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**Investigating Present Simple and Continuous Aspects Translation.
An Error Analysis Approach**

Case Study: Third Year students of English at Ouargla University

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Abstract

This study aims at investigating the present simple and continuous aspects translation relying upon the error analysis approach in both languages English-Arabic to try proving or disapproving our main hypothesis that refers to the literality of the translation of the two present aspects: The Simple & the continuous due to the influence of the mother language. To help check that a participants of third year students of English at Kasdi Merbah University in Ouargla are aware of translating the two aspects, some samples of the test consisting of two tasks of translation into Arabic and English were randomly delivered to twenty undergraduate students. The sampling strategy is called simple random sampling, which is one type of random/probability sampling strategies. The results have shown that the flavor and the context are the two main reasons that cover any translation.

Key words: Error Analysis, first language, second language, aspect, and tense.

المخلص

تهدف هذه الدراسة إلى التحقق من ترجمة المظهرين البسيط والمستمر وذلك اعتماداً على منهج تحليل الأخطاء في كلا اللغتين الإنجليزية والعربية لمحاولة إثبات أو دحض فرضيتنا الرئيسية التي تشير إلى الترجمة الحرفية للمظهرين المذكورين سلفاً البسيط والمستمر بسبب تأثير اللغة الأم. و للمساعدة في التحقق من أن المشاركين من طلاب السنة الثالثة للغة الإنجليزية في جامعة قاصدي مرباح بورقلة يدركون ترجمة المظهرين سُلمت بعض عينات الاختبار عشوائياً لعشرين طالباً و تتكون العينة من جزئين للترجمة من العربية إلى الإنجليزية و العكس و لقد اخترنا استراتيجية تسمى باستراتيجية العينة العشوائية البسيطة وهي أحد استراتيجيات الأخذ بالعينة العشوائية/ الاحتمالية. و في الأخير أظهرت النتائج أن السياق و الاستحسان هما العنصران الأساسيان اللذان يغطيان كل الترجمة.

الكلمات المفتاحية: تحليل الأخطاء و اللغة الأم و اللغة الثانية و المظاهر الزمنية والأزمنة النحوية.

Dedication

All praises be to the Almighty Allah.

*This work is honorably dedicated to our parents for their
endless love, support, and encouragement.*

To our families members, friends and beloved ones.

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List of Abbreviation

L1: First Language.

L2: Second Language.

CA: Contrastive Analysis

EA: Error Analysis

TL: Target Language

SL: Source Language

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Introduction

1. Statement of the Problem

Translating grammatical elements may be seen as an easy task at first, but it becomes worse and heavier when it comes to find the accurate equivalence that covers both the function and the semantic feature of the grammatical word within the sentence. There are many linguistic hinders which rise while translating the grammatical elements from English into Arabic and vice versa.

The Significance of the Study

This study sheds the light on the difficulties which third year students of English at Kasdi Merbah University face when translating the present simple and present continuous into Arabic. It is an attempt to suggest the translations of the present simple and continuous aspects from English into Arabic and vice versa basing on CONTEXT in its broad sense.

2. Rationale

The main two reasons behind choosing this topic to be investigated: Firstly, many students of English language particularly third year students of English at Kasdi Merbah University commit errors while translating tenses from English into Arabic. Secondly, after reading a book entitled *Translating Tenses Arabic-English and English-Arabic Contexts* by (Hassan Abdel-Shafik Hassan Gadalla). We felt motivated to make third year students aware of the many keys we discovered in translating the Present Simple and Continuous accurately.

3. Literature Review

Miss SEKHRI Ouided (2009), Dealt with the translation of the present perfect simple from English into Arabic. They concluded that while translating the present perfect simple from English into Arabic the context should be taken into account because tense does not always mean time, and the present perfect has various aspects. The result that they got from the research is that the general rule of translating the present perfect is achieved questions in as used not is (قد) situations some in yet (past the + قد) of use the through negations and actions which refer to the past but they are not specific. Moreover, (قد) is not used in statements where there is the meaning of continuity.

Youcef Hamdi (2014), dealt with the differences of translation of English present perfect into Arabic. They concluded 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.

4. Research Questions

In order to scientifically tackle the subject matter, three questions are formulated seeking to approve the hypotheses correlated with:

The Main Question

- What are the main errors that third year students of English at Kasdi Merbah University may commit when translating the Present Simple and Continuous from English into Arabic?

Sub questions

- What are the reasons behind these errors in translating present simple and continuous from English into Arabic?

- Is there any one-to-one aspect to adopt in translating present simple and continuous from English into Arabic?

5. Hypotheses

To answer these questions, these hypotheses are formulated: The first one seeks an answer for the first two research questions:

It is hypothesized that the main errors, which third students of English at Kasdi Merbah University commit, are: Literal translation influenced by the mother language (Arabic) or influenced by the “SL” (English).As well as, “generalization” in using one aspect for more than the equivalent aspect in the “TT”.

It is hypothesized that there is no one to one aspect to adopt; the context and the aspectual flavour are the two main elements that decide which aspect should be chosen.

6. Methodology

We have adopted an error analysis based approach by which we randomly hand over a test administrated to twenty students of third year of English at Kasdi Merbah University at English department in the academic year 2017-2018. We then analyze their answers to identify the reasons behind the errors they may commit.

At the end, some pedagogical implication and recommendations will be provided for a better understanding of the problem.

7. The Aim of the Study

This study aims at making teachers aware of how to teach students to translate tenses from English into Arabic appropriately as well as students. So that, they maybe cautious of the two aspects in the two languages in questions.

8. The Structure of the Study

This dissertation is made of two parts the theoretical part and the practical part. The theoretical part is made of two chapters; the first chapter is going to be divided into sections: The first section focuses on both tense and aspect system in English with reference to the number and the use of various English tenses. The second section is devoted to Arabic tenses and aspects system in order to clarify the difference between tense system in Arabic and English. The third section tackles the form of the Present Simple and Continuous and their different uses and the last section gives some suggestions concerning the translation of English tenses into Arabic as assured by both Ghazala (1995) and Hassan Abdel-Shafik Hassan Gadalla (2017).

The second chapter is devoted to spotlight on error analysis (EA). First, it represents the definition of error analysis. Second, it defines the terms error and mistake and the difference between them. Also, it shows the sources of errors including interlingual errors and intralingual errors, context of learning and communication strategies. Finally, it represents the definition of positive and negative transfer.

The third chapter tackles the practical part of the dissertation. First, it begins by the analysis of data starting from the first task to the second one. Then, it deals with the results. Finally, it provides some pedagogical implication for the stated research.

9. Limitations of the Study

In this study, we are just limited to the present simple tense and progressive with all their different uses and meanings in both Arabic and English.

Chapter One
Present Simple &
Continuous in English
& Arabic

Introduction

As far as grammar plays a primordial role in language, many languages vary in the way they express its aspects especially English and Arabic. Taking into account that they belong to different language families: “Germanic and Semitic”. We try, tackling this chapter, to connect it to translation and see how it is dealt with and what are the main problems and difficulties related to its core.

The first section focuses on both tense and aspect system in English with reference to the number and the use of various English tenses. The second is devoted to Arabic tense and aspect system in order to clarify the differences and similarities between the two tense systems. The third section shows the form of the Present Simple and Continuous and their different forms and usages. The last section gives some suggestions concerning the translation of English tenses into Arabic as suggested by both Ghazala (1995) and Hassan Abdel-Shafik Hassan Gadalla (2017).

1. Time, Tense and Aspect in English

English is a language that belongs to Germanic Family as a result it is influenced by the same tense system in Germanic.

1.1 Time

It is the measured and measurable period during which an action, process, or condition exists or continues. Bas C. VanFrassen (2013) stated, “Time is defined by some philosophers as Aristotle defined it as “the measure of motion with respect to before and after.” (p.108) Leibniz defined it as “the order of no contemporaneous events.” (p.110)

1.2 Tense

According to Angela Downing and Philip Locke (2006) “Tense is the grammatical expression of the location of events in time. It anchors an event to the speaker’s experience of the world by relating the event time to a point of reference. The universal, unmarked reference point is the moment of speaking – speech time. In narrative, a point in past time is usually taken as the reference point” (p.352) Moreover, tense is marked by inflection in English especially for past and present tenses. In addition to that, Palmer (1971) clarifies that “English has two tenses only as exemplified by: he likes / he liked, he takes / he took. These are most plausibly referred to as

'present' and 'past'. Yet, other English tenses are achieved through the combination of auxiliaries or modals plus the English main verb. (p.193)

Eg:

- *He speaks.*

-*They spoke.*

-*She will speak.*

1.3 Aspect

It is concerned with the way in which the event is viewed with regard to such considerations such as duration and completion.

Eg:

-*They are working on it* (the action is not complete yet).

- *Ahmed finished his work*(the action is complete).

1.2.1 English Tenses

According to Quirk et al. (1972), "English has two tenses:

PRESENT TENSE and **PAST TENSE**. As the names imply, the present tense normally refers to present time and past tense to past time." (p.84)Aspect, on the other hand, "refers to the manner in which the verb action is regarded or experienced. The choice of aspect is a comment on or a particular view of the action. English has two sets of aspectual contrasts:

PERFECTIVE/ NON-PERFECTIVE and **PROGRESSIVE/ NONPROGRESSIVE**"

(p. 90).

1.2.2English Sixteen Aspects

1. Present Simple, formed by the simple form of the verb, with the addition of –s or –es for the third-person singular subject(he, she and it).
2. Past Simple, expressed by the second form of the verb. If it is regular (stem +ed).
3. Future Simple, formed by "will or shall +Stem".

4. Present Progressive, formed by “am/is/are + Stem+ ing”.
5. Past Progressive, formed by “was/were + Stem + -ing”.
6. Future Progressive, formed by “will/shall be + Stem + -ing”.
7. Present Perfect, formed by “have/has + Past Participle”.
8. Past Perfect, formed by “had + Past Participle”.
9. Future Perfect, formed by “will/shall have + Past Participle”.
10. Present Perfect Progressive, formed by “have/has been + stem + -ing”.
11. Past Perfect Progressive, formed by “had been + Verb + -ing”.
12. Future Perfect Progressive, formed by “will have been +Stem + -ing”.
13. Present Conditional, formed by “would + Stem”.
14. Present Progressive Conditional, formed by “would be + Stem + -ing”.
15. Past Conditional, formed by “would have + Past Participle”.
16. Past Progressive Conditional, formed by “would have been + Verb+ ing”.

(Hassan Abdel –Shafik and Hassan Gadalla, 2017, pp.13-14)

2. Arabic Tenses and Aspects

In Arabic, the major differences between verbs are based on aspect rather than tenses. As it is indicated by Wright (1967), there are two aspectual forms of the Arabic verb: “The temporal forms of the Arabic verb are but *two* in number, the one expressing a *finished* act, one that is done and completed in relation to other acts (the *Perfect*); the other an *unfinished* act, one that is just commencing or in progress (the *Imperfect*).” (p.51)

2.1 Tenses of Arabic are as the following

1. الماضي البسيط expressed by the perfect form of the verb.
2. الماضي القريب, formed by / قد ولقد/ + perfect.
3. الماضي البعيد, formed by / كان / or / كان قد / + perfect.
4. الماضي المستمر, formed by / زال / or / كان / + imperfect.
5. الماضي الابتدائي, formed by / كاد / or / أو شك / + (أن) +imperfect.
6. الماضي الاستقبالي, formed by / كان / + / س- / + imperfect.
7. المضارع البسيط, expressed by the imperfect form of the verb.
8. المضارع المستمر, formed by / يزال / + imperfect.

9. المضارع القريب, by /يكاد/ or /يوشك/ + (أن) +imperfect.
 10. المضارع الابتدائي, formed by /أن/ شرع/ جعل/ or/أنشأ/ + imperfect.
 11. المركب المستمر, formed by /مزال/ or /لايزال/ +imperfect.
 12. المستقبل القريب, formed by /س/ + imperfect.
 13. المستقبل البعيد, formed by /سوف/ + imperfect.
 14. المستقبل المستمر, formed by /سوف/ + /يزال/ +imperfect. (Our translation)
- (Hassan Abdel –Shafik and Hassan Gadalla, 2017, p.12)

2. Present Simple

According to Angela Downing and Philip Locke (2006), the basic meaning of the Present tense is to locate a situation holding at the present moment. The tense itself does not say whether that same situation continues beyond the present moment and whether it also held in the past. These are implications which we derive from our knowledge of the world and from the type of situation encoded in the clause. (P. 355).

Philosophically speaking, it is rare for a situation to coincide with the present moment which is instantaneous.

It is built as the following:[VERB] +s/es in third person

Examples:

- *You speak French.*
- *Do you speak Spanish?*
- *You do not speak Arabic.*

Complete List of Simple Present Forms

3.1 Repeated Actions



Figure 01: Showing repeated action. (Tajana Tomak 2017, p.5)

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- *I **play** football.*
- *She **does not play**.*
- *Does he **play** football ?*
- *The train **leaves** every morning at 8 AM.*
- *The train **does not leave** at 9 AM.*
- *When **does** the train usually **leave**?*
- *Does the Sun **circle** the Earth?*

3.2 Facts or Generalizations

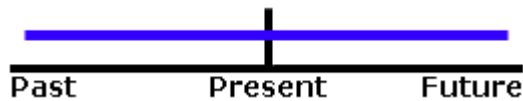


Figure 02: Showing facts or generalization. (p.5)

According to Tajana Tomak(2017), The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is sure about the fact. It is also used to make generalizations about people or things. (p.5)

Examples:

- *Cats **Eat** mice.*
- *Birds **do not like** milk.*
- *Do birds **like** milk?*
- *New York is in America.*

- *California is **not** in Russia.*
- *Windows **are** made of glass.*
- *Cars are not made of diamond.*

3.3 Scheduled Events in the Near Future



Figure 03: showing Events in near future. (p.6)

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well. (p.6)

Examples:

- *The train **leaves** tonight at 6 PM.*
- *The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.*
- *The party **starts** at 8 o'clock.*

3.4 Historic Present

According to Angela Downing and Philip Locke (2006), the historic present locates the situation time of a past situation in the present for dramatic effect. The hearer knows that the situation is in the past although it is represented as if it were present. It is usually found in novels. (p.356)

Examples:

... When they were walking, suddenly a masked man stops them and said: give me your money or I will kill you...

... She was a good girl with a red car driving in a high speed, then suddenly a boy passes whilst green

3.5 Conditional Type 0 and 1

In the conditional types 0, the present simple is used to represent an absolute fact.

Examples:

- *If you heat water at 100d, it boils.*
- *If you do not eat for one month, you die.*

3.5.1 Conditional Type 1

In conditional type 1, the Present Simple is used in the first clause.

Examples:

- *If I have money, I will travel to China.*
- *If he has a car, he will visit you.*

3.6 Habits

When an action is done as a habit in English, it is used always with the Present Simple.

Examples:

- *I always go to work by the car.*
- *I drink tea in the morning.*
- *I wake up at 7:00 sharp.*

4. Present Continuous

It is a tense that expresses an action starts from now and continues for a period of time

Am/is/ are +Stem+ing.

Examples:

- *You are dancing.*
- *Are you playing on piano?*
- *You are not singing.*

Complete List of Present Continuous Forms

4.1 Now



Figure 04: showing now. (p.6)

According to Tajana Tomak(2017),"Use the Present Continuous with Normal Verbs to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now." (p.8)

Examples:

- *You are learning French now.*
- *You are not driving now.*
- *Are you reading?*
- *I am sitting.*
- *I am not talking.*
- *Is he listening or speaking?*
- *They are studying.*
- *They are not playing video games.*
- *What are you saying?*
- *Why aren't you doing your job?*

4.2 Longer Actions in Progress Now



Figure 05: showing longer actions in progress now. (p.8)

In English, "now" can mean this second, today, this month, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.(p.8)

Examples:

All these sentences can be said while eating lunch at a restaurant.

- *I am reading a book.*
- *I am not studying to become a doctor.*
- *I am not reading the book of The Adventure of Huckleberry Finns.*
- *I am not reading any books right now.*
- *Are you working on any special projects at work?*
- *Aren't you studying at the university now?*

4.3 Near Future



Figure 06: Showing near future. (p.8)

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future. (p.8)

Examples:

- *I am meeting some friends after the party.*
- *I am not going to visit my aunt today.*
- *Is he visiting his parents next Sunday?*
- *Isn't he coming with you tonight?*

4.4 Repetition and Irritation with "Always"



Figure 07: Showing repetition and irritation with "Always" (p.5)

The Present Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like Simple

Present, but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

Examples:

- *She is **always** smoking in public places.*
- *He is **constantly** throwing his books on my bed.*
- *I do not like them because they **are always** showing off.*

4.5 Adverb of Placement

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- *You are **still** watching TV.*
- *Are you **still** watching TV?*

4.6 ACTIVE / PASSIVE

Examples:

- *Right now, Tom is **writing** the letter. ACTIVE*
- *Right now, the letter is **being written** by Tom. PASSIVE*

5. Tenses Translation into Arabic

According to Ghazala(1995), “Simply, the present progressive (am/is/are+ing) is translated into the present tense in Arabic. The only way to indicate the time of this tense in it is to use a word like "Now"(الآن) in English” (p.62)

1. *They are working. (إنهم يعملون بجد)*
2. *The wind is blowing now. (نهب الرياح الآن)*
3. *Joseph is writing an essay these days. (يكتب جوزيف مقالة هذه الأيام)*

Fewer examples can be translated into topic and comment

1. *The pilgrims are leaving for Makkah Al-Mukarramah:* (الحجاج مغادرون إلى مكة المكرمة)
2. *We are listening to you.* (نحن (إننا) مصغون إليك)

Yet, in some examples, the two translations in Arabic are different: e. g.

1. He is dying. يموت/ يُحْتَضِرُ (إنه)

We cannot say (هو (إنه) ميت) because it means he is no longer alive, whereas the first version means he is still breathing, and may become healthy and well again.

5.1 Present Simple

According to Hassan Abdel-Shafik Hassan Gadalla(2017),the English simple present tense is chiefly used to indicate scientific facts that are true at all times.(Quirk et al, 1972,p.85) call them “eternal truths, which do not refer specifically to the present but are general timeless statements.” In this case, it is translated into Arabic by using the imperfect form of the verb.

(pp. 105-107)

Compare the English examples in (A) and its Arabic equivalent in (B):

A. Water consists of hydrogen and oxygen.

B. يتكون الماء من الهيدروجين والأكسجين

The simple present can also be used iteratively, i.e. referring to an action repeated at intervals such as customs, habits or abilities. In that context, it should be rendered in Arabic by employing the imperfect form of the verb, as in (A) and its Arabic translation equivalent in (B):

A. I study for three hours every day.

B. أذاكر لمدة ثلاث ساعات يوميا

When the present simple is used with verbs which cannot accept the progressive form, to signify the actual present, that is an action happening at the moment of speaking, it is also translated by the imperfect as in (A- B) with their Arabic equivalents in (C-D):

A. I see a truck coming.

C. أرى شاحنة قادمة

B. She needs a pencil right now.

D. تحتاج قلمًا الان.

One of the non-progressive verbs is the verb 'to be'. An important note about this verb is that it is not translated into Arabic when it occurs in the present simple. A sentence in which it occurs is rendered in Arabic by a nominal sentence to avoid using that verb. Thus, the Arabic equivalent of (A) is (B) rather than (C) which is semantically odd:

A. Men are brave.

B. الرجال شجعان.

C. الرجال يكونون شجعان.

If the simple present is employed to express a future action that is considered as part of a program already fixed, it is translated by the imperfect form in Arabic, with the optional use of the future prefix /س/ 'will' or the word /سوف/ 'will'. Consider these examples:

A. Ali's plane arrives at 7:30.

B. تصل طائرة علي على الساعة 7:30

C. Classes begin next week.

D. (س)تبدأ الدراسة الأسبوع القادم.

It can be noticed that to express a future action, an adverb of time is used in both languages due to the fact that the simple present is not the usual form for expressing future actions.

If the English simple present is employed in a subordinate time clause to signify future time, it is expressed in Arabic by using the imperfect form of the verb. English time clauses begin with such words as 'when, before, after, as soon as or until'. The future particles /س/ or /سوف/ 'will' are never used in the time clause although the meaning is future. Compare the Translating English Simple and Progressive Tenses into Arabic 107 second verb in the English example in (A) and its Arabic counterpart in (B) and notice the unacceptability of (C):

A. I will go to bed after I finish my work.

B. سأنام بعد أن أنهى عملي

سأنام بعد أن سأنهي عملي. *C.

5.2 Present Continuous

According to Hassan Abdel-Shafik Hassan Gadalla (2017), "The present progressive expresses an action or activity that is in progress at or around the moment of speaking. It shows that the action beginning in the recent past is continuing at present and will probably end at some point in the future." (pp. 114-115)

This should be translated into Arabic by the imperfect form of the verb:

A. Jack is reading right now.

B. جاك يقرأ الان.

Translating English Simple and Progressive Tenses into Arabic in special circumstances, a speaker may use the present progressive with 'always', 'forever' and 'constantly' to complain or to express annoyance and anger. This is also rendered in Arabic by the imperfect form of the verb:

A. Nancy is always leaving her dirty clothes on the floor.

B. نانسي!! دائما تترك ملابسها القذرة على الأرض.

According to Quirk et al. (1972), "The present progressive is especially frequent with transitional dynamic verbs like arrive, come, go, land, start, stop, which refer to a transition between two states or positions."(p. 88) This use of the present progressive is rendered in Arabic by the active participle, as in:

A. The President is coming to the UN this week.

B. الرئيس قادم الى الأمم المتحدة هذا الأسبوع.

The present progressive can be used to indicate a future action when the idea of the sentence concerns a planned event or definite intention. A future meaning for the present progressive is shown either by future time words or by the context. This is rendered in Arabic by /س/ + the imperfect, as in (B) or by the active participle, as in (C):

A. After lunch I am meeting a friend of mine.

B. بعد الغداء سأقابل صديقا لي.

A. We are going shopping in the evening.

C. نحن ذاهبون للتسوق في المساء.

Conclusion

At the end of this chapter, we conclude that the divergence between English and Arabic does not stop at the level of culture but extends to reach the grammatical level and especially tenses. So, this diversity obliges translators and linguists to suggest solutions to the equivalents of the above-mentioned sixteen English tenses in Arabic.

Chapter Two

Error Analysis

Introduction

Error analysis (EA) is a new discipline that is dated back to 1960s as an alternative to contrastive analysis (CA), in order to treat learners' errors as a feedback opportunity for researchers to determine learning strategies based on those errors.

This chapter is devoted to spotlight on error analysis (EA). First, it represents the definition of error analysis. Second, it defines the terms: error and mistake and the difference between them. It shows also the sources of errors including interlingual and intralingual errors, context of learning and communication strategies. Finally, it tackles the definition of positive and negative transfer.

1.1 Error Analysis

Many scholars have defined error Analysis -in linguistics-. According to Carl James (1998), "Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language."(p.1) i.e. when a student learning a foreign language commits an error, it studies the causes of that error. According to Susan M. Gas& Larry Selinker (2008), "Error analysis is a type of linguistic that focuses on the errors of learners make in producing the target language and the target language form itself". (p.102) According to Douglas Brown (2002), error analysis as a study of learners' error which is based on the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal the system operating within the learners. In addition, Richards and Schmidt (2002), define it as "The study and analysis of the errors made by second language learners."(p.184)

1.2. Distinction between Errors and Mistakes

Error and mistake are two different things in terms of definition and essence. (Carl James 2008, p.78) mentioned that intention played a decisive role in the error and mistake definition. According to him, error is unintentionally deviant and is not self-corrected while mistake is either intentionally or unintentionally deviant and it is self-corrected. He adds that error cannot be self-corrected by the learner until further relevant input has been provided and converted into intake by the learners. In other words, the learner needs to be provided by a further relevant learning before they can correct themselves. Meanwhile, mistakes can be corrected by the learners by simply pointing out to them (p.83). On the other hand, Pit Corder has another definition of error and mistake as stated in Carl James. He upholds the competence versus performance distinction.

According to him, mistakes are of no significance to the process of language learning since they 'do not reflect a defect in our knowledge' but are traceable to performance failure, such as memory lapses, spelling pronunciations, tiredness, strong emotion, etc. The learner is normally aware of them immediately and can correct them with more or less complete assurance. On the contrary, errors are everything that mistakes are not: they are significant; they do reflect knowledge; they are not self-correctable; and that which only learners of an L2 make (pp. 78-79). Based on the definition above, it can be said that error is systematic deviance of the grammar norms which is made by the learner intentionally; it reflects his knowledge since it is not caused by performance failure, and it cannot be self-corrected by the learner. Meanwhile, mistake is not systematic deviance which is made by the learner either intentionally or unintentionally; it is caused by performance failure, such as fatigue, memory lapses, etc., and it can be self-corrected by the learner.

2. Types of Errors

Errors are related to learners, and they differ from one student to another. That is why many linguists have divided them into types which are called taxonomy. It is very important to classify the types of any error that often arises in the L2 learner's speech and writing. In this context, the linguist, Dulay (1982) formulates a *Surface Taxonomy Strategy* in terms of classifying errors in a sentence. (p.138) They include:

2.1. Omission

"Omission error is characterized by the absence of an item that must appear in a well formed utterance" (p.154) Students formulate an incomplete sentence by omitting any morpheme. The grammatical morphemes much more frequently omitted than content morphemes"

E.g:

- *Ahmed studious student.*
- أحمد طالب مجتهد.

Students frequently produce errors in a nominal sentence by omitting the verb (to be) of the sentence. This error is due to the influence of the L1.

2.2 Addition

While omission describes the absence of something important in sentence structure, there is an opposite called addition errors. It can be characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition; double markings, regularizations, and simple additions. (p.156)

Addition errors which classified into double markings are found in negative sentence:

Ahmed did not drank your milk.

The sentence uses double marking to indicate past form by representing both auxiliary and the verb.

Other types of addition, which are separated to double markings, are regularizations and simple additions. They are:

He putted his book on the table.

A my friend travelled to London.

Both of the sentences show addition; the first shows regularization by adding suffix –ed in the irregular verb, and the second indicates simple addition by adding the indefinite article a.

2.3 Misinformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. Misinformation usually comes in the form of: regularizations, archi-forms, and alternating forms. (p.158)

Students usually misinform the sentence because they are influenced by syntax of L1. Sometimes learners use wrong morphemes and they ignore important morphemes which can cause ambiguity.

E.g:

- *Making yourself agile, play football.*

Here in this sentence, the subject (you) is omitted which makes it ambiguous. Without a subject, a sentence cannot be well understood.

2.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. (p.162)

Misordering may occur due to the influence of L1 or the ignorance of L2 sentence structure.

Eg:

- *She yesterday went to the market.*

The incorrect position of the adverb of time was made by a learner in L2 as they did in the L1.

- ذهبت البارحة الى السوق

3. Causes of Errors

Most linguists formulated the sources of error basing on the influence brought by the L1 to the L2. The easiest classification of error sources have been initiated by Richard(1982), "Competence errors are classified according to their sources: interference errors, intralingual errors, and developmental errors"(p.58)

3.1 Interlingual Errors

According to Jack Richard 1980), the term "interference" and "interlingual" has similar connotation found in determining source of error. Interference or interlingual is errors caused by interference of the learner's mother tongue.(p.173)

Dulay(1982) describes that interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learner's native language. (p.171)

Here are some examples of error produced by an Arab speaker:

- *The weather cloudy.*
- *He lied on me.*

To know if there is an interlingual error and existence of similarity, the sentence in L2 translated into Arabic as the L1. The first sentence indicates an interlingual error; the learner interfered with L1 structure so that they produce "*the weather cloudy*" rather than "*The weather is cloudy*" because the translation in Arabic shows the similarity;"الجو مغيم" which interferes learner's English sentence.

The second one, the error made because they transfer their L1 structure into L2 structure. The translation of the L2 sentence is: كذب علي.

In Arabic, the phrase (كذب علي) is semantically and grammatically correct. If this phrase is translated into L2 *lied on me*, it is incorrect. The phrase in English is expressed idiomatically *lied to me*.

3.2 Intralingual Errors

According to Jack C Richards (1980), intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. (p.174)

Intralingual errors can be detected based on their characteristics:

3.2.1 Overgeneralization

It means that a learner creates a deviant structure on the basis of his experience of other structures in the target language. It involves generally the creation of one deviant structure in the place of the target language structure for example: *she will tries*.

The learner knows she plays, she wears, she sings, etc. but for using –s after the modal auxiliary is prohibited. The learners overgeneralize the rule of suffix –s that is used only after the third person in simple present tense.

3.2.2 Ignorance of Rule Restrictions

It involves the application of rules in a wrong context where they must not be applied. An example *he is made me to rest* through extension of the infinitival complements. The learner ignores the use of make which is not followed by "to" and a verb. Here, the learner can make another sentence like:

He asked / wanted / invited me to go.

3.2.3 Incomplete Application of Rules

It involves a failure to fully develop a structure. The common teaching device used is question. Typically, they are not used to find out something, but as means of eliciting sentences. (p.177) Thus, learners of L2 English have been observed to use declarative word order in question, understand? In the place of an interrogative word order. Have you understood? Or Do you understand? This type of intralingual error corresponds to what is often referred to as an error of transitional competence.

3.2.4 False Concepts Hypothesized

According to Rod Ellis (1994), this source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of "was" as a marker of past tense in "One day", it was pattern found with the majority of verb that take happened.(p.59)

The form may be understood to be the corresponding marker of the present tense; *he is speaks French*. Sometimes, in narrative text can be found the continuous form instead of the simple past: elsewhere, it can be encountered some confusion between too, so, and very, between come and go, and so on. These errors are sometimes due to poor gradation of teaching items.(p.178)

3.2.5 Developmental Errors

Rod Ellis (1994) mentions in his book "Developmental errors occur when the learners attempt to build up hypotheses about the target language on the basis of limited experience" (p.54)

Dulay(1982) also describe developmental errors as the errors similar to those made by children learning the target language as their first language. (p.165)

For example, little boy visit his grandmother. Learner omits the marker of definite article the before the subject and the past tense marker –ed in visited. This kind of error also found in the speech of children learning English as their first language.

3.3 Context of Learning

Context of learning is considered as another source of errors committed by learners learning a target language. Teacher, textbook besides the situation in the classroom affect the context of learning in one way or another. According to Brown (1980), "Context refers, for example, to the classroom with its teacher its material in the case of school learning or the social situation in the case of untutored second language learning." (p.174) This means that when learners make errors, these errors can be the result of the teacher's way of explanation or the faulty structure of the textbook that leads to a faulty presentation by the target language. As a result, erroneous predictions about students' learning based on their L1 language and culture have

occurred regardless of social factors, such as the contexts, and the purpose of their learning to write, or their age, race, class, gender, education, and prior experience.

3.4 Communication Strategies

Brown (1994) “A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.” (p.174)

To sum up, there are some sources that may lead learners to commit errors when learning target language. Interference of native language to the target language, lack of competence of the target language, the learning environment and learners’ learning strategies are the most known factors that affect the learning process of the target language.

4. Positive Transfer

Positive transfer is a beneficial part of first language to second language; this happens when two languages share the same characteristics. This kind of transfer rarely occurs. For that reason, it has not been that tackled as done with the negative transfer, which takes all the parts of transfer. It is not fair to focus on negative transfer and ignore the other one, “since cross-linguistic similarity which may generate positive transfer is an integral part of the whole cross-linguistic influence set” (Yu, 2004). Allen and Corder (1975) maintain that: “positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voiceless stops in second language if the language also has aspirated voiceless stops.” (As cited in Nassira Lemesara, 2015, p.34)

5. Negative Transfer

Negative transfer for some linguists refers to interference. (Weinreich, 1995, p.24), is one of them. He talks about this in terms of positive and negative transfer. He states 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 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 called interference. (p.34)

Conclusion

To conclude, this chapter dealt with error analysis (EA) as new discipline in applied linguistics. It contributes greatly to check learner's linguistic performance when learning a target language. We reviewed its definition. Also, we discussed the distinction between errors and mistake, the types of error which can be classified into errors of omission, addition, selection and misordering and the significance of errors. As far as, we tackled the causes and sources of errors.

Chapter Three

Data Analysis

Introduction

This chapter represents the practical part of the dissertation where twenty third year students of English language at Kasdi Merbah University will be handed around a test. It aims at checking their translation knowledge of the present simple and continuous from English into Arabic and vice versa.

The test comprises two tasks: The first one contains eight sentences. Students are asked to translate them into Arabic and the second task contains five sentences in Arabic where students are asked to translate them into English.

It also includes other information about the sample, the description of the test and the analysis of findings. The students' results are analyzed to examine how they translate these tenses and what are the errors they may commit.

1. The Sample

The sample includes (20) twenty students of third year English from the Department of Ouargla University.

Students have randomly been selected from the whole number of students in the classroom. The choice of the third year students is due to the fact that they have studied translation since the second year and they studied the grammatical rules including especially tenses.

1. Data Analysis

General Statistic Analysis

Total	Sentence (8 x 20)	الماضي	المضارع	الجملة الاسمية
	160	9	127	24

Table01: Showing general statistic of task 01.

As it is shown on the table, the majority of the translations were translated into المضارع due to the influence of L1 and positive transfer .

The table shows also that few translations were done into الماضي because of the ignorance of rule restrictions and the fatigue. On the other hand, 24 sentences were translated into جملة إسمية.

Task 01:

Eight sentences herein were submitted to twenty students to be translated into Arabic:

The suggested translation can be as the following:

✓ He lives in Spain.

✓ يسكن في إسبانيا / مقيم في إسبانيا

The sentence	المضارع percentage of	The percentage of other forms
He lives in Spain	100%	0%
Total	100%	

Table 02: Showing the percentage of students' translation of sentence 01.

One of the main meanings and purposes expressed by the present simple tense is facts or states that are mainly permanent. In the above example "he lives in Spain "the present simple tense expressed with the verb" Lives"means that one has a permanent residence in Spain. This is the fact and it is it has always been that.

All the 20 students have translated the verb **lives** with المضارع البسيط: يسكن في إسبانيا The choice of the present simple tense or المضارع البسيط in Arabic is due to the positive transfer

between the two languages. All the students did literally translate the aspect. This choice is actually correct for it is used in Arabic to express the same situations. If we ask someone: أين تسكن? The answer is generally: "يسكن في إسبانيا". and hence, the aspect "أسكن" in the المضارع البسيط expresses a permanent residence.

In Arabic the present simple is not restricted in expressing facts and permanent situations; it may also be used to express actions that are happening in the moment. However, we notice that it expresses the same fact as expressed in English. That is why the literal translation of the aspect has been successfully rendered into Arabic by all students. The similarity of the meaning expressed in here led to a positive transfer that made the meaning sounds correct.

Nevertheless, none of the students did opt for the nominal sentence in Arabic because we can express the same meaning expressed in English elsewhere using Noun+ Noun instead of a Verb + Noun : مقيم في إسبانيا . The use of the nominal sentence here "Noun+Noun" might better express the meaning embedded in the English sentence because the noun + noun structure in Arabic does denote the state of permanent situation , which is perfectly expressed within the verb "live" in the present simple.

In fact, students did only differ in the choice of the equivalence of the verb *to live* in Arabic; they had a variety of choices.

- يقيم في اسبانيا.
- يعيش في اسبانيا.
- يسكن في اسبانيا.
- يقطن في اسبانيا.

Sentence 02:

The suggested translation can be as the following:

✓ He goes to school on foot.

✓ من عادته الذهاب إلى المدرسة ماشيا.

The sentence	percentage of المضارع	The percentage of other forms
He goes to school on foot	95%	05%

Total	100%
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Table 03: Showing the percentage of students' translation of sentence 02.

The simple aspect in “He **goes** to school “expresses here a habit that is done upon a given routine which maybe “always, sometimes, rarely or seldom”. The sentence here says that the person is a student and that he does not go to school on any means of transportation. He goes on foot; the verb “to go” in the present simple tense expresses herein this habit of going on foot. Actually, we can more clarify the meaning of the sentence by adding one of the adverbs of degree as “always, sometimes, never and seldom”. With the addition of such an adverb, we clearly understand that it is about habit since it's related to “on foot”. However, if we omit “on foot”, the sentence expresses not the habit but a permanent state that says this very person is a student, which can be translated into Arabic with: إنه تلميذ.

95% of students did literally translate the above sentence into Arabic; this is of course due to the influence of the ST language. The present simple tense in Arabic does not exclusively express habit as does the English aspect. If we want to express the same meaning as it is expressed in the source language text, we need to add some expressions that denote it is about habit. We can for example say: من عادته الذهاب إلى المدرسة ماشيا. The expression من عادته clearly shows the habit in the action being done.

However, about 5% of the students did use a different aspect, which is the past simple tense. The use of such an aspect ,in fact, has basic no reason ; for the past simple tense in Arabic does not express a permanent situations that is done regularly at all. This error is related to two main reasons:

- Ignorance of the rule of usage in the SL.
- Ignorance of the rule of usage in the TL.

Sentence 03:

The suggested translation can be as the following:

- ✓ The train leaves tonight at 6:00.

✓ يغادر القطار كل مساء على الساعة السادسة.

The sentence	المضارع Percentage of	Percentage of other forms
The train leaves tonight at six	55%	45%
Total	100%	

Table 04: Showing the percentage of students' translation of sentence 03.

In the sentence “the train leaves tonight at six” we have a scheduled program or a programmed departure. If something is already scheduled in English we use the present simple to say that the action is well pre-programmed in the past and will take place in the future. We mainly use the scheduled present with actions related to official programs and especially official programs devoted to the public not to the individuals.

We use the scheduled present with the present simple tense to express programmed events because it is not an action that happens once. It is for actions that take place regularly in the appointed time which is six p.m. here.

55% of the students choose the المضارع البسيط or the present simple tense in Arabic because they literally translate the sentence. Actually, their literal translation did partially succeed in rendering the same idea expressed in English because in Arabic we may use the present simple tense to express schedule or pre-programmed events in the future. We said, “Partially succeed “because the المضارع البسيط does not say the action is always true and that it happens regularly at that very time “at six p.m.”.

Therefore, for a clearer expressed meaning in Arabic, we may add some words denoting “regularity “. We may say for instance: «يغادر القطار كل مساء على الساعة السادسة». The phrase « كل مساء » is expressed in English in the use of the present aspect and can be obviously understood by any English native speaker. In Arabic, were placed « tonight » with مساء and expressed the « regularity » of the event by the use of the adverb of degree in Arabic «كل».

The other percentage, it means to say, the 45% opted for the future simple tense. This choice is due to their awareness of the use of the English aspect expressing future when it is used for schedules. This percentage used the “سين” and “سوف”. The use of “seen” or “سوف” is better

recommended in spoken situations when someone is in a conversation with someone else, but when one want to express the schedules it should be upon the present simple tense because we are here expressing the regularity of an action or an event that regularly takes place in the same time and not just an action that will take place in the future.

Sentence 04:

The suggested translation can be as the following:

✓ Messi throws the ball to Xavi.

✓ يمرر ميسي الكرة لكسافي.

The sentence	percentage of المضارع	Percentage of other forms
Messi throws the ball to Xavi	45%	55%
Total	100%	

Table 05: Showing the percentage of students' translation of sentence 04.

The aspect in the above sentence “Messi throws the ball to Xavi” is unlike the previous sentences. It does not express a fact, a permanent situation, a habit or scheduled event; it expresses what is called “momentenious present” that happens and finishes in the same moment. It is widely used in comments on live sport events mainly. It is used with all the actions that cannot take a longer period of time as in: “kick, drop, throw...etc.”

In Arabic, we also use that present simple tense to express momentenious present in the same situations as does English. We always hear the expression “يمرر ميسي الكرة لكسافي”.That is why the big deal of students 45%did correctly render the aspect into Arabic. The positive transfer herein helped them put the aspect in the right position.

- يرمي ميسي الكرة لكسافي.
- ميسي يمرر الكرة لكسافي.

However, 55% opted for other forms than of the المضارع البسيط. They instead used the past simple tense in Arabic as in:

- رمى ميسي الكرة لكسافي.
- مرر الكرة لكسافي.

The use of the past simple is due to the influence of the usage in the mother language, we tend sometimes to use the past simple aspect to comment on the live sport event as in:

- مرر زيدان الكرة لكزافي.

Sentence 05:

The suggested translation can be as the following:

- ✓ She is driving a car.

- ✓ إنها تقود السيارة الآن.

The sentence	المضارع of	المضارع + ان أو الآن
She is driving a car	25%	75%
Total	100%	

Table 06: Showing the percentage of students' translation of sentence 05.

In the sentence, “she is driving a car” the verb “drive” is conjugated and the progressive aspect the progressive or continuous present expresses an ongoing action that is happening right now or around the time of speaking. I saw her driving a car; I express the situation saying she is driving a car.

75% of the students opted for the present simple aspect in Arabic due to the literal translation and the negative transfer. Since we do not have a progressive form in Arabic, students found it difficult to express the idea elsewhere. We read for examples such translations:

- إنها تسوق السيارة.
- إنها تقود السيارة.

We noted the addition of “إنَّها” which is a confirmation particle in Arabic to the sentence:

- تسوق السيارة.
- تقود السيارة.

This addition gives the impression that the action is being done in that very moment. We, for instance, say: إن السماء تمطر when we want to say: It is raining (in that moment). If we omit the confirmation particle «إن» the meaning becomes not an ongoing action but rather a fact that expresses a state of being.

70% of the students did not use the confirmation particle, though they also gave the impression that the action is being performed in the very moment through the addition of the subject pronoun in Arabic as in:

- هي تقود السيارة.
- هي تسوق السيارة.

Regardless all the above mentioned translations, the progressive aspect can be better expressed with some adverbial adverbs denoting “NOW”. Hence, we can make the students’ previous translations better by adding: الآن. في هذه اللحظة... الخ

She is driving a car: إنها تقود سيارة في هذه اللحظة However, the context may clarify more the meaning and hence, we may sometimes need not the addition of any time adverbials.

Sentence 06:

The suggested translation can be as the following:

- ✓ They are visiting their uncle tonight.

✓ سيزورون عمهم الليلة.

The sentence	Percentage of س+المضارع	Percentage of other forms
They are visiting their uncle tonight	55%	45%
Total	100%	

Table 07: Showing the percentage of students' translation of sentence 06.

The aspect in the sentence “They are visiting their uncle tonight “expresses an action that will take place in the near future. We can use the progressive form to express not only an on-going action that is happening right now, but also an action that will take place in the future.

55% the students opted for the near future by adding the particle « سين » to express the very idea in English as in:

- سيزورون عمهم الليلة.
- سيذهبون لزيارة عمهم الليلة.
- سيقومون بزيارة عمهم الليلة.

This is due to the awareness of the students of the function and meaning of the progressive aspect in expressing near future in English. Nevertheless, a percentage of 40% used other forms than the future as in:

- زاروا عمهم الليلة.
- هم في زيارة لعمهم الليلة.
- انهم في زيارة لعمهم الليلة.

Some opted for the past simple as in “زاروا“ which obviously goes wrong since the past in Arabic does never express the near future , mainly in this context. Some other students opted for the nominal sentences as in “هم في زيارة“ and “انهم في زيارة“ which expresses that the action is being done in the moment of speaking. The meaning here expresses an ongoing action and not an action that is planned to nearly happen.

A percentage of 5 % opted for literal translation of the English sentence as in:

- يزرون عمهم الليلة.

This is due to the negative transfer of the English aspect because the Arabic sentence says it with the addition of the particle “though the word « الليلة » may make it clear that it is in the near future. The Arabs do not say: يزرون عمهم الليلة. , but rather

- سيزرون عمهم الليلة.

Sentence 07:

The suggested translation can be as the following:

✓ He is reciting Quran every night.

✓ إنه يقرأ القرآن كل ليلة خلافا للعادة.

The sentence	Percentage of المضارع + أن	Percentage of other forms
He is reciting Quran before going to bed.	50%	50%
Total	100%	

Table 08: Showing the percentage of students' translation of sentence 07.

In « He is reciting the Quran every night”, the progressive form with the time adverbial “every night “expresses a new habit that may go temporary for a short period of time.

The aspect here says that this person has not used to recite the Quran that much and that he only has started doing that recently.

50% of the students did rely on literal translation but added the confirmation particle “إن” as already seen to make sound as if the action is happening right now. The students though, succeeded in making the aspect as progressive, failed to express the same idea embedded in the English sentence: **He is NOW reciting the Quran AND HE DOES IT every night, BUT HE HAS NOT USED TO! THIS NEW HABIT IS TEMPORARILY BEING PERFORMED FOR A GIVEN PERIOD.**

This can be expressed in Arabic by adding some words that denote the same idea in the SL:

إنه يقرأ القرآن كل ليلة خلافا للعادة.

The addition of “خلافا للعادة” denotes that this is a temporary new habit that will have an end shortly. Nevertheless, the students were not aware of this meaning by the present progressive and hence got a variety of translations that go in the same direction as in:

- إنه يرتل القرآن كل ليلة.
- إنه يقرأ القرآن كل ليلة.
- إنه يتلو القرآن كل ليلة.

The other half opted for the same aspect in Arabic but through replacing إنه with هو, which also expresses an on going action as it has already been explained:

- هو يرتل القرآن كل ليلة.
- هو يراجع القرآن كل ليلة.

Some other students did opt for the pure literal translation without the addition of any thing that makes the sentence sound progressive as in:

- يتلو القرآن كل ليلة.
- يكرّر القرآن.

Sentence08:

The suggested translation can be as the following:

- Chris is always smoking in public places.
- أف (تبا) ! كريس دائما يدخن في الأماكن العامة.

The sentence	المضارع + فعل Percentage of	Percentage of other forms
Chris is always smoking in public places.	0%	100%
Total	100%	

Table 09: Showing the percentage of students' translation of sentence 08.

The sentence “Chris is always smoking in public places” is made according to the following pattern: Present progressive + always or constantly .This pattern whenever used expresses complaint of an action that is repeatedly being done. The aspect is negatively expressed with this pattern.

100% of all students failed to correctly express the idea in Arabic as it is expressed in English.

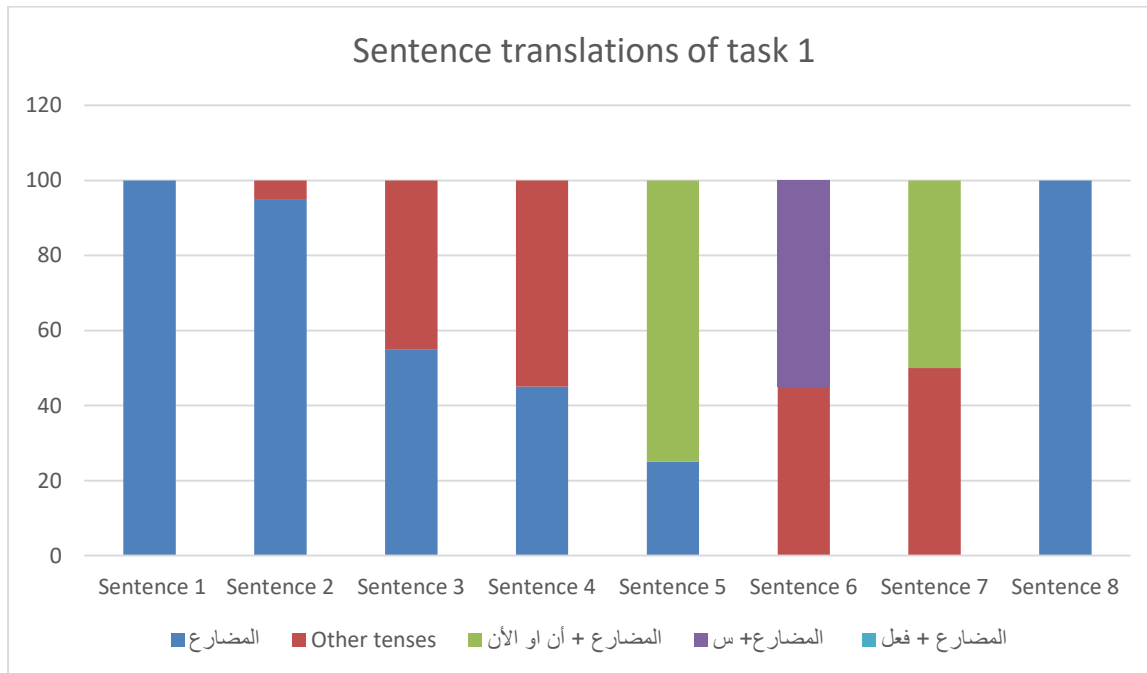
- كريس دائما يدخن في الأماكن العامة.
- دائما ما يدخن كريس في الأماكن العمومية.
- دوما ما يقوم كريس بالتدخين في الأماكن العمومية.

- يدخن كريس دائما في الأماكن العامة.
- إنَّ كريس يدخن دوما في الأماكن العامة.

This failure is due to:

- Negative transfer.
- Non awareness of the use in English.
- Arabic does not have the same pattern to express the very idea as does English.

We can actually add a word that shows complaint in order to reflect in Arabic the idea as it is in the ST: أف (تبا)! كريس دائما يدخن في الأماكن العامة.



01 Diagram: showing summary of sentence translations of task 01.

Task02:

Hereinafter, five sentences were submitted to twenty students to be translated into English:

01: Data Analysis

General Statistic Analysis

Tenses	Past simple	Past continuous	Present simple	Present continuous	Present perfect	Future	Total
Translated sentences	15	01	36	31	01	16	100

Table10: Showing general statistic of task 02.

According to the analysis that is shown on the table:

The majority of students translated the Arabic tenses into the present simple and the present continuous due to the mastering of the two tenses use. While, other translated them into future or past simple because of miss understanding of rules and negative transfer. Few of them translated the sentences into past continuous and present perfect because of the ignorance of rule restriction in both languages SL and TL.

Sentence 01:

The suggested translation can be as the following:

○ نسكن في ورقلة مؤقتا.

✓ They are living in Ouargla.

The sentence	Percentage of present continuous	Percentage of other tenses
نسكن في ورقلة مؤقتا	35%	65%
Total	100%	

Table 11: Showing the percentage of students' translation of sentence 01.

The Arabic sentence: “نسكن في ورقلة” does mean that the action (verb) of “living” may not actually denote an action but a state that may be paraphrased as (مقيمون في ورقلة. Residents in Ouargla). However, if one word is added to the above mentioned sentence, everything changes from a state of being to a temporary ACTION.

Let us consider the following example: نسكن في ورقلة مؤقتا. The adverb “مؤقتا” changed the view of the expression to an ongoing temporary action, which may have an end at any time. This idea when translated into English may not have the same structure and lexis because the two languages express the meaning differently.

The above sentence translated into English: “we are living in Ouargla” expresses an action that temporarily happens. The present progressive or continuous can be used to talk about non fact situations since it is all about actions that are true just for the very moment until a certain point in the future.

When the English says that “he is living in Ouargla”, he wants to tell us that his living in this particular place is temporary before he comes back to his hometown or most definitively moves to a new permanent residence. In this case , the English does not need to add the expression “temporarily” after the verb” is living” to make clear this idea because it is already embedded in the progressive aspect in which the verb “is living” is put in.

We found that 65% of the students failed to reflect the same meaning into English as expressed in Arabic because they are influenced by the mother language and did it literally. They thought that English should express the same idea as does Arabic and with the same exact number of words as shows this example:

We live in Ouargla temporary.

Regardless the adjective they used instead of the adverb that should be instead “temporarily”, the students are not aware of the fact that not all what is said and used in one language should necessarily appear in the other language. And that is why 35% of the rest opted for the right aspect, but unfortunately with the same “adverb” that expresses the action is not a fact or permanent as in:

We are living in Ouargla temporary.

This redundancy at the semantic level is due to the literal translation and the influence of the mother language from which the students are translating.

Sentence 02:

The suggested translation can be as the following:

✓ يعاني من أوقات عصيبة طيلة هذا الأسبوع.

✓ He is suffering from hard times this week.

The sentence	Percentage of present continuous	Percentage of other tenses
يعاني من أوقات عصيبة طيلة هذا الأسبوع	50%	50%
Total	100%	

Table12: Showing the percentage of students' translation of sentence 02.

The sentence “يعاني من أوقات عصيبة طيلة هذا الأسبوع.” denotes that the action يعاني is ongoing all this week and he is now “at the very moment” suffering. The present simple aspect “يعاني” in Arabic does not by itself expresses all that; it does it with the association of some adverbial expressions as in “طيلة هذا الأسبوع”. Consequently, the action of suffering “المعاناة” started in the past and continues all the present week and may finish any moment in the future.

The verb “يعاني” does not express any progressive action save when associated to some progressive adverbials as the one already mentioned and hence we can translate the sentence:

“يعاني من أوقات عصيبة طيلة هذا الأسبوع.” as: He is facing hard times this week. We notice here the use of the progressive form of the verb “suffer” because the action is temporary and is happening at the time of speaking.

The addition of the clarifying progressive adverb “طيلة هذا الأسبوع” made the sentence clear for the students and hence they, (50%), succeeded in choosing the right appropriate aspect in the TL regardless the lexical mistakes they have committed:

- He **is suffering** from difficult moments during this week.
- He **is suffering** of a difficult moment all the week.
- He **is facing** hard times during this week.
- He **is passing** through hard times this week.

This percentage clearly shows that despite the difference that lies between the two languages and the lack of the progressive form in Arabic, students succeeded to render the aspect

correctly due to the CONTEXT made clear. The context when is clear might help translators decide which aspect of tense is more appropriate. This lead us to say that students of translators are highly recommended to always put into their account the contribution that the context may play in clarifying not only the meaning and the content but also the form and the function.

The other 50% of the answers varied in the way they viewed the ongoing action and most of them were influenced by the SL's structure as in:

- He had hard times all the week.
- He spends some hard times this week.
- He faces a hard time during this week.
- He was suffering from hard times among all the week.

However, we can clearly see the use of the PAST in its two aspects “the simple” as in (had) and the progressive as in (was suffering). This mistake was committed under the non-seriousness of some students in not checking their translations back.

Sentence 03:

The suggested translation can be as the following:

- لیلی دائما ما ترمي كراريستها على فراشي (اني مستاء جدا).
- Laila is always throwing her copybooks on my bed.

The sentence	Percentage of present continuous	Percentage of other tenses
لیلی دائما ما ترمي كراريستها على فراشي (اني مستاء جدا)	25%	75%
Total	100%	

Table 13: Showing the percentage of students' translation of sentence 03.

In the sentence “لیلی دائما ما ترمي كراريستها على فراشي (اني مستاء جدا)”, we intended to put the expression “(اني مستاء جدا)”. Between parenthesis, and we asked them not to translate it because it used as a context marker to decide which aspect we might choose.

In this sentence, we combined together two things: the habit in (دائما ما ترمي) and the complaint in (اني مستاء جدا). The students know that we use the present simple tense when expressing habits, but mostly are not aware of the fact that “complaint” can be better expressed with the adverb of degree “always” in present continuous rather than the simple. This is clearly interpreted in the students’ translations of this sentence using the simple aspect with a percentage of 75 % as follow:

- Laila **is** always **throws** her copybooks on my bed.
- Laila always **puts** her copybooks on my bed.
- Laila always **threw** her copybook on my bed.

This is of course is due to the negative transfer, since Arabic lacks an aspect that expresses complaint this way and also because of the non-awareness of this use as it is in English and moreover the literal translation they mostly opt for.

The other 25%, did successfully fall on the right aspect (using the progressive form of the verb ‘to throw’ with the adverb of degree’ always’ as follow :

Laila **is always throwing** her copybooks on my bed.

This correct usage of the “complaint expression” is due to the awareness of these a few students in how this idea is said in English. This of course tells us that the more the translators are aware of the TL’s grammatical rules the better their translations are.

Sentence04:

The suggested translation can be as the following:

✓ عزمنا على شراء سيارة جديدة الأسبوع القادم.

- ✓ They are going to buy a new car next week.

The sentence	Percentage of present continuous	Percentage of other tenses
عزمنا على شراء سيارة جديدة الأسبوع القادم.	25%	75%
Total	100%	

Table 14: Showing the percentage of students' translation of sentence 04.

The fourth sentence expresses a totally different aspect which is an action that was planned in the past and will take place in the near future: عزمنا على شراء سيارة جديدة الأسبوع القادم

The action of 'decision' was already done in the past as it is expressed in past simple in Arabic "عزمنا". The action of "buying" is expressed in Arabic using the infinitive "شراء" (to buy) which is not yet done and will nearly be made in the future relying upon the time adverbial "الأسبوع القادم". If we compare how the two languages express the same idea, we find the following:

Decided	عزم
We	نا
To	على
Buy	شراء
A car	سيارة
New	جديدة
Week	الأسبوع
Next	القادم

Table 15: Showing the comparison between the Arabic and English sentences.

75% of the students did follow literally what is cited in the above table and fell in the literalism due to the influence of the SL « Arabic » and of course due to the lack of awareness of the differences between the two languages that do not belong to the same family. We can read:

- We decided to buy new car next week.
- We planned to buy a new car next week.
- We decide to buy a new car next week.

Only 24% of the students were different and were aware of this fact; the fact (the rule) that says: when an action was already planned in the past and will be performed in the near future, we express it using the following structure: **Going to + bare infinitive**.

This was successfully done in these examples:

- We are **going to buy** a new car next week.

- We are **intending to buy** a new car next week.
- We *are looking for* new car to pay next week.

Only 1 % of the students did choose other forms than the simple present and the structure “is going to and its similar forms. This student is aware that the expression denotes the future, but was only unaware of the fact that the decision was already taken and hence we cannot express it in the future simple aspect as he/she did:

- We **will** buy a car next week.

Sentence 05:

The suggested translation can be as the following:

✓ سينطلق القطار المتجه الى عنابة يوم الثلاثاء على الساعة 3:00 مساء.

- ✓ The train to Annaba departs on Tuesday at 3:00.

The sentence	Percentage of present simple	Percentage of other tenses
سينطلق القطار المتجه الى عنابة يوم الثلاثاء على الساعة 3:00 مساء.	15%	85%
Total	100%	

Table 16: Showing the percentage of students' translation of sentence 06.

The last sentence we finish with is: سينطلق القطار المتجه الى عنابة يوم الثلاثاء على الساعة 3:00 مساء. The verb is expressed in the near future with the short particle of future (س). The context in which the verbs used clearly shows that the action will be held in the future “يوم الثلاثاء على الساعة 3:00 مساء.”. We can see here that the action was already planned as in sentence N° 4 , but the decision here is expressed in the future “سينطلق” not in the past as was already mentioned “عزمنا”.

This decision is not personal and informal, it is rather formal and unanimously approved; that is why it is expressed in the future in Arabic “سينطلق”. The same idea can also be expressed using the present simple aspect saying: ينطلق because the action is decided upon a preprogrammed scheduled departure.

This idea is differently expressed in English using the present simple. This explains why 85% of the students did not get the right aspect. Most of the students, under the influence of their ML, failed to correctly express the idea in English; they relied excessively on literal translation and hence go out with some clumsy English sentences as in:

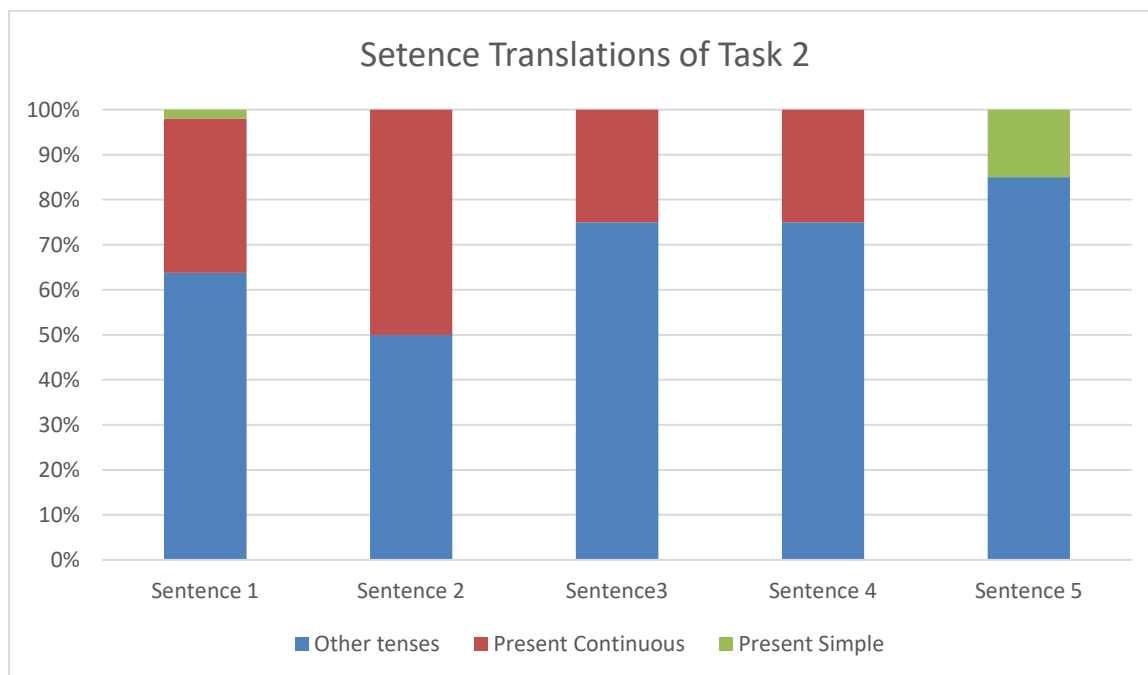
- The train to Annaba will leave at 3:00 p.m.
- The train that is heading to Annaba this Tuesday will leave at 3:00.
- The train going to Annaba next Tuesday will leave at 3:00.
- The train will leave to Annaba next Tuesday at 3:00 p.m.

The rule in English is clear; the scheduled events should be expressed using the present simple aspect because they denote facts which might not easily change.

The rest which is 15 % was aware of this usage and could do it correctly as in:

- The train goes to Annaba on Tuesday at 3:00 p.m.
- The train leaves to Annaba on Tuesday at 3:00 p.m.

Regardless the poor structure of the two sentences, but both expressed in the appropriate aspect, which denote a good mastery of the tense I English.



02 Diagram: Showing summary of sentence translations of task 02

Conclusion

To sum up, this chapter dealt with the analysis of the test, which was delivered to the third year students of English at Kasdi Merbah University. At the end of the analysis, we can say that students either do face problems related to tenses or are unable to provide an accurate translation of the tense. They do face problems with the two mentioned tenses. However, students do differ according to the awareness and knowledge about the tenses they enjoy.

Recommendations

After the journey, we have gone through and the findings we have found. In order to simplify the way of teaching tenses especially the present simple and continuous aspects from English into Arabic and vice versa, it is recommended to apply the mentioned pedagogical implications.

Pedagogical Implications

Herein under, the tables represent a lesson design including some sentences to be translated as well as a test in both languages Arabic and English dealing with the present simple and continuous aspects translation.

Grammar Translation Method

According to Esmaeil Heydari Asl(2015), the grammar translation method is a foreign language teaching methodology derived from classical methods (sometimes called traditional) method in teaching Greek and Latin. The method requires that students translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. The goal of this method is to enable students to read and translate literary masterpieces and classics. (p.17)

This method has been chosen because the investigation is focused on grammar, particularly in the two tenses present simple and present continuous in both English and Arabic.

Lesson Design:

Process	Activity	Duration
Present simple (Arabic)	The teacher explains all the structures /functions / meaning of the present simple in SL.	30 minutes
Present simple (English)	The teacher explains all the structures /functions / meaning of the present simple	30 minutes

	in TL.	
Activity	Exercises on the use of each aspect. 'Write sentences expressing different purposes...etc.' Make students work in pairs and discuss their habits.	15 minutes
Test	To check to what extent students are aware of the good and appropriate use of the tense in both languages.	15 minutes

Table 17: Showing lesson design.

Process	Sentences	Duration
Translation (Arabic-English)	<ul style="list-style-type: none"> The teacher provides students with ready translated sentences (contextualised). He gives them sentences to be translated from Arabic into English. 	40minutes
Translation (English-Arabic)	<ul style="list-style-type: none"> The teacher provides students with ready translated sentences (contextualised). 	40minutes

	<ul style="list-style-type: none"> • He gives them sentences to be translated from English into Arabic. 	
Test	To check to what extent students are aware of the good and appropriate use of the tense in both languages.	10minutes

Table 18: showing test design.

Conclusion

After this tiring and fruitful journey through the investigation and the analysis to check the credibility of the hypotheses we have set hereinafter as well as the research questions that we raised for the same reason we can finally approve our already-mentioned hypotheses.

The first hypothesis was that the main errors, which third students of English at Kasdi Merbah University commit, are: Literal translation influenced by the mother language (Arabic) or influenced by the “SL” (English).As well as, “generalization” in using one aspect for more than equivalent aspect in the “TT”.

This is now declared to be true according the results we got from the analysis of the practical part. To illustrate:

- She is driving a car.

○ إنها تقود السيارة الآن.

- They are visiting their uncle tonight.

○ سيزورون عمهم الليلة.

English-Arabic

- Chris is always smoking in public places.

○ أف (تبا)! كريس دائما يدخن في الأماكن العامة.

Arabic-English

○ نسكن في ورقلة مؤقتا.

○ They are living in Ouargla.

Second hypothesis is also proved to be correct: It is hypothesized that there is no one to one aspect to adopt; the context and the aspectual flavour are the two main elements that decide which aspect should be chosen.

○ ليلي دائما ما ترمي كراريسها على فراشي (إني مستاء جدا).

○ She is always throwing her copybooks on my bed.

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كلية الآداب واللغات الأجنبية

قسم اللغة الإنجليزية



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ميدان: الآداب واللغات الأجنبية

اختصاص: الترجمة وعلم الترجمة

من إعداد: سالم بن قاشوش و يحي قشار

بعنوان:

تحري ترجمة المظهرين الزميين: المضارع البسيط والمستمر، باعتماد مقارنة تحليل الأخطاء

العينة: طلبة السنة الثالثة إنجليزية في جامعة قاصدي مرباح - ورقلة.

مذكرة مقدمة لاستكمال متطلبات نيل شهادة الماستر في الترجمة وعلم الترجمة

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