most troublesome aspect of syntax.

The results of Al-Marrani study (2009) indicated the similarities and the differences of the two subsystems of English and Arabic prepositions. The differences make the learning of the prepositions difficult and that will lead the learners to commit errors because of the negative transfer of the interference. A contrastive analysis study of Hamdallah and Tushyeh (1993) of some English and Arabic prepositions emphasized the idea that prepositions are difficult for learning. According to Cuyckens and Radden (2002), English prepositions express various meanings since the number of prepositions is quite large, that needs high cognitive and mental work from the users (learners). Even Hendricks (2010, p. 24) says that “Learning English prepositions is notoriously difficult and a slow, gradual process for ESL students”.

3. Difficulties in Translating Arabic Prepositions into English

As it’s mentioned above, prepositions are one of the major problematic areas and issues that have difficulties and pose problems while translating them from Arabic into English. When the Arab EFL learners master English prepositions, they will commit mistakes in translating prepositions for finding appropriate equivalents. The main problem does not only depend on finding the equivalent preposition; but also in understanding its use when it is transferred into English language. Hamdallah (1988) has listed in his study three different types of errors that the Arab EFL learners commit involving “omission, addition, and substitution”. Also, Scott and Tucker (1974) have explained each one of them as follows: The former means that a word was left out where necessary, and addition means to use unnecessary word instead of a required one and the latter means that to use the incorrect (wrong) word.

3.1. Omission, Addition and Substitution

3.1.1. Omission

Mostly, Arabic sentences contain adverbs instead of a prepositional phrase to express time as in:

"في الصباح" instead of "صباحا"

That would make translators err when using such expressions of time in English.
3.1.2. Addition

Unlike the omission, adverbs of time in Arabic do not follow prepositions as:

- "اجتمع الأساتذة صباحا (في الصباح)"
  - "Teachers have made a meeting in the morning."
  
  The literal translation may be done as in:
  - "Teachers have made a meeting morning."

The common mistake that translators commit is to add a preposition preceding those expressions of time in English; such mistake, initially, confirms the misuse of grammatical rules of prepositions in English, it shows also the generalization of the rules that is transferred into English while translating.

E.g:

- "التقيت به (يوم) الأحد الماضي"
  - "I met him on last Sunday".

The preposition "on" should not be added according to the rule that says:

"The prepositions "at / on / in" are not normally used in expressions of time beginning with next, last, this, that, one, any, each, every, some and all."

More Examples:

- See you next week.  (NOT See you in the next week.)
- I am free this evening.  (NOT I am free in this evening.)
- You can come any time. (NOT You can come at any time.)
- I worked all day.  (NOT I worked on all day.)
- Let’s meet one day.  (NOT Let’s meet on one day.)

These prepositions are not used before 'yesterday, the day before yesterday, tomorrow or the day after tomorrow.'
- She is coming tomorrow. (NOT She is coming on tomorrow.)
- I met him yesterday. (NOT I met him on yesterday.)

Also note that prepositions are dropped in questions beginning with "what / which + expression of time".
- What time is she arriving? (NOT At what time is she arriving?)
- What day is the conference? (NOT On what day is the conference?)

The use of preposition is optional in the following sentences.
- I was here (in) the December before last.
- The visited us (on) the day before yesterday.
- She came here (in) the previous summer.
- We waited there (for) two hours.

3.1.3. Substitution

Sometimes, students of English use the wrong preposition in the place of another appropriate one because of MT effect or the ignorance about the preposition uses in English.

E.g:

- سيصل القطار خلال خمس دقائق.
  - The train will arrive within five minutes. (incorrect)
  - The train will arrive during five minutes. (incorrect)
  - The train will arrive in five minutes. (correct)

We use 'in' to say how soon something will happen. Within means ‘inside’ or ‘not beyond’. It's used to express an action that has finished before a particular period of time.

Another common substitution case is when days are followed by specific part of time as in " Saturday morning, Monday afternoon ...etc" Translators use "in" instead of "on"

E.g:

- ستكون (هي) في باريس مساء الثلاثاء.
  - She'll be in Paris in Tuesday evening. (incorrect)
  - She'll be in Paris on Tuesday evening. (correct)
Therefore, misusing a preposition is a common, and frequent, part of the English language. Since missing a necessary preposition can cause your readers to misinterpret your sentence, it is wise to understand carefully the use of prepositions.

3.2. Prepositions Mis-use:

Most learners misuse many prepositions as "different than – different from, between – among, come in – come into ….etc. " Besides, translators misuse prepositions in their translation and their possession in possible errors is 30 to 50 percent; there is, mostly, a chance of one or two incorrect prepositions and only one correct preposition. Nevertheless, there are some common misuses of two or three prepositions of time as:

**Since – For**

Many learners misuse them as in:

- I have lived here since ten years (incorrect).
- I have lived here for ten years (correct).

We use ‘for’ when we measure the duration; when we say how long something lasts. (for + a period of time) Whereas 'since' gives the starting point of actions, events or states, it refers to when things began. (Since + a point in time (in the past), until now.)

**In – During**

- لقد أمضينا وقتا رائعا في رحلتنا.
- We had a great time in our trip. (incorrect).
- We had a great time during our trip. (correct).

"During" expresses a period or range of time, “In” specifies an exact "calendar" time, which may be as small as a moment or as large as a century.

**Till - Until – To**

- لعبنا الشطرنج حتى منتصف الليل.
- We played chess to midnight. (incorrect).
- We played chess until midnight. (correct).
As we stated before that the main problem may be faced in the process of translation is that not all the Arabic prepositions have the same (definite) equivalents in English or vice versa, this, verily, make a confusion in using other prepositions instead of the correct ones as:

**Fīi**

The Arabic preposition *fīi* interferes the selection and the usage of English one as in the following examples:

- Spring begins \textbf{in} the first of March. Incorrect, it should be (on)
- \textbf{In} the end of the journey we brought fruit. (at)
- \textbf{In} my last holiday I did many different things. (during)

As we know that the English preposition 'in' probably seems to be the equivalent of the Arabic preposition 'fīi' as shown in the examples, but it is used incorrectly in the examples, because Arabic and English do not have the same equivalents and meaning.

\section*{3.3. Language Transfer.}

As we know that language transfer is the basic factor that leads the Arab EFL learners to commit errors in the process of translating English prepositions or using them.

Richards (1974) stated that language transfer leads the incorrect sentences from L2 learners to represent one-third of their wrong performance in L2.

Oldin (1989,p.7) defined transfer as: “The influence resulting from similarities and differences between the target language and the other language that has been previously (and perhaps) imperfectly inquired”.

The foreign language learners often depend on their MT; native language in the process of translation, because it is the main source of their knowledge when they transfer the items, words, structures to the target language. Thus, there are two types of transfer: Positive and negative. Ellis (1994) defined both types in the definition below:

Transfer is to be seen as a general cover term for a number of different kinds of influence from languages other than L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms and their over-use (p.341).
3.3.1. The Positive Transfer

The positive transfer helps with learning the target language and to facilitate understanding the way of the L2. Positive transfer helps beginners, for instance, in learning how to pronounce aspirated voice less stop in a second language if the MT also has also aspirated voice less stops. It means that the positive transfer will have a positive influence when the learners of L1 and the L2 are similar in terms, and when they share linguistic features such as the grammatical categories. That is explained by Yule (2006, p.167) “If the L1 and L2 have similar features (e.g. making the plural at the ends of nouns), then, the learner maybe able to benefit from the positive transfer of the L1 knowledge to the L2” i.e. the prior knowledge of the language helps the learner to master the new language successfully.

3.3.2. The Negative Transfer

The negative transfer causes problems while learning new language because of the differences between the two languages’ structures; the native language of the learners and the foreign one (The new language), that will lead the learners to make mistakes through their uses or translation of the prepositions. Therefore, a negative influence of the NL will be made on the foreign one due to the interference of the learners’ MT on their learning, it is termed “Negative transfer” or “Mother tongue transfer” as is explained by Weinreich (1953) that:

When a process of second language learning takes place, those linguistics phenomena which are similar in form, meaning and distribution are regarded as facilitating the process, and the transfer is seen as positive, if they are dissimilar, the transfer is considered negative and acquisition is viewed as distorted because the two structures differ. The phenomenon involved in these difficulties was called interference (p.1).


When we compare the prepositions' uses in both languages Arabic and English, we find that there are similar prepositions used in some cases to show the same meaning in both languages.

E.g:

- في هذا الأسبوع - أو - في هذا المساء.

- In this week – or - in this evening.
There are cases that the direct transfer from Arabic may lead to positive transfer or to negative transfer as in the following examples:

- في الشتاء يكون الجو بارداً.
  - In winter, the weather is very cold. (positive transfer).

- بدأ آدم جميلاً في الحفل.
  - Adam looked beautiful in the party. (“in” is incorrect, it should be “at” because of the negative transfer).

The committed errors that are shown in the examples below show that Arabic prepositions have more than one meaning because each preposition has different usages vary according to the context to serve a variety of purposes. Furthermore, the problem may appear in the process of translation that most of the learners know only the common meanings of Arabic prepositions and what they serve. Apparently, the reason that make them know only one English equivalent is a result of the lack of knowledge of standard Arabic. When the negative and positive transfer occur in using or translating English prepositions, it is clear that the learners who tell the different meanings of Arabic prepositions can tell more equivalents and will produce more positive results than the others who do not master the Arabic prepositions very well. The following examples illustrate that the learners misuse the English preposition “in” in some cases, and they show that learners who do not know the different meanings of the Arabic preposition “Fii” appear to perform as below:

**In = Fii**

E.g:
- My birthday is in December 28th.
- Flowers grow in spring.
- We sleep in night.

Nevertheless, learners who have mastered the use of the Arabic preposition “Fii” successfully appear to perform as below:

**On, in, at = Fii**

- My birthday is on December 28th.
- Flowers grow in spring.
- We sleep at night.
However, Kharma and Hajjaj (1989) argued that the Arabic learners face problems in translating the English preposition 'of' because it does not have any equivalent in the Arabic language except "the genitive case."

E.g:

- The first of the month.
- It's ten (minutes) of five (used in America English).

أول الشهر (رأس الشهر)
- الساعة الخامسة إلا عشر دقائق

5. Reasons that Arab Students Mismatch English Prepositions

Students know only specific common meanings which are more popular and known than other meanings. Therefore, when the same errors reoccur, they are often related to a specific Arabic preposition usage.

It seems that students resort more often to colloquial Arabic than standard Arabic in choosing English prepositions. The example for this is the use of 'from' instead of /munthu/ or /muthu/ which are not found in colloquial Arabic.

E.g:

أصبحنا أصدقاء منذ شهر جويلية الماضي.
- We'd been friends from last July (the correct preposition is "since")

In studying preposition errors made by Arab EFL students, Zughoul (1979) reached the following conclusions:

1. In some cases the English preposition corresponds exactly to its Arabic equivalent.

2. Sometimes, 'in' expresses an idea in Arabic, we do not need to use a preposition (or any other word) to replace the English preposition.

3. Usually, students try to memorize one main equivalent for each English preposition. While such one–to–one translation may give the proper English word in a number of cases, there are many instances in which it does not work.

4. English preposition is not always expressed in Arabic by a preposition, its equivalent may be a different part of speech.
5. English preposition can be attached to verbs or nouns to form units with different meaning.

6. Some usages of English preposition, especially those of 'at, in, and on,' are ambiguous and difficult compared with the Arabic preposition which really replaces those prepositions in meaning. English prepositions are generally considered difficult to teach to non-native speakers, for a variety of reasons: the large number of possible meanings for many prepositions, which change according to the context in which they are used; the lack of a written guide to usage; and, for native Arabic speakers, the commonly-used grammar-translation method of instruction and native language interference. Some potentially more effective approaches to teaching prepositions include C. Kreidler's association approach, A. Hornby's unit method, D. T. Langendoen's role-subdivisions, R. Close's relationships approach, and G. Pittman's demonstrable uses.

However, in most of these approaches, there is a stress on teaching isolated structures with little emphasis on real communication. If communication is a primary goal of English teaching, teachers should begin instruction with real situations that are relevant to the students and concentrate on the prepositions and adverbs that students need to understand. Linguistic distinctions, that students do not need to know, should not be taught, errors should not be automatically corrected, and similarities between English and the native language should be pointed out. Thus, Prepositions used often in the classroom could be categorized as case, lexical, or unit prepositions for instructional purposes.

Conclusion

This chapter has presented a contrastive study about the prepositions in English and Arabic languages, listing some of the common similarities and the differences between them. In addition, it shows the main sources of difficulties in learning English prepositions and in translating the temporal prepositions from the Arabic language into the English one, and it highlights the areas to which prepositions the learners (translators) should pay attention in using or translating them.
Third Chapter

Practical Part
Introduction

Through what has been discussed in the previous chapters, it is clear that prepositions are not easy task to learn, we hypothesized in the general introduction that because of the different grammatical systems between the two languages Arabic and English may prevent the second year students of English to translate the temporal prepositions appropriately, specially from Arabic into English. The present chapter is concerned with two tests; including text and set of sentences that will be analyzed to check if their elocutionary effect was successfully transferred into English and the errors possibly committed in using and translating the temporal prepositions.

1. Description of Methodology

1.1. The Sample and Population

To achieve the aims of the present study and to verify hypotheses, a systematic randomly selected sample of second year students at the department of English Language/University of Kasdi Merbah Ouragla has been chosen to be the representative sample for the population. They have been selected because they have normally had a proficiency level and expected to master English language and are, hence, capable of using and translating prepositions correctly.

1.2. Description of the First Test

Twenty students of both genders (males and females) were given a test that includes English text with gaps, the participants are asked to use the appropriate preposition of time. The aim of the proposed text is to test the EFL students’ ability whether they succeed or not when using the temporal prepositions, the students’ input is used to affirm or negate our hypothesis' veracity.
1.2.1. Results of the First Test

<table>
<thead>
<tr>
<th>Students' Numbering</th>
<th>Correct Uses' Percentage</th>
<th>Incorrect Uses' Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37.50%</td>
<td>62.50%</td>
</tr>
<tr>
<td>2</td>
<td>56.25%</td>
<td>43.75%</td>
</tr>
<tr>
<td>3</td>
<td>12.50%</td>
<td>87.50%</td>
</tr>
<tr>
<td>4</td>
<td>43.75%</td>
<td>56.25%</td>
</tr>
<tr>
<td>5</td>
<td>50.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>6</td>
<td>43.75%</td>
<td>56.25%</td>
</tr>
<tr>
<td>7</td>
<td>25.00%</td>
<td>75.00%</td>
</tr>
<tr>
<td>8</td>
<td>62.50%</td>
<td>37.50%</td>
</tr>
<tr>
<td>9</td>
<td>37.50%</td>
<td>62.50%</td>
</tr>
<tr>
<td>10</td>
<td>18.75%</td>
<td>81.25%</td>
</tr>
<tr>
<td>11</td>
<td>31.25%</td>
<td>68.75%</td>
</tr>
<tr>
<td>12</td>
<td>43.75%</td>
<td>56.25%</td>
</tr>
<tr>
<td>13</td>
<td>06.25%</td>
<td>93.75%</td>
</tr>
<tr>
<td>14</td>
<td>50.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>15</td>
<td>87.50%</td>
<td>12.50%</td>
</tr>
<tr>
<td>16</td>
<td>31.25%</td>
<td>68.75%</td>
</tr>
<tr>
<td>17</td>
<td>25.00%</td>
<td>75.00%</td>
</tr>
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<td>18</td>
<td>12.50%</td>
<td>87.50%</td>
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<tr>
<td>19</td>
<td>18.75%</td>
<td>81.25%</td>
</tr>
<tr>
<td>20</td>
<td>31.25%</td>
<td>68.75%</td>
</tr>
<tr>
<td>Total</td>
<td>36.25%</td>
<td>63.75%</td>
</tr>
</tbody>
</table>

Table I: Results of the First Test
1.2.2. The Error Analysis and Discussion

Conducting error analysis is one of the best ways to describe and show the errors committed by L2 learners. The data for error analysis was selected from twenty students, the table shows the total results of the students that are, apparently, negative because we got 36.25% of the learners who succeeded in using the appropriate temporal prepositions, while the others, representing 63.75%, failed in using the appropriate ones.

Indeed, in many cases, out of twenty ones, more than the half of the students did not get the right answer. Actually, it is inevitable for students to make errors that are related to the effect of the MT in their outcomes as in the following examples:

- “by winning eight gold medals (in) the 2008…”
- “born (in) June 30,1985…”
- “(in) August 16…”

instead of the correct prepositions (at) / (on) / (on) respectively.

Students tried to use the English equivalents of Arabic prepositions that are in their minds. Aiming to reveal the causative sources of the errors, the learners' responses show that there is a mismatch problem between some English prepositions and their appropriate usages by the Arabic learners, namely the prepositions of time. These results indicate performance differences among participants despite similar peripheral autonomic responses, the percentages vary from one student to another. Compared with the correct uses of the prepositions, the incorrect answers registered high percentages in temporal prepositions.
Certainly, preposition errors are very common but they are not all of the same kind, the variability have shown by the different percentages obtained in the formal categories we have analyzed. We have noticed students omitted prepositions in some examples; they neglected to use them as in the following examples:

- "…Phelps won his seventh gold medal of the games (…) all eight events..."
- "…he qualified to compete (…) three team and five individual events..."

Other students used irreverent prepositions representing 9.37% that are inappropriately used out of the context; regardless of the MT, some students made intralingual errors (universal errors) as in:

- "…the Games (of) the men’s..."
- "…to compete (by) three team..."
- "…by swimming it (For) record time..."

We have, also, noticed that the preposition “in” is the most used preposition by the students, while “at” was the least used one because of the influence of the Arabic language that had a negative influence on the performance of the students. Therefore, we can state that the first language is, truly, a source of errors, and the existence of negative transfer presupposes existence of the positive one.

1.3. Description of the Second Test

The second test consists of forty sentences including temporal prepositions in Arabic language, the students are asked to translate them into English aiming to verify whether the students succeed in rendering the prepositions correctly or not, and to answer the question: Do temporal prepositions in Standard Arabic and English have the same meanings or not?

1.3.1. The Test and Data Analysis

Sentence 01: استيقظ علي في منتصف الليل. Ali woke up at midnight

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Table 1: Results of the First Sentence
In the first sentence, out of 20 students, 12 of them, representing (60%), translated it correctly, the other 8 students (40%) made different wrong translations, although most of the students got the correct answer, but there are others produced different translations as:

- Ali woke up in the midnight.
- Ali woke up on the midnight.
- Ali woke up during the midnight.

**Sentence 02:** منذ سنوات عديدة والدولتان في حالة حرب

The two countries have been at war for many years.

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Table 2: Results of the Second Sentence.**

In the second sentence, out of 20 students, 4 of them (20%) got the correct translation, while the other 16 students (80%) made different mistakes. Most of the students used the preposition 'since', others neglected to translate the preposition 'munthu' as in the following examples respectively:

- The two countries are in war since a long time.
- The two countries are in war several years ago.

**Sentence 03:** وصل في الموعد

He arrived on time

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

**Table 3: Results of the Third Sentence.**

In the third sentence, out of twenty students, 9 of them (45%) rendered the sentence correctly, the other 11 students (55%) failed in their translations. Most of the students were confused in translating the Arabic preposition 'fii' into English because of the negative transfer, it made them produce different translations as in the following examples:
- He arrived at time.
- He arrived in time.

**Sentence 04**

سارت من الدار إلى المدرسة وغيت من المساء إلى الليل

I walked from home to school and I remained absent from the evening till night

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>15%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Table 4: Results of the Fourth Sentence.**

In the fourth sentence, out of twenty students, only 3 (15%) translated the sentence successfully, the rest 17 students (85%) got the wrong translation. Most of the students used 'until' in their translations; they did not understand the right meaning of the Arabic preposition in the context, this misunderstanding led them to suggest translations like:

- I walked from the house to the school and I was absent from evening to night.
- I walked from house to the school, I was absent from evening into night.

**Sentence 05**

مررت بوهران ليلا

I passed by Oran at night

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Table 5: Results of the Fifth Sentence.**

The above table shows that half of the students got the right answer and the other half answered wrongly. That means, 10 students (50%) used the correct equivalent 'at' to their translations, while the others made different mistakes in using inappropriate prepositions and some students neglected using preposition as follows:

- I passed by Oran in night.
- I passed by Oran on night.
- I passed by Oran night.

**Sentence 06**

سأتكلم مع أبي عند الغذاة
I will talk to my father at lunch.

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

**Table 6: Results of the Sixth Sentence.**

For the sixth sentence, out of twenty students, 9 of them (45%) answered correctly. The other 11 students (55%) answered incorrectly. Students misunderstood the meaning of the Arabic preposition, thus, they produced unacceptable translation because of the interference of the native language as shown in these examples:

- I will talk to my father after lunch.
- I will talk to my father by lunch.
- I will talk to my father during lunch.

Sentence 07: سأبقى هنا حتى يوم السبت

I will stay here until Saturday

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Table 7: Results of the Seventh Sentence.**

Out of twenty students, the majority, 15 students, representing 75%, succeeded in translating the sentence, and 5 of them answered with wrong translations. Most of the students answered correctly, they put the appropriate equivalent 'until / till' due to the positive transfer when they were rendering from Arabic into English, some of them translated it as:

- I will stay here to Saturday.

Sentence 08: تقاعدت في عمر الخامسة والخمسين.

I retired at the age of fifty-five.
In the eighth sentence, out of twenty students, 8 of them (40%) got the suitable translation whereas 12 students (60%) used different wrong translations. It made a confusion to the students, they did not get the correct equivalent, thus, it led them to produce different translation such as:

- I retired in the age of fifty five.
- I retired on the age of fifty five.

**Sentence 09:** 
ماذا اشترىته له في عيد ميلاده؟

What have you bought him for his birthday?

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

In the ninth sentence, out of twenty students, 9 of them (45%) used the correct translation, the other 11 students (55%) used incorrect translations. Although there are students who got the correct translation for the preposition 'لِ', but the others answered wrongly due to the negative transfer like:

- What have you bought him in his birthday?
- What have you bought him to his birthday?

**Sentence 10:** 
لم أره منذ زمن بعيد

I haven’t seen him for a long time.

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>
We notice here that 9 of the students (45%) rendered the sentence correctly, but the other 11 students (55%) made wrong translations, they used inappropriate literal translations for the sentence like:

- I haven’t seen him since a long time.

Other unsuitable translations:
- I did not seen in a long time.
- I didn’t seen him from a long time.

**Sentence 11: عاش صديقي في كندا لستينين:**

My friend lived in Canada for two years.

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Table 11: Results of the Eleventh Sentence.**

In this sentence, 8 of the students (40%) provided suitable translation, the rest 12 students (60%) produced unacceptable translations; most of them did not understand the meaning of the Arabic preposition ‘لي’ in this context, so they suggested translations as:

- My friend has been living in Canada in two years.
- My friend lived in Canada since 2 years.

Five students did not use the preposition, they answered this way:

- My friend lived in Canada two years.

**Sentence 12: يجب أن تنهي على الساعة الثانية:**

You have finished by 2 o’clock.

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>15%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Table 12: Results of the Twelfth Sentence.**
In this sentence, only 3 students (15%) answered correctly, the other 17 students (85%) made wrong translations. The influence of the first language affected negatively on the performance of the learners, they failed in getting the complete right translation of this sentence, they used 'at' instead of the correct one that is 'by' as: "You must finish at 2 o’clock."

**Sentence 13:** كتب أول مسرحية له في سن الثانية عشر

He wrote his first play at the age of twelve

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>40%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Table 13: Results of the Thirteenth Sentence.**

In this sentence, 8 students (40%) produced the right translation, and 12 students (80%) answered with unacceptable translations, they were confused in translating the preposition 'fii' into English, their translations varied in using inappropriate equivalents as follows:

- He have written his first play in the age of twelve.
- He wrote his first drama on the age of twelve.

**Sentence 14:** أنا ذاهب إلى الكلية على الساعة التاسعة.

I am going to the faculty at nine

<table>
<thead>
<tr>
<th>Correct Translation</th>
<th>Incorrect Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Table 14: Results of the Fourteenth Sentence.**

The table above shows the positive results of translating the fourteenth sentence, the students reveal the ability to translate this sentence very well; that is to say (90%) of students caught the right translation while only two students (10%) answered wrongly as:

- I am going to the faculty to nine clock.
2. Results

It is clear that the majority of the participants being tested produced wrong answers more than right ones. Thus, responses clearly indicate that the students have an obvious problem in mastering prepositions, we have noticed that their outcomes went wrong in using prepositions and this probably make them face problems in translating them as shown in the second test. In the light of the learners’ responses, it is found that these students committed many errors in translating the target prepositions that have been used for time. Clearly, some of them were hesitated in writing their answers because of the fact that they were not sure of the appropriate English prepositions that should be used. The main problem of these results lies in the fact that students are not familiar with the use and usages of the prepositions in both languages (English and Arabic). Certainly, prepositions in Arabic are syntactically different from those in English. Accordingly, the prediction we supposed in this work is accepted. That is to say that the learners of second year English have faced problems in using and translating the temporal prepositions from Arabic into English accurately due to their different uses and meanings.

3. Recommendations

Based on the findings of the research, aiming to make the learners aware of English prepositions and their correct uses, and hoping to reduce the degree of committing such errors, these are some recommendations that will help the learners in mastering prepositions.

1- The instructors of English language should point out the similarities between English and Arabic prepositions in order to promote learners’ autonomy and to encourage them to master prepositions of time.
2- Teaching English prepositions of time to EFL learners should be based on understanding the different meanings of Arabic prepositions.
3- The learners should not always depend on the common meaning of the prepositions, they have to know the different usages of the prepositions specially the temporal ones, because prepositions can serve with a variety of purposes in the context to avoid expected errors.
4- Using the strategy of practice in teaching or learning prepositions, practice means writing that will help the learners to improve their English.
5- Following the recommendations of some researchers as (Etayeb, 2010; South, 1996; Zugoul, 1979) who stated some teaching techniques to teach or learn the preposition in the correct way.

**Conclusion**

According to what is mentioned before, the present chapter was to validate our hypothesis. It is contained of all the research methodology used; the data, population, description and the analysis of both tests. After carrying the analysis, the produced outcomes from the two tests prove that learners have an arduous problems in using and in translating prepositions, thus, it will prevent them to give the appropriate equivalent for the preposition. Not surprisingly, MT interference in preposition use is relatively higher than other language structures in students’ English writings. Susceptibly, "in, on, and at" were the most manageably difficult in usage and rendering along with the Arabic preposition ‘fii’, the learners should know that some usages of English prepositions are ambiguous and difficult compared with the Arabic ones. Further, what should be recognized is the difference in number and usage between them in order to avoid the misuse of the prepositions and to overcome the obstacles of mastering and translating them.
Conclusion

There is no doubt that the huge divergence system between standard Arabic and English is one of the serious problems facing the translators who are, axiomatically, influenced by their mother tongue. However, our concern in this study was making sure of whether or not the study of prepositions prevents translators not to get in troubles. Mainly, the work is composed of three chapters: the first and the second chapters are devoted to present the theoretical part, and the third one is concerned with the practical part (testing). In the first chapter, we introduced a general overview about prepositions in both languages; Arabic and English listing their uses and showing their different kinds in both languages with examples and clarifications in order to help the learners differ between them.

The second one dealt with the main sources of difficulties in translating the temporal prepositions from Arabic into English, it showed also the areas of similarities and differences between them, explained the different types of errors and the terms of language transfer and highlighted the areas to what points the learner (translator) should pay attention in using or translating prepositions. The last chapter concerned with the implementation of the tests; the practical part was divided into two sections: the first one is about the description of the tests and the methodology, while the second is devoted for the tests and data analysis. Prepositions are a part of English and Arabic languages that exert influence on both languages. Therefore, using translation as a method might draw attention to the manipulation of language. What is important to bear in mind is that not every English preposition has a definite Arabic equivalent and vice-versa.
Bibliography


References in Arabic


Network Sources


Appendix 1

The First Test

Dear Students,

These tests are supposed to provide a clear overview about your ability in translation, especially in using and translating temporal prepositions. We would be grateful if you could take the time and the energy to share your experiences by filling the gaps in the text and translating the sentences below. Your translation will be very useful for our research project. So, we hope you give us full attention and interest when using the appropriate prepositions and in translating the following sentences.

Thank you in advance.

1- Fill in the following gaps with the appropriate preposition.

Michael Phelps made sports history by winning eight gold medals (…..) the 2008 Olympics (…..) Beijing, China. Born (…..) June 30, 1985, Phelps was just 15 years old when he qualified for the Sydney Australia Olympics (…..) 2000. Phelps shattered the 200 meter butterfly by swimming it (…..) record time. He swam it (…..) 1:56:50 seconds. He went on to break many more records (…..) the 2004 Athens Olympics. (…..) August 2008, he arrived (…..) the Beijing Olympic games determined to break, former Olympic swimmer, Mark Spitz’ 6-gold medal record. He qualified to compete (…..) three team and five individual events. He swam 17 races (…..) nine days and won gold medal (…..) all eight events. (…..) August 16, Phelps won his seventh gold medal of the Games (…..) the men’s 100-meter butterfly event, setting an Olympic record for the event. He did it (…..) 50.58 seconds, edging out his nearest competitor by 1/100 of a second. When his team won the 4 X 100 meter medley relay, he stood (…..) the podium overwhelmed with emotion as he received his eighth record-breaking medal.
2- ترجم الجمل الآتية الى اللغة الإنجليزية:

استيقظ علي في منتصف الليل

منذ سنوات عديدة و الدولتان في حالة حرب

وصل في الموعد

سرت من الدار إلى المدرسة و غبت من المساء إلى الليل

مررت بوهران ليلا

سأتكلم مع أبي عند الغداء

سأبقى هنا حتى يوم السبت

تقاعدت في عمر الخامسة والخمسين

ماذا اشترتي له في عيد ميلاده ؟

لم أره منذ زمن بعيد

عاش صديقتي في كندا لستين

يجب أن تنتهي على الساعة الثانية

كتب أول مسرحية له في سن الثانية عشر

أنا ذاهب إلى الكلية على الساعة التاسعة
Abstract

Prepositions are difficult to be translated because their meaning is often vague and the choice of the correct preposition is often arbitrary. This research aims at shedding light on the difficulties of translating the temporal prepositions from Arabic into English, more specifically, the study presents a general overview about the prepositions and it makes a contrastive analysis attempting to identify and clarify the common different usages of prepositions in both languages. Moreover, it aims at exploring the main sources that make the difficulties and errors in the process of translation. Findings reveal that the EFL learners face problems related to the use and translation of the temporal prepositions purposing to make the learners aware of their uses and to improve their translation.

Key Words: Prepositions, temporal prepositions, contrastive analysis, errors, translation.
الملخص

المقدمة

تعتبر حروف الجر من أهم العناصر التي لها أثر كبير في إظهار المعاني وفي فهم الكلام في كل اللغات، وتختلف كل لغة على الأخرى في التركيب النحوية وأنواعها. ولقد وضحت هذه الدراسة التعريف بحروف الجر في اللغتين الإنجليزية والعربية وأنواعهما واستعمالاتها خاصة حروف الجر الزمنية.

تهدف هذه الدراسة إلى تسليط الضوء على بعض المشاكل والصعوبات التي يواجهها الطلبة أثناء تعاملهم مع استخدام حروف الجر الزمنية وفي ترجمتها من اللغة العربية إلى اللغة الإنجليزية. وسنتنا على خلال الفصول التعرف على حروف الجر في اللغتين الإنجليزية والعربية مع ذكر بعض من أنواع الحروف الجارئة وتبيين بعضها من المشاكل التي قد يواجهها الطلاب في دراستهم. تتسلسل فصول البحث على النحو التالي.

الفصل الأول: حروف الجر في اللغتين الإنجليزية والعربية

حروف الجر في اللغة الإنجليزية:

تعريف حروف الجر

حروف الجر في اللغة الإنجليزية تعمل على ربط الاسم بالفعل أو الصفة من أجل تبنيع العلاقة بينهم "in, at, on...etc" ومن أجل إبراز المعاني وفهم الكلام.

أنواع حروف الجر: تنقسم حروف الجر حسب الشكل، الوظيفة، الاستعمال.

الشكل: تنقسم حروف الجر حسب الشكل إلى قسمين وهما: بسيطة ومركبة.

البسيط مثل: because of, near to, in spite of: . والمركبة مثل: on, at, in.

الوظيفة: وتتنقسم حروف الجر حسب وظيفة اقترانها بالفعل إلى قسمين:

الفعل المركب: يتكون الفعل المركب من "فعل + حرف جر أو ظرف" واللتين يضافان إليه لإعادة صياغة فعل بمعنى آخر مثل:
- She threw down the paper.

- He put on his coat.

لفعل المتعلق بحرف الجر: ويتكون من "فعل + حرف جر" ويسبق المفعول به غالباً مثلاً:

- I’m waiting for you.

- The dog belongs to our neighbours.

الإفعال المتعلقة بحروف الجر لا يتغير معناها عند ارتباطها بحرف جر.

الاستعمال: تنقسم حروف الجر حسب استعمالاتها إلى ثلاثة أقسام:

1. حروف الجر المكانية: مثال:

- The car was waiting at the lights

2. حروف الجر الحركية: مثال:

- She walked onto the balcony

- We went to the café.

3. حروف الجر الزمنية: مثال:

- I finished the examination within an hour and a half.

- At half past five.

- At that time.

حروف الجر في اللغة العربية

تتقسم حروف الجر في اللغة العربية إلى ثلاثة أقسام:

1- حرف الجر الأصلي: هو ما يحتاج إلى متعلق. وهو لا يستغني عنه معنى ولا إعراباً. مثلاً: "كتبت بالقلم"

2- حرف الجر الزائد: هو ما يستغني عنه إعراباً ولا يحتاج إلى متعلق. ولا يستغني عنه معنى لأنه جيء به لتوكيد مضمون الكلام. مثلاً: "ما جاءنا من أحد".
3- حرف الجر الشبيه بالزائد: هو ما لا يمكن الاستغناء عنه لفظا ولا معنى غير أنه لا يحتاج إلى متعلق.

وهو خمسة أحرف: "رب و خلا و عدا و حاشا و ولع".

استعمالات بعض حروف الجر في اللغة العربية:

الباء
- تستعمل للدلالة على الظروفية مثال:
"إنكم أتبركون عليهم صبيحين وبالليل".
"ولقد نصركم الله بئث".
من

تستخدم للدلالة على بداية الغاية الزمنية أو المكانية مثال:
"سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلاً مهِنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ الأَقْصَى".
"لَمْ يُسْجِدَ أَسْلَنْ عَلَى النَّقُوِّ مِن أَوْلِي الْأَوْلِيَاءَ حَتَّى نُفُومَ فِيهِ".
إلى
- تدل على انتهاء الغاية المكانية أو الزمنية مثال:
"مَنَ اللَّهُ الْمَسْجِدِ الأَقْصَى إِلَى الْمَسْجِدِ الْحَرَامِ".
حتى
- تستخدم أيضا لانتهاء الغانية مثل إلى. مثال: "سلامه هي حتى مطلع الفجر".

الفصل الثاني: صعوبات ترجمة استعمالات حروف الجر الزمنية

في هذا الفصل تم التطرق إلى مقارنة استعمالات حروف الجر في اللغتين العربية والإنجليزية وإيضاح أوجه الشبه والاختلاف بينهما، كما تطرقنا إلى ذكر أنواع الأخطاء التي تحدث في عملية ترجمة حروف الجر من العربية إلى الإنجليزية ومناقشة بعض الصعوبات التي تشكل عائقا للطلبة في تعلم أو ترجمة حروف الجر الزمنية.

حروف الجر في اللغة الإنجليزية

يوجد حوالي 150 حرف جر في اللغة الإنجليزية منها 8 حروف هي الأكثر استعمالا وهم: "at, by, for, from, in, on, to and with".

العلاقة بين عنصرين لغويين كما يمكن لحرف الجر أيضا أن يتبع، لفظ أو فعل أو صفة.
حروف الجر في اللغة العربية

قسم النحوين الكلام إلى ثلاثة أقسام: الأسماء، الأفعال و الحروف

تتشارك حروف الجر في اللغة العربية و الإنجليزية في خصائص مثل:

- تعمل حروف الجر في كلتا اللغتين على تبديد العلاقة بين مجموعة من الكلمات في الجمل.
- لا تستخدم حروف جر لوحدها في الجمل.
- تستخدم حروف الجر لتعبير عن زمن وعن مكان.

ويختلفان في بعض الخصائص مثل:

- يختلفان في العدد فحوط جر في اللغة العربية 20 لكن في اللغة الإنجليزية حوالي 150 حرفًا.
- ويختلفان في الاستعمالات.
- ويختلفان في بعض أنواع الأخطاء التي تشكل صعوبة في ترجمة حروف الجر الزمنية:

الحذف

غالبا ما يكون في الجمل العربية حرفًا شبيها بالزائد أو ظرف زمن يعبر عن جار و مجرور مثل "صباحًا" بدلا من "في الصباح" لذلك المترجم إلى اللغة الإنجليزية قد يخطئ و يترجم المثال التالي كما يلي: "اجتمع الأساتذة صباحا (في الصباح)".

"Teachers have made a meeting in the morning."

و قد يكون الحذف بعد الترجمة الحرفية للجملة بأن يقول:

"Teachers have made a meeting morning."

الإضافة

و يكون فيها عكس ما في الحذف، حيث أن الظروف التي تصف الزمان في اللغة العربية لا تتعلق بحرف جر مثل "غداً، البارحة، مساءًا، الأسبوع القادم... إلخ" و من الأخطاء الشائعة أن يضيف المترجم أحرف الجر لدعم علمه ببعض القواعد و لأنه عموم قواعد أولية على حروف الجر في اللغة الإنجليزية مثل:

"I met him on last Sunday"

في هذه الحالة يعتبر الحرف زائداً ولا حاجة له.
الاستبدال

وهو أن يستبدل المترجم الحرف اللائق بحرف آخر تبعاً لتاثير اللغة الأم أو لجهله باستعمالات الحرف المتعددة كما في المثال التالي:

سيصل القطار خلال خمس دقائق.

- The train will arrive within five minutes. (خطأ)
- The train will arrive during five minutes. (خطأ)
- The train will arrive in five minutes. (صحيح)

الفصل التطبيقي

لاختبار الفرضية التي تفيد بأن طلاب سنة الثانية ليسانس إنجليزية يواجهون بعض الصعوبات في ترجمة استعمالات حروف الجر الزمنية من اللغة العربية إلى الإنجليزية، قمنا بإجراء اختبار لمجموعة من 20 طالباً حيث تم اختيارهم عشوائياً وكان الاختبار يحتوي على تمرينين أول الذي يختص بملء فراغات النص والتمرين الثاني اختص بترجمة 14 جملة تشتمل على أغلب أنواع حروف الجر المستعملة في اللغة العربية.

بعد إجراء الاختبار تم تحليل نتائج الطلبة كما يلي:

- كان استعمال حروف الجر من قبل الطلبة غير دقيق وذلك بسبب نقص التركيز وغموض بعض الجمل الذي أثر على نتائجهم سلبية.

- يقدم الطلبة ترجمة دقيقة ومناسبة إذا كانت الجمل تحتوي على حروف جر مألوفة الاستعمال من قبل.

- عندما تتضمن الجملة أكثر من حروف جر واحد أو تركيب غير مألوف لا يصيب أغلب الطلبة في تقديم الترجمة المناسبة لها.

يتضح أن أغلب الطلبة الذين اختبروا لم يقدموا الترجمات المناسبة مما يدل على أنهم يواجهون صعوبة في استعمال وترجمة حروف الجر الزمنية، وعلى الحكيم على صحة فرضية البحث التي قدمناها في بداية هذا العمل والتي تؤكد على الاختلاف في استعمالات حروف الجر في اللغة العربية والإنجليزية.
جامعة قاصدي مرباح ورقلة
كلية الآداب واللغات
قسم اللغة الإنجليزية

مذكرة:

MASTER ACADEMIC

FIELD: ARTS AND FOREIGN LANGUAGES

SPECIFICATION: TRANSLATION AND TRANSLATION SCIENCE

PREPARED BY: Yamine Ammoura

WITH THE TITLE:

INTRODUCTION FOR THE MAJOR

STOP IN KERGUZA

DEPARTMENT HEAD:

DEPUTY: Dr. Khouad Mohamed

YEAR: 2014–2015

DIFFICULTIES OF TRANSLATING THE USE OF CONJUGATION HOURS FROM ARABIC INTO ENGLISH.

STUDY CASE: STUDENTS OF THE SECOND YEAR OF ENGLISH LITERATURE AT QASSIDI MABBAH AND WICALA UNIVERSITY.

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