## Appendix

**Questionnaire on Error Analysis in Linguistic, for second year LMD students in ED at U.M.**

Age: Level:

Gender:

Dear students,

We would greatly appreciate your responses to the following questions.The following questions are designed to investigate syntactic errors (Tenses) in translation. The more you think about your errors the better learner you would become, and you will quickly learn how to improve yourself.

1-Did you choose to study English at University?

Yes No

Justification

Obliged Choice Pleasure Job Globalization

Say why

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2-Which level did you start studying English?

primary Middle Secondary

3-Did you study in Private schools before?

If yes Why? If No Why?

3-If yes which level did you stop in?

Beginner Mediate Intermediate

4-What further English practises you make outside regular classroom?

Listening to music Speaking to native speakers Writing paragraphs, essays or poems Watching movies Reading books

5-During your English learning process, how do you find it?

Easy Meduim Hard

6-Do you consider the grammatical structure while translating?

Yes No

7-How many hours do you spend on translating?

One hour Two hours Three hours

8-What is the most tool mostly used while translating?

Printed dictionaries Applications on mobile phone Asking teachers Online dictionaries

9-Do you devote extra time in translation?

If yes why? If no why?

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10-Do you performe better when you translate a topic you enjoy or like?

Yes why? No Why?

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**Distinction between Errors and Mistakes in the level of Tenses:**

Mistake refers to a performance because it can be tollerated. Whereas error is a failure to make use of any things (words,sentences...).Those mistakes can be in both native and second language (**Brown**1987). **a mistake is something natural,something that can be identify, treat or ignore.**

**(Corder 1973). a mistake is not an issue of knowledge, but it is an issue of its application.**

**Incomplete application of Rule:**

Error which can be made by means of **Question** where the learner will automatically is encouraged to repeat the question or part of it on the answer (**Norrish1983).**

For example a conversation between the teacher and his student:

**Teacher:Do you read much?**

**Student:yes, I read much.**

**ie:instead of saying yes i do which is a short answer the student repeat the whole sentence. and we as a researcher know that any sentence begins with auxilaryit needs a short answer with yes or no.**

**The use of Tenses:**

Our own language is not the only reason for commiting errors.**(Ellis1997) states ,some errors seem to be universal ,reflecting the learners.** For example:The learners may put the

**Suffix 'ed'**in all verbs in the past simple also with the pronouns **He/She** forgetting that the past simple is devided into two parts **regular** and **irregular .**This is an example of an **over generalization**.and it is very common in the second language taken or irrespective from their mother tongue (Negative and positive transpher)by the great scholar Lado .In his theory he attempt to say that:

The more similarities between L1 and L2 the easier to learn **(possitive transpher).**

**The more diffrences between L1 and L2 the difficult to learn (Negative transpher).**

**Intralingual errors in the level of tenses :**is to focuse only on the diffrences of the language transpher (said previously)because it based on the target language which means it may caused by the influenceof one target language to another.

**Example:** The use of two **tenses markers** at the same time in one sentence, since the learners have not mastered the language yet. For instance,when the learners write:' **He is comes now**'instead of saying he is coming now .ie:instead of using the present continious,the learners use the singularity of the third person which requires the /**s/** at the end of the verb in simple present tense.

**Interlingual errors in the level of tenses :**

**Corder** in the mid of 1970's rearrange his approach known as **interlingua.**

**Inter:** means **between.**

**lingua:**means **languages.**

So this approach described as if the learner of a foreign language commit some errors in the target language by the influence of the mother language which means there is تداخلinterference into two languages and this habit to the target language is not acceptable in English.

**(Altunkaya1985)** states that interlingual transpher is a significant source for language learners,Dictionary of language teaching in applied linguistics (1992) defines interlingual errors as **being the result of language transpher which happened by the learners first language.**

**Interlingual errors** may occur at different levels such as: **phonology, Morphology, Grammar, lexical and semantic.**From the native language to the target language.

## DEDICATION

I proudly dedicate this work to the symbol of love and purity,my dear parents Khadidja and Djamel, who encouraged me with their prayers and advice.

A special thanks to my thesis supervisor Mr.Bensedgua for his insightful feedback for this study.

To all my classmates and dear friends especially Hana,Mouna and yassmine.

To my brothers Mohamed,samir Ali and Nouh.

To my mother in law Amina and my husband Mohamed who encouraged me with their prayers.

**Fatma zohra BENALLEL**

# General introduction

Language is gainig more importance nowdays.Becoming a prificient translator is one of the major objectives of EFL students.Raims (1983) stated that learners struggle with what and how to put down with information on paper, they often encounter a number of difficulties such as commiting mistakes or errors.At this stage, it is necessary,for the sake of clarity, to distinguish between Marked and Unmarked in both Arabic and English languages.by using the mrkedness defrencial hypothesis as a theory.

Our interest is to carry out this investigayion into Error Analysis in EFL learners for third year LMD students in English departement at University of Yahia Faress , as a researchers, we noticed that learners commit errors while translating conditional sentences types especially the third type (past unreal).

Yahia Fares University of Medea

Faculty of arts and languages

Departement of Foreign languages

English section



# Analysis of translation errors following the Markedness frame in students' performance of translation of English Conditional types.

**Case stdy : students of 3RD year English Major at Yahia Fares University**

**Dissertation Submitted in Partial Fulfilment of the Requirements for Master of Arts (Linguistics).**

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A.BENSEDGUA

**Academic year :** 2018-2019

**Appendix 1**

**Questionnaire on Error Analysis in Linguistic, for third year LMD students in ED at U.M.**

Age:

Gender:

Name:

Dear students,

We would greatly appreciate your responses to the following questions. The following questions are designed to investigate conditional errors in translation. The more you think about your errors the better learner you would become, and you will quickly learn how to improve yourself.

1-Did you choose to study English at University?

Yes ☐ No ☐

Justification:

Obliged ☐ Choice ☐ Pleasure ☐ Job ☐ Globalization ☐

Say why:

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2-Which level did you start studying English?

primary ☐ Middle ☐ Secondary ☐

3-Did you study in Private schools before?

If yes ☐ Why If No ☐ Why?

3-If yes which level did you stop in?

Beginner ☐ Mediate ☐ Intermediate ☐

4-What further English practices you make outside regular classroom?

Listening to music ☐ Speaking to native speakers ☐ Writing paragraphs, essays or poems ☐

Watching movies ☐ Reading books ☐

5-During your English learning process, how do you find it?

Easy ☐ Medium ☐ Hard ☐

6-Do you consider the grammatical structure while translating?

Yes ☐ No ☐

7-How many hours do you spend on translating?

One hour ☐ Two hours ☐ Three hours ☐

8-What is the most tool mostly used while translating?

Printed dictionaries ☐ Application on mobile phone ☐ Asking teacher ☐ Online dictionaries

9-Do you devote extra time in translation?

If yes ☐ why? If No ☐ why?

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10-Do you perform better when you translate a topic you enjoy or like?

Yes ☐ why ? No ☐ Why ?

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