

Decision –Making in Translating Arabic Verbal Structure into English

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1. Decision-Making in Translation :

Translating Arabic Verbal structures into English often represents a problem for some translators due to the different range of choices in the related systems. The present paper handles such a problem by proposing criteria by which the translator can reach powerful solutions. Translation as a process involves choices and decisions that have to be made by the translator at every stage of his translation. Within this process, Source Language grammar is transposed into its target language equivalent and the lexical units are translated into the sense that appears immediately correct in the context of the sentence (Newmark, 1988:22; Hatim, 1997). It is a series of decisions which determine and affect another set of decisions in such a

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way that making an initial choice leads to a later one (Gentzler, 1993: 96). The choice made by the translator depends on the difference in grammar and Lexis between SL and TL in that "the greater the difference in grammar and lexis between SL and TL, the greater the degree of choice " (Newmark, 1988: 139). A certain element in a sentence may have two or more choices whether lexical or grammatical. Hence, decisions limit certain possibilities for the translator by opening or closing others but simultaneously create new relations and possible alternatives (Gentzler 1993 : 96).Decision-making involves both grammatical and lexical elements. The present paper concentrates on the grammatical elements for which the decision depends on taking a choice in each related system .The semantic aspects and modality were excluded and can be studied in further researchs .

2. Grammatical Systems in Decision-Making :

2.1 Tense :

Tense is a grammatical system "used in the grammatical description of verbs to refer to the way the grammar marks the time at which the action denoted by the verb took place".(Crystal, 1985: 306) .

In translation, the time of the event is one of the elements of the meaning that have to be conveyed as it is in the SLT. It is not the form that has to be transformed but the real time of the event. For example, the present tense form in English may indicate a variety of relative times as in:

If he comes, we will help him (future)

*After that he comes and hits him, while every
one was starting right at him (past)*

*He comes every day at ten o'clock. (past
,present, future)*

(Nida,1975:198-200)

It is, therefore, very important to make an adjustment of the new system when translating from one language to another (Nida,1975: 199). The tense system in both English and Arabic comprises two terms : past and non-past ,e.g. wrote,write :

2-1-1 Tense in Arabic :

Traditionally, verbs have been classified in terms of form and function. Verbs in Arabic, according to their forms, are said to be: past, present, 'imperative'; whereas, according to their function, verbs are

either past or future (including present and imperative forms) as well as permanent (present participle). The present form in Arabic is Adverbial, yet the past form of the verb does not mean that the intended event necessarily took place in the past Al-Mansoury (1984: 41) argues that Arabic is not poor in referring to different tenses as some scholars claim. In fact, the past form in Arabic includes different forms which refer to simple past, far perfect, near past, and composed past. The same can be said about the present and future.

Morphologically, The form of the verb, though it can be regarded as an indicator of the time of the event, may show a different time as in "بعتك - قبلت" (lit: I sold you- I agree) in which the form is morphologically past yet its actual time is the future **one. As in :**

I may sell this

I agree.

The temporal reference of the verb is affected by the surrounding linguistic context. Thus, the present form may refer to a past event when preceded by the negative particle "لم" as in

لم يكتب التلميذ The student did not write.(jussive mood)

or to future when preceded by the particle "لن" as in :

لن يكتب التلميذ The student will not write.(Subjunctive mood)

The Arabic sentence may also use an adverb to specify a limited point of time for the event as in:

قابلت عليا يوم أمس I met Ali yesterday

At the same time, the same form can be used to refer to the present perfect as in :

قابلت عليا مؤخرا I have met Ali recently.

There are, in fact, a lot of time indicating devices in Arabic. **The** most important ones are:

1. Verbal device: as in يكاد المطر يسقط The rain is about to fall.

2. Adverbial device : as in قابلت عليا أمس I met Ali yesterday

3. Particles : as in

The student did not write his homework. لم يكتب التلميذ واجبه

4. Semantic device: as in اقتربت الساعة وانشق القمر(القمر,1)

"The Hour has drawn near ,and the moon has been cleft asunder""(Al-Hilali, 1996)

5. Historical device : as in خالد بن الوليد يدرك خطط الأعداء

Khalid bin Al-Walid realized the plans of the enemy

2-1-2Tense in English :

Grammarians are in disagreement on the number of English tenses. Some of the traditionalist, like Krapp (1936), identify three tenses :present, past, and future, whereas others, such as Hornby (1954) ,refer to twelve tenses. Such disagreement comes from the confusion between "tense" and "aspect". For the proposed criteria , two choices shall be considered in addressing the system of "tense" ,past and present because another decision shall be made when addressing the system of "aspect" .The following diagram clarifies the relation between tense and aspect adopted in this paper.

Tense			Present	Past
Aspect	Simple		Present Simple Tense	Past Simple Tense
	Complex	Progressive	Present Progressive Tense	Past Progressive Tense
		Perfect	Present Perfect Tense	Past Perfect Tense
		Perfect Progressive	Present Perfect Progressive Tense	Past Perfect Progressive Tense

Table (No .1) The relation between Tense and Aspect adopted with some modifications from (Quirk et al , 1985)

2.2 Aspect :

Aspect defines the nature of the action. It is not concerned with relating the time of the situation to any other time point, but rather with the internal temporal constituency of the one situation; one could state the difference as one between situation- internal time (aspect) and situation- external time (tense) (Comrie:1976).

The following examples illustrate the distinction between perfective and imperfective aspect of English and Arabic .

(1) It rained heavily last night.

أمطرت بغزارة الليلة الماضية

(2) It was raining heavily between 9:00 and 10:00 p.m .

كانت تمطر بغزارة ما بين التاسعة والعاشر مساء.

In example (1) the act of raining is reviewed as a single whole whose beginning, middle and end are fused together (perfective aspect), whereas in example (2) the act of raining , or to be precise one phase of it ,is seen as having been in progress during the period specified, i.e. the situation here extends over a period of time; it is reviewed from within as having duration (imperfective aspect).

Aspect must be distinguished from tense (see Nehls cited in El-Hassan, 1987). Tense is a deictic category which locates the action / state expressed by the verb at a time relative to the moment of speaking. According to Comrie (1976) "...tense is a deictic category, i.e. it locates situations in time ,usually with reference to the present moment, though also with reference to other situations".

There are certain binary features that fall within the field of the aspect of the verb such as:

Complete	Incomplete
Punctilios	Continuous
Single	Repetitive
Increasing	Decreasing
Beginning	Ending
Single	Habitual

Table No. 2 Binary Features of Aspect adapted from (Nida,1975: 199)

2.2.1 Aspect in Arabic :

Aspect in Arabic is expressed by the two form of (imperfect as in يكتب writes) and the (perfect as in كتب wrote). Morphologically

prefixing " ي " to the past(perfect)form of the verb transforms it into Present(imperfect).In Arabic, past perfect is expressed by using (قد) as in :

"وقد كان فريق منهم يسمعون كلام الله ثم يحرفونه (البقرة, 75)"

"..In spite of the fact that a party of them(Jewish rabbis)used to hear the Word of Allah (the Taurat)the they used to change it..." (Al-Hilali, 1996)

As for the present perfect قد is usually used with the past form to indicate such aspect as in: (قد دخلت من قبلكم سنن(ال عمران, 137)

Many similar ways (and mishaps of life) were faced by nations (believers and disbelievers)that have passed away before you"(Al-Hilali, 1996)

The present perfect can also be expressed by the use of, (ما زال , ما برح , ما انفك) as in :

ما زالت تمطر منذ أمس It has been raining since yesterday.

Aspect in English :

The definition of aspect suggested by Comrie (1976) will be adopted. In Comrie's terms, aspect is concerned with internal temporal

constituency of a situation . According to Quirk et. al (1972: 90), aspect points to the manner in which the verb action is regarded or expressed namely whether the action is completed or not .

Aspect must be distinguished from tense (see Nehls cited in El-Hassan, 1987) .Tense is a deictic category which locates the action/ state expressed by the verb at a time relative to the moment of speaking . According to Comrie (1976) "...tense is a deictic category ,that is, it locates situations in time ,usually with reference to the present moment ,though also with reference to other situations. Aspect is not concerned with relating the time of the situation to any other time point,but rather with the internal temporal constituency of the one situation; one could state the difference as one between situation- internal time (aspect) and situation- external time (tense).

2.3 Voice:

Voice specifies the relationship between the participants and the event indicated in the verb. .e.g., Active === (he went home), Passive === (he was hit)

Middle === (do it to or for oneself), Reflexive == (He hit himself)

Reciprocal == (hit each other) ,Benefactive == (I worked for him)

Transitive == (She hit him with a ball) , Intransitive == (he came late); Instrumental == (Did it by means of something), Agentive === (Did it through someone).

For certain reasons, such as ignoring the doer of the action, the passive voice is used instead of the active. In certain languages there are simply no passive forms and all passives in the source language must be changed into actives. If the agent is specified, there is no problem. Difficulties with active and passive contrasts occur with verbal derivatives which have no evident specification.

That is, when there is no marker of passive form(Nida,1975).

2.3.1 Voice in Arabic :

In Arabic, the process of transforming active voice into passive is a morphological one having the forms **فعل** and **يفعل** for the perfect and imperfect triliteral verbs and **فعلل** and **يفعلل** for the perfect and imperfect quadriliteral verbs. Arabic has only agentless passive constructions. Both transitive and intransitive verbs can be passivized with some exceptions.

2.3.2 Voice in English

In English, passivization is both a morphological and syntactic process in which the subject is replaced by the object and the verb is changed into its passive form. English includes both agentless and agentive passive constructions. Passivization is related to transitive verbs.

Active Voice			Passive Voice
Simple Present	V	Singular	is + (P.P)
	V	Plural	Are + (P.P)
Simple Past	V + ed	Singular	Was +(P.P)
	V +ed	Plural	Were + (P.P)
Present Continuous	(be)+v+ing	Singular	Is + being+ (P.P)
		Plural	Are+being+ (P.P)
Past Continuous	(be)+v+ing	Singular	Was+being+ (P.P)
		Plural	Were+being+ (P.P)
Present Perfect	(Have) + P.P	Singular	Has been + (P.P)
		Plural	Have been + (P.P)
Past Perfect	Had + P.P	Singular	Had been + (P.P)
		Plural	Had been + (P.P)
Present Perfect Continuous	Have been+V+ing	Singular	Has been +being+V+ ed
		Plural	Have been + being +V+ed
Past Perfect Continuous	Had been +V+ing	singular	Had been + being +V+ed
		Plural	

3. Decision -Making:

Collecting Data and Analysis :

The corpus of the study includes translations from Arabic into English ,that is, from the student translators' native tongue to the English language .This study is based on nine sentences taken from (Aljamiah (الجامعة) Journal and Iraqi Papers).The subjects of the study constitute one translation group (comprising 50 fourth year students) at the Translation Department of Mosul University in Iraq. We assume that this group would be more experienced than beginning students in making decisions. The nine sentences were translated over one session. Twenty five translations of the students were randomly selected and their renderings of the verb in each sentence were analyzed.

In the test carried out in this paper, wrong renderings of the verbs were identified, typified and recorded in all the translated sentences in the sample. The translations of the verbs in the sentences were judged against the translations provided by the researchers and judged by competent professors of translation .The translations provided of the SL verbs as TL equivalents are judged as being wrong when the grammatical system of English Language verbs is violated and , consequently, wrong decision making is committed .

The analysis shows that the verbs underlined in the sample sentences had not been fully grasped by a great number of the student translators.

3. Decision -Making:

The following diagram shows the relationships between tense, aspect, voice, and number.

		Aspect											
		Simple		Complex									
				Perf.	Prog	Perf. Prog	Perf.	Prog	Perf. Prog				
Tense	Past	1	2	9	10	11	21	22	23	Singular	Number		
	Present	3	4	12	13	14	24	25	26				
	Present	5	6	15	16	17	27	28	29	Plural			
	Past	7	8	18	19	20	30	31	32				
		Active	Passive	Active			Passive						
		Voice											

1.wrote	9.had written	17.have been writing	25.Is being written
2.was written	10.were writing	18.had written	26.has been being written
3.Writes	11.had been writing	19.were writing	27.have been written
4.Is written	12.has written	20.had been writing	28.are being written
5.Write	13.Is writing	21.had been written	29.have been being written
6.Are written	14.have been writing	22.were written	30.had been written
7.Wrote	15.have written	23.had been being written	31.were being written
8.Were written	16. are writing	24.has been written	32.had been being written

Diagram No.2 The grammatical systems and the range of verbal structures in English.

The following sentences have been chosen to be samples representing different cases and then given to a sample of fourth year students.

Text Analysis No.1

1. لقد عرف الشاعر انور حسن موسى بترجماته من الأدب التركي إلى اللغة العربية.(الجمهورية, 7 آذار 1999)									
Arabic verb		Decisions in grammatical systems					N	P%	C.I
		tense		aspect	Voice	Number			
English Equivalence form	Has+been+ p.p	form	function	perfect	assive	Singular			
		past	pres.perf						
Forms of English Verbal Translation	is + p.p	-	-	-	+	+	6	24	قد
	Ved1	-	-	-	-	+	2	8	
	V	-	-	-	-	-	1	4	
	has + been + P.p	+	+	+	+	+	2	8	
	was + p.p	-	-	-	+	+	7	28	
	p.p	-	-	+	+	+	4	16	
	is +V+ ing	-	-	-	-	+	3	12	
	Percent of Total Correct	8	8	20	80	96	25	100	
	Percent of Total Error	92	92	80	20	4			

The above table shows that the verb “عرف” was wrongly rendered by most of the student translators . Only (8%) of the student translators gave a correct rendering of the verb; whereas, (92%) failed to give a correct rendering ; (92%) committed an error in their decision concerning (tense); (80%) committed an error in their decision

concerning (aspect), (20%) committed an error in their decision concerning (voice), (4%) committed an error in their decision concerning (number) .

Text Analysis No..2

2 <u>يقيم</u> قسم الدراسات القانونية في بيت الحكمة ندوة حول "العدالة والقضاء" و "الاصالة والمعاصرة" في السادسة من مساء اليوم هذا اليوم.(الجمهورية,الاحد,7 اذار 1999)									
Arabic verb	يقيم	Decisions in grammatical systems					N	P%	C.I
		tense		aspect	Voice	Number			
		form	function	simple	active	Singular			
English Equivalent form	Vs	present	future						
Forms of English Verbal Translation	are+p.p	-	-	+	-	-	2	8	مساء
	Ved1	-	-	+	+	+	7	28	
	V	+	+	+	+	-	6	24	
	has + p.p	-	-	-	-	+	2	8	
	Vs	+	+	+	+	+	3	12	
	had+be en +P.p	-	-	-	-	+	2	8	
	is +V+ing	-	-	-	+	+	3	12	
	Percent of total correct	36	36	72	76	62			
	Percent of Total error	64	64	28	24	38			

The above table shows that the verb “ يقيم ” was wrongly rendered by most of the student translators. Only (12%) of the student translators gave a correct rendering of the verb ;whereas,(88%) failed to gave a correct rendering , (64%) committed an error in their decision concerning (tense), (28%) committed an error in their decision concerning (aspect), (24%) committed an error in their decision concerning (voice), (38%) committed an error in their decision concerning (number) .

Text Analysis No.. 3

3. <u>لن تتخلى</u> إسرائيل عن أطماعها التوسعية										
Arabic verb	تتخلى	form	function	Decisions in grammatical systems				N	P%	C.I
		present	future	tense		aspect	Voice			
English Equivalent form	will +neg+v		form	function	simple	active	singular			
			present	future						
Forms of English Verbal Translation	does+neg+v	-	-	+	+	+	3	12	لن	
	would+neg+v	-	-	+	+	+	4	16		
	will+neg+V	+	+	+	+	+	12	48		
	has +neg+V	-	-	-	+	+	2	8		
	Neg+v	-	-	+	+	+	3	12		
	do+Neg+V	-	-	+	+	-	1	4		
	Total N	48	48	8	100	96				
	Total P	52	52	92	0	4				

The above table shows that the verb “تتخلى” was wrongly rendered by most of the student translators . Only (48%) of the student translators gave a correct rendering of the verb ; whereas, (52%) failed to give a correct rendering , (52%) committed an error in their decision concerning (tense), (92%) committed an error in their decision concerning (aspect), (0) committed an error in their decision concerning (voice), (4%) committed an error in their decision concerning (number) . (will, would) the time reference is to the future; they both express a future time. however, "would" is a more tentative, less assertive than "will".This ,too seems to be an intralanguage

problem, and it seems arise from an unwarranted generalization of associating past tense with past time. Student translators need to be continually reminded that English past tense does not necessarily indicate past time.

Text Analysis No.4

4. تم في الولايات المتحدة بناء عدد من المفاعلات الخاصة بالفولتية الضوئية. (علوم, العدد26, 1987)										
Arabic verb	form	function	تم بناء	Decisions in grammatical systems				N	P%	C.I
	past	Pres.perf		tense	aspect	Voice	Number			
English Equivale nt form	have+been+p.p		form	function	perfect	passive	plural			
				pres.perf						
Forms of English Verbal Translation	was + P.p		-	-	-	+	-	2	8	تم
	Ved1		-	-	-	-	-	4	16	
	were+p.p		-	-	-	+	+	3	12	
	has +been+P.p		-	-	+	+	-	3	12	
	have+been+p.p		+	+	+	+	+	4	16	
	had+been+P.p		-	-	+	+	+	6	24	
	are+p.p		-	-	-	+	+	3	12	
	Total C		16	16	52	84	64			

	Total E	84	84	48	16	36		
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The above table shows that the verb "تم بناء" was wrongly rendered by most of the student translators. Only (16%) of the student translators gave a correct rendering of the verb; whereas, (84%) failed to give a correct rendering, (84%) committed an error in their decision concerning (tense), (48%) committed an error in their decision concerning (aspect), (16%) committed an error in their decision concerning (voice), (36%) committed an error in their decision concerning (number).

Text Analysis No 5

5. <u>نورد</u> فيما يلي بعض ما اورده النقاد. (الجامعة، ص67 كانون الاول 1976)											
Arabic verb	نورد	form	function	Decisions in grammatical systems				N	P %	C.I	
		present	present	Tense	aspect	Voice	Number				
English Equivalent form	V			form	Function	simple	active	plural			
				present	Present						
V er	will+V			-	-	+	+	+	4	16	فيما

Decision-Making in Translating Arabic Verbal Structures..... Salem Y. & Luqman A.

	Ved1	-	-	+	+	+	2	8	يلي
	V	+	+	+	+	+	17	68	
	Vs	+	+	+	+	-	2	8	
Total C		76	76	100	100	92			
Total E		24	24	0	0	8			

The above table shows that most students were able to make a correct decision concerning the verb “تورد” (68%) of the student translators gave a correct rendering of the verb; whereas, (34%) failed to give a correct rendering , (24%) committed an error in their decision concerning (tense), (0) committed an error in their decision concerning (aspect), (0) committed an error in their decision concerning (voice), (8%) committed an error in their decision concerning (number) .

Text Analysis No.6

6. لقد أصبحت إسرائيل مؤخرًا أكثر تعنتًا في موقفها من الأراضي التي ما تزال تحت سلطتها. (الجامعة ص 48, كانون أول, 1976)									
Arabic verb	أصبحت	form	function	Decisions in grammatical systems				N	P%
		past	pres.perf	tense		aspect	Voice		
English Equivalent form	has +p.p			form	function	perfect	active	singular	Contextual indicators
				pres.perf.	pres.perf				

Forms of English Verbal Translation	had+P.p	-	-	+	+	+	4	16	فرد مؤخر
	Ved1	-	-	-	+	+	6	24	
	V	-	-	-	+	-	2	8	
	has +P.p	+	+	+	+	+	11	44	
	Vs	-	-	-	+	+	2	8	
Total N	44	44	60	100	92				
Total P	56	56	40	0	8				

The above table shows that the verb “أصبحت” was wrongly rendered by most of the student translators. Only (44%) of the student translators gave a correct rendering of the verb; whereas, (56%) failed to give a correct rendering , (56%) committed an error in their decision concerning (tense), (40%) committed an error in their decision concerning (aspect), (0) committed an error in their decision concerning (voice), (8%) committed an error in their decision concerning (number) .

Text Analysis No 7

7 صرح رئيس الوزراء الكندي جون كريستيان في بيان أصدره أمس انه تم اختيار بلاده بسبب دور الوساطة التي تقوم بها كندا في هذه الأزمة حاليا .(الثورة , 1997/1/31											
Arabic verb	صرح	form	function	Decisions in grammatical systems					N	P%	Cl.
		past		tense		aspect	Voice	Number			
English	ved1			form	function	simple	active	singular			

Decision-Making in Translating Arabic Verbal Structures..... Salem Y. & Luqman A.

Equivalent form		past	past						
Forms of English Verbal Translation	V	-	-	+	+	-	4	16	ص
	Ved1	+	+	+	+	+	15	60	
	is +V+ing	-	-	-	+	+	3	12	
	has ++P.p	-	-	-	+	+	2	8	
	was+p.p	+	+	+	-	+	1	4	
	Total N	64	64	80	96	84			
	Total P	36	36	20	4	16			

The above table shows that most students were able to make a correct decision concerning the verb “ صرح ” (60%) of the student translators gave a correct rendering of the verb ;whereas,(40%) failed to give a correct rendering, (36%) commit an error in their decision concerning (tense), (20%) committed an error in their decision concerning (aspect), (4%) committed an error in their decision concerning (voice), (16%) committed an error in their decision concerning (number) .

Text Analysis No 8

صدر مؤخرًا أكثر من كتاب عن معاناة شعبنا الذي يتعرض إلى أكثر جرائم الإبادة الجماعية وحشية. (الجمهورية 7 آذار 1999)									
Arabic verb	صدر	form	function	Decisions in grammatical systems				N	P%
		past	pres.perf.	tense	aspect	Voice	Number		
English	have+been+p.p			form	function	perfect	passive	plural	

Equivalent form									
Forms of English Verbal Translation	is + P.p	-	-	-	+	-	5	20	مؤنرا
	Ved1	-	-	-	-	-	7	28	
	V	-	-	-	-	+	2	8	
	has +been+P.p	-	-	+	+	-	1	4	
	has +p.p	-	-	+	-	-	1	4	
	was+p.p	-	-	-	+	-	7	28	
	have+been+p.p	+	+	+	+	+	2	8	
	Total N	8	8	16	60	16			
	Total P	92	92	84	40	84			

The above table shows that the verb “صدر” was wrongly rendered by most of the students translators . Only (8%) of the students translators gave a correct rendering of the verb; whereas, (92%) failed to give a correct rendering, (92%) committed an error in their decision concerning (tense), (84%) committed an error in their decision concerning (aspect), (40%) committed an error in their decision concerning (voice), (84) committed an error in their decision concerning (number) .

Text Analysis No 9

تنعكس نيات إسرائيل في تصريح قبل انه لمسؤول حكومي كبير لكن بقي اسمه مكتوماً (الجامعة، ص 48 (1976,									
Arabic verb	تنعكس	form function		Decisions in grammatical systems				N	P%
		pres.	pres.	tense	aspect	Voice	Number		
ق u . i . z		are+P.p		form	function	simple	passive	plural	CI

Decision-Making in Translating Arabic Verbal Structures..... Salem Y. & Luqman A.

		present	present					
Forms of English Verbal Translation	are+p.p	+	+	+	+	+	3	12
	Ved1	-	-	+	-	+	4	16
	V	+	+	+	-	+	14	56
	has +P.p	-	-	-	-	-	2	8
	Vs	+	+	+	-	-	1	4
	was +p.p	-	-	+	+	-	1	4
	Total N	72	72	92	16	84		
	Total P	28	28	8	84	16		

The above table shows that the verb “تتعمس” was wrongly rendered by most of the student translators. Only (12%) of the student translators gave a correct rendering of the verb; whereas, 88%) failed to give a correct rendering , (28%) committed an error in their decision concerning (tense), (8%) committed an error in their decision concerning (aspect), (84%) committed an error in their decision concerning (voice), (16%) committed an error in their decision concerning (number) .

Finding and Conclusions :

The study finds that (74.3%) of the student committed errors in their decisions concerning the form of the verb in general. (59.2%)

of them committed an error in their decision concerning tense, (44.44%%) of them committed an error in their decision concerning aspect,(20.9%) of them committed an error in their decision concerning voice, and finally (30.4%) committed an error in their decision concerning number, as shown in chart No(1).

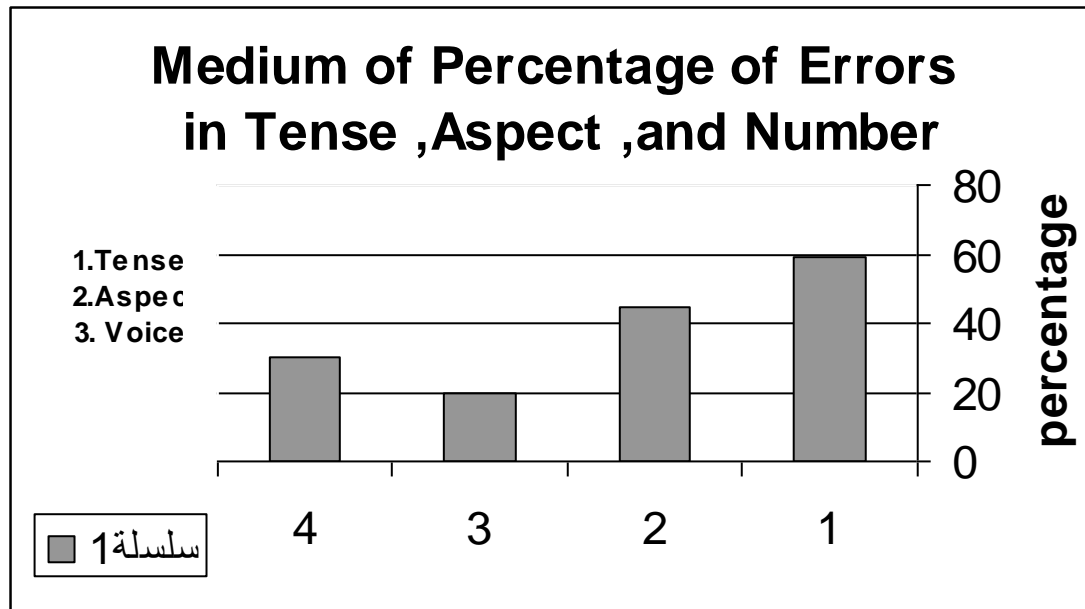


Chart No.1 Percentage of Error in Tense ,Aspect .Voice ,and Number .

The question might be legitimately be asked : why is it ,then, that the student translators have difficulty with these patterns ? The structural similarity between the English and Arabic patterns in our case does not seem to facilitate the understanding of the English constructions . Perhaps , this is an instance of intra-language, rather than inter-language difficulty .The contextual indicators may provide

necessary clues for the specification of the time correlating with a particular past tense. However, most of the students were not well aware of the contextual factors that may help them in making their decisions.

the present paper finds that the present perfect is the most difficult tense for the students translators in that (44.44%) committed errors in their decisions concerning this form. this findings support the findings of (Faris,1974,Gunawardena, 1989, Al-Najem & Al-Rawi, 2000).

Conclusion

The analysis of this study shows that there is a serious deficiency on the part of the student translators in the (TL) ,here English . In their renditions, most students did not realize the difference between the form of the verb and its function. When the verb has the same form and function ,most students succeeded to make a correct decision as in examples (5 and 7); however , when the form of the verb

different from the function ,most students failed to make a correct decision.

Language is a complex and fuzzy phenomenon and more often then not ,it defines rigidity. The student translators should not take structures(forms) for granted, and their teachers should provide them with explicit comprehensible explanations. We believe that such analysis could be of help to minimize the occurrence of errors when rendition of the verbs are involved, and may be helpful to us as teachers of translation because tell us what the problems are and how student translators are moving towards the goals we have in mind.

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الملخص

اتخاذ القرار في ترجمة التراكيب الفعلية من العربية إلى الإنكليزية

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تعد عملية اتخاذ القرار أهم خطوة في خطوات الترجمة سواء في الجانب القواعدي أو الدلالي. يتناول هذا البحث هذه الخطوة في جانبها القواعدي، إذ يدرس عملية اتخاذ القرار في ترجمة التراكيب الفعلية من العربية إلى الإنكليزية بصفتها إحدى خطوات الترجمة. ويقترح البحث آلية عملية لاتخاذ القرار في الأنظمة القواعدية المتعلقة بالتراكيب الفعلية بضمنها زمن وهيئة وبناء الفعل. في الجانب النظري يقدم البحث مقدمة موجزة عن الموضوع وفي المجال العملي يقدم تطبيقاً لهذه الآلية على عينات لترجمات بعض طلبية المرحلة الرابعة في قسم الترجمة ثم يعطي نتائج واستنتاجات البحث ويقترح بعض التوصيات .

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