



Problems of Translating Primary Auxiliary Verbs in verb group (Case study AL-Jufrah- University, Faculty of Education, Department of English Language, Waddan)

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مشاكل ترجمة الأفعال المساعدة الأساسية في مجموعة الأفعال (دراسة حالة: جامعة الجفرة، كلية التربية، قسم اللغة الإنجليزية، ودان)

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Abstract:

Translation was and still poses a momentous problem between some languages more than others. One of these languages are English and Arabic, since they belong to two linguistic families that have different origins. Therefore, difficulties arise during the process of translating. Verbs as the most earthshaking part of a sentence in both languages and the different structure and functions of them cause pivotal problems in translating between these two languages. One of these differences in verbs is auxiliary verbs. In English language, auxiliary verbs are distinctive. They may come alone or in-group called verb group. Therefore, they can function as helping verb or as main verb. In other hand in Arabic, there is neither auxiliary verbs nor verb group.

This study investigate the problems of translating primary auxiliary verbs in verb group from English to Arabic made by the students of department of English in Faculty of Education /Waddan. The group of forty students select the most appropriate translation between four translations to each sentence. Twenty sentences needed to be translated and these sentences involve the three primary auxiliary verbs (do, have and be) in verb group, to identify the problem under investigation. In addition, the study views the impact of studying translation as a subject on translating primary auxiliary verbs in verb group by subdividing the target group into two groups, students who did not study the subject Translation (S1) and who studied it (S2) in Faculty of Education /Waddan. Results of the study indicate that there are problems in translating primary auxiliary verbs in verb group especially to the students who did not deal with translation as a subject before. These problems protrude due to varied origins of Arabic and English that produce different grammatical structures, rules, and no one to one equivalence in grammatical words as auxiliary verbs. Moreover, the influence of mother tongue end studying translation on the students.

Keywords: Translation, Auxiliary verb, primary auxiliary verbs, verb group.

الملخص

كانت ولا تزال الترجمة تشكل مشكلة كبيرة بين بعض اللغات أكثر من لغات أخرى، وإحدى هذه اللغات هي الإنجليزية والعربية، لأنهما ينتميان إلى عائلتين لغويتين من أصول مختلفة. ولذلك تظهر صعوبات أثناء عملية الترجمة. الأفعال باعتبارها الجزء الأكثر أهمية في الجملة في كلتا اللغتين وبنيتها ووظائفها المختلفة بين هاتين اللغتين. أحد هذه الاختلافات في الأفعال هو الأفعال المساعدة. في اللغة الإنجليزية الأفعال المساعدة تعتبر مميزة. قد تأتي بمفردها أو في مجموعة تسمى مجموعة الفعل. لذلك فإنها تعمل كفعل مساعد أو كفعل رئيسي. ومن ناحية أخرى في اللغة العربية لا توجد أفعال مساعدة ولا مجموعة الفعل.

تتناول هذه الدراسة مشاكل ترجمة الأفعال المساعدة الأولية في مجموعة الأفعال من اللغة الإنجليزية إلى اللغة العربية لدى طلاب قسم اللغة الإنجليزية في كلية التربية ودان. تقوم المجموعة المكونة من أربعين طالباً باختيار الترجمة الأنسب من بين أربع ترجمات لكل جملة. عشرون جملة يلزم ترجمتها، وتتضمن هذه الجمل الأفعال المساعدة الأولية (الأساسية) الثلاثة

(*be and have, do*) في مجموعة الفعل لتحديد المشكلة قيد الدراسة. بالإضافة إلى ذلك عرضت الدراسة أثر دراسة الترجمة كمادة في ترجمة الأفعال المساعدة الأولية في مجموعة الفعل من خلال تقسيم المجموعة المستهدفة إلى مجموعتين. الطلاب الذين لم يدرسوا مادة الترجمة (S1) والذين درسوها (S2) في كلية التربية ودان. وتشير نتائج الدراسة إلى وجود مشاكل في ترجمة الأفعال المساعدة الأولية في مجموعة الفعل خاصة لدى الطلاب الذين لم يتعاملوا مع الترجمة كمادة من قبل. تبرز هذه المشاكل بسبب الأصول المختلفة للغة العربية والإنجليزية والتي تنتج قواعد وتركيبات لغوية مختلفة وعدم تكافؤ في الكلمات النحوية كالأفعال المساعدة. علاوة على ذلك تأثير اللغة الأم ودراسة الترجمة على الطلاب.

الكلمات المفتاحية: الترجمة، الأفعال المساعدة، الأفعال المساعدة الأولية، مجموعة الفعل.

1. Introduction

People of each society use their own language to express their beliefs, feelings, problems, and ideas between each other. However, the way societies use languages vary from one to another in this world, so people need to translate their own language into others and vice versa. Translation in general means to transfer/ render/ translate word(s) in any level from one language (source language) into another language (target language) by utilize methods or strategies of translation. Nevertheless, people usually find problems in this process since the texts have different parts of speech, different rules of structure, belong to different cultures and so on. The most substantial part in many languages is verb because it carries the action and state of meaning of the sentence. As in most sources of English grammar, verbs can be divided into auxiliary verb (is, has, can, etc.) and ordinary/ main verb (go, eat, drive, etc.). The first one is the most difficult in translating more than the second one.

The grammatical item called the auxiliary verbs is a unique feature of the English language. They help the main verbs whether they are verbs of action or state of being to do many essential functions. The English language has become more flexible with the auxiliaries therefore, the people who study the language ought to concentrate on auxiliary verbs to master the language well. Without the auxiliaries, the language will not be flexible and it cannot serve the purpose either. That means, they make it live. The general concept is that the auxiliaries are helping verbs as the traditional grammarians explain them. They perform key grammatical functions to express aspects, tenses, voice, emphasis, negative and interrogation. The majority of foreign speakers are neither able to translate the auxiliary verbs nor put them in the correct syntactic order with the correct semantic implications. The unique forms and function of primary, modal, and marginal auxiliaries constitute the complex syntactic structure and flexible semantic implications of English sentences. This study will consenters only on the first type of helping verbs. As in many resources and grammatical books as A Student's Introduction to English Grammar, Rodney Huddleston and Geoffrey K. Pullum (2005), verbs are divided into two categories: auxiliary and lexical, the auxiliary verbs also subdivided into modal and non-modal (primary). The primary are three, verb to be, verb to do and verb to have. They added that both verbs do and have belong to two classes of verbs primary and lexical at the same time.

The three primary auxiliary verbs are subclassed as following: first of all, verb to be consists of am, is, are, was, were, been, being and be. Secondly, verb to do divided into do, does, did and done. The last one is verb to have that divided into have, has and had. All these verbs are in agreement with pronouns and nouns in sentences. Some of these classes might be employed in verb group.

Between English and Arabic, there are problems in translating primary auxiliary verbs in verb group because they belong to two different families of languages that founded on different rules of structure. Moreover, these problems are more noticeable when the students never learn translation as subject during their study. Nonnative students who study English whither they are specialists or non-specialists, studied translation as a subject or not, face the same problem of translating auxiliary verbs from English into their own language (Arabic Language). This study is an attempt to cover primary auxiliaries in order to understand more about how students translate them and to solve the problems they are countered during their translating. Significant of the study comes because auxiliary verbs have fundamental role in sentence structure in English language, so, this study will expand student's understanding of primary auxiliary verbs and expose the reasons that make the translation is difficult. Not only that, but also the results will help both teachers of both translation and grammar recognize solutions to this problem.

Although previous researches have investigated English tenses and aspect systems between English and Arabic languages, grammatical equivalence and general English–Arabic translation, few empirical studies have isolated primary auxiliary verbs as the focal part of analysis in translation. Many studies treat tense and aspects broadly without isolating the functional role of primary auxiliaries in forming perfect, progressive, passive interrogative and emphatic constructions. There remains a noticeable gap in studies that examined the problems of translating primary auxiliaries (do, be, have) as a components of the English verb group. Therefore, there is a need for a focused study that analyzes translation errors that specifically belong to primary auxiliary verbs in verb group and identifies pedagogical implications for EFL teaching context. Most researches analyzes declarative sentences only.

1.1 Statement of the Problem

EFL Students usually show inaccuracy translation of primary auxiliary verbs especially in verb group particularly if they did not study translation before. The study investigates the problems of translating primary auxiliary verbs in verb group between English and Arabic for university students of AL-Jufrah University, College of Education, Department of English Language/ Waddan at 2025-2026.

1.2 Research Questions

The study seeks the answers of the following questions:

1. Why do the students of English language department find difficulty in translating some primary auxiliary verbs?
2. What are essential factors that affect translating them?
3. Which auxiliary verb (be, have, do) causes the greatest difficulty in translation between English and Arabic language?
4. How does studying translation as subject reduce problems in translating primary auxiliary verbs in verb group between students who studied it or who did not?

1.3 Objectives of the Study

1. To investigate the problems of translating primary auxiliary verbs in verb group between English and Arabic faced by EFL students.
2. To classify which of primary auxiliary verbs in verb group is more difficult in translating between English and Arabic.
3. To show how studying translation effects on translating primary auxiliary verbs in verb group between students.

1.4 Hypotheses of the Study

1. There are problems in translating primary auxiliary verbs in verb group.
2. The problems in translating primary auxiliary verbs in verb group appear because the differences between two different languages.
3. Translation as a subject has crucial role in translating as process.

1.5 Significance of the Study

1. Introducing the problem of translating primary auxiliary verbs in verb group between English and Arabic.
2. Looking for structural differences between English and Arabic languages in auxiliary verbs.
3. Showing the importance of studying translation for the EFL students.

1.6 Limits of the Study

The study is essentially investigate the problem of translating primary auxiliary verbs in verb group from English to Arabic that done by university students of AL-Jufrah University, College of Education, Department of English Language, Waddan at 2025-2026.

2. Literature Review

2.1 Primary auxiliary verbs in the English verb group and grammatical system

Primary auxiliary verbs build the backbone of the verb group in English. In English grammar, verb group constitute a highly structurally sophisticated constituents. In crucially, these three primary auxiliary verbs (do, be, have) are fundamental to syntax, acting as mandatory markers across diverse constructions. Reference [1] explained how they underpin the realization of aspectual contrasts (progressive and perfect) voice alternations (passive) as well as interrogative, negative, and emphatic sentences. Auxiliary verbs function as operators that determine clause structure and grammatical relationships. Similarly, within the auxiliaries there are modal and non-modal (be, have, do) and they behave in two different way from lexical verbs: subject-auxiliary inversion and negation [2].

Reference [3] distinguished between lexical and auxiliary verbs in three processes: interrogation, negation and preform. For the first function, the auxiliary must be in the beginning of the sentence, in the second, not placed after auxiliary. Preform, the third, defined as the word that substitute for another word(s). Such as in example, *He played football so I did*. The auxiliary *did* stands for the meaning of the verb *played*. Moreover, when the sentence has more than one auxiliary, the first auxiliary, in verb group, is called 'operator' and others auxiliaries. Verb to do has no semantic meaning as auxiliary "empty semantically".

Syntactically, auxiliary verbs have exact places in the structure of sentence to act specific functions. Semantically, if they act as main verb they will carry meaning otherwise they play only grammatical meaning without meaning.

2.2 Arabic grammatical system of verbs

On other hand, Arabic language relies predominantly on verb morphology and context makers to express tense and aspect. Abdul-Raof Hussein [4] states that the absence of structurally parallel auxiliary systems between English and Arabic necessitates syntactic restructuring during translation. There is no one to one system of auxiliary verbs between English and Arabic. This divergence frequently results in loss of aspectual, nuance, omission, or structural simplification.

Arabic system of foundation of tense verb based on change the building of verb itself not on adding other words or morphemes to do that. In interrogation based on used question tools only as (هل... متى، أين) also in negation employed negation tools as (لم... لن).

Aziz [3] cites that the Arabic language is very abundant in its morphological changes. Its verbs based on internal changes not on gathering group of verbs in verb group. Arabic did not divide verbs according to their function, but their form change according to tense, aspect, gender, number, person, mood and voice.

Contrastive studies highlight fundamental structural differences between English and Arabic verb system. English and Arabic do not employ auxiliary verbs in the same way especially in perfect aspect form and present tense constructions. Instead, aspect and tense are expressed morphologically or through particles [4].

2.3 Translation of grammatical words

Grammatical words refer to the words that used mainly to perform grammatical function in language. These words differentiate between languages especially if they are belonged to different families. Auxiliary verbs in English, part of them come from grammatical words whereas the other parts come from lexical words. Moreover, some of grammatical verbs sometimes work as lexical and auxiliary verbs. Therefore, they cause lots of problems in translation.

Aziz [5] explained that between source language and target language grammatical words do not have equivalent, they are not translated but transformed to appropriate element or zero element, (omission). Dickins [8] states that omission and addition are one of important forms of translation between languages and it occurs when some word(s) in source language are deleted (omitted) in target language. In addition, addition is when add word(s) to target language that did not appear in source language.

Nida in Venuti [6] explains two types of translation and differs between formal correspondence and dynamic equivalence, highlighting the importance of preserving meaning (content) more than form (structure). In the case of auxiliary verbs, literal and word for word translation will fail since auxiliaries may not have exact equivalents in the target language (Arabic).

Dickins J. [8] explains that changes in conveying the information during translation result from differences in grammatical structures of source and target languages and that may be as omitting. He added that some grammatical categories of source language might be omitted because of lack of these categories in target language.

2.4 Difficulties in translating verbs between English- Arabic

Furthermore, Hatim discusses that translation problems appear due to structural inconsistency between languages. Such as, misunderstanding of morphological tools prefix and suffix, and the usage of particular tools and auxiliaries. For instance, Arabic uses particles for negative markers without needing to auxiliary, while in English the auxiliary verb 'do' is translated as particle in Arabic[9]. Robert suggests that mother-tongue interference is the main cause of learners' errors in translation [14]. When translate auxiliaries, FEL students may delete or employ literal translation and that lead to structural and semantic inexactness. Consequently, translation of auxiliary verbs involves transferring functional meaning rather than lexical items. Aspect is expressed in English through auxiliary combinations, whereas in Arabic are relied on morphological verb patterns and context indicators. Therefore, mismatches in structure will result in omission, addition, or reformulation during translation.

2.5 Brief Review on Previous Relevant Studies

Abohelfaya et al. conducted research with title: Investigating EFL Libyan Students' Problems in Translating English Auxiliary Verbs in Declarative Sentences: A Case Study at Alasmarya University. This study aimed at investigating the difficulties of Libyan EFL students faced while translating English auxiliary verbs into Arabic language. It examined if students' performance will improve with courses. The main findings were students frequently omitted auxiliary verbs and many selected incorrect Arabic equivalents [10].

Kawan et al. entitled the research; Investigating Students' Problems in Translating English Auxiliary Verbs in Declarative Sentences into Arabic. This aimed to identify common translation errors involving English auxiliary verbs. The main findings of this study are frequent omission of auxiliaries, incorrect lexical choices and difficulty understanding the grammatical function of auxiliary verbs [11].

Alasmari et al. titled research as Contrastive Study of the Arabic and English Verb Tense and Aspect: A corpus-Based Approach. It compare English, Arabic tense, and aspect system and explain structural differences affecting translation. The key findings that English relies heavily on auxiliary verbs to express tense and aspect. Arabic often expresses these meanings differently, creating translation challenges [12].

Ibrahim et al. conducted research on Problems of verbs translation. This study aims at discussing verbs problems, showing the differences between Arabic and English verbs, introducing verbs problems area and suggest suitable solutions. The study concentrates on translation of modal auxiliary verbs. One of the findings was that students have problems of translating verbs as equivalent, linguistic, grammatical, idiom, and grammatical structure difficulties [13].

2.6 Research Gap

While grammatical scholars have extensively described auxiliary structures, and translation scholars have discussed grammatical equivalence, limited attention has been given specifically to the translation of primary auxiliary verbs within the English verb group in English context, particularly in EFL classes.

3. Methodology

3.1 Research Design

This study adopts a descriptive and contrastive approach to analyze the translation errors of primary auxiliary verbs in English verb group that were done by the students of Department of English, faculty of Education, Waddan at Al-Jufra University. Moreover, examines the impact of studying translation on students' translations of these verbs.

3.2 Data Collection and Instruments

The study employs questionnaire that is composed of two important sections. The first one involves three demographic questions about gender, age and semester, only one of demographic information is utilized (c) that ask about semester to determine whether the participants studied translation or not. The second part was designed with twenty multiple-choice sentences. These sentences designed to involve the three primary auxiliaries (do, be, and have) in English verb group with different grammatical functions (emphatic, tenses, aspects, voice, negation, and interrogation), each sentence has four choices; only one of them is appropriate and correct. Moreover, the forty students were asked to select one of them. This group of students were subdivided into two groups (S1) students who did not learn translation and (S2) who did. To identify the effect of studying this subject of their performance in translating primary auxiliary verbs in verb group.

This study concentrates on three main points related to auxiliary verbs:

1. Changing between tenses (present, past and future) cause problem.
2. All sentences have one or more than one auxiliary. That means a verb group, which consists of auxiliary verb, contribute in these problems.
3. Some basic rules of translating auxiliaries are missed.

The employed questionnaire in this study will be located in Appendix A.

3.3 Participants

The sample was randomly chosen with concentration on the number of students who studied translation and who did not. It comprised 40 undergraduate EFL students their age above of 18 years, male and female. The participants enrolled in the Department of English, College of Education, Waddan at AL-Jufrah University during the 2025-2026 academic year. Half of the students did not study translation subject, they were called (S1) and the other half did and called (S2). In order to clarify the impact of studying translation on the education in general and the way of translating in specific.

3.4 Data Analysis

The collected data encoded in Excel program and statistically analyzed by employed it. The main calculations are total of wrong answers to each sentence alone for forty students. These wrong answers (errors) are subdivided into (S1) and (S2) according to whether they studied translation during their study or not. Three percentages of errors are made. The first one involves percentages of total errors and the second one is percentage of errors of (S1) and of (S2) from the whole number of participants (40), and the third is percentage of errors of (S1) and of (S2) from the total errors for each sentence and the total of them. In addition to that, identifying the percentage of each grammatical function such as interrogation, negative, passive, and aspects to the three primary auxiliaries (Do, Be and Have). All tables should be inserted in the main text article at its appropriate place.

4. Results and Discussion

This section presents key results and findings that were grounded on participants' responses to the questionnaire. The differentiation will be represented between two groups of students based on their study of translation during their learning of English (S1, S2). Analytical evaluation will be applied to these results and findings to interpret them to identify the main causes of the problem of the study.

4.1 Analysis of Results

The primary research instrument is a test consisting of sentences containing Verb to Do, Verb to Be and Verb to Have. Moreover, the analysis covered important aspects such as Negation, Interrogation, and Voice. To clarify that here are some analyzed sentences with their results:

For verb to Do, the emphatic Do, such as in the sentence (1): She did do her best. The total number of wrong answers (errors) is (31) of (40), (20) of them are for (S1) and (11) are for (S2). The total percentage of errors done by (40) participants is (77.50%), (50%) for S1 and (27.50%) for S2. The total percentage of errors belonged to (S1) out of all errors, in this sentence, is (64.52%) and that belonged to (S2) is (35.48%). (77.50%) shows grammatical gap in translation to students, since they did not differentiate between verb to do as marker and as auxiliary.

For verb to Be, to more explanation, the sentence (4): Were they writing the stories. The total of wrong answers is (32) of (40), (19) of them are for S1 and (13) are for S2. The total percentage of errors is (80%), for S1 (47.50%) and (32.50%) for S2. The total percentage of errors belonged to (S1) out of all errors, in this sentence, is (59.38%) and that belonged to (S2) is (40.63%). (80%) as a result is very high because students could not understand the functional rule of the word 'were' in past tense; also, they translated it as 'where'.

For verb to Have, the sentence (2): He had never been to Paris. The total number of wrong answers is (27) of (40), (15) of them are for S1 and (12) are for S2. The total percentage of errors is (67.50%), (37.50%) for (S1) and (30.00%) for (S2). The total percentage of errors belonged to (S1) out of all errors, in this sentence, is (55.56%) and that belonged to (S2) is (44.44%).

A-Verb to Do:

Table (1), included all results about verb to Do that illustrated in figure (1), and figure (2).

Table (1) illustrated the three percentages; percentage of wrong answers (69.17%), percentage of right answers (30.83%) both of them out of 40 participants and percentage of wrong answers (errors) for (S1) (65%) and (S2) (35%) both of them out of total wrong answers.

Table (1) Percentage of Wrong and Right Answers of Verb to Do

Students category	percentage of wrong answers (errors) out of 40 participants	percentage of wrong answers (errors) for (S1) and (S2) out of total wrong answers	percentage of right answers out of 40 participants
Students who did not study translation (S1)	45%	65%	30.83%
Students who studied translation (S2)	24.17%	35%	
Total	69.17%	100%	

These results indicates that the students have big problem in dealing with verb to do in translating. In addition, the stark differences between (S1) and (S2) in translation are clear.

As indicated in Figure (1), (69%) shows the wrong answers for verb to do and (31%) for right answers out of the sample.

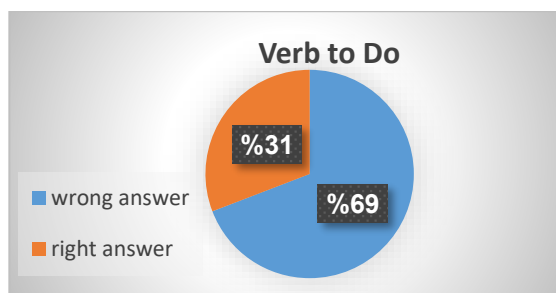


Figure 1: Percentage of Wrong and Right Answers of Verb to Do

This huge difference clarifies that students faced difficulties in translating these sentences.

Figure (2) displayed percentage of wrong answers of (S1) by (65%) and (S2) by (35%) out of total errors of sentences that involved verb to Do.

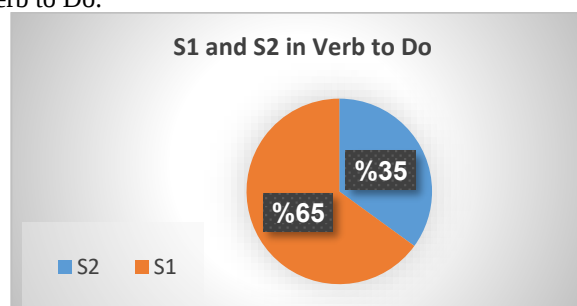


Figure 2: Percentage of Wrong Answers of S1 and S2 out of total errors in Verb to Do

All results of verb to Do supported Aziz who emphasizes that verb to do has no semantic meaning as auxiliary 'empty semantically'[3].

From these results, it is clear that the students who did not study translation made mistakes in translating verbs did and do. Some of them did not render the emphatic function of do and others did not concentrate on the past tense. As a result, it can be considered very high.

B-Verb to Be:

Table (2) presented results about verb to Be that shown in Figure (3), and Figure (4).

As illustrated in Table (2), (51.50%) of participants answered the sentences of verb to Be incorrectly, (65%) of this percentage was recorded by (S1) and (35%) was by (S2). (48.50%) indicted to the percentage of right answers.

Table (2) Percentage of Wrong and Right Answers of Verb to Be

Students category	percentage of wrong answers (errors) out of 40 participants	percentage of wrong answers (errors) for (S1) and (S2) out of total wrong answers	percentage of right answers out of 40 participants
Students who did not study translation	32%	65%	48.50%
Students who studied translation	19.5%	35%	
Total	51.50%	100%	

Above findings shown the importance of translation for students.

In Figure (3), percentage of wrong answers was (52%) and percentage of right answers was (48%) of verb to Be as summarized in recently in Table (2).

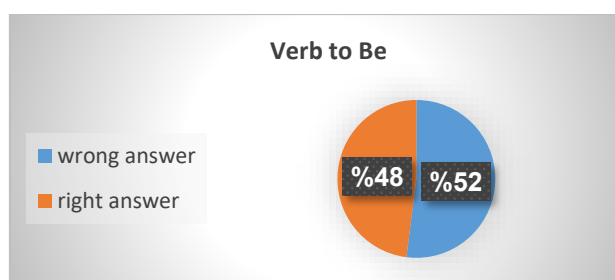


Figure3. Percentage of Wrong and Right Answers of Verb to Be

Figure (4), results reflect students' weakness of (S1) in translating verb to Be. The percentage of error reached to (52%) in contrast to (48%) for (S2).

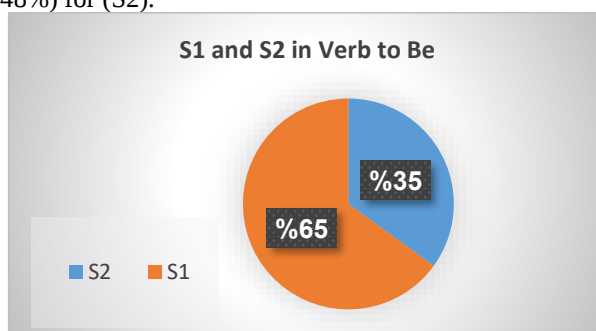


Figure 1. Percentage of Wrong Answers of S1 and S2 out of total errors in Verb to Be

All results about verb to Be shown increase in error answers of students in contrast to right answers.

C-Verb to Have

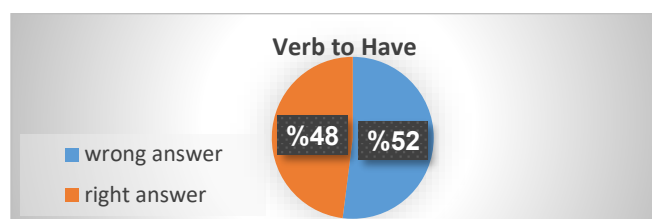
Table (3), Figure (5), and Figure (6) indicate to findings of verb to Have.

Table (3), presented findings that shown in Figure (5) and Figure (6). (52%) for percentage of wrong answers (errors) out of 40 participants in contrast to (48%) for right answers. percentage of wrong answers (errors) for (S1) was (56.72%) and (S2) was (43.28%) out of total wrong answers

Table (3) Percentage of Wrong and Right Answers of Verb to Have

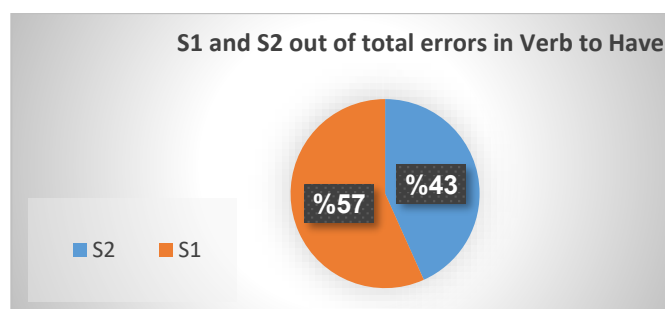
Students category	percentage of wrong answers (errors) out of 40 participants	percentage of wrong answers (errors) for (S1) and (S2) out of total wrong answers	percentage of right answers out of 40 participants
Students who did not study translation	30%	56.72%	48%
Students who studied translation	22%	43.28%	
Total	52%	100%	

As indicated in Figure (5), (52%) represented percentage of wrong answers (errors) and (48%) represented right answers of verb to Have out of all sample.

**Figure5.** Percentage of Wrong and Right Answers of Verb to Have

Here also it is clear that the percentage of wrong answers is higher than the percentage of right answers.

In Figure (6), percentage of wrong answers in verb to Have made by (S1) was (57%) and made by (S2) was (43%) out of total errors.

**Figure 6.** Percentage of Wrong Answers of S1 and S2 out of total errors in Verb to Have

These results come in agreement with Abdul-Raof Hussein [4] explains that English and Arabic do not employ auxiliary verbs in the same way especially in perfect aspect form and present tense constructions.

D- Some grammatical functions:

In addition to the percentage of primary auxiliary verbs (do, be and have), there are flipside belongs to them taken in reputing, percentage of interrogation, negation, and passive and percentage of total errors of (S1) and (S2) out of all Sample were calculated and shown in Table (4).

Table (4) demonstrates that (64.64%) of students answered sentences of interrogation incorrectly, and (35.36%) of them answered rightly. For Negation the percentage of wrong answers was (60%) and (40%) was right. Passive raises to (68.33%) for wrong answers and lowers to (31.67%) for right answers.

Table (4) Percentage of some grammatical aspects

Aspect	Percentage of Wrong Answers (errors)	Percentage of Right Answers
Interrogation	64.64%	35.36%
Negation	60%	40%
Passive	68.33%	31.67%

Figure7, shown percentage of error of Interrogation, (65%) of students answered wrongly and (35%) answered rightly.

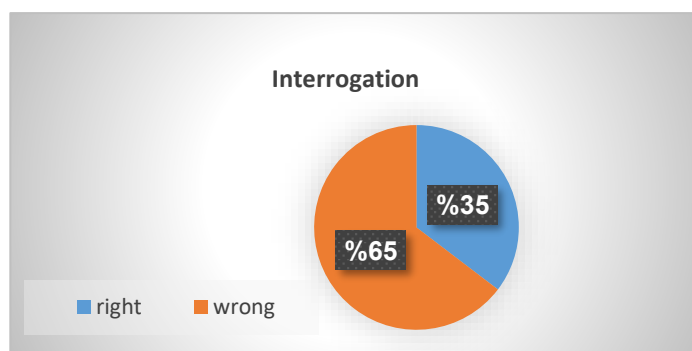


Figure7. Percentage of Error of Interrogation

As illustrated in Figure 8, (60%) represented percentage of error whereas (40%) represented percentage of right answers of Negation.

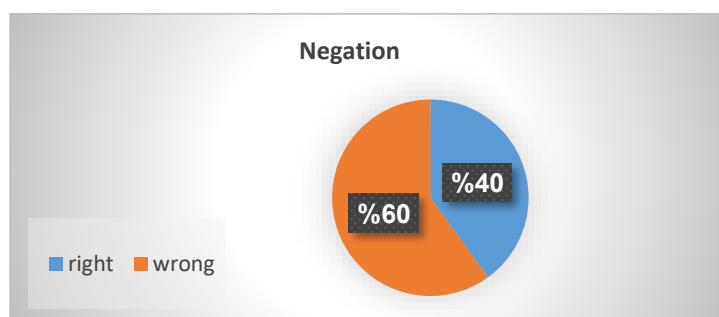


Figure 8. Percentage of Error of Interrogation

In Figure (9), (68%) was the percentage of wrong answers and (32%) was the percentage of the right answers for passive.

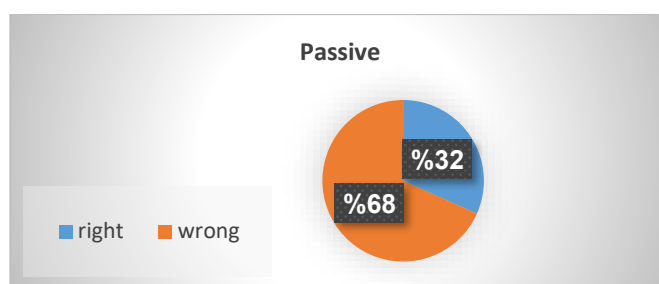


Figure 9. Percentage of Error of Passive

As findings presented in Figures (7), (8), and (9) that occurred that all percentage of wrong answers were higher than the percentage of right answers.

In all results belongs to grammatical functions, percentage of errors to the students who did not study translation was higher than the percentage of errors to the students who did study translation. Moreover, the percentage of total errors for (S1) and the percentage of total errors for (S2) out of all sample were made. As depicted in Table (5), and Figure (10), (55%) of the participants made errors are belonged to (S1) and (34%) belonged to (S2). Whereas the percentage of their right answers were (45%) for (S1) and (66%) for (S2).

Table (5) Percentage of total wrong and right answers of S1 and S2 out of all Sample

Percentage of total errors of S1	Percentage of total right answers of S1	Percentage of total errors of S2	Percentage of total right answers of S2
55%	45%	34%	66%

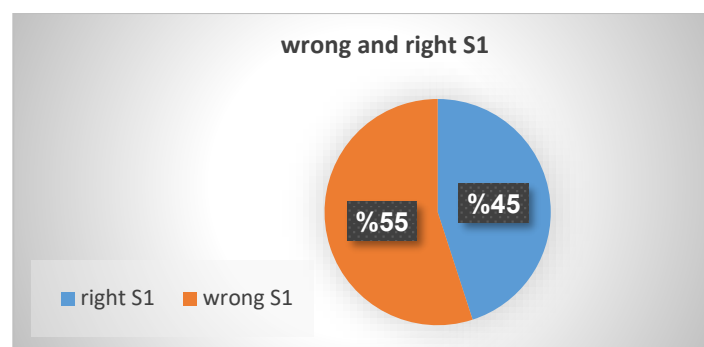


Figure 10. Percentage of Total Wrong and Right Answers of S1 out of the all Sample

Figure (10) demonstrates that the students of (S1) done (55%) errors out of all sample whilst right answers of them were (38%).

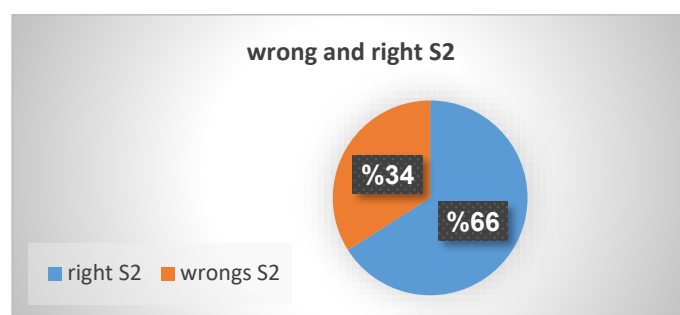


Figure 11. Percentage of Total Wrong and Right Answers of S2 out of the all Sample

In Figure (11) demonstrates that the students of (S2) done (34%) errors out of all sample whilst right answers of them were (66%).

This finding support the key importance of studying translation for the students during their study.

The summary of results of auxiliary verbs presented as following:

- 1- Verb to Do: 69.17%
- 2- Verb to Have: 52%
- 3- Verb to Be: 51.50%

For other aspects and grammatical functions that related to these verbs, the findings came as following:

- 1- Passive: 68.33%
- 2- Interrogation: 64.64%
- 3- Negation: 60.00%

4.2 Results and Discussion

This study is an attempt to identify percentage of errors in translating primary auxiliary verbs in English verb group made by students and find solutions for these problems. In other words, how students translate primary auxiliaries from English into Arabic. That means how they understand the meaning of these verbs that usually do not have equivalent in their language, and render them into their language. The study focuses only on primary auxiliaries (do, be, have) in verb group, English-to-Arabic translation and, university-level EFL learners.

In other hand, for all results, it is clear that the rate of errors to the participants who did not study translation subject in all stages appeared higher than the rate of errors to the participants who studied translation. In other words, they encountered problems in translating these verbs during their study as following:

Absence of one-to-one equivalence;

Loss of aspectual meaning (such as perfect progressive forms in any tense);

Difficulty translating emphatic do;

Structural shift in passive constructions;

Confusion between grammatical and lexical meaning.

For Auxiliaries' Errors Percentage

Verb to Do (69.17%)

This problem occurred since some students did not concentrated on the tense of sentences (e.g. past), other students did not give importance to the emphatic function of verb to Do, others did not translate do as a question.

The second one is with verb to Have (52%)

Here problems appeared because tense (past, present and future), mixed forms as perfect continuous also function role such as had in interrogation.

The last one is verb to Be (51.50%)

Difficulties in verb to Be come from tense, interrogation structure especially in past or future, and the form of Be in perfect (been).

For grammatical functions:

The main problem occurs in passive (68.33)

Passive form become difficult in translating when mixed with future, past tense, verb to Have caused problems to students with passive also and if auxiliary verb functioned as main in passive.

The next with Interrogation (64.64%)

This problem occurred from the differences in tense of question (past, future) and the different aspects of question.

The third on is with Negation (57.50%)

Negation difficulties appeared since some students could not understand the exact use to negation particle never with tense, as another tool for negation caused problem to them.

Shortening of all that is as following:

- Problems occurred because participants did not differ between the function word and lexical words.
- Moreover, these results clarify that the participants have big problems in dealing with complex structures because they gathered with future, question and passive.
- Sentences had more than one primary auxiliaries whether as operator or as marker.
- Using primaries as main verb in some mixed form.
- The pivotal role of study translation as subject engaged in all these differences between percentage of wrong and right answers in results.

5. Conclusion and Recommendations

5.1 Conclusion

This study examined the problems of translating primary auxiliary verbs in English verb group encountered by students of English Department at Faculty of Education/ Waddan, Al-Jufra University and the impact of studying translation on these problems. The key instrument was questionnaire with 20-based sentences and three demographic sentences with multiple choices, it distributed to 40 students. This study adopts a descriptive and contrastive method to analyze data of translation errors. The results and findings revealed that EFL students encounter problems when they translating English primary auxiliary verbs (be, have, do) in verb group into Arabic and some auxiliaries were more abstruse than others in translating.

These problems have entangled origins started from differences between languages Arabic and English and ended with students themselves and their interesting in translation, between these two sides comes academic institutions and their standard curriculums. To elucidate that, between Arabic and English there are hug gab in their grammatical structures and the mother tongue of EFL students effected on them in the way of translating these verbs, moreover, the importance of auxiliaries in English is more than in Arabic.

5.2 Recommendations

This study suggested the following recommendations depending on previous findings and results:

- 1- For students: should give more interest to contrastive academic studies and researches.
- 2- For teachers: Give more concentration on differences between Arabic and English structure in teaching grammar.
- 3- For educational institutions: Inclusion contrastive grammar as a subject in academic study.
- 4- Engage translation as important subject for EFL students from beginning of academic study and studying it in more than one level.
- 5- For future researchers: more studies are encouraged to investigate many problems in translation between Arabic and English in different regions.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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Appendix A: Questionnaire

To illustrate the statement of the problem, here are some demographic information and some sentences that needed to be translated by the participants:

Note: please do not use any helping aids to select the best translating for sentences, only your mind.

1- Demographic information:

A. What is your gender?

Male ☐ Female ☐

B. What is your age?

18-20 ☐ 21-23 ☐ 23 and above ☐

C. What semester are you in?

First Semester ☐ Second Semester ☐ Third Semester ☐ Fourth Semester ☐
Fifth Semester ☐ Sixth Semester ☐ Seventh Semester ☐ Eight Semester. ☐

2- Sentences needed to be translated:

Can you select the best translating for the following sentences that you think, write your answers in the space offered:

1- She did do her best.

1- تفعل الأفضل ☐ 2- فعلت الأفضل ☐ 3- فعلا فعلت الأفضل ☐ 4- تفعل فعلا الأفضل ☐

2- He had never been to Paris.

1- لا يمكن أن يكون في باريس ☐ 2- لم يكن في باريس أبداً. ☐ 3- لن يكن في باريس أبداً. ☐ 4- لم يذهب إلى باريس أبداً ☐

3- I remembered I had left my laptop in the car.

1- أتذكر أنني نسيت الحاسوب في السيارة. ☐ 2- تذكرت أنني تركت الحاسوب في السيارة. ☐
3- تركت الحاسوب في السيارة. ☐ 4- تذكرت أنني أنسى الحاسوب في السيارة. ☐

4- Were they writing the stories?

1- أين كتبوا القصة؟ ☐ 2- هل كتبوا القصة؟ ☐ 3- يكتبون القصة. ☐ 4- هل يكتبون القصة؟ ☐

5- I was doing my homework when the phone rang.

1- كنت أكتب واجبي عندما الهاتف يرن. ☐ 2- كنت أقوم بواجبي عندما رن الهاتف. ☐
3- فعلت واجبي عندما الهاتف رن. ☐ 4- كنت أكتب واجبي عندما رن الهاتف. ☐

6- Had you been studying all night when I called you?

1- كنت تدرس في الليل عندما اتصلت بك. ☐ 2- هل كنت تدرس طوال الليل عندما اتصلت بك؟ ☐
3- هل كنت تدرس كل الليل عندما اتصل بك؟ ☐ 4- لديك دراسة طوال الليل عندما اتصلت بك. ☐

7- They had been building this road, and now they are opening it.

1- لديهم بناء في هذا الطريق والآن فتحوه. ☐ 2- كانوا قد بنوا الطريق والآن افتتحوه. ☐
3- كانوا يبنون هذا الطريق والآن يفتتحوه. ☐ 4- هم كانوا بنوا هذه الطريق والآن يفتتحوه ☐

8- He does steal her car.

1- سرق فعلاً سيارتها. ☐ 2- يسرق سيارتها فعلاً. ☐ 3- هل يسرق سيارتها. ☐ 4- هو يفعل السرقة لسيارتها. ☐

9- Does the movie start in five minutes?

- 1- هل الفلم بدأ في خمس دقائق؟ ☐ 2- هل سيبدأ الفلم بعد خمس دقائق؟ ☐ 3- الفلم يبدأ في خمس دقائق ☐ 4- هل بداية الفلم خمس دقائق؟ ☐

10- I have not ended watching the film yet.

- 1- ليس لدي مشهد نهاية الفلم. ☐ 2- لم أنهى مشاهدة الفلم بعد ☐ 3- لا أحب مشاهدة نهاية الفلم. ☐ 4- لا أنهى مشاهدة الفلم حتى. ☐

11- Are they staying at a hotel?

- 1- هل نزلوا في الفندق؟ ☐ 2- هل هم يكونوا في الفندق؟ ☐ 3- هل يقيمون في الفندق؟ ☐ 4- هل يقيمون في فندق؟ ☐

12- We have been studying English for four years.

- 1- درسنا الإنجليزية لأربع سنوات. ☐ 2- نحن ندرس الإنجليزية لأربع سنوات. ☐ 3- كنا ندرس الإنجليزية لأربع سنوات. ☐ 4- كان لدينا دراسة الإنجليزية لأربع سنوات. ☐

13- I am working on my project now, and I will finish it in two days.

- 1- عملت على مشروعي الآن سينتهي بعد يومين. ☐ 2- أعمل على مشروعي الآن وسأنهيه في يومين. ☐ 3- كنت أعمل على مشروعي وسينتهي بعد يومين. ☐ 4- أعمل في مشروعي والآن سأنهيه بعد يومين. ☐

14- Will we not have watched the match by evening next Wednesday?

- 1- هل سنكون شاهدنا المباراة بحلول مساء الأربعاء القادم؟ ☐ 2- هل نحن سنشاهد المباراة بحلول مساء الأربعاء القادم؟ ☐ 3- هل سوف لن نشاهد المباراة مساء الأربعاء القادم؟ ☐ 4- ألن نكون شاهدنا المباراة بحلول مساء الأربعاء القادم؟ ☐

15- Will he have rewritten his essay before the conference starts?

- 1- هل سيعيد كتابة مقالته قبل بدء المؤتمر؟ ☐ 2- هل ستكون مقالته مكتوبة قبل بداية المؤتمر؟ ☐ 3- هل سيكتب مقالته مرة أخرى بعد بداية المؤتمر؟ ☐ 4- هل مقالته سيعاد كتابتها قبل المؤتمر؟ ☐

16- I will be presenting my presentation at this time in three weeks.

- 1- أنا سوف أقدم عرضي التقديمي عند الوقت المحدد في ثلاثة أسابيع. ☐ 2- سأقدم عرضي التقديمي في نفس هذا الوقت بعد ثلاثة أسابيع. ☐ 3- عرضي التقديمي سأعرضه بعد ثلاثة أسابيع. ☐ 4- أنا سأقدم عرضي التقديمي عند نفس الوقت لثلاثة أسابيع. ☐

17- By the time you leave, she will have been explaining the lesson.

- 1- بالمناسبة عندما انت تغادر وهي ستشرح الدرس. ☐ 2- بحلول الوقت الذي أنت تغادره ستكون شرحت الدرس. ☐ 3- في الوقت الذي تغادر فيه هي سوف تشرح الدرس ☐ 4- بحلول وقت مغادرتك هي تشرح بالفعل الدرس. ☐

18- Will the book be read?

- 1- هل الكتاب قُرأ؟ ☐ 2- هل سيكون الكتاب يُقرأ؟ ☐ 3- هل سيقرأ الكتاب؟ ☐ 4- هل الكتاب سيُقرأ؟ ☐

19- His assignment has been done.

- 1- الواجب كان مفعول. ☐ 2- مهمته أنجزت. ☐ 3- مهمته كانت تُنجز. ☐ 4- واجبه لديه من يكتبه. ☐

20- The story was not being written.

- 1- القصة لم تكن مكتوبة. ☐ 2- القصة لم تكن تكتب. ☐ 3- القصة لن تكون مكتوبة. ☐ 4- القصة لا تكون مكتوبة. ☐