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An Error Analysis investigation to the translation of motion prepositions into English.

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Dedication

This project is dedicated to

My adoring parents: thank you so much for your unwavering support, affection, and encouragement throughout my life. May God bless you with a long and healthy life.

My dear brothers and lovely sisters: thank you very much for assisting me and providing me with a suitable setting in which to complete this work.

My family and my friends: many thanks for you and for everyone helped me through my life.

Zohra.

Dedication

I would like to dedicate this thesis to my beloved parents, who have been my source of motivation, inspiration, and power. Who sincerely provide their moral and financial support.

To my sisters, brothers for their assistance and affections

, relatives, and friends who shared their words of advice and encouragement to finish this work.

Finally, to all people whom I know from near or far.

MARWA.

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And all the administrative staff, teachers at the **department of Letters and English Language /University of Kasdi Merbah. Ouargla**.

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Abstract

The current master's thesis was developed at KasdiMerbah University in Ouargla. Its aim is to highlights the challenges of translating motion prepositions from Arabic into English and the main reasons of errors made by students during the translation processin prepositions, especially prepositions of motion, more specifically, the study provides a general overview of motion prepositions and conducts a contrastive analysis in order to recognize and explain the common differences in prepositions in both languages.The selected sample is thirty (30) students of first year master translation students at the department of Letters and English Language-University of Ouargla. It is hypothesized that main errors committed by those students are:the use of literal translation influenced by mother tongue(Arabic)or influenced by SL(English), and overgeneralization of the English grammar rules. Mixed methods qualitative and quantitative methods were primarily used by researchers by using a test of two different activities, the first one is to fill the gap with the appropriate preposition and the second one is a simple translation activity to translate only prepositions from the context of the sentences. The results revealed the crucial role of the use of literal translation influenced by the mother tongue (Arabic)or influenced by SL (English), and overgeneralization of the English grammar rules.

Key words: Error Analysis, Translation, motion Prepositions,Errors,Mistakes.

ملخص الدراسة:

تهدف هذه الدراسة التي أجريت في جامعة قاصدي مرباح-ورقلة الى تسليط الضوء على صعوبات ترجمة استعمالات حروف الجر من اللغة الإنجليزية الى اللغة العربية ومعرفة اهم الأسباب وراء ارتكاب الطلبة للأخطاء اثناء ترجمتها. كما قدمت فكرة عامة عن حروف الجر في كلتي اللغتين. ولمعرفة وتوضيح اهم الفروقات بينهما أجريت دراسة مقارنة تم فيها اختيار 30 طالب من السنة الأولى ماستر-مسار ترجمة من قسم اللغة الإنجليزية بجامعة ورقلة. وطرحت الفرضية التالية: ان اهم الاخطاء التي يرتكبها الطلبة هي الترجمة الحرفية المبنية على التداخل بين اللغة الام واللغة الهدف والتعميم المفرط لقواعد اللغة الإنجليزية. اعتمد الباحث طريقتي البحث الكمية والنوعية وذلك بإجراء اختبار يتكون من تمرينين تطبيقيين: الأول لملء الفراغات بحرف الجر المناسب والثاني لترجمة حرف الجر انطلاقا من السياق المعطى في الجمل. وقد اشارت النتائج ان للتداخل اللغوي والتعميم المفرط في الترجمة الحرفية دور في ظهور الاخطاء في الترجمة.

الكلمات المفتاحية: تحليل الأخطاء، الترجمة، حروف الجر، أخطاء، أغلاط

List of abbreviations

SL: second language English in study

TL: target language

L1: first language Arabic in this study

L2: second language

E.g.: for example

ER: error analysis

TT : targetlanguage

I,e. :itmeansthat

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Introduction

Introduction

Prepositions are words, which link between different parts of sentences such as nouns, pronouns, and so on. Although they are short words, they are difficult to master. At first, translating prepositions appears to be a simple process, but it becomes more difficult when it comes to determining an accurate equivalence that covers both the function and the semantic feature of the grammatical word within the sentence. There are several linguistic obstacles arise while translating the grammatical elements from Arabic into English or vice versa. This thesis aims to demonstrate the difficulties which first year master translation students of English at Kasdi Merbah University face when translating the motion preposition from Arabic into English.

Statement of the problem

Lorincz and Gordon 2012 say that "prepositions are notoriously difficult for English language learners to master due to the sheer number and their polysemous nature"(p.1) . Prepositions are difficult to translate because their context is often ambiguous, and the right prepositions frequently chosen at random. This study aims to shed light on the challenges of translating motion preposition from Arabic into English. More precisely, the study provides a general overview of motion prepositions and conducts a contrastive analysis attempting to identify and clarify the common different usages of such preposition in both languages. Furthermore, it seeks to investigate the primary sources that lead to produce errors in the translation process.

Objectives of the study

To evaluate the most common forms of prepositional errors made by students.

1- Urging teachers to be aware about how to teach students how to translate prepositions of motion from Arabic into English.
2- Urging students to be aware of the four prepositions(in-on /into-onto) .
3- To provide suggestions that may help students avoid making errors in motion prepositions while translating.

Introduction

Research questions

Main question:

➢ What are the main errors that first year master students of translation at KasdiMerbah University may commit when translating motion prepositions from Arabic into English?

Sub-question:

✓ What are the reasons behind committing those errors?

Hypotheses

It is hypothesized:

1- The main errors first year master translation students may commit: the use of literal translation influenced by mother tongue (Arabic)or influenced by SL(English.).
2- Generalization in using one item from more than equivalent prepositions in the TT.

Research methodology

The researchers have adopted an error analysis approach by which the researcher randomly hand over a test administrated to thirty (30)first year students of translation at KasdiMerbah University in the academic year 2020-2021. The researchers then analyzed their answers to identify the reasons behind errors may students make.

Rational of the study

The main two reasons behind choosing this topic to be investigated:

1- Many students of English language particularly students of English at Kasdi Merbah University commit errors when translating motion prepositions into English from Arabic into English.
2- To provide students with key suggestions that may be of help in dealing with motion prepositions in English during the process of translating.

Limitations of the study

In this thesis we dealt only with motion prepositions which are(into-onto).The main reasons for selecting a small number of samples that could not be representative were time

restrictions and corona virus conditions. Because the sample was drawn from a single department and a single university, the findings may not be generalizable.

Structure of the study

This research is divided into two chapters the first chapter contains two sections the first section deals with prepositions in both languages Arabic and English. The second section deals with error analysis, while the second chapter is specified for the practical part to analyze results and test hypothesis.
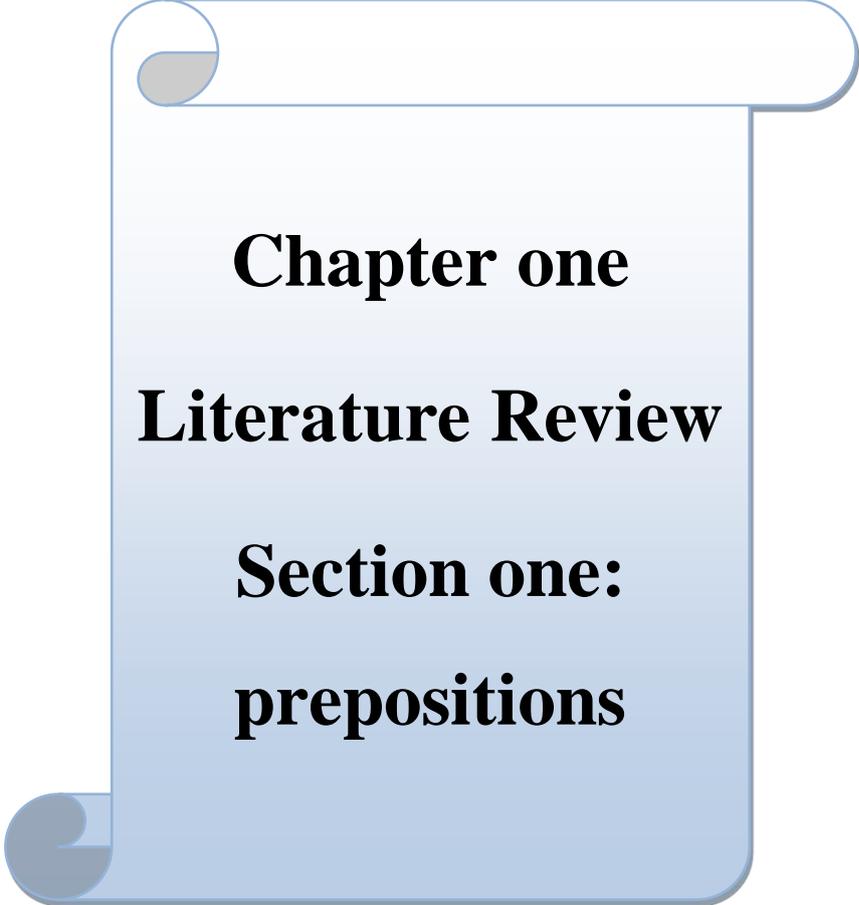
Chapter one

Literature Review

Section one: prepositions

Definition of preposition in Arabic:

The precise definition of prepositions has not been settled upon by Arab grammarians. They describe prepositionsas a subcategory of particles. Louchene(2006)stated that prepositions are words that do not have a meaning in and of themselves but they serve as a connection between other parts of speech. In general particles in Arabic are words that have a grammatical function but do not belong to the noun or verb classes or their variants(Badawi,Carter,Gulls,2014).Saybawayh(1966)sees the Arabic preposition as a way of combining or putting two lexical items or syntactic categories together.according to Rami and Hanna 1993, Arab grammarians used to divideArabic words to three category : asmaa, afaal and huruuf, which represent respectively nouns, verbs and particles. Wright(1896) noted that prepositions were initially used to denote a relationship of location, but they were later adopted to denote a relationship of time, and then other forms of relationships, such as instrument, manner, purpose, source, or accompaniment. In addition, particles may be used figuratively. There are many Arabic preposition such as منذ,عدا,حتى,الواو,الكاف,إلى,من ,في,على,الباء …. The Arabic preposition في can be used in the same way that the English prepositions in, at and on can. Other relevant preposition which is على can be translated as on, over, and onto(Hassan and Abdullah,2009).

1-Definition of prepositions in English:

Prepositions are words that usually come before a noun phrase and signify a syntactic relationship(Li , 2007,Frank,1972), They appear to exist everywhere in speaking and writing (Morenberg,1997). They express a relationship between two or more objects(Mark &Diane,2003).Hattab(2012)indicatedthat prepositions as a short words that link certain components to give a specific meanings .For Hamdallah and Tusheyh(1993) ,prepositions are functional words that connect words , phrases ,or clauses in a sentences. They are not inflected, expressing concepts as locations, destinations, time, manner and motion direction such as: acrossinto, onto among others. In addition, they are historically divided into three categories:place(in, on), time (at) and direction(Lindstromberg 1998). Dunstan (2003) noted that prepositions express a semantic relationship between two noun phrases, usually a relation of space or time ,he explained that prepositions can be just one word such as: in – on which refer to location, or multi word such as into – onto which refer to motion.

1-1 prepositions of location

prepositions occur with verbs.For Andrew(2012), the locational preposition are used to designate a spot, a position, or a location of an entity that related to its referent in some way.He also indicated that using the Hansard (2012) denoted that when defining states or situations, locational generic notion of place, prepositions of location specify an entity's position or location relative to a referent.

1-1-2- The main prepositions of location:

Andrew(2012) indicates that the preposition **in** is used to denote a place or a position within any sort of container, both metaphorically and literally. A container may be a home, a drawer, a box or a cup in this latter context. Your heart, mind, mood, or a circumstance could all be metaphorical containers of in:

- Leila is in her house.
- There is water in the glass.
- The kids are in the swimming pool.

In comparison to **in**, the preposition **on** designates the position of an object on top of, in contact with, or supported by a surface, regardless of its form, dimension, or length:

- On the third floor.
- Can you put the water in the fridge?
- Your Computer is on the desk.
- I dropped your bags on the floor.
- The father lifted the child on his shoulders.

1-2-prepositions of motion

Prepositions of movement are used to indicate the direction in which someone or something is going, such as into, onto .they show the movement from one location to another. These prepositions are often used with verbs of motion(go- come) .

1-2-1- The main prepositions of motion into – onto

- **Into**

Into denotes movement in the containers direction as well as entrance into the container, it may also denotes a point of arrival,the location of a lane, path,etc(Andrew 2012).When there is a movement from the outside to the inside of an enclosed, into is used. It used also when

something physically inside something else .It doesn't matter if the item doing the enclosing is concrete or abstract.

❖ **e.g**

- He got into the house and closed the door.
- Could you put the dog into his carrier?
- Speak clearly into the microphone.
- Can you translate this passage into Arabic please?

▪ **Onto**

The term onto refers to movement in the direction of a surface, regardless of its shape or location. For example, the first thing I do every morning when I walk into my office is toss my keys on the desk (Andrew 2012) .

❖ **Eg:**

- I put the pen onto the table.
- As I climbed onto the platform, I slipped.
- We got onto the ship through the ramp.
- The performer dashed onto the stage.

The table below shows the differences between in- on, into- onto:

The preposition	The meaning
• The car is in the garage	• The position where it is
• I drove the car into the garage	• destination where it is going
• The ball is on the roof	• the position where it is
• I kicked the ball onto the roof • destination where it is going	• destination where it is going • she is already there in the kitchen

• My brother is going into the kitchen	• He wasn't in the kitchen ,but he is going to , there is movement .
• The book is on the table	• It is already on the table.
• Can you put the book onto the table	• The is not on the table yet , there is a movement toward the surface of the table .
• The man is in the pool.	• He is already in the pool.
• The man is jumping into the pool.	• He is going from one location to another.
• The phone is lying on my couch.	• It is already on the couch.
• My brother threw his phone onto my couch.	• It wasn't on the couch yet.
• The fish on the plate.	• There is a movement.
• I put the fish onto the plate.	• One location without movement
• The cat lying on the sofa.	• From one location to another with movement.
• The cat jumped onto the sofa.	• Inside the house.
• There was no one in the house.	• On the surface.

• The picture is on the wall.	• I stepped from another place.
• He looked straight into her eyes.	• On the surface.
• I stepped onto the terrace. •	• She is inside the room. •
• I am onto this plan. •	• She walked from one room to another room. •
• The girl walked in the room. •	•
• The girl walked into the room. •	•

Potential difficulties with prepositions of motion

Preposition in English are difficult, especially for non-native speakers and foreign language learners. Zughoul 1979 posit that the difficulty is due to many reasons:

1- The amount of possible meanings for eachpreposition.
2- When several prepositions are used with the same work, meanings are drastically different.
3- According to takhashi(1969) ,English speakers are unable to provide a logical explanation for the occurrence of such prepositions ,as well as a conceptual guide to their application.
4- Traditional teaching approaches, such as the grammar- translation method, encourage students to mentally translate.
5- Interference from the native language Arabicis related to translation problem.

According to Hendricks (2010),prepositions in English are difficult to distinguish in rapid speech because they are rarely stressed. Kreidler(1966) stated that in addition to basic idiomatic use, prepositions have abstract and chaotic functions.

Problems and errors in using prepositions of motion

Celcia Murcia 1999 contends that non-native English speakers suffer from three types of prepositions problems choosing the incorrect preposition, deleting a necessary preposition, and employing an extra preposition where one is not required. According to Scott and Tucker (1974),errors in using prepositions are classified into three categories :

Substitution Errors, which mean the usage of the incorrect word :

- The pen is onto the table
- The cat jump on the desk

Redundant Errors which mean that an extra word was added or that two or more words are utilized when only one was needed:

- The playground is in on the park
- I saw at her mother
- You judge on things

Omission Errors which mean that a word is missing from a sentence:

- I will travel Sunday
- He was born 1997
- I live the south Algeria

Sources of Errors in using prepositions of motion

CelciaMarcia (1999) consider that errors are made for the following reasons :

Interlingual transfer: refers to the mother tongue interfering with the target language.

Intralingual transfer

Errors arise when a language is only partially learned. as a result, we can discuss overgeneralization errors, which Brown (1987)stated that it occur when previously learned second language contents are incorrectly applied to a current second language situation.Also we can blame intra-lingual transfer on a lack of awareness of the rules constraint, which prevents people from applying rules to situations where they don't belong Richards and Sampson (1974).

Context of learning: these errors are due the inadequate presentation of prepositions in texts. Brown(1987) indicate that particular textbook authors, based on their beliefs or experiences, focus on some parts of language while ignoring others. Because simple prepositions are easier for students to master than complex prepositions, they are rarely covered in grammar textbooks and other school textbooks.

Avoidance: Sometimes EFL students avoid words or portions of words that they find difficult to learn(Lightbown and Spada, 2003).

Guessing: when students don't know or are unsure about a preposition, they try to guess which one is correct.

Conclusion:

To conclude, this chapter was about prepositions in English and Arabic. We reviewed the definitions of prepositions in both English and Arabic language, also we identified the local(on-in) and motion(onto- into) prepositions and clarify the different use of them. In this chapter we tackled about potential difficulties with prepositions of motion, problems and errors in using prepositions of motion and we mentioned the sources of errors in using motion preposition.
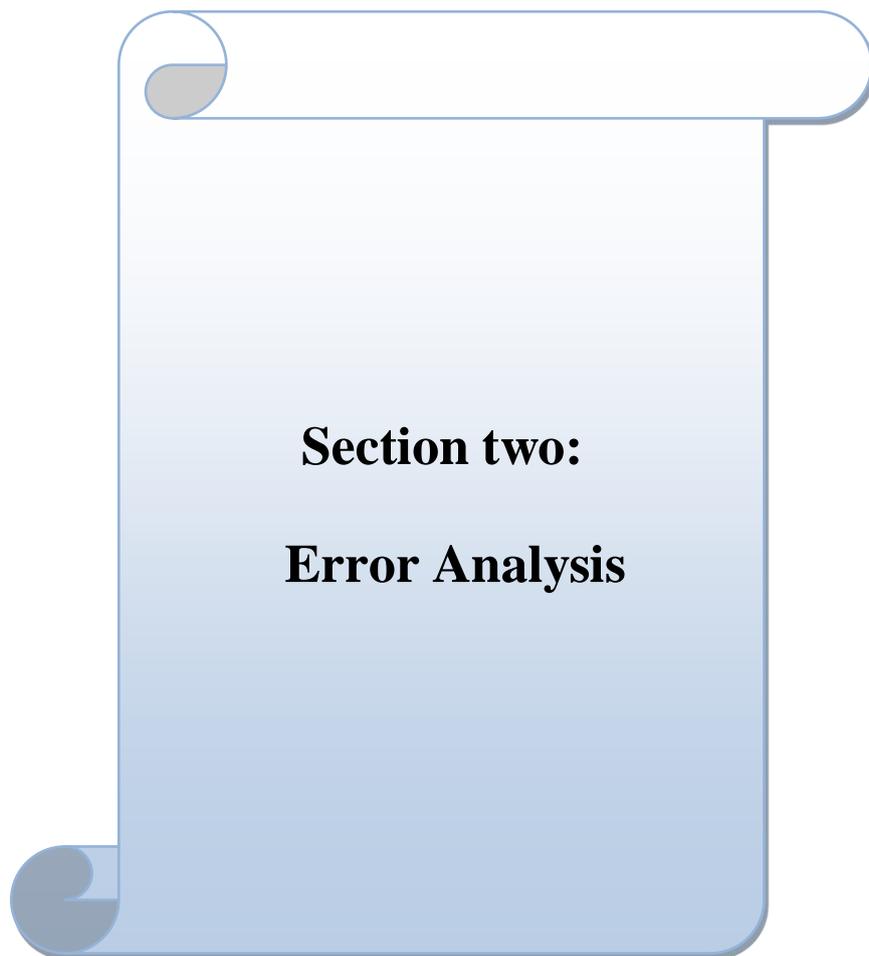
Section two:

Error Analysis

Introduction

Error analysis is a comparative linguistic study, which is a new discipline that is dated back to 1960s. It is stand by contrastive analysis, in which two systems of languages are compared. Its main aim is spotting the errors committed by the SL learners during the use of TL.

This Chapter is dedicated to shed light on error analysis particularly. Firstly, it illustrates the definition of error analysis and identifies the exact meaning of both terms "error " and "mistake", and point the difference between them. Secondly, it reviews four types of errors including omission, additionn, misinformation and misordering. Finally, it displays also the sources of errors including intra-lingual and inter-lingual errors, Context of learning, Communication strategies, positive transfer and negative transfer.

1.1Error analysis

According to Carl James (1998), an approach of evaluating the frequency, existence, causes and implecation of effective language is known as error analysis. Ellis (1994) claim that error analysis is a collection of techniques for detecting, defining, and explaining errors in language learning. In other hand, Mohammad,H,Keshavarz(1999) defined this discipline as a modern method that focused on hypothesis of first and second language learning and potential correlation between them. It is technically more justifiable and pedagogically feasible. As well as Brown(1994:206) indentifies the fact that, the learner commits errors and those errors can be detected, analysed, and graded to show more about the learner's system has sparked a boom in learner research known as error analysis (EA).Error analysis has been described from different perspectives by linguists. However, stillits single interest to analyse and describe learner's errors during their target language learning process.

1.2 Distinction between Error and Mistake

It is obvious to be distiguished between **error** and **mistake**in order to analyse learners errors in an appropriate perspective providing defenitios of each term :

Error : According to Mohammad Hossein (1993) errors are considered to be systematic governed by rule and occur when learnes' understanding of the target language rules is incomplete. As a consequence they represent the linguistic system of the learner at a particular target language acquisition. They are more likely to happen in frequently and go unnoticed by

the learner. "An error is systematic.it is likely to occur repeatdly and it is not recognized by the leaner as an error. Gase&Selinker (2008 :102). While Brown (1987) declared that errors are clear deflection from a native speaker's adult interlanguage comptence. In other words errors are generally share this characteristics ;systematic, related to learner's competence, unremarkable by the learner in their occurance in contrasting with mistakes.

Mistake :in the other hand, are slips of tongue. commonly occur one-time-only might be noticeable by the learner in which learner may be corrected by himself (Selinker ,2008).according to Brown(2008) mistakes are performance errors that is either a casual guess or a slip. It is a failure to correctly use a known device. Mistakes appear to be non-linguistic errors such as exhaustion, intense feelings, memory loss, lack of focus and so on. They are usually random and can be received by the language user if they are brought to his attention. As result mistakes are recognizable, errors occur due to such factors such as lack of focus. They are related to performance which make them clear to reconstruct.

2. Types of errors

Many linguistic taxonomies category are provided to classify errors according to either or both language component or the particular linguistic constituent the error affects. There are three types of taxonomies provided by Dulay(1982) : First, *communicative affect taxonomy* which deals with errors from the perspective of their effect on listener or reader, it includes : *local errors* and *global errors* (p.185).Second, *comparative taxonomy* which is based on comparison between the structure of L2 errors and certain other types of constructions, it includes :*Developmental errors, interlingual errors, and ambigious errors*(p.163).Third one is *surface strategy taxonomy.*

Surface strategy taxonomy: Dulay (1982) point out that Learners can omit required items or add unnecessary ones, misinform items or rearrange them according to surface strategy taxonomy. However, researchers discover that the surface elements of a language are altered in systemic and precise manner.

2.1 Omission

Dulay claimed that the absence of an object that must appears in a well-formed utterance is known as an omission error. For instance :

> ➢ Amina polite girl

> ➢ امينة فتاة مهذبة

Students may commit errors in a nominal sentence. Moreover, in this sentence the learner omit an item: the *verb" to be "* in the function of grammatical verb, which play important rule to build sentence. A person who commit such error fails in constructing a correct sentence.

2.2. Addition

Addition is however, the presence of an object that must not appear in a well-formed utterance. It is commonly occurs in the final stage of second language acquisition or often acquiring some rules of the target language by the learner.

This includes three types of addition displayed by Dulay:

a) - **Double marking:** is failure to delete items that are unnecessary in certain linguistic contexts but are not required in others. For example, *he didn't writed*. The past tense is marked in both the auxiliary and the verb

b) - **Regularization:** regularizations are occur when a sign is commonly applied to a linguistic object added incorrectly to exceptions .For example, *I wented to the school* this sentence is erroneous. The learner commit regularization by adding suffix (ed) to an irregular verb (to go).

c) - **Simple addition:** refers to adding an item that should not appear in a well-formed utterance. As an example: *a my book is on the shelf*. The simple addition is marked in addition of the article (a). The learner add the indefinite article (a) which is inappropriate to use with possessive pronoun " my ".

2.3. Misinformation:

The inconvenient types of morpheme or structure define misinformation errors. Unlike in omission errors where the object is not supplied at all. Misinformation errors occur when the learner supplies something even though it is incorrect

.For example: *students is absent.* This sentence shows misinformation by using ˮisˮ instead ofˮ areˮ. The student do not obey the rule of present simple and plural.

2.4. Misordering

The last type of errors according to surface strategy taxonomy, it is defined as the incorrect placement of a morpheme or group of morphemes in an utterance.

For example, *it is your book?* This sentence indicates that disordering occur. The learner start his question by subject. (Do not respect the verb-subject rule in building yes/no question).

3. Causes of errors

Many linguists based on the influence that L1 and L2 made have tackled causes of errors. And Richard (1982) one of them "competence errors are classified according to their sources: interference errors, intra-lingual errors and developmental errors' (p.58).

3.1. Interlingual errors

According to Dulay (1982), interlingual errors resemble semantically an equivalent word or a sentence in the learner's native language is formed.

While Richards claimed that ″interference ″ and ″interlingual ″ share the same connotation in limiting sources of errors. Interference is the effect of mother tongue on learning another language. For example *make him to do it* and *I can to speak English*. The learner produce interfered sentences with L1 structure without respecting TL form.

The researcher may usually translate the grammatical form of the learner's phrase or sentence into the learner's L1 to see if there is similarities that lead to interlingual errors identification

3.2. Intralingual errors

According to Mohammad H Keshavarz, intralingual errors are "the influence of one TL item upon another ″. (P.125)

While Richard (1980) stated that intra-lingual errors are the representation of general characteristics of rule learning, such as faulty generalization, inadequate application of rules, and failure to learn conditions under which rules are applied.

Jack Richard provide four types of intra-lingual errors:

3.2.1. Overgeneralization

According to Richard et al (1989), overgeneralization refers to the creation of the learner a deviant structure based on his prior knowledge of other structures in the target language. Generally, it includes the creation of one deviant structure instead of the target language structures.

For example:

• He goed home

•She eated her snack early.

As it is noticed the learner apply the rule of final ″ ed″ (past simple) to the irregular verbs go and eat. In which is used only with regular verbs .The learner only know that the rule of final (ed) used to express the past simple, but not take into consideration irregular verbs that may lead to overgeneralization errors.

3.2.2. Ignorance of rules restrictions

This cause of error closely due to the learner's ignorance of restrictions and exceptions to general TL rules .i,e.The learner fail to observe the restrictions of existing structures, in which apply the rules to contexts where should not apply.

Keshavarz (1999) stated the difference between overgeneralization and ignorance of rule restriction is that in the latter the learner may not be overgeneralizing as such, rather he may simply be ignorant of rule restriction.

The learner's sentence	The reconstructed sentence	The rule restriction
Books **is** blue.	Books **are** blue.	• The learner may not obey the rule of singular and plural in agreement with the present tense.
I **has been** studying for three hours.	I **have been** studying for three hours.	• The learner may generalize the rule using *has* with all singular pronouns in building the present perfect continuous.

Table 2: examples about ignorance of rules restrictions errors.

3.2.3. Incomplete application of rules:

Another source of intra-lingual error provided by Richard .Ellis (1994) described it as the result of failure to the full development of structure. Typically, Some L2 learners use declarative word order instead of interrogative word order when they formulate questions.

For example, the learner produces *how you say this in English?* Instead of *how do you say this in English*? In this case, the student use a declarative form in question by omitting the auxiliary do when it is necessarily used before the subject.

3.2.4. False concepts Hypothesized

According to Ellis (1999) this cause of error occurs when the learner fail to comprehend a distinction in the target language.

While Richard (1970:4) stated that this semantic error refers to errors derived from faulty knowledge of target language distinctions or inaccurate ideas about language rules .i.e. the learners do not fully understand rule restrictions in TL. One example is that learners substitute one word for another such as *bring* for *take* in *I will bring it to you*. Though these words learners may assume that this pair are synonym and can be used interchangeably.

3.2.5. Developmental errors

In other words, Ellis (1994) described them as errors when learners attempt to form hypotheses about the target language based on limited experience.

According to Dulay (1982), developmental errors are errors similar to those made by children when they learn target language as their first language. Such as in the following utterance made by child learning English: *dog eat it.* The omission of the article and the past tense marker may be classified as developmental because these are also found in the speech of children learning English as their first language. (p.165)

3.3. Context of learning

As a third major cause of error. Although it overlaps both types of transfer which is coined by Richard (1971) as ˝ false concepts ˝ and termed by Stenson as ˝ Induced errors ˝. Brown (1980) mentioned it as context of learning: context refers, for example to, the classroom with its teacher and its materials in the case of untutored second language learning. In classroom

context, the teacher or the textbook can lead the learner to make fully hypotheses about the language (p.137)

It means the teachers faulty presentation or misleading explanation or the textbook may affect the learner's target language learning which lead them to commit errors. For example, the teacher presents two vocabulary items *figure* and *figure out, point* and *point out.* This might be confused simply because the teacher provide them contagiously or explain them faulty by way of misleading definition.

Otherwise, sociolinguistic contexts of natural untutored language acquisition can give rise to certain dialect acquisition that may itself be a source of error (p.266).

3.4. Communication strategies

Brown (1994) stated in his book "communication strategies pertain to the employment of verbal and nonverbal mechanisms for productive communication of information (p.137). It is related to learning styles. Learners obviously perform different styles and production techniques in order to realize getting their message across. In the other hand. According to Keshavarz (1999) communication strategies are tactics used by the learner to bridge the gap between his limited background and his communication requirements.

As result, there are many causes of errors that affect learners to commit errors during their target language learning process. Such as : the interference between mother tongue and second language , the ignorance of the way dealing with target language rules, the learner's context and the performed strategies inside classroom either by teacher or learners. Those and more can be sources of errors.

4. Positive transfer

According to Richard and Schmidt (2002), positive transfer is a transfer that may occur when the linguistic systems (native language and target language) share the same characteristics in terms of form. Like in case of germane learners, seek to learn English. The similarities between the two languages facilitate the process of learning.

while Allane and Corder (1953), maintain that "positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voice less stops in second language also has aspirated voice less stops." **(as cited in Nassima Lemsara,2015,p.34).** This refers that this kind of

transfer arise when native language helps learner to learn target language due to similarities between the two languages such as correspondence of lexis.

5. Negative transfer

Negative transfer commonly is the unlikeness phenomenon of positive transfer which refers to ˝ language interference ˝ for some linguists like Weinrrech(1953, He stated that : " when a process of second language learning takes place, those linguistic phenomenon which are similar in form, meaning and distribution are regarded as facilitating the process. The transfer is considered negative and acquisition is viewed as distorted because the two structures differ. The phenomenon involved in these difficulties was called interference.

Conclusion

As conclusion, the chapter above closely deals with error analysis (EA) as an independent linguistic discipline and new helpful approach in the area of second language teaching in way it analyze learner's errors from different perspectives. It provides error Analysis and shows the distinction between errors and mistakes. In addition to types of errors, sources and causes.
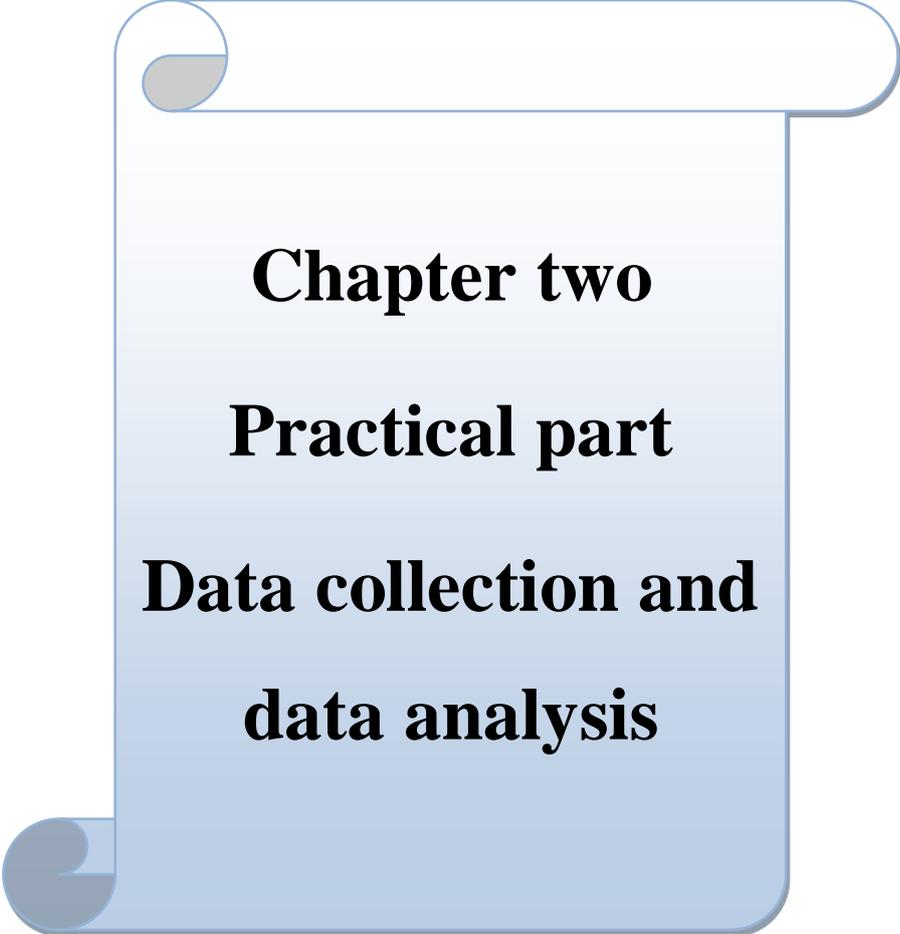
Chapter two

Practical part

Data collection and

data analysis

Introduction

This chapter's main goal is to illustrate the most common errors first- year master students of translation make while dealing with motion prepositions. The data was collected through a diagnostic examination of English prepositions of motion relation given to first-year master students of translation in order to assess their proficiency in using and translating motion prepositions. The resulting errors are examined and analyzed in order to determine the sorts of problems that master students of translation have when translating motion prepositions, as well as the true reasons of such problems. It is hoped that enlarging and clarifying areas will aid in teaching and learning of English motion prepositions. Our aim in this thesis is to confirm our hypothesis, which is the main errors may first year master translation commit are: the use of literal translation influenced by mother tongue Arabic. As well as generalization in using one item from more than equivalent prepositions in the TT. For English students, differences in prepositional usage are likely to be problematic.

The sample:

The sample includes thirty 30 students of master students of English from the department of Ouargla University. Students have been randomly chosen from the whole number of students in the classroom. The choice of the first year students is due to the fact that they have studied translation since the second year licence and they studied the grammatical rules including prepositions in their first year.

The description of the test:

The test given to the students consists two exercises, the first exercise is of ten sentences to fill the gaps with the appropriate prepositions and the second exercise is a translations activity of ten sentences from Arabic into English to translate only the prepositions. The graphs show the results that were obtained from the data collection of the use of first year master translation students to literal translation influenced by Arabic, as well as generalization to arrive at conclusion.

The analysis of the test:

The test was handed thirty 30 students that are randomly chosen to fill the gaps of ten sentences and to translate prepositions of other ten sentences.

Filling the gaps exercise:

Sentence 1:

1 ارتميت على السرير

1-I climbed..**onto**..the bed
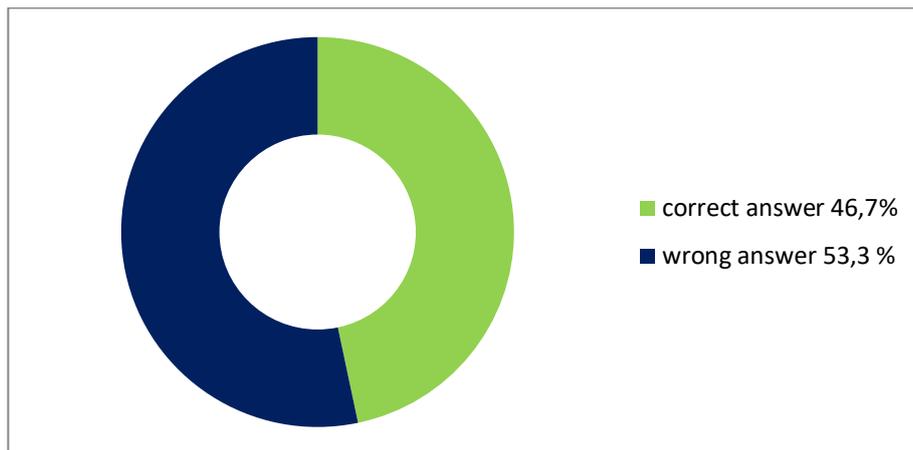

■ wrong answer 100%

Figure 1: correct and wrong answers of onto

From the graph above, we can see that ZERO student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why ONTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition على into « ON ».

Sentence 2:

<div dir="rtl">2 قفزت في النهر</div>

1-   I jumped..**into**..the river.

Figure 2: correct and wrong answers of into.

From the graph above, we can see that FOURETEEN students out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 46.7%. This means that all the students representing 53.3% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLUENCE since most of the students translate the Arabic preposition في into « AT and IN ».

Sentence 3:

<div dir="rtl">القلم فوق الطاولة</div>
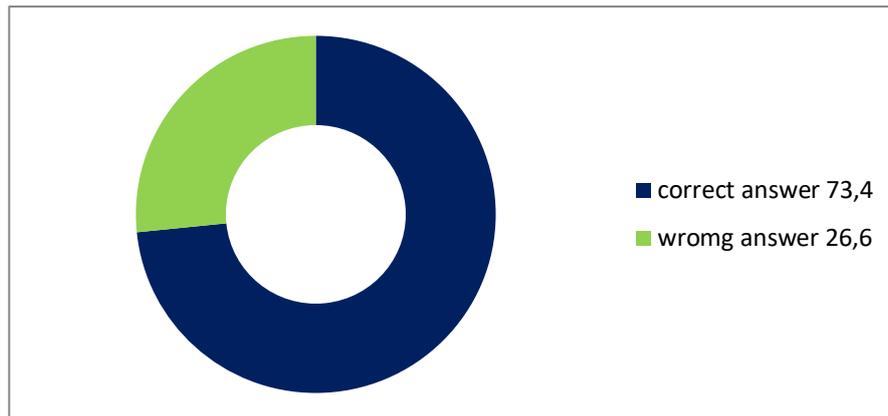
3-the pen is ..**on**..the table.

Figure 3: correct and wrong answers of on.

From the graph above, we can see that TWENTY TWO student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 73.4%. This means that all the students representing 26.6% could not understand that the preposition ON should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition فوق into «AT ».

Sentence 4:

4 اعتليت منصة الرقص

4 I stepped ..**onto**.. the dance floor.

Figure 4: correct and wrong answers of onto.

From the graph above, we can see that ZERO student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why ONTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition على into « ON ».

Sentence 5:

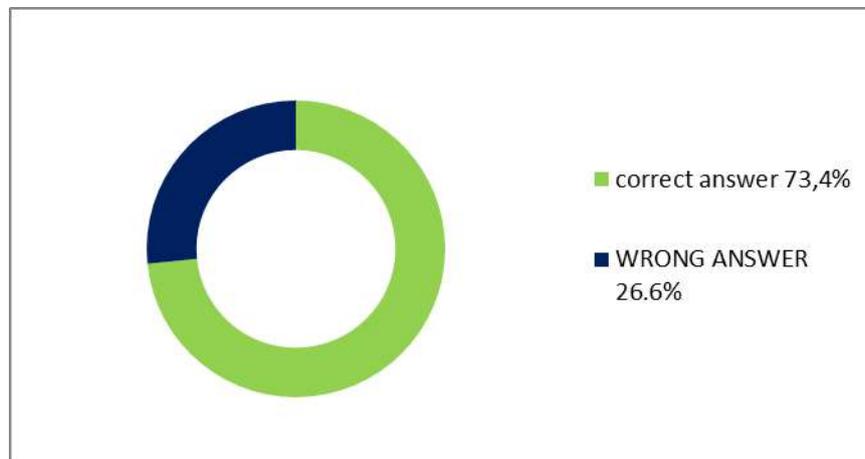5 رأيت سالي في المدينة

I saw Sali ..**in**.. the city

Figure 5: correct and wrong answers of **in**

From the graph above, we can see that TWENTY TWO student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 73.4%. This means that all the students representing 26.6% could not understand that the preposition IN should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition في into «AT ».

Sentence 6

6 إنها ليست في مكتبها

6 She is not **in** her office.

Figure 6: correct and wrong answers of **in**.

From the graph above, we can see that EIGHTEEN student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 60%. This means that all the students representing 40% could not understand that the preposition IN should be used. This is mostly due to OVERGENERALIZATION and since most of the students translate the Arabic preposition في into «AT »

Sentence 7

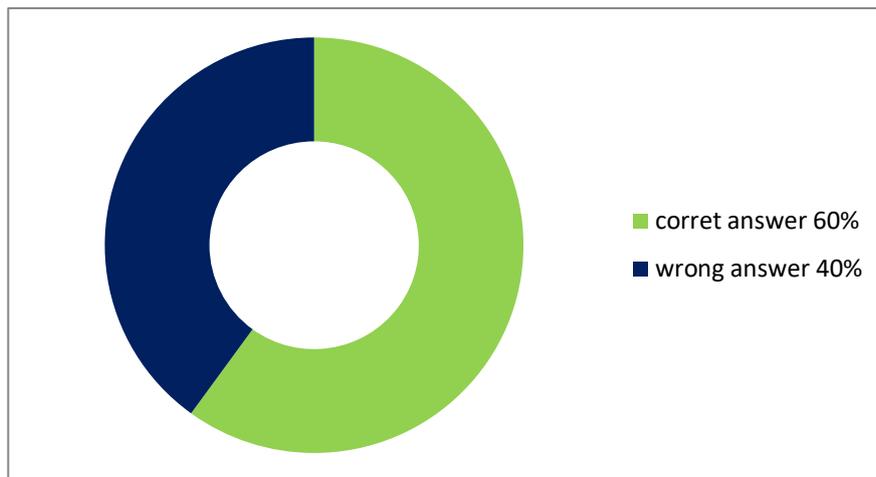7سقطت الكرة فوق سطح المبنى
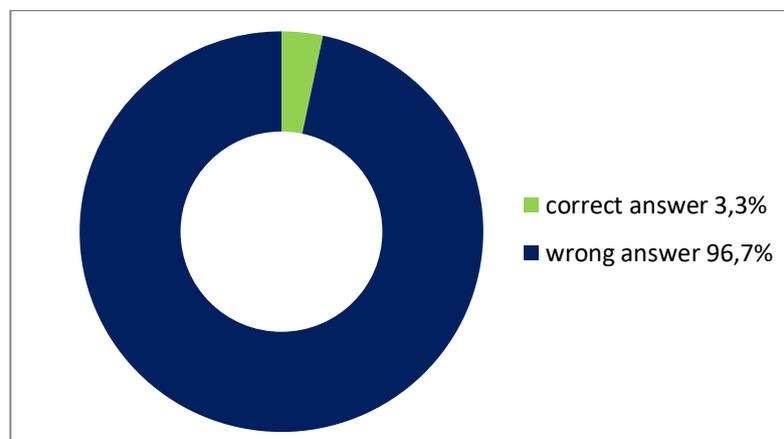
7 the ball landed **onto** the roof.

Figure 7: correct and wrong answers of **onto.**

From the graph above, we can see that ONE student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 3.3%. This means that all the students representing 96.7% could not understand that ONTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition فوق into « ON, AT and OVER »

Sentence 8

الكتاب فوق الرف.8

7 The book is **on** the shelf.

Figure 8: correct and wrong answers of **on**

From the graph above, we can see that TWENTY student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 66.7%. This means that all the students representing 33.3% could not understand that ON should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition فوق into « AT and OVER ».

Sentence 9

وضع المعلم الكتاب فوق الرف .9

9 The teacher placed the book **onto** the shelf.

Figure 9: correct and wrong answers of **onto.**

From the graph above, we can see that ZERO student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why ONTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition فوق into « ON and AT ».

Sentence 10

10 أسرعت الأم إلى الغرفة لتفقد رضيعها.

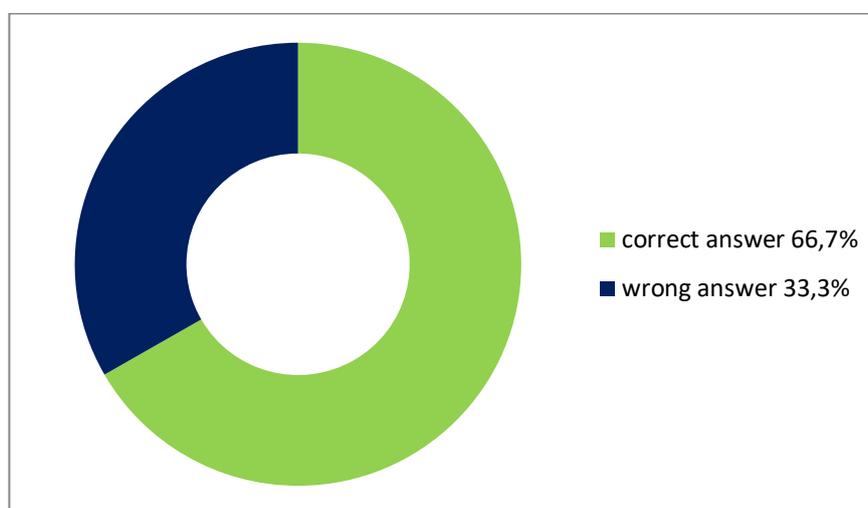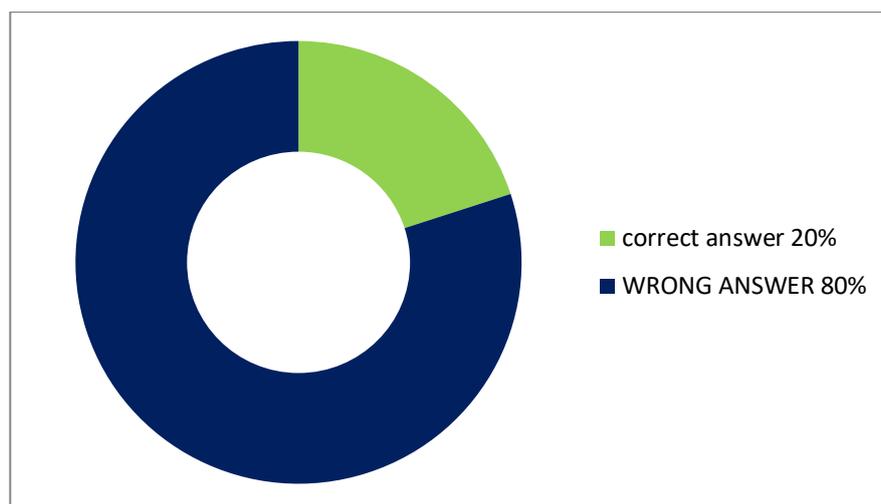10-The mother runs **into** the room to see her baby.

Figure 10: correct and wrong answers of **into**.

From the graph above, we can see that SIX student out of thirty (30) students has correctly filled in the gap with the appropriate preposition, which represents 20%. This means that all the students representing 80% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO »

Sample two

Translating the prepositions exercise

Sentence 1

1ـتفاجا علي عند رؤية عشرة اشخاص يدخلون الغرفة.

The right translation : Ali has been surprised to see ten people entering **into** the room

Figure 11: correct and wrong translations of **into**

From the graph above, we can see that EIGHT student out of thirty (30) students has correctly translate with the appropriate preposition, which represents 26.6%. This means that all the students representing 73.4% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition الى into « TO ».

Sentence two :

2ـانا مستلق على السرير

.

The correct translation : I'm lying **on** the bed.

Figure 12 : correct and wrong translations of **on**

From the graph above, we can see that TWENTY FOUR student out of thirty (30) students has correctly translate with the appropriate preposition, which represents 80%. This means that all the students representing 20% could not understand why ON should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition على into « TO and AT ».

Sentence 3 :

3-وضعت الكاس على المكتب.

The correct translation : I put the glass **onto** the table.
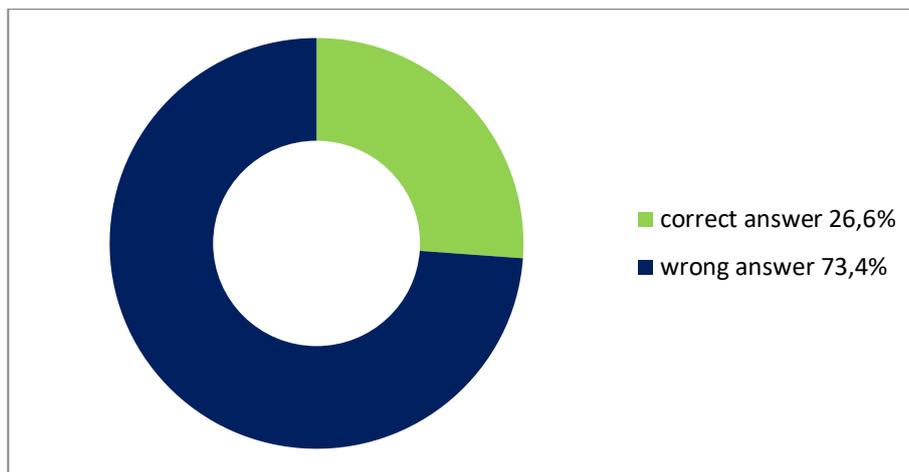

Figure 13 : correct and wrong answers of onto.

From the graph above, we can see that ZERO student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why ONTO should be used. This is mostly due to MOTHER LANGUAGE INFLUENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition على into « ON and AT »

Sentence 4 :

4-هل قلت ان مفاتيح السيارة فوق المكتب؟

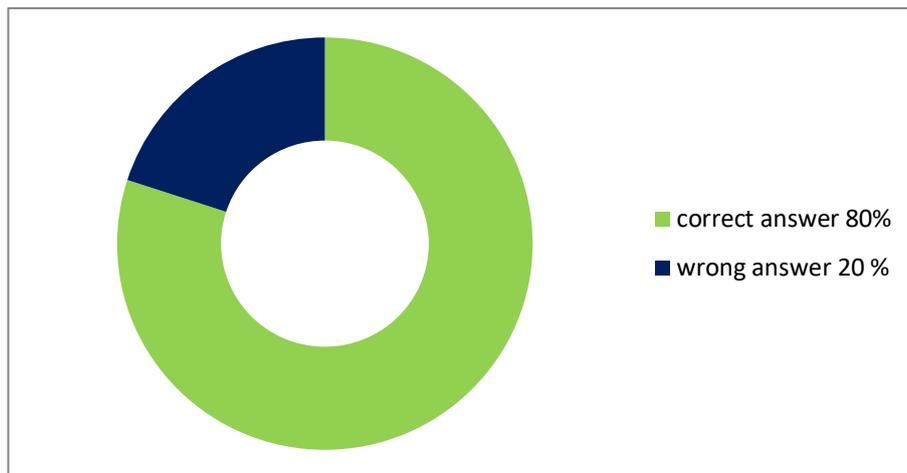**The correct translation :** Did you say that the car keys are **on** the table ?

Figure 14 : correct and wrong answers of on.

From the graph above, we can see that TEN student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 33.3%. This means that all the students representing 66.7% could not understand why ON should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition فوق into « ON,OVER and AT ».

Sentence 5 :

5-كانت تستريح في حديقتها

.

The correct translaion : she was take a rest **in** her garden

Figure 15 : correct and wrong answers of in.

From the graph above, we can see that TWENTY NINE student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 96.7%. This means that all the students representing 3.3% could not understand that IN should be used. This is mostly due to MOTHER LANGUAGE INFLIENCE since most of the students translate the Arabic preposition في into « AT »

Sentence 6 :

أسرع الأطفال الى الحافلة.

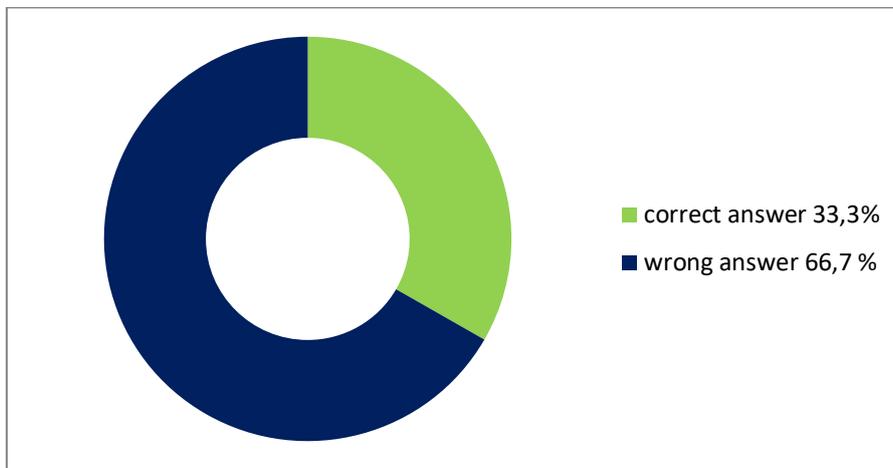**The correct translaion :** children rushed **into** the bus.

Figure 16 : correct and wrong answers of into.

From the graph above, we can see that ZERO student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLUENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO »

Sentence 7 :

7-دخلت السيدتان الى السوق.

The correct answer : the two ladies have been entred **into** the market.
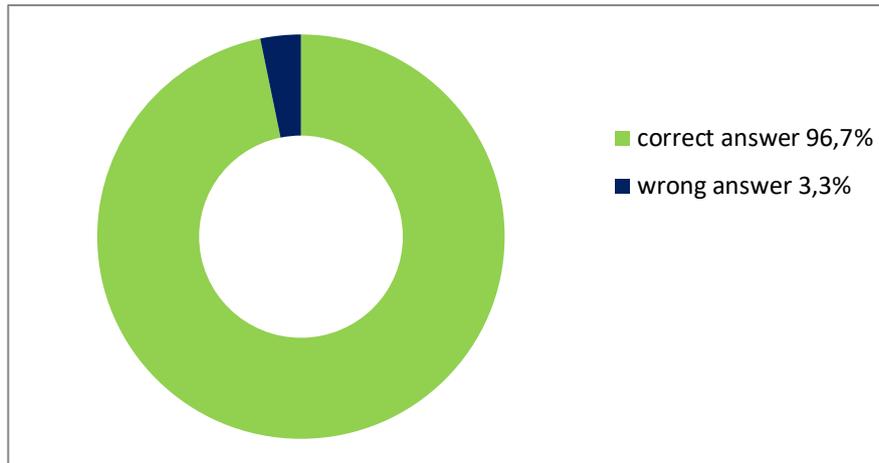

correct answer 26,6%
wrong answer 73,4%

Figure 17 : correct and wrong answers of into.

From the graph above, we can see that EIGHT student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 26.6%. This means that all the students representing 73.4% could not understand why INTO should be used. This is mostly due to OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO »

Sentence 8 :

8-هلا أدخلت الكعكة الى الفرن يا امي؟

The correct answer : Mom ! Would you put the cake **into** the oven ?

Figure 18 : correct and wrong answers of into

From the graph above, we can see that TWENTY FOUR student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 80%. This means that all the students representing 20% could not understand why INTO should be used. This is mostly due to OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO »

Sentence 9:

9-وضع جمال الهاتف في جيبه.

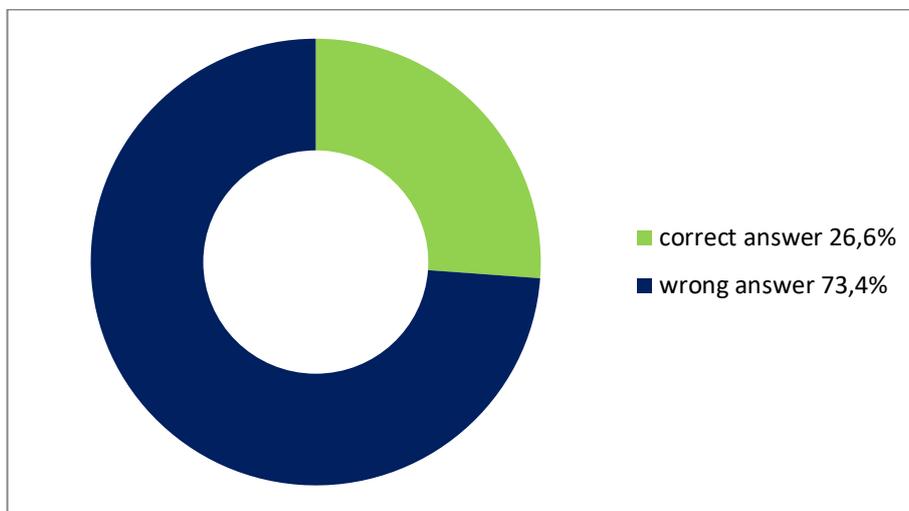**The correct answer:** Djamel put his phone **into** his pocket.

Figure 19 : correct and wrong answers of into

From the graph above, we can see that ZERO student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 0%. This means that all the students representing 100% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLUENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO and ON »

Sentence 10 :

10-غاص احمد في أعماق البحيرة.

The correct answer : Ahmed sinked **into** the depths of the lake.
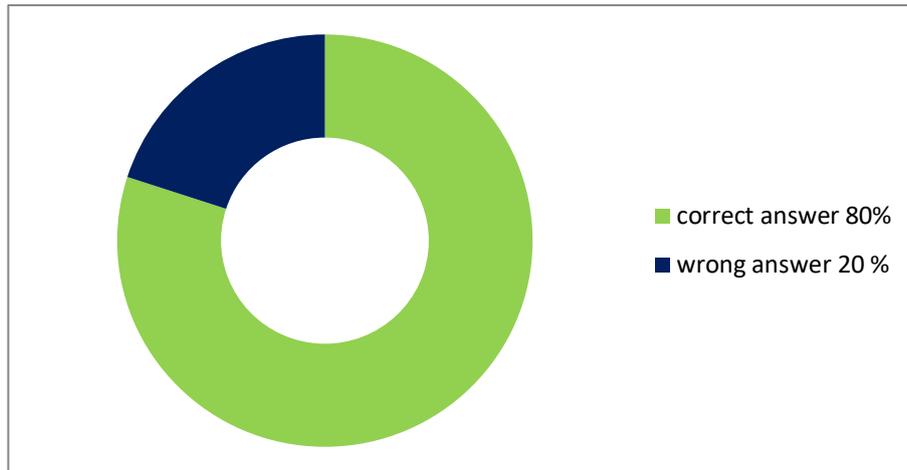

corret answer 60%
wrong answer 40%
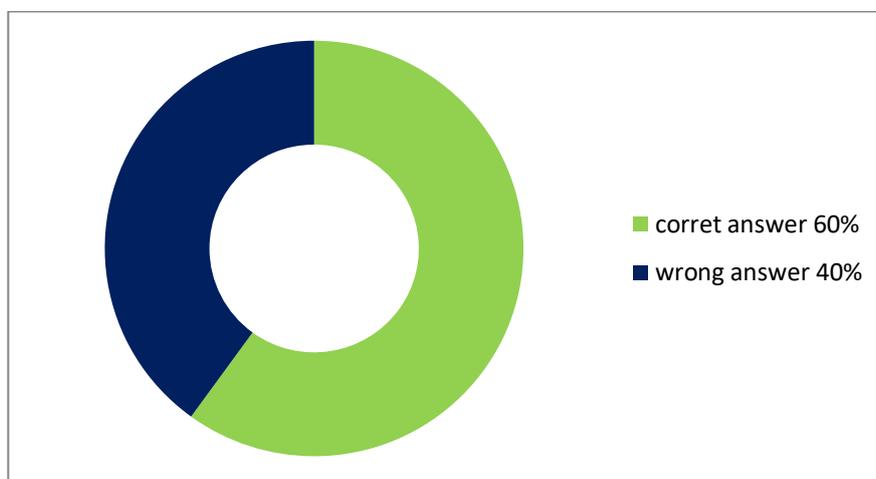
Figure 20 : correct and wrong answers of into.

From the graph above, we can see that EIGHTEEN student out of thirty (30) students has correctly translated with the appropriate preposition, which represents 60%. This means that all the students representing 80% could not understand why INTO should be used. This is mostly due to MOTHER LANGUAGE INFLUENCE and OVERGENERALIZATION since most of the students translate the Arabic preposition الى into « TO, INSIDE and ON »

Conclusion:

Although they are simple words, the use of prepositions is a major challenge for students. Because they demonstrate the interconnections between words in a sentence, those little units are an important aspect of English grammar speaking. They are also tough to understand and use for their many purposes, so students tend to translate whenever they run into difficulties. Furthermore, the test results analysis verified the hypothesis that first year master translation students at Kasdi Merbah University –Department of Letters and English language produce errors as a results of literal translation influenced by mother tongue Arabic or SL English, and overgeneralization of English grammar roles.

Suggestions and recommendations:

1-Teacher may fix the problem of the prepositions learning in its early stages by creating courses that help learners avoid such mistake.

**2-** Weekly or monthly courses should be constructed to present three or four prepositions in both languages in which teacher would give a precise translation for them.

3-learners should recognize the usages of each preposition in both Arabic and English taking in account that compound prepositions exists in English only.

4-futur researches would like to limit their works also for compound prepositions usages in order to give hand to learners for best prepositions knowledge.
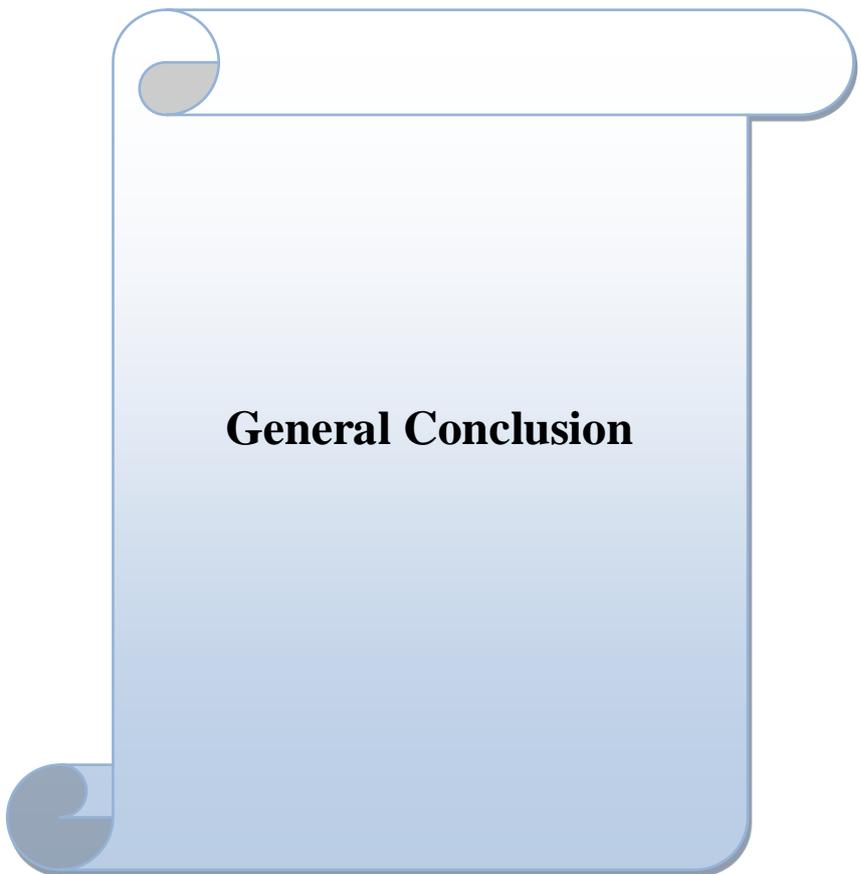
General Conclusion

General Conclusion

Because of their unpredictability and diverse purposes, English prepositions pose a challenge for students. Also, the prepositions in Arabic and English are not the same. The primary goal of this study is to see how much students rely on literal translation impact by Arabic or English, as well as overgeneralization of English grammar rules. The findings backed up the initial hypothesis: they showed that the students are familiar with the most often used English prepositions, such as in and on, but they commit errors in motion prepositions like into and onto. Substitution errors are the most common errors used by students. Finally, due to the imprecise rules and exact equivalents in English, it is recognized that English prepositions are difficult to master or teach.

ملخص الدراسة

المقدمة:

تنفرد كل لغة عن الأخرى في التراكيب النحوية والصرفية وانواعها، ولعل ذلك يبرز في حروف الجر التي تعتبر من اهم العناصر التي تلعب دورا كبيرا في توضيح المعنى وفهم الكلام في كل اللغات. لقد حصصت هذه الدراسة مساحة واسعة للتعريف بحروف الجر في اللغتين العربية والإنجليزية واستعمالاتها خاصة حروف الجر (الدالة على الحركة). بحيث كان هدفها الأساسي تسليط الضوء على بعض التحديات والصعوبات التي يواجهها الطلبة اثناء محاولتهم إعطاء المكافئ المناسب لحروف الجر (الدالة على الحركة) من اللغة العربية الى اللغة الإنجليزية. من خلال فصوله سيقدم هذا البحث نظرة شاملة عن حروف الجر في كلتا اللغتين العربية والانجليزية مع التعرض لبعض أنواع الحروف الجارة واستظهار بعض من الأخطاء والصعوبات التي قد تواجه الطلبة ابان دراساتهم.

تسلسل الفصول سيكون على النحو التالي:

الفصل الأول: مناقشة المعطيات.

المقطع الأول: حروف الجر
تعريف حروف الجر في اللغتين العربية والانجليزية:

حروف الجر هي كلمات خالية المعنى وظيفتها ربط اسم باسم او فعل بفعل او عبارة بأخرى بحيث تضفي معنا على حسب السياق الذي توضع فيه مثال: **في، على، من وغيرها.**

اما حروف الجر في اللغة الإنجليزية فهي أدوات ربط الاسم بالفعل او الصفة واظهار العلاقات بينهم ولتوضيح المعاني وفهم الكلام مثال:

In, on, over…etc.

اهم حروف الجر المكانية والدالة على الحركة:
يدل حرف الجر على الاتجاه او المسار الذي يكون من الخارج الى داخل الوسط غي المستو مثل:

I put the cake **into** the oven.

تستعمل للتعبير على الحركة التي تكون باتجاه سطح مستو مثل:

She puts the book **onto** the shelf.

يدل استعمال: على وجود حالة تلامس على سطح مستو مثل

The mother dropped her bag **on** the floor.

يستعمل حرف الجر للتعبير عن مساحة او فضاء واسع:

They were sitting in the garden.

الأخطاء الواردة عند ترجمة حروف الجر الدالة على الحركة:

ا) ‐أخطاء ناتجة عن سوء استخدام حروف الجر مثل:

The girl jump on the bed.

ب) ‐أخطاء العمولة: وتكون ناتجة عن زيادة حرف الجر بدون تأدية أي معنى او وظيفة مثل:

Don't judge on people.

ج) – أخطاء الحذف: وتكون ناتجة عن حذف حرف الجر في الجملة مثل:

He died September

مصادر اخطاء ترجمة حروف الجر الدالة على الحركة:

ا) ‐التداخل اللغوي بين لغتين: أي تأثير اللغة الام على تعلم اللغة الهدف.

ب) ‐التداخل اللغوي في اللغة نفسها: يكون عند الجهل بقواعد اللغة او التعميم المفرط لقاعدة معينة دون احترام حدود استعمالها.

ج) -الوسط الدراسي: بمعنى تأثير سيرورة الدرس وطريقة تلقينه بالإضافة الى المنهاج الدراسي على فهم المتعلم مما يخلق له إشكالية إعطاء المكافئ المناسب.

المقطع الثاني: تحليل الأخطاء

أنواع الأخطاء:

1-خطا الحذف: مثل امينة فتاة مهذبة

Amina polite girl.

2-خطا الإضافة كإضافة الحركة الاعرابية في هذا المثال:

I went<u>ed</u> to the school

3-معلومات خاطئة مثل كعدم وجود توافق بين الفعل المساعد والاسم في الجمع والمفرد في هذا المثال:

Students is stupid.

4-سوء الترتيب: كعدم احترام قاعدة استعمال فعل في اول الجملة عند طرح السؤال في اللغة الإنجليزية:

They are your parents ?

الفصل الثاني: الفصل التطبيقي

لمعرفة مدى صحة الفرضية التي تفيد بان طلبة سنة أولى ماستر-ترجمة بجامعة قاصدي مرباح-ورقلة يواجهون عدة مشاكل اثناء ترجمة استعمالات حروف الجر الدالة على الحركة من اللغة العربية الى اللغة الإنجليزية، اجري اختبار لمجموعة من 30طالبا تم اخيارهم عشوائيا والمكون من تمرينين تطبيقيين: الأول لملء الفراغات في 10 جمل بحرف الجر المناسب والثاني اختص بترجمة حروف الجر في 10 جمل أخرى انطلاقا من السياق المعطى لحروف الجر العربية.

بعد اجراء الاختبار وتحليل نتائج الطلبة تبين ما يلي:

ـ تقديم الطلبة لترجمات غير دقيقة وموازية للسياق وذلك راجع لنقص التركيز وضعف الكفاءة لديهم.

ـ استخدام تراكيب متأثرة باللغة الام (اللغة العربية) سببه استعمال الترجمة الحرفية مما يؤدي الى الخطأ في إعطاء المكافئ المناسب.

ـ لجوء الطلبة الى حذف بعض حروف الجر والتخلي عن ترجمتها الى اللغة الهدف غير مألوفة لديهم وغير متوفرة

List of references

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Appendices

Appendices

أعزاءنا طلبة السنة أولى ماستر ترجمة عربي ـ انجليزي ـعربي

يرجى منكم ترجمة حرف الجر الذي ترونه مناسبا للجملة. (لا تترجموا الجملة .فقط ركزوا على ترجمة حرف الجر)

1ـتفاجأ علي عند رؤيته عشرة أشخاص يدخلون الغرفة

....

2ـأنا مستلق على السرير

....

3ـوضعت الكأس على المكتب

....

4ـهل قلت أن مفاتيح السيارة فوق المكتب ؟

....

5ـكانت تستريح في حديقتها.

....

6ـأسرع الأطفال إلى الحافلة.

....

7ـدخلت السيدتان إلى السوق.

....

8ـهلا أدخلت الكعكة إلى الفرن يا أمي ؟

....

9ـ وضع جمال الهاتف في جيبه.

....

10ـغاص احمد إلى أعماق البحيرة.

....

يرجى من الطلبة ملء الفراغ بما يناسبه من حرف جر.

1_ ارتميت على السرير .

I climbed ……………the bed

2_قفزت في النهر .

I jumped……… the river

٣_القلم فوق الطاولة .

The pen is .... the table

٤_ اعتليت منصة الرقص .

I stepped ………………. the dance floor.

٥_رأيت سالي في المدينة .

I saw Sali …………………. the city.

٦_إنها ليست في مكتبها .

She is not …………………... -her office.

٧_سقطت الكرة فوق سطح المبنى.

The ball landed ……………… the roof.

٨_الكتاب فوق الرف .

The BOOK is .... the shelf.

٩_ وضع المعلم الكتاب فوق الرف .

The teacher placed the BOOK .... The shelf.

٠ _أسرعت الأم إلى الغرفة لتفقد رضيعها .

The mother run …………. the room to see her baby.