

**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Kasdi Merbah Ouargla University**

**Faculty of Letters and Languages**

*Department of Letters and English Language*



**Dissertation submitted in partial fulfilment of the requirement for the  
Master's Degree in field of English Language and Literature**

**Specialty: Translation**

**Translating <sup>1</sup>Arabic articles into English  
and error analysis investigation**

**Presented and publicly defended by:**

**Abou elkhalil bourahlaoui**

**Mohammed yassin khengaoui**

**Supervised by: Belarbi Ahmed Nouredine**

**Jury**

Chairperson	Dr.Saadoune	Members of jury
Supervisor	Dr.Ahmed Belarbi	Members of jury
Examiner	Dr.Hamza Zeghar	Members of jury

**Academic Year:2021/2022**

A decorative border composed of a grid of small squares connected by lines, forming a rectangular frame around the page content.

## Dedication

This dissertation is dedicated to our family, friends, and teachers, particularly our dear parents, who were a huge support to us despite the fact that we had major difficulties and we were on the verge of dropping out. But they never gave up on us and continued to encourage us to finish our studies, so we will award this dissertation to demonstrate our gratitude for everything they done for us.



## **Acknowledgements**

In the name of Allah the most merciful we praise him for giving us strength and blessing to complete this dissertation.

And we also wish to show our appreciation to the board of examiners, Dr. Hamza Zeghar for reading and evaluating this humble work and the chairperson Mrs.Saadoune for the honor of being a part of our dissertation and last we want to give a special thanks to our supervisor, Dr. Ahmed Belarbi who guided us throughout this project with a lot of guidance, support and patience.

Finally, let's not forget the third year LMD students and our colleagues who soon going to be a graduation class 2022



# Contents

Dedication

Acknowledgement

Content

General Introduction

Abstract

Statement of the problem

Research questions

Hypotheses

objectives of research

Methodology

Structure of the study

## Chapter ONE

### Articles in English & Arabic

Introduction

1.1 English Article

1.2. Context of Use

1.3. English articles

1.4. Basic article usage in English

1.4.1. Countability of nouns

1.4.2 Noun singularity and plurality

1.4.3. Noun Definiteness and Indefiniteness

1.5. Using the definite article

1.6 The use of indefinite articles

1.7. The omission of the articles

1.8. The distinction between English and Arabic articles

1.8.1 Arabic definiteness

1.8.1.1. Definiteness with specific reference and general reference

A) Specific reference

B) General information

1.8.2 Arabic indefiniteness

1.8.2.1. Indefiniteness with specific reference and general reference

A) Specific reference

B) General reference

1.9 A brief comparison of the English and Arabic articles

1.10 Conclusion

## Chapter two

### Error Analysis

Introduction

2.1.1 Error analysis

2.1.2 Contrastive Analysis (CA)

2.1.3 Comparison between EA and CA

2.1.4 Error vs Mistake

2.1.5 Sources and Causes of Errors

2.1.5.1 Inter-lingual Errors

2.1.5.2 Intralingual Errors

2.1.5.2.1 Overgeneralization

2.1.5.2.2 Ignorance of Rule Restriction

2.1.5.2.3 Incomplete Application of the Rule

2.1.5.2.4 False Concept Hypothesize

2.1.6 Conclusion

2.2 Grammatical Items Translation

2.2.1 Translating English Articles

## Chapter Three: practical part

Introduction

Population and Sampling

Data Collection Tools

Description of the Test

Analysis of the Test

task 1: translating

task 2: filling the gaps

Conclusion

General Conclusion

Bibliographical / References

Appendices

المخلص باللغة العربية



# Introduction



## Abstract

Translating definite and indefinite Arabic articles into English may cause problems for third-year LMD students of English at the University of Kasdi Merbah Ouargla because of the influence of their mother tongue. Translating Arabic articles into English is a big problem in need of solving. And this dissertation will investigate the difficulties that students face as well as the errors that they make when dealing with this type of translation. To do so, this dissertation will be divided into three chapters. We hypothesize that, as a result of mother-tongue transfer, they are misusing Arabic and English articles. So, what are the main difficulties third-year students of English encounter when translating Arabic articles into English? What are the main sources of errors? And how can we help third-year LMD students overcome such kinds of errors?. We will adopt the error analysis approach to analyze the test that will be given to L3 students of English. Analyzing the test will come after identifying and describing the student's mistakes. We believe that they made it because of the impact of the Arabic language, which is their primary language.

***Keywords: Error analysis. Definite article, indefinite article, error , mistake.***

## Statement of the problem:

Translating Arabic articles into English has been a very serious problem in translation that needs to be investigated, and we need to be aware of the errors being committed by third year LMD students of English at the University of Kasdi Merbah Ouargla, so that we may be able to find out and analyze these errors, to check the causes and sources of errors so that they may avoid committing these mistakes when translating the definite/indefinite articles into English.

## Research questions:

To well tackle the problematic issue we have, we opt for these very questions to rise in order well check and highlight why and how Third Year Students of English do commit errors in their transfer of these articles into English:

- What are the main difficulties third year students of English encounter when translating Arabic articles into English?
- What are the main sources of errors?
- How can third year LMD student overcome such kind of errors?

## Hypotheses

To try answer the above-mentioned research questions , we hypothesise the following :

- When translating Arabic articles into English, errors occur at accuracy level .
- Third year LMD student might be influenced by their mother tongue when they deal with the translation of articles
- It is hypothesized that teaching L3 students these items relying upon the Grammar Translation Method might be of crucial help to avoid falling into this trap of interference.

## objectives of research

- to understand why third year student commit such errors when translating Arabic articles into English
- to shed light on the sources and causes of errors made by third year student when translating Arabic articles into English

## Methodology

In our dissertation, we will adopt the error analysis approach to analyze the test that will be given to L3 students of English. Analyzing the test will come after identifying and describing the student's errors. Then we should identify the main reasons that lead students to make such errors.

## Structure of the study:

Our dissertation is made up of three chapters.

**The first chapter** is about English articles and Arabic articles, We identified the English and Arabic articles and talked about their types, where they are used, and where they are not used.

**In the second chapter**, is divided into two parts :

In the first part we defined error analysis and contrastive analysis and we shed light on the main differences between them, just as we have talked about the differences between errors and mistakes. And in the second part we talked about the difficulties of translation the grammatical items especially the articles

**The third chapter** was a practice one, where we set up a test made up of two tasks. Students in the first task were asked to translate some sentences, including articles from Arabic into English. While in the second task, we give third-year LMD students several sentences where the articles are missing and they should fill the gap with the right article.

# Chapter ONE

## Articles in English & Arabic

### Introduction

Articles are used to show whether a noun is specialized or general in nature. Articles in English are used in a variety of contexts depending on the type of reference. When compared to the article systems of their mother language, the rules for utilising articles for Learners are challenging. The English article is one kind of determiner that is used before a noun, according to Leech (1994).

There are three articles in English grammar: the definite article the, the indefinite articles a, an, and the non-article, also known as the zero article by some.

This document explains the basic rules for using these articles, including when a noun is definite and when it is not. Furthermore, it distinguishes between the English and Arabic article systems.

Learners frequently have challenges with the usage of articles, prompting linguists and grammarians to investigate. As a result, some researchers, such as Bukhari and Hussain (2011), Khatter (2019), and others. According to Mohamed (2012), error analysis was utilized in their investigations to explain such misuse: "Error Analysis is

a sort of language analysis that focuses on the mistakes that learners make." Pit Corder penned

an article titled "The Significance of Learners' Errors" that describes the error analysis in detail.

The practical section of the paper investigates and analyzes definite and indefinite article errors committed in the exam papers of 50 BA students at Adrar University's Department of English to investigate the difficulties and causes that lead the students to make article errors from an error analysis standpoint.

In other words, the study explores and analyzes errors based on The Surface Structure Taxonomy (SST) of errors (Alhaysony,2012). The researcher relies on the teacher's correction for the analysis. This paper's proposed hypothesis is: If the participants' errors are due to interference, then the cause of the problem is interlingual. If the errors are caused by a lack of understanding of the article's rules, they are intralingual errors. This research seeks to answer issues about what types of errors BA students at English Adrar University make, how they employ articles, and where their errors come from.

## 1.1 English Article

EFL/ ESL Learners frequently face a variety of challenges when learning and applying the English language. In this regard, (Hewson, 1972:31) stated that "the most frequently employed words in English discourse are definite and indefinite articles."

Swan (2005) also remarked that "using the articles a/an and the appropriately in English grammar is fairly tough." This chapter will define the concept of English articles and go over the basic principles for using them. It explains how ESL/EFL students learn the articles a, an, the, and. Finally, it seeks to distinguish between the English article system and the Arabic article system.

### 1.2. **Context of Use** : Article use in a variety of noun phrase contexts

There are three articles in English grammar: the definite article *the*, the indefinite articles *a*, *an*, and the zero article. According to (Quirk et al., 1972:149), English articles are related with nouns and noun phrase kinds of reference (NP). Table 1.1 depicts the categorization of articles.

Specific Reference		Generic Reference
The	a/ an	<i>the</i> , <i>a/ an</i> or $\emptyset$

**Table 1.1: Classification of the English articles in terms of use (Quirk et al., 1972:149)**

According to Moore (2004), Bickerton (1981), and Huebner (1983), article usage is guided by the semantic wheel, a novel systematic technique for examining the English article system.

Moore associates it with "semantic and syntactic functions in conversation" (2004). The English articles are connected to the semantic wheel approach. Bickerton(1981). To better comprehend the English article system, (Huebner, 1983:132) proposed that the English article system be divided into two semantic features: particular reference [+/-SR] and hearer knowledge [+/-HK]. The semantic wheel for English is shown in Table 1.2 below.

Noun phrase reference	Examples
<p><b>Feature:</b> [-SR] ,[ +HK]</p> <p><b>Environment:</b> Generics and un specifiable</p> <p><b>Articles:</b><i>the, a ,<math>\emptyset</math></i></p>	<p><i>The</i> Bear is a mammal.</p> <p>A student gets a master's degree.</p> <p>(zero)Research is a systematic study to increase</p>

	knowledge.
<p><b>Feature:</b> [+SR] ,[ +HK]</p> <p><b>Environment:</b> Unique, previously mentioned, or physically present referents.</p> <p><b>Articles:</b><i>the</i></p>	<p>I was at the University's library; I was looking for a novel written by John Green. It was too late, because <i>the</i> book was taken by someone else.</p>
<p><b>Feature:</b> [+SR] ,[ -HK]</p> <p><b>Environment:</b> First-mention NPs or NPs following existential “has/have” or “there is/are.</p> <p><b>Articles:</b><i>a, ∅</i></p>	<p>Look! There is <i>a</i> black phone.</p> <p>I keep sending (zero) messages to him.</p>
<p><b>Feature:</b>[-SR] ,[ -HK]</p> <p><b>Environment:</b>NPs in negation, question, or irrealis mood.</p> <p><b>Articles:</b><i>a, ∅</i></p>	<p>She used to be <i>a</i> doctor.</p> <p>(∅) Foreigners would come up with a better solution to this problem.</p>

**Table 1. 2: Semantic wheel for noun phrase reference (Huebner 1983:132)**

The relationship between semantics and the usage of English articles was illustrated in Table 1.2. According to Huebener's semantic wheel, English NPs are classified based on their referentiality, which entails knowing whether the noun is a specific referent [+/-SR] or known for the hearer [+/- HK]. These two kinds of NPs give rise to four kinds of NPs that indicate the article's use. Type 1 generics are [-SR, +HK]

and are marked by a, the, or. Type 2 is referential definite, [+SR, +HK], and is denoted by the. Type 3 nouns are those that are known to the speaker but not to the listener, and are indicated by a or  $\emptyset$ .

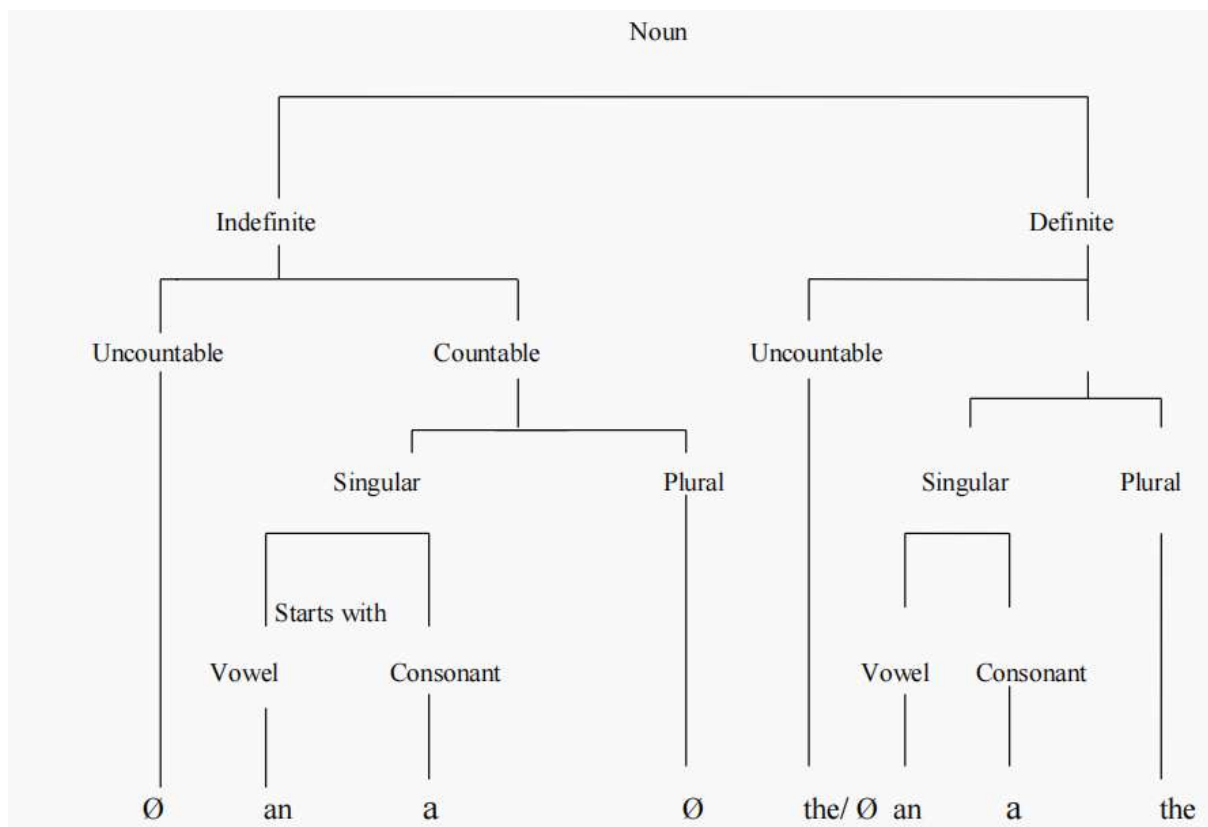
### 1.3. English articles

Before defining the English articles, we try first understand two key concepts. The first is what noun phrases mean. A noun phrase is a group of words that includes a noun but no verb.

According to Collins (2005), a noun phrase can be either specific or general. The speaker may make a specific or general reference to someone or something. The second concept that learners must grasp is that in English grammar, there are determiners such as quantifiers (a little, a few), articles (a/an, and the), and so on (Leech, 1994).

In short, articles are words that characterize a noun as specific or unspecific, indicating the nature of the nouns. The definite articles determine whether a noun's range of reference is definite (the pen) or indefinite (a pen)





**Figure 1.1** Illustration of article use in English (Awad, 2011:10)

#### 1.4. Basic article usage in English

Learners must learn specific rules in order to correctly use the articles by answering the following questions: Is the noun countable or uncountable? Is it plural or singular? Is it definite or indefinite

##### 1.4.1. Countability of nouns

Article teaching requires countability (Butler, 2002). In English grammar, nouns are either countable or uncountable, singular or plural. Countable nouns can be counted and rendered plural, such as "an apple, two apples, three apples, etc.," whereas uncountable nouns cannot be counted and cannot be made plural, such as "air." As a result, learners must determine whether the noun is countable or uncountable; this allows them to distinguish between the use of definite, indefinite, and zero articles. There are certain exceptions; for example, the word "coffee" might be both countable and uncountable depending on the context, as in: we shall have two coffees (countable).

The word money is yet another exception. It can be counted as a noun, but not always; for example, the word moneys is employed in a business context. This variation makes it harder for students to use English articles.

### 1.4.2 Noun singularity and plurality

It is critical for learners to distinguish between singular and plural nouns; simply ask oneself, 'Am I referring to one or multiple things?'

In this usage, a singular noun refers to a single place, person, thing, or idea. A plural noun, on the other hand, refers to more than one place, person, thing, or idea. Furthermore, some singular nouns take the suffix of plural's' at the end, such as "apple," which becomes "apples"; nevertheless, singular nouns that finish in 's', 'ss', 'sh', 'ch', 'x', or 'z' must end with 'es' for plural, for example, box- boxes. Furthermore, some plural nouns are irregular; for example, words ending in 'f' or 'fe' will be altered to 'v' and 'es' added to make the plural.

Singular nouns	Singular nouns
Plural nouns	Plural nouns
1) Robin has <b>a book</b> .	1) Robin has <b>a book</b> .
Robin has books.	Robin has books.

*Table 1.3. The use of English articles with singular and plural nouns*

As it is noticed in the examples (1), (2), and (3) , the indefinite article *a* omitted in plural Nouns

### 1.4.3. Noun Definiteness and Indefiniteness

It is critical to understand that when a noun contains a definite article, it demonstrates its specificity and distinguishes it from other nouns in the same class. The definite noun might relate to something special or something general. Furthermore, the defi-

nite noun is employed to express something unique, like as the cosmos, the Sun, and so on. The indefinite noun is expressed with the articles a/an. Huddleston and Pullum (2002) indicated that indefinite articles have to be used with countable nouns in a singular form. For example, "a pen".

#### 1.5. Using the definite article

In the following contexts, the definite article the is used:

A. To refer to a person or thing mentioned in the relative clause: The man you asked about him last week.

B. To refer to something distinct: The moon is gleaming today.

C. To refer to a previously stated word for the second time:

A kid was playing football. The kid fractured his leg.

"The" should be used with superlative adjectives:

This is the easiest exam I've ever taken.

Many statements and clauses spoken by the speaker make it clear to the listener that the place is known. For example, can you hand me the book on the table?

In this case, "on the table" informs the listener that not just any book will be given, but a specific book that is on the table and that the listener can see and identify.

Example:

Have you finished the book I offered you?

She appreciated the ring you offered to her.

She wants to participate in the doctoral competition,

The gift on the desk belongs to a friend of mine.

It is clear from the preceding instances that the presence of (which, that) in the sentences indicates that the sentence is definite, requiring the use of the definite article the.

The definite article the is also employed in the following ordering expressions: first, second, preceding, latter, and so on.

example, it is the last day of our lesson.

We discussed the definition of language in the previous part.

This is the first day of our conference.

Keep in mind the following guideline.

The article the is frequently used with comparative expressions like "the smoother."

SSC Tuatara and Bugatti Chiron Super Sport are two examples of fast vehicles. However, I believe the SSC Tuatara car is the quicker of the two.

With proper nouns, the article the is used:

It appears in newspaper titles such as The New York Times. It is utilized in hotel names such as The Gourara, as well as currencies such as the Euro.

### **(1.6)The use of indefinite articles**

The primary rule of indefinite articles states that the article a should be used with words that begin with a vowel sound. When words begin with a consonant sound, the article an is used. (2006) Mahmood and Tawfeeq

#### **Examples**

What lovely weather we have today! 'b' makes a consonant sound.

I'll be hosting a few guests. 'f' is a consonant.

She has one euro. 'euro' begins with a consonant sound and sounds like "yu-ro" despite beginning with a vowel sound..

Similarly, even if the word 'university' begins with a vowel letter, the indefinite article a can be used.

This is an interesting topic. I represents a vowel sound.

Where can I get an umbrella? 'u' represents a vowel sound.

Even though the word "hour" begins with a consonant letter, an is used before it because it has an initial vowel sound; for example, I only have an hour to answer the exam questions.

a/an are used for general, not specific, objects.

I need a phone, and the kid wants a ball.

When someone inquires about the existence of anything or when something is novel to the listener, a and an are utilized. Indefinite articles are also employed as noun complements.

Examples:

- I have a class now. Introduced for the first time.
- Maria is a professor. Noun complement.
- Is there a dictionary in your backpack? Asking about the existence of the dictionary. In English grammar, the use of indefinite articles requires one to know that it is impossible.

to use *a/an* with plural nouns.

**Examples:**

- I saw a horses. *Not correct*
- I saw a horse. *Correct*

**a /an** are used with professions such as "a doctor", "an actor".

The indefinite articles can be also used instead of "per", for example, *She drives her car 100*

*miles an ( per ) hour.*

The indefinite articles are used sometimes with numbers.

### **Examples:**

- My friend borrowed a thousand dollars. *One thousand dollars*
- A teacher has bought a pen. *One pen*

### **1.7. The omission of the articles**

The omission of the articles(∅) means that no article is to be used with nouns. There is no

need to use articles in the following situations:

- A. With the name of games or sports (i.e. Free Fire, handball, etc).
- B. With meals (i.e. breakfast, lunch, and dinner), except on formal occasions.
- C. With names of hospitals, schools, universities

### **1.8. The distinction between English and Arabic articles**

This study explores the Arabic article system and provides a quick comparison of definiteness and indefiniteness in English and Arabic. In Arabic, indefiniteness is indicated by the use of the zero article.

Arabic is a Semitic language that is spoken throughout the world, including North Africa, the Middle East, and the Arabian Peninsula. Formally, the Arabic language is divided into definite and non-definite articles, with the definite one used for both particular and non-specific references.

#### **1.8.1 Arabic definiteness**

Arab grammarians agreed that the Arabic form of a definite article is:ـال that is pronounced Al. The definite article, according to Awad (2011), is a bound attached morpheme /al/ that is employed as a prefix with nouns. As in the following example:

(البيت) (āl-byt) (the house)

The use of the definite article l is similar to that of the definite article the, with certain limits because l is not regarded a free morpheme in Arabic.

#### **1.8.1.1. Definiteness with specific reference and general reference**

##### **A) Specific reference**

In Arabic grammar when the noun is mentioned for the second time, it will be recognized by

both the speaker and the hearer as a specific reference. (Al-Andalus ,1984:514) as in:

"كما أرسلنا إلى فرعون رسولا فعصى فرعون الرسولا ( المزمّل 15-16)

According to Allah, "to whom be credited all perfection and majesty," "As we did send a messenger to Pharaoh. However, Pharaoh disobeyed the messenger ". Al-Hilali and Khan (1996)

The word (the messenger) = () appears for the second time in the second statement.

Furthermore, (IbnYa'eesh, 85) stated that the definite article is employed when the speaker refers to something already understood by the hearer, as in: I told my friend to accompany me to the University.

#### B) General information

In Arabic, the definite article is used to refer to a general entity, person, place, or idea, such as:

« و العصر إن الانسان لفي خسرو (العصر 2

"Man is in a state of loss," declares Allah, "to whom be ascribed all perfection and majesty" (Pickthall, 1971: 819).

(Man)=(الإنسان) does not refer to a specific person, but rather to all people.

#### 1.8.2 Arabic indefiniteness

In the Arabic language, indefinite articles are not equivalent to the indefinite article in English. That is, it only has one definite article and one zero article. According to (Awad, 2011:38), indefiniteness in Classical Arabic is indicated by an accent to show if the NP is indefinite, and this specific accent is known as 'tanwn' in Arabic or nunation in English Smith (2001). One possible explanation is because there are three kinds of nunation: /in/, /un/, and /en/. These are suffixed to nouns and pronounced at the end of words; the usage of nunation is dependent on the noun's grammatical function in a sentence. Awad(2011).

### 1.8.2.1. Indefiniteness with specific reference and general reference

#### A) Specific reference

Indefinite nouns express that the reference is non-specific, whether for the speaker or for the hearer; yet, the speaker may have the impression that the noun can be specific even if it is not specific for the hearer; for example, I wrote a scientific research "ka-tabtoBahthan 3ilmiyan

The word research is coupled with the indefinite article an in the above example; nevertheless, the Arabic' word بحثا has no article.

#### B) General reference

IbnYa'eesh (vol.5: 85) stated that the speaker could use a broad thing to demonstrate the indefinite noun; for example,

We Read a book

قرأنا كتابا

### 1.9 A brief comparison of the English and Arabic articles

According to L.Mahmood and L.Tawfeeq(2005), there are considerable differences between the English and Arabic systems, notably the form and use of articles.

**The form of the articles:** *a/an* represent the indefiniteness in English whereas zero article

expresses indefiniteness in Arabic.

**The use:** Learners of English need to know these differences between the use of Articles in

English and Arabic language:

1. In general: I enjoy reading books, but in Arabic, the definite article al can be used for books = al- kotob.

2. Geography: states, cities, towns, continents, individual lakes, or even mountains

She lives in Japan, although in Arabic, the definite article al can be used for Japan= al-yaban.



There are three exceptions: the United States, the Czech Republic, and the Philippines.

3. Languages: I am learning English, however in Arabic, the definite article al may be used for English = al-injliziah.

### 1.10 Conclusion

The English article system is an issue in the field of EFL grammar. EFL learners must comprehend the meaning of the English articles a/an and the and utilize them correctly in the English language. This chapter presented the Arabic article system and provided a brief comparison between English and ARABIC.

#### **I.1.1.1.**

# Chapter two

## Error Analysis

### Introduction

In the field of foreign language teaching and learning, error analysis and contrastive analysis have a complex interplay and impact.

### 2.1 Error analysis:

Rather than forecasting learners' difficulties, error analysis, which was discovered by S.P. Corder (1967), as an alternative approach to contrastive analysis, asserts that it identifies them. These issues should be identified through a thorough examination of learners' mistakes. Error analysis is defined as "a sort of linguistic analysis based on the errors that students make."

According to Crystal (1987), "error analysis is a method of finding, classifying, and systematically interpreting improper forms produced by second language learners using any linguist-theorized norms and principles," according to Khanshir (2012, p. 1029). It consists of a comparison of the target language's errors and the target

language itself." As a result, error analysis is a strategy for explaining or interpreting the errors made by SL/FL students.

As per James (1998), "Error analysis is not a part of linguistic theory but of applied linguistics." Applied linguistics is a branch of linguistics that addresses issues of language and its use. Learning and teaching are two different things. In applied linguistics, error analysis is significant because it provides profound insights into the language learning process. Unlike contrastive analysis, error analysis associates learners' errors with both interlingual and intralingual errors, rather than limiting them to their mother tongue. According to Keshavrz (2012), the primary focus of EA is evidence that learners' errors provide insight into the underlying process of second language learning. The prediction of errors aids in the evolution of the learning process since teachers will be able to solve or close gaps in the target language if they are aware of their students' errors. Error analysis assists teachers in learning new skills by providing feedback on student errors.

According to Keshavrz (2012), utilizing error analysis as a "primary pedagogical tool" is also beneficial. (p.59).

Three arguments were used to support The first one is that error analysis does not ascribe all errors to the mother tongue; it highlights a variety of other sorts of errors committed by second-language learners. The second one is that mistake analysis reveals real, not hypothetical, difficulties that are useful in developing teaching tactics. The third argument asserts that error analysis does not have to deal with a difficult theoretical problem.

As per Keshavarz (2003, as referenced in Jabeen, 2015), there are two types of error analysis: theoretical error analysis and practical error analysis. The former focuses on identifying language acquisition issues and investigating the underlying mechanisms that operate during the learning process. The latter is concerned with developing materials and corrective materials to address problems identified by theoretical analysis.

According to Corder (1973), as referenced in James (1998), there are four "orders of application" in applied linguistics, with James (1998) emphasizing the first two, describing and comparing languages. Describing a language situation, in this case, a second language situation. This approach to describing language necessitates the use of three "codes." First, "language teaching necessitates the description of the language to be learnt" (James, 1998, p.3); that is, it necessitates the description of the language that learners attempt to learn. Furthermore, it identifies its criteria and even learners' goals in order to pave the way for a more effective learning process. The second code is "the learners' version of the target language"; teachers are supposed to describe the learners' version in the target language, whether it is correct or incorrect. The learners' mother tongue, or L1, is the final code. The learners' native language should also be described.

Khansir (2012) cites Schachter (1974). It means that students avoid tough situations and avoid employing particular structures for fear of making a mistake. As a result of this avoidance, error analysis fails to detect student errors.

### 2.1.2 Contrastive Analysis (CA):

In his book, Keshavarz (2011) defines contrastive analysis as "the systematic study of a pair of languages in order to identify their structural differences and similarities, usually for the purposes of translation and instruction." (Page 5).

CA is a technique for determining the similarities and contrasts between L1 and L2 characteristics. Furthermore, it aims to shed light on similar points or discrepancies between two languages, with the understanding that if there are no shared qualities between the two languages, learners may struggle to learn the target language.

According to Rutipa (2011), the purpose of CA is to improve foreign language teaching by identifying differences between two languages based on the concept that foreign language acquisition is tied to the mother tongue.

### 2.1.3 Comparison between EA and CA:

When Khansir and Hozhabri (2014) compared error analysis to contrastive analysis, they found that error analysis takes into account not just the interference of the mother tongue, but also the universal techniques used by learners of various original languages. Contrastive analysis, on the other hand, took a behaviorist approach and limited the causes of errors in the second language to native language interferences.

In some cases, Khansir (2012) draws a comparison between error analysis and contrastive analysis. To begin, he claims that contrastive analysis begins by identifying similarities and differences between two languages and predicts errors that occur solely as a result of mother tongue transfer, whereas error analysis is concerned with errors in second language learning and investigates them in the context of their sources and significance. To put it another way, contrastive analysis looks at interlingual errors, while error analysis looks at intralingual errors. In contrast to CA, EA gives facts, verified problems, and evidence for a far more complicated perspective of the learning process.

### 2.1.4 Error vs Mistake:

Brown claims that understanding the difference between errors and mistakes is critical to analyzing a learner's language. A mistake is an efficiency error that can be a random guess or even a slip, and also a failure to use a known system correctly.

Mistakes in a native or second language can occur as a result of a momentary collapse, hesitations, slips of the tongue, irregular ungrammaticalities, or incompleteness in the process of producing speech. These errors can be detected and corrected by native speakers.

Errors, on the other hand, are quirks in the learner's language. They are genuine deviations from a natural speaker's adult grammar. It demonstrates the learner's ability. Then there are performance errors, where the learner understands the system but fails to apply it, and errors, which are the product of one's systematic competence. It indicates that the learner's system is flawed (Brown, 1993, p.205). Mistakes are errors caused by fatigue or a lack of attention that both native speakers and second language learners make and can self-correct, whereas errors are errors caused by a lack of underlying competence that occur when a student has an incomplete knowledge of the target language and is unable to self-correct.

Keshavarz (2008, as cited in UKessays), also noted that there is a distinction between errors and mistakes.

Errors follow a set of rules, are systematic in nature, have internal principles, and are not arbitrary. They demonstrate the learner's transitional competence, which is his underlying understanding of the target language. Mistakes, on the other hand, are unrelated to any system and are random deviations. Slips of the tongue, slips of the ear, slips of the pen, and false starts are all related to the learner's performance and can happen in speech and writing.

Errors indicate the learners' underlying knowledge of the target language, which they are unable to self-correct due to their insufficient proficiency in the acquired language. However, mistakes in the student's performance, such as slips of the tongue, lack of attention, and so on, can be addressed by the learner himself.

## 2.1.5 Sources and Causes of Errors:

### 2.1.5.1 Inter-lingual Errors:

Contrastive analysis has already demonstrated that interference of learners' mother tongue is the most common cause of inaccuracy in their performance. That is, learners incorporate elements from their native tongue into their target language performance. Language transfer can be positive or negative; positive language transfer occurs when the structure of L1 and L2 are similar, facilitating the learning process and resulting in correct target language production. It's a negative when the target language's acquisition is hampered by differences in both languages' structures.

Interference is defined by Lado (1964) as "the negative impact of the mother tongue (L1) on the performance of the target language (L2)." It is the transmission of linguistic traits between languages, in other words. Interference was a contentious topic, thus it was investigated in the two theories of analysis stated above.

Per another researcher, Al-Khresheh (2010), literal translation leads to interlingual errors.

Transfer errors refer to errors induced by intervention from the mother tongue. A learner who has only a rudimentary understanding of the target language's rules will apply the same rules he learned in his mother tongue.

Literal translation refers to errors caused by a learner's word-for-word translation of his native language sentences or idioms into the target language.

Errors are made when learners try to figure out the form of the target language instead of transferring models from their native languages.

### 2.1.5.2 Intralingual Errors:

Learners may make errors in the target language structure and regulations in addition to negative transfer from their mother tongue. According to Richard (1974).

There are four types of intralingual errors:

#### 2.1.5.2.1 Overgeneralization:

When learners apply a single rule in the language learning process to all cir-

cumstances when there are multiple rules to apply, this is known as overgeneralization. Ellis (1994, p.59) identified it as a set of 13 faults that occur when a learner builds a deviating structure based on another structure in the target language. The learner overgeneralizes a rule from the target language that he recently learned to apply to all situations. When a learner learns that the past form of a verb in English is formed by adding "ed" to it, he is more likely to apply the same approach to irregular verbs and write « gived » instead of « gave ».

According to Richard (1974), there are two causes of overgeneralization errors. First, students build one deviant structure instead of two regular structures.

There is an over form of a structure verb come that becomes comes, such as "He will comes" instead of "He will come". The second reason stems from L2 learners' efforts to lessen or reduce their linguistic responsibility (as cited in Al-Khresheh, 2016)

#### 2.1.5.2.2 Ignorance of Rule Restriction

This type of error is related to overgeneralization, in which learners fail to obey or observe the restrictions of specific structures. According to Richard (1974), ignorance of rule restriction is the inability to keep the current formation's limits, particularly when applying rules to inappropriate situations. For example, rearranging the sentence structure or putting a language structure in the wrong place, like who put with things instead of person.

#### 2.1.5.2.3 Incomplete Application of the Rule

Errors that happen when learners mess up to develop a complete structure of the target language are referred to as incomplete application of errors. According to Richard (1974), L2 learners try to utilize specific rules and proceed to create deviant configurations in order to facilitate their learning. Question formation is a good ex-



ample of this type of error; learners frequently misorder question structure, as when they say "you like the house?" instead of "do you like the house?"

#### 2.1.5.2.4 False Concept Hypothesize

This type of error is caused by a misunderstanding of some rules, i.e. learners fail to understand a distinction in target language items and begin to form hypotheses about L2 rules. For example, learners believe that "is" is a marker of the present, so they write "he is talking". According to Al-Tammi (2006:44), the false concept hypothesized is the result of "poor gradation of teaching items."

#### 2.1.6 Conclusion:

As a conclusion, the areas of focus in the SLA field were contrastive analysis and error analysis. Due to its limitation of the errors' cause, mother tongue transfer, error analysis created a group of causes and even classified errors and steps, In response to this approach, contrastive analysis failed to forecast the vast majority of errors. It also illuminates the importance of learners' errors and how they contribute to the development of the learning process. The errors, on the other hand, assist the teacher in rethinking his teaching methods and implementing new ones. EA also suggested a set of methodologies for analyzing learners' errors that a teacher or researcher may use. To summarize, SLA approaches such as EA and CA aid in the teaching and learning of target languages.

### 2.2 Grammatical Items Translation

Translation, as a term, is generally associated with the activity or interaction of delivering the content of a source language word, word-gathering, or sentence in the target language, or with the result of the delivery cycle. A translator's responsibility is to deliver the first message as completely as possible in order to achieve primary similitude of the source and target messages. A language's grammatical design is an important part of its overall framework, no less important than its dictionary. Attach types of emphasis and inference, syntactic examples, and word request are examples of grammatical design components. all of which serve to convey implication that is

commonly alluded to as unmistakable form lexical implications, as grammatical or primary implications Today, our focus is on identifying various grammatical problems in translation so that our readers can better understand all of the concepts.

The most common grammatical translation problems are :

- Lexical-semantic problems which can be tackled by counseling word references, glossaries, phrasing banks and specialists.
- Grammatical problems can incorporate inquiries of tense, viewpoint\_ where the action word demonstrates if the activity is proceeding or finished, pronouns, and regardless of whether to make the subject pronoun express.

Problems in syntax might start from syntactic equals, the bearing of inactive voice, the focus-according to what perspective a story is told or rhetorical

### **2.2.1 Translating English Articles**

\_1: Actually, the most serious issue confronting Arab students learning English is the use of English articles. "The most widespread and numerous problems revealed here concern definiteness," writes Paul Willcott (particularly the ungrammatical use of the 0 for "the" or "a").

\_2: Similarly, English-speaking students learning Arabic face difficulties with Arabic articles. Though these issues are less severe, they are quite common, according to some studies in the field.

\_3: Articles are among the most common morphemes in the two languages.

\_4: English articles, in particular, are among the last elements of syntax that foreign students , Mastering the usage of articles is linked to high proficiency in other language skills, According to oller and ridding, "learning article usage goes hand in hand with the development of overall proficiency."

\_5: It is obvious that the use of articles and their "stylistic manipulation affect a vast range of discourse," as Hewson puts it. (p131). It is also obvious that any test of teaching English to Arabs or Arabic to English speakers should place a premium on the significance and degree of difficulty associated with articles. One step that precedes the preparation of such a text is a detailed comparative analysis of the article in the two languages, because no such analysis exists in any detail, the preliminary investigator's goal is to provide it.

(copy right 1982 by al\_johani,maneh Hammad)

## **Conclusion:**

In this chapter we talked about the English and the Arabic articles, we Identified both of them and we light up the mistakes that most of ESL/EFL students make when they are using the articles, furthermore we highlight the differentiation between the definite and indefinite articles in both languages, to help the bilingual students in using the Articles in standerd Arabic or English , in the last part we referred to the difficulties that can face the translator when translating articles from English to Arabic or vise versa.

# **Chapter Three:**

# **The Field Work**

## **introduction**

This chapter represents our dissertation's practical part ;the researcher makes an effort to present a clear account of the population, investigation tools, data analysis, and discussion. In this chapter, we will look into what is causing third-year LMD students of English to misuse Arabic and English articles in their written work.

## **Population and Sampling**

The participants in this study were 30 third-year LMD students from the English department Kasdi Merbah University of Ouargla, who were chosen at random from the entire population. The reason for level selection is that we believe third-year students have a sufficient level of writing as well as an appropriate level of proficiency because they have already been taught the necessary grammatical structures

and academic writing along with the key concepts of basic translation in their second and third year of licence.

### **Data Collection Tools**

In order to shed light on the students' difficulties with the misuse of articles when they write, we used a test administered to third-year LMD students. Most significantly, we used the test as a try to figure out what was causing this problem, which we previously assumed was caused by mother tongue transfer.

### **Description of the Test**

Third-year LMD students were given the test. It is divided into two parts. The first task consists of eight sentences, each of which includes an “article” (be it definite or indefinite), which students must translate from Arabic to English. The second task consists of eight other sentences with gaps that students must fill in with the appropriate Article. The purpose of the test is to see if EFL learners rely on their standard Arabic to complete the tasks or not.

### **Analysis of the Test:**

#### **task 1: translating**

#### **Sample 1:**

I am a writer	أنا كاتب
---------------	----------

Articles	The	A	An	Zero	Total
----------	-----	---	----	------	-------

				article	
Student's answer	1	9	2	18	30
Percentage	3.34%	30%	6.66	60%	100%

Sentence	Correct	Wrong	Total
Student's answer	9	21	30
Percentage	30%	70%	100%

Although 30% of the students correctly answered with the Article "a," 70% inserted the incorrect answer (the, an, zero article), which is because of interference of the standard Arabic word which is written with no article

### Sample 2:

I want to learn Spanish	أريد تعلم الاسبانية
-------------------------	---------------------

Articles	The	A	An	zero ar- ticle	Total
Student's answer	10	0	1	19	30
Percentage	33.33%	00%	3.33%	63.34%	100%

Sentence	Correct	Wrong	Total
Student's ans- wer	19	11	30
Percentage	63.34%	36.66%	100%

63.34% of the students did not use any article which is the right answer while the rest of them used different wrong articles (the, a, and an) this will lead us to know that third year LMD students of English still have to work on their English articles rules

### Sample 3:

we are ready to pass the exam	نحن مستعدون لاجتياز الامتحان
-------------------------------	------------------------------

Articles	The	A	An	zero article	Total
Student's answer	18	9	1	2	30
Percentage	60%	30%	3.34%	6.66%	100%

Sentence	Correct	Wrong	Total
Student's answer	18	12	30
Percentage	60%	40%	100%

In the third sentence, 18 students (60 %) used the correct Article "the" because it has the same use in standard Arabic as "al" However, 12 students (40%) used the incorrect Article " a, an, zero article ".

#### **Sample 4:**



it's rainy outside i need an umbrella	إنها تمطر في الخارج، أنا بحاجة الى مظلة
---------------------------------------	---

Articles	The	A	An	Zero article	Total
Student's answer	3	10	17	0	30
Percentage	10%	33.34%	56.66%	0%	100%

Sentence	Correct	Wrong	Total
Student's ans- wer	17	13	30
Percentage	56.66%	43.34%	100%

Because the word "umbrella" begins with a vowel, 56.66 percent of the students used the correct usage (An) in the second sentence. Meanwhile, 43.34 percent of the students replied incorrectly, using "a, the" instead of "an." Students are still confused on the difference between A and An.

**Sample 5:**

they do not play tennis	لا يلعبون التنس
-------------------------	-----------------

Articles	The	A	An	zero article	Total
Student's answer	16	5	1	8	30
Percentage	53.34%	16.66%	3.34%	26.66%	100%

Sentence	Correct	Wrong	Total
Student's answer	8	22	30
Percentage	26.66%	74.34%	100%

the majority of students ( 22 ) used the incorrect articles ( the, a, and an ) due to the

impact of their mother tongue while translating this sentence. just 8 of them used the correct answer which is zero article

**Sample 6:**

I went to the central bank	ذهبت الى البنك المركزي
----------------------------	------------------------

Articles	The	A	An	Zero ar- ticle	Total
Student's answer	15	9	0	6	30
Percentage	50%	30%	00%	20%	100%

Sentence	Correct	Wrong	Total
Student's ans- wer	15	15	30
Percentage	50%	50%	100%

half of the students correctly answered this statement. Despite this, the other half of them got it wrong. As a result, it's evident that students are unfamiliar with the requirement of using the definite article with adjectives such as " central " to describe a specific noun such as "bank."

**Sample 7:**

she had a phone call from her brother	تلقت مكالمة هاتفية من أخيها
---------------------------------------	-----------------------------

Articles	The	A	An	zero article	Total
Student's answer	0	25	0	5	30
Percentage	00%	83.34%	00%	16.66%	100%

Sentence	Correct	Wrong	Total
----------	---------	-------	-------

Student's answer	25	5	30
Percentage	83.34%	16.66%	100%

83.34% of third year LMD students of English whose participate in this test used the right article in this sentence while 16.66% of them used the wrong one

**Sample 8:**

I saw him an hour ago	رأيتُه منذ ساعة
-----------------------	-----------------

Articles	The	A	An	zero article	Total
Student's answer	0	4	18	8	30
Percentage	0%	13.34%	60%	26.66%	100%

Sentence	Correct	Wrong	Total
Student's answer	18	12	30
Percentage	60%	40%	100%

18 students correctly inserted the article (an) in this sentence. In contrast, 12 students used the incorrect Article (a), indicating that students are still confused about the use of the articles A and An.

### **task 2: filling the gaps**

For each space below, choose either “a” or “an” or “the” .

1- Give me **an** onion from the fridge. I need it for the recipe.

Articles	The	An	A	Total
Student's answer	9	15	6	30
Percentage	30%	50%	20%	100%

In this sentence half of the student's answered correctly while 30% of them answered with the definite article "the" and the other one's got confused and used "a" which means they still don't know the difference between "A" and "AN"

2- Doug went to **a** university in canada, I can't remember the name.

Articles	The	An	A	Total
Student's answer	12	8	10	30
Percentage	40%	26,66%	33,34%	100%

The word "university" in this sentence means "الجامعة" and most of the student's thought it should be identified and they were wrong only 33,34% got the true answer.

3- I bought an external hard drive for leanne at Christmas. And she got me **an** mp3 player!

Articles	The	An	A	Total
Student's answer	0	15	15	30
Percentage	0%	50%	50%	100%

In this sentence half of the student's answer is true although the first letter in the word mp3 is not a vowel they used "an", meanwhile the other half of the answer is false

4- The saying goes : " **an** apple a day keep **the** doctor away."

Articles	The	An	A	Total
Student's answer	15	15		30
Percentage	50%	50%	0%	100%

This sentence contains two articles and all student's answers are correct they knew where to put "an" and "the" the word apple starts with a vowel letter and the word doctor needs to be identified

5- In some cities all vehicles have been banned from **the** city centre.

Articles	The	An	A	To-
----------	-----	----	---	-----



				tal
Stu- dent's answer	17	3	10	30
percen- tage	56,67 %	10 %	33,33 %	100 %

The majority of student's answerd correctly with "the" because the word "city" must be identified

6- **the** Winter of 1998 was **an** exteremly miled one.

Articles	The	An	A	Total
Student's answer	12	12	6	30
percen- tage	40 %	40 %	20 %	100 %

In this phrase we got 80% of student's got the correct answer its almost like the 4 phrase in form so here the majority of students answerd correctly while the rest of them were wrong and used "a" and this article is used befor words that begins with consant letters.

7- Homeless people belong to **the** weakest group of society.

Articles	The	An	A	Total
Student's answer	23	2	5	30
Percentage	76,6 7	6,6 6	16,6 7	100 %

In this phrase we got adjective after the article so the correct answer will be “the” and most of the students got the correct answer

8- We visited my aunt matilda last year, she was staying in **a** new Hospital in Boston.

Articles	The	An	A	Total
Student's articles	8	13	9	30
percentage	26,6 6	43,3 3	3 0	100 %

In the last sentence the correct answer is the article “a” and the majority of the student's answerd wrong because they were infelueded by there mother tongue language .

## **Conclusion**

To summarize, the results of the data analysis revealed that third-year EFL students at the University of Ouargla have real difficulties with Arabic and English Articles rules. The test analysis indicate that when it comes to using English articles, students rely on their standard Arabic. When two languages have different rules, it's negative, and when they have the same equivalence, it's positive. Language transfer was not the only source of errors; confusion over the use of indefinite articles and a lack of understanding of how to use English articles were also factors.

## **General Conclusion**

The study was carried out to shed information on the topic of language transfer, specifically on its effect on the use of Arabic and English articles in students' translation. With the objective of finding the source of learners' errors and improving learners' translation .

The current work is divided into three chapters, two of which are theoretical and focus on definitions of concepts concerning the research. The first chapter defines Arabic and English articles, their types, and the factors that influence their transfer. A part also addressed the differences between English and Arabic articles in order to understand the similarities and differences between the two languages. Also, how language transfer occurs when learners ignore these differences; and how grasping the rules is facilitated when they have the same rules (Arabic and English).

The second chapter discusses and error analysis, and highlights their definitions and comparisons. Furthermore, a section investigates the sources and causes of errors. The third chapter represents this study's analysis; it focuses on testing the hypothesis and providing reliability to the research study. A test were used for collecting data. The test was given to 30 third-year LMD students at Kasdi Merbah University in Ouargla. The test results indicated that the misuse of Arabic and English articles is caused by standard Arabic transfer. The study also found that third-year students relied on their native language to complete the tasks; the study also found that language transfer was not the only source of errors; students also made mistakes owing to misunderstandings about the usage of indefinite articles (a, an). Thus, when learners do not understand or master the rules, they tend to apply them either positively or negatively.

At the very beginning , we raised the following Research Questions :

-What are the main difficulties third year students of English encounter when translating Arabic articles into English?

After the analysis of the students' translations and the test administrated to them we can approve that the main difficulty encountered by those students are : The influence of the mother tongue on their translations of the English article mainly when the sentence in Arabic is indefinite as in :

أنا كاتب

Was translated wrong by 19 out of 30 , who all opted for the noun “write’ with a zero article.

- How can third year LMD student overcome such kind of errors?

the results of the test clarify that teachers should adopt the grammar translation method to teach students because it is the best solution for them to avoid making such kind of errors as in :

half of the students translated this sentence wrongly because they are unfamiliar with the requirement of using the definite article with adjectives and this is a grammatical problem that will be solved when they adopt GTM

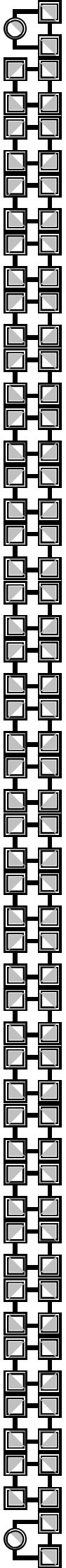
The study recommends the following to help learners solve their problems while using Arabic and English articles:

- Students should pay more attention to Arabic and English Articles rules and seek to learn from anything wrong they did when they deal with articles.

- To avoid the effect of the learners' native language, they must effectively develop their comprehension ability in the target language.

- As long as students misuse Arabic and English articles, extensive teaching is obliged.

- To limit make such errors, it is necessary to study the grammatical structures of the two languages





**Bibliographical / References**

Leech (1994).  
Bukhari and Hussain (2011),  
Khatter (2019)  
to Mohamed (2012),  
Alhaysony,2012  
Hewson, 1972:31  
Swan (2005)  
Quirk et al., 1972:149  
Moore (2004)  
Bickerton (1981)  
Huebner (1983)  
Bickerton(1981)  
to Collins (2005),  
Awad, 2011:10  
Butler,( 2002).  
Huddleston and Pullum(2002)  
Mahmood and Tawfeeq(2006)  
Awad (2011)  
Al-Andalus ,(1984:514)  
Al-Hilali and Khan (1996)  
IbnYa'eesh,( 85)  
Pickthall,( 1971: 819).  
Smith (2001)  
IbnYa'eesh (vol.5: 85)

S.P. Corder (1967),  
Crystal (1987),  
Khanshir (2012, p. 1029).  
James (1998),  
Keshavrz (2012), . (p.59).  
Keshavarz (2003, as referenced in Jabeen, 2015),  
Corder (1973), as referenced in James (1998)



James,( 1998, p.3)

Khansir (2012) cites Schachter (1974).

Keshavarz (2011) (Page 5).

Rutipa (2011),

Khansir and Hozhabri (2014)

(Brown, 1993, p.205).

Keshavarz (2008, as cited in UKessays),

Lado (1964)

Al-Khresheh (2010),

Richard (1974).

Ellis (1994, p.59)

Al-Tammi (2006:44)

(by hadi abu ghazalah legal translation)

(copy right 1982 by al\_johani,maneh Hammad)



# Appendices

## Students' Test

task1: translate the following sentences from Arabic into English:

1- انا كاتب.

.....

2- أريد تعلم الاسبانية .

.....

3- نحن مستعدون لاجتياز الامتحان.

.....

4- إنها تمطر في الخارج، أنا بحاجة الى مظلة.

.....

5- لا يلعبون التنس.

.....

6- ذهبت الى البنك المركزي .

.....

7- تلقت مكالمة هاتفية من اخيها .

.....

8- رأيتُه منذ ساعة.

.....

task2: For each space below, choose either “a” or “an” or “the”:

1- Give me ..... onion from the fridge. I need it for the recipe.

2- Doug went to ..... university in canada,I can't remember the name.

3- I bought an external hard drive for leanne at Christmas. And she got me .....  
mp3  
player!

4- The saying goes : “ ..... apple a day keep ..... doctor away.”

5- In some cities all vehicles have been banned from ..... city centre.

6- ..... Winter of 1998 was ..... extremely miled one.

7- Homeless people belong to ..... weakest group of society

8- We visited my aunt matilda last year, she was staying in ..... new Hospital  
in Boston.

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي

جامعة قاصدي مرباح ورقلة

كلية الآداب و اللغات الاجنبية

قسم الآداب و اللغة الانجليزية



تم تقديم هذه المذكرة في استفتاء جزئي من اجل الحصول على درجة الماجستير في اللغة الانجليزية وادابها

### تخصص ترجمة

ترجمة ادوات التعريف و التنكير من اللغة العربية الى اللغة النجليزية و التحقيق في تحليل الاخطاء

من تقديم:

بورحلاوي أبو الخليل

خنقاوي محمد ياسين

تحت إشراف:

دكتور بلعربي محمد نور الدين

القضاة:

الرئيس	الدكتورة سعدون	عضو في اللجنة
المشرف	دكتور احمد بلعربي	عضو في اللجنة
المناقش	دكتور احمد كوداد	عضو في اللجنة

السنة الدراسية 2021\2022

## المستخلص

قد يصعب ترجمة أدوات التعريف و التنكير من العربية إلى الانجليزية بالنسبة لطلاب السنة الثالثة باكالوريوس في اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة، و هذا راجع إلى تأثير لغتهم الأم. إن هذا النوع من الترجمة يعد مشكلة كبيرة تحتاج إلى حل. وستعالج هذه الأطروحة الصعوبات التي يواجهها الطلاب وكذلك الأخطاء التي يرتكبونها عند التعامل مع هذا النوع من الترجمة. وللقيام بذلك ، سيتم تقسيم هذه الأطروحة إلى ثلاثة فصول. نعتقد أن سوء استخدامهم لأدوات التعريف و التنكير العربية والإنجليزية سببه تأثير اللغة الأم .

و عليه نطرح التساؤل التالي، ما هي الصعوبات الرئيسية التي يواجهها طلاب السنة الثالثة من اللغة الإنجليزية عند ترجمة أدوات التعريف و التنكير العربية إلى اللغة الإنجليزية و العكس؟

و ما هي المصادر الرئيسية للأخطاء؟

وكيف يمكننا مساعدتهم على تجنب الوقوع في مثل هذه الأخطاء؟

و للإجابة على هذا، سنعمد منهج تحليل الأخطاء لتحليل الاختبار الذي سيعطى لطلاب السنة الثالثة في اللغة الإنجليزية. بعد تحديد ووصف أخطاء الطالب سيتم تحليل الاختبار. ثم يجب تحديد الأسباب الرئيسية التي تدفع الطلاب إلى ارتكاب مثل هذه الأخطاء، و نعتقد أنهم ارتكبوها بسبب تأثير اللغة العربية، و التي تعتبر لغتهم الأساسية.

## عرض المشكلة:

تعد ترجمة أدوات التعريف من اللغة العربية إلى اللغة الانجليزية مشكلة عويصة تحتاج إلى مناقشة وعليين ان نكون واعين بالأخطاء التي وقع فيها طلاب سنة ثالثة بكالوريوس في اللغة الانجليزية في جامعة قاصدي مرباح ورقلة حتى يتسنى لنا معرفتها وتحليلها من اجل مراجعة أسباب و مصادر الأخطاء بغية اجتناب الوقوع فيها عند ترجمة أدوات التعريف و التتكير من قبل الطلاب مستقبلا.

## أسئلة البحث:

لمعالجة المشكلة التي لدينا بشكل جيد اخترنا طرح هذه الأسئلة بالذات للتحقق وإبراز سبب وكيفية وقوع طلاب سنة ثالثة بكالوريوس في اللغة الانجليزية في الأخطاء عند ترجمتهم لأدوات التعريف و التتكير من اللغة العربية إلى اللغة الانجليزية.

ماهي الصعوبات الرئيسية التي يواجهها طلاب سنة ثالثة بكالوريوس في اللغة الانجليزية عند ترجمتهم لأدوات التعريف من العربية إلى الانجليزية؟

ما هو المصدر الرئيسي للأخطاء؟

كيف يمكن لطلاب سنة الثالثة بكالوريوس تجنب الوقوع في مثل هذه الأخطاء؟

الفرضية:

لمحاولة إجابة أسئلة البحث المذكورة سلفا افترضنا التالي:

عند ترجمة أدوات التعريف من اللغة العربية إلى اللغة الانجليزية تحدث الأخطاء

على مستوى الدقة.

تعلق طلاب السنة الثالث بكالوريوس بلغتهم الأم عند ترجمتهم لأدوات التعريف إلى

اللغة الانجليزية.

من المفترض تعليم طلاب سنة الثالثة بكالوريوس هذه العناصر عند دراستهم طريقة

الترجمة النحوية من اجل تجنب الوقوع في فخ التداخل .

أهداف البحث:

لمعرفة وفهم لماذا يقع طلاب سنة الثالثة بكالوريوس في مثل هذه الأخطاء عند

ترجمتهم لأدوات التعريف من العربية الانجليزية.



إبراز أهم مصادر وأسباب الوقوع في الأخطاء التي حصلت من طرف الطلاب عند محاولتهم الترجمة.

المنهجية:

اعتمدنا في بحثنا على النهج التحليلي للأخطاء للاختبار الذي قدمناه لطلاب السنة الثالثة بكالوريوس في اللغة الانجليزية حيث قمنا بتعريف ووصف أخطاء الطلبة وأبرزنا السبب الرئيسي الذي أدى إلى الوقوع في هذه الأخطاء

هيكل الدراسة:

مذكرتنا متكونة من ثلاثة فصول:

الفصل الأول: حول أدوات التعريف و التتكير في اللغة العربية و الانجليزية

قمنا بتعريف أدوات التعريف و التتكير في اللغتين و تطرقنا إلى أنواعهما وأين يمكن استخدامهم أو الاستغناء عنهم.

الفصل الثاني:

منقسم إلى قسمين:

في القسم الأول حددنا تحليل الخطأ و التحليل المقارن و أبرزنا أهم الاختلافات  
بينهم و في القسم الثاني تكلمنا عن الصعوبات التي تواجه المترجم عند ترجمة  
البنود النحوية وخصيصا أدوات التعريف و التتكير.

### الفصل الثالث:

كان عبارة عن تمارين حيث قمنا بتحضير اختبار متكون من تمرينين .

التمرين الأول: كان عبارة عن جمل متضمنة لأدوات التعريف يجب على الطلبة  
ترجمتها إلى اللغة الهدف.

التمرين الثاني: كان عبارة عن ملئ الفراغ حيث يتوجب على الطلبة ملئ الفراغ في  
الجملة بأداة التعريف أو التتكير المناسبة.