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Investigating Translating English Articles – An Error Analysis Approach

A Case Study Of Third Year Students Of English-License- At Kasdi Merbah University Ouargla

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Dedication

To my family, the greatest treasure of my life, where life begins and love never ends.

To my parents , thank you for supporting and believing me , for giving me a chance to prove and improving myself through all my walks of life, you had faith in me when I did not and pushed me to be a better version of myself . I hope I made you proud.

To my sisters Rania, Yassmine and little brother Mohammed Riyadh .Please do not ever doubt my love for you.

And not to forget my binom Ouail for his help and efforts, I wish him all the best

Meriem

I

Dedication

To my beloved parents who have been the source of support and encouragement, thank you

for believing me and teaching me all good manners all along my life.

To my siblings, Achraf, AbdAlmounim, Mohammed Amine and Lotfi who hold all my love.

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List of Abbreviations

CA : Contrastive Analysis

DA: Definite Article

EA : Error Analysis

EFL : English as a Foreign Language

Ind A: Indefinite Article

ML: Mother Language

FL : Foreign Language

NB : Number

S : Student

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CHAPTER Two :Methodology and findings

Introduction

Abstract

The present study aims at investigating the translation of articles in English and Arabic and showing to what extent the awareness about the similarities and differences in both languages. In this work will analyze the errors made by students in translating English articles. The results of the first test showed that 47.5% failed to translate the articles into English . The main source of error common was intralingual error with 60.58 % because of the lack of knowledge about English articles system . However, The results of the second test which was filling the gaps with the appropriate English articles (The, a/an and zero article denoted that addition errors are the most common in students' answers on the test followed by substitution and omission errors respectively. It was also noticed that students are confused and not able to decide when to use an article and when not to due to the complexity of English articles in the first place, and because of L1interference in the second place.

Key terms: Definite and indefinite articles, Errors, Error Analysis, Positive transfer, Negative transfer

Background of the Study

There are some specific problems in translation: the problem of ambiguity, problems arise from structural and lexical differences between languages and multi-sense word units such as idioms and phrases. Another problem would be in grammar because there are a number of grammatical structures that are misunderstood, in the sense that it is not clear how they should be represented, nor what rules should be used to describe them.

Translating articles from English to Arabic proves to be a serious challenge for students (Crumpton, 2011). Due to the different language systems of Arabic and English (Al-Nakhalah, 2006; Jabak, 2019) because Arabic and English belong to two different families, students have difficulty in translating articles from English to Arabic(Jabak,2019) . In English, there are three types of articles, namely the definite article "the" and the indefinite article "a and an" in addition to the article no or "no article" (Radford, 2004 al-Sulaimaan et al. al., 2018). In Arabic, there is only one article lexically equivalent to the definite article 'the' in English (Almahboob, 2009; Jabak, 2009) it is called ' ال التعريف ', meaning the defining article. Arabic has no equivalent articles for the English indefinite articles `a, and an' (Kharma et al., 1997; Smith, 2001; al-Sulaimaan et al., 2018).

1- Statement of the problem

It is obvious that students learning English face many difficulties in their studies, and as a result, many errors are made when translating from English into Arabic. One of these errors is the incorrect translation of the English articles. When translating from English (their foreign language) into Arabic, students make numerous article errors.

As a result, there is a serious need to conduct a study to investigate translating articles errors encountered by EFL English learners. The purpose of this research is to identify the sources cause that students make errors when translating sentences containing articles in English into Arabic. It also investigates the extent to which article errors occur in the process of translation

2-Objectives of the study

The current study seeks to investigate the following aspects:

- Exploring the extent to which the students commit errors in translating and using articles in sentences from English into Arabic

- Identifying the causes that lead the students to make the articles errors in their translation of these sentences.

- Providing some suggestions and insights to avoid these kinds of errors in translation.

3- Research questions

From all the above mentioned ideas, the questions that help to build up this study and upon which the research will be focused; are as follows:

- Why do third year LMD students at the department of letters and English language – KMUO make errors in translating articles in English ?

- What types of errors the students of the present study make in translating articles from English into Arabic ?

- What are the types of errors the students of the present study make in translating articles from English into Arabic ?

4- Hypotheses

To answer the above-mentioned questions, the following hypotheses are formulated:

-Errors may occur due to the interference of the learners' L1, the influence of the mother language itself, ignorance of the rule restrictions, and incomplete application of rules.

5- Methodology

In this work, will follow the error analysis method in the study in order to analyze errors that students make in translating English and Arabic articles by controlling the relationship between the variables of the hypotheses.

We will conduct two tests .The first one is translating sentences from Arabic into English in order to check their awareness in the use of English articles comparing to Arabic . Whereas the second , is filling gaps of ten sentences with the correct article to analyze the source of errors . Then, we attempt to draw conclusion about what have been extracted from the scores we may get.

6- Limitations of the study:

The present study is only restricted to the translation of English sentences containing articles (the, a, and an) among third-year LMD students at the department of letters and English language - KMUO. It has been conducted on just thirty-two third-year LMD students; the sample selected is not representative of the broader population, and therefore the results of this study cannot be generalized. The results may differ from other samples and under different circumstances..

7- Structure of the study

The present dissertation is divided into two chapters: The first chapter is composed of two sections. The first section tackles the articles system in English and Arabic. It spots light on the different uses of these articles as to express definiteness, indefiniteness, the semantic aspects and other relations. The second section presents an overview on error analysis (EA)

which is a process used to identify and analyse errors. This section tackles the definition of EA, its importance and its basic procedures.

The second chapter is concerned with the methodology. It shows the research methods adopted in the study, the data collection tools, the analysis of data, and it is concluded with the major findings of the study, along with its limitations.

Chapter One:

The Articles System Of English And Arabic & Error Analysis In Translation

Section 1 : An Overview on Articles system Of English and Arabic

Introduction

Chapter One is composed from two sections . The first section tackles articles system in general in English then Arabic. First the use of articles in English. Second, the use of articles in Arabic. It aims at providing an overview on articles starting with the definition of articles in both languages as defined by a number of scholars and dictionaries, followed by an explanation of the associations that articles can have with nouns, verbs and adjectives. The present section also addresses the semantic aspects of definiteness and indefiniteness.

The second section aims to provide a brief understanding of error analysis and its significance. In terms of error analysis, this section discusses the difference between a mistake and an error, as well as the various types and classifications of errors in the process of translation. And finally, it looks for the concept of transfer between languages.

1.English Articles :

1.2. Definition of the articles in English:

Before defining the English articles, learners should know two crucial areas; the first is to understand what is meant by noun phrases. A noun phrase is a set of words that contains a noun but not a verb. Collins (2005) indicated that a noun phrase could be either a specific or general reference. The speaker may refer to someone or something like a specific or non-specific instance. The second idea that learners need to realize is to know 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 can be defined as words that define a noun as specific or unspecific which means it shows the nature of the nouns. The definite articles specify the range of reference of a noun whether the reference is definite (the pen) or indefinite (a pen).

1.3. The usage of the articles of English :

1.3.1 The definite article :

The definite article *the* is used in the following contexts:

A. To refer to a person or thing that is identified by the relative clause:

The girl you asked about yesterday.

B. To refer to something unique:

The moon is shiny today.

C. To refer to a previous word that is said for the second time:

A boy was playing football. The boy broke his leg.

D. *the* is to be used with superlative adjectives:

This is the easiest exam ever.

E. the is to be used with adjective to talk about groups of people which a singular is mentioned but the meaning includes the plural or all the group:

Life can be very hard for the poor.

Many sentences and clauses said by the speaker make it obvious for the listener to be known because of its location. For instance,

Can you give me the book on the table?

Here, the phrase *on the table* helps the listener to know that not any book will give but a specific book that is on the table and which the listener can see and identify.

The following examples show of the different uses of article ' the' (Ould necir, 2020, p. 10):

Examples:

- Have you read **the** book which I gave you?

- She liked **the** ring that you brought to her.

- She wants to participate in **the** doctorate competition.

- **The** gift that is on the desk belongs to my friend.

It is noticeable in the previous examples that the existence of (which, that) in the sentences means that the sentence is definite, that is to say it is necessary to use the definite article *the*.

The definite article *the* is also used in the following ordering expressions such as: the first, the second, the previous, the latter ,etc.

Examples:
- This is the last day of our class.

- In the previous session, we dealt with the definition of language.

- This is the first day of our meeting.

- Do not forget the following rule.

- The article *the* is often used with comparative phrases such as "the faster"

Examples:
SSC Tuatara and Bugatti Chiron Super Sport are both fast cars. But I think the SSC Tuatara

*car is **the** faster of the two.*

The article *the* is used with proper nouns:

- It is used in titles of newspapers such as *The New York Times.*

- It is used in hotel names such as *The Gourara hotel.*

- It is used for currencies such as *the Euro.*

1.3.2 The indefinite article:

The basic rule of the indefinite articles imposes that the article *an* is used with words that begin with vowel sound. The article *a* is used with words that start with consonant sound. (Mahmood and Tawfeeq,2006)

The following examples show of the different uses of indefinite article ' a' (Ould necir, 2020):

Examples:
• What *a* beautiful weather is today! *'b' is a consonant sound*

- I have *a* few guests coming over. *'f' is a consonant sound*

- She has *a* euro. *'euro' starts with a consonant sound, it sounds like" yu-ro" even though it begins with a vowel letter.likewise the word 'university',it is possible to use the indefinite article a although it begins with a vowel letter.*

- This is *an* interesting topic. *'i' is a vowel sound*

- Where can I buy *an* umbrella? *'u' is a vowel sound*

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

a/an are used with general things, not specific ones.

The following examples show of the different uses of indefinite article ' a,an' (Seonaid, 2013):

Examples:
- I need *a* phone.

- The child wants *a* ball.

A and *an* are used when someone asks about the existence of something or when something is new for the listener. Also, indefinite article is used as a noun complement. (Seonaid, 2013):

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*

1.3.3 The omission of the article:

The omission of the articles(Ø) means that no article is to be used with nouns . (Seonaid, 2013). 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.

1.4.The functions of articles In English :

1.4.1. Noun count ability:

Countability is important for teaching articles (Butler, 2002). Nouns in English grammar could be classified as either countable or uncountable, singular or plural. Countable nouns are those which are counted and take the plural form such as (an apple, two apples, three apples, etc.) whereas the uncountable nouns cannot be counted and cannot be made plural, for such as "air" .Hence, learners need to check if the noun is countable or uncountable; this helps them to distinguish between the use of definite, indefinite articles as well as the use of the zero article. However, there are some exceptions; a noun can be both countable and uncountable depending on the sentence such as the word "coffee" as in: *we will have two coffees (countable).I do not like coffee (uncountable).*

Yet again, another exception is the word *money.* It is countable as a noun, but is not always countable, for example, the word *moneys* is used in a business sense. This variability creates difficulties for students in the use of English articles.

1.4.2. Singularity and plurality of nouns

It is significant for students to differentiate between singular and plural nouns; they could just ask themselves, 'Am I referring to one or more things?'

In regard to this context, a singular noun means one place, person, thing, or idea. On the other hand, a plural noun is more than one place, person, thing, or idea. Besides, some nouns in singular take the suffix of plural 's' at the end,such as the word "apple" which becomes "apples"; however, singular nouns which end in 's', 'ss', 'sh', 'ch', 'x', or 'z' need to end with 'es' for plural, for example, box- boxes. Furthermore, some plural nouns are irregular, for instance, usually words ending with 'f ' or 'fe' , will be changed to 'v' and added ' es ' to make the plural.

Table1. The use of English articles with singular and plural nouns

Singular nouns	Plural nouns
1) **Robin has a book.**	Robin has books.
2) **John saw a fox in the forest.**	John saw **foxes** in the forest.
3) **John saw another animal which was a wolf.**	John saw other animals which were **wolves**.

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

1.4.3 Definiteness and Indefiniteness of nouns

It is important to know that when the noun has a definite article, itwill show the specificity of the noun and distinguish it from other nouns in the same class. The definite noun is used for both specific and general reference. Moreover, the definite noun is used to express something unique: For example,the universe,the Sun, etc. The indefinite noun is expressed with the use of 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 memoir ".

2. Arabic Articles :

2.1. Definition of articles in Arabic:

Arabic expresses definiteness in two forms:

Unlike English, in which there is only one definite article (i.e. the), Arabic uses two forms: the use of the article al- and use of a genitive construction (Rydin, 2005 and Al-Kulaib 2010). Mansouri (2000, p. 22) stated that in Arabic 'definiteness is usually achieved by procliticisation i.e. the use of the prefix al-or any of its allophones, all of which represent the equivalent of the English the.'

2.2. Types of definite article :

According to traditional Arab grammarians (Al Qazwini), the definite articles realized into two types.the first one is called "Al-Ahdiya" . It denotes a person or a person or thing known by both the speaker and listener as the following examples:

I sold the copy-book and bought the book   بعت الكراسة واشتريت الكتاب

The definite article definite article can be used in certain situations to express exaggerated prise or dispraise. As the following example:

" He is the most generous"   (هو الكريم.....)

Which means that an individual member may carry feature of a whole family. This type of definite article is called "Al-kamaliya". the perfective definite article.

2.3.The semantic functions of definite article of Arabic :

2.3.1.Nouns : Fadel Alsamrai (Arabic Grammar meaning P1-P78) indicates that definite article "أل" can be attached with proper noun in order to clarify the transferred meaning which it was conveyed . As the following examples:

- Al-Abbas : It means frowing (العبوس) which refers to the person who frowns a lot.
- Al-Hareth : it means ploughing (الحراثة) which refers to the person who ploughs the land.

2.3.2.Verbs :

Alssayoutti mentioned that the DA "أل" with present verb is optional for Ibn-Almalek .whereas, it is necessary in poetry only. Detailing that by saying : … the definite article is being connected with the present tense , Al-farazdak said :

ما أنت بالحكم **لترضى** حكومته *** و لا الأصيل ذي الرأي والجدل

" You're not the right person to judge."

Arab scholars disagreed in the coordination of the DA ال with the present tense into two groups. In one hand, Basrans state that it is associated only with poetry which is exceptionally necessary. As it is mentioned in the previous examples. So, It cannot be used in speech.However, Ibn Siraj argued this point in his book titled Al-Ossol.

On the other hand, Kufans in common with Al-Sayoutti who provide that the DA ال can be optional not restricted only with poetry.

2.4 Definiteness of specific reference and general reference of Arabic :
2.4.1. 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 رسولاً ، فعصى فرعون الرسول المزمل: الآية 16-16

Allah 'to whom be ascribed all perfection and majesty' says:**"As we did send to Pharaoh a messenger. But Pharaoh disobeyed the messenger"**. (Al-Hilali and Khan ,1996:794).

In the second statement, the word (the messenger) = (الرسول) is mentioned for the second time.

Additionally, (IbnYa'eesh, 85) pointed out that the definite article*āl* is used when the speaker refers to something already known by the hearer, as in:

I said to my friend to go with me to the University قلت لصديقي أن يرافقني إلى الجامعة

2.4.2 General reference:

The definite article in Arabic is used to refer to a general thing, person, place, or idea; for example: إن الإنسان لفي خسر .العصر الآية2

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

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

2.5.Indefiniteness and Nunation (Tanwiin) in Arabic:

Although the definite article al-is visible in Arabic script, the indefinite article does not have an overt form to indicate its presence. Instead, an indefinite marker is considered a zero article that can be pronounced with the suffix –n(Nunation), it is pronounced Nuunsound and it is not written. Nunation is a morphological marker that can be found at the end of both nouns and adjectives. The suffixed –nfunctions as an indefinite marker and can be indicated by means of one of three case endings: the nominative case, the accusative case and the genitive case Nasr (1967), Qafisheh(1977) and Schulz (2004).

2.5.1.The semantic aspects of indefiniteness In Arabic:

2.5.1.1.Commonality: (Almobred, Almoktadeb: 4, p. 276), undefiniteness indicates commonality. It does not define anything and does not separate anything from its gender. Its meaning remains unknown and general if used in the sentence.

2.5.1.2.Separability : The purpose of undefiniteness is to separate the gender from the entire type, not counting what a single individual is. Ibn yaish says :" … Undefiniteness it is the origin.And the name of the gender,which each has the same name as the rest of its nation.is set to separate types."

2.5.1.3.Reduction and abundance : Indefinite is used for the purpose of reducing or abundance.It indicates a common plurality of its kind, it may be little or a lot. So the word

"رُبَّ"Rub'ba" is connected to it, because it stands for reduction and addition. And what shows the abundance is Imro-Alkays saying:

"فيا رُبّ يوم قد لهوت وليلة   بآنسة كأنها خط تمثال"

"I have spent a day and a night... with a woman as if she were a line of a statue" which means that The poet is proud of something he has done a lot. Considering the meaning of reduction Ibn Malek says:

وذي ولد لم يلده أبوان ***ألا رب مولود وليس له أب

Is there a child who has no father, and a child who has no parents?
Which refers to Adam then Jesus.

2.5.1.4.Oneness : Grammarians see that if the indefinite is in a positive context, then it indicates unity. (Bin Yazid,1994):

رجلٌ أتى إلي ، وذهبت إمرأة

 a man came, and a woman went, which means one of this kind.

And if it is in a non-positive context, then it helps to focus attention on something so that a person does not occupy himself with anything else often, such as (Bin Yazid,1994):

: ما جاءني رجل ولا رأيت امرأة.

 No man came to me and I did not see a woman.

2.5.1.5.Making the noun valid for dual and plural:

Grammarians believe that a noun is neither dative nor plural until it becomes indefinite. Because the dual and the plural indicate that a thing is common in its kind, and a

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known thing is not common, but rather a specific one. The known thing in the dual and plural may symbolize the common, so if you say: عُمَرٌ then it is known for the listener . If it becomes dual,It will be عمران (Bin Yazid,1994)

2.5.2Indefiniteness of specific reference and general reference In Arabic:

2.5.2.1 Specific reference:

Indefinite noun expresses that the reference is non-specific whether for the speaker or for the hearer; however, sometimes the speaker have the idea that the noun can be specific although it is still not specific for the hearer (OuldNecir,2020); for example,

I *wrote a scientific research*   كتبت بحثا علمياً

In the example above, the word *research* is combined with the indefinite article *a*; however, the Arabic' word بحثا has no article.

2.5.2.2 General reference:

IbnYa'eesh(vol.5: 85) mentioned that the speaker could refer to a general thing to illustrate the indefinite noun; for instance,

Read a book   إقرأ كتاباً

3. Comparison between the articles in English and Arabic :

3.1.In term of use :

In this short section, some of the differences in the use of articles in English and Arabic should be taken into consideration. Understanding the differences is crucial for the English learner as well was the translator. Whether the translation is from English to Arabic or vice versa.

A translator must be aware of these differences. Otherwise his translation will not be accurate. However , the following are some of the main differences.

Articles are word which have no meaning of their own , but they have meaning only in association with nouns. This case both in English and Arabic.

English :

In English there are two kinds of articles. Indefinite articles " a/an" and definite article "the".

Arabic **:**

In Arabic, there is only one article. Which is equivalent the definite article the.The article is ال.There is no Indefinite article in Arabic

3.2.In terms of form:

The English articles a/an and the are used as separate words from nouns. Whereas, the article 'Al' in Arabic is annexed to the noun and the verb .As the following example :

English: A book , an Apple, The pen

Arabic: A- noun: القلم B-verb: الترضى

English : A/an are used with singular indefinite countable nouns

Example: A book , An apple

- A is used with the nouns that begin with a consonant and an is used with nouns that begin with a vowel. : (OuldNecir,2020)

    Examples:

    He ate a banana   أكل موزة

    She boiled an egg   سلقت بيضة

Non-count nouns (nouns that cannot be counted) such as : milk, water, as a rule cannot take the indefinite article a/an.

The can be used with singular count nouns and non-count and plural nouns if they are definite.

Example: Lisa drank the milk   شربت ليزا الحليب

My sister bought a book   اشترت أختي كتابا

My sister bought the books.   اشترت أختي الكتب

Proper nouns do not take the articles in English except in some special cases.As the following example : I visited the Wilsons (which means a family of Wilson) زرت عائلة ويلسون.

Arabic :

In Arabic, the article ال is used mostly with singular count nouns, non-count nouns, plural nouns and sometimes even proper nouns and verbs.

Examples:

The water = الماء

The man = الرجل

The men = الرجال

Algeria = الجزائر

- There are two main uses of the article ال
  - Specific use : It is used to specify and particularize certain thing or noun.

    Example : The lion chased the deer (to refer to particular lion and particular deer)
  - Generic use :

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The noun refers to a class or species or something in general.

Example: The lion is a wild animal (it means all lion the world)

English :

In English in this sense, the indefinite article a can be used with singular count nouns or no article with plural count or non-count nouns.

Examples: (Seonaid,2013)

1- A lion Is a wild animal.

2- Ø Lion are wild animals

3- Ø Water is essential for life.

In Arabic, these examples must be translated as follows :

1- الأسد حيوان بري.

2- الأسود حيوانات برية

3- الماء ضروري للحياة

- When nouns are used in the generic sense in Arabic, they must take the definite article ال but not in Enlgish.as is shown in the previous examples.

Conclusion:

Within the field of EFL grammar, the English article system is a major topic of study. EFL learners must understand the meaning of the English article sa/an and the, as well as how to translate them appropriately. This chapter introduced the Arabic article system being more rhetoric than English.

Section Two : An Overview on Error Analysis

Introduction:

The study of learner errors is known as error analysis. This chapter aims to provide a deeper understanding of error analysis and its significance. In terms of error analysis, this chapter discusses the difference between a mistake and an error, as well as the various types and classifications of errors.

1.Definition of Error Analysis:

Linguists have proposed several definitions of error analysis. "Errors that learners produced can be observed, analyzed, and classified under the study of learners' errors called error analysis," according to (Brown, 2000:218). Swasti (2014) further defined error analysis as "an approach that involves compiling a corpus of learners' deviations from the target language in order to understand second language acquisition." Error analysis is thus defined as a technique for observing, analyzing, and classifying errors made by foreign or second language learners that employs theories and procedures. Error analysis is divided into two parts, according to Bahram et al.(2015):

1.1. Theoretical analysis: It aims to identify the problems and obstacles that learners face, as well as the causes of these issues. Its target is also to look into strategies for simplifying language learning in order to avoid errors.

1.2.Applied analysis: It aims to find materials, appropriate courses, and methodologies for resolving problems discovered through theoretical error analysis.

2. Sources of errors :

It is necessary to identify the sources of errors in order to analyze the errors of students. According to Brown, there are two main sources of errors (2000p.224). They are interlingual and intralingual.

2.1.Interlingual (Interference) Errors :

Interlingual or transfer errors are errors caused by first language interference. Negative interlingual transfer is to blame for these error. Selinker was the first to introduced the term "interlingual" (1972p.201). He presented the term to describe systematic knowledge of a L2 that is independent of the learner's L1 and the target language Abi Samra (2003p.5). To put it another way, it is the interaction of two linguistic systems.

According to Kavaliauskiene (2009), learners may transfer errors because they lack the necessary information in the L2 or the deliberate capacity to activate the appropriate second language routine. There are two types of transfer: positive and negative. Because the two languages' structures are similar, the positive transfer can be justified. i.e., facilitation; or it may be unjustified due to differences in the structure of the two languages – this is referred to as negative transfer or interference. Wilkins is a member of the Wilkins family (1972). Interlingual errors can occur at various levels, including the transfer of native language phonology, morphology, grammatical, lexical, and semantic elements to the target language.

2.2.Intra-lingual Errors:

Intralingual errors are those that occur as a result of incorrect or incomplete target language learning rather than language transfer. Keshavarz (Keshavarz) is a Persian (2003). It occurs when learners do not have a thorough understanding of their L2 or a good command of the target language. "Intra-lingual errors occur as a result of learners' attempts to build up

concepts and hypotheses about the target language from their limited experience with it,"

Erdogan (2005, p.266) .

These errors are common in the speech of second language learners, and they are frequently examined to determine what strategies the learners are employing. Overgeneralization, simplification, communication-based, and induced errors are all examples of intralingual errors. Based on the newly acquired system, L2 learners attempt to generate new structures and forms in the target language.

3.Causes of Errors :

-Simplification : It occurs when students attempt to simplify the structure of sentences, and as a result, they occasionally fail to translate a correct sentence.

-Fossilization: According to Bouhania (2014), "evidence suggests that fossilization is unique in second language learning." It refers to learners' inability to correct their incorrect use of a language because it has become a habit.

-Lack of knowledge of the rules : is one of the most common causes of learner errors. Students occasionally lack sufficient knowledge of certain grammatical rules. The latter has an impact on the student's ability to learn the target language.

4. Types of Errors :

Corder (1973:36) divided errors into four categories or classifications, formed in terms of strategic cognitive learning.

4.1.Omission: It happens when learners delete any linguistic form from sentences due to its complexity. For example, I wrote a paragraph on board.

In this example, learners omitted the definite article the.

4.2.Addition: Addition occurs when learners add irrelevant items to the sentence. For instance, The Algeria is located in North Africa. In this example there is an unnecessary addition of the definite article "the" to the name of the country "Algeria".

4.3.Substitution: Is replacing a grammatical item with another. Taking the example of English articles, my friend gave me an euro this morning. The indefinite article a has been replaced by an.

4.4.Misordering*:* It means that the structure of a sentence is wrong as in:

He called him 'good the boy'. The sentence should be: he called him 'the good boy'.

5.Error vs Mistake:

It is critical to understand the difference between error and mistake in order to properly analyze learners' errors. Both errors and mistakes indicate that something has been done incorrectly; they are unintentional acts. In error analysis, the terms error and mistake are frequently used, but it is difficult to distinguish between them precisely. According to Corder (1967), "an error is made when there is a lack of knowledge as well as a lack of competence" (1994:51). He also stated that "a lack of performance results in mistakes," implying that learners possess the necessary skills but are unable to perform well. "An error is a gap in the learner's knowledge because he doesn't know if it is correct or not," Bouhania (2014:4) defined error as "a gap in the learner's knowledge because he doesn't know if it is correct or not." He also defined a mistake as "performative errors made by learners, such as tongue slips" (Allwrightand Bailey 2004:91). As a result, while a mistake can be corrected, an error cannot, i.e. "Learners can correct their mistakes but not their errors" (Bouhania, 2014, p.4). The section that follows provides an overview of error analysis.

6.Error analysis vs. Contrastive analysis :

Because CA and EA have different approaches to dealing with language interference, there must be certain differences as following:

- Contrastive analysis begins with a comparison of two languages' systems and predicts only the areas of difficulty or errors for the second language learner, whereas error analysis begins with errors in second language learning and investigates them analytically and critically to determine and discover their sources and significance.

- CA is encounters with more complex theoretical issues; however, EA is possibility of dealing with such issues.

- EA provides feedback to linguists, particularly psycholinguists, who are interested in the process of second language acquisition in determining: [a] Whether the process of first language acquisition and second language learning are similar or not? [b] Is it true that children and adults learn a second language in the same way?

- EA studies both interlingual and intralingual errors whereas CA studies only interlingual errors.

- CA is based on the prediction of errors.

  According to Ellis (1994), one of EA's major deficiency is that it places a strong emphasis on errors. However, nowadays, EA isn't just a method for SLA; it can be applied to a variety of research questions and provide valuable insights (Ellis, 1994:20). As a result of the introduction of EA, teachers will be able to devote extra attention to their students and provide them with effective strategies for avoiding errors.

7. Concept of transfer :

The term "transfer" has been defined in a variety of ways. Some are just general opinions, while others are specifically concerned with linguistic interference and are attributed to applied linguistics and SLA.

Behaviourist psychologists defined "transfer" as "the automatic, uncontrolled, and subconscious use of previously learned behaviors in an attempt to produce new responses" (Duly et al., 1982, p.102). Educational psychologists have also used it to refer to the application of prior knowledge or experience to new situations. When learning a second language, learners may, for example, draw on their prior knowledge of the first language. They do not need to learn written symbols representing sounds in a second language if they can read in one. "The basic concepts and skills involved in reading are said to be transferred to the new language in this case," (Dulay et al., 1982, p. 101).

"Transfer" is defined by Odlin (1989) as "the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (Odlin, 1989, p. 9). Positive and negative transfers are the two types of language transfers.

7.1.Types of Transfer :

Negative vs. Positive Transfer:

Firstly, Linguistic interference can result in correct language production called positive transfer when the relevant unit or structure of both languages is the same. Example:

- اشترى بيتر سيارة

- Peter bought **a** car

➢ اشترى بيتر السيارة

➤ Peter bought **the** car.

　　　　Secondly, Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. Language interference is most commonly discussed as a source of errors known as language interference.

Example:

- .ذهب بيتر إلى المدرسة

- Peter went to school .

Conclusion :

　　　　This chapter defined the concept of Error Analysis and this includes: sources, causes and classifications. It briefly showed the difference between error and mistake as well as the distinction between error analysis and contrastive analysis. Also, the chapter clarified the concept of transfer , types of transfer and the difference between positive and negative transfer.

Chapter Three:

Methodology and Findings

Introduction

This chapter aims is to investigate the translation of the articles in English (' a,an' and 'the') into Arabic by third year LMD students at the department of letters and English language- Kasdi Merbah University – Ouargla. the researchers are going to collect data and analyse them by conducting an error analysis study in order to identify the frequent types of errors that third year LMD students make when translating articles, and to highlight the most common type of which. This chapter presents the analysis and interpretation of data collected from the two tests that have been administered to the sample of third year LMD students at the department of letters and English language – KMUO to confirm or refute the aforementioned proposed hypothesis.

1-Methodology

In order to answer the research questions and prove or reject the suggested hypotheses, descriptive analytical approach has been adopted in this study, Ethridge (2004) contends that descriptive studies aim to determine , describe or identify the 'what' , whereas analytical studies try to identify the 'why' or 'how' it comes to be.

The error analysis approach has been followed in this study since it is appropriate to describe and analyze students' errors in the use and the translation of articles (a,an and the).

2-Research Design

To achieve the aim of the present study, researchers have used the descriptive quantitative method. Quantitative data are gathered from the two tests to present in numbers the types of errors that students made in the use and the translation of articles (a, an and the- أل) , and to identify on the basis of statistics the most common type of which. On the other hand, descriptive data are used in order to classify, describe and analyze students' errors.

3-Population and Sampling

The sample of the present study includes 32 third year LMD students from both genders (male-female) at the department of letters and English language – KMUO in the second semester during the academic year 2021/2022. Age and gender are not taken into consideration . The participants of this study are selected randomly, because it is regarded as the most reliable method in collecting data.

4-Data Collection procedures

Given 60 minutes, third year LMD students at KMUO were requested to answer two tests. The first test encompasses 10 Arabic sentences should be translated into English taking into consideration the appropriate translation of the article (Al) in Arabic. This test aims at examining the students level and at evaluating their performance in translation, note that they study the introduction to translation module for the second time (2nd & 3rd year LMD) . In order to prepare them for the master degree if they are interested to major translation as a specialty.

The second test encompasses 10 English sentences including one or more gaps for each, and the students are required to fill in the gaps with one of the articles (a,an,the) . If no article is necessary , the gap should be filled with Ø (zero article). This test aims at uncovering students' level in English , informed that they have been studying English language for 10 years .

The main focus of the translation test is to clarify the sources of errors influence the students .However, The main focus of the second test is to classify , describe and analyze students errors in the use of the articles (a, an and the).

5-Data Analysis procedures

According to Corder's model (1974) , there are certain steps to be followed when doing an error analysis study .These steps are data collection , description and explanation .

The Analysis begins by collecting the tests from the participants . The second step is the identification of types of errors. Through reading, the two researchers have underlined students errors concerning the mistranslation of (أل) and the misuse of (a, an and the) . After that, a table is drawn in which one cell includes all errors committed by students on the misuse of (a,an and the). Cell is drawn for the appropriate reconstruction of these error. In addition, there is another cell for the error type , and another one for the sources of errors.

6-Discussion of results :

6.1- Analysis of first test:

The first test consists of 10 sentences; each sentence should be translated into English. The test aims at to what extent they are aware of the appropriate use of these articles. After correcting the test we concluded with the following results:

- **Translating the sentences into English**

Table2: Samples of answers to translation test.

Sentences	Correct		Incorrect	
S1	19	59.3%	13	40.6%
S2	22	68.7%	10	31.2%
S3	18	56.2%	14	43.7%
S4	14	43.7%	18	56.2%
S5	18	56.2%	14	43.7%
S6	14	43.7%	18	56.2%
S7	18	56.2%	14	43.7%
S8	16	50%	16	50%
S9	18	56.2%	14	43.7%
S10	11	34.3%	21	56.6%
Global	**168**	**52.5%**	**152**	**47.5%**

As table2 reveals, the correct and incorrect answers are not stable but somehow approximate and the percentages are , consistently changing from one sentence to another .

After counting errors, the next step is to classify them with reference to their sources. As shown in the table below, the source of the most frequent errors is intralingual with 83 errors from the total 137 errors (60, 58/%) whereas some detected errors are associated with language transfer from L1 to L2 with 39.41/% (54 interlingual errors)

Table 3 : Frequency of Errors' Sources

Error's Sources	Frequency	Percentage (%)
Intralingual	83	60.58%
Interlingual	54	39.41%
Total	137	100%

The previous table 2 can be transformed into the following figure to clarify more the results and show the differences between error's sources in partition.
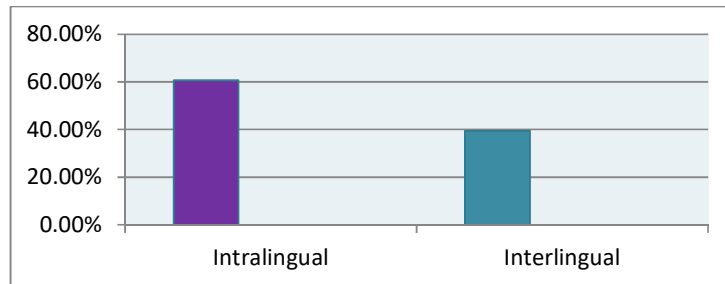

Figure 1 : Errors' Sources1

6.2. Interpretation:

After identifying and extracting all the errors that were committed in the translation test by third year LMD students at the department of letters and English language- KMUO, the appropriate correction is made for most common errors on the basis of the meaning. Here are some examples of the correction

Table 4 Examples of Errors reconstruction 1

The sentences	Errors	Correction of Errors
أخي يبحث عن شقة ، لأنه سيتزوج قريبا.	My brother looking for apartment, he's getting married soon .	My brother is looking for **an** apartment, he's getting married soon.
الصديق الحقيقي لا يخون	Real friend does not betray.	**A** real friends does not betray
التقيت بقليل من السياح الامريكيين عند زيارتي لإيطاليا	I met few American tourists when I was in Italy.	I met **a** few American tourists when I was in Italy.
ابعد الدواء عن متناول الأطفال	Keep the medicine away from children	Keep **Ø** medicine away from children.

- By examining the first sentence, we can notice that the correct percentage is 59.3% . while 40.6 % gave wrong answer. The aim of the sentence is to exam the students ability to recognize the unique words, superlative .And how will translate them into English. According to Seonaid Beckwith in her book "*'A' and 'The' Explained_ A learner's guide to definite and indefinite articles*" reveals that :

  1- The unique things (the definition of unique words) must be linked with the definite article "The" since are special.

  2- If there is only one thing we talk about .So we add the definite article "the" to superlative adjective .

- The second sentence is . التقيت الرئيس نفسه . 68.7% of students answered correctly. And 31.2% gave an incorrect answers where they omitted the definite article "the" . 10 of 32 student mistranslate the Arabic sentence that aims to notice the difference between rendering "The president " and " president" . Translating the word into " The president" is obligatory in this sentence in order to emphasis. As we can see . The source text contains a reflexive pronouns which نفسه . Its translation into target text were "himself". Thus , the rule says that the reflexive pronouns are used when the

object is the same as the subject .In this case, the speaker emphasizes that he met to the president personally not somebody else.

- In the third sentence , 43.7 % of the answers were incorrect. The students omitted the article "a" at their final product. The source sentence is اشترى لي أبي حاسوبا محمولا جديدا. Which should be translated into " My Father bought me a new laptop " . Because the influence of the mother tongue (An interlingual error) , the students rendered the sentence into "….. new laptop" which is correct answer.

- According to the sentence number four, أخي يبحث عن شقة ، لأنه سيتزوج قريبا 56.2% are incorrect answers and 43.7% are correct. The right translation of this sentence is " My brother is looking for **an** apartment , he's getting married soon" . Most of the students omitted the article an , because the influence of the mother tongue . However, they noticed no article in source text , thinking that no need for article in the target text (an interlingual error)

- In sentence number five , أنا أمتلك كلبا وقطتين 43.7% are incorrect answers . Whereas, 56.2% are correct .We can clearly notice that the incorrect answer " I own dog and two cats" the students omitted the article **a** before the noun "dog". Result of influencing by the mother tongue ,because there is no form of article in Arabic sentence.

- Sentence number six الصديق الحقيقي لا يخون its percentage of the correct answers is 43.7%.While , the incorrect answers is 56.2%. the majority of students added the article the in their translations because it exists in the Arabic sentence. Thus, the correct translation is " A real friend does not betray ". We use the article **a** before the adjective real because it begins with consonant letter "**r**" . We mentioned the singular form (Real friend) to indicate the plural. Because not all friends do not betray ,only the real ones.

- According to sentence number seven , ابعد الدواء عن متناول الأطفال .The correct answers are 56.2% and the incorrect ones are 43.7% . Because this sentence is an instructive expression . The translation should be as follows : Keep medicine away from children. The word الدواء is a singular noun referred to all kinds medicines in general . So , no article is needed in the target text.

- In the eight sentence, بقي العم نورمان والعمة ليندا معنا طول عطلة الأسبوع . The correct and incorrect answers are equal 50%. The rules says that we use definite article "The" with known specific event (the weekend). Therefore, the translation must be as the following: Uncle Norman and Aunt Linda stayed with us over **the** weekend.

- According to sentence nine , هل رأيت الفيلم على التلفاز أو ذهبت إلى السينما ؟ 56.2% are correct answers while the incorrect ones are 43.7 %. Most students omitted the article **the** before the words "film" and "cinema" , but added it to the word "television" . In

English , the rule denotes that the word "television" does not need an article when we mention an abstract idea such as (films ,TV shows).

- In the last sentence . the percentage of the correct answers is 34.3% and incorrect answers is 65.5%. Majority of students failed to translate this sentence. Moreover , they translate the word بقليل to few using no article . Nevertheless, the rules says that : we use article **a** with quantifier "few" when using a countable plural noun to mention a small amount , but it is enough. So , the appropriate translation of the sentence is " I met **a** few American tourists when I was In Italy.

6.4. The Analysis of the second test :

- *Filling the gaps with " a/an" , "the" or "Ø" :*

Table 5 : Students' performance in using English articles.

Sentences	Correct gap		Incorrect gap	
S1	85	88.5%	11	11.4%
S2	60	93.7%	4	6.2%
S3	45	70.3%	19	29.6%
S4	48	75%	16	25%
S5	28	43.7%	36	56.2%
S6	11	17.1%	53	82.8%
S7	12	37.5%	20	62.5%
S8	28	87.5%	04	12.5%
S9	19	59.3%	13	40.6
S10	19	29.6%	45	70.3%
Global	**355**	**61.63%**	**221**	**38.36%**

Table 4 shows how students answered the test; accordingly, the correct gaps are quite good ; the correct answers are the top with 61.63% , against 38.36% with incorrect answers.

According to the percentage of correct answers, it is clear that the students of third year LMD at KMUO are able to use English articles correctly. And they have a noticeable

knowledge about L2. Nevertheless, the percentage of incorrect answers points that minority of the students are unaware in using English articles , and they have less knowledge about L2 rules.

6.5. Interpretation :

After gathering data, the two researchers have presented a number of errors made in the second test of third year LMD students at the department of letters of English language – KMUO . The detected errors are less than expected . their types an sources . The two researchers draw a table so as to clarify students' errors and analyse them (see appendix2) .The total numbers of errors is 217. They differ in types. Errors of addition , errors of omission and errors of substitution have been identified , and no misordering errors have been found in their answers.

Table 6 : Frequency and Percentage of Error Types

Types of errors	Frequency of errors	Percentage
Addition Errors	123	56.68%
Omission Errors	34	15.66%
Substitution Errors	60	27.64%
Misordering Errors	0	0%
Total	217	100%

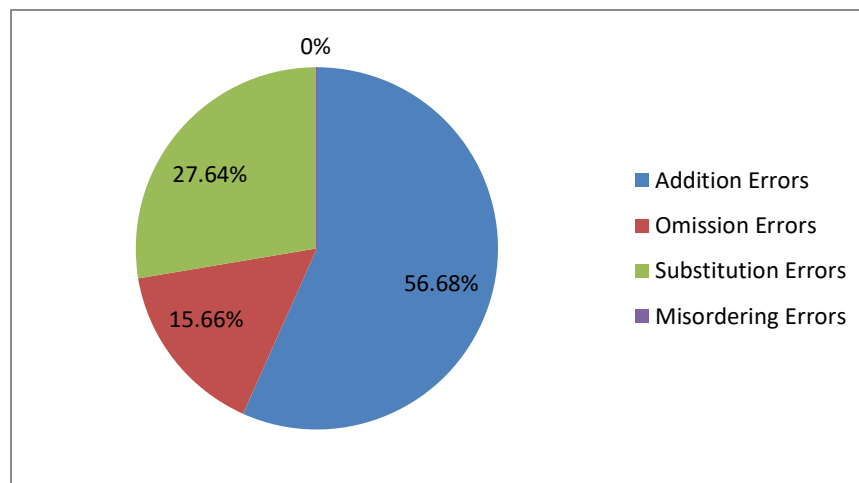The following figure elucidates the data given in the previous table in percentage :

Figure 2 : Percentages of error types

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Table 5 and Figure 2 above show how many errors occurred in students' answers. In addition, they show the percentage of each error type. The most frequent error made by third year LMD students at the department of letters and English language – KMUO is Addition error with 123 errors of the total 217 errors (56.68 %). Due to the fact that students are confused and not able to decide when to use an article and when not to, they make such kind of errors. Then, substitution errors occurred 60 times (27.64 %). Next, omission errors take the third place in the classification of errors 34 (15.66 %) of the total percentage of errors. Finally, the two researchers have noticed that misordering errors did not appear at all in the answers of students because the nature of the test itself makes it impossible to not appear at all in the answers of students because the nature of the test itself makes it impossible to commit such an error.

After describing errors on the basis of their types, the next step is to classify them with reference to their sources. As shown in the table below, the source of the most frequent errors is intralingual with 117 errors from the total 217 errors (53.91/%) whereas some detected errors are associated with language transfer from L1 to L2 with 46.08/% (100 interlingual errors).

Table 7 : Frequency of Error's Sources

Errors' Sources	Frequency	Percentage (%)
Intralingual	117	53.91 %
Interlingual	100	46.08 %
Total	217	100%

The previous table can be transformed into the following figure to clarify more the results and show the differences between errors' sources in portions (a portion for each gradually):
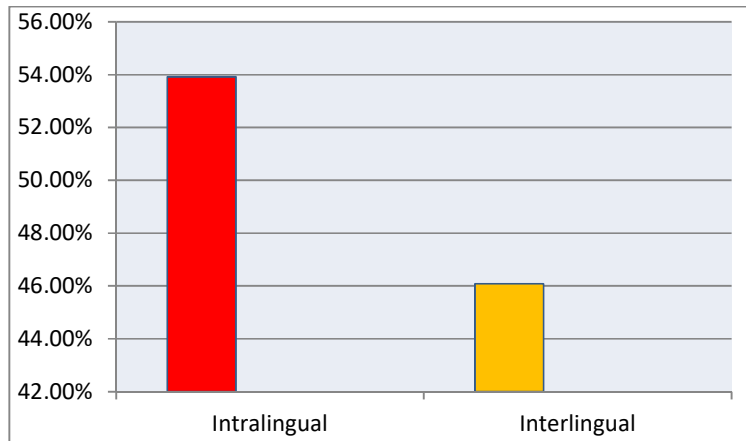
Figure 3 : Errors' Sources2

After identifying and extracting all the errors that were committed in the test by third year LMD students at the department of letters and English language- KMUO, the appropriate correction is made for each error on the basis of the meaning. Here are some examples of the correction:

Errors	Type	Correction of Errors
• "The" **1920s music is popular in Ouargla just now. (Student9)** • "The" **French that they speak in Montreal is different from "**the**" French that they speak in Paris . (Student 20)**	Addition	• **"Ø"** 1920s music is popular in Ouargla just now. • **"Ø"** French that they speak in Montreal is different from**" Ø"** French that they speak in Paris .
• **I took** "an" **suitcase and** "the" **backpack on holiday. "A"** **suitcase was much more useful (Student 25).** • **We should have "a" interpreter for "an" deaf. (Student 14)**	Substitution	- I took "**a**" suitcase and "**a**" backpack on holiday. "**The**" suitcase was much more useful. - We should have "**an**" interpreter for "**the**" deaf.
• **She visited "Ø" Eiffel tower when she was in Paris. (Student 12)**	Omission	• She visited "**the**" Eiffel tower when she was in Paris.

Figure 2 shows the percentages of errors types in which all errors were classified into two types. Addition error is on the top of the classification in comparison to substitution and omission errors , which makes it the most frequent error in students' answers on the test .Student 4 ; for example added an unnecessary article "**the**" to the sentence ' **The** French usually eat late' . It should be : 'Ø French usually eat late' .

Substitution error is another common error in students' sentences . It occupies the second place in the classification following addition error. For instance, student 30 made a

substitution error when he wrote ' The movie was **the** Drama' instead of writing ' The movie was **a** Drama'.

Another type of errors found in students' answers is omission error. This type is rarely committed, and it occupies the last position after addition and substitution errors respectively. It is characterized by deleting an article where it should stand to convey the appropriate meaning, such as in the sentence 'Let's get Ø next Taxi.' Produced by Student 02 where he omitted the article 'the' that should appear in the middle of the sentence .

Based on the percentages of sources of errors shown in table 6 and figure 3 , it is clear that intralingual errors are classified as number one and the major source for students' errors with 53,91%. English articles are polysemous, students are confused about the appropriate article to choose, and therefore they make such kind of errors. It is also probable that students memorise articles rules by heart without understanding the appropriate use of each article, and then they end up making many errors for their lack of understanding of the rules.

Interlingual transfer is another source of students' errors with 46, 08/%. Interlingual transfer is divided into two types according to its effect: positive transfer and negative transfer. Negative transfer, which is also known as 'interference', happens because the rules of L1 are different from the rules of L2. In this study, the L1 of the participants is Arabic. Students tried to build a new system that does not resemble the rules of the English articles system.

Conclusion :

Chapter Three tackled the main methodological points, including the approaches and methods and the data analysis procedures used in this study. The data were collected by means of two tests distributed to a sample of third year LMD students at the department of letters and

English language – KMUO. After data collection, students' errors were classified, described and analysed in order to come up with the major findings. After the interpretation of the results, it is revealed that the most common type of errors are addition errors followed by substitution errors and omission errors respectively. It is also noticed that intralingual errors are considered to be the first source of students' errors, and this is because English articles are polysemous and difficult to be mastered.

General Conclusion

The current study tried to shed the light on translating English articles (the, a/an and zero article) among third year LMD students at the department of letters and English language – KMUO by conducting an error analysis study. It aimed at highlighting the reasons behind the mistranslation of these articles and identifying the common error types that are committed by students while translating the articles (the, a/an and zero article).

In order to achieve the aims of this study, the two researchers adopted a descriptive analytical approach and designed two tests to collect the data from the students' answers and then classify, describe and analyse students' errors gathered from the tests.

The results of the first test showed that 47.5% failed to translate the articles into English . The main source of error common was intralingual error with 60.58 % because of the lack of knowledge about English articles system . However, The results of the second test which was filling the gaps with the appropriate English articles (The, a/an and zero article denoted that addition errors are the most common in students' answers on the test followed by substitution and omission errors respectively. It was also noticed that students are confused and not able to decide when to use an article and when not to due to the complexity of English articles in the first place, and because of L1interference in the second place.

The majority of students make errors while using the articles (the, a/an and zero article) because these articles have many different meanings according to their use, which makes the task of using those articles properly challenging; articles can therefore present a major challenge for students, specifically, translating them from mother tongue into L2.

Another reason behind committing articles errors is L1 interference. When students are confused about whether to put an article or not or about the appropriate article to select, they refer to Arabic language to solve the problem. If the student translates an article directly

from Arabic into English, s/he will probably make an error due to L1 interference or also known as negative transfer.

On the basis of the outcomes of this study, it is noticed that EA is a useful apparatus to locate articles errors that students commit and to describe the various strategies that learners use and the difficulties that they face in the learning process so as to achieve a better understanding of the language learning process.

Recommendations

Based on the results of the current study, the researchers recommend that additional, extensive research be done on the problem of translating articles from Arabic into English or vice versa in order to gain more understanding of this solvable problem and determine whether similar or dissimilar results would be found.

The types of errors found in the students' English translations suggested that they lacked language proficiency in English. They also had trouble knowing when to use the definite article "the" and the indefinite article "a or an." The students' Arabic mother tongue may have had a significant influence on how well they used articles in their English translations, which is another important contributing factor. When the students translated from Arabic into English, it's possible that this profound influence led them to adhere to Arabic grammar rules rather than English grammar rules.

Finally, the researchers think that by giving their students Arabic texts that demonstrate the various ways in which articles are used along with their English translations, translation professors at Kasdi Merbah University can help their students become more familiar with the article system of both Arabic and English. To help students become more proficient in this crucial linguistic component of the English language and how to use it properly in Arabic-English translation, translation professors or teachers can also give students more practice in the direction of Arabic-English translation with a focus on the translation of articles

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Appendices

Appendix One

- **Translate the following sentences into English :**

1- نـــهر الأمــازون هو أطـــول نهـــر في الــعالــم.
world   in river longest is Amazon River

....

2- التقيتُ الرئـــيس نـــفسه.
himself President I met

....

3- اشتــــرى لي أبـــــي كمبيوتر محمول جديد.
new   laptop my father me bought

....

4- أخـــــي يبحث عن شقة، لأنه سيتزوج قريـا.
soon getting married he's. apartment for looking my brother

....

5- أنا أمتلك كلباً   و قطّـتين.
cats two and dog own I

....

6- الصّديق الحقيقـــي لا يـخـــــون.
betray not does real friend

....

7- ابــعد الـــــــدواء عــن متناول االاطـــفال.
children away from medicine keep

....

8- بقـــــي الـــعم نـــورمـــان و العمـــــة ليندا معـــنا   طول عطلة نهاية الاسبوع.
weekend over us   with Linda Aunt and Norman Uncle Stayed

....

9- هـــل رأيـت الفيلم على التلـــــــفاز أو ذهـبت إلى السينما ؟
cinema to went or television on film see did you

....

10- التقيت بقليل من السياح الامريكيين عنـــــد زيارتي لإيطاليا.
Italy in I was when American tourists few met I

....

Appendix Two

Fill the gap with *"a/an"*, *"the"* or *"Ø" (no article) :*

1- I took ……. suitcase and ……. backpack on holiday . ……. Suitcase was much more useful.

2- Let's get ……. Taxi.
   Let's get ……. next Taxi.

3- Ahmed likes ……. Couscous.
   Ahmed likes ……. Algerian Couscous.

4- We should have ….. interpreter for ……. deaf .

5- ……. French usually eat late .
   ……. Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on ……. television tonight ?
      Jeff : There's a black and white film about animals.

   b) We have ……. television on the wall opposite the sofa.

7- …… 1920s music is very popular in Ouargla just now.

8- The movie was ……. Drama .

9- She visited …… Eiffel tower when she was in Paris.

10- ……. French that they speak in Montreal is different from …… French that they speak in Paris.

Appendix 3: Samples of Students' Answers
A- The first test

• Translate the following sentences into English :

1- نـــهر الأمـــازون هـو أطـــول نهــر في الــعالــم.

world in river longest is Amazon River

The Amazon river is longest river in the world.

2- التقيتُ الرئـــيس نــــفسه.

himself President I met

I met the president himself

3- اشتــرى لي أبـــــي كمبيوتر محمول جديد.

new laptop my father me bought

My father bought me new laptop

4- أخـــــي يبحث عن شقة، لأنه سيتزوج قريبـا.

soon getting married he's. apartment for looking my brother

My brother looking for a apartment because he's getting married seen.

5- أنا أمتلك كلبا و قطــتين.

cats two and dog own I

I own dog and two cats.

6- الصديق الحقيقـــي لا يخــــون.

betray not does real friend

A Real friend does not betray.

7- ابــعد الـــــدواء عـن متناول الاطفـال.

children away from medicine keep

Keep away medicine from children.

8- بقـــــي الـعم نـــورمـان و العمـــة ليندا معـــنا طول عطلة نهاية الاسبوع.

weekend over us with Linda Aunt and Norman Uncle Stayed

Aunt Linda and Uncle Norman stayed with us over the weekend.

9- هـــل رأيـت الفيلم على التلـــــفاز أو ذهـبت إلى السينما ؟

cinema to went or television on film see did you

Did you see film on television or went to cinema.

10- التقيت بقليل من السياح الامريكيين عنـــــد زيارتي لإيطاليا.

Italy in I was when American tourists few met I

I met few American tourists when I was in Italy.

- **Translate the following sentences into English :**

1- نـــهر الأمـــازون هو أطـــول نـهر في الـــعالـــم.

world in river longest is Amazon River

...........River Amazone is longest in world.........

2- التقيتُ الرئـــيس نـــفسه.

himself President I met

.........I Met the same president himself.........

3- اشتـــرى لي ابـــي كمبيوتر محمول جديد.

new laptop my father me bought

............My father bought my a new laptop.........

4- أخـــي يبحث عن شقة، لأنه سيتزوج قريباً.

soon getting married he's. apartment for looking my brother

My Brother looking for apartment he's married soon getting

5- انا امتلك كلباً و قطـــتين.

cats two and dog own I

.................I own a cats and two go dog.............

6- الصديق الحقيقـــي لا يخـــون.

betray not does real friend

.............The real friend not does..............

7- ابـــعد الـــدواء عـــن متناول الاطـــفال.

children away from medicine keep

........Keep Medicine from away children...........

8- بقـــي الـــعم نـــورمان و العمـــة ليندا معـــنا طول عطلة نهاية الاسبوع.

weekend over us with Linda Aunt and Norman Uncle Stayed

Linda Aunt and Norma Uncle stayed with linda us over weekend

9- هـــل رايـــت الفيلم على التلـــفاز او ذهـبت إلى السينما ؟

cinema to went or television on film see did you

.....did you see the film on television or went to Cinema.

10- التقيت بقليل من السياح الامريكيين عـــند زيارتي لإيطاليا.

Italy in I was when American tourists few met I

I Met few tourists ....when I was in Italy...........

- **Translate the following sentences into English :**

١- نـهـر الأمـازون هو أطـول نهـر في الـعالـم.

world in river longest is Amazon River

This Amazon River is the longest river in the world ✓

٢- التقيتُ الرئـيس نـفسه.

himself President I met

I met the president himself ✓

٣- اشتـرى لي أبـي كمبيوتر محمول جديد.

new laptop my father me bought

My father bought me a new laptop ✓

٤- أخـي يبحث عن شقة، لأنه سيتزوج قريبا.

soon getting married he's. apartment for looking my brother

My brother looking for an apartment he's getting married soon.

٥- انا امتلك كلباً و قطـتين.

cats two and dog own I

I have a dog and two cats ✓

٦- الصديق الحقيقـي لا يخـون.

betray not does real friend

The real friend never betray you
A

٧- ابـعد الـدواء عـن متناول الاطـفال.

children away from medicine keep

Keep the medicine away from children !

٨- بقـي الـعم نـورمـان و العـمـة ليندا معـنا طول عطلة نهاية الاسبوع.

weekend over us with Linda Aunt and Norman Uncle Stayed

The Norman uncle stayed with Linda aunt weekend over us

٩- هـل رأيـت الفيلم على التلـفاز أو ذهـبت إلى السينما ؟

cinema to went or television on film see did you

Did you see the film on television or went to cinema?
the

١٠- التقيت بقليل من السياح الامريكيين عنـد زيارتي لإيطاليا.

Italy in I was when American tourists few met I

I met a few American tourists when I was in Italy.

- **Translate the following sentences into English :**

1- نـهر الأمـازون هو أطـول نهـر في الـعالـم.

   world in river longest is Amazon River

   The Amazon river is the longest river in the world ✓

2- التقيتُ الرئيس نــفسه.

   himself President I met

   I met the president himself ✓

3- اشتـرى لي أبـي كمبيوتر محمول جديد.

   new laptop my father me bought

   My father bought me a new laptop ✓

4- أخـي يبحث عن شقة، لأنه سيتزوج قريبا.

   soon getting married he's. apartment for looking my brother

   My brother is looking for an apartment because he'll get married soon

5- أنا امتلك كلبا و قطـتين.

   cats two and dog own I

   I have a dog and two cats ✓

6- الصديق الحقيقـي لا يخـون.

   betray not does real friend

   The real friend doesn't betray

   A

7- ابـعد الـدواء عـن متناول الاطـفال.

   children away from medicine keep

   Keep medicine away from the children ✓

8- بقـي العـم نـورمـان و العمـة ليندا معـنا طول عطلة نهاية الاسبوع.

   weekend over us with Linda Aunt and Norman Uncle Stayed

   Uncle Norman and Aunt Linda stayed with us over the weekend ✓

9- هـل رأيـت الفيلم على التلـفاز أو ذهـبت إلى السينما ؟

   cinema to went or television on film see did you

   Did you see the film on television or you went to cinema?
   the

10- التقيت بقليل من السياح الامريكيين عنـد زيارتي لإيطاليا.

   Italy in I was when American tourists few met I

   I met some American tourists when I was in Italy

   a few

- **Translate the following sentences into English :**

١- نــــهر الأمـــازون هـو أطــــول نهـــر في الـــعالم.

world in river longest is Amazon River

The Amazon River is one leengest riller in The World
the

٢- التقيتُ الرئيس نفسه.

himself President I met

I met The president himself

٣- اشتـرى لي أبـي كمبيوتر محمول جديد.

new laptop my father me bought

My father bought me a new laptop

٤- أخـي يبحث عن شقة، لأنه سيتزوج قريبا.

soon getting married he's. apartment for looking my brother

My brother leerking for apartment for his dream marriage
is   an

٥- انا امتلك كلباً و قطـتين.

cats two and dog own I

I have dog and two cats
a

٦- الصديق الحقيقـي لا يخون.

betray not does real friend

The real friend Never betray
A

٧- ابـعد الـدواء عـن متناول الاطـفال.

children away from medicine keep

Keep away The medicine from Children

٨- بقـي العم نورمـان و العمـة ليندا معنا طول عطلة نهاية الاسبوع.

weekend over us with Linda Aunt and Norman Uncle Stayed

Noorman uncle and Lind Aut stayed until The end
of week end

٩- هـل رايت الفيلم على التلــفاز او ذهـبت إلى السينما ؟

cinema to went or television on film see did you

did you see The film on television or you went to cinema
the

١٠- التقيت بقليل من السياح الامريكيين عنـد زيارتي لإيطاليا.

Italy in I was when American tourists few met I

I met a few italy and when I was in italy.
American

B- The Second Test

Fill the gap with " *a/an*" , "*the*" or "*Ø*" (no article) :

1- I took ..a.. suitcase and ..a.. backpack on holiday . ..The..Suitcase was much more useful.

2- Let's get ..a.. Taxi
   Let's get ..The.. next Taxi.

3- Ahmed likes ..Ø.. Couscous.
   Ahmed likes ..The..Algerian Couscous.

4- We should have ..a.. interpreter for ..Ø.. deaf .
   and   *the*

the 5- ..Ø... French usually eat late .
   Ø ..The.. Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on ..the.. television tonight ?
      Jeff : There's a black and white film about animals.
      Ø

   b) We have ..a.. television on the wall opposite the sofa.
      the

7- ..The.. 1920s music is very popular in Ouargla just now.
   Ø

8- The movie was ..a.. drama .
   a

9- She visited ..The..Eiffel tower when she was in Paris.

10- ..Ø... French that they speak in Montreal is different from ..The.. French that they speak in Paris.
   Ø

Fill the gap with " *a/an* ", "*the*" or "*Ø*" (*no article*) :

1- I took .*a*... suitcase and *the* backpack on holiday , *the* Suitcase was much more useful.

2- Let's get ...*a*. Taxi
   Let's get *the* next Taxi.

3- Ahmed likes .*Ø*.. Couscous.
   Ahmed likes *the* Algerian Couscous.

4- We should have *an* interpreter for *the* deaf .

5- *The* French usually eat late .
   Ø Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on *Ø* television tonight ?
      Jeff : There's a black and white film about animals.

   b) We have ...*the*.. television on the wall opposite the sofa.

7- *Ø* 1920s music is very popular in Ouargla just now.

8- The movie was .*a*.... drama .

9- She visited *the* Eiffel tower when she was in Paris.

10- *The* French that they speak in Montreal is different from ...*Ø*... French that they speak in Paris.

Fill the gap with " **a/an**" , "**the**" or "**Ø**" (no article) :

1- I took ...a... suitcase and ...a... backpack on holiday . the Suitcase was much more useful.

2- Let's get ...a... Taxi.
Let's get ...the... next Taxi.

3- Ahmed likes ...Ø... Couscous.
Ahmed likes ...the... Algerian Couscous.

4- We should have an interpreter for the. deaf .
the

5- the French usually eat late .
Ø Algerians usually eat Couscous at Fridays.
Ø

6- a) Jack : What's on Ø television tonight ?
Jeff : There's a black and white film about animals.
the

b) We have Ø... television on the wall opposite the sofa.

Ø

7- the 1920s music is very popular in Ouargla just now.

8- The movie was ...a... drama .
the

9- She visited ...the. Eiffel tower when she was in Paris.
Ø Ø
10- ...Ø... French that they speak in Montreal is different from ...the. French that they speak in Paris.

Fill the gap with "**a/an**", "**the**" or "**Ø**" (no article):

1- I took ..a.. suitcase and a... backpack on holiday. The.. Suitcase was much more useful.

2- Let's get .a... Taxi.
Let's get the. next Taxi.

3- Ahmed likes the Couscous.
Ahmed likes the. Algerian Couscous.

4- We should have an interpreter for ..the deaf.

5- .the.. French usually eat late.
.Ø.. Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on the. television tonight ?
Jeff : There's a black and white film about animals.

b) We have .the.. television on the wall opposite the sofa.

7- .Ø... 1920s music is very popular in Ouargla just now.

8- The movie was .a.. drama.

9- She visited the Eiffel tower when she was in Paris.

10 .The.. French that they speak in Montreal is different from the French that they speak in Paris.

Fill the gap with "**a/an**", "**the**" or "**Ø**" (no article) :

1- I took ...a suitcase and ...a backpack on holiday . The Suitcase was much more useful.

2- Let's get ..a.. Taxi.
Let's get the next Taxi.

3- Ahmed likes .Ø.. Couscous.
Ahmed likes the Algerian Couscous.

4- We should have an interpreter for the deaf .

5- The French usually eat late .
The Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on .Ø.. television tonight ?
Jelf : There's a black and white film about animals.

b) We have ..a the television on the wall opposite the sofa.

7- The 1920s music is very popular in Ouargla just now.

8- The movie was ..a.. drama .

9- She visited .Ø. the Eiffel tower when she was in Paris.

10- The French that they speak in Montreal is different from The French that they speak in Paris.

Fill the gap with **"a/an"**, **"the"** or **"Ø"** (no article) :

1- I took ...a... suitcase and ...the... backpack on holiday . ...Ø... Suitcase was much more useful.

2- Let's get ...a... Taxi. ✓
   Let's get ...the... next Taxi.

3- Ahmed likes ...Ø... Couscous. ✓
   Ahmed likes ...Ø... Algerian Couscous.

4- We should have ...an... interpreter for ...the... deaf .

5- ...The... French usually eat late .
   ...Ø... Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on ...Ø... television tonight ?
      Jeff : There's a black and white film about animals.

   b) We have ...the... television on the wall opposite the sofa.

7- ...Ø... 1920s music is very popular in Ouargla just now.

8- The movie was ...a... drama .

9- She visited ...the... Eiffel tower when she was in Paris.

10- ...The... French that they speak in Montreal is different from ...Ø... French that they speak in Paris.

Fill the gap with " *a/an*" , "*the*" or "*Ø*" (*no article*) :

1- I took ...a.. suitcase and ...a... backpack on holiday . the. Suitcase was much more useful.

2- Let's get ...a.... Taxi.
   Let's get the. next Taxi.

3- Ahmed likes ...Ø.. Couscous.
   Ahmed likes .the. Algerian Couscous.

4- We should have the interpreter for ...a.. deaf .
   an   the

5- .the. French usually eat late .
   Ø ..the. Algerians usually eat Couscous at Fridays.

6- a) Jack : What's on ..Ø. television tonight ?
      Jeff : There's a black and white film about animals.

   b) We have a.... television on the wall opposite the sofa.
      the
      Ø

7- .Ø.. 1920s music is very popular in Ouargla just now.

8- The movie was .the. drama .
                        a

9- She visited ..the. Eiffel tower when she was in Paris.
   the   Ø

10- ..Ø.... French that they speak in Montreal is different from the. French that they speak in Paris.

Résumé

La présente étude vise à enquêter sur la traduction d'articles définis et indéfinis en anglais et en arabe et à montrer dans quelle mesure la prise de conscience des similitudes et des différences dans les deux langues. Dans ce travail, nous analyserons les erreurs commises par les étudiants dans la traduction d'articles en anglais. Il y aura deux chapitres dans cette étude : l'un de théorie et l'autre de pure pratique. Le chapitre théorique contient deux parties, La première concerne les usages des articles dans les deux langues en termes de sens et d'usage, et de montrer les similitudes et les différences entre eux. Alors que la deuxième partie se concentrera sur l'analyse des erreurs. La partie pratique traite de la méthodologie adoptée dans cette étude, de l'analyse et des interprétations des résultats.

Pour atteindre l'objectif de cette étude, deux épreuves choisies sont administrées pour évaluer trente-deux étudiants de troisième année LMD au département des lettres et de la langue anglaise – Université Kasdi Merbah- Ouargla au cours de l'année académique 2021/2022. Les résultats du premier test ont montré que 47,5% n'ont pas réussi à traduire les articles en anglais. La principale source d'erreur commune était l'erreur intralinguale avec 60,58% en raison de la méconnaissance du système des articles en anglais. Cependant, les résultats du deuxième test qui comblait les lacunes avec les articles anglais appropriés (L'article, a / an et zéro indiquait que les erreurs d'addition sont les plus courantes dans les réponses des élèves au test, suivies respectivement des erreurs de substitution et d'omission. Il a également été remarqué que les étudiants sont confus et incapables de décider quand utiliser un article et quand ne pas le faire en raison de la complexité des articles en anglais en premier lieu, et en raison de l'interférence L1 en second lieu.

Mots clés *: Articles définis et indéfinis, Erreurs, Transfert positif, Transfert négatif.*

المستلخص

تهدف هذه الدراسة إلى تقصي ترجمة أدوات التعريف والتنكير من اللغة العربية إلى اللغة الإنجليزية ، كما تكشف مدى وعي الطلبة بأوجه التشابه والإختلاف بين أدوات التعريف في اللغتين. حيث سيتم في هذه الدراسة بمنهجية من أجل تحليل الإخطاء المرتكبة من طرف الطلبة خلال عملية ترجمة هذه الأدوات إلى اللغة الأنجليزية. ينقسم هذا البحث إلى قسمين إثنين متكاملين : الجانب الأول هو الجزء النظري الذي يحتوي على قسمين ، يتناول القسم الأول استخدامات أدوات التعريف والتنكير في كلا اللغتين من حيث الإستعمال والمعنى وأبرز الاختلافات والتشابهات بينهما. أما القسم الثاني يركز على تحليل الأخطاء مع ذكر مصادرها وأسبابها. يتناول الفصل الثاني من المذكرة المنهجية المعتمدة في هذه الدراسة وتحليل النتائج وتفسيرها.

لتحقيق الغاية من هذه الدراسة ، تم إجراء اختبارين لتقييم عينة عشوائية من اثنين وثلاثين طالبا من مستوى سنة ثالثة ليسانس قبل التدرج من قسم اللغة الانجليزية و آدابها – جامعة قاصدي مرباح ورقلة – خلال الموسم الدراسي 2021-2022. نحاول من خلالهما التعرف على أبرز مصادر وأسباب الأخطاء الشائعة وراء فشل ترجمة أدوات التعريف والتنكير إلى الإنجليزية . و قد أظهرت النتائج المتحصل عليها أن مصدر الأخطاء الشائع والمشترك هو نقص المعرفة بنظام وقواعد هذه الأدوات في اللغة الهدف ، حيث يحتل خطأ الإضافة المركز الأول متبوعا بالإستبدال والحذف آخرا بأقل نسبة ، كما لوحظ أن الطلبة يقعون في حيرة من أمرهم غير قادرين على تحديد استخدام الأدوات بالشكل الصحيح. وحين لايكون ذلك بسبب صعوبة وتعقيد قواعد استخدام أدوات التعريف والتنكير في اللغة الانجليزية فحسب ، بل بسبب التأثر باللغة الأم في أيضا.

الكلمات دلالية : *أدوات التعريف والتنكير، الأخطاء ،تحليل الأخطاء،التحويل الموجب، التحويل السالب .*

ملخص البحث

المقدمة :

في عملية الترجمة من لغة إلى لغة أخرى ، تظهر صعوبات قد تولد أخطاء كمشكلة الغموض والمشاكل في الاختلافات الهيكلية والمعجمية بين اللغات ووحدات الكلمات المتعددة المعاني مثل التعابير والعبارات. إضافة إلى مشكلة القواعد،وهذا يعود لعدد التراكيب النحوية التي يُساء فهمها ، أي أنه ليس من الواضح طريقة التصريح بها ، ولا القواعد التي ينبغي استخدامها لوصفها.

تشكل ترجمة أدوات التعريف والتنكير من الإنجليزية إلى العربية تحديًا كبيرا للطلاب (كرومبتون ، 2011). نظرًا لاختلاف أنظمة اللغة العربية والإنجليزية (Jabak.2019)، نظرًا لانتماء اللغتين العربية والإنجليزية إلى عائلتين مختلفتين . يواجه الطلاب صعوبة في ترجمة أدوات التعريف والتنكير من الإنجليزية إلى العربية (جاباك.2019) . إذ أن في اللغة الإنجليزية ثلاثة أنواع من أدوات التعريف والتنكير ، وهي أداة التعريف "the" ، أداة التنكير "a" و" بالإضافة إلى أسلوب حذف الأداة no راشفورد. 2004، السليمان 2018بينما في اللغة العربية تتوفر على أداة واحدة فقط مكافئة معجميًة للأداة التعريف "the" في اللغة الإنجليزية (المحبوب ،2009) (جاباك.2009) ، تسمى " أل التعريفية" ولا تحتوي اللغة العربية على أداة و حرفا للتنكير مكافئا لأداة التنكير في الإنجليزية "a"، (خرما وآخرون ، 1997) ؛ (سميث ، 2001) ؛ (السليمان وآخرون ، 2018)

أهداف الدراسة :

تسعى هذه الدراسة إلى تحقيق الجوانب التالية:أولا،سواءاً إن كان معظم طلبة الترجمة يخطئون في ترجمة حروف التعريف إلى اللغة الإنجليزية.ثانيا،تحديد أنواع الأخطاء التي يرتكبونها.ثالثا،معرفة إلى أي مدى يساعد الوعي بأوجه التشابه و الإختلاف بين اللغتين العربية و الإنجليزية لترجمة أفضل.

دوافع الدراسة :

تركز دراستنا على توعية الطلبة المهتمين بتخصص الترجمة في جامعة قاصدي مرباح -ورقّلة، بمتشابهات و اختلافات أداة التعريف ـأل- و أسلوب التنكير في العربية وما يقابل ترجمتهم إلى اللغة الإنجليزية، تحليل الأخطاء المتحصل عليها في عملية الترجمة . إضافة إلى اقتراح حلولا لتجنب هذه الأخطاء.

الإشكالية :

من كل ما تم ذكره أعلاه،الأسئلة التي تساعد على بناء هذه الدراسة و التي سيركز عليها البحث،كالآتي-1 : ماهي أنواع الأخطاء التي ارتكبها طلبة هذه الدراسة في ترجمتهم للأدوات في الإنجليزية و العربية؟ -2ماهي مصادر الأخطاء التي ارتكبها طلبة هذه الدراسة خلال ترجمتهم للأدوات في الإنجليزية و العربية؟ -3ماهو السبب الرئيسي للأخطاء التي ارتكبها طلبة السنة الثالثة ليسانس في قسم اللغة الإنجليزية في جامعة قاصدي مرباح -ورقلة، في استخدامهم للأدوات في عملية الترجمة؟

الفرضيات :

تم انشاء فرضيات وفقا للدراسة والمتمثلة في أن ليس للغة الأم تأثيرعلى ترجمة أدوات التعريف و التنكير في الإنجليزية و العربية فحسب، بل عدم الوعي و نقص المعرفة بهم كذلك.

منهجية البحث :

سنعتمد في دراستنا على منهجية تحليل الأخطاء من أجل تدقيق أخطاء ترجمة أداة التعريف – أل- و أسلوب التنكير إلى اللغة الإنجليزية بواسطة التقيد بمتغيرات الفرضيات المطروحة.

سيتم اختبار العينة بواسطة اختبارين . أما الاختبار الأول هو ترجمة جمل من العربية إلى الإنجليزية للتحقق مدى وعيها باستعمال أداة التعريف وما يقابلها في اللغة الهدف ، إضافة إلى أسلوب التنكير في كلتا اللغتين. أما الإختبار الثاني فيتمثل في ملأ الفراغ بما يناسب من أدوات التعريف والتنكير في جمل إنجليزية تهدف إلى تحليل مصادر الأخطاء وأنواعها. وستختم بحثنا بنتائج المتحصل عليها واستنتاج أسباب الأخطاء المرتكبة في الترجمة.

الجمهورية الجزائرية الديموقراطية الشعبية

وزراة التعليم العالي والبحث العلمي

جامعة قاصدي مرباح ورقلة

قسم الأداب واللغةالإنجليزية

مذكرة مقدمة للإستكمال متطلبات نيل شهادة الماستر في اللغة الإنجليزية و آدابها

تخصص: ترجمة عربي–إنجليزي–عربي

من إعداد: **بوزيت مريم و قاشي وائل**

بعنوان

تقصّي ترجمة أدوات التعريف والتنكير الإنجليزية ــ دراسة تحليلية

دراسة على عينة طلبة اللغة الإنجليزية سنة ثالثة ليسانس بجامعة قاصدي مرباح ورقلة

نوقشت بتاريخ :

13-06-2022

تحت إشراف : الدكتور بلعربي أحمد نور الدين

اللجنة

الأستاذ بن الشيخ يوسف	جامعة قاصدي مرباح ورقلة	رئيسا
الدكتور أحمد نور الدين بلعربي	جامعة قاصدي مرباح ورقلة	مشرفا
الدكتور كوداد محمد	جامعة قاصدي مرباح ورقلة	مناقشا

السنة الأكاديمية 2021-2022