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Title

Differences of Translation of English Present Perfect into Arabic
A Case Study: Translations of Second-Year LMD Students, University of El Oued

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Dedication

I would like to thank Allah for enabling me to finish this work.

This work dedicated to:

My parents: Hayat and Abd Razak for their patience and sacrifice.

My brother: Mouldi for his help

My sister: Fatima

To my family and friends
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Introduction

1. The sample

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Introduction

1. Statement of Problem

To translate grammatical elements seems to be an easy task, it is not more than finding their equivalent in the target language. But there are many cultural problems which rise at linguistic level. Sure, It's an essential issue to find exact equivalences in Arabic for the English present perfect.

An investigation is based on the difficulties which second year students of English face when translating the present perfect into Arabic. It has an importance in the English Language but it is not in the Arabic Language which cause problems to them.

2. Aims of the Study

Translation clarifies differences between languages at all levels, one of the main differences is present perfect tense. Finding an exact equivalence in Arabic language is problem which approached by scholars in order to find solutions.

The reason behind this study is that many university students confront difficulties when translate the present perfect into Arabic. It may not its accurate equivalence in Arabic unless by adding some linguistic items or particles.

I have chosen this topic as I was personally confused about the right use of it when I was a second year student. In addition, I discovered that there are many references which worked on the different problems of that tense in English, these will help me in the evaluation of second year students' knowledge of translating the present perfect when they learn translation act at El Oued University. This personal reason encourages me to write a research on the topic in order to make a general study to find equivalent of present perfect in Arabic.

This research aims mainly at presenting a general study in translation of present perfect between English and Arabic in order to clarify its different translations. It's also information collection about the topic and having a case study (second year students) to see the extent of its translation. Besides, this study reflects typical variations between English and Arabic languages.
3. Research questions

This research aims at answer questions about present perfect 'translation in order to remove some of ambiguity. These questions can be divided into the following:

- Is the present perfect tense a present tense or past one?
- Is the particle \( \text{قد} + \text{الماضي} \) the only form provided in Arabic for translating The Present Perfect Tense?
- What are The main difficulties of The English Present Perfect tense's Translations?

-Further aims

At the end of this research, we are looking for the following results:

- To show different grammatical structure between English and Arabic.
- To find an exact equivalence of present perfect in Arabic, if possible.
- To study second year English students' difficulties when translate present perfect into Arabic.
- The problem of name and translation of present perfect between English and Arabic.

4. Hypotheses

We pretend in our study that if second year students of English apply the rule which states that the English Present Perfect is translated by the form \( \text{قد} + \text{الماضي} \), they will over translate it in all context. They sometimes produce inappropriate tense equivalences.

5. Materials of The research

To test the above hypothesis, a questionnaire has been given to second year students of English at El oued University. The questionnaire has two parts, first one consists of information on the present perfect tense and second one has two short texts from English into Arabic and vice versa.

Twenty sample-students have been selected randomly to perform that Questionnaire. The selection of the second year students has been done on the basis that they first
time study translation, so they face problems to find exact equivalences in Arabic in order to translate the present perfect tense.

6. Structure of the Study

The present research work is divided into two parts with four chapters, a theoretical part which gives information related to the subject divided into two chapters.

Chapter one, deals with translation in general; related to the theories and types of translation. In addition, it provides an overview of the grammatical equivalence and the grammatical problems in translation.

Chapter two, deals with the present perfect tense, and relates to aspect and tense in English and Arabic. It also discusses the present perfect tense in its role, form, use and contrast it with present perfect continuous, past simple and past perfect simple as well as discusses the equivalence of the present perfect tense in Arabic.

And a practical part which includes data analysis (texts and questionnaires) divided into chapters.

Chapter Three, deals with texts translation which includes the present perfect tense as the main tense, these texts are from English into Arabic and vice versa and are translated by translators.

Chapter Four divided into two parts, first part deals with data analysis. It contains information analysis and translation analysis of Questionnaire. It tests the knowledge of second year students of English about the present perfect tense and the way they perceive the translation from English into Arabic and vice versa.

Second part, deals with Information analysis and Translation analysis for teachers of Translation, and dealing with problems which may face them about translation of the present perfect.

At the end of this research, we are looking for some solutions to the main problems each translator faces during Translation Process.
Chapter one

Translation

Introduction

No one can deny the importance of translation by helping people who do not speak the same language, or they are not from the same speaking community to communicate effectively.

This chapter is divided into five sections. So, the first section focuses on the definitions of the term "translation".

The second section deals with types of translation: Literal and Free translation as the main types with reference to their sub-categories up to Ghazala.

The third section deals with some theories of translation, we are going to take Literary and Linguistic as modals.

The fourth section handles Baker's (1995) grammatical equivalence in which she stresses the five main categories (number, gender, person, tense and aspect, voice).

The fifth section approaches grammatical problems of translation mainly grammatical ones which include the problem of translating tenses specially the present perfect into Arabic.
First Section

1. Definitions of Translation

Scholars have defined translation in different ways as 'The term translation itself has several meaning: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating' Munday (2001:4).

Bell defined translation as the expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalence (1989:5).

As for Ghazzala (1995), translation is any process that results in transferring the meaning from one language into another. For him the main goal is to deliver meaning of the source language by using the equivalents available in the target language.

Hatim and Munday defined translation from two different perspectives. First as a process, translation is an act of taking a text from one language and transforming it into another. In this sense, Hatim and Munday focus on the part of the translator. Second as a product, translation focuses on the results achieved by the translator, the concrete product of translation (2004).

Bassnett defined translation is not a monistic composition, but an interpenetration and conglomerate of two structures. On the one hand there are the semantic content and the formal contour of the original, on the other hand the entire system of aesthetic (2002:16) features bound up with the language of the translation.

Second Section

2. Types of translation

Translation has been divided into different types by different scholars who were interested in this field of study. According to Ghazzala (2008), translation has two types and each one has sub-sepyt.
2.1. Literal translation

It includes the following sub-types:

2.1.1. Literal translation of words (word for word translation)

Each English word is translated into an equivalent word in Arabic which are the same as, and in line with that of English:

For example:

That child is intelligent

ذكيا يكون الطفل ذاك

(2008:4)

Literal translation ignores word order and context. The translation of (is) into Arabic by (يكون) , but omitting it is better.

2.1.2. One to one Literal Translation

According to Ghazala, this type means to translate each source language word or phrase into an identical word or phrase in target language, with the same number, grammatical class and type of language. It takes context into consideration. (2008:6)

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

(1) It retains the SL word order in the TL.

(2) It insists on having the same type and number of words.

Yet, it is different from it in two respects too:

(1) It takes context into consideration.
(2) It translates collocation meanings, special and metaphorical SL words and phrases into their TL equivalents, if and when available.

e.g. (A) My neighbors are good

(1) حيراان يكرونون طبيبون

(2) حيراان طبيبون

It transfers the source language grammar and word order, regardless of the target language grammar and word order. This is confirmed in (A)

Translating (A) into (1) is insufficient to convey a real meaning, omitting 'يكونون' is better and 'طيبون' is corrected than 'طبيب' according to Arabic grammar

(Ghazala, 2008:7)

2.1.3. Literal Translation of meaning (Direct Translation)

Ghazala claims that this type of translation is keen on translating meaning as nearly accurately, and clearly as possible. It is the translation of meaning in context and it takes into account the target language grammar and word order (2008:9). The verb (run) is not always translated into only one context but it has different meanings, each one is considered to be a literal meaning as illustrated in the following examples:

' To run short of money'

(1) ينفد ما عنده من مال

' To run round'

(2) يطوف / يقوم بزيارة حافظة

(Ghazala, 2008:9)

2.2. Free Translation

It has been a well-established method of translation since antiquity. Usually, it is associated with translating the spirit, or the message, not the letter or the form of the text (Ghazala, 2008:11). It has two types:

2.2.1. Bound Free Translation

It is derived from the context in a direct way, through it may go out of it in some way or another, in the form of exaggeration, expressivity, and effective, rhetorical, or formal language. It is the type we usually understand by the term free translation as in the following examples:
Are you lying to me?  
أنت ترتيلي؟

You look quite cool  
تشديد رابط الجايش

The translations of the above examples into Arabic have gone beyond the context but, they are derived from the original, so this type is not accepted for its strangeness to context (Ghazala, 2008:12) .

2.2.2. Loose Free Translation

This type of free translation is a version of pragmatic translation. It is based on the translator's conclusions about what the speaker/writer wants to say. In other words, it is the translation of intentions (Ghazala, 2008:13) , the following examples illustrate that:

I am frightened (1)  
أبق معنا

It is half past nine (2)  
حان الوقت

The speaker of (1) means to say that she/he cannot stay on her/his own because she/he is afraid of something. Therefore, he/she asks the listener to stay with him/her, however indirectly. The speaker of (2) implies that time of a class, a meeting is over, or the time of learning, or doing something is due (Ghazala, 2008:14).

Third Section

3. Theories of Translation

Theorists tried to unify the theory of translation and each one saw it differently, so translation is divided into two types:

3.1. Literary Theories

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

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

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

3.2. Linguistic Theories

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

Yowell and Laitaiwish (2000), linguistic theories of translation seek more objectivity for translation. Linguistic theorists see translation as a part of linguistic theory and that many linguistic strategies are useful to avoid problems in translating.

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

Fourth Section

4. Grammatical Equivalence

Languages see world differently by their different ways and structures to convey real message, so no full relation between languages when we transfer information between them specially grammatical ones.

"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" (Baker, 1995: 83).

According to Baker (1995) some grammatical categories may make difficulty to translators because of differences in the grammatical structure of source and target languages, they are number, gender, person, tense and aspect, voice.
First, the grammatical categories of number do not exist in all languages, for example, English has singular and plural, but Arabic has singular, duality and plural. Second, gender which can be feminine or masculine, animate or inanimate grammatical category. Third, the category of person is related to notion of participant roles. Fourth, they indicate two main types of information: temporal and aspectual differences. Fifth, this category is concerned with passive and active forms which are different from one language into another.

**Fifth Section**

5. Grammatical Problems

Grammatical problems still make difficulties to students or translators for a lack of direct equivalence across languages in terms of grammatical features.

English and Arabic belong to different and distant language families: West Germanic, and Semitic. Consequently, their grammars are sharply different. Several grammatical features of English create variable problems of translation into Arabic. Experience shows that one of the primary mistakes committed by the students of translation is presupposition that English grammar and Arabic grammar can translate each other in a straightforward way.

The main difference between English and Arabic grammar is that English has verbal sentences only whereas Arabic has both verbal and nominal sentences.

In addition, word order is another problem, the normal of the words of the Arabic sentence is sometimes different from that of the English sentence whose normal is as follows:

Subject – Verb - Object/ Complement. In Arabic, however, the normal word order is two types: normal word order and verbal word order.

Besides, one of major grammatical problems in translation between English and Arabic is the translation of the present perfect. It has no one to one equivalence in Arabic. Some translators suggest (قد) for the present perfect and (لقد) for the past perfect (Ghazala, 2008:28, 46, 61).
Conclusion

Translation is a necessary means to communicate across different cultures and societies. To translate correctly, reader has to be aware of some different issues related to it as its types, theories, grammatical problems and equivalence to convey a real meaning into target language.

English and Arabic are two distinct languages which have no accurate equivalent in terms of grammar and specially in terms of present perfect. It causes problems to learners or translators to find an exact equivalence in Arabic language.
Chapter Two
The present perfect simple

Introduction

The chapter deals with the present perfect tense in different parts; (1) tense aspect in English and Arabic languages. (2) the role of present perfect forms, (3) comparison between the present perfect tense and another tenses (present perfect continuous, past simple and past perfect simple).

Finally, the suggestions submitted by language scholars in order to find the equivalent of the present perfect tense.
1. Tense and Aspect in English

1.1. Tense

Tense in verbs expresses the time that an action occurs in relation to the moment of speaking. It has three dimensions—present, past, and future. These can be represented as in the diagram (1), some forms of which are often used in English language teaching textbooks.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

(Moment of speaking)

Table 0.1 Three dimensions of tense (Cowan, 2008:350)

1.2. Aspect

Aspect expresses how the speaker views the action of the verb. For example, an action that is seen as bounded and complete is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspect; if seen as repeated, it is iterative; if seen as occurring regularly, it is habitual. All of these aspects are represented in the verbs of different languages.

In English, two aspects are expressed through auxiliary verbs and the form of main verbs: a progressive or continuous aspect represents ongoing action and a perfect aspect represents action that is complete. The progressive aspect is indicated with be + present participle (ing), and the perfect aspect is indicated with have + past participle (ed).

2. Tense and Aspect in Arabic

English expresses a wide variety of attitudes to time and the relation of events to other events. Arabic refers to completed and uncompleted actions. Arabic makes distinction between the imperfect and the perfect actions.
2.1. Tense

In Arabic, verb is a word which refers to action combined with a tense, for example "play" refers to action of "playing" and the tense is the present. Thus, in Arabic there are only two tenses as far as the form is concerned. (Yusuf, 2006:51)

**A. The present (الحاضر)**

What referred to occurring the action during time's speaking or after it. The sign which distinguishes it than past is using of letters of present as (الباء) Yaa, Hamza (هزة), Noun (الدال), Taa (تاء).

-I read the book now  أقرأ الكتاب الآن

**B. The past (الماضي)**

What referred to occurring the action before time of speaking as follows:

-Children played football  لعب الأطفال الكرة

And other tense is:

**C. The future (الأمر)**

A verb involves occurring something after time's speaking as follow:

Alla, write homework  اكتب الواجب يا علي (Najib, 2005:90)

3. The present perfect simple

The present perfect tense is formed with a present form of have (i.e., has or have) and a past participle of the main verb. It occurs with a time expression of duration, e.g., for six years / since 1999 / over the last six months (Cowan, 2008:367).

3.1. The function of perfect forms

The present forms imply two ideas: "(A) That an action or event occurred before the time indicated by the context or situation; it has happened before now, it had happened before a certain time in the past, or it will have happened before a certain time in the future; and (B) That this action or event has happened, had produced, or
will have produced a result or a state of affairs that is relevant to the present situation, was relevant to the past situation, or will be relevant to the future situation." (Graver, 1995:74)

The above quotation implies that:

The perfect forms link an earlier action with the present situation.

- The "perfect" verb forms

1. The present

John: I've read the book

Peter: What's it like? Is it worth reading?

2. The past

John: When I got there, everyone had gone home.

Peter: So you did not meet them?

3. Future

We shall have finished the repairs to your car by tomorrow morning. It will be ready for you at 11 o'clock. (Graver, 1995:73)

3.2. Form of the present perfect simple

We form the present perfect with have/has + the past participle. The past participle often ends in -ed (opened, decided), but many important verbs are irregular (lost, written, done, etc) (Murphy & Altman, 1998:26).

3.3. Use of present perfect simple

The present perfect simple shows a relationship between past time and present time.

It can be used in the following ways:

A - To describe an action that happened at an indefinite time before the present
-To refer to things that people have done and experiences they have had. Its
connection with the present is that the experience is part of that person in the present.

**E.g.** He’s taught English in five different countries.

- When there is very specific evidence in the present of the event that took place in the past:

**E.g.** Oh, you have had a haircut.

- Often in news reporting. The use of the present perfect makes the event seen more immediate and of direct relevance to the present.

**E.g.** At least twenty people have been killed in a motorway crash.

- After the construction of to be (in the present) + ordinal or superlative.

**E.g.** This is the first time I have been to London.

**B- With adverbials**

Used with adverbials that show a connection between the past and present.

**E.g.** So far, up to now, lately, already, yet, just.

**E.g.** These letters have just arrived.

**C- With a time reference**

Used with reference to a period of time that is still continuing in the present.

**E.g.** This morning, this afternoon, to-day, this week, this month, this year, this century.

**E.g.** I’ve read two books this week.

**D. In clauses of time and connection**

can be used in clauses of time and connection when, at a certain point in the future, the event will be in the past.

**E.g.** I'll give you back your ring when I've found it.
E.g. With since, for and how long to describe the duration of an activity or situation that started in the past and continues up to the present and possible into the future.

E.g. She’s been away from home for six months (Walker & Elsworth, 2000: 42-43)

3.4. Contrast between the present perfect with

The present perfect simple has different points with the following tenses:

3.4.1. The present perfect continuous

<table>
<thead>
<tr>
<th>The present perfect simple</th>
<th>The present perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>Continuation</td>
</tr>
<tr>
<td>She has painted the ceiling</td>
<td>She has been painting the ceiling</td>
</tr>
<tr>
<td>Repeated action</td>
<td>Duration of action</td>
</tr>
<tr>
<td>Kathy has lost her passport again. It's the second time she has lost it.</td>
<td>She has been playing tennis since she was eight.</td>
</tr>
<tr>
<td>Permanent situation</td>
<td>Temporary situation</td>
</tr>
<tr>
<td>I have never smoked</td>
<td>I have been smoking</td>
</tr>
</tbody>
</table>

Table 02. Contrast between the present perfect simple and the perfect continuous (Murphy & Altman, 1998: 30-34)

3.4.2. The past simple

<table>
<thead>
<tr>
<th>The present perfect simple</th>
<th>The past simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfinished action</td>
<td>Finished action</td>
</tr>
<tr>
<td>Jill has never driven a car</td>
<td>I enjoyed the party very much</td>
</tr>
<tr>
<td>Present Relevance</td>
<td>No present Relevance</td>
</tr>
<tr>
<td>Jim has gone to Canada</td>
<td>Jim went to Canada</td>
</tr>
<tr>
<td>Indefinite Time</td>
<td>Definite Time</td>
</tr>
<tr>
<td>We have left the party</td>
<td>We left the party at 11:00</td>
</tr>
</tbody>
</table>

Table 03. Contrast between the present perfect simple and the past simple (Murphy & Altman, 1998: 22-30)
3.4.3. The past perfect simple

<table>
<thead>
<tr>
<th>The present perfect simple</th>
<th>The past perfect simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation</td>
<td>Completion</td>
</tr>
<tr>
<td>I have lost my key</td>
<td>When I arrived at the party, Tom had already gone home.</td>
</tr>
<tr>
<td>The action started in the past and continues to now</td>
<td>It expresses an action that happened in the past</td>
</tr>
</tbody>
</table>

Table04. Contrast between the present perfect simple and the past perfect simple (Murphy & Altman, 1998: 26-42)

4-The equivalence of the present perfect in Arabic (some suggestions)

"……The perfect is randomly translated either as a simple past … or a present perfect" (Bahloul, 2008: 66).

So he thinks that to translate the present perfect is by the use of (قد).

"Arabic does not have an equivalent of the present perfect pushing the inflected verb further". (Baker, 1995: 127).

She said that Arabic needs the equivalent of the present perfect tense by putting the verbs in the sentence to know the general context.
Conclusion

Finding an equivalent of the present perfect into Arabic is still a problem which faces researchers but we render it in accordance with the context. Using the practical (قد) is another method but it is not suit all contexts as (WH) question.

Until now the translation of the present perfect depends upon the context in order to adopt English situation to Arabic.
Chapter Three
Analysis of the Translators’ Translation of the Present Perfect Tense

Introduction

This chapter is a part of the practical section of this dissertation. It includes a test which is given to twenty translators to translate them in order to investigate how they translate the present perfect tense into Arabic.

The chapter also consists of information about the sample, the description of the test and the analysis of results. The test’s results are carefully analyzed in order to know how translators deal with the translation of the present perfect tense from English into Arabic.

1. The sample

The sample consists of (20) twenty translators. Some of them are official translators from El oued city and others are peoples studied translation. They were chosen randomly in order to achieve the main concern is how they can translate the present perfect tense from English into Arabic.

2. The test

The test is composed of (10) sentences in English to translate it into Arabic which are given to translators. It aims at testing the translation of the present perfect tense and whether they always use (قد) when rendering it into Arabic or other solutions.

The sentences used in the test were taken from the book "Oussas ettarjma mina el inglizia ila elarabia wa bilaks", "نمس الترجمة من الأنجليزية الى العربية" whose author is (Aze Dine Mohammed Najib :2005,104-176)

3. Data Analysis

S1." Never before in history have there been greater opportunities to meet this challenge…".

According to Najib, the translation of the above sentence:
According to Najib’s translation, the suitable translation of the above sentence by the form of (Verb in present + لم) which means the present expresses the past moreover, the action did not happen in the present but in the past and still continue until now.

07 translators translated the all elements of English sentence (before = من قبل / Never = لم) but the present perfect verb translated as the past tense. They did not translated the context or the value of the tense but this translation is a acceptable but not the suitable in accordance with Najib's translation. 07 translators also used the form of ( لم + وجدت + verb) as the above sentence translated all the elements before the verb but they used the word قط rather than من قبل and the verb translated by the two verbs ,the first one in the present and the second one in the past according to Najib translation. 05 translators used the form ( لم + verb in the past + لم + وجدت) which is more suitable to Najib 's translation but the verb to be in the past because the verb ( يحدث) in Najib translation refers to the past not the present according to the context of the sentence. As result, according to Najib translation and translator's translations, there is not a fixed equivalent of the present perfect in Arabic but translate the context not the tense itself.

### Table 05: Translation of the present perfect tense in negative sentence

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translations</th>
<th>Number of Translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the present tense (+ لم وجدت)</td>
<td>لم يسبق من قبل ان وجدت فرصة عظيمة...</td>
<td>08</td>
<td>38.5%</td>
</tr>
<tr>
<td>Use of the present tense (+ لم وجدت)</td>
<td>لم يحدث فقط في التاريخ و ان وجدت فرصة عظيمة........</td>
<td>07</td>
<td>37.5%</td>
</tr>
<tr>
<td>Use of the present tense (+ لم أبدا)</td>
<td>لم تكن أبدا فرصة كبيرة ....</td>
<td>05</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
S2."..While much has been accomplished in the past to mobilize resources on an international basis...".

Najib’s translation:

"كما كان في الماضي قد حدث انجاز كبير لتعبئة الموارد على أساس عالمي."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of + الماضي</td>
<td>بينما قد أُجز الكثير.....</td>
<td>12</td>
<td>62.5%</td>
</tr>
<tr>
<td>Use of the past</td>
<td>بينما وجدت الكثير من....</td>
<td>08</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 06: The present perfect with adverb and conjunction

According to Najib’s translation, the suitable translation of the present perfect tense is by the use of + الماضي. Which is the case of (12) translators who rendered it like that. (8) translators rendered it by the use of the past tense in Arabic. The form + الماضي is appropriate to the context.

S3."The rate of development has fallen for short of meeting the needs and hopes of emerging peoples..".

Najib’s translation:

" معدل التنمية قد زاد قليلاً لمقاومة احتياجات و أمال الشعب المعني...."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translators</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of + الماضي</td>
<td>قد تناقص معدل التنمية.....</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Use of + الماضي</td>
<td>لقد أخفض معدل التنمية...</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Use of verb+ noun</td>
<td>تدن مستوى التنمية......</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 07: Different forms used to translate the present perfect tense
Here the sentence has different forms for translating the present perfect tense because translators used numerous items to express on it. (10) translators used the form of (قد+ الماضي) which is the more suitable translations of the sentence.

(3) translators used (قد+ الماضي) as well as This form is appropriate to the context but others (7) they used a verb+ noun to express the action.

S4. " I have already taken some steps..."

Najib’s translation: "... فقد اتخذت بعض الإجراءات..."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of</td>
<td>لقد سبق لي........... لقد اتخذت</td>
<td>12</td>
<td>62%</td>
</tr>
<tr>
<td>Use of past tense</td>
<td>أهتمت........... أتخذت</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Use of</td>
<td>قد سبق واتخذت.....قد+ الماضي</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table08: Different forms for translating the present perfect tense with adverb of time

Najib translated the present perfect verb of the sentence by the form (verb in the past + قد) as the suitable form of the context of the sentence.

12 translators used the form (قد+ الماضي) in the Arabic and they translated the present perfect tense in the past tense and adding the word (قد) this form conveys the same context and meaning, this is accepted in Arabic.
03 translators used the past without any addition, they translate the present perfect tense as an past action to express the same meaning of the original language this translation is accepted in Arabic.

03 translators translated the present perfect tense in two verbs and added the word قد so, only one verb of them will convey the meaning and used the past simple to translate the present perfect tense of the verb.

This translation in accordance with Najib translation in more suitable than others because the context is expressed by the past more appropriate.

S5."Men have been great sea travelers. They have left their lands and sailed in search of new countries…".

Najib’s translation: "البشر رحلة يحريون عظاماً. فقد تركوا أوطانهم وأثروا بجثاً بلاد عن جديدة".

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the past / past</td>
<td>عرف عن الرجال بأهم كانوا...حيث أفهم تركوا...</td>
<td>7</td>
<td>37%</td>
</tr>
<tr>
<td>Use of الماضي + الماضي / لقد+ الماضي</td>
<td>لقد عرف الرجال ..... لقد غادروا...</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Use of الماضي/ الماضي</td>
<td>كان الرجال من أكبر البحارة.فقد هاجروا...</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Use of الماضي/ الماضي + الماضي</td>
<td>قد أصبح الرجال بحارة عظاما وغادروا...</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Use of الماضي/ الماضي + الماضي</td>
<td>لقد كان الإنسان ... فقد هاجروا...</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Use of الماضي/ الماضي + الماضي</td>
<td>قد كان الرجال... ولقد تركوا...</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table09: Translation of a sentence consists of two verbs in the same tense
Najib translation of the present perfect is like that, he translated the first verb by the context and the second one adding (verb in the past) but translators rendered as following:

07 translators used the form of past /past, they see this form is appropriate of the context. They translated it according to their understood meaning. 03 translators used the form of (قد + الماضي / الماضي)، this form is not accepted in Arabic because it is not suitable the context.

03 translators (الماضي / الماضي) is accepted in Arabic and conveys the same meaning of the original sentence, so it is more appropriate the context. 03 translators translated it by (قد + الماضي / الماضي)، this form is accepted in Arabic but it is not the more appropriate. 02 translators rendered it as (قد + الماضي)، this form has a repeat so, in the first verb we can omit (لقد) and the meaning is accepted and using (لقد / قد) to gather is not accepted in Arabic. 02 translators used the form of (قد + الماضي) as the above translation, using (قد / قد) that is not appropriate in Arabic.

S6.”The problem of over population has occupied the minds of economists.”

Najib’s translation: ”تخل مشكلة زيادة السكان عقول الاقتصاديين.”

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of</td>
<td>لقد شغلت مشكلة تزايد السكان…</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Use of past tense</td>
<td>مشكلة زيادة النمو التكنولوجي شغل عقول العلماء…..</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Use of past tense</td>
<td>ما يزال النمو التكنولوجي يشغل بال…..</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Use of</td>
<td>قد شغل مشكلة زيادة السكان…..</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 10: Translation of a simple sentence.
05 translators translated the present perfect into Arabic as the past simple and adding the word لقد which means that the action happened in the past and till continue to now as what Najib translated so, the two forms are suitable to context but not more appropriate.

09 translators used the past simple and they translated the context directly not focusing on finding an exact equivalent of the present perfect in Arabic this translation is more accepted.

02 translators rendered it by the form (ما يزال+المضارع) which means the action is still continuing but the verb in the present means the past ,this translation is accepted in Arabic but not more appropriate.

04 translators used the form (قد+الماضي),it is also an accepted form in Arabic used and conveys the same context but not the appropriate.

S7. "I'm sorry , I have not finished yet the report, that you asked for and about my experiences abroad.".

Najib’s translation:

آسف لأني لم أتم بعد التقرير الذي طلبه عن خيوري خارج البلاد...

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of past tense</td>
<td>اعذرني لم اهي .... اعذرني لم اكمل ....</td>
<td>17</td>
<td>87%</td>
</tr>
<tr>
<td>Use of قد+الماضي</td>
<td>لم أكن قد أفيت...</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 11: Translation of the present perfect with adverb of time and another verb.

17 translators translated the present perfect tense as a past action in accordance with the context of the sentence moreover, they rendered the value and the meaning not the tense itself that is suitable to Najib translation so, this translation is more appropriate to the present perfect tense.
03 translators added the word قد to the past simple in order to adopt the meaning of tense with Arabic but this is not more suitable the context.

S8. "Probably twelve thousand years or more have been since man learned to grow crops and to domesticate animals....".

Najib’s translation:

 ربما انقضت منتصف ألف سنة أو ينصف مفعَّل تعلم الإنسان كيف يزرع المحاصيل و كيف يستأنس الحيوانات.."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of قد + الماضي</td>
<td>لقد مضت حوالي ألف سنة قد مرت .......... لقد مرت .......</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Use of قد + الماضي</td>
<td>من المحتمل أن آلاف السنين قد مرت .........</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Use of past tense</td>
<td>كان منذ ....... منذ حوالي ألف سنة أصبح الإنسان</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 12: Present perfect with larger context and (since)**

According to the above table, 7 translators used the form of لقد + الماضي they did not render since because قد + الماضي they do not accept to gather in Arabic.

The same case of 6 translators who used the form of قد + الماضي but this form is not appropriate of the context. 6 translators used which is the more suitable in this context because the item منذ in Arabic refers to the past.

S9. "1801 I have just returned from a visit to my land lord the solitary neighbor .......".

Najib’s translation:

1801 عدت لتلقي من زيارة مالك الدار التي استأجرها وهو الجار الوحيد."
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of لقد رجعت..... لقد عدت.....</td>
<td>12</td>
<td></td>
<td>62%</td>
</tr>
<tr>
<td>Use of كنت قد رجعت.....</td>
<td>8</td>
<td></td>
<td>38%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 13: Present perfect with just in a simple sentence**

12 translators translated the present perfect tense by adding لقد to the past simple in order to convey the same meaning of the original sentence, but this translation is not the more suitable because we can omit the word لقد.

8 translators used the form (قد رجعت..... لقد للنون...) it is also accepted in Arabic if it is as رجعت (قد+ماضي) (كت، قد رجعت....) so, this translation is not accepted in Arabic.

S10. "The defendant has been accused of walking along Red tree Road on the evening of 27 May.".

Najib’s translation: "إن المتهم اتهم بالسير في طريق وحنترى في المساء يوم 27 من ما يو...."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of past tense</td>
<td>المدعى عليه اتهم بالمشي على طول..... اسم المدعى عليه.....</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Use of قد اتهم المدعى عليه..... قد أصبح الماضـ</td>
<td>7</td>
<td></td>
<td>37%</td>
</tr>
<tr>
<td>Use of لقد + الماضي</td>
<td>لقد اتهم المدعى.....</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 14: Present perfect and passive form**

The above table clarifies that 10 translators rendered it by the form of the past, which is more suitable to the context of the sentence in Arabic but some of them started it by noun as in English. 7 translators used the form of قد+ماضي which is not accepted in this context as well as the form لقد+ماضي.
Conclusion

This chapter deals with the analysis of translator's translations, and how they rendered the present perfect tense into Arabic. Translators faced this problem more than others because they always practice translation.

According to the results of the test which given to translators there is no fixed form to translate the present perfect into Arabic but they used some forms to compensate it in Arabic. These forms are the past tense or the present perfect. The first one is more suitable for translating the present perfect into Arabic whereas the second one is not appropriate.

So, translators do not have a fixed form or equivalence in Arabic to render the present perfect into Arabic but they move to another forms to adopt the sense and the context with the original sentence.
Chapter four
The analysis of students' questionnaire

Introduction
The fourth chapter is about translations of the present perfect who first time study translation and face such problem. It aims at checking their knowledge of the resent perfect simple by them twenty questionnaires (20).

The questionnaire contains four questions about the present perfect translation in order to investigate the student's knowledge and two short texts for evaluating their translation and how they deal with its translations.

It also includes other information about the sample, the description of questionnaire and the analysis of findings. Their results are analyzed to examine how they deal with this problem and find common methods and ways they use to render it into Arabic.

1. The Sample
The sample includes (20) twenty second year students from English Department at El Oued University.

Students have randomly been chosen from the whole number of students. The choice of students of the second year is due to the fact that translation starts to be studied in this level and they study grammatical rules and practice them. The main concern of questionnaire is to see whether students have some insights concerning problems and solutions provided in translation.

2. The description of questionnaire
The questionnaire is given to students to know their capacity in understanding and translating the present perfect simple and whether always use the form (لقد/قد) in translating it into Arabic.

It includes four questions about the present perfect simple. The first one is about what students know on the present perfect simple and the second one is about the form and role of the present perfect in order to evaluate student's knowledge on it.
The fourth one has the main concern which aims at knowing the different ways and methods to translate it into Arabic. It also has two shorts texts to translate them into Arabic each one includes the present perfect verbs in order to investigate their translation ,it represents the practical part to students to carry out the translation process. The two texts were taken from the book of grammar entitled “Grammar for language teachers” by Parrott (2000).

3. Data Analysis

Q1. What is the present perfect tense?.

A. The present perfect tense is defined by scholars in different views and the following definitions illustrate that

"The present perfect tense is a subtle retrospective aspect which views states or events as occurring in a time frame leading up to speech time .Expressed by have +past participle , they have element is present ,the participle is a past .The event is psychologically connected to the present . "(Dowing, Locke 2006:362).

"Progressive forms represents actions or events ,or series of actions or events ,viewed at some point between their beginning and end .They imply that an action or a series of action has already begun but is yet completed .At the same time ,they indicate that the duration of the action or series of action is limited."(Graver ,1996:62).

B. The definitions of students

<table>
<thead>
<tr>
<th>Students' answers</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>It expresses an action happened in past and related to present</td>
<td>15</td>
<td>64%</td>
</tr>
<tr>
<td>It is an action finished in past and has a result in present</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>It expresses an action completed in the present</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>It is a combination of the present tense and the perfect aspect.</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 15: The present perfect tense's definition

The present perfect is a tense used to express on different aspects ,so we can not restrict the use of the present perfect tense in only one aspect.

The students have several views and backgrounds about the present perfect , this question aims to know student's background and whether they distinguish it among other tenses.
15 students defined it as an action happened in the past and related to the present, this view is correct because it represents an state of using it but they generally defined.

3 students have another view about the present perfect, they think that it is an action finished in the past and has a result in the present but the action is not finished in the present perfect tense if it is finished, it will be past simple but may be its result related to the present or finished recently in speaking moment.

01 student think that it expresses an action completed in the present, it is another a correct view but not all present time, it is restricted by recently speaking moment.

01 student has not clear view which is a combination between the present tense and the perfect aspect. Here the students do not have clear and enough view about the present perfect tense.

Q2. What are the form and the role of the present perfect tense?

1. Form

We form the present perfect by have/has + the past participle. The past participle of the ends in (ed), (opened, described), but many important verbs are irregular (lost, written and done). (Altman, Murphy:1998,26).

<table>
<thead>
<tr>
<th>Students' answers</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>To have (in the present) + verb (in past participle)</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 16: The present perfect tense's form

All students answered correctly the question about the form of the present perfect simple because it is clear and famous.

2. Role

A. The role of the present perfect is as we dealt with in second chapter. The role is "the present perfect progressive expresses past activity that extends to the present" (Cowan, 2008:370).
B. The students answers

<table>
<thead>
<tr>
<th>Students' answers</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something happened in the past and its results now</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>To match between event in the past and others in the present</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td>Used when the time period has not finished or not mentioned</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Express an action in leading up to the present series of actions before now.</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 17: The role of the present perfect**

The role of present perfect is generally expressing an action happened in the past and still continue till now.

10 students provided that it is an action happened in the past and its result in the present so, it is correct according to Cowan.

06 students think that matching between actions in the past and others in the present. Here the students want to relate what happened in the past to present, this is correct.

02 students have another view on the present perfect which means when the period of action did not finished, so students want to say an action happened in the past and till continue to now, this is correct.

02 students provided that it expresses an action in leading up to the present series of actions before now so, students means an action is recently finished.

All students have a good background about the present perfect because it is useful tense in English.

Q3. How do you know this tense?

A. **To know the present perfect by the form the have + the past participle and some indicators as: already, yet, since… etc.**
B. The students answers

<table>
<thead>
<tr>
<th>Students' answer</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the form</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td>To have in present+ the past participle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table18: How to know the present perfect?

All students think that to know the present perfect tense is by the form and some indicators or from the context of the sentence so, students have good backgrounds about the indications of the present perfect tense and it is a clear tense.

Q4. What are the different ways to translate it in the texts?

1. From English into Arabic

<table>
<thead>
<tr>
<th>Students' answer</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding قد/لقد to the verb</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Translate the context and adding قد/لقد</td>
<td>3</td>
<td>18%</td>
</tr>
<tr>
<td>Using the past form</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 19: Different ways to translate the present perfect

Students suggested several forms to translate the present perfect into Arabic. 10 students said the form verb in the past قد/لقد as valid to all aspects the present perfect tense but it is valid to some of them not all because some cases need past simple and others need translating the context not using a fixed form. 03 students suggested that the translation of the present perfect is by the context and adding قد/لقد, it is more suitable translation. 07 students think that using the past simple in translating the present perfect into Arabic but not valid for all cases.

As mentioned above, we translate the context or the value not the tense itself.
2. From Arabic into English

<table>
<thead>
<tr>
<th>Students' answers</th>
<th>Number of student</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no equivalent in Arabic But we translate the context or meaning</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>There is no equivalent in Arabic but may be when the action in the present in Arabic because it means the action till the moment of speaking.</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 20: The translation of the present perfect from Arabic into English

10 students focused on the context during the translation of the present perfect as the main concern but not focusing on the tense itself.

10 others students focused on another view which provides that the action takes place in the present in Arabic but refers to continuation of the action till the moment of speaking. It represents a case of using the present perfect tense but not always.

As a result, all students suggested that no equivalent of the present perfect in Arabic but they focused on the context.

Translation of the two texts by students

The first text

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

Parrot translation :

"وقد فشلت البرتغال في معارضة هيئة الأمم المتحدة على حبوب غرب إفريقيا وقد أيدت هيئة الأمم المتحدة … سخطها على سياسة النفخة العنصرية التي يتبعها الاتحاد هناك ..".

A. The first verb "Portugal has unsuccessfully opposed.."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the past</td>
<td>عارضت البرتغال</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Use of the past +</td>
<td>لقد عارضت البرتغال</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 21: Translation of the first verb
18 students translated the first verb into Arabic by the simple past in accordance with their understanding of the meaning but this translation is not accurate because they forgot the word "unsuccessfully" which is important in context moreover, using the past which expresses the same meaning of the original sentence, but this translation is accepted in Arabic.

02 translators translated the present perfect tense by the form of "the past+ لقد", this form is not more suitable this context because they also forgot the translation of the word "unsuccessfully" and directly added the word لقد to the past as soon as the knowledge of the present perfect so, this translation is not usually suitable not always add لقد or لقد.

**B. The second verb** "… racial policy has been condemned .."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the past simple</td>
<td>رفضت جنوب إفريقيا...</td>
<td>20</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>كما رفضت..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 22: Translation of the second verb**

All students translated the second verb by the past simple in Arabic which means that the past is suitable to this context so, it is accepted in Arabic but adding the particle لقد to the past simple is more accurate in accordance with Parrot translation.

**The second text**

"وصلنا الآن إلى الفترة التي أصبحت فيها اللغة العربية أداة للتعبير عن العلوم المستخدمة كالطب والفلكل والكيمياء و الجغرافيا والرياضيات.

Parrot translation:

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

**A. The first verb**

"We **have reached** the period.....".
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the present perfect tense</td>
<td>We have reached...</td>
<td>14</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We have arrived...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of the past simple</td>
<td>Now, we reached...</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**elbaT 23: Translation fo the verb (وصلنا)**

14 students translated the verb (وصلنا) into English by the present perfect tense without adding قد or لقد so, here students understood that the action is still continuing until now so, this context needs the present perfect and it is suitable according to Parrot translation.

06 students used the past simple as what they understood from the context but the action is not finished so, it needs the present perfect not the past simple. This translation is not suitable.

**B. The second verb**

".....the Arabic language has become ..".

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of translators</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the present perfect tense</td>
<td>The Arabic language has become....</td>
<td>16</td>
<td>80%</td>
</tr>
<tr>
<td>Use of the past simple</td>
<td>The Arabic language became....</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 24: Translation of the verb (أصبحت)**

16 students translated the verb (أصبحت) into English by the present perfect which means that the action is still continuing to now (moment of speaking), this translation is more suitable to this context.

4 students used the past simple which refers to the finished action but this action is not finished so, this translation is not suitable to this context.
Conclusion

The chapter dealt with the analysis of students' questionnaires in order to evaluate their background on the present perfect translation and if they have another solutions to translate it into Arabic.

Their answers on questions of the questionnaires clarify that the majority of them have a good background on the present perfect for example: the form, the role, its definition and indicators.

The short texts translations illustrate that the students' translations of the present perfect is not always based on the form (the past $\text{ذیل} / \text{ذذکر}$) but the majority focusing on the context not the tense itself.

As a result, the translation of the present perfect from Arabic into English is based on the context not the tense itself.
Chapter five

The analysis of teacher's questionnaire

Introduction

To broaden the search on the translation of the present perfect tense from English into Arabic, we prepared a questionnaire to teachers of translation in order to investigate their opinion of them on this subject and how they deal with it.

This chapter starts by the characteristics of the sample, the description of questionnaire and the analysis of the results. It aims at analyzing the results of teachers on this subject and if they have solutions to it problem.

1. The sample

The sample of questionnaire consists of (20) twenty teachers at the two university of (Kasdi Merbah, Ouragla and El oued university).

The teachers of translation have randomly been chosen, this choice is due to the fact that they are specialists in translation and they have valuable experience in this field. Our aim to see whether they have some ideas or solutions on the present perfect translation.

2. The description of questionnaire

Teachers' questionnaire aims at testing teacher's knowledge on the present perfect translation in order to know their suggestions and methods in its translation.

All questions are concerned with the experience of teachers in the field of translation, they try to give some information on the present perfect translation and the present perfect itself.

It also has two short texts in order to evaluate their translation of the present perfect and how they translate it into Arabic. We took these texts from the books, the first one is from "أصول الترجمة: "الفن الترجمة"" (2009) and the second one is "أصول الترجمة من العربية إلى الإنجليزية و بالعكس" (2005).
3. Data Analysis

Q1. Is the present perfect, a present or past one?

-The perfect form can also be used to express actions that (will) take place in the present and future …… This is connected with the fact that the perfect tense is actually neutral as to tense and merely states the verbal action. (Schulz, Krahl, Reunshel: 2004, 56).

<table>
<thead>
<tr>
<th>Teachers' answers</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a present tense</td>
<td>03</td>
<td>18%</td>
</tr>
<tr>
<td>It is a past tense</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>It is a combination between them</td>
<td>03</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 25: Is the present perfect, a present or past one?

03 teachers answered that it is a present tense so, according to the above text, teachers are right in some cases which may be used to express on actions still continue until a moment of speaking, but not always.

17 teachers answered that it is a past tense so, they are right in some cases when the action is finished in the past, but not always being past tense.

03 teachers answered that it is a combination between them because the action may be finished or still continue until now so, it is a combination in some cases is past and in others is present.

Q2. Is the particle ٍقد بعد (قد أُو لقد + الماضي) the only form provided in Arabic for translating The Present Perfect Tense?

<table>
<thead>
<tr>
<th>Teachers' answer</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, it is not the only form but there others like ٍقد بعد مرت</td>
<td>14</td>
<td>67%</td>
</tr>
<tr>
<td>Yes, it is the only form</td>
<td>06</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 26: Answers of "Is the particle ٍقد بعد (قد أُو لقد + الماضي) the only form provided in Arabic for translating The Present Perfect Tense?"
14 teachers suggested that it is not the only form because the present perfect in English can be expressed by several forms in Arabic for example: we can use the present simple or adverbs of time so, it is not the only to translate the present perfect into Arabic.

06 teachers think that yes, it is the only form to translate the present perfect into Arabic because it suite the majority of the present perfect translations in Arabic but is not always valid so, it is not the only one.

The main concern of the present perfect translation to be translated into Arabic is the context so, to translate it we have to use what is suitable to convey the same effect by any form is suitable.

Q3. What are The main difficulties of Present Perfect tense's Translation ?.

<table>
<thead>
<tr>
<th>Teachers' answers</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find its equivalent in Arabic</td>
<td>12</td>
<td>56%</td>
</tr>
<tr>
<td>To translate its effect and context</td>
<td>8</td>
<td>44%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 27: Answer of What are The main difficulties of Present Perfect tense's Translation ?

12 teachers think that the difficulty in the present perfect translation is in finding its equivalent in Arabic because there is no fixed equivalent in Arabic, we translate the context not the tense itself.

08 teachers see that the main difficulty is to determine its effect and context in order to translate it into Arabic in accordance with its equivalent in Arabic so, this answer also expresses that the context is the main concern.
Q4. Are there any other forms in Arabic for this tense translation?

<table>
<thead>
<tr>
<th>Teachers' answers</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no other form only لم أفقد + الماضي</td>
<td>11</td>
<td>55</td>
</tr>
<tr>
<td>May be translated by passive form</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>There is the form of the past + adverb of time</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>The negation form</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 28: Answer of the question: Are there any other forms in Arabic for this tense translation?

According to the above table, teachers have different opinions on the forms of the present perfect translations.

11 teachers think that there is no other form only لم أفقد + الماضي in translating it into Arabic because they see this form as suitable one of the present perfect tense, but this opinion is not always correct because it may express past or present or future actions.

04 teachers have another opinion, is by using the passive form which is another solution in translating it into Arabic but this solution is not always valid.

03 teachers provide that the other form is the past + adverb of time which represents the form used to express some actions not all. Here we translate the context, not the tense itself.

02 teachers suggested that the negation form is another form to translate the present perfect into Arabic which means that the action still continue until the moment of speaking for example: "I have lost my key " لم أفقد + الماضي is a form of some cases as a result the translation of the present perfect tense is not based on one form but on context.
The text's translation

A. The first one

"Man has become a machine whose parts can be replaced (changed). Some famous (top) surgeons have succeeded in performing operations to replace healthy parts for the sick ones except brain." (Abde Mohsan Ismail Ramadan, 2009:126).


1. The verb "Man has become a machine.....":

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the form the past simple +قد</td>
<td>لقد أصبح الإنسان...</td>
<td>12</td>
<td>56%</td>
</tr>
<tr>
<td>Use of the past simple</td>
<td>أصبح الإنسان...</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Use of the past simple</td>
<td>قد أصبح الإنسان...</td>
<td>4</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 29: Translation of the verb (has become)

12 teachers translated the verb by the form (the past simple +قد), this form is correct in accordance with Ismail Ramadan translation and it is suitable which means that the action (become) still continue until now not finished.

04 teachers rendered it by the form the past simple, it is another form which is accepted in Arabic but adding لقد is more suitable to this context.

04 teachers translated it by the form (the past simple +قد) which also convey the same meaning, according to Ismail this form is accepted in Arabic because the action still continue until now.
2. The second verb: "surgeons have succeeded...."

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the past simple+قد + نجح الجراحون</td>
<td>14</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Use of the past simple+نجح الجراحون</td>
<td>2</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Use of the past +إذ الجراحون</td>
<td>2</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Use of the past +لقد افلح الجراحون</td>
<td>2</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 30: Translation of the verb (have succeeded).

14 teachers translated the present perfect tense into Arabic by the form (the past simple +قد ), this form is not accepted in accordance with Ismail Ramadan translation because the verb before (أصبح) is there is وقد so, we cannot use them to gather but if it used alone , the meaning may be the same.

02 teachers rendered it by the past simple so, this form is accepted in this context because the meaning is clear conveyed and correct.

02 teachers used the form (the past + إذ ) is the more suitable translation in accordance with Ismail Ramadan translation, the meaning is conveyed correctly.

02 teachers used the form (the past + لقد ) ,this is not suitable here because we have a verb before this verb which are related to gather.

2. The second text

"Never before in history have there been greater opportunities to meet this challenge. Never before has man held within his grasp the means...".

... لم يحدث في التاريخ من قبل أن هذه الفرصة الكبيرة لمقابلة هذا التحدي ولم يحدث من قبل لابنهم من خلال "مسكة بالوسيلة...". (Najib: 2005,104)
A. The first verb

"Never before in history have there been……"

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the present simple +هم لم يسبق في التاريخ.....</td>
<td>20</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>لم يحدث في التاريخ.....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 31: Translation of the verb" have there been"

All teachers translated the verb into Arabic by the form (the present simple +هم) ,this tense in Arabic is present but means past and present to gather because the action happened in the past and still continue until now so, we can say form is more suitable to this context in Arabic.

A. The second verb

" has man held……".

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Way of translation</th>
<th>Number of teachers</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the present simple +هم لم يتحقق أبدا....</td>
<td>20</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>لم يسبق....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>لم يحدث</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 32: Translation of the verb(has man held)

All teachers rendered the second verb by the form (the present simple +هم) into Arabic ,this form expresses the same meaning of the original verb in Arabic and does not only mean the present but even the past so, this form is suitable to the context .

The translations of the two texts clarifies that teachers translated the present perfect tense by different forms some of them : the past /the past +قد or لقد /the present, these forms express that they translated it according to what they understood not by fixed form in Arabic ,here the context is their concern not the tense itself .
Conclusion

As a conclusion of this chapter which dealt with the analysis of teacher's questionnaire and their answers of questions as well as their translation of the tense in the two short texts, we found that teachers do not have a fixed form or equivalent in order to translate the present perfect into Arabic but they use different forms to translate it in accordance with the context which is suitable to Arabic language rules so, teachers have different opinions on the present perfect tense translation into Arabic up to their individual experiences.
Conclusion

This research is divided into parts (theoretical and practical part), in the theoretical part, we gathered information and ideas from reading different books and references in order to have knowledge on the present perfect tense and translation.

In practical part, we applied the study on the samples by diving them questionnaires for testing their translations and knowledge on the subject. The samples are various (teachers, students, and translators) in order to broaden and generalize the study to get different ideas and opinions.

At the end of this research, we can conclude that during the translation of the present perfect simple from English into Arabic, our main concern is on the context because the present perfect tense has various aspects and English and Arabic language are not alike, each language has its own rules and structures.

So, the general forms of its translation are (the past + قد/لقد), they are not always used in all contexts but in specific ones. Others used another forms as the present or the past simple that depends on the context.

As a result, the study on the case study (The second year students of El oued University), Translators and Teachers of translation clarifies that the present perfect simple does not have an equivalent in Arabic but we translate it in accordance with its context.
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عز الدين محمد. نجيب. أسس الترجمة من الإنجليزية إلى العربية وبالعكس .القاهرة .مكتبة ابن سينا. (2005)
Translator's questionnaire

This survey is intended to examine the present perfect translation from English into Arabic. Besides, what equivalent is there in Arabic? and how we can translate it? this questionnaire is used as a tool to know the subject in context. You are Translators, facing this problem in translation. Would you please answer the following questions?

N.B. these texts have been chosen randomly, the selection is based on the use of present perfect simple

1. "Never before in history have there been greater opportunities to meet this challenge ……".

2. "While much has been accomplished in the past to mobilize resources on an international basis……".

3. "The rate of development has fallen for short of meeting the needs and hopes of emerging peoples…."

4. "I have already taken some aspects………"

5. "Men have been great sea travelers. They have left their lands and sailed in search of new countries…."

6. "The problem of over-population has occupied the minds of economists..".

Explain…………………………………………………………………………………………………………………………
7." I'm sorry , I have not finished yet the report , that you asked for and about my experiences abroad…."

Explain……………………………………………………………………………………………………………..

8"Probably twelve thousand years or more have been since man learned to grow crops and to domesticate animals…".

Explain……………………………………………………………………………………………………………..

9."1801 I have just returned from a visit to my land lord the solitary neighbor …..".

Explain……………………………………………………………………………………………………………..

10."The defendant has been accused of walking along Red Road on the evening of May ..".

Explain……………………………………………………………………………………………………………..

Thank you…..
Student's Questionnaire

This survey is intended to examine the present perfect translation from English into Arabic. Besides, what is the equivalent of it in Arabic? and how can we translate it into Arabic?.

We are using this questionnaire as a tool to know the subject in context. You are second year student and you first time study translation and face this problem. Would you please answer the following questions?

1. What is The Present Perfect?

2. What are the form and the role of the present perfect?

3. How do you know this tense?

4. What are the different ways to translate it in Texts?
   A. From English into Arabic.
   B. From Arabic into English.

5. Translate the following texts:
   1- Portugal has unsuccessfully opposed U.N discussions about its African territories. South Africa has refused to accept U.N trusteeship for South Africa. Its racial policy has been condemned in the assembly.

   وصلنا الآن إلى الفترة التي أصبحت فيها اللغة العربية أداة للتعبير عن العلوم المتحدة كطب والفلكل والكيمياء والجغرافيا والأدبيات.
Teachers’ questionnaire

This survey is intended to examine the present perfect translation from English into Arabic. Besides, what equivalence is there in Arabic?, and how we can translate it? We are using this questionnaire as a tool to know the subject in context. You are teachers, facing this problem in teaching materials. Would you please answer the following questions?

A. Is the present perfect, a present tense or past one?

B. Is the particle "أو لقد") (الماضي + قد أو لقد) the only form provided in Arabic for translating The Present Perfect Tense?

What are the main difficulties of Present Perfect tense’s Translation?

C. Are there any other forms in Arabic for this tense translation?

D. What are the different ways to translate it in Texts from English to Arabic?

E. Sample for Translation:

01- "Man has become a machine whose parts can be replaced (changed). Some famous (top) surgeons have succeeded in performing operations to replace healthy parts for the sick ones except brain."

Never before in history have there been greater opportunities to meet this challenge. Never before has man held within his the means ….“
ملخص المذكرة باللغة العربية

المقدمة

1. الإشكالية

تعتبر الترجمة من أهم أبحاث الإنسان في الماضي والحاضر ولذلك يقول المرجحون بترجمة الوحدات اللغوية من اللغة الأمم إلى اللغة الهدف وأندلاع ذلك قد تواجههم إشكاليات لغوية أو ثقافية وترجمة المضارع التام إلى العربية من أهمها.

2. الهدف من الدراسة

هدف هذه الدراسة إلى إن عدد كبيرًا من طلبة الأكاديمية يواجهون إشكاليات ترجمة المضارع التام إلى العربية حيث يقوم الحليمين بطابع بعض التراكم في تكييف المعنى مع السياق اللغوي الهدف. وقع الاختيار على هذا الموضوع لإشكالية شخصية عندما كنت طالبًا في السنة الثانية لليسانسات كجامعتي الوادي وأطاف لاطلاعي على عدد لا بأس به من المراجع التي تناولته بشكل وافي.

3. تساؤلات حول البحث

يطرح هذا البحث عددًا من المسائل تخص ترجمة المضارع التام إلى العربية

1. هل أن المضارع التام زمن ماضي أم مضارع؟

2. هل الصيغة ( الماضيقد) هو الوحيد لترجمة المضارع التام إلى العربية؟

3. ما هي أبرز الإشكاليات في ترجمة المضارع التام إلى العربية؟

4. الفرضية

يطلق البحث من الفرضية القائلة بأن طلبة السنة التانية لليسانسات الجزائرية يترجمون دائما المضارع التام بصيغة ( الماضيقد).
أدوات الدراسة

وظفنا خلال هذه الدراسة استبانين باعتبارهما أداء دراسة ميدانية لاختبار الفرضية على طلب السنة الثانية ليسانس من جامعة الوادي ويضم هذا الاستبانين جزئين الأول يحتوي على معلومات حول المضارع التام و الثاني حول ترجمة نصوص إلى العربية.

اختيرنا عشرون طالباً من السنة الثانية من جامعة الوادي لتوسع عليهم الاستبانات و كان الاختبار عشوائياً.

منهجية البحث

ينقسم هذا البحث إلى فصولين أساسيين هما: فصل نظري وآخر عملي.

أولا الفصل النظري ويسع قسمين أساسيين هما:

1. الترجمة: يحتوي هذا الفصل على مجموعة من النقاط حول الترجمة بصفة عامة وهي:

- تعريف الترجمة: قدمنا تعريف مجموعة من العلماء للترجمة.
- أنواع الترجمة: تناولنا أنواعها من وجهة نظر حسن غزالة
- نظرية الترجمة: نتناولها من وجهة نظر حسن غزالة
- التكامل النحوي: نتحدثنا فيها حول الاختلافات اللغوية بين اللغتين
- مسائل نحوية: نظم هذا العنصر مسائل نحوية إثناء الترجمة

الضارع التام: يحتوي هذا الجزء على مجموعة من النقاط حول المضارع التام من بينها:

1. aspect and tense
2. aspect and tense
3. دور وأشكال المضارع التام
ثانياً الفصل العملي: ويدعو ثلاثة أقسام هم:

القسم الأول: يتناول تحليل نتائج استبانات المترجمين التي تضم مجموعة من النصوص لترجمتها إلى العربية عما عشر حمل وظيف فيها المضارع النام وكانت النتائج كلاليًا:

ترجم المضارع النام إلى العربية بعده ترجمات من أغلب (قد+الماضي) أو (لقد+الماضي) باعتبارها على انم الاشهال الماسح لترجمة المضارع النام العربية وبعضهم الآخر يرى أن استعمال المضارع في العربية يمكن أن يعوض المضارع النام في الإنجليزية إلا أنه خلال كل النتائج وصل إلى يقيننا أن أغلب المترجمين يسندون فكرة ترجمة السياق و ليس الزمن.

القسم الثاني: يحتوي القسم الثاني على تحليل نتائج استبانات الطلبة التي قسمت إلى قسمين قسم للتعليمات حول المضارع النام وقسم لترجمة النصوص إلى العربية.

بين هذا الجزء من خلال النتائج أن إجابات الطلبة على الأسئلة ثبت أن لديهم أفكار متغيرة حول المضارع النام وعلي استعمالاته وشكك و لكن مازال بعضهم لا يدرك استعمالاته بشكل واضح و هذ ذا جزء من لقية الإطلاع فيما بيدوا.

أما الجزء العملي فيبين أن أغلب ترجمات المضارع النام إلى العربية استعملت الأشكال النهائية (قد+الماضي) أو (لقد+الماضي) ومنها ما ترجم إلى الماضي أو الحاضر و مما يؤكد أن المضارع النام لا يملك مكافأة صريحة في اللغة العربية وترجمات الطلبة بين أهم لا يترجمون السياق ولكن يترجمون الزمن مباشرة بالأشكال الم ذكرت سابقاً إلى العربية.
القسم الثالث: يهتم هذا الجزء بتحليل نتائي استنباتات الأسانيد المتخصصة في الترجمة، وها هو من أجل توسيع الدراسة وجمع أكبر عدد ممكن من الأفكار حيث يضم استنباطهم بعض الأسئلة حول المضارع النام للثالي نصين للمترجمة إلى العربية.

من خلال نتائج هذا الجزء تبين أن الأسانيد لا يترجمون المضارع النام إلى العربية مكافئ صريح أو كما تترجم سباق الفعل في الجملة لأنه لا يمكن ترجمة الفعل وهو مفصول عن الجملة، وبعضهم من أجار استعمال الشكل قد (الماضي) أحيانا من أجل تكييف المعنى من اللغة الأم إلى اللغة الهدف.

الخاتمة

بعد هذا البحث نقطة انطلاق نحو بحوث أخرى جهده، فيها تقديم مادة علمية فائقة محترف وقد قسمناه مفسرين إلى فصول عميقة وعملي و كل منها مقسم إلى أقسام كل منها يختص بحلب و أما الجزء العملي فهو عبارة عن دراسة ميدانية لطلبة السنة الثانية لجامعة الوفاق. وتوجسون الترجمة لأول مرة و يواجهون هذه الإشكالية. وقد قمنا أيضاً بتوسيع الدراسة إلى المترجمين والأسانيد المتخصصة في الترجمة لمعرفة أفكارهم وأراءهم حول الموضوع.

من خلال ما استنتجناه من تحليل نتائج العينات توصلنا إلى أن المضارع النام ليس لديه ما يكافيه في العربية على الأغلب و هذا ما أثبتته مونا كاير (Mona Baker) في اللغة العربية فالأسانيد المتخصصة في الترجمة يبينون فكرة أننا نترجم السياق و ليس الزمن في حد ذاته و منهن من يقترح بعض الحلول الأخرى و ذلك بترجمته بالشكل (قد الماضي) ولكن ليس دائماً و بحي الجملة للاشكالية تترجمه إلا بترجمة السياق.
Abstract

The study focuses on the translation of the present perfect from English into Arabic and its aim, is how second year students deal with this problem, in addition to extend this study to teachers who are specialized in translation and translators who daily practice translation in order to take different opinions and suggestions. The results reveal that most translations of the present perfect from English into Arabic taken from the samples which clarify that they translated the tense not basing on the context but by the form (the past قد/قد + past) because they think it as suitable form. The samples suggested different forms in order to adopt the tense with Arabic language but ignore the context which is the concern of translating the present perfect from English into Arabic.

Key word: Present perfect tense, Second year student, Samples, Context, Translation, Translator

ملخص البحث

ركزت هذه الدراسة على ترجمة المضارع التام من الإنجليزية إلى العربية وهي تحاول إلى معرفة كيفية تعامل طلاب السنة الثانية ليسانس من جامعة الوليد مع هذه المشكلة وتوسيع هذه الدراسة تعاملنا أيضاً مع الأساتذة المحترفين في الترجمة وترجميمن من أجل جمع أفكار واقتراحات أخرى. تبين بعد بحث وحجز بان استعمال العينات للصياغة قيد أو قد الماضي دائماً تعني بان هذه الترجمة ليست مبنية على ترجمة السياق وإنما على ترجمة الشكل المتناول لترجمة هذا الزمن في العربية وما يمكننا قوله في الأخير هو ان لترجمة المضارع التام من الإنجليزية إلى العربية إلا بترجمة السياق فقط.

الكلمات المفتاحية: المضارع التام ؛طلاب السنة الثانية ليسانس ؛ جامعة الوليد ؛ السياق ؛ الترجمة ؛ مترجمين قيد أو قد الماضي.
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معهد اللغة الإنجليزية

مذكرة:
ماستر أكاديمي
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مجال: اللغة الإنجليزية
اختصاص: الترجمة وعلم دراسات الترجمة

من إعداد: يوسف حامدي

عنوان

اختلافات ترجمة المضارع التام من الإنجليزية إلى العربية
دراسة حالة: ترجمة طلبة سنة ثانية ليسانس (ل.م.د)- جامعة الوادي

تمت مناقشتها علنيا

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