

The Influence of the First Language (Arabic) on Learning English as a Second Language. Teaching and Linguistic issues

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Abstract

Background: According to the Egyptian Demographic Center (2000), Arabic is the mother tongue of about 300million people. Arabic is a descendant of Semitic languages, whereas English is an Indo-European language primarily originated from the Anglo Frisian dialects. On the other hand, English language, without a doubt, is considered a first worldly language, even in countries which do not use English as a first language. It is the common language used between all people from different areas in the world. In many countries, even Arab countries, they use English as a main language in class, which helps the students acquire this language as their mother tongue.

Objectives: The present study aims at investigating the effect of using Arabic language for teaching English as a foreign Language.

Research Questions This study seeks to answer the following questions: Q1. What is the most effective issues in teaching English to Arab speakers?

Q2. Is the use of Arabic language considered the best direct method to teach English language in class?

Q3. What are the recommended solutions for the Arab speakers to learn English?

Description of the Problem:

English teachers find it so hard to depend on English language only in teaching to Arab students. This is due to most students do not really comprehend English language. Moreover, Teachers of English as a foreign language find difficulties teaching English without referring to the mother tongue in some aspects. They also state that their students encounter many problems comprehending English as a foreign language with the use of mother tongue by their teachers in a classroom setting. This finding indicates that both learners and teacher learning of English as a foreign language is difficult to learn without using the mother tongue in the classroom setting. On the other hand, a great essential differences between Arabic and English languages due to the differences of origin and grammar. Consequently, this study aims at investigating the effect of using Arabic language for teaching English as a foreign language.

Research Design:

In this research, a descriptive methodology was followed to help in gathering reliable information and linguistics sues about to what extent the Arabic language influences students when writing English.

Introduction

The issue of acquiring new language has raised opposing and supporting ideas. While some believe that the use of mother tongue language can be really helpful in learning new language. This is because they think that using a new language will facilitate and path the way for teachers and students in dealing with the new language. Whilst, others think that the first language will prevent students from learning new languages. using a native language to communicate with students in foreign classes has been a matter of controversy for decades. According to (Kachru, 1981) there are four non-native English speakers for each native English speaker, which is a proportion similar to that of teachers of English whether as a foreign or a second language. As many think that the best way to teach English language is using the mother tongue of the students.

(Nation, 2003) emphasize that the appropriate use of mother tongue in the classroom setting can be very beneficial. The key for the teacher seems to be using the mother tongue appropriately and avoiding the overuse which will make learners feel that they cannot comprehend the input of the foreign language until it is translated into their native language (Rollnick, & Rutherford, 1993). English language, without a doubt, is considered a first worldly language, even in countries which do not use English as a first language. It is the common language used between all people from different areas in the world (Lust, 2006). In many countries, even Arab countries, they use English as a main language in class, which helps the students acquire this language as their mother tongue, especially if it is used in all times (Warschauer & Zohry, 2002). (Schweers, 1999) propose that starting the classroom with the first language provides a sense of security and validates the learner's academic experiences, allowing them to express themselves".

Lado (1957), in his theories of contrastive analysis, claimed that the only cause of syntactic errors when performing the second language by the adult is the first language performance. English language learners make grammatical mistakes due to interference from their native languages. For instance, in Spanish language the adjective comes after the noun, while English language learners say "the man handsome" instead of "the handsome man". Another example of the verb form, in English the verb changes according to the pronoun, it takes /s/ with the third person singular, whereas in some Asian languages, the verb remains the same with all pronouns; even if the learners know the grammatical rules but it is difficult to apply them in spoken English. Teachers should be aware of students' sociocultural background that influences pronunciation. This view studied transfer through grammar, lexis, and pronunciation as well

Ellis (1997) stated that errors reflect gaps in students' competence. They occur because the student does not know what is correct. Corder (1999) supports the idea that errors are caused by ignorance of the appropriate rule or structure in the foreign language. Mistakes reflect occasional lapses in performance or slips of tongue (Brown, 2007). They occur because in a particular instance, the student is unable to perform what he or she knows. "A mistake, according to Corder (1999), is a problem not of knowing but of application." (Tafini, 2009). A mistake can be self-corrected, but an error cannot. Errors are systematic, in the sense that they are likely to occur repeatedly and not recognized by the learner. Hence, only teachers or researchers would locate them, learners would not (Ellis, 1998). Gass and Selinker (2008) define errors as "red flags". This means errors are warning signals which provide evidence of the learner's lack of knowledge of the second language.

There are several factors that lead students to make mistakes. One of which is the interference of the learner's native language. Nunan (2001) states "Where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages." Another cause of making mistakes is the inadequate teaching methods. Methods that encourage translation, cause students to make mistakes (Bhela, 1999). Students' personal affairs play a role in this field. For instance, their physical, psychological, social and cultural circumstances may lead them to make errors. Ellis (1994) identifies areas where the learners' external factors as social contexts are related to making mistakes.

I. Linguistic issues

1.1 The issue of letters

Arabic is a descendant of Semitic languages, whereas English is an Indo-European language primarily originated from the Anglo Frisian dialects. As for the number of alphabets, Arabic has twenty-eight letters. „Hamza“ the glottal stop is sometimes considered the twenty ninth letter. In contrast, English has twenty-six letters. Orthographically, there is no distinction between upper letters and lower case letters in Arabic as it is always written in a cursive form. In English, the matter is different. In English, there is a clear distinction between upper case letters and lower case letters. English words can be written in both cursive and uncial. One of the most noticeable differences between the two languages is that Arabic is written from right to left. English, on the other hand, is written from left to right. Most importantly, there are distinctive differences between Arabic and English in almost all syntactical, morphological, phonological, lexical, semantic, rhetorical and orthographical aspects. (Ali, 2007:3).

1.2 The Issue of nouns

English nouns have two numbers: singular and plural. Whereas, Arabic nouns have three numbers: singular, dual and plural. The plural is also of two kinds: sound plural (masculine and feminine) and broken plural. In contrast to English, Arabic syntax has singular, dual, and plural for feminine and masculine nouns. Salimi's study also revealed that English has three genders: masculine, feminine, and neuter. Gender is solely confined to personal pronouns, whereas Arabic has only two genders: masculine and feminine. Furthermore, English nouns are inflected for

genitive case. Whereas, in Arabic, nouns are inflected for three cases, namely, nominative, accusative, and genitive. These cases are distinguished by changing the vowel ling of the final consonant.

Based on the researcher's knowledge and experience in teaching English to Arab learners, the following examples can be given to illustrate Salimi's findings. In Arabic, we say:

- Mu'allim (Singular masculine) / Mu'allma (singular feminine)
 - Mu'allimuun (plural masculine) / Mu'allimein (dual masculine)
- Mu'allimat (plural feminine)
- Mu'alimataan; Mu'allimatayin; (dual feminine; acting as: subject and object.

In English, we say: Teacher (feminine and masculine) / teachers (dual/plural for feminine and masculine). Thus, some Arab students learning English may not use English plural nouns correctly. Instead, they use numbers to indicate duality or plurality. The following are examples. They may say, "The two child are crying." Others may misuse the noun after numbers because in Arabic a singular noun is used after numbers "three –ten". Thus, the beginner Arab students learning English may say, "He has eleven cousin." Or "There are 21 student in my class." (Salimi ,2013).

1.3 The issue of definite Article

Arabic has one definite article "the". It consists of two letters: "al". It is attached to the beginning of nouns and their adjectives. However, Arabic has no indefinite articles. The definite article is redundantly used by Arab learners of English with nouns that require the definite article in

Arabic but not in English. There are three types of errors in the use of articles by the Arabic speaking learners of English (Diab, 1996).

1-Omission of the indefinite article "the".

- INCORRECT: Arms of soldiers are guns and daggers.
- CORRECT: The arms of soldiers are guns and daggers.

In the above sentence, the definite article "the" should be used before "arms", but has been dropped because it is not used in Arabic, as it is in the genitive case.

2- Omission of the indefinite article "a".

- INCORRECT: My father works in bank.
- CORRECT: My father works in a bank

1.4 The issue of prepositions

(Essberger., 2000) notes differences between Arabic and English prepositions: The number of prepositions in Arabic is limited: min (from), „ila (to), 'an (about), ' alla (on,over), ba/bi (by, with), la /li (of , for), and fi (in, into). - In Arabic, some adverbs can be used as prepositions, such as: khalfa (behind), amam (in front), bayna (between), and many others.

In English, there are approximately 150 prepositions. The problems in using English prepositions for Arab students learning English result from two factors. First, not every Arabic preposition has a definite equivalent in English and vice versa. Secondly, not every English or Arabic preposition has definite usage and meaning. Arab students learning English sometimes make the following errors in using English prepositions (Hamadalla and, Zughoul, 1973).

1. Unnecessary insertion: They use prepositions with words which do not need prepositions.

- INCORRECT: I will practice on making the exercises.
- CORRECT: I will practice doing the exercises.

The Arabic equivalent is: anna sawfa atadarabu 'alla (on) al-tamareen.

2. Omission of necessary prepositions: They omit these prepositions from words which need them.

- INCORRECT: I waited the bus two hours.
- COREECT: I waited for the bus two hours.

3. Wrong substitution: They do not use correct prepositions: The preposition "on" is used in places of "over", "above", "at", and "onto".

Arab learners of English tend to say "ashamed from, composed from, object on, blame on, where (of, of, to and for) should be used respectively.

- We were interested with the film. "nahnu istamta'na bilfilm."

The misuse of the preposition "with" instead of "in" in the above example occurs because it is equivalent to the Arabic preposition "bi" – which indicates the meaning of "with". (Hamadalla and, Tushyeh.1998).

Table (1) Errors in the use of prepositions made by Arab ESL learners

Errors in English	Arabic equivalents
He jumped on the wall. (over)	<i>qafaza 'alla aljedar.</i>
He jumped on the wall. (over)	<i>qafaza 'alla aljedar.</i>
We sat on the table. (at)	<i>nahnu jalasna 'alla atawela.</i>
I will come in 7 o'clock. (at)	<i>anna sawfa atti fi alsa'ati alsabe'a.</i>
I like to pick roses with many colors. (of) He died from hunger. (of)	<i>'ohibbu „ann altaqeta wardan bi'edati alwan. huwa Matta minaljuu'.</i>
We have lived in Doha from 1975. (since)	<i>nahnu na'eesh fi aldoha min sanat 1975.</i>
One from my brothers is a doctor. (of)	<i>wahed min</i>

*(Hamadalla and, Tushyeh.1998)

1.5 The issue of adjectives and adverbs.

Arabic-speaking learners of English find much confusion between adjectives and adverbs in Arabic and English. Arabic adjectives agree in gender and number with nouns, which might be the reason for these learners to make mistakes. (Marpaung, 2014).

- He is a man tall. (Arabic: hua rajulun taweelun)
- They are soldiers brave. (Arabic: hum junuudun shuja'aan).
- These are girls beautiful (Arabic: hunna fataiaatun jamilaatun)

Some Arab learners of English might use adjectives plus nouns to express adverbs (Marpaung, 2014). This is attributed to the Arabic use of adverbs as they can be formed in two ways. For instance, the word “quickly” can be translated into Arabic in two ways: "Bisur'a" or 'bishaklen saree3).The following are some examples of such errors.

- INCORRECT: The temperature rose a sharp rise.
- CORRECT: The temperature rose sharply.
- INCORRECT: He drove with so fast speed.
- CORRECT: He drove so fast.
- INCORRECT: The singer performed a wonderful performance.
- CORRECT: The singer performed wonderfully.
- INCORRECT: Prices have increased a gradual increase.
- CORRECT: Prices have increased gradually

In the above examples, the Arab students’ versions represented in the „incorrect“ versions are related to the Arabic grammatical rule about unrestricted or absolute object.

1.6 The issue of Errors in Using Some English Modal Verbs

1. Deletion of the Copula (verb to be) or substituting it with “verb to do”: As there is no “verb to be” in Arabic, Arab learners of English tend to delete them when forming their English sentences. Hence, we can find such sentences in their writings:

- INCORRECT: Huda happy.
- CORRECT: Huda is happy.
- INCORRECT: While my mother cooking, I preparing the table.
- CORRECT: While my mother was cooking, I was preparing the table.
- INCORRECT: Does he your teacher?
- CORRECT: Is he your teacher?

1.7 The issue Word Order

Arab ESL learners make errors in word order when forming English sentences. The following are some examples which are traced in the literature review earlier in this article. Some of the errors the researcher of the current study noticed in her students' writing.1. Unlike English sentence word order, the basic word order in classical Arabic is V-S-O where

the verb precedes the subject:

- INCORRECT: Hoped the committee to solve the problem.
- CORRECT: The committee hoped to solve the problem.

1.8 The issue of Tenses

There are clear differences between Arabic and English, leading to several mistakes which are made by Arab learners of English. In Arabic, there are only two tenses: the perfect (only the past) and the imperfect (the non-past, simple present and simple future), whereas English has many tenses by conjoining these two tenses with aspects (perfective and progressive). (Ali, 2007; Aoun, Benmamoun, and Chueiri, 2010). Arab learners of English cannot produce

progressive and perfect tenses so easily.

They use simple present instead. So, we might find such errors in their writing:

- INCORRECT: I eat my sandwich now.
- CORRECT: I am eating my sandwich now.

Another example is this.

- INCORRECT: I didn't see you since last Christmas.
- CORRECT: I haven't seen you since last Christmas

1.9 The issue relative Clauses

Unlike English relative pronouns, Arabic relative nouns (Asmaa Mawsuula) vary according to the nouns they describe. There are relative nouns for masculine, feminine, singular, dual, and plural. They also vary according to their position in the sentence: subject, object, and predicate. Following is a list of these relative nouns. Allathi (singular masculine), Allathan (masculine dual subject), Alathein (masculine plural object), Allati (feminine singular), Allatein (object dual feminine), Allataan (dual feminine subject), Allawati (plural feminine) There are several errors which are made by Arabic-speaking learners of English when forming English relative clauses (Ali, 2007 and, Hamadalla and Tushyeh, 1998).

1. Insertion (or not omitting) of the connected pronoun because in Arabic this pronoun is not omitted.

- INCORRECT: That's the teacher whom I met him.
- CORRECT: That's the teacher whom I met.

1.10 The issue of Punctuation.

as an orthographic area of languages, includes capitalization, use of comma, full stop, semi-colon, colon, hyphens exclamatory and question marks. This current review is limited to discussing the differences between Arabic and English only in the use of capitalization and coma There is no capitalization in Arabic. So, some students may forget to capitalize the first letter in the beginning of a sentence or with names of countries, people, places, nationalities, organizations, institutions and organizations. No distinction is made between upper and lower case in Arabic (Sofer and Raimés, 2002).

Example:

□□□□□□□□•□ INCORRECT: They should not hate me and they need to respect me and realize how much I love them and how hard I work for them. (Repetition of "wa") and (redundancy).

•□ CORRECT: They should not hate me. They need to respect me. They should realize how much I love them and how hard I work for them.

1.11 The issue of Spelling

According to Shabeer and Bughio (2005), there are three causes of spelling errors which are made by Arabic-speaking learners of English.

1. Arabic has one letter for each sound so spelling in Arabic is much easier than it is in English.
2. Arab students tend to make spelling mistakes in their writing. They usually misspell the words like „half“ „care“ and „knowledge“ etc.
3. "Elision": Some English speakers swallow some sounds while speaking.
4. The homophones: some English words have the same pronunciation but different spelling, such as "whole/hole/ and sole/soul." Arabic-speaking learners of English and even English native speakers might make the same spelling errors.

The National Foundation of Educational Research, the NEFR (Brook *et al*, 1993 as cited in Shabeer and Bughio, n.d.:76; Al-zuoud and Kabilan, 2013) classified spelling mistakes into:

1. Insertion of extra letters, such as the <l> added to "untill" instead of "until".
2. Omission of letters, such as the <r> missing from „occurring“ instead of "occurring", "now" instead of "know".
3. Substitution of different letters, such as <a> instead of <i> in "definite" instead of "definite".
4. Transposition of two letters, such as <ei> for <ie> in "friend" instead of "friend".
5. Grapheme substitution as in "thort" for "thought".

1.12 Issue of Pronunciation

Arabic has only one letter for each sound. For example, the English sound /θ/ which is represented by two letters /th/ is represented in Arabic by one letter only //ث,so spelling mightbe easier in Arabic than it is in English. Unlike English, Arabic has a grapheme-phoneme correspondence (Bhela, 1999 and, Grami and Alzughaihi, 2012). Shabeer (n.d.: 77) listed sounds that do not exist in Arabic, hence the Arab students substitute or borrow them from

some other sounds in English. The following table shows some examples on these errors:

Table (2) Examples on mispronounced sounds in words

Actual Sound	Borrowed Sound	Actual Sound	Borrowed
/V/ serve	/f/ surf	/G/ galaxy	/J/ jalaksy
/P/ park	/b/ bark	/t,j/ chair	/f/ share
/P/ pregnant	/b/ brignent	/p/ stupid	Istobbid /b/
/ð/ that	/θ/ θat	/dz/ judge	/t,j/ judch

Al-Badawi (2012) pointed out that Saudi students substitute the voiced bilabial stop /b/ for the voiceless bilabial stop /p/. Arabic does not have the sound /v/, and the velar sound /ŋ/, so Arabic-speaking learners of English pronounce /v/ as /f/ and /ŋ/ as /k/ or /ʒ/ (Amer: n.d.). To form an adverb of manner, Arabic native speakers tend to use a phrase. For example, “quickly” is expressed as “with speed”, and “dangerously” as “in a dangerous way” (**Bhela, 1999; Ghawi, 1993**). Arabic native speakers tend to use an adjective plus a noun both derived from the main verb instead of using an adverb. Arab learners of English find difficulty in pronouncing English initial and final clusters of a word. “Consonant clusters differences have resulted in a phonetic phenomenon called vowel intrusion or epenthesis. It is a phonetic phenomenon of inserting a vowel in between the clusters.” (**Na’ama, 2011 and Al-Samawi, 2014**). Arabs insert a vowel to separate a cluster of consonants. Following are examples on epenthesis:

II. issues of teaching

According to (**Doff, 1988**), there are systematic techniques to correct both spoken and written errors made by learners to help them in future, these are mainly the basic procedures.

2.1 how to correct the written tasks in the classroom:

- A) The teacher writes the correct answers on the board, or asks students to deduce and write them.
- B) As the teacher gives the answers, students correct their own work and the teacher moves around the class to supervise what are they doing; or students can exchange books and correct each other’s work.
- C) In case that the teacher discovers errors made by some students, he can draw attention to these for the benefit of the whole class.
- D) Concerning students with advanced level, it is better to the teacher to correct the work individually. (**Thornbury 1999**) supposed a classroom activity in which the teacher has faced an error while the student is describing some one’s appearance by saying “she has a brown eyes”.
 - 1) In order to correct this mistake, it is not necessary to the teacher to say: “no, it is wrong”, but it is better to indicate this by shaking his/her head or through facial expression instead, this is less threatening. But still an ambiguity to the student where is the mistake.
 - 2) No article, here the teacher might prompt the learner to self- correction, peer work is also helpful that students help each other.
 - 3) Another procedure, the teacher is repeating the student’s utterance with showing where the error occurred. This can be reinforced by using finger-coding, where the teacher classifies each word on his fingers, clarifying which part of the sentence needs correction.
 - 4) Using reactive teaching would be supportive, a brown eye is just one, but we have two eyes, you wouldn’t use the article “a” with plural nouns: she has brown eyes.
 - 5) Reformulation is another technique concerned with giving feedback to students wishing that they won’t repeat the same error. For example, oh, she has brown eyes, has she? These techniques are proposed by experts to reach positive outcomes as English teaching and learning are concerned.

2.2.How to Deal with Language Transfer in English Classroom?

EFL and ESL teachers should be aware of transfer in their classes which leads students to make different errors in English and also should know the difference between language and cultures because it is important in paving the way to teachers. Thus, know how to deal with it. Beside, as they help teachers to have a clear mind about what students lack and/or need to know as language is concerned.

Mingorance (nd) views that Transfer can be positive when there are similarities between student's language and the target language, and be negative when there is a difference between the two languages in question. Researchers suggested some ways to. transfer is because lexical errors and language transfer is due to the morphosyntactic reasons. Both positive and negative transfer are caused by lexical reasons; they explained that through a very good example which is the cognates and false cognates to illustrate better, the word cognates, according to Mingorance(nd), is derived from Latin "cognatus" meaning "Blood relatives" words have the same etymological origin and it is not required to have the same meaning.

Students will find one language easier to learn in case there are lexical terms in common with their native language (Spanish speakers). This would be very beneficial for them to learn English, as they become more motivated to learn a new vocabulary by using these cognates. False cognates, on the other hand, lead to negative transfer which becomes an issue in teaching and learning English.

deal with both transfers in the class. Before doing so, they tried to identify the reason behind, they found that lexical In order to deal with false cognates, here are some helpful activities, by using visual differences in meaning:

Task: what is actually happening?

Objective: learning false cognates and eliminating negative transfer.

Content: false cognates.

Procedure: the teacher may present some false cognates through pictures with two choices, one is true and real and the other is false, and the students are supposed to choose the right answer. The objective is to create a kind of visual effect by matching the new concept with its image in order to avoid the negative transfer caused by the word-form.

In addition to the lexical and morphological errors that cause negative transfer. Word meaning (Semantic dissimilarities) is another issue. or instance, in Spanish language, the verb "hacer" meaning "do" or "make" in English, it will become very difficult to Spanish students to transfer the verb into English they might be confused to choose the suitable one and by the end, this leads to language interference. Dealing with negative semantic transfer in EFL classroom, Mingorance has proposed an activity:

Task: make and do your mind map.

Objective: learning how to differentiate between "make" and "do", narrowing the student's "hacer" semantic field and avoiding negative transfer. Contents: make and do uses.

2.3. Procedure of teaching

Teacher could draw a map that shows the different uses of the verb "hacer", and another one about do and make uses. Then, the students are supposed to guess the different meanings by their own, with the help of the teacher, they will add examples for each that were be given to them.

The plural adjectives are another example that result negative transfer too; in Spanish language adjectives must agree in number of nouns they refer to, in English it is not the case which may become somehow difficult to the students to acquire this easily. For example, John tiene los ojos verdes, in English they say: John has got blues eyes instead of green eyes. The Spanish students mostly make such errors because of the influence of their native language in learning English.

2.4 Homework

Assigning homework is one of the best methods to improve student writing at university level and even for further studies, it makes students express themselves freely with enough time, homework cannot be only instructions given to the students to follow, but they can be free topics. **Harmer (2001)** gives three types of tasks that teachers can test the students' written work through, controlled task in both language and content; in which writers don't produce anything, unless they are given activities to do, such as: multiple choice, sentence completion or transformation, to test grammar at the level of the sentence or clause, Guided writing tasks, on the other hand, has a relation the content, topic, information including (what, to whom, who, where and why to mention) in a given situation. Besides, free or created writing where the writers are totally free to choose he topic and the contents without being limited to any instructions except the title.

2.5 The issue of Language Transfer and Interference

The main reason of making errors in writing is the mother tongue interference. According to **Norris (1987)**, learning a new language is considered as a habit, so the student attempts to learn a new habit, he associates it automatically with the old one. In addition to that, it becomes so difficult to master this new language very well and it becomes impossible to express all ideas in English. The learner relies on the mother tongue to convey the meaning.

III. Suggested Solutions

- Students should read books in English, yet how can we write without reading, in order to learn grammar, a new lexis, and punctuation in the target language (English).
- Learners should use monolingual dictionaries purely English that they expose them to the language and even the culture.
- During the writing process, they should think or process any idea in English first instead of their first language.
- Treating the problem might depend on students' awareness by teachers, writers, and course designers.
- Teachers have to recognize the main causes behind language interference, thus to provide some techniques not to avoid it definitely but to reduce overgeneralization to some extent. A Russian saying: "Only those who do nothing make no mistakes."
- One way to avoid L1 linguistic interference is to lift students' awareness by teachers about cultural specific rules that are needed.
- It is impossible to keep interference away in classes, because it is a part of language learning; universal rules and similarities between the source language will be useful to students to acquire a new language.
- Teachers have to motivate and make their students practice writing through different activities to enjoy doing the written task.
- Trainers ought to avoid using the students' mother tongue in class, since the teacher's behavior in class means a lot to learners.
- teachers can emphasize on Transferrable Skills, if the grammatical rules are transferred 'from the learners' native language (Arabic) to English, teacher may inform them that during the lesson. In many lessons an English student will know which skills do and do not transfer.
- Teachers may teach Non-Transferrable Skills instead of teaching grammar lessons; they need to figure out if students transfer from L1 into English. If they not, it is advisable to pre-teach them skills during Small Group time. They foresee sentence frames and provide enough structured opportunities to use the skill in spoken English. Students are in need to talk, in order to master these skills.
- They provide Additional Practice and Time If the skill can't be transferred from the student's native language into the foreign; the student will require more time and practice mastering it. Continue to review the skill during Small Group time. Use the additional resources, or review lessons each time.
- Using Contrastive Analysis, telling students when a skill does not transfer and include contrastive analysis work to make the student aware of how to correct their speaking and writing for Standard English. For instance, when a student uses an incorrect grammatical sentence, the teacher writes this sentence on the board. Then, he corrects, with the whole class, and gives an explanation about the difference between the student's first language and English. Having the student correct many other sentences using this skill is highly required.
- Making Writing and Speaking Opportunities for everyone, they need to work on specific grammatical forms especially those who are in the course book exercises.
- The Focus on meaning in communication among learners. Thus, aiming to encourage students to improve their English speaking and writing skills, and comprehend both.

Recommendations

In order to improve performance of English, the researchers made the following recommendations;

- 1- The education policy maker should be aware of the technical problem in learning English which foremost of it is the influence of the Arabic language on learning the English language.
- 2- Curriculum developers should be educated to do consultation and involve stakeholders, learners and teachers for successful curriculum implementation.
- 3- The teachers training colleges should be encouraged to change their curriculum to infuse the concepts that are taught in schools and to consider the environments where the learners are coming from.
- 4- Teachers should come up with teaching methods that are interactive to ensure that students are given an opportunity to interact with each other in English so that students can have good communication skills.
- 5- Teachers should cultivate a positive perception towards the use of English in school. They should be role models to the students and encourage them to converse in English.

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