

Investigating EFL Libyan students problems in translating English Auxiliary verbs in declarative Sentences, Case study: English Department Alasmarya University

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Received : 10.07.2023 Accepted: 10.10.2023

الكلمات المفتاحية:

أفعال مساعدة في اللغة الإنجليزية، أفعال مساعدة في اللغة العربية، مكافئ، ترجمة صحيحة، ترجمة مقبولة.

الملخص

هذه الدراسة تسلط الأضواء على مسألة ترجمة الأفعال الإنجليزية المساعدة في الجمل المثبتة إلى مكافئها في اللغة العربية، وتهدف لمعرفة المشاكل التي يواجهها الطلاب العرب أثناء ترجمة هذه الأفعال، وتعد محاولة للبحث في تأثير مناهج الترجمة التي درسها الطلاب المشاركين خلال دراستهم في كلية الآداب بالجامعة الأسمرية الإسلامية، حيث قام الباحثون بإجراء اختبار ترجمة على أربعين طالبا وطالبة يدرسون في قسم اللغة الإنجليزية بكلية الآداب بالجامعة الإسلامية؛ لاستخلاص البيانات المطلوبة للإجابة على هذه التساؤلات. أظهرت نتائج الدراسة كثرة أخطاء الطلبة المشاركين في الدراسة أثناء ترجمتهم للأفعال الناقصة من اللغة الإنجليزية إلى اللغة العربية، وهذه الأخطاء كانت عبارة عن استبدال الأفعال المساعدة بمكافئات خاطئة، أو بحذفها تماما أثناء الترجمة، وقد توصلت هذه الدراسة أيضا إلى أنّ إجابات الطلبة لم تتأثر بمواد الترجمة التي درسوها، فعند عقد المقارنة وجدنا أن نتائج الترجمة الصحيحة والمقبولة للمجموعة التي لم تدرس مواد الترجمة، تعتبر مقارنة جدا لنتيجة الطلبة الذين درسوا مواد الترجمة.

Abstract

This study is an attempt to shed light on the issue of translating English auxiliary verbs in declarative sentences into Arabic. It aims to identify the students' problems in translating English auxiliary verbs into Arabic. In addition, it aims to examine the extent to which the translation courses taught at the faculty affect students' translations. To achieve these aims, the researchers use a test of translation for data collection. The test includes 20 statements including auxiliary verbs. The sample is 40 English Foreign language (EFL) students at the Faculty of Arts, al-Asmariya Islamic University, Zliten. The results of this research show that the students committed different types of errors in translating English auxiliaries into Arabic such as wrong equivalents in translation and omitting the equivalence. Furthermore, the results of the study reveal that the percentage of the correct and acceptable translations of the group who have not studied any translation courses and the percentage of the other group who have studied one or more translation courses are approximately the same. In words, the translation courses do not affect the student's proficiency in translation.

Keywords

English auxiliaries, Arabic auxiliaries, equivalence, correct translation, acceptable translation

Introduction

Translation is a method used to transfer the meaning of any text in any language into another one. In translation, grammar is important for meaning. Arabic and English have different grammars because they belong to two different language families. That is, during the translation between these two languages, different grammatical problems will be arise. One problem of translation between the two languages is the translation of verbs and verb phrases. English verbs, for example, are difficult to be translated because of the lack of equivalents in Arabic, or sometimes

because of the various meanings that the verbs may have in different contexts (Ghazala, 1995).

Auxiliary verbs are verbs which are used to help other verbs, so they are frequently called helping verbs. Actually, there is no formal definition that is used universally to define auxiliary verbs in all languages because of the different properties among auxiliaries in those languages (Al-Horais, 2012). Auxiliary verbs may have functional or grammatical meanings in sentences in which they appear. English has two kinds of verbs, auxiliary (or helping) verbs and lexical verbs. English auxiliary verbs are two

groups: primary verbs and modal verbs. Primary auxiliaries are *be*, *do* and *have*. They can be used as main verbs, too. Modal verbs, in contrast, cannot be used as main verbs. They are used in combination with other verbs to help them to express meanings or to accomplish grammatical functions. However, in Arabic, there is no class of verbs which is considered to be the exact equivalent of auxiliary verbs in English.

The present study is concerning on the Arab students' translations of English auxiliary verbs into Arabic. To be more specific, problems in students' translations of auxiliary verbs in declarative sentences are the main concern. This research aims to investigate the difficulties university students facing when they translate English tenses and voices into Arabic. It also aims to investigate whether translation course which are taught at the English Department at Faculty of Arts – Alasmarya University affect student`s translation of auxiliary verbs or not. There are no direct equivalences in Arabic for auxiliary verbs, so Arab students may translate the auxiliary verbs into wrong meanings, or omitting them from their translations. To achieve research aims, the following research questions are formulated:

- a. Do the students have problems with the translation of auxiliary verbs in declarative sentences and (if any) what types of problems they have?
- b. Is the translation of auxiliary verbs affected by translation courses they have taken?

The results will serve the department to know what kinds of problems students commit in translating sentences with auxiliary verbs. The study will help in determining if the translation courses taught at the college promote the students' translation of the class of auxiliary verbs or not. In other words, results may help the

department to reconsider the subjects of translation which are given to the students within the translation courses.

Literature Review

This section is divided into two parts. The first part clarifies English and Arabic auxiliaries. As well, it explains the translation of English auxiliaries to Arabic. The second part summarizes some previous studies that are related to the topic of the current study.

English auxiliaries

English auxiliary verbs are usually classified into two groups up to their syntactic functions: modal auxiliaries and verb to *be*, *do* and *have*. The second group is frequently called primary auxiliaries or sometimes non-modal auxiliaries.

The auxiliary verb to *be* helps to make progressive forms; for example: *He is studying*. In addition to that, it is used to make passive; example: *The letter was written yesterday*. *Do* is used to make questions, for example: *Did you like it?* Negatives; for instance: *I did not like it* and emphatic of non-auxiliary verbs example: *Do come, then*. *Have* is used to make perfect forms; such as, *I have bought a new car*. Furthermore, verbs *be*, *do* and *have* can also be used as main verbs. Modals, on the other hand, cannot be used as main verbs; they are used in combination with main verbs to help them to express modality.

Characteristics of English auxiliary verbs:

All English auxiliary verbs are characterized by some properties. First, they are tightly associated with verbal elements after them rather than nominal elements of sentences. Furthermore, English auxiliaries have negative forms with the particle *not*; for example, *that could not happen*. In addition to that, in interrogative sentences, auxiliary verbs usually occur at the beginning of the sentences; for instance, *can you help me?* Another property of English auxiliaries is their ability to refer to subsequent sentences with a verb picked up, such as the statement *you should have breakfast, and so should he*.

Modal auxiliaries have a special characteristic. They have no –s suffix with the third person subjects, and no progressive or perfect forms (Swan, 2002, p. 333).

Arabic auxiliaries, like the English auxiliaries, help main verbs and they do not have complete meanings. They convey only time references, and they do not convey actions. Arabic auxiliaries are either auxiliary verbs called in Arabic (Alnaquib, 2014) أفعال ناقصة (Afaal Nagesa) or particles called أدوات (Breedlove, 2018).

As cited in Farhan (2015), Arabic auxiliary verbs are four categories: كان group (Group of kana), verbs of beginning that are called أفعال الشروع (afeal alshurue), verbs of appropinquation that are called 'أفعال التقريب' (afeal altaqrib), and Particles that are called الأدوات.

Kana group verbs precede main verbs and make them inflect past time. This group includes verbs: كان, بات, أضحى, ليس, مادام, مازال, is أمسى. كان and ما انفك, ظل, أصبح, صار, ما برح, ماقتى the most frequently used one. Like English primary auxiliary verbs, verbs كان and ليس can be used as main verbs in sentences (Al-Horais, 2012). Verbs of beginning express actions that have already begun. They are أنشأ, جعل, شرع, and طفق (Farhan, 2015). Verbs of appropinquation denote the closeness of an action; they are أوشك, كاد, عسى, and أوشك. Furthermore, the most widely known particles are the prefixes قد, ربما, س, سوف, لم, لن, رب

Characteristics and function of Arabic auxiliaries:

First, all Arabic auxiliary verbs can carry the morphological information (or affixes) (i.e. affixes of person/number agreement, tense, mood, etc.); for example, كانت holds information of gender which is feminine and tense which is imperfect with the affix ت (taa). (Al-Horais, 2012 and Alnaquib, 2014).

Farhan (2015) explains all Arabic auxiliaries precede main verbs in sentences. In particular, verbs of Kana group, verbs of beginning, and verbs of appropinquation precede only imperfect main verbs. Verbs دام,

فك and فتي زال, برح, have to be preceded by the particle 'ما'. Verbs of appropinquation have to be followed by particle 'أن'. Particles سوف, س, لن, and لما precedes imperfect verbs, and particles قد and ربما can precede either perfect or imperfect verbs.

In general, all Arabic auxiliaries do not have complete meanings and do not convey actions. However, Arabic auxiliaries are only used to denote time and time relations (Farhan, 2015).

Most of *kana group* are used to make the action in the past tense. For instance, كان الولد يلعب عندما حضر أبوه. This case is similar to past continuous in English (the boy was playing when his father came.). On the contrary, 'ليس' is a negation word. Breedlove (2017) claims that كان and ليس are primary auxiliary verbs as they act either as main verbs or as auxiliary verbs.

س and سوف are used to signify deeds that will have effects in future. سوف refers to the far future, and س refers to the near future (Ghazala, 1995).

The Translation of Modal Auxiliary verbs:

Safi (2001: 9-11) discusses different types of modals. He mentions the Arabic modal auxiliaries, which are "كاد"/"يكاد", "شرع", and "أخذ". Further, he argues that there are some verbs that are called finite verbs of modality like "يجوز", "استطاع", and "يحتتم". Harbi (2011:2) classifies Arabic modalities into seven types:

1. "يريد" أراد (want, wanted, would like).
2. "يستطيع" أو استطاع "و قدر" أو "يقدر" (can/could, be able to).
3. "يمكن" أو "ممكّن" أو "محتمل" أو "يحتتمل" أو قد (may, might, could, be probable).
4. "جائز" أو "يجوز" ينبغي "سوف" (can be, could be, possible, impossible).
5. "س" أو "سوف" (will, shall, be going to).
6. "لا بد" أو "ينبغي" أو "يجب" (should, must, ought to, be obliged to, have to).
7. "يلزم" (be obliged to, should, have to).

The Translation of be as an auxiliary verb

Generally, the auxiliary verb *to be* in the past forms "*was*" and "*were*" can be translated literally with equivalences *kana* group. However, the present form of the auxiliary *to be* (*is*, *am* or *are*) should be ignored in translation. For instance, the sentence *I am reading a book* is translated to (أنا أقرأ كتاباً) not (أنا أكون أقرأ كتاباً). The case of literal translation of *is*, *am* and *are* is called poor by Ghazala (1995). However, the verb *to be* in past progressive tense is translated literally to the verb كان or to one of *kana* group verbs (Ghazala, 1995 and Hasoon et. Al., 2016). There is another form to translate *was* and *were*. It is "كان لا يزال" for example, *I was writing a story when you knocked the door* is translated into كنت لا أزال أكتب القصة عندما طرق الباب.

When verb *to be* in passive voice sentences is translated into Arabic passive ones, the verb *to be* in present forms (*is*, *am* and *are*) is not rendered. Contrasting the present form, *was* and *were* are translated literally to كان or one of كان group verbs (Ghazala, 1995, p. 30).

Regarding the translation of *have* as an auxiliary verb, *have's* family does not have a special lexical meaning but has functional meaning. That is, it cannot be translated as a separate word as cited in Ghazala (1995, p.50).

Ouided (2009) Kechoud (2010) and Almanna (2018) agree that the form (*have/has* + the past participle form of the verb) which structures the present perfect simple tense is translated into past tense in Arabic when describing finished events. Also, it is translated into the present tense in Arabic when describing events that are not finished yet. In some cases, (قد) is not used in statements in which the meaning of progressivity (continuity) appears. For example, "*They have lived in Libya since 1988*". This sentence is translated into هم يسكنون في ليبيا منذ عام 1988 because the action is continuing up to the moment of speaking or even until future (Boultiah and Boulegroun 2012).

The form *had* + the past participle form of the verb structures the past perfect simple tense which talks about "past in the past". The

tense comes with conjunctions and some indicators, such as 'when, that', 'بعد, لمدة, قبل' to indicate that an activity or event was completed before another.

As there is no grammatical category for 'aspect' in Arabic, this tense can be translated by "كان" (*kana*) followed by "قد" (*qad*) plus a verb in the past, or by using the past form of the verb, as in: "*In 2005, I had worked in that company for two years*" that is:

في عام 2005, كنت قد عملت في تلك الشركة لمدة سنتين "or في عام 2005, عملت في تلك الشركة لمدة " سنتين" (Almanna, 2018: 73).

Ouided (2009: 34) illustrated that the (*have/has* + *been* + Verb in present participle form and the (*had* + *been* + Verb in present participle form) are complex structures or rather tenses. They do not have exact equivalences in Arabic so that the tenses possibly be broken by Arabic students (EFL students) if they translated them literally or separately. Perhaps, he summarized both perfect continuous structures can be translated into (كان) + the present tense in Arabic (p. 34).

Like the verb *to have*, the verb *to do* can be found as an auxiliary verb and as main verb in English sentences. In both cases, the verb *to do* is not considered to be a part of this research because the researchers find it the less problematic auxiliary verb in translation sentences from English into Arabic in comparison with the verb *to be*, *to have* and the modals. Al Ghussain, (2003) finds that the verb *to do* does not cause problems for his participants. Palmer (1988) considered the verb *to do* to be a special type of auxiliaries due to the fact that verb *to do* is neutral or "empty" auxiliary used in many cases where the grammatical rules of English require an auxiliary.

Review of related previous studies

The translation of English sentences with auxiliary verbs can be problematic for Arab EFL students because of the fact that English and Arabic grammars are different forms each other (Ghazala, 1995). The current

study aims to investigate the students' problems in translating auxiliary verbs. The researchers found some previous studies which are related to the current topic.

Regarding the translation of English models into Arabic, the results of Mustapha (2014)' study reveals that the verb 'shall' is approximately fully omitted and replaced with present simple form into Arabic. He also finds the verbs 'may' and 'might' are replaced with synonyms and took different form of modality in the Arabic translation. They were translated into 'من الجائز' or 'يجوز'. Moreover, Nawwaf (2016) reveals his participants translated should into obligation instead of advice. However, this modal verb was ignored and left without translation by some of his participants.

Ghussain (2003) conducted a study to identify the students' difficulties in English Arabic translation. Students' grammatical difficulties that the researcher identify include translating the auxiliary verb to be in present continuous tense and in passive voice, translating the auxiliary have and the modal auxiliaries. 26 texts were chosen to be translated by seven Arabic students studying in English Department at al Azhar University-Palestinian. The researcher discovered that the students do not translate some of the auxiliaries to the exact intended meaning. In detail, Al Ghussain found that the majority of the students in the sample confuse the sense of English modals, especially *must*, *should* and *may* which have different meanings in different contexts. The students either translate modals into wrong meanings or ignore them. On the other hand, it is found that the students do not have problems with translating the modal auxiliary will by using سوف and س.

Furthermore, the researcher discovered that the students have no difficulty with translating verb to *be* in the past progressive tense and present progressive correctly using the Arabic imperfect verb with the form (يفعل) فاعل or الآن.

In translating the form of *be*+ past participle (passive structure), the students had different forms. All the students accurately

omit the equivalence of the verb to *be* from their translations. In contrast, the passive sentence with verb to be in the infinitive form like in "will be classified" and "will be entitled" is translated acceptably by most of the students to سوف يكون.

Returning to Al Ghussain's study, her students' test included six sentences in the present perfect tense which are translated into three different ways, using Arabic perfect tense, Arabic imperfect tense and Arabic verbless sentences. Results indicated that the most of the students translated the present perfect by using Arabic perfect tense; a number of them acceptably used the particle لقد and أصبح to maintain association present tense. Whereas "attention has also turned." is translated using Arabic imperfect tense, only one student translated it into "يتحول الاهتمام أيضا". The other students did not translate in the right way. Two of them omit tense by using verbless sentences "الاهتمام أيضا محول" and "لذلك هناك" which were unacceptable.

In translating the verb to have as a main verb, Al Ghussain, also, (p.161), find that in the example "The Euro has the power to split the party" most of the students use prepositional forms such as (لديها - لها) rather than verbs such as (تمتلك / يوجد). All of these are acceptable Arabic equivalents in different contexts of have as a main verb. A few students prefer to omit the verb to have in their translation.

Another related study was done by Nakhallah (2010) researching the difficulties of the translation from English to Arabic that Arab EFL students of the Quds Open University are facing. The researcher tested the students' translations of tenses, modal verbs, adjectives and other different items. The sample were taken from 48 students who are chosen randomly. The results indicate that the majority of the Arab students face grammatical difficulties in translation such as translating the compounded English tenses for example past progressive perfect (structured as had+ been+ verb+ (- ing)). On the contrary, simpler tenses are less difficult.

Present and past simple tenses are rendered correctly by 100% of the students while present progressive perfect is rendered by 79%, and past progressive tense by only 16%. That makes the conclusion that simpler tense structures are easier to be translated than compounded ones which have auxiliary verbs. It is also found that students have problems with the sentences that are structured with modal auxiliary verbs.

Equally important, a study done by Kechoud (2010) seek the translation of the present perfect (have or has + the past participle form of the verb) from English into Arabic. She examined 36 Third-Year License Master Doctorate Students of English at University of Constantine. The students have been selected randomly. The study aimed at showing to what extent the form "لقد+الماضي" (laqad +past) is used by the participants in translating have + the past participle form of the verb into Arabic. For that, the students are tested using a task of translation given to them. The test contains ten sentences including the auxiliary verb have. In Kechoud's study, each sentence is analysed separately.

The researcher hypothesized that the students will overuse the rule of translating the structure have+ the past participle of the main verb of the sentence to particle "لقد/قد"+the past form of a main verb "الماضي" (laqad/qad past) and, thus, they sometimes produce inappropriate tense equivalences.

In detail, some of the sentences could be translated with (لقد+الماضي) and some could not. Such as the sentence, "*George and Mary have moved into a new apartment*". It is rendered correctly by 15 students: "لقد انتقل جورج وماري". In addition to that, 13 students translated it by the use of the past tense in Arabic "انتقل جورج وماري إلى شقة جديدة" which is acceptable in this context. Three students used the duality in Arabic "جورج وماري انتقلا إلى شقة" but they started with the subject and then the verb, which is not appropriate in Arabic. The other three students used "قد انتقلا" and two others translated the present perfect as a future tense "سوف ينتقل جورج وماري إلى شقة جديدة" where

there is no reference to the future (p.36). Moreover, the sentence "*I have known about the inspection for weeks*" is translated correctly into a past tense in Arabic "عرفت/علمت بأمر التفتيش منذ أسابيع" by only eight students. 22 students translated it under the supposition that the present perfect is translated to the form "لقد عرفت/لقد علمت بأمر التفتيش": "قد/لقد+الماضي" which is overused here and not appropriate in this context. Five students made shifts from the present perfect into the past continuous "كنت أعرف/أعلم بأمر التفتيش منذ أسابيع" because "كان+المضارع" (Kana + present) is the equivalent of the past continuous. "كان+المضارع" shows the progression in the past, while the present perfect expresses an action that has finished in the past.

Boultiah and Boulegroun's study (2012) tries to find out if the students at the English Department, Mohamed Kheider university, Biskra face any problems in translation the auxiliary have/has + past participle. Regarding their results, the analysis of the students' performance in the test reveals that there was a lack of linguistic, stylistic and cultural equivalence between English and Arabic. Also, because that tense sometimes does not indicate time, especially the present perfect tense which has different aspects, students should rely on the context of the sentence.

The last related study was done by Benfougal (2010). He presented the research work and examined third-year students of English at Mentoury University Constantine. Through a questionnaire and a translated text, the study attempted to find out the problems that the students face in translation from English into Arabic, and the strategies they use when they meet any difficulty.

In describing the questionnaire, the students were asked to answer twelve questions concerning translation importance. For example, the question No.3: "*Translation courses and practice help in making you a good translator or enriching your linguistic knowledge about the Target Language?*" 50% of them consider the translation courses to be

helpful in making them good translators. The rest 50% of them think that translation courses are important because it enriches their linguistic knowledge.

The results of the translated text showed that students' performance tended to be strategies like guessing the meaning from the context, using approximate synonyms, or leaving words empty. Unluckily, it was hardly found in previous studies investigating the effect of translation courses on the translating auxiliary verbs.

Methodology of the study

The present study aims to identify the problems the students of the English Language Department at the Faculty of Arts – Zliten face with auxiliary verbs in translation. Indeed, testing is the best way for identifying problems of language proficiency and diagnosis of difficulties (Cohen, et al, 2007). Therefore, the translators have formed a translation test with 20 sentences containing auxiliary verbs and asked their participants to answer this test. The 22 auxiliaries which are carefully chosen and edited to include all auxiliary forms. The sentences were chosen to be simple, in the sense that it does not contain very difficult words. The students are supposed to be able to translate it without any difficulty. All the sentences in the test have one or more auxiliary verbs, some of which can be translated literally and some are not. The students were asked to tick their gender and the current course of translation they are studying after translating the target sentences.

Data Collection

Regarding research data collection, the data of the test is the students' translations of English auxiliary verbs. Enough time (nearly two hours) is given to them and the participants were asked to translate carefully. The test consists of twenty sentences to be translated. Finally, the students' translations vary to be wholly correct translations, partly correct translations, wrong translations or no translation.

Data Analysis

sentences which have been concluded in the test have been taken from translation curriculum taught at the target faculty. The participants have been invigilated during their conducting to the test.

In addition, the study aims to explore if the translation courses that students have studied affect their proficiency in translation or not. In order to achieve that, a norm-referenced tests is assigned because norm-referenced test can be used as a device to compare students' performances relate to other students

The Population and Sample of the Study

The population of the study are Libyan EFL (English as a Foreign Language) students who are studying at the faculty of Arts, Zliten. 40 participants are selected randomly. The distribution of the participants according to translation courses is shown in figure 1. 35 of the participants are females whereas just five were males.

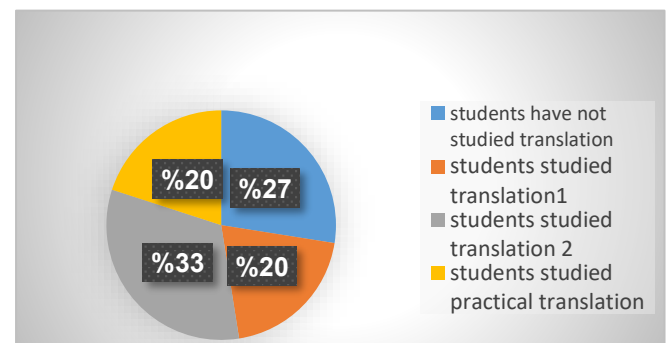


Figure 1: Indicates the distribution of students sample according to the translation courses have been taken

Instrument of the study

The instrument used in this study is a translation test. The translators have formed a translation test with 20 sentences containing auxiliary verbs and asked their participants to answer this test. The sentences which have been included in the test have been taken from translation curriculum taught at the target faculty. The participants have been invigilated during their conducting to the test. The participants have been informed that their translations are going to be used to conduct research. The test is designed to survey students' translation of auxiliary verbs in declarative sentences. The test involves 20 simple English declarative sentences including

related studies. Relying on both theoretical and empirical literature, the researchers were able to state research questions and conclude the significance and the aims of the study. After that, the researchers designed a translation test to be the instrument to collect data.

The researchers handed out the test. After nearly two hours, the researchers collected the sheets from the participants. After collecting the data, it was analysed. The results are recorded into five tables (See Tables 1-5 in Appendix 2) and figures each of which had a title and number. In the light of the previous theoretical and empirical literature, each interest item in the table is highlighted. Then, the results of the test were analyzed to be either correct, accept, wrong or either no translation.

The results

This research aims to investigate the difficulties university students facing when they translate English tenses and voices into Arabic. It also aims to investigate whether translation course which are taught at the English Department at Faculty of Arts – Alasmarya University affect student's translation of auxiliary verbs or not. The researchers deal with the frequency of students' performance of the test. In addition, after collecting the test from the participants, the researchers divided the participants into two groups (See figure 2 below). The first group includes the eleven students who have not studied any translation courses. On the other hand, the second group contains 29 students who have studied one or more translation courses. In particular, there are eight students who have studied translation 1, 13 students who have studied translation 2, and there are eight students who have studied practical translation courses.

To answer the research questions, the researchers analysed students' translations with regard to equivalent meaning and Arabic sentence structure. Moreover, the translations were judged by the researchers according to translations which are already mentioned in the literature review. After the process of data collection, the answers of the students' performance were evaluated by the researchers as they classified students' translations of auxiliaries into four kinds of translations, namely, correct translation, acceptable translation, wrong translation or no translation. Each sentence in each students' sheet is coded into 1= wholly correct, 2= partly correct, 3= wrong translation or 4 = no translation to make it easy for data analysis. Then, all the sentences or phrases which contain the auxiliary verb are symbolized by letters A to T. After that, the four kinds of translations were counted and rated in the percentage of frequencies using the Microsoft Excel Software program.

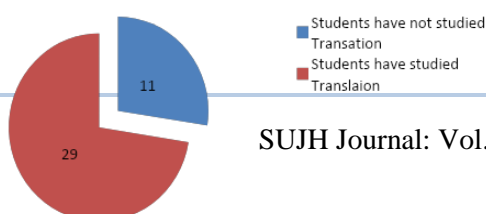
To analyze the data gathered from the students' performance in the test, the researchers used one of three choices for each answer. First, if the structure of the Arabic translation of English auxiliaries were correct inflecting well interpretations of auxiliary verbs, the translation is considered correct. Secondly, if the sentences are translated literally into weak Arabic sentences but the translation did not lose the meaning of the source text, the translation is considered acceptable. Thirdly, there were different categories of wrong translations; they may be wrong equivalences of auxiliaries, wrong structures of Arabic sentences, literal translations of auxiliaries, which do not reach the intended meaning of sentence, or translating the omission of auxiliaries from translation. In some cases, some sentences left with no translation.

Procedure of the Study

The following procedures are used to in conduct this research:

The researchers reviewed related literature of different resources such as the books of grammar and translation and some

Translation Courses



answers (3.6%) are left by the students who have studied translation.

Findings of auxiliary verbs

To answer the research questions, students' translations of modal auxiliary verbs were analysed. The task of translation that is given to the students includes seven sentences with modal auxiliary verbs to be translated. Students who did not study translation have 53.2% of their translations of modal auxiliaries correct, 20.8% acceptable and 24.7% wrong translations. In addition to that, only one sentence with a modal auxiliary verb was left without translation by a student who had not studied translation (equals 1.3%).

On the other hand, students who studied translation had 46.8 % of their translation of modal auxiliaries correct. Moreover, they had 18.7% of acceptable and %31.5 wrong translations. Finally, 3% of modal auxiliaries are left without translating by students who had studied translation out of their total number of modal auxiliaries translations.

Students' translations of *be* and *have* as auxiliary verbs

Regarding the translation of verb to *be* and to *have* as auxiliary verbs, the test of translation was conducted to consist of four sentences with the verb to *have* as an auxiliary verb. In addition, there are four sentences contains *have* as a main verb. In addition to that, there are five sentences consisting of *be* as an auxiliary verb and only two sentences include the verb *be* as a main verb.

The students who did not study translation get correct translations with the percentage 74.5% out of all their translations of the auxiliary *be*. Furthermore, they had 9.1% of their translations of modal auxiliaries acceptable and 10.9% of their translations wrong. The students who did not study translation left 5.5% of sentences without translating.

On the other hand, the students who have studied translation get 64.1% of their translations of auxiliary verb *be* correct. They had 9.6% of acceptable translations and 22% of wrong translations. Moreover they left 6.9% of

Figure 2: the sample into two groups according to translation courses

The answers of the students' translations are analysed by the researchers to be one of four kinds of answers to each sentence in the test. Students' translations may be completely correct, not completely correct but acceptable, wrong translation or left with no answer (see Figure 3 below).

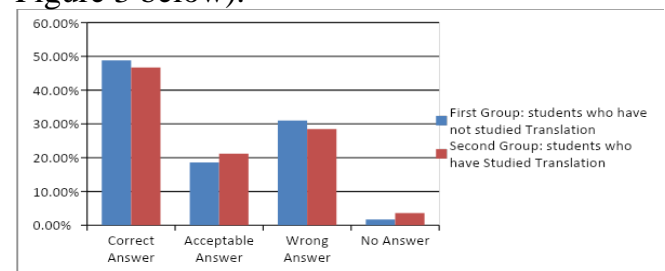


Figure 3: Resembles all answers of the test by students' performance

In general, the percentage of the correct translations of students who have not studied any translation courses represents 48.8%, whereas the percentage of the correct translations of the students who have studied one or more of translation courses resembles 46.7% (Look at figure 3 above).

Figure 3 shows that the proportion of the acceptable translations in the test represents 18.6%, whereas the proportion of the acceptable translations of the students who have studied translation represents 21.2%. On the other hand, the percentage of the wrong translations introduced by students who have not studied any translation course is 31%, whereas the percentage of wrong translations introduced by the students who have studied translation is (28.5%).

Indeed, there are 26 sentences left without translation. Only four sentences of them are introduced by four students who have not studied any translation course representing 1.7% out of all translations. The last 22 empty

correct answers of the participants who have not studied translation courses is higher than those who have studied translation courses, 48% and 46.7% respectively. On the other hand, the percentage of those who have wrong and no answers is nearly identical for the two groups. It was 32% for those who have studied translation courses and 32.7% for those who have not studied translation courses.

Figure (4) Students who have not studied translation (11 students and 242 answers)

Number of the answers	Modal auxiliaries	Primary auxiliaries	Lexical auxiliaries	Summation	Percentage
Correct answers	41	47	30	118	48.8%
Acceptable answers	16	22	7	45	18.6%
Wrong answers	19	27	29	75	31%
No answers	1	3	0	4	1.7%

Figure (5): Students who have studied translation (29 students and 638 answers)

Number of the answers	Modal auxiliaries	Primary auxiliaries	Lexical auxiliaries	Summation	Percentage
Correct answers	95	117	86	298	46.7%
Acceptable answers	38	72	25	135	21.2%
Wrong answers	64	61	57	182	28.5%
No answers	6	11	6	23	3.6%

Discussion

The present study aims at investigating students' problems in translating English declarative sentences structured with auxiliary verbs into Arabic. Initially, the students were tested to translate twenty statements. Then, the translations were analyzed to be either correct, acceptable but not completely correct, wrong or not translated. Another aim is to identify the relationship between students' translations and the translation courses they have studied at the faculty.

their translation of auxiliary *be* without translating.

In translating the auxiliary verb *have* as an auxiliary verb, the students who have not studied translation introduced 13.6% of correct translations. In addition to that, they had 38.6% of acceptable translations and 47.7% of wrong translations. On the other hand, the students who have studied translation had 20.7% correct translations. Also, 53.4% of their translations of the auxiliary verb *have* were acceptable, 25% of their translations were wrong translations and there were only one sentence left without translation by them representing 0.9% of the total number of sentences with the auxiliary verb *have*.

Findings of lexical verbs

In the translation test, there are two sentences containing the verb *to be* as a main verb. 72.7% of these sentences were translated correctly by the students who have not studied translation. Furthermore, they did not have acceptable translations or sentences which were not translated. In contrast, the correct translation of the verb *to be* as a main verb introduced by the students who have studied translation represents 74.1%. They have 12% of acceptable translations and 13.8% of wrong translations. There were no sentences including the verb *to be* as a main left without translation.

Besides, the researchers designed five sentences in the test that contain *have* as a lexical verb. The students who have not studied translation had 31.8% of their translations of the verb *to have* as a main verb correct, 15.9% acceptable translations and 52.3% wrong translations. On the other hand, the students who have studied translation introduced 37.1% of correct translations of the lexical verb *to have*, 15.5% of acceptable translations and 42.2% of wrong translations. Finally, 5.2% of the sentences with the lexical verb *have* are left without translation by them.

Regarding the researcher's second research question, the results revealed that translation execution of students were not affected by translation courses as it can be seen in figure (4) and (5). The total percentage of the

probability. 45% of the students omitted *can* from their translations which is unacceptable.

Moreover, the modal verb *should* can convey different meanings in different texts (Harbi, 2012). At the current study, the modal auxiliary *should* in the sentence '*He should stop smoking*' can be transferred to a variety of meanings. Only 4 students translated it into "عليه ينبغي" which is correct. 33 of the students (82.5%) translated '*should*' to *يجب* or *لا بد* which can be acceptable but not completely correct translations. However, 3 students transferred the meaning of *should* to obligation (with the meaning of *must*) by translating it into *من المفترض أن* which cannot be acceptable here. These results are in accordance with Nawwaf's (2016) results which revealed that most of his participants translated the modal verb '*should*' into obligation instead of advice.

However, the translation of modal auxiliary *will* indicating future time in the sentence '*She will be a good doctor*' does not represent a problem for the participants. 90% of the students translated it correctly because there are equivalents in Arabic represent nearly exactly the same sense of English modal *will* denoting future time; they are *سوف* and *ستكون*. The other 38 students translated *will be* correctly to versions such as *سوف تكون* and *سوف تصبح*. Comparing the current results to Al Ghussain (2003)'s study, it is found that 85.7% of the translations of auxiliary verb *will* of his participants were correct. This may confirm the idea that the modal verbs, which have the same equivalents into Arabic and English, are less problematic.

In the current study, most students' translations are correct and acceptable translations of the verb to *be* (74.5%). There are 19% of the translations wrong translations and only 6.5% of the sentences with verbs to be lifted without translation. Similar to Al Ghussain's findings, the target study reveals that the verb to *be* as an auxiliary verb does not confirm a big problem for Arab students.

Students in Al Ghussain's sample have problems with auxiliary verb to *be* in the forms of present continuous and in passive form. The

Decidedly, context is important to determine the intentional meanings of English modal auxiliaries. Meanings of modal verbs differ from one text to another text. This feature makes it hard for non-native speakers of English to achieve the intended meaning. Consequently, the test conducted in the current study includes some sentences with modal auxiliaries to examine types of students' problems in the translation of modal verbs. It is found that 65.4% of the participants' translations of modals are correct and acceptable whereas 31.7% are wrong translations and 2.9% of sentences are not translated. Students' wrong translations of modals found are either wrong equivalents or omitting them from translation. These results are similar to Al Ghussain's (2003) study which revealed that most Arab students are expected to confuse the intended meanings of modal auxiliaries, especially those which indicate different meanings in different contexts; such as, *must* and *should*. He also finds most Arab students ignore the translation of auxiliaries, which is not acceptable because of their importance of meaning.

On the contrary, the modal verb *must* in the sentence '*We must follow Islamic rules*' does not represent a problem in translation. 87% of students translated the previous sentence correctly into *يجب علينا أن نتبع*. There are only 5 students who translated '*must*' incorrectly (12.5%). The students' interpretations of meanings of modal verbs may be constructed on the supposition that students usually translate modal verbs into the meanings which are more common. That is, because the modal '*must*' has one interpretation in Arabic which is (*يجب أن*). So, most of the participants translated it correctly.

In the sentence '*Reading can improve man's personality*', the modal auxiliary *can* is translated to *يمكن* indicating probability not obligation. There are only 37.5% of correct translations with the verb *يمكن*. 7 students (17.5%) translated it to '*يستطيع*' which is the wrong translation of *can* in this context, because '*يستطيع*' indicates ability not

mentioning the doer of the action in Arabic; such as رسمت الموناليزا بيد/بواسطة ليوناردو دافنشي. These translations are acceptable forms in modern Arabic, but they are weak in traditional Arabic grammar. Maybe for that reason, there are 5 students (12.5%) translated the sentence to the active voice such as رسم ليوناردو دافنشي لوحة الموناليزا without the translation of verb *to be*. This translation is considered correct, too. There are 7 students acceptably translated the sentence to quasi passive using the particle تم such as تم رسم الموناليزا بواسطة ليوناردو دافنشي. Otherwise, there are 6 students whose translation was drawn into رسم الموناليزا رسامة using an equivalence of the verb *to be*. This translation is not acceptable, of course, because the form is not understood. 3 students did not translate the sentence.

In addition, the sentence *Chocolate is loved by everyone* is translated correctly by 37 students (92.5%) to medio-passive form, for example one translation is الشوكولاتة محبوبة من كل شخص. There are three students who translated the sentence to تكون الشوكولاتة تكون محبوبة/محبوبة ل/بواسطة كل شخص. This translation is not acceptable, of course, because the verb *to be* in the present simple cannot be translated literally. Similarly, Al Ghussain (2003) claims that the auxiliary verb *to be* in the passive voice does not illustrate enormous problems in translation except 3.4%.

Verb *to Have* is provided in four sentences of the test as an auxiliary verb. In translating the verb *to have* as an auxiliary verb, *have* structures perfect tenses and has only a functional meaning in that case. Thus, *have* as an auxiliary verb cannot be translated separately as a lexical word. In the current study, the percentage of the correct and acceptable translations of *have* as an auxiliary verb introduced by all students was 68.13%, whereas the wrong translations were with percentage 31.3%. In comparison with Kechoud's (2010) results in her study in translating *have* as an auxiliary verb, she found that 62.8% of the translations were correct and accept, whereas 34.2% of the translations were wrong.

students do not have problems with past progressive. The test includes one sentence with the auxiliary verb *to be* in the past progressive tense: *The children were watching TV when the telephone rang*. 80% of translations are correct with the equivalence of the verb *to be* (such as, كان الأطفال يشاهدون التلفاز). There are only 20% wrong translations. The students do not have problems with the past progressive because the verb *to be* is translated literally to كان (kana).

Investigating the translation of the verb *to be* in present progressive, the researchers found 62.5% of the students' translations are correct and acceptable. 26.25% of translations are wrong, and 11.25% left without translating. Indeed, the test includes two sentences with the auxiliary *be* in present progressive tense. One sentence is '*The man who is standing there is my father*'. This sentence is translated correctly into الرجل الذي يقف هناك أبي/هو أبي by 70% students and acceptable to الرجل الواقف هناك هو أبي by 20% of the students. Nevertheless, the second translation is weak in Arabic. Similarly, 71.4% of Al Ghussain's sample students translated the present progressive correctly.

In contrast, the other sentence (*Investment is calling for different status of society to save money*) cause difficulty for most of the students. In particular, 9 students ignored to translate it (22.5%) and there were 42.5% wrong translations considering the verb *to be* a main verb in the sentence not an auxiliary verb, such as الاستثمار يكلم المجتمع, الاستثمار يحدث المجتمع, and الاستثمار يتصل بحالات المجتمع. There are only 35% correct translations, such as يدعو الاستثمار إلى. Wrong translations may be because the students are unacquainted with vocabulary investing.

The passive voice is preferred to be translated to passive in the Arabic language to keep the stylistic features of the source text (Ghazala, 1995, p. 248). The test of translation in this study includes different statements in the passive form. The sentence *The Mona Liza was drawn by Leonardo da Vinci* is translated correctly by 60% of students. 47.5% of the correct translations are in the passive form with

In translating *be* as a main verb, nearly all students were aware of omitting يكون, يكون. The percentage of the correct and acceptable translations is 88.8%, whereas the percentage of the wrong translations is 11.3%. That is 38 out of 40 students translated the sentence *She is clever* correctly into هي ذكية.

Have as a main verb is provided in four sentences in the test and the percentage of correct and acceptable translations introduced by the students is 51.3%, whereas the percentage of the wrong translations is 45%. *Have* as a lexical verb in the sentences stands alone and structures present/ past tenses. In this case, *have* should not be translated always into أملك/عندي. These translations are only some cases of its various meanings, and the students must be careful at translating it. For instance, the correct translation of the sentence *Have a good summer* is أتمنى لك صيف ممتع/ استمتع بصيف جيد. 25 students translated it correctly in that form. 13 students translated *have* wrongly into أملك, عندي, وحصلت. Another example is the sentence *They have tablets on time*. Only five students translated it correctly by يتناولون/يأخذون. الحبوب في الوقت المحدد 31 students translated it wrongly into. عندهم حبوب or هم لديهم/ لهم أقراص. Four students avoided answering it because they may be unfamiliar with term tablets in this context.

Regarding the second research question, the results surprisingly revealed that the results of the students who studied translation courses are not different from the results of those who have not studied translation courses. That is, the performance is not affected by the courses which they have studied. These findings may suggest that the participants may have difficulties with curriculum which are taught to them.

Conclusion

This research is conducted to investigate the areas of difficulties in translating English auxiliary verbs in declarative sentences to Arabic. Students are examined through a translation test to know their ability or inability to transfer the meaning

To illustrate more, there are some explanations to some sentences. For example, the correct translation of the sentence *Fatima and Aisha have moved into a new house* is لقد انتقلت فاطمة وعائشة إلى منزل جديد. Only one student out of 40 translated it correctly into that way by using the particle لقد+ the past form of the verb. 29 students translated it by the use of the past tense in Arabic انتقلت فاطمة و..... which is considered acceptable translation in this context. Ten students translated it wrongly by using the present tense and wrong Subject-Verb order in Arabic فاطمة وعائشة ينتقلون and فاطمة وعائشة انتقلوا. which is not appropriate in Arabic. Besides, the sentence *I have known about the exam for weeks* is translated correctly by six students only using the past simple tense in Arabic. 14 عرفت/ علمت بأمر الامتحان منذ أسابيع. 14 students translated it by using the particle لقد+ the past form of the verb لقد عرفت/ لقد علمت. In addition, about half of the participants (20 students) translated it wrongly by translating *have* as a lexical verb أنا لدي/عندي معلومة عن. Moreover, the previous sentence is translated wrongly when the participants made shifts from the present perfect simple into the past progressive tense as an equivalent in Arabic. In other words, they use the structure كان+المضارع (كنت اعلم/ كنت أعرف) : which is considered a wrong translation because that structure is the suitable equivalent of the past progressive to show continuously in the past.

As same as Ouided (2009) and Kechoud (2010) studies, the discussion of the students' translations of *have* as an auxiliary verb shows the students' lack of different uses of the structure (verb to have+ the past participle form of the verb). Therefore, it is mostly translated into other tense equivalents (e.g. كان+المضارع) or literally e.g. عندي/لدي which are completely wrong translations. Moreover, the current findings are similar to the findings of Nakhall (2010) and Kechoud (2010) which revealed that most of their participants faced problems in translating sentences which contained verb to *be* and verb to *have* as auxiliary verbs.

the current study dealt with only ten common modal auxiliaries besides *be* and *have* in declarative statements, so this study will suggest opening studies using other modal auxiliaries and other types of sentences.

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of English auxiliary verbs, *be*, *have*, *will*, *would*, *shall*, *should*, *can*, *could*, *may*, *might*, *must* and *ought* to Arabic.

In addition, the test aims to know if the students' performance in the translation of auxiliary verbs is affected by the translation courses that the students have already studied at the faculty or not. The results show that most students have problems in translating auxiliaries to Arabic such as wrong equivalences and omitting the equivalence in translation. That is probably a result of several reasons. One reason may be that Arabic verbs lack some features when compared with English auxiliaries. It lacks the clear distinctions in meaning conveyed by English modals. Another reason may be that the meanings of auxiliary verbs are changed from one text to another, which makes students confused with understanding the intended meaning of English auxiliaries and translating them out of context. The test also examined *be* and *have* as main verbs. Students translated most of them literally into *لدى*, *يملك*, *يكون* and *عند*.

Surprisingly, it is found that the percentage of correct and acceptable translations of the group who have not studied any translation courses and the percentage of the other group who have studied one or more translation courses are approximately the same. Findings indicate that translation courses do not affect student's proficiency in translation anyway. The results proved that the process of teaching tenses is recommended to boost students to pay more attention to context when translating by teachers. Students, on the other hand, demand more practice using auxiliary verbs in their writing and when speaking to help them guess the intended meanings of auxiliaries in contexts.

This study may help those who are specialized in translation to get feedback on university students' level in translation. Furthermore, the study can be added to the studies of translation to investigate other grammatical problems of translation. In fact,

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