

**TRANSLATION ELICITATION TECHNIQUES
AND MOTHER TONGUE INTERFERENCE AT
INTERMDIATE LEVEL in BAHRAIN**

BY

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*I dedicate this work
to the person I like most.*

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ABSTRACT:

This research aims at verifying the validity of an assumption claimed by leading language specialists that the use of translation as an elicitation technique in second language research would have a negative effect on the proportion of first language interference errors.

To test the validity of this assumption, two tasks that focus on the omission of English definite article (Zero Article), since this is a difficult language area for Arabic speaking learners of English, were constructed and given to language instructors to judge their validity, suitability to the target learners and relevance to the subject matter.

Consequently, a sample group of third intermediate Arabic speaking learners of English as a foreign language at some government schools was selected. The same student was given two tasks, first the blank-filling task and then the translation task.

The results of the tasks were statistically analyzed. The marks of the students on both tasks were compared as well as the number of errors committed.

The study revealed that the students scored better marks on the blank-filling task than on the translation task. One of the reasons that lead to this, as the researcher assumed, is the familiarity of the students with these tasks since their teachers commonly use them.

On the other hand, the proportion of the mother tongue interference related errors were not greater on the translation elicitation task than on the blank-filling task.

Therefore, it has been concluded that it is possible for teachers to use translation as an elicitation technique in second language acquisition research provided that the learners are given ample chance to practice such tasks.

Chapter three examines essential literature related to the use of the learner's native language in second language teaching theories and how second language pitfalls were considered as either learning facilitators or hinders.

Chapter four reviews previous studies and researchers that investigated similar problems in other parts of the world.

The last section of this study reveals the results of the tasks administered to the group selected in two main formats. The first one compares the marks of the students on both tasks. The second format, however, compares the number of errors committed by the learners on both tasks.

At the end of this study, there is a conclusion followed by a bibliography and appendices.

It has been concluded that translation from Arabic does not necessarily cause mother tongue interference related errors.

CHAPTER ONE

LANGUAGE TEACHING IN BAHRAIN:

Teaching English as a foreign language has had a long tradition in The State of Bahrain. This tradition is at present taking on a renewed and increased importance as a result of the importance of English for business, transport, science and technology; as a medium of instruction in various colleges, universities and general communication. The learner spends nine years on average learning English at a rate ranging from five to six 50-minute periods per week. A school year extends from 24 to 30 weeks.

There are three levels of the government schools: primary, intermediate and secondary. The learners spend six years at the primary level, three years at the intermediate level and three years at the secondary. (Ministry of Education, 1994: p178)

This should enable the learner, in theory, to communicate fluently and efficiently. However, this is not the

case. Most teachers are Arab teachers of English, whose experience in the language, as trainers and teachers, is in most cases limited to English as a foreign language teaching and learning situations, and who have little genuine use of the language as a means of communication. The learner's exposure to the language is also limited and lacks continuity. In most cases it is formal and conscious instruction and learning with little exposure to natural language. Furthermore, the attitude towards English as a foreign language is that it is a school's subject rather than a means of communication.

Furthermore, as far as the other subjects, Arabic is constantly employed at the schools leaving English within the classrooms' boundaries. This leads, of course, to artificiality in language teaching. The pass mark is often very low, which means that learners can proceed to further learning of the

language without having first mastered fully what they ought to have mastered in a given school year.

The textbooks used differ according to the level and are changed with new editions periodically. However, the language book used at the time of the study for the intermediate level at the government schools is Delimon, English For Bahrain by Alice Lester and Alan C. Mclean, 1986.

STATEMENT OF THE PROBLEM:

Teaching English has seen various changes and developments over the past years. Some of these are very beneficial for both the teachers as well as learners.

However, there are some contradicting views regarding the use of the learners' mother tongue in the classroom. It has been almost continuously argued that the use of the first language can certainly have a negative effect on learning the second language. This would, in other words, probably cause

learners to make language errors due to the fact that the first language actually interferes in the target language.

In this regard, advocates of the Contrastive Analysis Hypothesis claim that it is not advisable for teachers to make any reference to the learner's first language while teaching the second language since this would end in learners making mother-tongue related errors in the second language. This is due to: firstly, learners' reliance on their first language and secondly, because of the possible differences between the two languages in syntax and lexicon. (Wardhaugh, 1970; Dulay, Burt and Krashen, 1982; and Freeman, Diane Larsen and Micheal H. Long, 1991)

The basic aim of this research is to examine the validity of the hypothesis Dulay, Burt and Krashen made in their book: Language Two (1982), with regard to the role translation as an elicitation technique plays in increasing foreign language learners' reliance on the mother tongue at

the production stage in the target language. Even though
Dulay, Burt and Krashen argue that:

*"Virtually no work has been done to probe the conditions
under which interlingual errors are made. " (1982:108),*

they state elsewhere that:

*"The proportion of interlingual errors changes with the
elicitation task, translation in particular. Translation tasks
artificially increase the L2 learner's reliance on first
language structures, masking processes the learner
otherwise uses for natural communication ..."(1982:110)*

The authors of the book concerned supported their
assumptions with one example study by Lado (1978) in which
a number of Spanish-speaking university students learning
English were asked to translate a text and the results were
compared with the results of another group who were asked
to interpret that same text.

This research aims to reveal the errors language learners at the government intermediate schools are likely to make in the use of the English definite article. It is anticipated that this revelation would probably provide some assistance for English language teachers to direct their attention to those problematic areas and thus achieve the desired language competency for their foreign language learners.

HYPOTHESIS:

This study ascertains that it is possible for English as a foreign language teachers at the state intermediate schools to use *translation* from the mother tongue, in this case (Arabic), as an elicitation technique in second language acquisition research and without significantly affecting the proportion of mother tongue interference related errors committed by their learners.

It is the researcher's belief that *translation* from the learner's mother tongue may not necessarily have an undesired effect over the number of errors English language learners likely to make in the target language and, thus, the hypothesis can be stated as follows:

There are no significant differences between the average number of incorrect insertion of the English definite article by third intermediate students at the government schools in filling the blanks elicitation tasks and their average number of

incorrect insertions of the English definite article in translation elicitation tasks at 0.05 level of significance.

IMPORTANCE OF THE STUDY:

After stating the hypothesis of the study and the problem it deals with, we direct our attention now to its expected importance. The first reason that encouraged the researcher to choose the use of the “The Definite Article” by Arabic-speaking students as a research topic because it is an area that creates enormous difficulties for the learners of English. This problem has been confirmed by several studies (Matter, 1989, Kharma, 1981). This is due to the contrastive nature between the two languages. Arabic employs a different system than English to express definiteness and indefiniteness. The researcher examines these variations between the two languages in the next chapter.

Moreover, the survey of the literature related to second language teaching shows a considerable lack of studies that

focus on the use of translation as an elicitation technique with the implication that it should be avoided because it is, as they assume, harmful to the learners.

Translation has been almost neglected as a useful language elicitation tool. It is possible to state that the majority of language researchers made use of translation as subject to be taught.

There seems to be a misconception among language teachers and researchers that any reference to the learner's mother tongue, translation in particular, is probably going to cause language interference. This interference is expected to end with second language learners making errors in the use of the target language's structures. (Dulay, Burt and Krashen, 1982)

Despite the low level of language competence that the third intermediate students have, they have been chosen to be in the center of this study for a number of reasons:

1) It is considered to be a very important year in the educational system because it falls almost in the middle of the total school-years that the student spends studying at government schools: primary, intermediate and secondary.

2) Students at the third intermediate level are supposed to have gained some reasonable command of English after being taught the language for more than five years.

QUESTIONS OF THE STUDY

There are a number of questions that this study endeavors to find possible answers to:

1) What are the errors learners at the third intermediate level more likely to commit in the use of the Definite Article?

2) Does the use of translation as an elicitation technique by second language teachers artificially increase the proportion of mother tongue interference related errors?

3) Is it advisable for the teacher of English to Arab learners to use translation as an elicitation technique with his students?

ASSUMPTIONS:

There are a number of assumptions that the researcher believes in and which are supposed to have some considerable effects on the study itself. These include the following:

A- The use of the Definite Article constitutes a major problematic language area for Arabic speaking learners of English as a foreign language. This has been proven to be true by a number of studies, examples of which have been mentioned earlier at the importance of the study part.

B- The elicitation tasks, blank filling as well as the translation task, are carefully written with the target population in mind and the usage of the Definite Article. Then every effort has been made to establish their validity and reliability. This was done by giving the tasks to selected

language specialists to judge their validity and giving the tasks to a sample group in order to calculate the tasks' reliability.

C- The sample is assumed to be representative of the population. Great care has been taken in the selection process to minimize the effect of, if any, bias.

D- The learners are supposed to take the tasks seriously and take care while doing them.

E-The results of the tasks are scored carefully. The researcher does this himself so that rater's error is kept at the minimum level.

CHAPTER TWO:

METHOD

ORGANIZATION OF THE STUDY:

This study is organized in such a way that it is supposed to move from one point to another in a very smooth change. After establishing the fundamental aspects of translation from the mother tongue and its widely expected side effects on second language acquisition through a thorough review of the available literature as well as the previous studies concerned with this topic, two elicitation tasks are designed to be given to a randomly selected group of third intermediate learners. Following the administration of the tasks, the analysis of the results begins.

SUBJECTS OF THE STUDY:

The population of this study were all 15 and 16 years old male and female English as second/foreign language learners at the third intermediate level at the intermediate state schools in Bahrain in 1997\1998.

Table No.1
The State Intermediate Schools

SCHOOL TYPE	SCHOOLS
Boys intermediate schools	11 schools
Boys inter. & primary schools	14 schools
Girls inter. & secondary schools	02 schools
Girls intermediate schools	17 schools
Girls primary & inter. schools	06 schools
TOTAL	50
	SCHOOLS

Adapted from

(Ministry of Education, Public Relations, 1997) pp. 37-45

For a detailed list of the intermediate schools, see the Appendix (A) at the end of the research.

It can be seen from the previous table that the total number of intermediate state schools is 50 schools. The following table illustrates the total number of third year

classrooms for boys and girls at the State Intermediate
Schools:

Table No. 2

*Number of third intermediate students and classrooms
registered for all state schools in Bahrain for 1996/1997*

TYPE/ NUMBERS	NUMBER OF CLASSROOM	NUMBER OF STUDENTS
MALES	123	4152
FEMALES	134	4385
TOTAL	267	8537

Ministry Of Education - Statistics Section, 1996

The classrooms are of the mixed ability type. There are
varied levels in each classroom ranging from advanced levels
to below intermediate levels.

SAMPLING PROCEDURE

The sampling procedure employed in this study was carefully conducted in order to ensure the basic characteristics required in a representative sample was achieved (variability in levels as well as in background). This was to have representation of all groups of second language learners at the third intermediate stage of the government schools. It is worth mentioning that the students selected were expected to be relatively at the same age.

The procedure consisted of two main steps, which included the following: A) The first step was the selection of the schools that will form a representative sample of all government intermediate schools in Bahrain.

B) The second step involved the selection of one class out of each school selected in the previous step. The first step can be illustrated in details as follows:

Firstly, a list of all the government intermediate schools that have third intermediate classes is obtained.

Secondly, the names of the schools were divided into two groups: one for boys' intermediate schools and the other for girls' intermediate schools.

Thirdly, six schools were selected randomly out of each group by writing the name of every school in the group on a piece of paper and putting them in a selection pot.

The number of the selected schools is shown in the table below:

Table No. 3
The number of the selected intermediate schools

sex	schools
males	6
females	6
total	12

The selected male intermediate state schools are shown in the table below:

Table No. 4

Selected male intermediate schools

SCHOOL	AREA	STUDENTS
Hued Primary & Intermediate	Hued	601
Belad Al Qadeem Intermediate	Belad Al Qadeem	517
A. Rahman Al Dakhel Inter.	Muharraaq	524
A'ali Primary & Intermediate	A'ali	1000
West Refa'a Primary & Inter.	West Refa'a	1062
Duraz Intermediate	Duraz	734

(Ministry of Education, 1997)

The selected female intermediate state schools are shown in the following table:

Table No. 5
Selected female intermediate schools

SCHOOL	AREA	STUDENTS
Asma' Thatt Al netaqain P. & Inter.	Hued	822
Budaih Primary & Intermediate	Budiah	634
A'ali Intermediate	A'ali	719
Dair Primary & Intermediate	Dair	712
A'esha Umm Al Mua'mneen Inter.	Manama	240
Al Qairawan Primary & Inter.	Hamad Town	926

(Ministry of Education, 1997)

The second step followed by the researcher is as follows:

Firstly, the third intermediate classes for every school selected in the first step were written on small pieces of paper and kept in a pot.

Following that, a class was randomly selected out of the pot for each government intermediate school.

The total number of the third intermediate students that were expected to be involved in this study is shown in the following table:

Table No. 6
Number of Third Intermediate Schools

SCHOOL	students
males	182
female	208
Total	390

Following the selection process, the selected schools were informed of the selection and a list showing the students registered in the class is obtained from the school.

LIMITATIONS OF THE STUDY:

In order to arrive at the desired objectives of the study and to ensure that enough attention is paid to the most important points, it is imperative that the scope of the study be specified.

Mother tongue interference in second language acquisition is an open-ended field. Therefore, this study does not deal with the nature of language transfer and the complicated way it affects second language learning. The writer believes that it serves the purpose of the study just to give a brief outline of the main aspects of language transfer and avoid in depth analysis of its major components.

Although this study deals with the errors Arab students at the intermediate level make while dealing with the English Article system, it does not deal with error correction or possible reconstruction since this is beyond the scope of this research.

It has to be made clear that the scope of this study is limited to cover language errors of the use of the " *The Definite Article* " only.

The subjects of the study are selected because they are supposed to have developed a relatively good command of the target language have studied English for almost six years. Although both sexes are included, this research does not investigate the difference in the language errors made by male students compared with those made by female learners

VARIABLES:

In order to achieve the objectives of the study, the researcher believes it is essential that the variables of the experiment be identified.

There are two different variables: a dependent variable and independent variables.

The independent variables are the elicitation tasks. Therefore, the use of the translation as an elicitation technique is the first and the second variable is the use of blank-filling elicitation task. .

The dependent variable is the one which is to be affected by the introduction of the independent variable, is the number of errors made by the second language learners sampled in this study.

The relationship between the variables is going to be investigated in this study to find out whether the relationship is positive or negative.

THREATS TO INTERNAL VALIDITY:

Despite the fact that the researcher was extremely cautious in the procedure he followed, there were a number of factors that constituted a threat to the internal validity the study. Certain steps were taken to minimize the effects of those factors.

Firstly, the randomness in the selection of the sample was ensured with the use of the selection pot for both the schools as well as the classes in order to eliminate the effects of bias.

Secondly, the tasks were designed to be as suitable as possible to the learners' culture and language level. This is supposed to have been achieved by the comments of the judges. Moreover, the vocabulary expected to cause difficulty for the learners was given in a table with the translation task. Furthermore, specific instructions were given to the teachers regarding the tasks and the suggested method for administering them.

Thirdly, the marking procedure adopted concentrated on the use of the Definite Article only. Spelling mistakes and word order, though important, were not neglected in the translation task.

ELICITATION TASKS

A-BLANK FILLING

In designing the blank filling test, the uses of the English The Definite Article were gathered from a number of grammar references, namely (Alexander, 1989; Swan. 1992 and Fowler, 1981; Murphy, 1987; Saad 1994). After that the sentences were reconstructed so that they would be suitable to the learners' language level as well as background keeping in mind their previous meaning.

DETERMINING VALIDITY:

In order to establish the content validity of the blank-filling test, the task was given to a number of language instructors at the University of Bahrain and two language advisors at the Ministry of Education:

Table No. 7

Names of Judges

Name	Position
Dr. Hassan Marhama	The English language Department University of Bahrain
Dr. Salman Al Halwachy	The English language Department , University of Bahrain
Mr. Redha Araby	Training specialist, Training Department, Ministry of Education
Isa Al Nasheet	Language Advisor , Ministry of Education
Abudalla Kamal	Language Advisor , Ministry of Education

This procedure was carried out to obtain their judgment for each item of the test according to the following questions that were intended to guide the judges' comments:

1-Do the items of the task cover all the uses of the zero article?

2- Is the language suitable for the learners' level and culture?

3- Are there any sentences which are not clear?

4- Does the order of the sentences ensure that over-generalization and/or guessing is controlled?

5-Are there any sentences which should be omitted?

6- Are there any sentences which should be modified?

7- Are there other sentences which should have been included?

The test was later modified in light of the comments.

For example, one sentence that reads “ *The dog walked along the road to find its master.*” has been removed because it was found to be culturally unacceptable. Furthermore, the reference in sentence number 11 has been made clearer with the addition of “ *near our house*”.

DETERMINING RELIABILITY

To determine reliability, the test inter-item consistency method is employed. Inter-item consistency is the extent to which all the items on a test are measuring the same thing. The elicitation task was given to a pilot sample of thirty-seven language learners who were identical to the subjects of the study in age, language level and background. This group was selected randomly in two steps:

a) A school was selected randomly by picking a name from the list of the participating schools.

b) A class was selected for the school that has been chosen in step (a) by the same method.

The results were analyzed using the equation of Kuder Richardson (20) because the task has either correct or wrong answers and the result for filling the blanks task was: 0.67, which means that the task has an acceptable level of reliability. The equation used is given in APPENDIX (K).

B- THE TRANSLATION TASK:

The translation elicitation task was based on the blank filling test, but the sentences were modified in a way to be suitable to the language level of the subjects of the study, which is relatively very low. Then the words expected to constitute difficulty for the subjects of the study were given with the task since the aim of the study is not to measure the learners' ability to translate from Arabic into English but to study the learners' usage of the English The Definite Article.

DETERMINING VALIDITY

The same procedure employed to establish the validity for the blank filling test was followed for determining the content validity. A panel of judges comprising of three language instructors at the University of Bahrain and two Arabic language advisors from the Ministry of Education was involved. Their names and positions appear in the following table:

Table No. 8
Names of Judges

Name	Position
Dr. Saif Al Ansary	English Department, University of Bahrain
Dr. Mohammed Qadoomy	English Department, University of Bahrain
Thougan Salem Masadeh	Educational Supervisor of English , Jordan
Mohammed Abbas Ali	English Language Senior Teacher, Ministry of Education
Mohammed Ali A. Nabi	English Language Teacher, Ministry of Education

Some guide questions have been given to the judges to ensure that the comments received were those most useful in determining the validity of the task. This of course was

supposed to save both time and effort for the judges and for the researcher. The actual questions given to the instructors were in Arabic, naturally, and a possible translation of the questions is given below:

1- Have the sentences been written in correct Arabic?

Are there any modifications?

2-Are the sentences suitable for the learners' language level and abilities?

3- Is it possible to translate the sentences into English while keeping the original meaning?

4-Does this task covers all the uses of the DEFINITE ARTICLE where it will be omitted in certain locations when the sentences are translated into English?

5-Are there any sentences that should be modified?

What are the modifications?

6-Are there any sentences that must be omitted?

7- Are there any sentences that must be added?

The task was later checked and corrected in light of the judges' opinions and comments. For example, some words found to be redundant when translating the sentence into English and were omitted. One of the judges stated that he expected the learners to use the definite article in sentences 8, 9, 10, 14, 16, 17 and 23 because of mother tongue interference and that he was confident enough that those sentences would clearly reveal the effect of mother tongue interference in case of word-to-word translation.

Another member of the panel of judges suggested that the number of the sentences should have been reduced to 10 in fear that the current number of the sentence (24) would have some undesirable effect on the learners, boredom, for example. The researcher was not able to follow this comment to maintain the expected validity of the translation task.

DETERMINING RELIABILITY

To determine reliability, the test inter-item consistency method is employed. Inter-item consistency is the extent to which all the items on a test are measuring the same things. The elicitation task was given to a pilot sample of thirty-five language learners who are identical to the subjects of the study in age, language level and background. The results were analyzed using the equation of Kuder Richardson (20) because the task has either correct or wrong answers and the result of data analysis for the translation elicitation task was: 0.86, which means that the translation task has an acceptable degree of reliability. The equation used is given in the appendix (L) with the key.

TIMING:

In order to get at a time limit that will be long enough for the selected group of learners to complete the blank filling and the translation tasks, the test was given to a secondary

level graduate. The time measured was then multiplied so that it would be suitable for the third intermediate students.

The time length for the blank filling task taken was 5 minutes and for the translation task 15 minutes. Therefore, the time allowed for the testes to do the tasks can be calculated as follows:

Blank filling: $5 \times 3 = 15$ minutes

Translation: $15 \times 3 = 45$ minutes

DEFINITION OF TERMS:

These are the definitions of the terms that occur frequently through out this study, which has been adopted from Richards (1997).

CONTRASTIVE ANALYSIS: The comparison of the linguistic systems of two languages, for example the sound system or the grammatical system.

NEGATIVE TRANSFER: structures in the L1 differed from those in the L2, errors that reflect the structures of the L1 would be produced.

POSITIVE TRANSFER: Automatic use of the L1 structure in L2 performance when the structures in both languages are the same.

ERROR: (In speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent

or native speaker of the language regards as showing faulty or incomplete learning

ERROR ANALYSIS: The study and analysis of the errors made by second language learners. Error analysis may be carried out in order to:

- a) identify strategies which learners use in language learning,
- b) try to identify the causes of learner errors.
- c) obtain information on common difficulties in language learning. as an aid to teaching or in the preparation of teaching materials.

ELICITATION: (In language teaching) techniques or procedures which a teacher uses to get learners to actively produce speech or writing.

ELICITATION PROCEDURE OR TECHNIQUE: (In linguistics or second language acquisition research) a technique used to obtain information about how someone uses

a particular language item. The subject may be asked to describe a picture, tell a story, or finish an incomplete sentence. These procedures are used to get a fuller understanding of linguistics knowledge than the study of naturally occurring speech or writing can provide.

TRANSLATION : the process of changing speech or writing from one language (the source language) into another (the target language), or the target language version that results from this process. Moreover, Tudor (1989) refers to translation as being “*a process of conveying messages across linguistic and cultural barriers ...*” P.5

ARTICLE: A word which is used with a noun and which shows whether the noun refers to something definite or something indefinite.

Zero Article: The case in which the definite article *THE* is omitted before the noun because it is used to refer not a particular object but to the group as a whole.

INTERFERENCE: The effect of one language on the learning of another.

MOTHER TONGUE: The first language that is acquired at home.

TARGET LANGUAGE: The language that is being learnt.

CHAPTER THREE:

RELATED

LITERATURE

SECOND LANGUAGE TEACHING

In order to establish a logical link between the elements of this study, it is imperative that the position held against the learner's native language by a number of second language teaching approaches be examined.

Approaches and methods have varied in the degree of the importance they assign to the role of the mother tongue in teaching and learning a second language. (Kharma, (a) 1989)

This importance is affected by:

- a. the language skills emphasized by each approach,
- b. the theory of language, and
- c. the theory of language learning underlying the approach, as well as its own set of techniques or procedures.

Kharma (1989, b) believes that the principle aim of teaching English as a foreign language to Arab learners is to permit individuals to communicate with each other fluently

and effectively in the common diverse personal and professional situations of daily life, where English, rather than one's own language, is to be used. P.3

A glance through the past century of language teaching gives us an interesting picture of how varied the interpretations have been of the best way to teach a foreign language. As schools of thought have come and gone, so have language methods waxed and waned in popularity. Teaching methods may be thought of as “ theories in practice.” (Brown, 1987: P.11)

THE GRAMMAR TRANSLATION METHOD:

The oldest approach, The Grammar Translation Method, had as its goal the teaching of foreign languages for reading literature or for intellectual development. In addition to grammatical analysis, the native language was “ *the medium of instruction... and was used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language.*” (Richards and Rodgers, 1986:4) It was also used to translate the foreign language into the mother tongue. Prator and Celce Murcia (1979:3) list the major characteristics of Grammar Translation Method:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.

3. Long elaborate explanations of the intricacies of grammar is given.
4. Grammar provides the rules for putting words together and instruction often focuses of the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little attention is given to pronunciation.

This method does virtually nothing to enhance a student's communicative ability in the language. It is “*remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of*

memorizing endless lists of unusable grammar rules and vocabulary.” (Richards and Rodgers 1986:4).

The Direct Method:

The other extreme, as far as the use of the mother tongue is concerned, is represented by approaches and methods which advocate the exclusion of the mother tongue from second language teaching and learning. This trend was reflected in The Direct Method, which came as a reaction to the Grammar Translation.

The proponents of The Direct Method argue that a foreign language could be taught “ *without the use of the learner’s native tongue if meaning was conveyed directly through demonstration and action... Classroom instruction was exclusively in the target language*” (Richards and Rodgers, 1986:9). They advocated teaching the spoken language first, “ *relating the words of the new language to their referents in the outside world, practicing), and working as hard as possible to*

gain and keep the learner's interest.” (Howatt, 1988: 196). A summery of the principles of the Direct Method is found in Richards and Rodgers (1986: 9-10):

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and words were taught.
3. Oral communication skills were built up in a carefully graded progression.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught through association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

The Direct Method was most widely accepted in private language schools where students were highly motivated and where native-speaking teachers could be employed. However, the method did not take well in public education where constraints of budget, classroom size, time and teacher background made such a method difficult to use. (Rivers, 1981: 33-34) This led to the decline of the Direct method and gave way to another teaching style.

THE AUDIO-LINGUAL METHOD:

On the other hand, as a reaction against the grammar-translation approach and as a result of the expansion in foreign language use and the growing contact between various people in the 1930s and the 1940s, a new approach, the audio-lingual approach, emerged. Based on a structural description of language and reflecting a behaviorist view of language and language learning, this approach concerned itself with the spoken language that learners eventually need as an

instrument of communication .It presented language units in terms of sentence patterns, mechanical drilling and pattern practice. As Hornby (1962) argues "*... the learner is, or should be, ... concerned with sentence-building. For this he needs to know the patterns and should be told which words enter into which pattern.*" (Preface V). The characteristics of Audio Lingual Method may be summed up in the following list (adapted from Prator and Celce-Murcia 1979):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set of phrases, and over learning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structures are taught using repetitive drills.
5. There is little or no grammatical explanation.
6. Vocabulary is limited and learned in context.
7. There is much use of tapes and visual aids.

8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

Most of the criticism centered on the fact that the approach only describes the surface structure of sentences and therefore unable to make the students unaware of the implicit relations between the components of different sentences. Another criticism is that the approach accords little importance to situation and semantic factors, and more importance to step-by-step learning, which lead both teachers and learners to manipulate structures as an end in themselves

and to neglect their application in everyday life. (Kharma (b), 1989) p.4

THE ROLE OF THE NATIVE LANGUAGE:

In the previous part, we examined a number of second language teaching approaches in regard to their views of the learner's mother tongue. It was revealed, however, that there was some disagreement whether to use the learner's native language when teaching him the target language or just disregard it and depend totally on instruction in the target language.

Ellis (1986) believes that second language acquisition is strongly influenced by the learner's first language. Not only at speech levels, but also at grammatical and lexical levels.

It is a popular belief that the role of L1 in second language acquisition is a negative one. That is, the L1 gets in the way or interferes with the learning of the L2; such that features of the L1 are transferred into the L2. The research

literature reveals considerable disagreement about how pervasive the L1 is in second language acquisition. On the one hand the popular belief is given support:

“Taking a psychological point of view, we can say that there is never peaceful co-existence between two language systems in the learner, but rather constant warfare, and that warfare is not limited to the moment of cognition, but continues during the period of storing newly learnt ideas in memory.” (Marton 1981: 150)

On the other hand, the popular belief is rejected and the role of the L1 is minimized:

“... our data on L2 acquisition of syntactic structures in a natural environment suggest that interference does not constitute a major strategy in this area ... it seems necessary to me to abandon the notion of interference as a natural and inevitable phenomenon in L2 acquisition.” (Felix 1980: 107)

It is accepted that any person learning a new language is likely to commit errors. Arabic speaking learners of English as a Foreign Language, however, are expected to make some types of errors when attempting certain structures in English such as the relative clause and the wh- question formation. Some of the errors can be ascribed to mother tongue interference. In this case, the learner will transfer his knowledge of his mother tongue into the foreign language specially when he is not sure about the language item he is dealing with. On the other hand, there are other factors that affect Arabic speaking learners of EFL errors. (Al Madhi, 1991)

Analysis of the EFL learners' performance errors has gone through two major phases: The Contrastive Analysis Hypothesis and The Error Analysis.

THE CONTRASTIVE ANALYSIS HYPOTHESIS

The contrastive analysis hypothesis held sway over the field of applied linguistics and second language teaching for over two decades. (Wardhaugh 1970).

Contrastive Analysis Hypothesis took the position that a learner's first language "interferes" with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of the new language. The Contrastive Analysis Hypothesis held that where structures in the L1 differed from those in the L2, errors that reflect the structures of the L1 would be produced. The reason language materials were thought to be more efficient when based on contrastive analysis was expressed by Lado (1983):

*"Individuals tend to transfer the forms and meanings
and the distribution of forms and meanings of their
native language and culture in the foreign*

language and culture.” P.1

According to contrastive Analysis Hypothesis Arabic places the adjective after the noun; therefore, Arabic speaking learners should tend to say *the girl smart* instead of *the smart girl* when attempting to communicate in English. This process has been labeled “negative transfer.”

By the same token, “positive transfer” refers to the automatic use of the L1 structure in L2 performance when the structures in both languages are the same, resulting in correct utterances.

Following this reasoning, linguistics thought a comparison of a learner’s L1 and L2 should reveal areas of difficulty for L2 students, thereby providing teachers and developers of L2 materials with specific guidelines for lesson planning. (Daulay, Brut and Krashen 1982)

The contrastive analysis hypothesis can be stated in two versions, a strong version and a weak version. A

representative statement of strong version of the Contrastive Analysis Hypothesis is by Lado in the preface to *Linguistics Across Cultures* (1957) where he states:

“ The plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student.” (p. vii)

The idea presented in this statement is that it is possible to contrast the system of one language - the grammar, phonology and lexicon - with the system of second language in order to predict those difficulties which a speaker of the second language will have in learning the first language and to construct teaching materials to help him learn that language. Politzer (1967: 151) ascertains that contrastive analysis can highlight and predict the difficulties of the pupils.

The weak form of the hypothesis, however, claims to be diagnostic. A contrastive analysis can be used to identify which errors are the result of interference. Thus according to the weak form of the hypothesis, contrastive analysis needs to work hand in hand with an Error Analysis. First actual errors must be identified by analyzing a corpus of learner language. Then a contrastive analysis can be used to establish which errors can be attributed to differences between the first and the second language. The weak version claims a less powerful role for the L1 than the strong form of the hypothesis. (Ellis, 1986)

To conclude, it can be stated that there have been a number of factors that lead to the downfall of the contrastive analysis hypothesis. The first of all was the publication of Chomsky's classic review of Skinner's Verbal Behavior in 1959 in which the behaviorist view of language acquisition was seriously challenged.

Second, there were some discrepancies between the findings of the studies arising from The Contrastive Analysis Hypothesis when errors were either under-predicted (Arabski, 1979) or were over-predicted (Dulay and Brut, 1974).

Long and Sato (1984), as cited by Freeman (1991), that they pointed out that it was the dubious assumption that one could depend solely upon an analysis of a linguistic product to yield a meaningful insight into a psycholinguistic process - second language learning.

ERROR ANALYSIS:

No one could deny that L1 influenced L2 performance. Interference from the mother tongue is clearly a major source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of interlanguage interference. Many errors, however, derive from the strategies employed by the learner in language acquisition, and from the mutual interference of items within the target language. Those can not be accounted for by contrastive analysis.

A study of the errors made by Spanish speaking learners of English encouraged Richards (1974) to draw the conclusion that mother tongue interference is not a major factor in the way bilinguals construct sentences and uses the target language.

Richards (1974: 172-173) focuses on several types of errors, observed in the acquisition of English as a second language, which do not derive from transfer from another language. Excluded from discussion are what maybe called interlanguage errors; that is, errors caused by the interference of the learner's mother tongue. A different type of errors are represented by sentences such as (*did he comed, what you are doing, he coming from Israel, make him to do it, I can to speak French*). Errors of this nature are frequent, regardless of the learner's language background. They may be called intralingual and developmental errors. Rather than reflecting the learner's inability to separate two languages, intralingual and developmental errors reflect the learner's competence at a particular stage, and illustrate some of the general characteristics of language acquisition. Their origins are found within the structure of English itself, and through reference to the strategy by which a second language is

acquired and taught. These are representative of the sort of errors we expect from anyone learning English as a second language. They are typical of systematic errors in English usage, which are found in numerous case studies of the English errors of speakers of particular mother tongues. They are the sort of mistakes which persist from week to week and which occur from one year to the next with any group of learners. They can not be described as mere failure to memorize a segment of language, or as occasional lapses in performance due to memory limitations, fatigue, and the like. In some learners they represent final grammatical competence; in others they may be indication of transitional competence.

An examination of the errors suggest that intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under

which rules apply. Developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. These types include over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concepts hypothesized.

Corder (1973) maintains that error analysis is one of the basic applications of the linguistic and psychological theories to the study of language errors, and according to which people now tend to believe they have a principled means for accounting for errors.

It is true that language teachers as well as language learners realize that learning a second language involves the learners making lots of mistakes. Bell (1981:71) cites Dulay and Burt (1974) as saying:

" You can't learn without goofing "

Bell (op cit.: 174) proceeds to define the term "error" as:

*" a sure sign that the learner has not mastered
the code of the target language "*

Beill's definition can lead to the assumption that the fewer the errors/mistakes, the more the mastery degree/level. Corder (1981) explained the significance of the task of the error analysis:

*" A learner's errors, (then), provide evidence of the
system of the language that he is using (i.e. has learnt) at a
particular point in the course..." p. 10*

He believes that errors are significant in three different ways:

Firstly, to the teacher in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed, and consequently, what remains for him to learn. Secondly, they provide to the researcher evidence of how language is learnt or acquired, and

thirdly, they are indispensable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn.

THE ZERO ARTICLE AND ARABIC

Anyone who has taught English to Arabic speakers knows that definiteness is a problem for them. It has been proven without any doubt at all that the use of the English DEFINITE /INDEFINITE articles are a serious source of difficulty to Arabic speaking students. It has also been proven that one of the main sources of difficulty in using those articles comes from Arabic interference. Arabic employs a different system for definiteness and indefiniteness in the language. A detailed comparison of the systems in the two languages is given by Kharma (1989: pp. 151-153). However, the following points summarize the differences between the two languages Kharma (1989) mentioned:

(I) The first thing to notice is that English employs a tripartite system to express definiteness/indefiniteness namely: *a*, *the* and zero, whereas Arabic employs a binary system, namely: /al/(*the*) and zero. Part of the confusion in use of the English articles arises from this main difference between the two systems: Arabic students tend to equate *a/an* and often zero with the Arabic zero. Consider the following examples:

He felt *a* shame for what he had done.

He is * doctor.

He gave me *a* valuable advice.

He was *a* fast and slow-moving person.

(ii) Arabic often uses the definite article where English does not. One of the instances of this is the abstract noun that normally takes the definite article in Arabic but far less frequently in English, for example:

The philosophy is not a science.

The American opinion is generally anti-Arab.

All men fear the death.

Another is the mass noun, which takes the definite article in Arabic when it refers to the whole kind, for example:

The milk is nutritious for the body.

The gold is more expensive than the silver.

The iron was used more extensively than other metals.

The glass is made of the glass.

Another is with certain proper nouns, which usually do not take *the* in English, for example:

The Cairo is a very big city.

He lived in *the India* for a long time.

I shall soon go to *the Iraq*.

(iii) Nouns used generically in English may appear in one of three forms:

Singular with a/an, examples:

A horse is a useful animal.

Singular with *the*, examples:

***The horse* is a useful animal.**

*** Plural with zero, examples:**

***Horses* are useful animals.**

The only acceptable form in Arabic, whether the noun is singular or plural, is the definite article /al/+ the noun. Consequently, such errors as the following are very frequent:

*** *The* horses are useful animals.**

*** *The* children are innocent creatures.**

*** *The* books are indispensable to the educated person.**

(iv) In English, a determiner may modify two nouns joined by AND if the two can be thought of as one unit, whereas Modern Standard Arabic repeats the article. This gives rise to the following errors:

*** *The* father and *the* mother... instead of father and mother**

* *The salt and the pepper ... instead of salt and pepper*

(v) In the Arabic genitive construction (Arabic: idafah) the noun in the genitive case is the second element, not the first as is the case in English. When this second element is definite it is said to add definiteness to the first element which, therefore, never takes the definite article in Arabic. But since it does so in English construction, the following errors are usually made:

* The change was of *the* Industrial Revolution

* This was the idea of *the* professor John.

* The government must be servant of *the* people.

(vi) In certain idiomatic expressions English omits the definite article, but the Arab students usually reinstate it as in the following examples:

* We work in *the* day and sleep at *the* night.

* By *the* midday I have seen everything.

* I went to *the* bed that night.

- * Are you going by *the* bus or by *the* car?
- * He went to *the* sea when he was very young.
- * I have just had *the* lunch.
- * He suffers from *the* diabetes.
- * They worked from *the* dawn to *the* dusk.

The following table devised by the researcher illustrates the main point of difference between Arabic and English in the use of the Zero Article:

Table No. 9
The Zero Article, Arabic and English

CASE	ARABIC	ENGLISH
Plural countable	<i>The</i> cats do not like <i>the</i> dogs.	Cats do not like dogs.
Singular uncountable	<i>The</i> water is essential for <i>The</i> life.	Water must be pure if it is to be drunk.
Proper nouns. Cities, and countries	Ahmed is our neighbor. <i>The</i> Manama is the capital of <i>the</i> Bahrain.	John lives next door. London is the capital of Britain.
Days, months and seasons.	<i>The</i> Monday comes after <i>the</i> Sunday.	Monday is always a difficult day.
Academic subjects	We study <i>the</i> history at <i>the</i> school.	English is an easy language to learn.
Meals	<i>The</i> breakfast is an essential meal.	Breakfast is served at 7 o'clock.
Places for their primary usage	We sleep on <i>the</i> bed. We learn at <i>the</i> school. He was sent to <i>the</i> prison.	Gorge is in bed. He went to school. He spent years in hospital.

The above table reveals the areas in which Arabic differs from English in the use of The Definite Article. As mentioned earlier, Arabic inserts the article *THE* in cases where it is

omitted in English. It is the researcher's belief that this would probably cause difficulty to the Arabic-speaking learner of English only if he is not given the right data to enable him to produce correct sentences in the target language.

CHAPTER FOUR:

PREVIOUS STUDIES

PERVIOUS STUDIES

The use of the English articles by non-native speakers of English has been examined by a number of scholars. Some of the studies, which will be discussed in this part of the research, reveal that the omission of the definite article is not a difficulty area unique to Arabic-speaking learners but is a problem for other students regardless of their language background.

In his study, Matter (1996) sets the primary purpose to examine the validity of Dulay, Brut and Krashen's hypothesis that the use of translation as an elicitation technique in second language research artificially increases the proportion of interlingual errors.

The use of the English definite article *THE* is selected as the research topic because it is an area which creates enormous difficulties for Arabic-speaking university learners who are supposed to be at a relatively advanced levels.

Two elicitation tasks are administered to five groups of university students .The first task is a translation task. The subjects are required to translate 35 Arabic sentences into English. In the second task, the learners have to fill in the blanks in 35 English sentences with *THE* or *ZERO*

In order to identify the subjects' tendency to over-employ a strategy of language transfer, the observed differences between the subjects' incorrect insertion of *THE* is subjected to statistical analysis.

The results of the study reveal that the proportion of the students' incorrect insertions of the definite article is not greater in the translation data than in the blank-filling data. This suggests that the use of translation as an elicitation technique does not artificially increase FL learners' tendency to rely on the mother tongue.

The implications of this study for FL research is that the use of translation to elicit L2 structures should not be

discarded since it can have a positive role for it seems to encourage the L2 learners to employ a contrastive analysis strategy in his attempt to the use of structures of the FL besides the use of the monitor.

This study has implications for EFL teaching methods, in particular the position taken by many FL language teaching specialists that any use of the mother tongue in the FL classroom should be avoided. The results of this study indicate that it is probably helpful in teaching EFL to highlight areas of difference and similarity between the two languages when explaining certain English structures.

In another study by Yoshihiro (1996) entitled: “Role of translation in second language acquisition: Do learners automatically translate?”

Whether or not foreign language learners utilize translation as a natural response to second language acquisition is investigated. It is hypothesized that beginning learners are

most likely rely on translation but the degree of translation used declines as the contact hours with L2 increase. This study probes the use of translation not only on a lexical level but also on a sentential level both in reading as well as listening.

This study finds that L2 learners do use some sort of translation, that marked structures trigger more frequent use of translation, and that the use of translation almost disappear by the end of the two years studying the language.

The study suggests that translation should not be totally banned from the L2 classrooms as a technique for effective language teaching.

Al-Sindy, (1994) investigates the syntactic errors, pertinent interlingual / intralingual interference, Saudi freshman students majoring in English commit. The purpose is to find out:

1) Whether Arab EFL learners use their native-language

(Arabic) structures in their English writing;

2) Which type of errors occurs most frequently - intralingual or interlingual?

3) The specific grammatical types in which deviation occur.

40 compositions written by Saudi students of English have been used to obtain the data. The findings of the study indicate that Arabic structure interference plays a major role in the target language (English) writing. Errors have been greatest in number in certain grammatical types: tense and tense sequence, prepositions, articles, the copula and auxiliaries.

As a continuation Hassan, Fouad K., Mohammed L. Baghdady and Dr. Huda A. Busmala (1993) at the University of Qatar start their study with an overview of the trends in

language teaching and shift of emphasis from language teaching to the study of learning. They state that this shift is to the advantage of both the teacher and the learner and that error analysis is primarily concerned with techniques for establishing inter-systematic correspondence to drive the teacher's formulations from impressionistic observation and intuition. The writers believe that investigation in FL data would yield as its first results new concrete information on learner behavior of high utility to the classroom teacher in the planning of pedagogic strategy. (P.2)

The study strives to discover:

- 1) The errors that Qatar University students make when using the English language,
- 2) The possible explanation for those errors committed by Arabic-speaking learners in general and the Qatar students in particular, and

3) The views of the language instructors of the errors their students at the University of Qatar make.

In order to find out the errors Qatari students make in the use of the English language, a sample of students' compositions are taken and analyzed. The selected learners, who are majoring in English, are at varied language levels. Moreover, a questionnaire is devised and given to language instructors to establish what they think of the errors made by the language learners at the university.

The study makes a number of statements about the errors of language learners of English at the University of Qatar one of which is that the errors related to the use of the articles can be ascribed to defective or inadequate training. In other words, the students have not been given enough training on the use of the definite article versus the indefinite article nor in the restrictions of the use of the articles; 36.8% of the

males and 37.3% of the females make mistakes in the use of the articles.

Sun (1989) diverts the attention to a seemingly another topic but is, in the researcher's view, related to the present research's subject. "Code-switching and Writing In a Second Language: A case study of Chinese students writing in English" is the title of the study which investigate the widely held assumption that code-switching when writing in a second language causes negative interference. A case study methodology and protocol analysis is used when four Chinese students have been asked to write English essays and to think aloud in Chinese or English while composing. Their products are rated by teachers and analyzed for errors. The data shows distinct composing styles. The writing of one student who did not code-switch seemed to be shallow while another student who code-switched frequently produced fragmented essay with some leakage from his first language. Code switching has

The study of El-Sayed (1982) attempts to identify and analyze the most frequent syntactic errors found in compositions written by sixty male Saudi students enrolled in a first semester intensive English program at Riyadh University. The data is collected from compositions written by the students.

Then the compositions are marked, errors analyzed and classified. Mother tongue interference could be identified as the probable source of writing problems. Fifty-six percent of all errors are in the area of verbs and forty-four percent are in the area of articles, pronouns, nouns, adjectives and prepositions. This research supports the claim that mother tongue interference is the prime cause of students' errors in English compositions.

In almost a similar study to Matter's (1996), Kharma (1981) confirmed, without any doubt at all, that the use of English Definite/Indefinite Articles is a serious source of

been found to be profitable in generating content and for developing complex ideas. Using the first language sometimes helped the students uncover second-language lexicon.

These findings suggest the ESL students should not be discouraged from thinking in their native language, at least when writing the first draft.

Hamdallah (1988) sets four objectives for his study: 1) to identify the kinds of syntactic errors that West Bank learners make in learning English; 2) to determine major and minor syntactic error types; 3) to give possible explanation for the cause of the errors; 4) to familiarize the Arab learners with the problem of native language interference.

The data consists of 50 free compositions written by students learning English at An-Najah National University. The main findings of the study include: 1) Five major noun phrases and verb phrases constructions prove to be difficult for the learners in the study. These are relative clauses,

prepositions, articles, tense, aspect and concord. 2)

Interference is an important factor in second or foreign language learning.

The study by Mizuno (1986) explores these questions: what types of errors do adult Japanese ESL learners in an acquisition-poor environment make as they acquire the article system in English? When does each type appear and disappear in the developmental process of the interlanguage? Why do such types of errors occur among these learners?

The study established that there are at least five types of errors in the use of the article that Japanese learners are likely to produce errors in co-occurrence, word order, under-extension, over-extension, and substitution. It is assumed that the first two types would occur at the beginning levels and sharply decrease at the early intermediate level because they are mechanical errors that involve the syntactic domain. On the other hand, the other three types of errors involve the

semantic and pragmatic domains. Therefore, it is assumed that they would persist.

The sample group selected, 353, is given four types of elicitation tasks: three judgmental and one productive.

The results of the study demonstrate that pragmatic-semantic constraints are more influential than syntactic constraints in the interlanguage development. The findings suggest that attention be given to the concept of THE DEFINITE ARTICLE.

In another study Zreg (1983) states that antipodal languages often present many problems when the native speaker of one language attempts to learn another.

The study is designed to investigate specific Arabic language interference in the learning of some English structures; namely, the use of the English definite and indefinite articles and the verb-tense usage by intermediate-level classes in Libyan special Teacher-Training Institutes.

The sample population of students and their teachers respond to questionnaire items consisting of two parts; a multiple-choice test on the use of the definite article and indefinite articles and specific verb-tense usage.

The results of this study indicate that interference from the mother tongue (Arabic) is quite influential but not the sole cause of errors. Carelessness and unfamiliarity with the rules of the target language (English) are also significant. Negative transfer is due to insufficient practice and lack of oral communication.

It is not possible for the researcher to use the following task which was prepared for this study because there are some differences between those questionnaires and the tasks written by the researcher. The questionnaires do not only focus on the use of The Definite Article as in the present study, but also deal with other language structures, namely, the uses of the indefinite article beside verb-tense usage.

difficulty for Arabic-speaking students. It has also been proven by the study that one of the main sources of difficulty in using those articles comes from Arabic interference. This is due to the fact that Arabic employs a different system from English in indicating definiteness versus indefiniteness.

CHAPTER FIVE:

DATA ANALYSIS AND

INTERPRETATION

DATA ANALYSIS AND INTERPRETATION

After determining the validity and the reliability levels for the tasks, the model answers were constructed and thoroughly revised. The distribution sheet for the answers of the subjects into categories was assumed to facilitate the analysis of the data.

In the following sections, we should compare the subjects' answers for the elicitation tasks in order to reach possible conclusions for the questions raised in this study.

RESULTS OF THE BLANK FILLING TASK:

The researcher carried out the marking of the blank filling task to avoid problems concerning consistency and bias. The correct use of the definite article should appear as what the following table shows:

Table (10)

Distribution of blank filling answers

THE correctly inserted	18
THE correctly omitted	33
Total	51

It is useful to mention that the marks the students got comprised the cases in which the English definite article (*THE*) was either correctly inserted or corrected omitted. In the tasks, there were situations where the definite article must be omitted as it is used in a generic sense, for example sentence number 4 in the filling the blanks task which read “
___ *milk is good for you.*” No definite article was needed there, however, some students incorrectly used (*the*) in the blank. The table in appendix (N) reveals the raw scores of the students on tasks. Strangely enough, some students got a zero score while at the same time getting a good mark on the

other task. Therefore, the marks of those students were excluded from the statistical analysis because it was feared they would have an undesirable effect on the results of the tasks.

The marks of the students in the blank filling task, however, are summarized in the descriptive statistics table below:

Table (11)

Summary of blank filling task's marks

blanks	1	2	3	4	5	6	7	8	9	10	11	12	total	Ava
sex	boys	girls	boys	girls	girls	boys	Girls	boys	girls	girls	boys	boys		
Count	29	14	21	27	25	25	34	32	29	25	26	23	310	
Sum	764	261	575	800	717	749	993	1001	864	792	895	769	9180	765
Mean	26.3	18.6	27.4	29.6	28.7	30	29.2	31.3	29.8	31.7	34.4	33.4	350.4	29.2
Deviation	6.7	8.9	6.1	5.1	5.7	6.1	5.8	5.6	6.7	6.9	7.3	4.6	75.5	6.3
Variance	45	79	36.7	25.5	32.1	37	33.5	31.4	45.3	48	53.2	21.5	488.2	40.7
Range	27	24	27	20	24	23	22	23	30	24	30	18	292	24.3
Minimum	17	4	17	20	19	22	19	23	17	20	16	23	217	18.1
Maximum	44	28	44	40	43	45	41	46	47	44	46	41	509	42.4
Mode	22	23	26	26	32	28	30	30	27	27	34	36	341	
Median	24	22	26	30	28	28	29	30	29	31	34.5	34	345.5	

The students' answers are distributed into four groups to enable better analysis of the data and to reveal which error type occurs more frequently than the other does. These include correct insertion, incorrect insertion, correct omission and incorrect omission. The table below shows the occurrence of each type for the blank filling task:

Table No. (12)
Distribution answers for blank filling task

School	correct insertion	Incorrect insertion	correct omission	incorrect omission
1	338	530	426	184
2	128	351	144	142
3	257	394	335	136
4	313	415	508	192
5	339	471	487	182
6	296	378	480	172
7	425	553	568	188
8	386	441	615	190
9	387	481	477	134
10	312	344	480	138
11	345	306	550	123
12	268	236	501	162
Total	3794	4900	5571	1943
Average	316.2	408.3	464.3	161.9
%	23	30.8	33.8	12.4

It is clear that the incorrect use of the English definite article in generic sentences by Arabic speaking learners is a real problem area that deserves direct attention to assist our students to produce grammatically acceptable sentences. Errors of this type are clearly related to negative mother tongue interference.

RESULTS OF THE TRANSLATION TASK:

Marking of the translation task was done carefully and variations in the model answers were considered for a number of statements, for example: *The capital of Bahrain is Manama* instead of *Manama is the capital of Bahrain*. Another case of variations in the students' answers is the statement "*The book on the shelf is for Ahmed*" instead of *Ahmed's book is on the shelf*.

The distribution of the correct answers for the translation task is supposed to be as what the following table illustrates:

Table (13)
Distribution of translation answers

THE correctly inserted	19
THE correctly omitted	32
Total	51

The table below reveals the classification of the answers of the subjects of the study into four categories:

Table (14)
Translation task distribution of answers

school	correct insertion	Incorrect insertion	correct omission	incorrect omission
1	163	575	353	388
2	34	417	78	237
3	149	346	302	239
4	340	393	503	192
5	317	321	481	157
6	190	118	411	144
7	372	387	558	164
8	315	155	503	95
9	275	224	564	188
10	330	235	490	105
11	433	221	584	56
12	123	103	302	75
total	3041	3495	5129	2040
average	253.4	291.3	427.4	170
%	21.9	26	37	15.1

The table below reveals the statistical analysis of the scores of the students on the translation elicitation task with the exclusion of the zero grades:

Table (15)

Summary of translation task's marks

Translation	1	2	3	4	5	6	7	8	9	10	11	12	total	av.
Sex	boys	girls	boys	girls	girls	boys	girls	boys	girls	girls	boys	boys		
Count	29	14	21	27	25	25	34	32	29	25	26	23	310	
Sum	516	112	451	807	798	601	930	818	839	820	1017	425	8134	677.
Mean	17.8	8	21.5	29.9	31.9	24	27.3	25.6	28.9	32.8	39.1	18.5	305.	25.4
Deviation	12.6	6.5	10.5	9	7.4	11.9	10.1	14.9	9	10	7.1	11.2	120.	10.0
Variance	157.	42.5	111	80.6	54.5	141.	102.	222.	81.8	100.	50	124.	1269	105.
Range	43	24	37	38	33	46	45	46	34	43	26	39	454	37.8
Minimum	2	1	9	11	7	0	2	3	13	4	25	4	81	6.75
Maximum	45	25	46	49	40	46	47	49	47	47	51	43	535	44.6
Mode	10	2	16	36	35	32	35	37	36	30	33	11	313	
Median	13	6	16	30	35	26	29.5	28	28	33	38.5	16	299	

Discussion:

The previous section revealed some interesting information regarding the marks the students got in both tasks.

It is important to note that since there is a one blank difference between the two tasks, the number of correctly inserted definite article in the translation task is supposed to be greater than the blank filling task. On the other hand, the number of correct omission of the English definite article is expected to be higher. The table below reveals expected figures of correct answers for the subjects in each school.

Table No. (16)
Expected correct answers

School	Students	Filling the Blanks		Translation	
		Correct Insert	Correct Om.	Correct Insert	Correct Om.
1	32	576	1056	608	1024
2	27	486	891	513	864
3	23	414	759	437	736
4	30	540	990	570	960
5	35	630	1155	665	1120
6	30	540	990	570	960
7	34	612	1122	646	1088
8	34	612	1122	646	1088
9	31	558	1023	589	992
10	29	522	957	551	928
11	28	504	924	532	896
12	25	450	825	475	800
total	358	6444	11814	6802	11456

When the table of the raw scores of the subjects is examined, an amazing three main shifts will be noticed. The first one is that a number of students managed to score high marks on both the blank filling task and the translation task. The table below shows some examples of those students:

Table No. (17)
Examples of High scores

Student	school	blanks	translation
4	7	35	34
6	12	41	42
20	10	38	45
21	9	34	35
23	11	44	45
26	11	46	46
30	8	46	47

On the other hand, some learners scored high marks in one of the tasks. This is shown in the following table;

Table No. (18)

High scores in one task

Student	school	blank	translation
1	1	43	13
3	2	20	1
9	8	39	5
12	11	26	49
24	10	29	45
30	5	27	39

The third element to notice about the students cores on the two tasks is that some students scored good marks on one of the tasks while getting a zero in the other one, mainly, the translation task and some of these cases are shown in the table below:

Table No. (19)

Zero marks

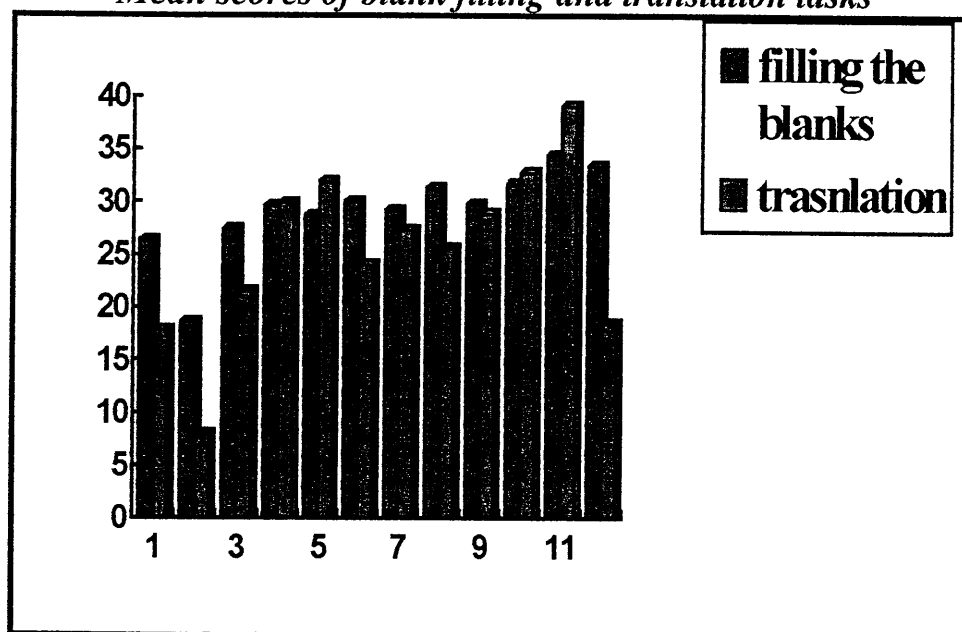
Student	school	blanks	translation
1	12	25	0
9	6	24	0
17	10	0	17
4	2	0	30

As mentioned earlier, those zero scores were excluded from the statistical analysis process for fear that would have negative attribution on the results especially on the mean scores of the translation task since those students would get a mark for none.

It is natural that if mother tongue interference in second language acquisition is to be examined, then the incorrect insertion of the English definite article by Arabic speakers is to be focused on. This is because the deference between the

two languages imply that Arabic speakers would tend to incorrectly use the English definite article in situation where it is not required. But before that, a comparison between the mean scores of the two tasks is useful in order to find out if there was statistically significant difference. The graph below puts the mean scores of each school on the blank filling task next to the scores of the students on the translation task.

Chart No (1)
Mean scores of blank filling and translation tasks



The above chart shows the mean scores of the students on both of the tasks. The obvious observation about the chart

is that the mean scores of the students in the blank filling task is higher than the mean scores in the translation task in eight of the schools which were: 1,2,3,6,7,8,9 and 12. On the other hand, some schools had the mean scores of the students on the translation task greater than the blank filling task. These schools were 4,5,10 and 11. This, of course, suggests that Arabic speaking learners of English as a foreign language would most probably tend to get better marks on filling the blanks tasks than on translation tasks, but are these differences between the mean scores on blanks filling tasks and translation task statistically significant?

HYPOTHESIS TESTING:

In order to employ a t-test for the difference between the means of the scores of the students on both tasks, the following steps were followed:

- 1- The Null hypothesis is that the mean scores in both tasks are equal which stated in this way:

$$H_0 = \bar{X}_1 = \bar{X}_2$$

- 2- The alternative hypothesis is that the mean scores on the blank filling task are greater than the mean scores of the translation task:

$$H_1 = \bar{X}_1 \neq \bar{X}_2$$

- 3- Criterion: Reject H_0 hypothesis if the calculated (t) value is greater than the table value of $T_{0.05}$ with 16 degrees of freedom which equals: 2.1.

- 4- The calculation using unequal variance (t) equation yields the calculated value for (t), which is 1.42.

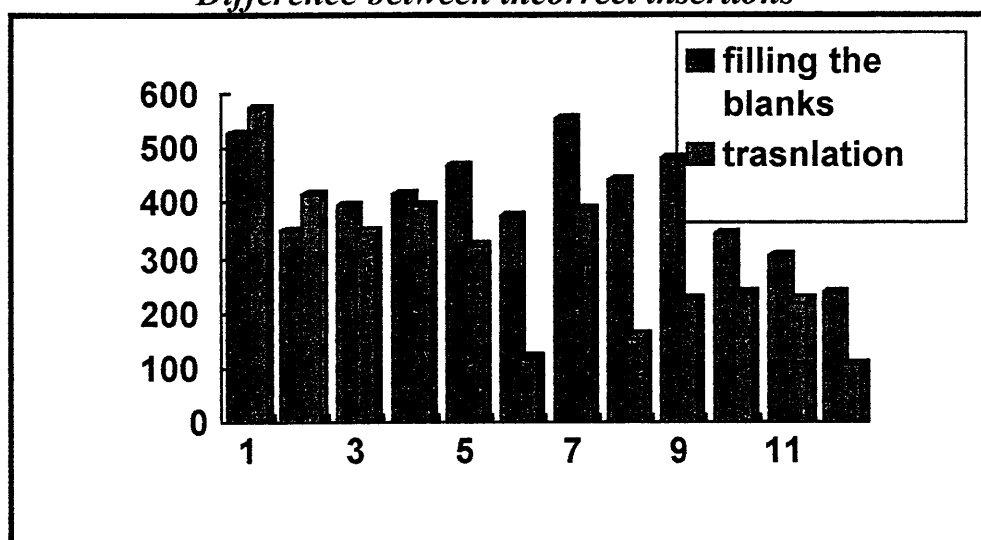
- 5- Decision: Since the calculated value of (t) is less than the critical value of (t), we do not reject the null hypothesis and accept the alternative hypothesis.

It became clear that the mean score of the students on the blanks filling task, which is 29.2, is statistically not equal to the mean scores of the students on the

translation task, which is 25.4.

The difference between the number of incorrect insertion of the English definite in the tasks is believed to reveal if the students' mother tongue did have a negative interference effect on the students. The next chart reveals incorrect insertions of the definite article in the tasks.

Chart No. (2)
Difference between incorrect insertions



The interesting aspect to notice about the chart above is that the number of incorrect insertions of the English definite article by the subjects of the study is higher on the translation

task than on the blank-filling task in only two schools. On the other hand, the number of incorrect insertions of the definite article on the translation task is less than the number of incorrect insertions in the blank filling task in 10 schools. The table below shows the difference between the incorrect insertions of the definite article on both tasks:

Table No. (20)
Difference between incorrect insertions

School	Blanks	Translation	Difference
1	597	575	-22
2	551	582	-31
3	415	346	69
4	446	393	53
5	576	321	255
6	449	118	331
7	553	387	166
8	471	155	316
9	501	224	277
10	358	256	102
11	325	221	104
12	258	103	155
Total	5500	3681	
Average	458.3333	306.75	

Although the translation task proved to be much more challenging for the subjects than the blank-filling task, there

was an obvious tendency by the subjects to use the English definite article incorrectly on both tasks. To reach a conclusion on this issue, it is necessary to perform a test to discover whether the difference between incorrect insertions is statistically significant or not. The steps followed are outlined below:

1- The null hypothesis is that the mean number of the incorrect insertion of the definite article is greater in the blank filling task than in the translation task:

$$H_0 = \overline{X}_1 > \overline{X}_2$$

2- The alternative hypothesis, however, is that the mean number of incorrect insertion of the in the filling the blanks task is less than the translation task:

$$H_1 = \bar{X}_1 < \bar{X}_2$$

3- Criterion: Reject the null hypothesis if the calculated value of (T) is greater the table value of (T) $T_{0.05}$ with degrees of freedom of 19, which is 1.73.

4- The calculation using the (t) equation assuming unequal variance yields the number: 2.74.

5- Decision: Since 2.74 is greater than 1.73, we reject the null hypothesis.

The results of the statistical test reveal that the number of incorrect insertions of the English definite article by Arabic speaking learners of English is significantly greater on the blank -filling task than the number of incorrect use of the definite article in the translation task. Moreover, this

contradicts with the hypothesis claimed by Dulay, Burt and Krashen (1982) that “ *the use of translation as elicitation tasks in second language acquisition research would negatively affect the proportion of mother tongue interference related errors.*”

To the contrary, the findings of this study clearly reveal that despite the difference between English and Arabic in the use of the definite article, the number of mother tongue interference related errors was not significantly greater on the translation task than on the blank-filling task.

IMPLEMENTATION:

The findings of the study show that the students' performance on the translation task was not as good as on the filling the blanks task. This was obviously because:

a. Similar tasks are new to the students who have never been trained to translate a sentence from Arabic into English or the other way round.

b. Translation requires a high level of language competency as well as good knowledge of the target language cultural implications.

As a result of that, it is possible to use translation as an elicitation technique with Arabic speaking learners of English keeping in mind that interference errors would probably occur unless the students are trained enough on how to deal with translation tasks. The researcher believes that it is necessary to introduce translation in our school system at an early level as an extra-curricula activity. The students could be asked to translate some simple sentences and after that, as they develop their language proficiency, they could be provided with short texts to work on.

Nadstoga (1988: pp. 303-306) comments that in the teaching of languages, translation has been at different periods either an accepted or a controversial component, depending on prevailing objectives and teaching preferences.

The attitude towards translation changed from being an indispensable element of the learning and testing process in the Grammar-Translation Approach to an unrecognized and excluded learning device from early instruction as much as possible during period the Direct-Method was in strength. On the other hand, translation drills were commonly accepted as a practice technique during the period in which the Audio-lingual method prevailed. Translation of longer passages from the native language into the language being learned was, however, considered an advance exercise.

Moreover, Nadstoga suggests a procedure in which translation is introduced and purposefully practiced. It is summarized in the following steps:

Step 1: Students are assigned a translation text from English into their native language at the initial stage. Genuine passages are to be used instead of simplified texts so that the

students benefit from the comparative study of two language systems.

Step 2: While the students are busy with their translation, the teacher prepares the text for class activity in a question and answer format or a dialogue between two imaginary characters.

- | | | |
|----|-----------|---------|
| a. | Questions | English |
| | Answers | blanks |
| b. | Questions | blanks |
| | Answers | English |

Step 3. During a following class period students' translations are discussed.

Step 4. The class is divided into groups of three while assigning each student a role to play. The handouts prepared earlier are distributed. Different roles are assigned to students of each group, for example, questions in English and

answers in native language. An interpreter is placed between the two characters. The groups should take their turn to practice aloud so that the teacher can monitor the students' performance. The first question is read in English, interpreted into the native language. On the other hand, the answer is read in the native language and interpreted into English. Recording the task is possible as it can be used later for discussion.

Step 5. The tape is played back and possible mistakes are pointed out and corrected.

Step 6. Let the other groups practice the activity in the same way. In the source of the exercise, the students change their roles.

Nadstoga believes that the employment of translation in this kind of activities can achieve great success provided that the teachers are highly organized and motivated. The students

are supposed to learn the text almost by heart and internalize new vocabulary items.

Another interesting course that actually employs translation from Arabic into English in reinforcement tasks is used in Jordan entitled *“Advance through More Relevant Activities”*. The general objectives and the procedure followed are explained to the teacher with their expected relevance to the language structure being learnt. Stated simple, the text book is divided into a number of units and the fifth lesson of which deals with one or two translation issues that are related either to the reading text in the unit or the grammar target and functions contained in lesson 3 and 4. The authors of the textbook state in the teacher’s guide that:

“ The translation section reinforces some of the lexical, functional and grammatical points covered in the unit as well as showing the students how they can be rendered into Arabic. The translation tasks, however, tend to

*emphasize problematic areas which Arab learners of English
generally encounter.” p.9*

The researcher supports the technique translation is made use of in the language course mentioned above since, as stated in the teacher’s guide, it starts with translation issues being introduced briefly in the Student’s Book, supplemented by some illustrative examples and reinforced by the exercises that follow in the Student’s Book and the Workbook. P.9.

In conclusion, it has been made clear that translation tasks are vital tools for teachers of English as a second language which can be employed as elicitation techniques provided that the learners are given the opportunity to practice first before they are required to answer similar tasks.

RECOMMENDATIONS:

This study aims at testing the credibility of an assumption made by some leading language specialists that the use of translation from the learner's mother tongue as an elicitation technique leads the ELF learners to make interference errors in the target language.

What was discovered in this research, however, is that although the subjects did wrongly use the English definite article in the translation task, the proportion of interference errors is not greater than those on the blank-filling task. Therefore, the researcher recommends the following points:

1- Attention should be given to the use of the English definite article by Arabic speaking learners of EFL at low levels, in particular to the cases in which the definite article is not used since this has proved to be a problem area for our learners even at the university level. This might be achievable

by providing the learners with language tasks and exercises that test the correct usage of the definite article.

2- Every possible use should be made of translation as an elicitation technique in second language acquisition research by English as Foreign language teachers.

3- As concluded by Kharma (1981), it is recommended that when Arabic interference is seen to be the main source of errors, difference between the two languages can be explained briefly to the students.

4- Students should be trained to translate a variety of texts from Arabic into English starting at as earlier stages as possible. This might be better than neglecting such a useful skill to language learning which allows students to compare the two languages and thus become more aware of precise grammatical rule applications and restrictions.

CONCLUSION:

This study was carried out to verify the validity of the claim that the use of translation as an elicitation technique would probably lead to more mother tongue interference related errors.

The omission of the English definite article was selected as main testing topic because of the differences between Arabic and English. In cases in which Arabic inserts the definite Article, English, in some cases, does not. This was expected to lead to errors in the target language, particularly in the translation elicitation task.

However, after the administration of the tasks, the results were as follows:

a. The use of the English definite article is a real problem area for Arabic speaking learners of English as a foreign language.

b. The marks of the students suggested that translation elicitation tasks are new for them since they scored better grades on the blank-filling task.

C- the mean of incorrect insertions in the translation task compared with the mean of incorrect insertion in the blank-filling task was not statistically significant.

D- Consequently, the researcher recommends that the students be provided with introductory translation exercises before English as foreign language teachers can make good use of translation as an elicitation technique in their second language acquisition research.

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APPENDIXES

APPENDIX (A)

List Of the State Schools in Bahrain.

(Ministry Of Education: 1997) pp. 37-45

Boys Schools

Intermediate Schools

A. Rahman Al Naser Intermediate school

Tareq Bin Ziad Intermediate school

A. Rahman Al Dakhel Intermediate school

Qudhaibhia Intermediate school

Belad Al Qadeem Intermediate school

Jedhafs Intermediate school

Duraz Intermediate school

Awal Intermediate school

Isa Town Intermediate school

Al Khalil Bin Ahmed Intermediate school

Primary & Intermediate Schools

Hued Primary & Intermediate school

Samaheej Primary & Intermediate school

Omar Bin Al Khatab Primary & Intermediate school

Abu Baker Al Sudeeq Primary & Intermediate school

Shaik Mohammed Bin Khalifa Al Khalifa

Primary & Intermediate school

Seehlah Primary & Intermediate school

Emam Ali Primary & Intermediate school

A'ali Primary & Intermediate school

Othoman Bin Affan Primary & Intermediate school

Ahmed Al Fateh Primary & Intermediate school

West Refa'a Primary & Intermediate school

Bin Roshud Primary & Intermediate school

Al Faraby Primary & Intermediate school

Emam Al Khazaly Primary & Intermediate school

Girls Schools

Intermediate & Secondary Schools

Esteqlal Intermediate & Secondary School

Isa Town Intermediate & Secondary School

Intermediate Schools

Zanoobia Intermediate school

Khaija Al Kubra Intermediate school

Arad Intermediate school

Umm Salama Intermediate school

A'esha Umm Al Mua'mneen Intermediate school

Haleema Al Sa'adheia Intermediate school

Qorthubha Intermediate school

Sanabis Intermediate school

Zainab Intermediate School

Duraz Intermediate School

Setrah Intermediate School

A'ali Intermediate School

Umm Kulthoom Intermediate School

West Refa'a Intermediate School

East Refa'a Intermediate School

Yathreb Intermediate School

Hamad Town Intermediate School

Primary & Intermediate Schools

**Asma' Thatt Alnetaqain Primary & Intermediate
School**

Dair Primary & Intermediate School

Daih Primary & Intermediate School

Budaih Primary & Intermediate School

**Umm Al Quraa' Primary & Intermediate School
Al Qairawan Primary & Intermediate Scho**

APPENDIX (B)

Schools selected for the study and the classes

SCHOOL	NO. classes	NO. students	Class selected	NO. Students
a) MALE				
Hued Primary & Intermediate	4	114	4	29
Belad Al Qadeem Intermediate	6	26	3	26
A. Rahman Al Dakhel Intermediate	5	33	2	33
A'ali Primary & Intermediate	7	179	6	26
West Refa'a Primary & Intermediate	3	105	1	35
Duraz Intermediate	7	227	6	32
TOTAL				182
b) FEMALE				
Asma' Thatt Alnetaqain P. & Inter.	3	35	2	35
Budaih Primary & Intermediate	2	40	1	40
A'ali Intermediate School	7	268	4	38
Dair Primary & Intermediate	3	35	3	35
A'esha Umm Al Mua'mneen Inter.	3	30	3	30
Al Qairawan Primary & Intermediate	8	30	5	30
TOTAL				208
GRAND TOTAL				390

APPENDIX (C)

BASIC USES OF THE

use of THE for classifying

The cobra is dangerous .

Cobras are dangerous .

A cobra is a very poisonous snake .

**The British and the Americans have allies for a
long time.**

The Liberal wants electoral reform .

This new increase in fares won't please the public.

The use of THE for specifying

**Singleton is a quite village . The village has a
population of a few hundred people .**

The freedom of the individual is worth fighting for .

The life of Napoleon was very stormy .

The letters on the shelf are for you .

The use of THE in time expressions

In the past people had fewer expectations.

We spent the day at home .In the evening we went out .

ZERO ARTICLE

Basic uses of the ZERO article

ZERO ARTICLE + PLURAL COUNTABLE NOUNS

Chicago is a very well run city .

Women are fighting for their rights .

Museums are closed on Mondays .

Beans contain a lot of fiber .

Doctors always support each other .

Italians make delicious ice cream .

Cats do not like cold weather .

Ants are found in every part of the world .

Trees do not grow in the Antarctic .

Watches have become very accurate .

ZERO ARTICLE + UNCOUNTABLE NOUNS .

Refined foods like sugar should be avoided

Water must be pure if it is to be drunk .

Oil is essential for the manufacture of plastic .

Money makes the world go round .

Red is my favorite colour .

Smoking is bad for the health .

Football is played everywhere .

Life is short, art is long .

English is a world language .

ZERO ARTICLE + NAMES OF PEOPLE .

Elizabeth was my mother's name .

Elizabeth Brown works for this company .

Mr. and Mrs. Jackson are here to see you .

APPENDIX (D)

This is the blank filling task

Fill in the blanks in the following sentences with the or zero.

Write your answer in the space provided .

- 1) Can I have your ____ phone number?
- 2) What is ____ name of ____ next station ?
- 3) Ali is ____ best student in our ____ class .
- 4) ____ milk is good for you .
- 5) ____ Mr. Ahmed Ali became ____ manager of ____ Al-Ahli Bank a month ago.
- 6) ____ cats are nice animals .
- 7) At ____ end of ____ night ____ girls were very tired
- 8) ____ pandas and ____ tigers are endangered animals.
- 9) ____ Bahrain is an island in ____ Arabian Gulf .
- 10) ____ Nile is a river .
- 11) I went to ____ shop to get ____ bread .
- 12) ____ apples are good for everyone .

- 13) All ____ books on ____ shelf are Ali's .
- 14) ____ women are better than ____ men .
- 15) ____ Mona works in ____ hospital .
- 16) He plays ____ football.
- 17) ____ fire is dangerous.
- 18) My ____ bed is on ____ right side .
- 19) ____ letters on ____ shelf are for you .
- 20) ____ Sanabis is a village near ____ Manama.
- 21) We spent ____ day at ____ home .
- 22) ____ water is very important for ____ life .
- 23) ____ Cairo is ____ capital of ____ Egypt .
- 24) ____ cats do not like ____ dogs .
- 25) ____ trees need ____ sunlight to grow.
- 26) Raise your ____ right hand.
- 27) ____ stone hit Jassim in ____ face.
- 28) We learn ____ English at ____ school.

APPENDIX (E)

This is the translation task

ترجم الجمل التالية إلى اللغة الإنجليزية . اكتب إجابتك في المكان المخصص لذلك. يمكنك الاستعانة بالكلمات الموجودة في الجدول المرفق

1-أرجو أن تفتح النافذة ليدخل الهواء الغرفة .

2- المال لا يشتري السعادة.

3- ندرس اللغة العربية في المدرسة.

4- الماء أساس الحياة .

5- الموت حق .

6-سكب سعيد الحليب الذي كان على الطاولة.

7-القهوة مشروب شعبي .

8- الطيور جميلة .

9- الققط حيوانات أليفة .

10- النساء يعمرن أكثر من الرجال

11- الكرسي الذي اجلس فوقه مريح جدا..

12- بالعلم نبني المستقبل .

13- لا تشرب الشاي مباشرة بعد الغداء .

14- احب السيارت الرياضية .

15- المستقبل الزاهر بين يديك .

16- المنامة عاصمة البحرين .

17- الكتاب خير جليس .

18- يمكن مشاهدة حائط الصين العظيم من الفضاء الخارجي.

19- الأشجار تزين الحديقة .

20- جاسم افضل طالب في الصف الثالث.

21- النيل من أطول الأنهار في العالم.

22- الكتاب فوق الرف لأحمد.

23- الحليب الطبيعي مفيد للكبار و الصغار.

24- سنذهب إلى الحديقة لنشاهد الحيوانات يوم الجمعة.

الكلمة	المقابل باللغة الإنجليزية	الكلمة	المقابل باللغة الإنجليزية
فتح	open	دخل	enter
سعادة	happiness	درس	study
أساسي	essential	حق	fact
شعبي	traditional	سكب	spilt
جميلة	beautiful	أليفة	friendly
مريح	comfortable	يعمر أكثر	live longer
مستقبل	future	مباشرة	directly
رياضية	sports	زاهر	bright
خير	best	عاصمة	capital
جليس	friend	حائط	wall
العظيم	great	فضاء	space
خارجي	outer	زين	decorate

shelf	رف	world	عالم
good	مفيد	natural	طبيعي
animal	حيوان	watch	نشاط
		science	علم

APPENDIX (F)

This is the latter given for the language instructors to determine the validity of the translation task

الأستاذ الدكتور _____ المحترم

تحية طيبة وبعد ،،،

يسرنا أن نعرض عليكم هذه العبارات و ذلك للتحقق من صدق المحتوى لهذا الامتحان و مدى ملاءمتها للمستوى اللغوي لطلاب الصف الثالث الإعدادي في المدارس الحكومية من حيث تمكنهم

للاستخدام الصحيح لـ (الالف و ال لام الصفرية THE

.(ENGLISH THE DEFINITE ARTICLE

علما بان الهدف الأساسي للبحث هو التحقق من مدى صحة العبارة التي مفادها إن استخدام الترجمة كوسيلة لاستخلاص المعلومات من طلاب اللغة الإنجليزية سيؤدي إلى زيادة الأخطاء بسبب تدخل تركيبات اللغة ألام في اللغة المراد تعلمها .

بالإمكان تدوين الملاحظات في المساحة المخصصة

اسفل كل عبارة .

و لكم منا جزيل الشكر لمساهمتمكم في رفع

مستوى البحث

الرجاء الاستفادة من الأسئلة التالية لتحديد صدق المحتوى (المضمون)

لأداة القياس المراد استخدامها في البحث الذي يهدف إلى اكتشاف تأثير استخدام

الترجمة كأداة لاستخلاص المعلومات من الطلاب العرب الذين يدرسون اللغة الإنجليزية مع ملاحظة تداخل تراكيب اللغة آلام (العربية) في اللغة المراد تعلمها و مدى كون هذا التداخل إيجابيا أو سلبيا.

يركز الباحث على الحالات التي يجب ألا يستخدم فيها حرف التعريف (THE) في اللغة الإنجليزية .

1- هل صيغت الجمل صياغة لغوية سليمة ؟ هل توجد أية تعديلات؟

2- هل تناسب مستوى الطلاب اللغوي و قدراتهم العلمية ؟

3- هل الجمل قابلة للترجمة إلى اللغة الإنجليزية مع الحفاظ على المعنى؟

4- هل أداة القياس شاملة استخدام (أل) التعريف بحيث يجب ألا تستخدم من بعض المواضع مع الترجمة إلى اللغة الإنجليزية؟

5- هل هناك جمل يجب أن تعدل؟ ما هي التعديلات؟

6- هل هناك جمل يجب أن تحذف؟

7- هل هناك جمل يجب أن تضاف؟

APPENDIX (G)

**This is the letter given to the language instructors to
determine the validity of the blank filling task**

Date:

Subject : Content Validity

To:

Dear Sir,

**We would like to express our gratitude for your
kind assistance to determine the Content Validity of the
following test items which are intended to measure the
ability of the third intermediate students at the
government schools to use the ENGLISH THE DEFINITE
ARTICLE correctly .**

Please accept our thanks and gratitude.

Yours sincerely ,

YOUSUF AL MADHI

Please make use of the following questions which the researcher believes to be essential to determining the content validity of the task .

Note that ZERO ARTICLE refers to cases in which the definite article THE is omitted.

1-Do the items of the task cover all the uses of the zero article?

2- Is the language suitable for the learners' level and culture?

3- Are there any sentences which are not clear?

4- Is the order of the sentences ensures that over-generalization and/or guessing is controlled?

5-Are there any sentences which should be omitted?

6- Are there any sentences which should be modified?

7- Are there any sentences which should have been included?

APPENDIX (H)

The suggested answers for the translation task

- 1- Please open the window so that ___ air enters the room.
- 2- ___ Money does not bring ___ happiness.
- 3- We study the Arabic Language at ___ school.
- 4- ___ Water is essential for ___ life.
- 5- ___ Death is a fact.
- 6- ___ Saed spilt the milk which was on the table.
- 7- ___ Coffee is a traditional drink.
- 8- ___ Birds are beautiful.
- 9- ___ Cats are ___ friendly animals.
- 10- ___ Women live longer than ___ men.
- 11- the chair I set on is very comfortable.
- 12- We build the future with science.
- 13- Do not drink ___ tea directly after ___ lunch.
- 14- I love ___ sports ___ cars.
- 15- Bright ___ future is between your hands.

- 16- ____ Manama is the capital of ____ Bahrain.
- 17- A book is the best friend.
- 18- It is possible to see the great ____ China ____ wall from the outer ____ space.
- 19- ____ Trees decorate the garden.
- 20- ____ Jassim is the best student in the third ____ class.
- 21- the Nile is one of the longest ____ rivers in the world.
- 22- That ____ book on the shelf is for Ahmed.
- 23- Natural ____ milk is good for ____ young and ____ old people.
- 24- We will go to the garden on ____ Friday to watch the animals.

APPENDIX (I)

The suggested answers for the blank filling task

- 1) Can I have your ____ phone number?
- 2) What is the name of the next station ?
- 3) Ali is the best student in our ____ class .
- 4) ____ milk is good for you .
- 5) ____ Mr. Ahmed Ali became ____ manager of ____ Al-Ahli Bank a month ago.
- 6) ____ cats are nice animals .
- 7) At the end of the night the girls were very tired .
- 8) ____ pandas and ____ tigers are endangered animals .
- 9) ____ Bahrain is an island in the Arabian Gulf .
- 10) the Nile is a river .
- 11) I went to the shop near my house to get ____ bread .
- 12) ____ apples are good for everyone .
- 13) All the books on the shelf are Ali's .
- 14) ____ women are better than ____ men .

- 15) ____ Mona works in ____ hospital .
- 16) He plays ____ football.
- 17) ____ fire is dangerous.
- 18) My ____ bed is on the right side .
- 19) the letters on the shelf are for you .
- 20) ____ Sanabis is a village near ____ Manama.
- 21) We spent the day at ____ home .
- 22) ____ water is very important for ____ life .
- 23) ____ Cairo is the capital of ____ Egypt .
- 24) ____ cats do not like ____ dogs .
- 25) ____ trees need ____ sunlight to grow.
- 26) Raise your ____ right hand.
- 27) the stone hit Jassim in the face.
- 28) We learn ____ English at ____ school.

APPENDIX (J)

DATA DISTRIBUTION

No.	√In	X. IN	√ Om.	X Om	No	√In	X. IN	√ Om.	X Om
1					20				
2					21				
3					22				
4					23				
5					24				
6					25				
7					26				
8					27				
9					28				
10					29				
11					30				
12					31				
13					32				
14					33				
15					34				
16					35				
17					36				
18					37				
19									
total					total				

APPENDIX: (K)

This is the Equation used to calculate the inter-item consistency for the blank filling task as well as the translation test .

$$KR_{20} = \frac{K}{K-1} \left(1 - \frac{\sum P(1-P)}{S^2} \right)$$

k = the number of questions

p= percent of correct answers

S2 = variance

$$S2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

x_i = the score

$\bar{x}$ = the mean

n = the sample

the mean $\bar{x} = \frac{\sum x}{n}$

x = the scores

n = the sample

APPENDIX (L)

the calculation of reliability for the blank filling task

$$KR_{20} = \frac{K}{K-1} \left(1 - \frac{\sum P(1-P)}{S^2} \right)$$

Summary statistics for reliability calculation for the

blank filling task

Mean	30.35135135
Standard Error	0.917968949
Median	31
Standard Deviation	5.583787127
Sample Variance	31.17867868
Range	22
Minimum	21
Maximum	43
Count	37

APPENDIX (M)

The calculation of reliability for the translation task:

$$KR_{20} = \frac{K}{K-1} \left(1 - \frac{\sum P(1-P)}{S^2} \right)$$

Summary statistics for reliability calculation for the
translation task

Mean	31.75675676
Standard Error	1.402702992
Median	32
Mode	32
Standard Deviation	8.532309201
Sample Variance	72.8003003
Range	37
Minimum	14
Maximum	51
Count	37

Appendix (N)

The row scores of the students on the blank filling task.

No	1	2	3	4	5	6	7	8	9	10	11	12
1	43	27	24	32	22	31	30	32	27	31	33	25
2	21	23	24	26	32	23	40	39	23	31	36	33
3	24	20	18	24	29	28	24	24	24	35	16	37
4	26	0	30	30	30	28	35	26	25	26	36	36
5	39	9	23	25	30	29	30	30	34	22	39	39
6	30	26	39	40	19	23	22	23	31	20	38	41
7	29	0	17	36	27	25	36	27	40	34	21	32
8	21	0	25	20	43	25	27	28	47	38	43	23
9	31	4	30	36	35	24	28	39	31	30	42	34
10	22	11	28	26	20	36	25	34	28	40	34	33
11	28	28	32	26	25	25	26	30	31	24	30	34
12	17	5	31	27	27	27	20	27	19	32	38	30
13	27	23	26	23	32	29	35	29	33	36	26	38
14	22	21	23	31	30	34	41	29	32	34	34	36
15	19	0	44	32	23	31	28	30	42	36	28	32
16	24	21	26	36	21	26	29	36	29	27	44	36
17	44	25	25	26	39	26	31	30	28	42	40	39
18	22	27	26	39	28	30	21	32	37	27	39	28
19	26	10	29	31	27	41	22	34	32	21	26	30
20	25	21	26	33	22	29	41	30	27	38	28	27
21	28	17	26	32	32	28	27	34	36	43	34	28
22	21	19	28	24	28	22	30	28	34	25	31	34
23	23	20	17	31	20	32	34	26	21	44	44	29
24	20	5		26	25	26	29	41	30	29	34	40
25	35	4		32	38	28	33	26	21	30	35	36
26	29	23		26	34	45	23	24	17	27	46	
27	23	4		30	27	45	31	27	25	0	31	
28	23			21	24	29	36	37	29	0	31	
29	22			29	27	24	25	41	27	0		
30	23			30	28	27	30	46	29			
31	21				31		25	34	0			
32	20				29		19	28				
33					31		31	32				
34					25		29	24				
35					32							

The row scores of the students on the translation task

No	1	2	3	4	5	6	7	8	9	10	11	12
1	13	7	12	49	32	15	47	37	47	30	40	0
2	8	3	16	43	36	0	14	31	27	39	47	11
3	10	1	13	32	29	21	32	27	31	27	48	11
4	2	30	16	24	35	31	34	29	0	47	27	10
5	45	14	13	36	37	0	35	16	28	36	31	5
6	43	2	14	36	31	32	37	30	13	33	25	42
7	9	13	38	36	36	42	18	34	17	4	33	13
8	12	6	0	46	35	30	44	19	22	25	38	21
9	38	0	32	34	35	0	31	5	34	0	33	17
10	5	0	9	28	40	6	14	8	36	25	36	16
11	10	12	20	29	29	46	28	3	36	35	42	9
12	24	10	15	21	26	14	30	37	36	33	33	31
13	10	13	16	20	39	26	35	12	15	26	49	27
14	10	25	16	11	25	32	23	17	30	47	39	43
15	24	10	17	17	0	22	37	35	17	43	33	27
16	13	0	33	29	0	18	22	36	21	30	48	31
17	15	0	15	30	38	26	24	44	42	21	51	15
18	7	5	21	27	7	32	2	31	21	20	39	11
19	8	0	32	36	0	32	17	10	20	37	36	17
20	16	0	18	32	0	29	32	8	36	45	36	29
21	12	0	39	37	17	36	34	19	21	33	39	18
22	28	0	46	34	35	15	35	17	35	27	38	13
23	4	5	0	32	28	13	40	10	27	40	45	4
24	17	2		24	30	29	31	16	26	45	49	4
25	7	0		26	0	7	23	49	45	42	36	0
26	27	4		22	33	9	6	5	25	30	46	
27	33	9		16	37	38	20	49	27	17	0	
28	43			0	36	0	22	40	32	10	0	
29	23			0	0	0	24	43	42	23	0	
30	0			0	39	0	33	47	30	0		
31	0				33		29	7	50			
32	0				0		25	47				
33					0		35	0				
34					0		17	0				
35					0							

Appendix (O)

This is the equation employed to determine the statistical significance of the deference between the means o the tasks.

$$T = \frac{\bar{X} - \bar{Y} - \Delta_0}{\sqrt{\frac{\frac{2}{S_1}}{m} + \frac{\frac{2}{S_2}}{n}}}$$

And the following equation was employed to determine the degrees of freedom:

$$df = \frac{\left(\frac{\frac{2}{S_1}}{m} + \frac{\frac{2}{S_2}}{n} \right)^2}{\frac{\left(\frac{\frac{2}{S_1}}{m} \right)^2}{m-1} + \frac{\left(\frac{\frac{2}{S_2}}{n} \right)^2}{n-1}}$$

الملخص:

يهدف البحث الى التحقق من مصداقية زعم مجموعة من رواد تدريس اللغة الإنجليزية قولهم بان استخدام الترجمة لاستخلاص المعلومات في البحوث التي تعني باكتساب اللغة الثانية (اللغة الإنجليزية) سوف يكون له أثار سلبية علي نسبة الأخطاء المرتبطة باللغة الأصلية (الأم / اللغة العربية).

للولصل الى تحقيق الهدف المنشود، تم إعداد وسيلتي اختبار يترجم في إحداهما الطالب عدد من الجمل من اللغة العربية الى اللغة الإنجليزية بينما يملأ الفراغ في أداة القياس الثانية. تركز أدوات القياس المعدة على بعض الحالات التي يحذف فيها اسم التعريف في اللغة الإنجليزية مقارنة بمقارنة باللغة العربية (THE DEFINITE ARTICLE) وذلك لان الكثير من الدراسات السابقة تؤكد علي وجود بعض الفروقات بين اللغتين العربية و الإنجليزية مما قد يؤدي الي صعوبتها بالنسبة للدارسين العرب. بعد ذلك تم إعطاء أداتي القياس الى عدد من الأخصائيين للحكم علي مصداقيتهما و مدى ملاءمتهما الى المستوى التعليمي للطلاب محور البحث.

بعد القيام بالتعديلات و الإضافات المقترحة، تم اختيار مجموعة عشوائية من طلاب الصف الثالث الإعدادي و ذلك لتحديد مستوى الثبات لكل أداة قياس و الذي كان في المستوي المقبول به.

بعد ذلك تم اختيار مجموعة البحث عشوائيا بحيث يمثل كل مدرسة فصل دراسي واحد من البنين و البنات. تم إعطاء الطلاب الاختبار الأول، ملء الفراغ، و بعد أسبوع تم إعطاء الطالب ذاته الاختبار الثاني، الترجمة.

بعد تصحيح استجابات الطلاب علي الاختبارين، تم القيام بالتحليلات الإحصائية من خلال المقارنة بين درجات كل طالب في كل اختبار و من ثم المقارنة بين نوع الأخطاء في كل اختبار و ذلك حسب التوزيع التالي:

إدراج صحيح	إدراج خاطئ	حذف صحيح	حذف خاطئ

بشكل عام، كانت نتائج الطلاب افضل في اختبار ملء الفراغ مقارنة بدرجاتهم في اختبار الترجمة من اللغة العربية إلى اللغة الإنجليزية و ذلك لقيامهم بأداء تمارين ملء الفراغ بشكل مستمر في المدارس و كون تمرين الترجمة شيئا غير مألوفا نوعا ما.

من جهة أخرى، لم يكن الفرق بين متوسط عدد الأخطاء التي وقع فيها الطلاب في اختبار الترجمة و متوسط عدد الأخطاء في اختبار ملء الفراغ ذا دلالة إحصائية عند مستوى 0.05 . و هذا يبين أن استخدام الترجمة كوسيلة للاستخلاص المعلومات ليس له بالضرورة أثارا سلبية علي استجابات الطلاب.

ختاما، من التوصيات التي توصل إليها البحث بإمكانية الاستفادة من الترجمة كوسيلة لاستخلاص المعلومات من الطلاب في البحوث اللغوية . كذلك أوصت الدراسة على أهمية إعطاء الدارسين الفرصة المناسبة لاستفادة من الترجمة في تطوير مهاراتهم في اللغة الإنجليزية و ذلك عن طريق إعطائهم التدريبات المناسبة.

الترجمة كوسيلة لاستخلاص المعلومات

و تأثير اللغة الأم في المرحلة

الإعدادية في البحرين

الطالب

يوسف عبد العزيز احمد

استكمالاً لمتطلبات الحصول على درجة

ماجستير التربية

قسم الأصول و الإدارة المدرسية

جامعة البحرين

البحرين



1999