

AYDI EST.

Open Learning & Translation

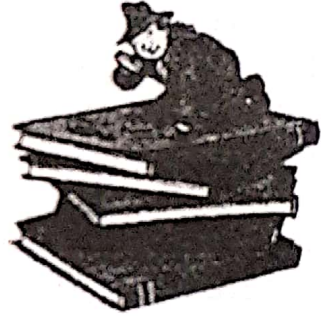
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Fourth Year

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1 + 2



Linguistics

13.05.2022

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أ. رنا داخل

Linguistics 4.1+2



AYDI 2022/ T1

LECTURE NO. 1

13.05.2022

HELLO EVERYONE!

What do you think about Comparative linguistics?

Student: It is to compare between two languages?

Instructor: It's to compare between at least two languages.

What do we mean by compare?

Students: Comparing between two languages (semantics, syntax, and pragmatics).

Instructor: In *comparative linguistics*, we compare between two texts, and we look at the similarities between these two texts.

Here, we compare between at least two languages; we will look at the similarities and differences between these two languages.

What are the differences between comparative and contrastive?

Contrastive is concerned with the differences, but comparative is about both similarities and differences.

Since you are a translation student, comparative is linguistics related to translation?

Students: Yes, knowing the exact meaning of the word and its function can help us in translating the text.

Instructor: Yes this is correct. So this is very important for translation.

Now, I'm going to ask you a question:

Do you have to think about Arabic language while translating from English one?

Students: Yes?

Instructor: well not really if you are an advanced student, but it's ok for beginners.

For example, I want to translate this sentence "قطع على نفسه عهداً"; how do I translate it?

Students: "He promised himself" or "He committed himself".

Instructor: some students may translate the sentence as "He promise on himself". This is a literal translation. So comparative linguistics helps you figure out the difference between English and Arabic.

When we translate words with similar pronunciation, for example, using the word "bark" instead of "park", this can change the whole meaning. This is called negative transfer / interference, and it happens due to the fact that not all words in Arabic have English equivalences.

Comparative Linguistics

Comparative linguistics (CL) is the scientific study of language from a comparative point of view, which means that it is involved in comparing and classifying languages. To compare languages is to discover whether the languages compared have similarities and differences as well as potential areas of learning or translation problems.

Early proponents of Contrastive linguistics claim that differences between the languages compared (L1=the learner or translator's native language, and L2=the target language) cause difficulties for the learner/translator of L2. They also claim that interference (**negative transfer**) from L1 to L2 is a major source of learning/translation difficulties or errors.

TRANSFER is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired. Transfer from L1 to L2 may be either **positive** or **negative**.

POSITIVE TRANSFER occurs when L1 and L2 have similar systems or features. This transfer induces facilitation in learning/translation. On the other hand, negative transfer (**INTERFERENCE**) occurs when L1 and L2 have different systems or features. This transfer induces difficulties in learning/translation.

We have differences between Arabic and English, for example, in **gender**:

He speaks/she speaks; both of them are the same.

While in Arabic, "هي تتكلم" "هو يتكلم".

Also in numbers, "هما يتكلمان" "هم يتكلمون". Both of them "*they speak*".

Now let me differentiate between two important terms: "**Competence**" and "**Performance**":

We all have some knowledge about a language; its grammar, syntax, semantics and so on. This is called "**Competence**", while when it comes to the way we use it to express a message, this is called "**Performance**".

Let's read:

COMPETENCE in Generative Grammar is the implicit system of rules that constitutes a person's knowledge of the language. This includes a person's ability to create and understand sentences, including sentences they have never heard before.

PERFORMANCE in Generative Grammar is a person's actual use of language.

A difference is made between a person's knowledge of a language and how a person uses this knowledge in producing and understanding sentences. For example, people may have the competence to produce infinitely long sentences but when they actually attempt to use this knowledge (to perform), they may restrict the number of adjectives, adverbs, and clauses in any one sentence. They may run out of breath, or their listeners may get bored or forget what has been said if the sentence is too long.

Now let's talk about " **Errors** ", " **Mistakes** " and " **Errors Types** ":

Ok. What is the difference between errors and mistakes?

Imagine that you taught a person how to pronounce the word " *park* ".

He said " *bark* " and you corrected his mistake.

After a week, he pronounced it again as " *bark* ", and learnt to pronounce it this way:

This leads to a problem called " **error** ", and this is related to his competence.

But when he is ill or exhausted, he pronounced it as " *bark* ". Later on, he became well so he pronounced it in a correct way as " *park* ".

This problem is called " **mistake** ", and is related to his performance.

Let's continue:

1.1 Errors and Error Analysis

1.2 Introduction

Error Analysis is a branch of applied linguistics that is concerned with the identification and analysis of errors made by second language learners by applying a system of formal distinction to differentiate between the learner's first language (L1) and target language (L2).

1.3 Types of Errors

Researchers in the field of applied linguistics usually distinguish between two types of errors: **competence** errors and **performance** errors.

Competence errors reflect inadequate learning; they occur because the learners do not know what is correct.

Performance errors reflect usual lapses in performance; they occur if the learners are unable to perform what they know. For example, they may be tired, careless, distracted, or hurried. Such types of errors are not serious as competence errors that cannot be overcome with little effort by the learners.

It is important to note that researchers distinguish between mistakes and errors. **Errors** are related to the competence of the learner, whereas **mistakes** are related to the performance of the learner.

Mistakes

performance

Errors

competence

Instructor:

Some researchers distinguish between **local** and **global** errors.

Can you tell the difference between local and global errors?

-*Local Errors* don't ruin the understanding process.

-*Global Errors* ruin the understanding process, and lead to deadly mistakes.

Do you know what the *deadly mistakes* are?

When you hear someone speaking, you might hear some grammar mistakes but you still understand him. But there are mistakes which lead you to understand nothing.

Let's read on:

Global errors are more serious than local errors because global errors interfere with communication and disrupt the meaning of an utterance. They involve wrong word order in a sentence. Imagine that there's a person who is speaking started his sentences with verb+object+subject...etc. but the word order is so strange and you may feel confused and understand nothing. These are completely global mistakes.

Local errors do not hinder (تعيق) communication and understanding the meaning of utterances. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. The difference here, for example, in pronunciation. In some cases, it will be confusion. It depends on the context, so if I don't know the context, I will not be able to understand anything.

Finally, language learning errors involve all language components: the **phonological**, the **morphological**, the **lexical**, the **semantic**, the **grammatical**, and the **syntactic** components.

For example, the clock is now 2:00 o'clock.

This is a local mistake. You must say **it's** 2:00. And this is a "lexical

error".

Another example is when some students pluralize the word "woman" as "womans", so this error is related to "Morphology" علم الصرف

Now let's see this sentence:

- *The boy I saw him called Ali.* *

Is it correct or wrong?

Students: Correct.

Instructor: No. It's wrong because we used here the pronoun "him", and it's called a *Presumptive pronoun*.

Presumptive pronoun is related to syntax. (Syntactical error).

Ok, let us move to the levels of contrastive analysis:

Levels of CA

- Phonological (phonemes)
- Semantics (lexicon)
- Syntactic (structure)
- Pragmatics (text study and sociolinguistic psycholinguistics aspects as language as a social-cultural phenomenon)

When we conduct contrastive analysis study, we have many levels, and these levels correspond to the levels of linguistics.

1. Phonological level:

In this level we study phonemes which are the smallest units of sound, so we are going to study phonemes in different languages.

2. Semantic level:

The semantic level is related the lexical level; lexical means the vocabulary used in the language, and these lexical items carry the meaning.

3. Syntactic level:

(The morpho-syntactic level) which is related to morphology and syntax, morphology is related to formation of words, i.e. suffixes, prefixes, and infixes, and syntax has to do with the structure of the sentences.

4. Pragmatic level:

It is the most important level because most of the errors come from here. Pragmatic level has to do with text studies and discourse analysis, and it has to do with sociolinguistics which means the use of language in specific contexts, in social situations, for example, the language you use here in the university is far different from that you use at home with your

mom. So this is the concern of the sociolinguistics.

Let's move to another idea: **Causes of Errors:**

1.4 Causes of Errors

There are mainly two major sources of errors in second language learning. The first source is **interference** from the native language while the second source can be attributed to **intralingual** and **developmental** factors.

The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called **Interlingual** errors.

Interlingual errors are related to the difficulties in the language itself and also called **negative transfer or interference** errors.

Student: The first one is about the speaker and the second one is about the language itself!?

Instructor: That's right.

1. Simplification:

Errors that result from learners producing simpler linguistic rules than those which exist in the target language. An example of simplification might involve the use of a simple present instead of the present perfect continuous.

Using the simplest form of each word and avoiding the difficult form will cause a problem because I need each word in the language.

2. Overgeneralization:

Errors caused by extending target language rules to inappropriate contexts. Examples of overgeneralization include the use of "comed" and "goed" as the past tense forms of "come" and "go" and the omission of the third person singular "s" under the heavy pressure of all other endless forms as in *he "go"*.

It's like when you know that adding "ion" at the end of the word would change it to a noun, so that adding "ion" to each word will change it to a noun is a mistake.

Let's move to number 3:

3. Avoidance:

Errors which result from failing to use certain target language structures because they are considered to be too difficult. Arab EFL learners avoid the passive voice.

Using active voice instead of passive voice because of lack of knowledge

about passive voice will cause a mistake thinking that using active voice is easier.

4. **Communication-based errors:**

Errors that result from communication strategies. An example of such an error is related to expressing the concept indirectly, by allusion rather than by direct reference.

Some teachers use technical terms and advanced structures a lot and you understand nothing. As a result of my way of teaching, I fail.

5. **Hypercorrection:**

Those resulting from the transfer of training. This type of error is also called **induced errors**.

For example, the zealous efforts of teachers in correcting the phoneme /p/ prompts learners to always produce /p/ where the phoneme /b/ is required. Thus, Arab EFL learners say *pird* and *pattle* instead of *bird* and *battle*. Wrong input will result in wrong output.

This is the same example of the words 'park' and 'bark'.

Now let's move to number 6:

6. **False concepts hypothesized:**

Many learner's errors can be attributed to wrong hypotheses formed by these learners about the target language.

For example, some learners think that "is" the marker of the present tense. So, they produce: *He is talk to the teacher*.

Similarly, they think that "was" in the past tense marker. Hence, they say: *It was happened last night*.

Now the last one is:

7. **Fossilization:**

Some errors persist for long periods and become quite difficult to get rid of.

An example of **fossilized errors** in Arab EFL learners is the lack of distinction between /p/ and /b/.

Some students pronounce "th" as "z", but after a long period, it becomes "z" and is quite difficult to fix.

Some students confuse 'Tuesday' for 'Thursday' and this is a fossilized error.

Thank You

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LECTURE NO. 2

20.05.2022

HELLO EVERYONE!

We are going to deal with the handout. Your book is not required. **It's enough to study from the handouts.**

So have you started studying?

Students: Not yet because we haven't had the handout yet.

Instructor: Ok, today you can have it because I have it as PDF and I'll send it right to you.

First I want to ask you not to come next week and the week after because I'm travelling to Dubai, and I will compensate these weeks for you.

So let's make a quick revision:

Anyone could remind me what we talked about last lecture?

Student: We started to talk about a brief of Comparative linguistics, then we talked about the Reasons and causes of errors.

Instructor: Ok so what are the differences between comparative and contrastive?

Student: Contrastive is concerned with the differences, but comparative is about both similarities and differences.

Instructor: Ok very good.

What else?

Student: we differentiate between two important terms: " **Competence** " and " **Performance** ".

Instructor: very good. Who can tell the difference between these two terms?

Student:

Competence is related to the knowledge about a certain language; its grammar, syntax, semantics and so on.

Performance is related to the way we use this language to express a message.

Instructor: What are the causes of errors?

Student:

1. Simplification.
2. Overgeneralization.
3. Avoidance.
4. Communication-based errors.
5. Hypercorrection.

6. Fossilization.
7. False concepts hypothesized.

All these errors are related to intralingual or developmental errors. Interlingual errors are related to the difficulties in the language itself and also called **negative transfer or interference** errors.

Now we're done with causes of errors, so let's move to talk about the stages or steps of analyzing errors:

1. Identifying the errors.
2. Classifying the errors.
3. Explaining the errors.
4. Evaluating. (local or global errors)
5. Correcting the errors.

Error Identification and Classification:

After collecting samples, the next step is describing and classifying errors into classes:

- **Grammatical** (prepositions, articles, reported speech, singular/plural, adjectives, relative clauses, irregular verbs, tenses and possessive case).
- **Syntactic** (coordination, sentence structure, nouns and pronouns, and word order).
- **Lexical** (word choice).
- **Semantic** (literal translation).
- **Morphological** (word forms).
- **Phonological** (consonants, vowels, stress, rhythm and intonation).

1.5 Grammatical Errors

3.4.1.1 Agreement

Arabic verbs agree with their subjects in person, number and gender. Hence, Arab students make few subject-verb agreement errors in their essays except where the subject's number is confusing. However, another kind of agreement error occurs is that of adjectives or adverbs agreeing with the nouns they modify.

In English, few adjectives show agreement in number with the nouns they modify, such as *this-these* and *that-those*. Other adjectives are used to modify singular as well as plural pronouns.

In Arabic, however, the situation is different. Adjectives agree in number with the nouns they modify.

As a result, agreement errors of this type occur in the English writings of students. For example, students write the following:

- *My sister goes to *others* shops.

Instead of:

- **My sister goes to other shops.**

Another example:

- *The art of *paragraphs* writing is not difficult.

Instead of:

- **The art of paragraph writing is not difficult.**

The italicized words above take the plural form in Arabic.

Syntax is related to the structures and how they are combined.

3.4.1.2 Articles

In English, abstract words referring to ideas, attributes, or qualities are used without the article "*the*" to refer to that idea or attribute, etc. which belongs to everybody or everything.

In Arabic; however, such abstract words are preceded by a definite article equivalent to *the* in English. Hence, errors pertaining to the misuse of the article *the* occur.

For instance, students write the following:

- **The* marriage is a holy ceremony.

Instead of:

- **Marriage is a holy ceremony.**

- **The* persistence is necessary for the success.

Instead of:

- **Persistence is necessary for success.**

On the other hand, abstract words become specific when they are preceded by the article "*the*" in English. They become the preposition of a certain person, group, object, etc. The usual way of expressing this possession is by a phrase starting with *of*, *to*, or *for*. For example, the following sentences are correct in English:

- You must study geography.

But:

- Tom studied the geography of England.

Student:

We need to put "the" before geography.

Instructor:

Good. As long as we didn't specify the country that you study its geography you don't have to put "the", but since you have put the country, you have to put "the". Here it's England.

It's a local error because it's kind of differences in languages.

In contrast, Arabic does not make use of an article before an abstract term when it is the possession of a specific person or object. Rather, the abstract word is rendered by the modifying noun that follows it. It is not surprising then that the students wrote the following sentence:

- The victims of *the* war are many.

Instead of:

- ***The victims of war are many.*** (war here is general and not specific.)

Student:

We don't need to use "the".

Instructor:

War here is general and not specific, for example, if we say the victims of the Syrian war. Here we must put "the" because we specified which war we are talking about, but in our phrase, we are talking about a general war so we don't have to put "the". It's a negative transfer "ضحايا الحرب" for this reason, we think that we should put "the" before "war" but this is wrong. Also, it's a local error.

3.4.1.3 Prepositions

Prepositions pose a great difficulty for an ESL learner since there are various prepositions in English that have the same function. For instance, the prepositions *in*, *at* and *on* in the following sentences indicate place with subtle differences in usage:

- ***He is in the garden.***
- ***He is at home.***
- ***He lives on campus.***

As a result, when students are not sure which preposition to use in a certain sentence, they often compare that sentence with its Arabic equivalence, giving a literal translation of that Arabic preposition in English. However, prepositions seldom have a one to one correspondence between English and Arabic. An Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations.

Once again. Such translations are the cause of errors, especially in the

case of *in*. Below are such examples:

- *I mean *in* this example.

Instead of:

- ***I mean by this example.***
- *Driving *in* a high speed.

Instead of:

- ***Driving at a high speed.***

These two examples take the same preposition in Arabic which corresponds to *in* in English. Other preposition errors are the following:

- *He is ready *to* the exam.

Instead of:

- ***He is ready for the exam.***
- *I am *under* your disposal.

Instead of:

- ***I am at your disposal.***

There are structures that are equivalent in both languages and others that are not likewise.

3.4.1.4 Singular vs. Plural Words

An ESL learner is unable to determine whether a certain English word is singular or plural based on its form alone.

Some words that end with the plural forms are actually singular in number, whereas others indicate a singular or plural number while maintaining the same form.

Faced with this complexity of the English number, it is only natural that ESL students resort to literal translation from Arabic when determining whether a certain English word is singular or plural.

The following sentences were written by the students:

- *Statistics *are* often carried out to determine the increase in population.

Instead of:

- ***Statistics is often carried out to determine the increase in population.***

Here, *statistics* does not only end with the plural form, but is also a plural word in Arabic which explains why students often commit mistakes for a plural word in English.

Another example:

- *We have a lot of homeworks for today.

Instead of:

- ***We have a lot of homework for today.***

The word "*homework*", which takes the plural form in Arabic, is plural in number.

5.3.1.5 Passive Voice Errors

Examples of errors in the use of passive voice are:

- *Smoking can be caused man serious diseases. (*can cause*)

In this example, it can be said the student confuses between active and passive voice.

This might be due to the lack of sufficient training and drills on this rule which lead to overgeneralization of the rule.

- *It can been said that smoking is bad. (*can be said*)

The misuse of verb to be is peculiar in this example since this verb does not exist in Arabic. This error may be due to intralingual transfer.

3.5.2 Lexical Errors

Due to their limited English vocabulary, ESL learners frequently use words from Arabic to express a certain idea in English, unaware of the English collocations (i.e. word 'A' in a certain English sentence coexists with the word 'B' and not with 'C' even though 'B' and 'C' may be synonymous). In other words, one word in Arabic can be translated into English by several words. It remains for the students to determine which word collocates with the meaning expressed in the sentence.

- *Doctors *describe* medications for their patients.

Instead of:

- ***Doctors prescribe medications for their patients.***

Another example:

- *Man and woman *continue* each other.

Instead of:

- ***Man and woman complete each other.***

3.5.3 Semantic errors

Semantic errors occur when students use literal translation to convey in English flowery Arabic expressions, idioms or proverbs. This, they hope, will enrich their essays. The outcome as follows:

- *I *cut a promise* on myself.

Instead of:

- - *I promised myself.*

Another example:

- **He fell in the fault.*

Instead of:

- *He made a mistake.*

3.5.4 Syntactic Errors

Among the frequent syntactic errors are those of:

1- **Word order.**

2- **Coordination.**

3- **Omission of the copula.** (missing the use of verb to be).

3.5.4.1 Word Order

A common syntactic error that students commit as a result of transfer is faulty word order. In English, adjectives usually precede the nouns they modify. However, in Arabic, they generally follow them. As a result, this Arabic grammatical rule leads students to produce the following sentences:

- *Here are *three rules* very helpful.

Instead of:

- *Here are three very helpful rules.*

A similar mistake occurs with the use of adverbs since an adverb that modifies an adjective or another adverb usually precedes that adjective or adverb.

Student: We have a syntax error because the error is related to the word order.

Instructor: Pay attention that there are no addition or deletion while correcting the sentence.

Once again, in Arabic, this is not the case. Hence, students write the following

- - *Every person almost has a car.*

After *every*, we always put a singular noun.

Pay attention that adjectives usually modify nouns and adverbs usually modify verbs.

In this sentence, "almost" is modifying the noun phrase "every person".

It's a local error and syntax error because it's related to words order.

3.5.4.2 Coordination

In English, items in a series are separated by commas, and the

conjunction 'and ' is used just before the last word. On the other hand, in Arabic, each item in a series is preceded by the conjunction 'wa' which is equivalent to 'and'. Accordingly, the following sentence is perfectly correct in Arabic:

- *My favorite fruits are cherries and peaches and pears and watermelons.

However, it is quite odd in English.

- ***My favorite fruits are cherries, peaches, pears, and watermelons.***

3.5.4.3 Omission of Copula

Since Arabic has no copula, students neglect to use those structures as in:

- *You said you not tired.

Instead of:

- ***You said you are not tired.***

See you after two weeks, and we'll start with Syntax then.

Thank You

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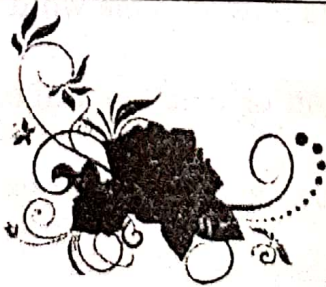


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