



**Sudan University of Science & Technology**

**College of Graduate Studies**

**College of Languages**



**Effect of Interference of Arabic Language on University  
Students' English Writing and Translation Sentences from  
Arabic into English**

تأثير تداخل اللغة العربية على الطلاب الجامعيين في الكتابة باللغة الإنجليزية وعلى  
ترجمة الجمل من اللغة العربية إلى الإنجليزية

A Thesis Submitted in the Fulfillments of the Requirements for Master  
degree in English Language (linguistics)

**Submitted by:**

Almiqdad Ibrahim Altahir Mohamed.

**Supervised by:**

Dr. TajjAlsir Hassan Bashoum

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## **Dedication**

*To my beloved parents, dear wife and colleagues*

## **Acknowledgments**

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I'm very grateful to the soul of my supervisor, Dr. Tajj Alsir Bashoum who has aroused my ambition by accepting my proposal. I'm thankful to his excellent advice and encouraging guidance. I shall be bound by his favor.

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Finally, I must express my deepest appreciation to my friend Mr. Abdelrahman Idriss for his support and encouragement.

## **Abstract**

This study aims at investigating the interference of Arabic Language on the performance of the 4<sup>th</sup> year students at the College of languages, Sudan University of Science and Technology. In order to conduct this study, the researcher adopted the descriptive method of research and the research data were collected through test and questionnaire. The sample of the study was drawn from 4th year students; where (30) of them were chosen randomly to represent the sample and (20) teachers of English were chosen to give their opinions on the questionnaire statements. As for the data analysis, the researcher uses a computer programme known as the Statistical Package for the Social Studies (SPSS). The result of the study revealed that Arabic Language has a negative effect on students' written text and differences between Arabic and English are bound to cause difficulties of writing. Moreover, the results highlighted that students generalize the grammatical rules of their mother tongue (Arabic) into the foreign language (English). Based on these findings, the researcher recommends that, English Language teachers have to adopt, modify or even develop remedial procedures and techniques that can minimize and gradually eliminate the students' errors, EFL learners must be taught how to think in English and their productive skills should be strengthened through approaching various authentic English texts, English teachers should avoid using the grammar-translation method in teaching.

## Abstract (Arabic version)

### المستخلص

تهدف هذه الدراسة إلى تقصي تأثير اللغة العربية على أداء طلاب السنة الرابعة بكلية اللغات بجامعة السودان للعلوم والتكنولوجيا. كي تسيير هذه الدراسة، تبنى الباحث المنهج الوصفي. جُمعت بيانات الدراسة باستخدام الإستبانة واختبار الاداء. تكونت عينة الدراسة من ثلاثون طالباً بالمستوى الرابع تم اختيارهم عشوائياً، فيما يتعلق بالاستبانة ابدى عشرون معلماً للغة الانجليزية رايهم حول المواد الواردة في الإستبانة. اما فيما يتعلق بتحليل البيانات وحسابها فقد إستخدم الباحث برنامجاً في الحاسب الالى يعرف بي الحزمة الإحصائية للعلوم الإجتماعية. وتوصلت نتائج الدراسة إلى ان اللغة العربية لها تأثير سلبي على الطلاب عند الكتابة باللغة الإنجليزية وان الفوارق بين اللغتين العربية و الإنجليزية قد تؤدي الى صعوبات في كتابة اللغة الإنجليزية. إضافة الى ذلك كشفت الدراسة ان الطلاب يقومون بتعميم قواعد لغتهم الام (العربية) على اللغة الإنجليزية. وبناءً على نتائج الدراسة، يوصي الباحث بالاتي: على معلمي اللغة الإنجليزية ان يتبنو و يعدلو و يطورو في الإجراءات العلاجية و التقنيات التي بدورها تقلل من الإخطا التي يرتكبها الطلاب، و ان يدرس الطلاب كيف ان يفكرو بالإنجليزية. كما يجب تعزيز مهارة الكتابة من خلال بعض النصوص الإنجليزية الموثوقة، وعلى معلمي اللغة الإنجليزية تجنب طريقة ترجمة القواعد اثناء عملية التدريس.

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# **Chapter One**

## **Introduction**



# **Chapter One**

## **Introduction**

### **1.0: Background:**

If someone wants to learn a foreign language, he/she will obviously meet with many kinds of learning obstacles and problems to deal with. These problems can be exemplified in its sound system, vocabulary, structure ... etc. Linguists try to find out the causes of the problems to be applied in languages teaching and learning to minimize the difficulties.

(EFL) learners at Sudan University of Science and Technology in particular are encountered by many problems in their written text; most of these problems are interference of their mother tongue (Arabic)

This study basically analyzing & contrasting the interference of Arabic Language as a mother tongue on (EFL) learners' sentence structure. In order to show as much as possible the points of similarities and differences in terms of Arabic & English syntactic structure.

### **1.1: Statement of the Study:**

It has been noticed that many (EFL) learners at Sudan University, College of Languages, and Department of English face difficulties in producing written texts in English. They produce grave syntactic errors which are likely to be attributed to the interference of their mother tongue (Arabic). This study sets out to analyze the interference of mother tongue (Arabic) in written English productions.

### **1.2: Questions of the Study:**

This study intends to investigate the following questions:

- 1- To what extend do the differences between Arabic & English cause syntactic errors on the students' written text?

- 2- How Arabic interference affects the process of writing in English as a foreign language?
- 3- To what extent do students generalize the rules of mother tongue (Arabic) into the foreign language?

### **1.3: Hypotheses of the Study:**

- 1- 4<sup>th</sup> year students commit syntactic errors which affect in their written text.
- 2- EFL learners' mother tongue (Arabic) interference has a strong effect when forming well-structured sentences in English.
- 3- 4<sup>th</sup> year students overgeneralize the rules of mother tongue (Arabic) into English language.

### **1.4: Objectives of the Study:**

This study aims to recognize the students' ability to avoid the interference of mother tongue (Arabic) on their sentence structure. This study intends to achieve the following aims:

- 1- To minimize the syntactic errors committed by 4<sup>th</sup> year students at Sudan University in their written text.
- 2- To examine the interference of the Arabic Language on EFL learners' syntactic written performance.
- 3- To find out whether the overgeneralization of the EFL learners mother tongue language rules have an impact on the foreign language learning or not.

### **1.5: Significance of the Study:**

This study is very important; it helps students, teachers, & educators to find possible solutions to the interference of Arabic on (EFL) written text.

### **1.6: Methodology of the Study:**

This study is descriptive. The researcher uses the descriptive method of research to conduct the present study. The researcher will use two tools, he designs a test for the fourth year's students at Sudan University of Science

and Technology and a questionnaire for the teachers as tools for data collection.

### **1.7: Limits of the Study:**

This study is limited to investigate the interference of Arabic Language on EFL learners when forming well-structured sentences in English and narrowly excluded to Sudan University of Science and Technology, College of Languages, English Department. The sample of the study is exclusively drawn from students at fourth level, during the academic year (2019 – 2020).

## **Chapter two**

### **Literature Review and Previous Studies**

## **Chapter two**

### **Literature Review and Previous Studies**

#### **2.0: Introduction:**

This chapter consists of two parts. Part one reviews some literature relevant to the research topic such as mother tongue interference and second language acquisition. While part two focuses on previous studies related to the research topic. This includes theses and scientific papers.

#### **2.1: Second Language Acquisition and Learning**

Language is the method of expressing ideas and emotion in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Second language is “a languages other than the mother tongue that a person or community uses for public communication, especially in trade, higher education and administration” (The Free Dictionary by Farlex). Another definition of the second language in the same dictionary is “a non-native language officially recognized and adopted in a multilingual country as a means of public communication.” The second language is also called the target language.

According to linguists, there is an important distinction between language acquisition and language learning. As you may have noticed, children acquire their mother tongue through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language to make place. As experts suggest, there is an innate capacity in every human being to acquire language. By the time a child is five years old, he or she can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never set with children to explain to them the workings of the language, their utterances show a superb command of intricate rules and patterns that would drive an adult crazy if he or she tried to memorize them and use them accurately. This suggests that it

is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. When it comes to second language learning in children, you will notice that this happens almost identically to their first language acquisition. And even teachers focus more on the communicative aspect of the language rather than on just rules and patterns for the children to repeat and memorize. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of “on the job” practice. They readily acquire the language to communicate with classmates. In short we see this tendency in which second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules consciously (although they will definitely acquire them through a hands-on approach just as they did with their mother tongue). Unfortunately, when it comes to adult students, a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions drillings and rote memorization without even a human interlocutor to interact with. The very same courses that promise you language independence and the ability to communicate upon completion of the courses do not offer you a single chance to engage in meaningful conversation. How many times have you bought or read about “the ultimate language course on CD” in which the learner simply has to sit in front of a computer to listen to and repeat words and phrases time and again. That is not communication that is the way you train a parrot! The animal will definitely learn and repeat a few phrases and amuse you and your friends, but it will never be able to communicate effectively. How could you be expected to communicate if you are never given the chance to speak with a real person? Language without real communication is as useless as Saint Valentine’s day without leavers or Children’s day without kids. In some other scenarios, in which there is a teacher, the work done in class is mostly grammatically oriented: tenses, rules, multiple choice exercises and so on and so forth. Is this similar to the way in which a child “acquires a language?” definitely not. No wonder why so many people fail in acquiring

a second language naturally. Simply because whatever they are doing is highly unnatural and devoid of meaning to them. This is the field of language learning.

Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners – as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly. So that, as teachers, it is our duty to make sure that our students “acquire” rather than “learn” the language.

## **2.2 Mother Tongue Interference:**

Native language interference is a phenomenon that makes it more difficult for second language learner to master the target language. The hypothesis of language interference stems from the “overwhelming evidence that language transfer is indeed a real and central phenomenon that must be considered in any account of the second language acquisition process” (Ellis, 1997, pp. 34). Language interference, according to (Dulay, et al: 1982), is defined as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. In other words, interference is defined, according to James. (2005), as errors in the learner’s production of the target language which result from the influence of the mother tongue. That is, second language learners tend to rely on their native language (L1) structures to produce a response whenever writing or speaking the target language (L2). Ellis, (1997) suggests that the further apart the two languages are structurally, the higher the instances of errors made in L2 which bear traces of L1 structures. Thus, it is expected that there should be high influence of Arabic language on Arabic speaking learners of English language. The interference may result from a strategy on the part of the learner which assumes or predicts equivalence, both formally and functionally, of two items or rules sharing either function or form

(Kupferberg, &Olshtain, 1996). More advanced learning of L2 may involve a greater number of rules or marking features for distinguishing between the two languages (Kupferberg, &Olshtain, 1996).

The most crucial interference problem is that when Arabic speaking learners start their English language learning at novice level, their language faculty already deals with the native language. Therefore, they do not perceive English language from zero perspective or neutral perspective; they interpret the new phonological, morphological, syntactic and semantic patterns through those of the already stored native language. Therefore, when two different languages such as Arabic and English collide in their faculty language, the native language which is Arabic will mostly dominate on the use and application of new rules. The two examples written below are sentences written by an Arabic speaking learner of English language. Those examples illustrate that Arabic speaking learner made a literal translation from Arabic into English which indicates that there has been interference from Arabic in the choice of the preposition.

We were interested with it (in)

I like to pick roses with many colors (of)

The misuse of the preposition “with” instead of “in” in the first example occurred because it is equivalent to the Arabic preposition bi – which indicates the meaning of “with”. Therefore Arabic interference caused its errors which occurred in those previous sentences. However, Arabic speaking learners do not resort to literal translation before they form English patterns which are considered the key to this problem. That is, they translate the English into Arabic and then the Arabic back into English, word for word. Even without conducting the translation process, Arabic speaking learners of English still take advantage of their native language in constructing the new language patterns. Moreover, according to errors made by them due to Arabic interference occur more frequently than those made by them due to other learning problems.



### **2.2.1:Definition of Mother Tongue:**

We use this term to refer to the first language of a child. Normally, a child is exposed to a language immediately after his/her birth. A child starts learning a language that has been surrounding him/her since his her birth. With the passage of time this learning of languages goes on cognitively and time comes when he/she can speak, read and write that languages perfectly. So, mother tongue is the first language of a child which he/she has learnt first and using it for communicating of his/her needs and desires. Mother tongue is also termed as the native or primary language. It is the basics of one's recognition and origin. It's the language which occupies one's thought process and conscience.

### **2.2.2:Contrastive Analysis Approach:**

Another theory that would support native language interference is contrastive analysis. That is, the hypothesis of native language interference attracted a growing interest in transfer studies and cross linguistic influence. Contrastive analysis, according to Bhela, (1999) &Ghawi (1993), seeks to catalogue, through the comparative analysis of the native and foreign language systems, the points of difference so that more effective language-learning materials, based precisely on these learning problems, can be developed". That is, analyzing the committed errors would what gaps in the learner's knowledge or the reasons why they occur. For example, prepositions have seldom a one to one correspondence between English and Arabic (Bhela, 1999; Ghawi, 1993).Prepositions in Arabic may be translated to several English prepositions while an English usage may have several equivalents in Arabic. In a study conducted on errors of Arabic speaking learners of English, two thirds of errors are attributable to native language interference

Language interference occurs when a speaker or a writer applies knowledge of his/her native language to a second language. Language interference is also known as language transfer, linguistic interference, L1 inference and cross-meaning (The Free Dictionary by Farlex).

Language interference can be positive or negative. It is positive when relevant units or structures of both languages are same and result in correct production of the target language. On the other hand, it is negative when different units or structures of both languages interfere in the learning of the second language. One overlaps with the other and the linguistic interference occurs in polyglot individuals.

## **2.2: Previous Studies:**

Many materials have been found relating this present study. Here are some studies have been selected for reviews.

Gamar Al-Booni (2004) investigates and analysis the syntactic errors in the written and oral performance in English language made by students of the first year at faculty of Arts University of Khartoum. The sample of the study consists of 250 students they were selected randomly. 102 were males and 148 females. Two tests were used to collect the data, oral test and written test. Descriptive and inductive approaches have been employed. The result of the study showed that the students improved relatively in both written and oral production at the end of the second semester, the students' average performance in written and oral production has improved at the end of the second semester, in both semesters the students' average performance in written production was higher than the oral production, and Arabic interference was not visible in the students' frequent omission of the verb to be, preposition, articles errors and the repetition of the subjects and objects.

Kur, TwongYolong (2005) investigates the learners' problem with English syntax. He discussed the correlation-shipsbetween the problems the undergraduate students face in English syntax, i.e., the construction of grammatical sentences according to sets of rules and the variables suggested as the type of college, location, gender, socio-economic situations. First language, interest and motivation. The subjects are third year students specializing in English in six universities across the country, drawn by random picking and totaling 103 both sexes. Questionnaires and interview forms were used as tools to gather data. The diagnostic test has been devised as a written descriptive composition for assessing the students' ability to

construct English sentences when communicating their ideas describing familiar situations or places such as villages or towns. The result of the study showed that students based in the National Capital city have advantage over the Regional State University students because of the availability and accessibility of the learning /teaching facilities there in, that male students have more time for study than female students and that Arabic language has a strong influence structurally on its native speakers to the questions on interest and motivation in the questionnaires, that in spite of being interest and motivated, the students are generally weak in English as they are impeded by lack of appropriate learning facilities and teaching techniques. The major finding in all is, therefore, that the students can acquire English and be able to construct grammatical English sentences if they are given a good learning environment.

Haifa Al-Buainain (2007) investigated the problem students and teachers face constantly in the department of foreign languages at Qatar University. It is related to the performance of the students in the writing courses, namely Writing I, Writing II, and advanced writing. The data of the study is 40 exam scripts of first Writing Course. The study uses error analysis as a method and technique to analyze the students' writing. The results show that, the students' performance errors are systematic and classifiable. This, in turn, implies that both teachers and learners must see errors as the key to understanding and solving accuracy problems in English writing courses. It is teachers' responsibility to adopt, modify or even develop remedial procedures and techniques that can minimize the learner's errors and elevate the students' level. Students should always be encouraged to do remedial exercises in order to improve their writing ability. Brief grammar rules may be essential to help students realize the errors that result from overgeneralization and wrong parallel.

Amani (2015) conducted a study on analysis of syntactic errors in students' English writing in Sudan University. Her aims were describing syntactic negative errors of students when they write and to inform potential causes for students that produce syntactic errors due to negative transfer. The results of the study indicate that the students have problems in writing; it is found that students make errors because of omission or addition; most

students make errors because they transfer their native language to the second language.

Dr. Elrayah Eltahir Adam Khatir (2015) investigates Secondary School Writing Errors at White Nile State Sudan. His study aimed to analyze the English writings errors of Assalaya locality secondary schools in Sudan to identify and describe the students' writing errors committed by the students and investigate their causes more specifically to find out the errors that faces the learners at Assalaya secondary school, correct the language errors at secondary school, help the students at basic school to reduce their errors, and display the problems of the error in English usage to the teachers and expert in the field of language. The population of the study consists of basic secondary school at Assalaya locality in Sudan. 40 students' compositions and essay writing are taken randomly to represent the study of the findings, it can be concluded that the common linguistic errors in the English writings of the teacher education students were errors in verb tenses, sentence structure, punctuation, word choice, spelling, prepositions and articles. These errors fall under the grammatical, mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by the learners' poor knowledge of the target language, particularly ignorance of rule restrictions. Others are caused by the learners' carelessness, first language transfer or interference and limited vocabulary in the target language.

Dr. Hemabati Ngangbam (2016) examined the English syntactic problems persistent in the written performance of freshmen English language class of Mutah University KSA. Subjects were 60 native Arabic speaking students. 15 categories of errors were classified to find out the causes of syntactic error, which type of errors, are more frequent, areas of weaknesses and problems tend to occur in writing composition. Results indicate performance problems committed in this study were due to mother-tongue interference, misuse sentence fragment, overuse, and lack of grammatical knowledge, formation and developmental errors.

TaysseirYousif Ahmed (2018) analyzed the syntactic errors made by EFL 1<sup>st</sup> years under graduate students at the College of Languages, Sudan University

of Science and Technology. The sample of the study was (60) 1<sup>st</sup> year students. (30) teachers expressed their opinion through a questionnaire. Descriptive analytical method was used as a tool to achieve the study objectives. The results of the study revealed that Students' Arabic language can have a negative effect on students' writing performance, differences between Arabic and English are bound to cause difficulties of writing. Moreover, results highlighted that students generalize the grammatical rules of mother tongue (Arabic) into the foreign language (English).

## **Chapter three**

### **Methodology**

## **Chapter three**

### **Methodology**

#### **3.0: Introduction:**

This chapter outlines the methodology of the research; it introduces the subjects, describes the materials used in eliciting the research findings, shows the procedure, and highlights the techniques of data scoring and analysis. Besides, the validity and the reliability.

#### **3.1: Population of the Study:**

The population of this study is excluded to 4<sup>th</sup> year Sudanese EFL learners at Sudan University of Science and Technology, College of Languages, English-Department.

#### **3.2: Sample of the Study:**

The sample of this study contained two parts; the first part was (30) of the students who were chosen to do the test, they were in the first semester of their academic year (2019 – 2020). Sudan University of Science and Technology SUST, College of Languages (fourth level). They were almost homogenous with respect to their native language (Arabic), educational and cultural backgrounds and nationality. They have studied EFL courses for seven years. Four years at basic school level and three years at secondary school. Worth mentioning, the students at College of Languages usually take English language as a majoring subject in the first, second, third and fourth years.

The second part consists of (20) Sudanese EFL teachers working in some Sudanese universities and schools.

#### **3.3 Instruments,**

Obviously the data of this research were collected through two tools: student' test and teachers questionnaire. The test included three questions collocate with hypotheses of the study. The test was exclusively chosen

from small book belong to (SUST) call Translation (Mohammed Mustafa 2008 P. 22, 31, 35 & 39) The questionnaire which was set consist of (10) statements which are designed on the like type template ranging from level 5 “strongly agree” to level one “strongly disagree” with level 3 “neutral”. This format allows teachers to answer research questions systematically and to examine teachers’ attitudes in a structured and disciplined way. This simple and reliable format gives participants the chance to shift smoothly from positive to negative and to choose the figure that most closely expresses their views. The researcher used the statistical package for social sciences (SPSS) to conduct his research.

### **3.4: Reliability of the Study:**

The reliability means when a certain test was applied on a number of individuals and the marks of everyone were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cranach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire Alpha-Cranach coefficient Equation as the following:



For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cranach coefficient; the results have been showed in the following table.

#### **Reliability Statistics**

Cronbach's Alpha	N of Items
0.92	10

### **3.5 Validity of the Study,**

In order to achieve a good and reliable test, the tools were exposed to a jury of three specialists in teaching EFL in Sudan University of Science and Technology to decide its face validity, suitability and appropriateness. Their comments, suggestions and opinions were taken in designing the final versions which were adopted to elicit the data of this study during the first term of the university year (2019 – 2020).

### **3.6 Summary,**

The researcher adopted the descriptive analytical method. The sample of the study was chosen randomly. They were (30) students and (20) English teachers. The researcher used test and questionnaire for data collection tools. Then the test was distributed to students and they were required to answer the questions by arranging the words to give meaningful sentences and translate some sentences into Arabic. So the following chapter will analyze and interpret the result of the test and the questionnaire.

# **Chapter four**

## **Data analysis, results and discussion**

### **4.0: Introduction:**

This study aims at investigating the interference of Arabic Language on EFL learners when forming well-structured sentences in English. The subject of the study was mainly drawn from Sudan University of Science and Technology, College of languages, English-Department, 4<sup>th</sup> level students. So, in this chapter the researcher will provides the data analysis of the study and discusses the results obtained from the students. Furthermore, the study hypotheses will be tested based on the results of the participants who involved in the present study.

### **4.1: The Analysis of the Test:**

This study is a descriptive; the researcher uses the statistical method, known as the Statistical Package for the Social Sciences (SPSS) to analyze the data obtained from the participants who involved in this study. In order to analyze the data, the following statistical tests have been considered.

- 1-Reliability co-efficient: was used to check the reliability of the test.
- 2-Descriptive statistics which include valid, frequencies and percentage were used to describe the basic features of the data collected.

### **4.2: The Responses of the Test:**

The responses to the diagnostic test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following tables and figures will support the discussion.

### **Cronbach's alpha method: -**

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cranach alpha coefficient = (0.79), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.89), and this shows that there is a high sincerity of the scale and that the benefit of the study

### **For the Questionnaire**

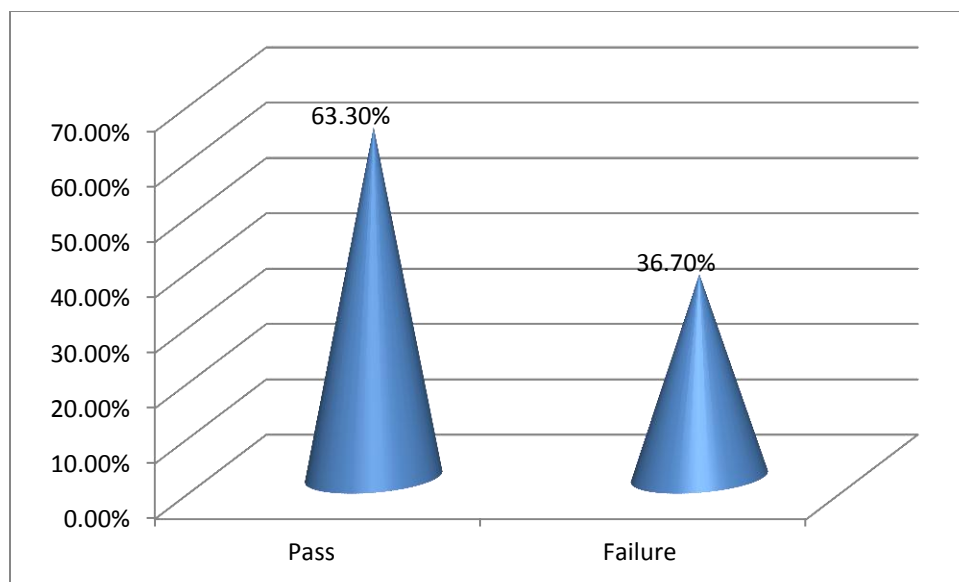
Cranach alpha coefficient = (0.84), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square of the islands so reliability coefficient is (0.92), and this shows that there is a high sincerity of the scale and that the benefit of the study

**Table (1) illustrates the frequency and percentage for killed – He – in – despair - himself**

Valid	Frequencies	Percentage
Pass	19	63.3%
Failure	11	36.7%
Total	30	100.0%

Source: IPM SPSS 24 package



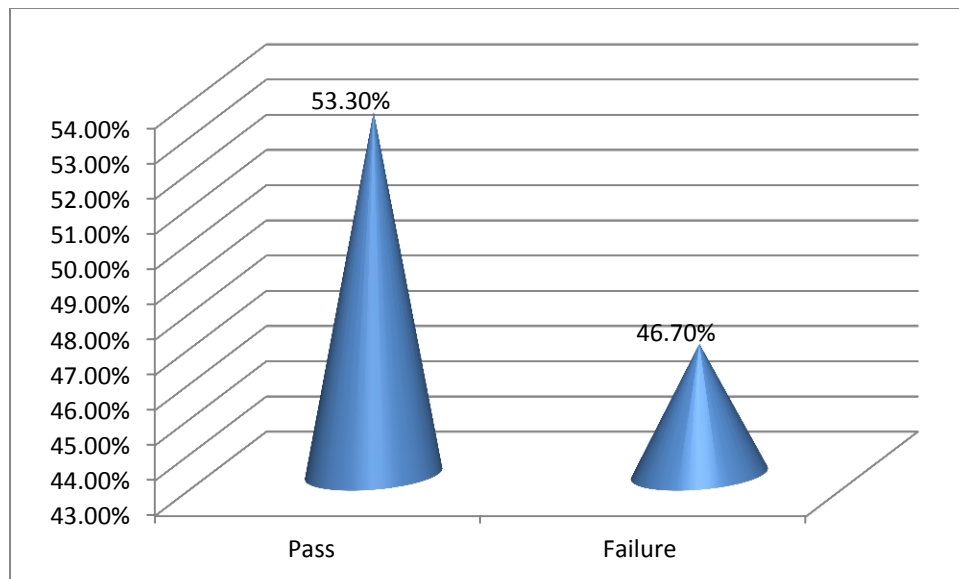
Source: excel 2016

Table (1) illustrates the views of the distribution of the sample by Pass by (%63.3) and Failure by (%36.7).

**Table (2) illustrates the frequency and percentage for ornamental- in- are- Many- appearance- vegetables**

Valid	Frequencies	Percentage
Pass	16	53.3%
Failure	14	46.7%
Total	30	100.0%

Source: IPM SPSS 24 package



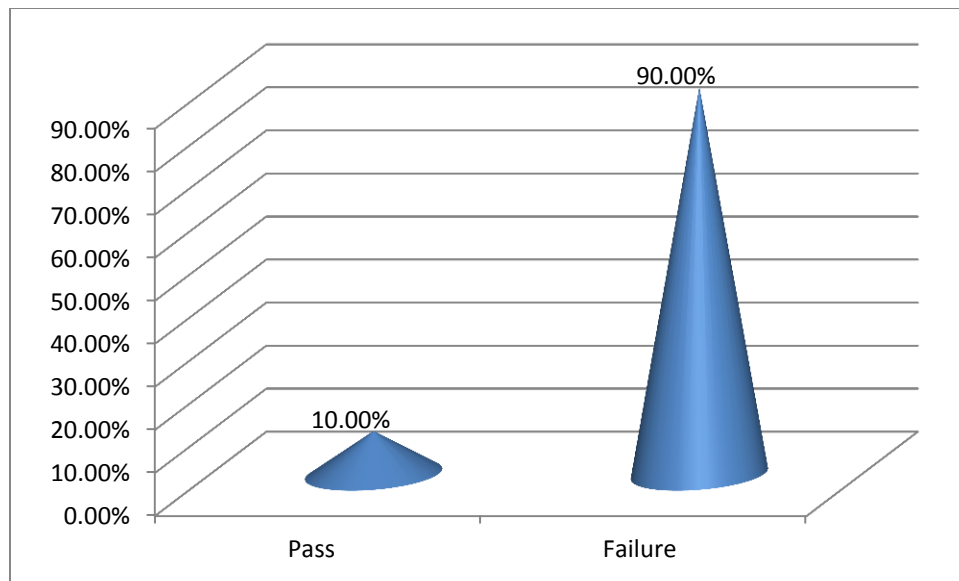
Source: excel 2016

Table (2) illustrates the views of the distribution of the sample by Pass by (%53.3) and Failure by (%46.7).

**Table (3) illustrates the frequency and percentage for the - distribution - publication - country-wide – is – intended – for**

Valid	Frequencies	Percentage
Pass	3	10.0%
Failure	27	90.0%
Total	30	100.0%

Source: IPM SPSS 24 package



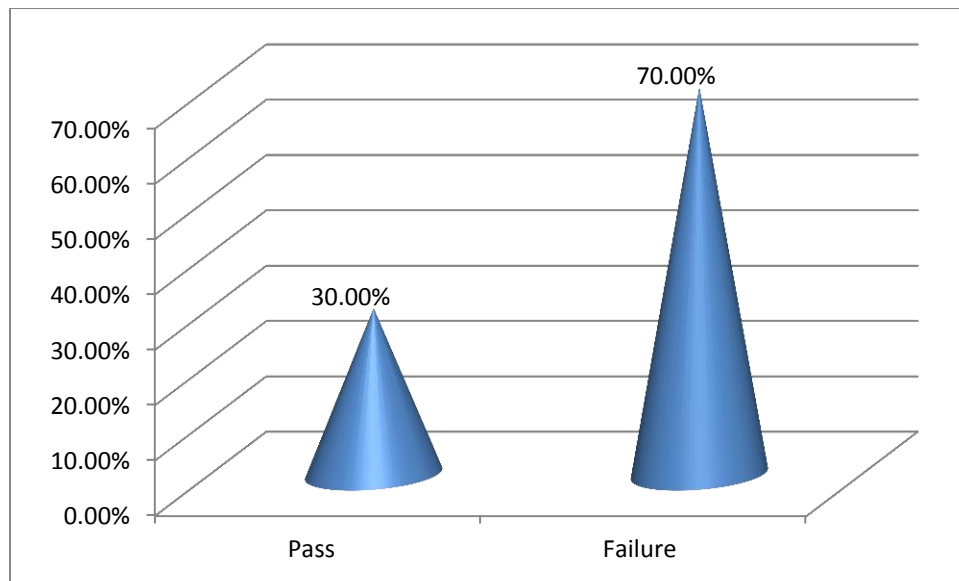
Source: excel 2016

Table (3) illustrates the views of the distribution of the sample by Pass by (%10.0) and Failure by (%90.0).

**Table (4) illustrates the frequency and percentage for asked – Who – the boy – guy - ? – this – is**

Valid	Frequencies	Percentage
Pass	9	30.0%
Failure	21	70.0%
Total	30	100.0%

Source: IPM SPSS 24 package



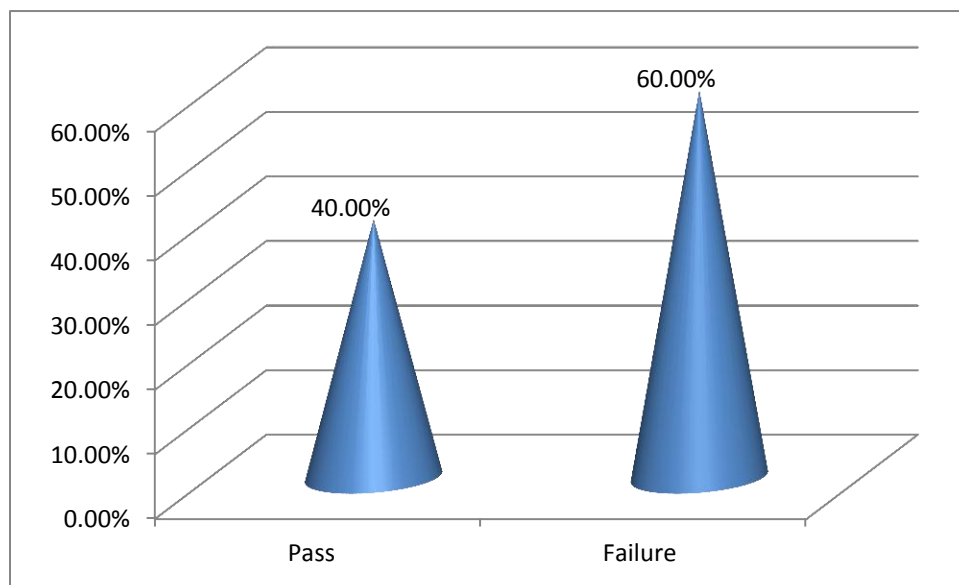
Source: excel 2016

Table (4) illustrates the views of the distribution of the sample by Pass by (%30.0) and Failure by (%70.0).

**Table (5) illustrates the frequency and percentage for Could- let- as- her- fast- she- run- as**

Valid	Frequencies	Percentage
Pass	12	40.0%
Failure	18	60.0%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

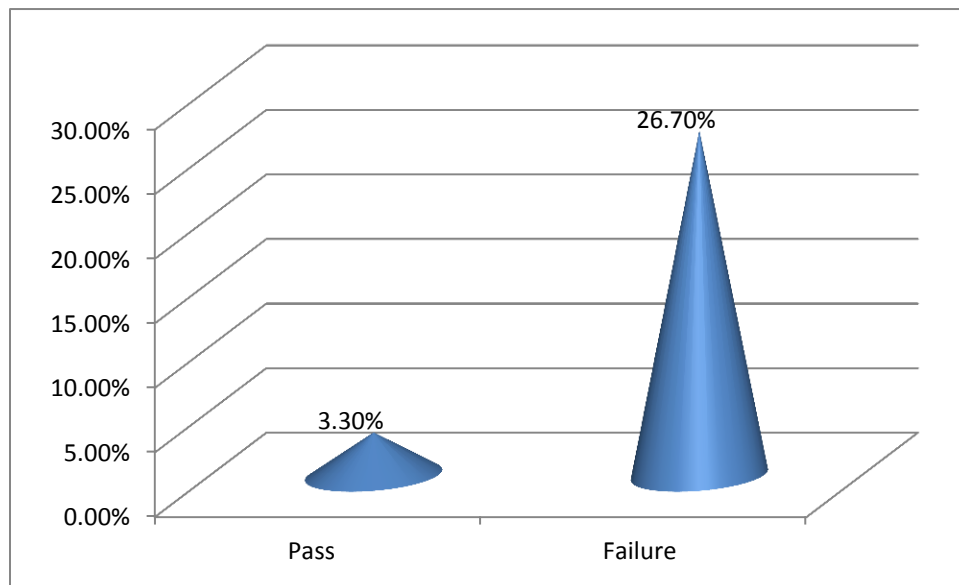
Table (5) illustrates the views of the distribution of the sample by Pass by (%40.0) and Failure by (%60.0).



**Table (6) illustrates the frequency and percentage for total degree for question one**

Valid	Frequencies	Percentage
Pass	1	3.3%
Failure	29	26.7%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

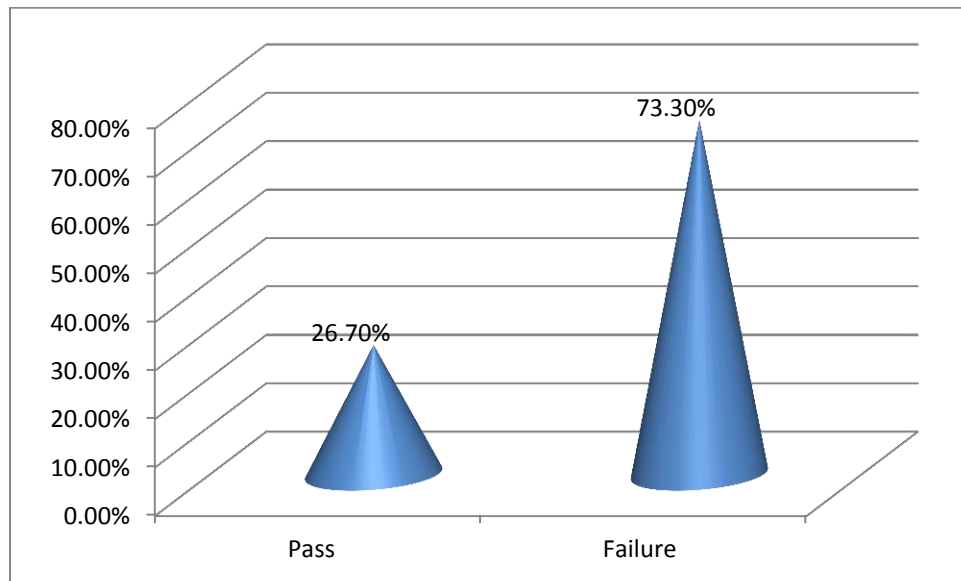
Table (6) illustrates the views of the distribution of the sample by Pass by (%3.3.) and Failure by (%26.7).

**Table (7) illustrates the frequency and percentage for**

حرزت فاطمة تقدماً عظيماً، مما اسعدني

Valid	Frequencies	Percentage
Pass	8	26.7%
Failure	22	73.3%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

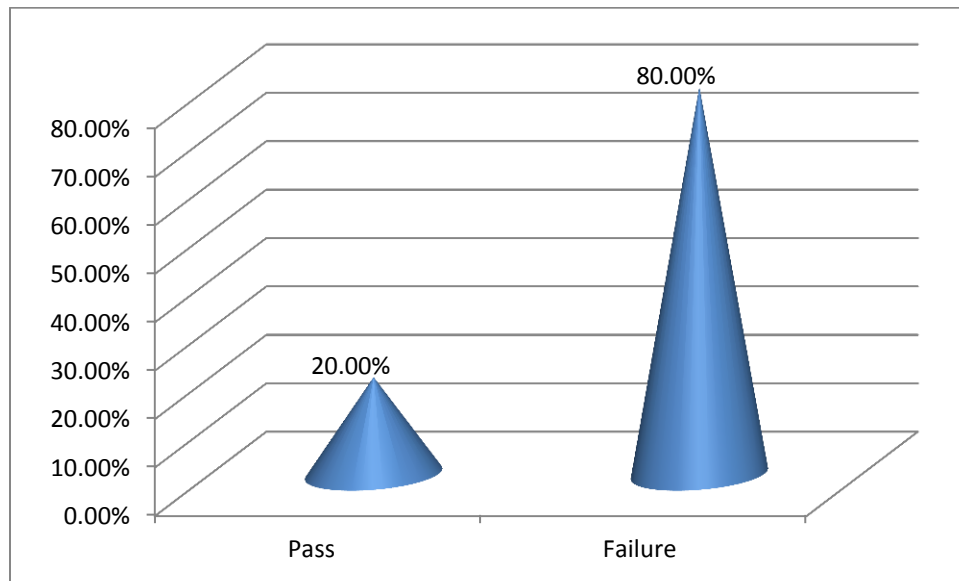
Table (7) illustrates the views of the distribution of the sample by Pass by (%26.7) and Failure by (%73.3).

**Table (8) illustrates the frequency and percentage for**

لقد تحدثت معه بغضب

Valid	Frequencies	Percentage
Pass	6	20.0%
Failure	24	80.0%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

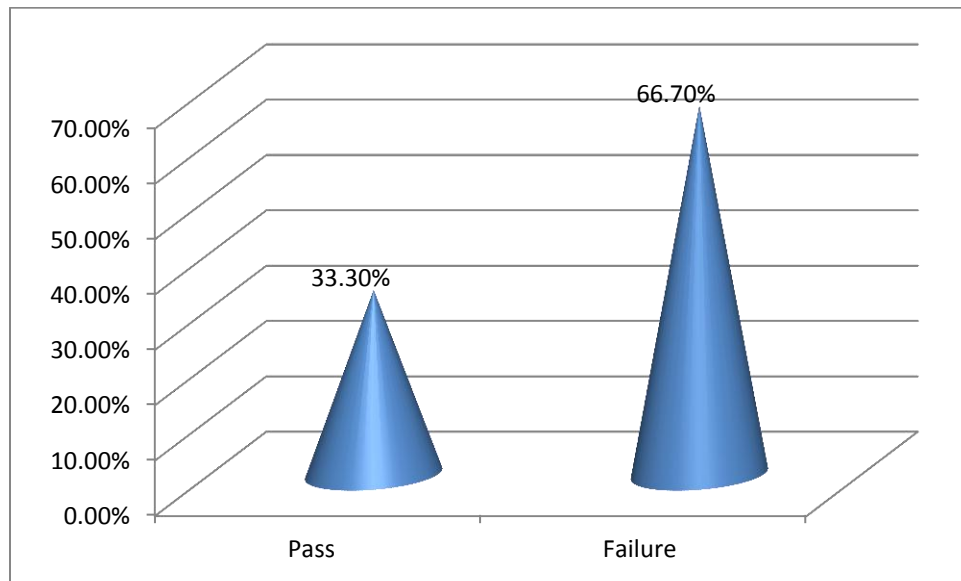
Table (8) illustrates the views of the distribution of the sample by Pass by (%20.0) and Failure by (%80.0).

**Table (9) illustrates the frequency and percentage for**

إن النساء اللاتي أدين عملهن نمن بسهولة

Valid	Frequencies	Percentage
Pass	10	33.3%
Failure	20	66.7%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

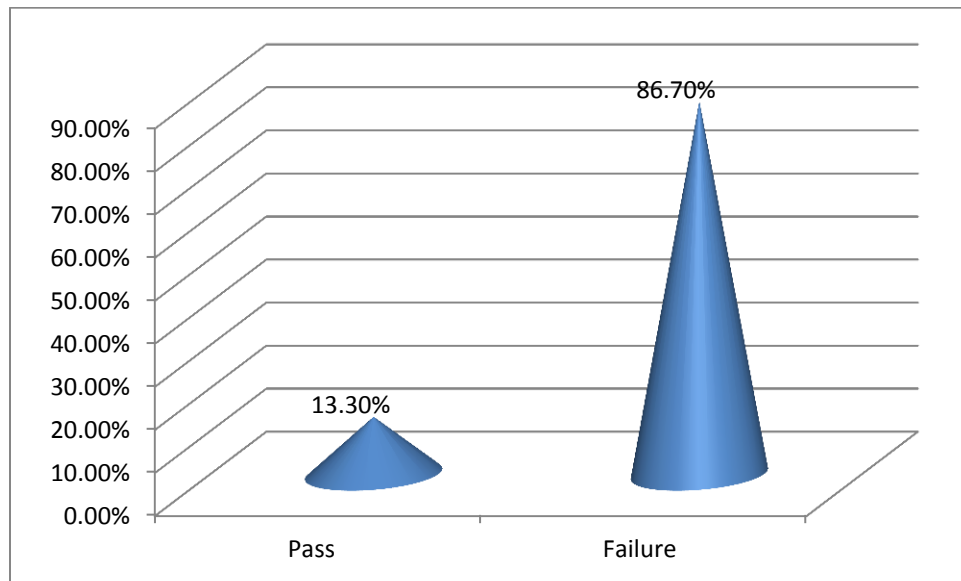
Table (9) illustrates the views of the distribution of the sample by Pass by (%33.3) and Failure by (%66.7).

**Table (10) illustrates the frequency and percentage for**

يدرس الطالب طمعاً في النجاح

Valid	Frequencies	Percentage
Pass	4	13.3%
Failure	26	86.7%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

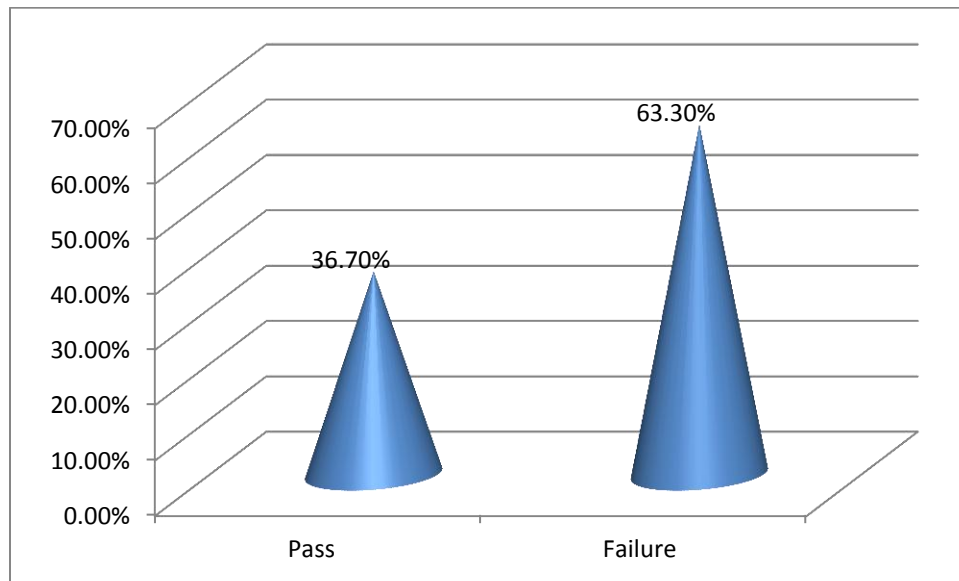
Table (10) illustrates the views of the distribution of the sample by Pass by (%13.3) and Failure by (%86.7).

**Table (11) illustrates the frequency and percentage for**

قطعت ' الكيك بالسكين

Valid	Frequencies	Percentage
Pass	11	36.7%
Failure	19	63.3%
Total	30	100.0%

Source: IPM SPSS 24 package



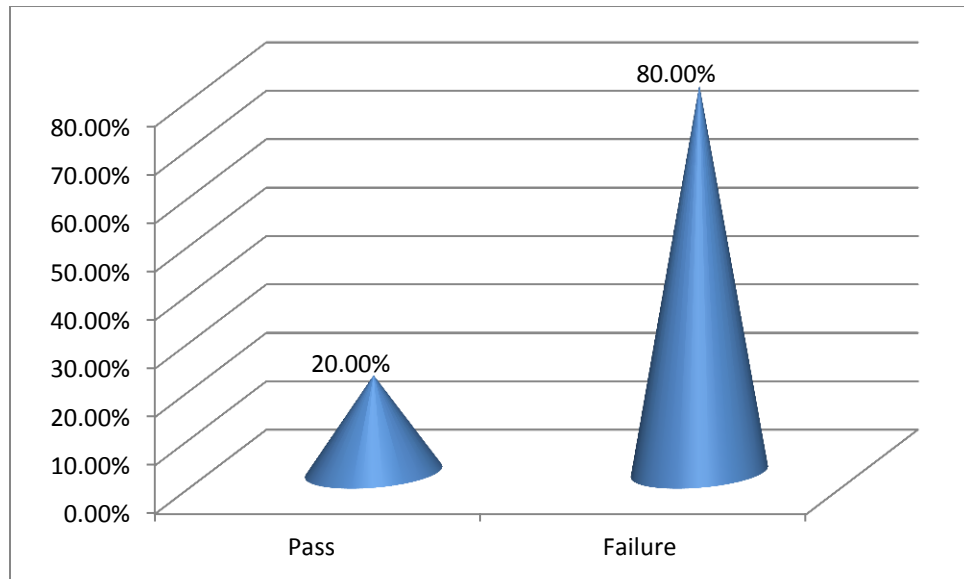
Source: excel 2016

Table (11) illustrates the views of the distribution of the sample by Pass by (%36.7) and Failure by (%63.3).

**Table (12) illustrates the frequency and percentage for total degree for question tow**

Valid	Frequencies	Percentage
Pass	6	20.0%
Failure	24	80.0%
Total	30	100.0%

Source: IPM SPSS 24 package



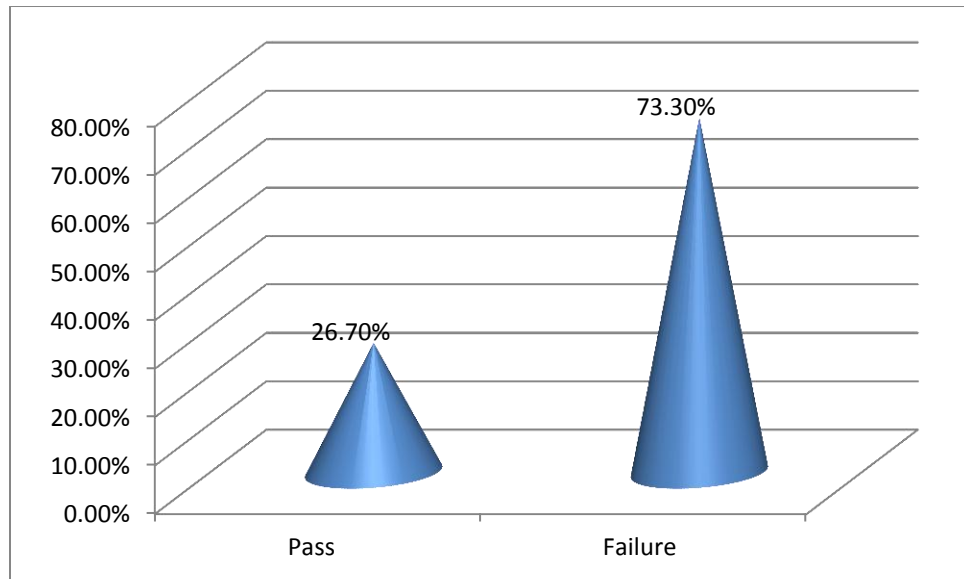
Source: excel 2016

Table (12) illustrates the views of the distribution of the sample by Pass by (%20.0) and Failure by (%80.0).

**Table (13) illustrates the frequency and percentage for total degree for all questions**

Valid	Frequencies	Percentage
Pass	8	26.7%
Failure	22	73.3%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

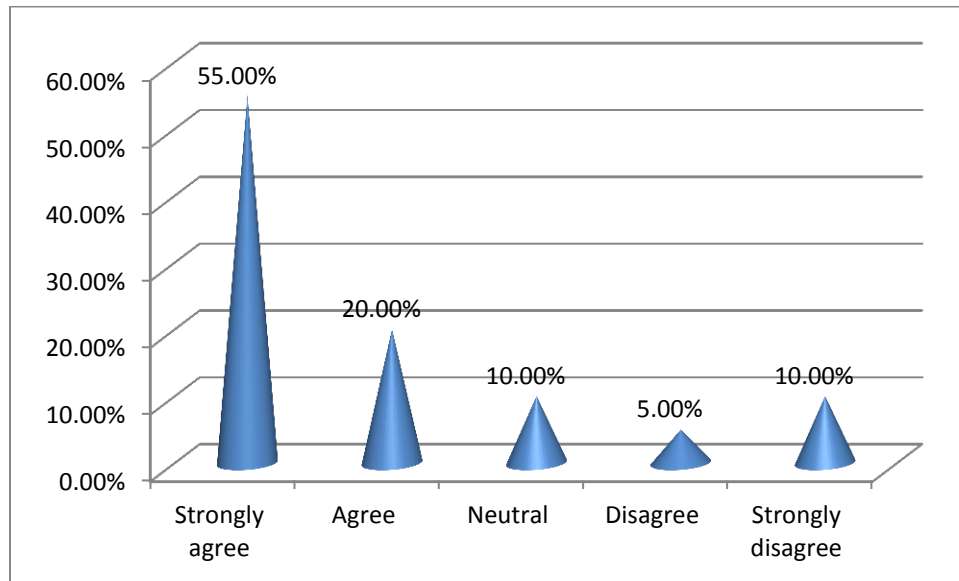
Table (13) illustrates the views of the distribution of the sample by Pass by (%26.7) and Failure by (%73.3).



**Table (14) illustrates the frequency and percentage for EFL learners take advantage of their native language in constructing sentences in English Language**

Valid	Frequencies	Percentage
Strongly agree	11	55.0%
Agree	4	20.0%
Neutral	2	10.0%
Disagree	1	5.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: IPM SPSS 24 package



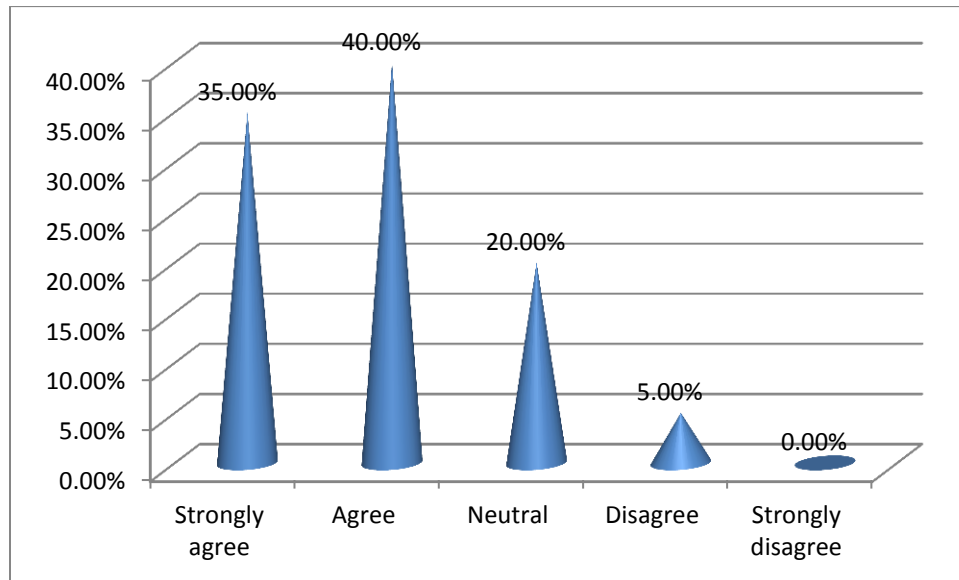
Source: excel 2016

Table (14) illustrates the views of the distribution of the sample by strongly agree by (%55.0) and agree by (%20.0) and neutral by (%10.0) and disagree by (%5.0) and strongly disagree by (%10.0).

**Table (15) illustrates the frequency and percentage for The errors made by EFL learners in forming English sentences are due to overgeneralizations**

Valid	Frequencies	Percentage
Strongly agree	7	35.0%
Agree	8	40.0%
Neutral	4	20.0%
Disagree	1	5.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



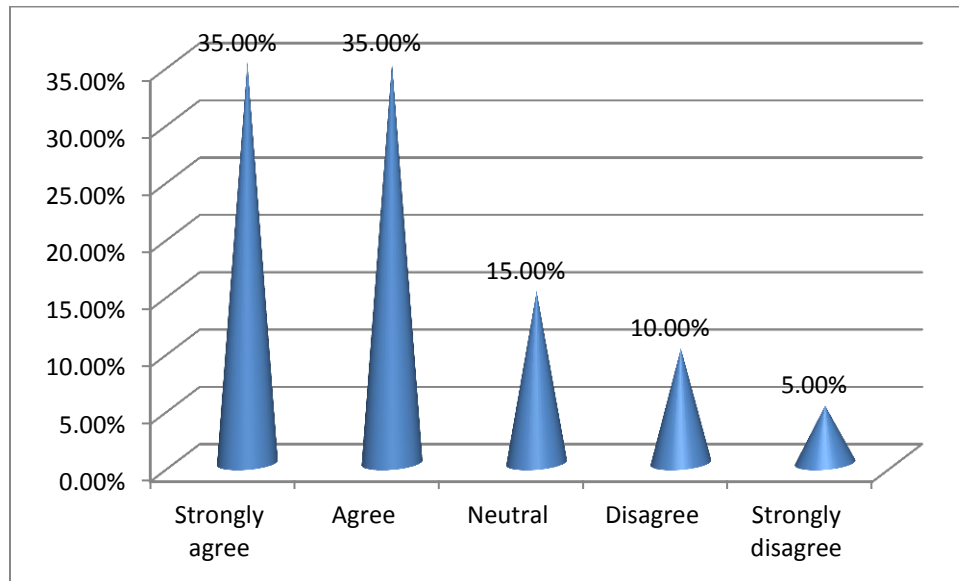
Source: excel 2016

Table (15) illustrates the views of the distribution of the sample by strongly agree by (%35.0) and agree by (%40.0) and neutral by (%20.0) and disagree by (%5.0) and strongly disagree by (%0.0).

**Table () illustrates the frequency and percentage for linguistic aspects that differ in both Languages create hindrances for EFL learners when forming well-structured sentences**

Valid	Frequencies	Percentage
Strongly agree	7	35.0%
Agree	7	35.0%
Neutral	3	15.0%
Disagree	2	10.0%
Strongly disagree	1	5.0%
Total	20	100.0%

Source: IPM SPSS 24 package



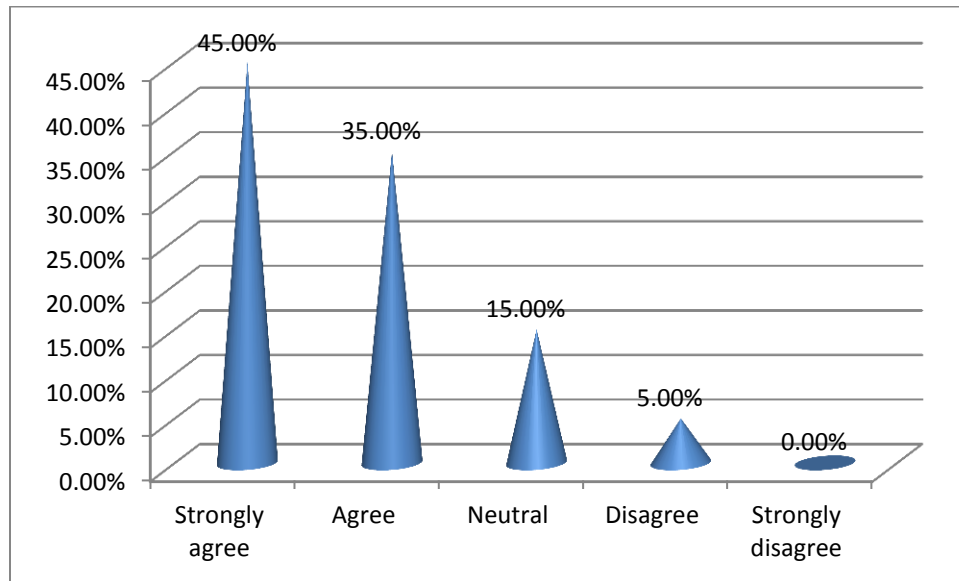
Source: excel 2016

Table (15) illustrates the views of the distribution of the sample by strongly agree by (%35.0) and agree by (%35.0) and neutral by (%15.0) and disagree by (%10.0) and strongly disagree by (%5.0).

**Table (16) illustrates the frequency and percentage for EFL learners overgeneralize the rules of Arabic Language due to the lack of equivalents in English**

Valid	Frequencies	Percentage
Strongly agree	9	45.0%
Agree	7	35.0%
Neutral	3	15.0%
Disagree	1	5.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



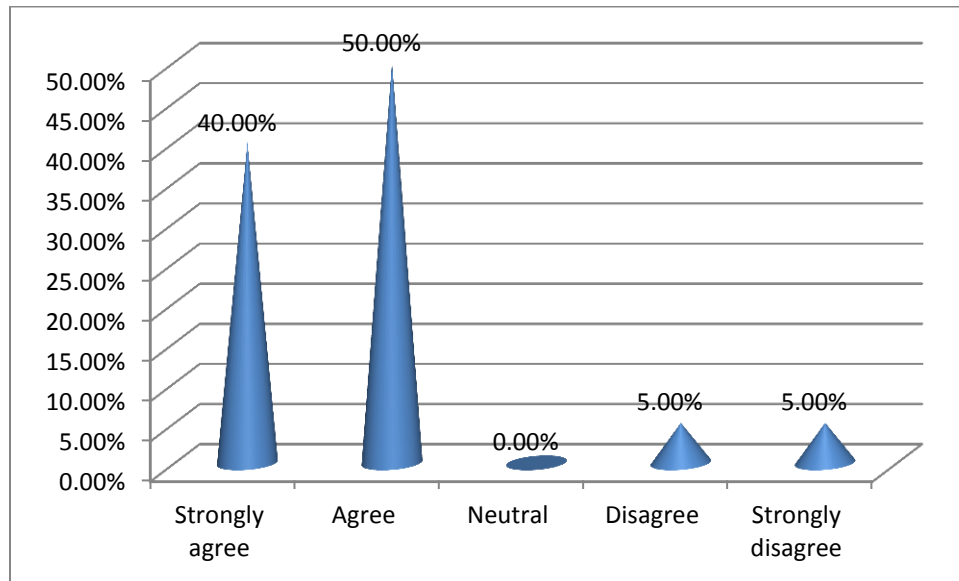
Source: excel 2016

Table (16) illustrates the views of the distribution of the sample by strongly agree by (%45.0) and agree by (%35.0) and neutral by (%15.0) and disagree by (%5.0) and strongly disagree by (%0.0).

**Table (17) illustrates the frequency and percentage for Differences between Arabic and English languages cause difficulties in the students' written texts**

Valid	Frequencies	Percentage
Strongly agree	8	40.0%
Agree	10	50.0%
Neutral	0	0.0%
Disagree	1	5.0%
Strongly disagree	1	5.0%
Total	20	100.0%

Source: IPM SPSS 24 package



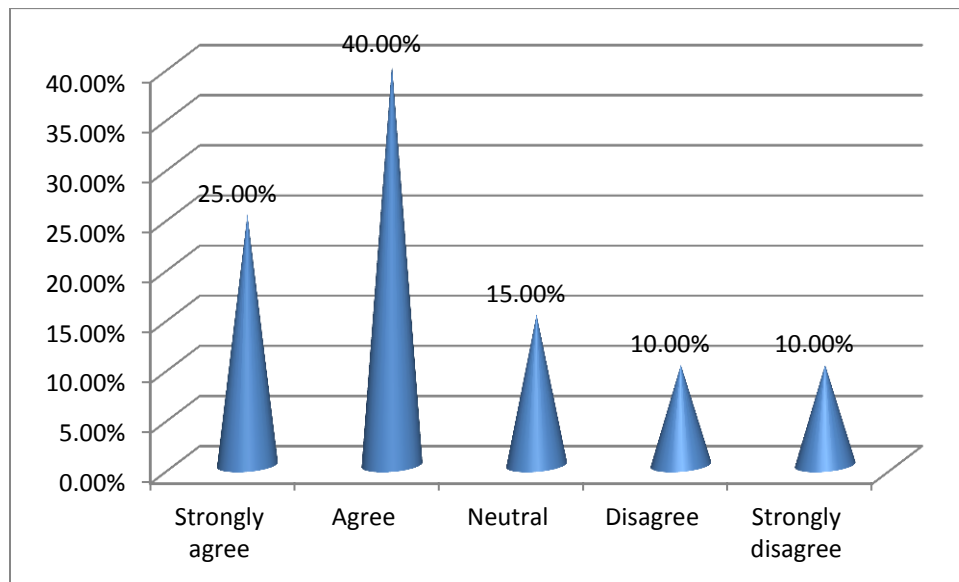
Source: excel 2016

Table (17) illustrates the views of the distribution of the sample by strongly agree by (%40.0) and agree by (%50.0) and neutral by (%0.0) and disagree by (%5.0) and strongly disagree by (%5.0).

**Table (18) illustrates the frequency and percentage for EFL learners have less comprehensive knowledge in English tenses**

Valid	Frequencies	Percentage
Strongly agree	5	25.0%
Agree	8	40.0%
Neutral	3	15.0%
Disagree	2	10.0%
Strongly disagree	2	10.0%
Total	20	100.0%

Source: IPM SPSS 24 package



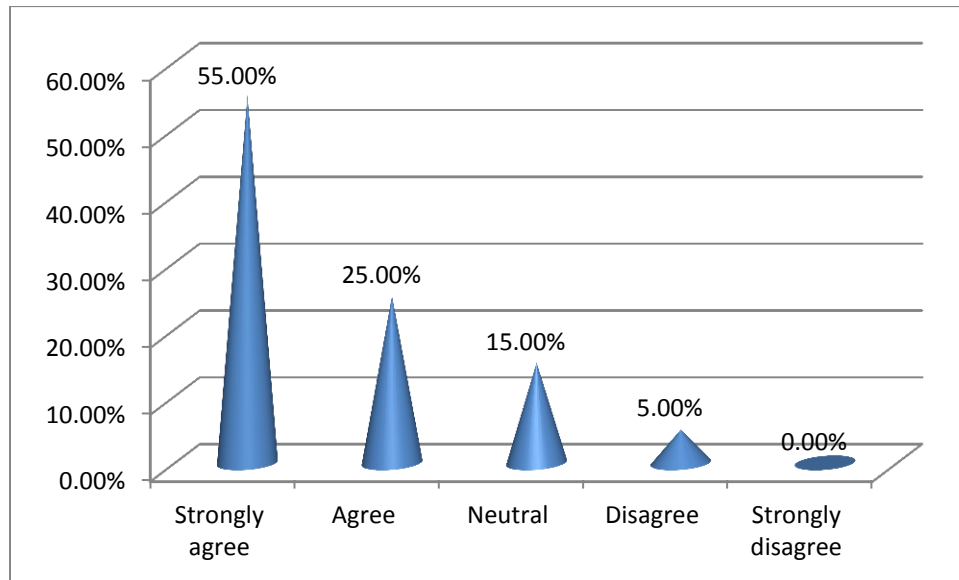
Source: excel 2016

Table (18) illustrates the views of the distribution of the sample by strongly agree by (%25.0) and agree by (%40.0) and neutral by (% 15.0) and disagree by (% 10.0) and strongly disagree by (% 10.0).

**Table (19) illustrates the frequency and percentage for EFL learners tend to translate sentences literally e.g. ( she cut the road quickly)**

Valid	Frequencies	Percentage
Strongly agree	11	55.0%
Agree	5	25.0%
Neutral	3	15.0%
Disagree	1	5.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



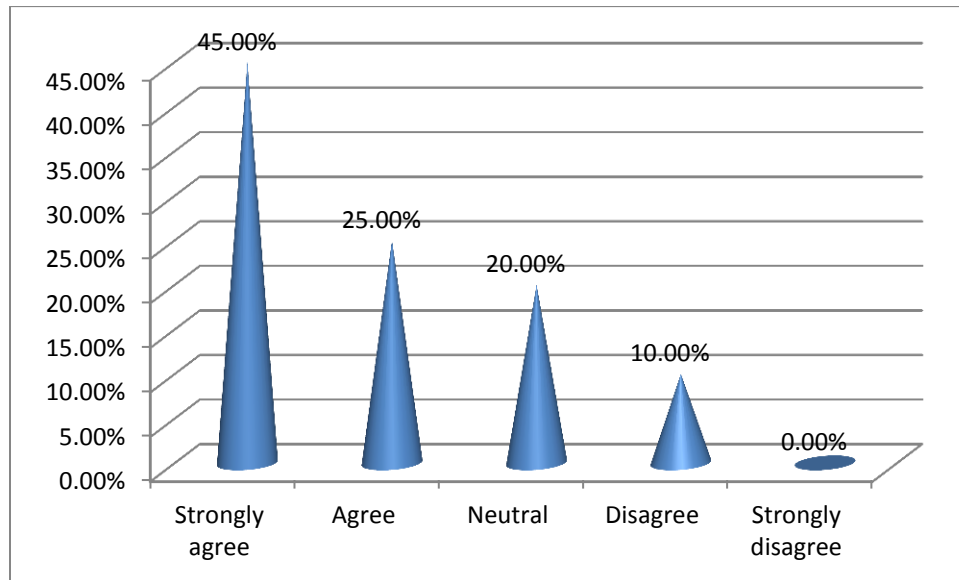
Source: excel 2016

Table (19) illustrates the views of the distribution of the sample by strongly agree by (%55.0) and agree by (%25.0) and neutral by (%15.0) and disagree by (%5.0) and strongly disagree by (%0.0).

**Table (20) illustrates the frequency and percentage for EFL learners use words to convey the intended meaning due to their first language**

Valid	Frequencies	Percentage
Strongly agree	9	45.0%
Agree	5	25.0%
Neutral	4	20.0%
Disagree	2	10.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

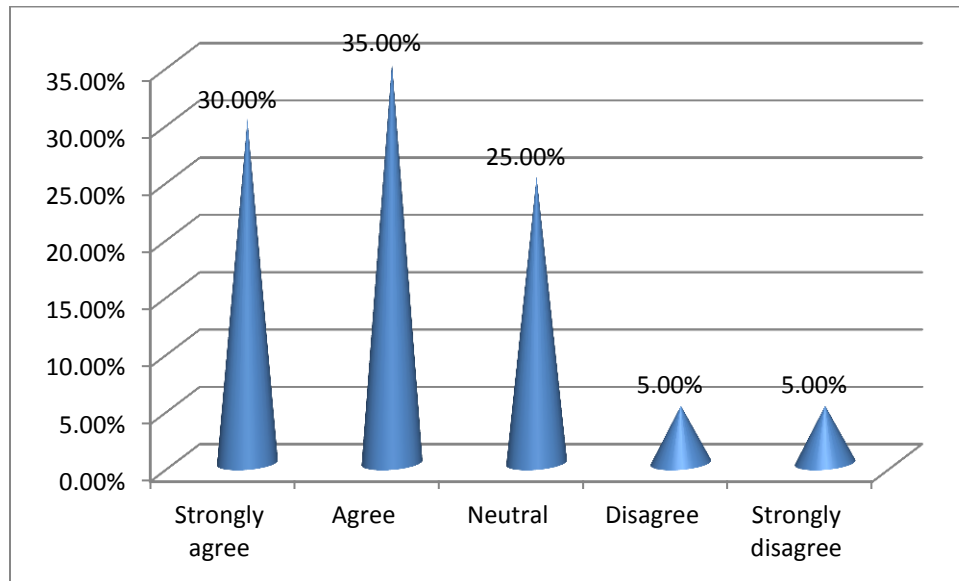
Table (20) illustrates the views of the distribution of the sample by strongly agree by (%45.0) and agree by (%25.0) and neutral by (%20.0) and disagree by (%10.0) and strongly disagree by (%0.0).



**Table (21) illustrates the frequency and percentage for EFL learners expected to transfer the forms, meaning and culture of their native language to the foreign language**

Valid	Frequencies	Percentage
Strongly agree	6	30.0%
Agree	7	35.0%
Neutral	5	25.0%
Disagree	1	5.0%
Strongly disagree	1	5.0%
Total	20	100.0%

Source: IPM SPSS 24 package



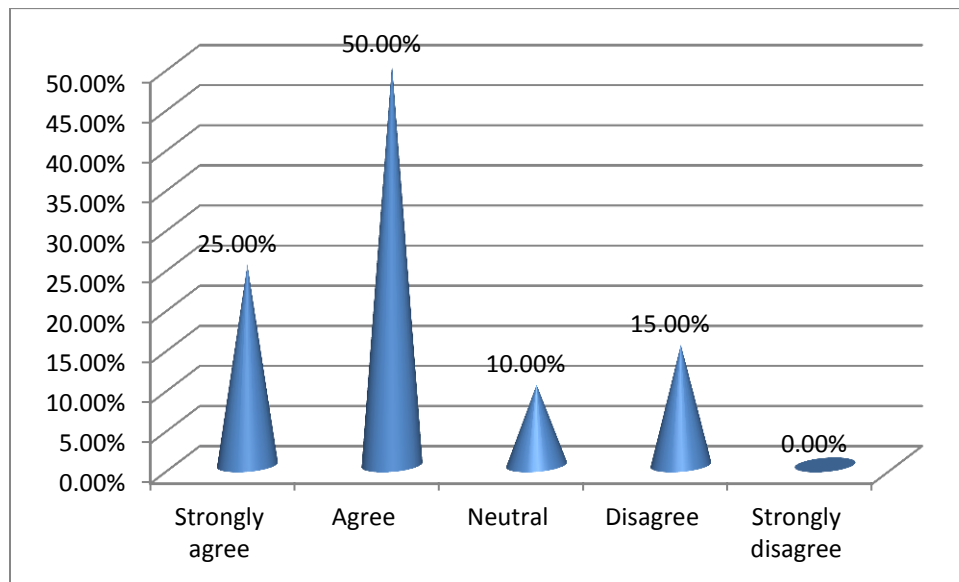
Source: excel 2016

Table (21) illustrates the views of the distribution of the sample by strongly agree by (%30.0) and agree by (%35.0) and neutral by (%25.0) and disagree by (%5.0) and strongly disagree by (%5.0).

**Table (22) illustrates the frequency and percentage for EFL learners are unable to arrange words correctly in forming English sentences**

Valid	Frequencies	Percentage
Strongly agree	5	25.0%
Agree	10	50.0%
Neutral	2	10.0%
Disagree	3	15.0%
Strongly disagree	0	0.0%
Total	20	100.0%

Source: IPM SPSS 24 package



Source: excel 2016

Table (22) illustrates the views of the distribution of the sample by strongly agree by (%25.0) and agree by (%50.0) and neutral by (%10.0) and disagree by (%15.0) and strongly disagree by (%0.0).

**Table (23) illustrates chi-square test results for the**

<b>No</b>	<b>Phrases</b>	<b>Chi-square value</b>	<b>df</b>	<b>Sig.</b>	<b>Median</b>	<b>Interpretation</b>
1	EFL learners take advantage of their native language in constructing sentences in English Language.	16.50	4	0.000	5.00	Strongly agree
2	The errors made by EFL learners in forming English sentences are due to overgeneralizations.	16.00	3	0.000	4.00	Agree
3	linguistic aspects that differ in both Languages create hindrances for EFL learners when forming well-structured sentences.	18.00	4	0.000	4.00	Agree
4	EFL learners overgeneralize the rules of Arabic Language due to the lack of equivalents in English.	18.00	3	0.000	4.00	Agree
5	Differences between Arabic and English languages cause difficulties in the students' written texts.	13.20	3	0.000	4.00	Agree
6	EFL learners have less comprehensive knowledge in English tenses.	16.50	4	0.000	4.00	Agree
7	EFL learners tend to translate sentences literally e.g. ( she cut the road quickly)	11.20	3	0.000	5.00	Strongly agree
8	EFL learners use words to convey the intended meaning due to their first language.	15.20	3	0.000	4.00	Agree
9	EFL learners expected to transfer the forms, meaning and culture of their native language to the foreign language.	18.00	4	0.000	4.00	Agree
10	EFL learners are unable to arrange words correctly in forming English sentences.	17.60	3	0.000	4.00	Agree

Source: IPM SPSS 24 package

### **The Results of Table (23) Interpreted as Follows:**

1. The value of chi – square calculated to signify the differences between the EFL learners take advantage of their native language in constructing sentences in English Language was (16.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
2. The value of chi – square calculated to signify the differences between the errors made by EFL learners in forming English sentences are due to overgeneralizations was (16.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
3. The value of chi – square calculated to signify the differences between the linguistic aspects that differ in both Languages create hindrances for EFL learners when forming well-structured sentences was (18.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
4. The value of chi – square calculated to signify the differences between the EFL learners overgeneralize the rules of Arabic Language due to the lack of equivalents in English was (18.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
5. The value of chi – square calculated to signify the differences between the Differences between Arabic and English languages cause difficulties in the students' written texts was (13.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
6. The value of chi – square calculated to signify the differences between the EFL learners have less comprehensive knowledge in English tenses was (16.50) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
7. The value of chi – square calculated to signify the differences between the EFL learners tend to translate sentences literally e.g. ( she cut the

- road quickly) was (11.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
8. The value of chi – square calculated to signify the differences between the EFL learners use words to convey the intended meaning due to their first language was (15.20) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
  9. The value of chi – square calculated to signify the differences between the EFL learners expected to transfer the forms, meaning and culture of their native language to the foreign language was (18.00) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.
  10. The value of chi – square calculated to signify the differences between the EFL learners are unable to arrange words correctly in forming English sentences was (17.60) with P-value (0.000) which is lower than the level of significant value (5%) These refer to the existence of differences statistically.

### **4-3 Discussion of the Results**

In this section the researcher wants to shed lights on the results obtained from subjects who involved in the present study and discuss them according to their performance in the test.

As shown in question No (1) in the test, the result confirmed that EFL learners at Sudan University commit syntactic errors which affect in their written text; this is obviously seen in the students' performance regarding the first question in the test. Where the frequency and the percentage of the students who failed in this question was greater than those who passed it.

As far as question two in the test demonstrated that EFL learners at Sudan University are affect negatively by their mother tongue (Arabic); so that majority of them are unable to form well-structured sentences in English. There were only six participants passed this question while the rest of the students failed to do so. This can be attributed to the tendency to seek assistance in the mother tongue.

## **Chapter five**

### **Main Findings, Conclusions, Recommendations and Suggestions for Further Studies**

## **Chapter five**

### **Main Findings, Conclusions, Recommendations and Suggestions for Further Studies**

#### **5.0: Introduction:**

This chapter includes summary of previous chapters, in addition to the findings and recommendations built on what has been achieved in this study.

#### **5.1: Main Findings:**

Through analysis and observations the researcher has come up with the following findings:

- 1- EFL learners at Sudan University commit syntactic errors which affect in their written text.
- 2- EFL learners' mother tongue (Arabic) interference has a strong effect when forming well-structured sentences in English.
- 3- 4<sup>th</sup> year students at Sudan University overgeneralize the rules of mother tongue (Arabic) into English language.

#### **5.2: Conclusions:**

- 4- This study aims to investigate EFL 4<sup>th</sup> years under graduate students' writing problems.
- 5- Chapter one includes a general description of the field of the study and outlines the purpose of the study and the objectives of the study. To achieve these objectives the researcher determined three hypotheses which stated to be tested. In chapter two general review of literature in the field of second language acquisition and mother tongue interference. Chapter three contains the methodology of the study with regard to population, sampling, instrument, validity, and reliability. In chapter four data obtained from test and questionnaire was analyzed through (SPSS) analysis and discussed.

### **5.3 Recommendations,**

Based on the above mentioned findings, the researcher reaches to a conclusion that the interference of Arabic Language has great impact on EFL learners' written performances; therefore the following recommendations have to be taken into account:

1-English Language teachers have to adopt, modify or even develop remedial procedures and techniques that can minimize the students' error.

2-EFL learners must be taught how to think in English and their productive skills should be strengthen through approaching various authentic English texts.

4-Since languages are different; English teachers should avoid using the grammar-translation method in teaching.

### **5.4: Suggestions for Further Studies,**

There are several issues concerning interference of Arabic Language on EFL learners which deserve to be researched. The following are suggestions for further research:

- 1- To investigate the interference of Arabic Language on EFL learners' English pronunciation.
- 2- To analyze the syntactic errors made by undergraduate students when they speak English.



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## References:

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- 5- Hemabati Ngangbam (2016), English syntactic problems persistent in the written performance of freshmen English language class of Mutah University KSA.
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- 9- TaysseirYousif Ahmed (2018), Analyzing Syntactic errors made by Undergraduates. College of Graduate Studies, Sudan Universities of Science and Technology.
- 10- Kupferberg&Olshtain (1969) Language I nterfernce and distinguishing between the two languages.
- 11- James, c. (1998) Errors in Language learning and use: exploring error analysis. Harlow: Pearson Education.

## **Appendices**

# Sudan University of Science and Technology

## College of Graduate Studies

### Department of English

**Dear teachers,**

This questionnaire is designed for the purpose of collecting data for a research aiming at investigating the interference of Arabic Language on (EFL) learners' sentences structure; therefore you are kindly requested to fill this questionnaire at the best of your abilities.

<i>Statements</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1-EFL learners take advantage of their native language in constructing sentences in English Language.					
2-The errors made by EFL learners in forming English sentences are due to overgeneralizations.					
3-linguistic aspects that differ in both Languages create hindrances for EFL learners when forming well-structured sentences.					
4-EFL learners overgeneralize the rules of Arabic Language due to the lack of equivalents in English.					
5-Differences between Arabic and English languages cause difficulties in the students' written texts.					
6-EFL learners have less					

comprehensive knowledge in English tenses.					
7-EFL learners tend to translate sentences literally e.g. ( she cut the road quickly)					
8- EFL learners use words to convey the intended meaning due to their first language.					
9-EFL learners expected to transfer the forms, meaning and culture of their native language to the foreign language.					
10-EFL learners are unable to arrange words correctly in forming English sentences.					

# **Sudan University of Science and Technology**

## **College of Graduate Studies**

### **College of languages**

### **Department of English**

#### **Students' test**

**Dear Students,**

You are kindly asked to do this test at the best of your abilities.

**Q1: Rearrange the following words to form meaningful sentences:**

1- killed – He – in – despair - himself

-----

2- ornamental- in- are- Many- appearance- vegetables

-----

3- The - distribution - publication - country-wide – is – intended – for

-----

4- asked – Who – the boy – guy - ? – this – is

-----

5- could- Let- as- her- fast- she- run- as

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**Q2: Translate the following sentences into English:**

1- أحرزت فاطمة تقدماً عظيماً، مما اسعدني

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2- لقد تحدثت معه بغضب.

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3- إن النساء اللاتي أدين عملهن نمن بسهولة.

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4- يدرس الطالب طمعاً في النجاح.

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5- قطعت ' الكيك بالسكين.

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***Thank you for your co-operation,,,,,***