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4

5 **Abstract**

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7 **Index terms—**

8 **1 I. INTRODUCTION**

9 Scholars and researchers have considered first-language (FL) interference as significant and effective in second-
10 language acquisition. First language (FL) has been entitled: native language, mother tongue, and primary
11 language (Sinha et al. 2009). Banerjee, Sinha, and Shastri (2009) report that children acquire their first language
12 from the family and the surrounding community. Each native language has distinguished characteristics and
13 structures that lead to the language being developed naturally. First-language native speakers are proficient in
14 possessing language structure deep comprehension: connected cultural nuances, grammar, phonetics, morphology,
15 pronunciation, phonology, syntax, and semantics.

16 Second language fluency and nativization are long-life learning journeys. A combination of aggregated elements
17 helps learners in understanding the obstacles and solutions. New language acquisition becomes increasingly
18 difficult as people age. Insufficient exposure to the target language has severe results, such as hindering
19 excellence in a second language, slowing down academic progress, and limiting lexical and cultural knowledge.
20 Furthermore, extrinsic and intrinsic motivations play prominent roles in target language acquisition. The
21 interference phenomenon is a normal language acquisition feature that can be addressed with exposure, practice,
22 and knowledge of the precise distinctions between the two languages. Second language learners should be aware
23 of potential hindrances and actively try to improve their native and target language proficiency.

24 Scholars have used a taxonomy of error analysis to record all the errors produced by Arab students who
25 study English as ESL ??James.1998). On the other hand, the taxonomy of inter-lingual errors London Journal of
26 Research in Humanities and Social Sciences includes stylistic elements: phonological, flexo-semantic, grammatical,
27 and morphological errors (Shehzadeh, Gheichi. 2011). Grammatical errors include possessive cases, concordance,
28 irregular verbs, nouns, pronouns, reported speech, articles, word order, prepositions, and singular and plural.

29 Various contradictory studies have refuted how the first language interferes with the target language, thus
30 causing acquisition difficulties. First-language interference is a phenomenon that makes it difficult for learners
31 aspiring to master a second language. First-language interference is authentic and central to second-language
32 acquisition ??Ellis.1997).

33 The problem statement of this study is based on Arabic language interference which influences ESL Arab
34 students' grammar knowledge during constructing questions in English. Collecting data will support the study
35 topic with objectives and suggest appropriate recommendations (Christiansen & Chater, 2016, p.189).

36 The main research objective is to record and analyze the impact of Arabic language interference on ESL
37 students during question formation. Both the translation test and questionnaire determine the committed errors
38 and what are the factors that lead to these errors.

39 With the perspective of first-language interference and its impact on Arab students who study English as
40 second language. Therefore, the current research questions are formed:

41 ? Does Arabic language interference impact Arab students studying English as a second language during
42 question formation? ? Does Arabic language interference impact ESL-Arab learners' grammatical knowledge?

43 ? What are the standard errors among Arab students when they form questions in English? Literature review
44 proposes important theories, such as contrastive analysis (CA), error analysis, and language transfer, to record
45 and analyze errors during construction questions. In this study, the conceptual analysis is based on recording
46 and analyzing students' committed errors.

47 2 II. THEORETICAL BACKGROUND

48 The age of the term second language acquisition (SLA) is still relatively young in comparison to language learning.
49 The English language has dominated the world as a lingua franca in multilingual nations over the past decades
50 and giving second-language learning tremendous popularity in recent years. There is an inevitable necessity and
51 significance in mastering and learning skills and systems. Multilingual pupils who later studied English found it
52 challenging and misleading (Wright, W. E. 2010).

53 Researchers around the world and specifically in the Arab Region, have titled second language learning or the
54 target language or language 2. The target language mastering which is not the learner's first language (L1), or
55 native tongue is known as second language acquisition (SLA). The study of a second language is concerned with
56 non-native speakers (NNS). Linguists, researchers, psychologists, and educationalists pay second language great
57 attention.

58 In the Arab Region and the world over the past few decades, English has been known as English as a Second
59 Language (ESL), Teaching English to Speakers of Other Languages (TESOL), Foreign Language (EFL), English
60 as an Additional Language (EAL). Practically, the term ESL refers to the utilization of English as a target
61 language. Collective titles describe the aspects of ESL that are taught.

62 During these decades, English has dominated the world as a lingua franca in multilingual countries.
63 Multilanguage students who study English later find it difficult and misnomer (Wright, W. E. 2010). English
64 language dominates all fields of life in the whole world today. There is an inevitable London Journal of Research
65 in Humanities and Social Sciences necessity and significance to mastering and learning its skills and systems.

66 Second language learners face many difficulties in learning English, which differ in their sources and levels.
67 The Arab students struggle with their English language skills and systems during all educational cycles and the
68 difficulty level results from language structures and first-language interferences. Acquisition of a second language
69 requires heroic effort in terms of the structure and basics of every learning faculty. Students should isolate their
70 first language (FL) structures from the second language if they aspire to language fluency. Second language
71 acquisition occurs when interactive meaning and natural communication are available in the second language,
72 and learners are aware of the conveyed and understood messages (Steven Krashen, .1987).

73 The word "grammar" is derived from the Greek word *grammatik?*?téchnA?", which refers to the art of letters
74 (Harper, Douglas. 2013). Grammar is defined by linguists and grammarians as a system constructed by
75 constraints that margin how words, phrases, and sentences can be ordered together by speakers or writers.
76 The term grammar can also be used to describe the study of a subject area that covers syntax, morphology, and
77 phonology, as and the frequently added fields of phonetics, semantics, and pragmatics. Grammar is a cognitive
78 information system that includes language production occurrences (O'Grady, William, Dobrovolsky, Michael,
79 Katamba, and Francis, .1996). Grammar can point to linguistic conduct committed by a cohort of writers
80 and speakers, which requires plenty of divergences (Holmes, Janet, .2001). Grammar refers to the spelling and
81 punctuation conventions that are used in language writing. Whether language mastering and learning grammar
82 knowledge are implicit or explicit, it is important to attain acquisition ?? Poor grammar reflects the inability
83 to communicate effectively and actively and lose social positions. Incorrect grammar knowledge and use are the
84 results of some personal contextual credibility and lack of proficiency. The term "control", and proper grammar
85 power are used in everyday life "Glaring errors in spellings and punctuation are judged before the content of the
86 work" (Praise and Meenakshi, .2014).

87 3 Grammar Teaching Approaches

88 The task-Based Language Teaching (TBLT) approach involves completing specific language activities. Tasks are
89 integrated and grammar learning happens when students study grammar. Objectives are to achieve the task goal,
90 integrate grammar rules, and develop learners' capabilities to express meanings and communicate purely inside
91 the classroom ??Skehan, Peter, .2003). Practicing these tasks involves achieving language fluency, acquisition,
92 production, and communicative competency.

93 The deductive approach is one of the most common teaching approaches that explicitly presenting grammatical
94 rules for learners through various educational materials; PowerPoint slides, lectures, textbooks, explanations,
95 and worksheet instructions. Later, learners use and apply through activities, drills, exercises, and activities. The
96 previous approaches and methods focused on teaching core grammar and grammatical competence (Bax, S. 2003).
97 The communicative approach aims to use language for communication and emphasizes language adaptation in
98 meaningful contexts ??Savignon and Sandra. 1997). Engaging learners in authentic communicative activities,
99 such as discussions, role-play, and information-gap tasks, where they apply grammar structures naturally while
100 focusing on conveying meaning.

101 The origins of the grammar-Translation Method return to teaching both Latin and Greek. Learners study
102 grammar rules for the sake of translating sentences from the second language into the first language and vice
103 versa. Grammar is presented explicitly for students. Advanced learners, in some cases, are required to translate
104 complete texts.

105 4 Grammar-Translation

106 Method focuses on exposing and immersing students in written literature texts translation and developing
107 students' mentality and intellectuality. Zhou. G. and Niu, X. (2015) criticize this approach because of its
108 shortcomings. Ineffective communicative skills and limited oral proficiency may inflict this approach.

109 The cognitive method of teaching grammar focuses on the mental procedures involved in language acquisition.
110 The approach emphasizes comprehending the underlying cognitive processes, including rule formulation, pattern
111 recognition, and problem-solving. Exercises that encourage students' critical thinking and metacognitive
112 knowledge of grammar are included in this method.

113 5 Contrastive Analysis Theory (Charles Fries, .1945)

114 Before the Contrastive Analysis Theory which was founded by Charles Fries in 1945, there were many inspections
115 about the role of the first language and its impact on second language acquisition by linguists such as Harold
116 Palmer and Henry Sweet. The book "The Principles of Language" discussed that a few refugee youngsters from
117 Belgium moved to England and studied English as a target language as they lived in England (Palmer, .1921).
118 Most of them did not have any impact on interference from their first language.

119 The previous notion was accepted by behaviorism scholars, such as Van Patten and Williams, who assimilated
120 learning a language as any conducted behavior. Charles Fries developed the contrastive analysis (CA) theory
121 in the 1940s. If we need to save language materials, similarities and differences between the native and target
122 languages should be presented explicitly (Khansir and Tabande, .2014). The contrastive analysis theory has
123 inspired debates in most foreign languages ??Sridhar, .1975).

124 One of the biggest supporters and proponents of contrastive analysis was Roberto Lado. Lado discussed in his
125 book "Linguistics Across Cultures, 1975" a plethora of languages contrastive analysis sounds systems, grammar,
126 and vocabulary items. Lado's discussions covered the learners' differences comparisons, and anticipated difficulties
127 inflicted on learners' first and second languages (Myles, .2010).

128 The key basis of the contrastive analysis theory is that interference from the learner's mother tongue causes
129 errors in target language acquisition. Meaningfully, learning the second language (L2) will be easier for learners
130 if there are more comparable structures to their first language. The learner will have hard time with target
131 language acquisition if there are more diverges.

132 Criticism faced contrastive analysis because some errors were predictable (Gradman, .1973). Hamp (1968)
133 suggests that the causes of errors are possible; however, there is no reality or possibility to predict all errors
134 occurring and the causes of occurrences. Furthermore, James (1980) claims that language surface structures
135 already exist in the two languages during similarity comparisons.

136 6 Errors Analysis Theory (S. Pit Corder,1960)

137 The drawbacks inflicted by the contrastive analysis led Error Analysis Theory to be founded and shift from
138 focusing on the native language's London Journal of Research in Humanities and Social Sciences impacts on
139 second language acquisition to the occurred error analysis to support learners. Errors analysis means the study
140 of second and foreign language learners' committed errors (Richards et al, .1973). Error analysis means observing,
141 analyzing, and classifying the second language grammar rules, which are followed by learners-operated system
142 revelation (Brown, . 1980).

143 7 Omission

144 Learners leave out some linguistic features when he says: where do you live? rather Where do you live?

145 8 Addition

146 Use words that are repeated without necessity. For example, How many siblings, brothers, and sisters do you
147 have?

148 9 Selection

149 Learners use poor grammar or morphemes, on saying: I eated my dinner rather I ate my dinner.

150 10 Ordering

151 The learner disorders the correct words in a sentence, such as He last night played instead of, He played last
152 night.

153 11 Sources of Errors

154 12 Interlingual Error (Interference)

155 Interlingual errors are induced by first language transfer. Errors analysis consider the error indicators that the
156 learner was internalizing and researching the new language structure.

157 13 Intralingual Errors

158 Cook (2008) considers that the first language supports learners when the second language components are similar.
159 The interlanguage error is reported as an impermanent grammar that second-language learners learn. The first
160 language plays the most important role that deprives the second-language learners of understanding it. Second-
161 language learners transfer their learning system to an autonomous system outside the school borders.

162 14 Overgeneralization

163 Ellis (1997) claims that learners overgeneralize because they perceive learning as simple. An example, such as
164 the past tense form of "ed" can be used with irregular verbs like "eaten" instead of "ate."

165 15 Language Transfer Theory

166 Language transfer has many definitions, such as the similarities and differences that result in the influence between
167 the first and second languages. Language transfer refers to the conducted error which occurs because the target
168 improperly the previous language taught similarities and differences ??Oldin,. 1989). Language transfer refers to
169 "the use of the native language (or other languages) data on the acquisition of an L2 (or an additional language)
170 (Gass, .1979). Gass limits the term "transfer" in this context to only positive transfers.

171 Language transfer occurs through language acquisition (Jarvis, Scott, 1966 ??2008). Learners intend to
172 distribute and transfer their first language forms, meanings, and culture to the target language practically during
173 their trials to produce this language and receptively when they attempt to comprehend the language used by
174 the native speakers (Robert Lado, .1975). The main function of language transfer is to examine the rooted
175 interference caused by the first language and highlight the impact of first language interference. The necessity of
176 examining the cognitive mechanisms involved in target language acquisition is to clarify how the learner's current
177 linguistic knowledge affects second language learning (Odlin, .1989).

178 16 Positive Transfer

179 Ellis (2008) claims positive transfer happens when learners use their first language knowledge to learn second
180 language-specific patterns. Learning process involves similarities between the two languages. Understanding the
181 target language depends on knowledge of the first language, and London Journal of Research in Humanities and
182 Social Sciences the learner will find it easy because of interrelated similarities. Positive transfer means using
183 the structures of the first language automatically to produce a second language if these structures are similar
184 and this results in correct utterance (Dulay, Burt, Krashen, .1982). Moreover, Ellis (2008) considered that the
185 similarities between the two languages reduce the number of errors.

186 The deception may inflict similarities to the "false cognate."

187 17 Negative Transfer

188 Osgood (1949) defines negative transfer as "the effect of a specifiable interpolated activity upon the retention of
189 previously learned activity." This type of transfer is called interference or retroactive transfer. The function is
190 to create errors and problems for learners of the second language. Differences between languages are strict and
191 block learning process procedures. Confusion between Arabic and English is due to this transfer.

192 18 The Universal Grammar Theory (Chomsky, .2010)

193 Chomsky (2010) claims that the human brain includes innates of biological components of language capabilities.
194 All humans have an innate linguistic competence, which facilitates and directs language acquisition and learning.
195 All learners have a set of stabilized grammatical structures and systems languages convenient to all languages.
196 Interference from the first language may cause deviations from the target language's question formation patterns.

197 19 The Innate Postulate Access

198 Chomsky (2010) considers that language learners have a path to global principles that direct language learning
199 and acquisition. Engagement, exposure to the second language's grammatical structures and principles and
200 explicit instructions can aid Arab learners who study English as a second language during question formation in
201 English, such as the inversion of the subject and auxiliary verb in yes/no questions.

202 20 Parameter Settings

203 Languages have certain and various parameters which identify the grammar faculties in every language. Parameter
204 settings need to be modified by Arab learners when learning English. They should know that the English question
205 is structured from Wh-word, helping or auxiliary verb, subject or pronoun, verb, and complement of the sentence,
206 in contrast, Arabic questions typically rely on particles or intonation. Arab learners should identify and be aware
207 of the structural differences and similarities between Arabic and English languages. They can isolate and separate
208 the grammatical structures of every language alone. The contrasts paid attention aid to settling and stabilizing
209 the English question formation new pattern.

210 **21 Transfer of Knowledge**

211 There are huge similarities and differences exist between both Arabic and English. The Arab teachers who teach
212 English as a second language can depend on students' background and knowledge of Arabic grammar when they
213 teach English question formation.

214 **22 Ample Input and Practice Support**

215 Arab learners should be engaged, exposed, and involved in practice question formation sufficiently and
216 satisfactorily, which enables them to master this part of the English grammar structure. Students can practise
217 speaking and writing skills which include asking questions. English Teachers can support learners with worksheets,
218 classroom life situations, and interactive activities which internalize the correct question formation.

219 **23 Individualized instruction**

220 Learners' levels are characterized by strengths and weaknesses. Chomsky's Theory claims that learners are born
221 with an internal grammar system that helps in language acquisition. Tailoring and selecting proper instructions
222 for every learner enables teachers to succeed in eliminating the common and specific constraints London Journal
223 of Research in Humanities and Social Sciences and hardships involving question formation when learning English
224 as a second language.

225 **24 Related Studies**

226 Naser A Alkhafeel and Alansary Elkhouly (2000) conducted a study investigating the impact of the Arabic
227 language in teaching English as a foreign language (EFL). Research questions revolved around the most common
228 issues with Arab learners as a direct teaching method and suggested solutions for Arabs who learn English.
229 Results showed most Arab teachers used the Arabic language as a medium to teach students English because
230 the students had difficulties in understanding. English teachers use their mother tongue in some facets to lead
231 their learners to understand some issues. There are some issues with English grammar because of the similarities
232 between Arabic and English.

233 Sadoon Salih (2019) has a study, "The Influence of the First Language (Arabic) on Learning English as a
234 Second Language", which explores the first language impact on English as a second language. Participants were
235 163 students from the Basic Education College. Researcher applied a translation test with 20 questions and
236 included verbal sentences, nominal, adjective, passive, and verb to be. Results showed high errors in passive
237 voice, in addition to verbs before the subject and verb to be.

238 Jean Pierre Ribeiro (2021) assumes the interference of Arabic prepositions in English and how they occur in
239 the study "The Interference of Arabic Prepositions in Emirati English." 20 participants who completed public
240 schools and universities were randomly selected to represent the control group. Researcher used gender and
241 education level as variables. Participants were asked to translate 20 sentences from Arabic to English, fill in 30
242 gaps with prepositions, and apply musical intelligence. Findings showed that Emirates and Arab students had
243 difficulties in using the correct prepositions.

244 Haytham Bakri (2023) reports and analyzes the definite and indefinite English articles as common errors
245 committed by Arab students in "Definite and Indefinite Article Misuse Among Saudi Students Learning English
246 as a Second Language". Thirty Saudi ESL students were randomly selected to examine their knowledge of definite
247 and indefinite articles in English. Students were supported with 28 simple Arabic sentences to be translated into
248 English within 30 minutes. Errors included the misuse of the definite article "the" omission of the indefinite
249 article "a," and the least omission of "an." The results showed that Arabic interference had a significant impact
250 on English learners. Most errors occurred because of the native and interlingual language.

251 Muneera Muftah researched in 2023, "Error Analysis in Second Language Acquisition (SLA): Types and
252 Frequencies of Grammatical Errors of Simple Present and Past Tense in the Elicited Written Production Task
253 of Arab EFL Undergraduate Learners". The study objective is to detail the grammatical mistake types and
254 frequency in the present tense, past tense, and agreement made by Arab EFL learners in their evoked writing
255 production task (EWPT). Participants were 67 Arab EFL undergraduates who were selected randomly and
256 divided into three skill categories. EWPT had 46 test items and two passages, which served as tools for gathering
257 data. Results revealed two primary types of grammatical errors: errors of omission (EO) and malformation errors
258 (EM and incorrect use of inflectional morphemes).

259 **25 III. METHODOLOGY**

260 The research methodology section offers the study credibility and yields reliable scientific results. It provides
261 a thorough plan that aids in keeping researchers on the course, facilitating a simple, efficient, and manageable
262 approach. A reader can comprehend the strategy and procedures utilized to arrive at results by understanding
263 the researcher's methodology. The methodology section supports the ideal research framework, test, ethics,
264 difficulties encountered in the research and solutions, and how data are collected. Researcher boasts research
265 findings from using comprehensive methods to achieve research objectives.

266 **26 London Journal of Research in Humanities and Social Sciences**
267

268 The researcher thoroughly uses a quantitative method to analyze and contest the impact of Arabic language
269 interference on Arab students who study English as a second language (ESL). The quantitative approach improves
270 the researcher's knowledge (Traci Williams, .2021).

271 Selecting the quantitative approach because it aids in the analysis, exploration, and identification processes.
272 Social scientists and communication researchers employ quantitative research to watch and observe how unique
273 phenomena emerge since they are interested in researching people. Quantitative analysis leads to knowledge of
274 a cohort of people, known as the sample population (Allen, .2017).

275 The study closely examined and focused on students' responses to the translation test and interview and
276 the teachers' answers to the questionnaire questions. Every effort was done to keep the variables under control
277 while gathering data. Responses were collected from the students' translation tests to understand the effect of
278 first-language interference on second-language acquisition.

279 The current study included 78 participants (N=78: teachers =12, Higher Education Students=60). Higher
280 education students attending XY private college and studying various majors, such as Business Management,
281 Medical Lab, Multimedia, and Mass Communication. Perquisites to join the college in the United Arab Emirates
282 state that students must get an English language proficiency certificate before enrolling or registering. Students
283 can join and study a few specific general courses before studying the core modules. University students must get a
284 score of 5.5 in IELTS or 71 in TOEFL IBT, or 1250 in EMSAT. Participants are Arab learners who have studied
285 English as a second language, and most of the courses were taught in English in the United Arab Emirates.
286 English teachers are Arabs who teach English as an ESL in the United Arab Emirates Schools. Participants
287 were from different countries: Yamen, Jordan, Morocco, Egypt, Syria, Palestine, Sudan, Iraq, and the UAE.
288 Involving large sample size in the research enables the researcher to have more data, identify average values, and
289 avoid errors properly (Jon ??amboni,2018).

290 An experimental study was conducted by randomly selecting 60 Arab ESL students. A translation test that
291 included ten interrogative Arabic sentences to be translated into English was given to students. The main function
292 of a test is to identify the research hypotheses without utilizing language levels' huge differences (Cohen, . 2014).

293 Translation test and questionnaire responses were the main sources for data collection. The two sources added
294 more insight and depth into the impact of Arabic language interference on Arab learners who study English as
295 a second language during question formation.

296 A translation test was used as the main instrument to achieve the current research objectives. Ten interrogative
297 sentences were translated from Arabic into English. The test lasted for 45 min and responses represent the main
298 data of this study.

299 On the other hand, Julie Clements (2023) states that using questionnaires in research provides core, rare, basic,
300 and direct data, reaching a huge number of participants under control, fast, and in-depth responses. Researcher
301 conducted the questionnaire online with the ESL teachers and lecturers. What characterizes the questionnaire is
302 the researcher can get linguistic production and content (Dörnyei, Z.,2003).

303 The researcher attempted to collect data quantitatively through translation tests and online questionnaires. A
304 translation test consisting of ten interrogative sentences was delivered to participants to translate it into English.
305 Translation test in research refers to the only difference between the test's translated target language and the
306 source English translations; however, the test content or targeted constructions remain the same (Bowles &
307 Stansfield, 2008).

308 The online questionnaire has five questions about the impact of Arabic language interference on Arab students
309 who study English as a second language during question formation and their London Journal of Research in
310 Humanities and Social Sciences 50 grammar learning and knowledge. Questionnaire records teachers' analysis
311 of the most common errors that result from Arabic language interference, factors that lead Arab students to
312 commit errors in question formation in English, and finally, the teachers' recommendations.

313 The researcher exerted heroic efforts to lessen and eliminate the current study limitations by designing a
314 translation test and sending the questionnaire to teachers and university lecturers. A lot of students are studying
315 at this college, but the researcher only focused on Arab learners who study English as a second language. Students
316 are not accustomed to this kind of task, so they bombarded the researcher with questions. Teachers and lecturers
317 were very busy during the final academic year exams; however, the researcher communicated with them using
318 WhatsApp.

319 Maxwell ??1996) claims that researchers should consider the confidentiality of students and institutions. An
320 email was sent to students and to the Heads of Departments in the college to obtain administrative approval for
321 conducting the translation test and questionnaire. The researcher believed that all participants had a detailed
322 understanding of their contributions.

323 Bann S, Davis IM, Moorthy K, et al. ??2005) claim that adopting reliability in research supports the
324 utilized assessment methods with the opportunity to evaluate and provide the researcher with more experience
325 and consistency. Feasibility refers to study implementation and intervention, and researchers can conduct
326 their experiments in identified authentic settings ??Frey, B.2009. The researcher is teaching at the college,

327 so he respects all parties: college administrations, parents, students, and colleagues and he will preserve the
328 accreditation and accuracy of data.

329 At a non-specific college and school in the United Arab Emirates, Abu Dhabi, where the study was conducted,
330 the researcher teaches ESL. As a result, it was simple and available to acquire access to students, ESL colleagues'
331 contacts, and academic records. Fully utilized time and effort were saved possibly while conducting the study.

332 **27 IV. FINDINGS AND DATA ANALYSIS**

333 Quantitative methods were used for data collection and analysis. Findings were framed based on the main
334 sources of information: translation tests and interviews. During the translation test responses investigation, the
335 researcher focused only on the participants' complete answers. Students were asked to translate ten interrogative
336 sentences from Arabic into English. Results reflected the impact of Arabic language interference on the English
337 language during question formation. Specific grammatical aspects for which the impact was clear and this
338 empowered the non-refuse of hypotheses.

339 The current research records and analyzes the committed errors that result from Arabic language interference
340 with Arab learners studying English as a second language during question formation.

341 Participants concentrated on committed grammatical errors. Errors categories were classified as follows: wrong
342 verb to be, bad punctuation marks, bad tense use, subject-verb and subject-auxiliary verb disagreement, auxiliary
343 verb omission and replacement, bad question word, verb inverted, and wrong plural. Data were collected and
344 analyzed statistically to achieve the research objectives based on responses from the translation test and the
345 questionnaire. 1 and Graph 1 illustrate that the total percentage of errors committed by the students surpasses
346 that of correct answers in most areas. There were 53 recorded errors compared to 46.84 correct answers. Recorded
347 errors exhibit a slightly higher percentage than the right answers.

348 Findings support the first hypothesis, suggesting that interference from the student's first language (Arabic)
349 influences Arab students studying English as a second language when it comes to question formation.

350 **28 V. DISCUSSION**

351 Arabic and English languages are different in origins and structures, so Arabic students struggle to structure
352 the right questions in English. Arabic language has an agreement between the verb and London Journal of
353 Research in Humanities and Social Sciences 55 the subject gender and number. When the subject is singular and
354 masculine, the verb will be in the singular particular male form. When the issue is singular, special must take a
355 singular verb in English.

356 Arabic: The farmers works in the ???i»?"?"?????garden?? ?????????? ?i»?"?"?????iº?"? English: The farmers
357 work in the garden.

358 Researchers consider punctuation as a language orthographic area. English language has many aspects of
359 punctuation marks: commas, full stops, colons, semi-colons, question marks, exclamation marks, etc.

360 Arabic language doesn't have capitalization which leads Arab learners to forget capitalization at the beginning
361 of sentences and with the proper nouns. ??ofar and Raimes (2002) declare that the Arabic language doesn't have
362 an upper and lower case.

363 Arabic: where do you live? ????? ?????? English: Where do you live?

364 The vowel system in Arabic is different from English. English has five vowels: (a, e, i, o, u), and in specific
365 cases, (h and y) are pronounced as vowels. Arabic language has three short vowels: (a, u, i), and three long
366 vowels. Arab learners commit errors when they change from singular with y to plural nouns.

367 **29 Arabic: Do you have any hobbies?**

368 English: Do you have any hobbies?

369 The interference of the verb to be is misused in Arabic and English. Verb to be in Arabic means ?-???(? k?na)
370 and is used to express different situations and contexts. In English, it is used in many situations and contexts
371 and this results in errors with Arab students. Arabic and English have huge differences in tenses, which leads
372 Arab learners to commit errors while studying English. Arabic language includes two tenses:

373 ? The perfect tense, which refers to the past.

374 ? The Imperfect tense includes future simple tense, present simple tense, and non-past tense. (Ali, 2007;
375 ??oun, Benmamoun, and Chueiri, .2010). However, the English language has various types of tenses and this
376 leads Arab students to commit errors when they form questions.

377 Arabic: Where are you coming from? English: Where do you come from?

378 There is no auxiliary verb in Arabic, so Arabic learners commit errors when they form sentences in English.
379 Arabic sentence depends on the context and verb conjugation to convey the message. Question formation requires
380 an auxiliary verb after the Wh-Word to form the question. In English, the auxiliary verb "do" is imperative,
381 crucial, and expresses the present simple. Omission of verb result in Arab learners committing errors when they
382 form questions.

383 Arabic: what are you working: ?????? ?????? ? English: What do you do?

30 VI. SUGGESTED RECOMMENDATIONS

384 Lecturers' and teachers' responses from the questionnaire suggest the current recommendations to eradicate
385 Arabic language interference impact on Arab students who study English as a second language:

386 ? Since Arab learners commit errors in every area of this study, teachers, education policymakers, and
387 curriculum designers should support learners with sufficient knowledge and teaching methods that enable students
388 to avoid error commitment.

389 ? Teachers should support students with question words, explaining the different use of each Wh-Word, and
390 urge students to practice forming questions. ¹



Figure 1:



56

Figure 2: ? 56 ?

391

¹ A Descriptive Study Recording and Analyzing the First Language (Arabic) Interference Impact on Arab Learners Who Study English as a Second Language (ESL) During Question Formation

Figure 3:



Figure 4:

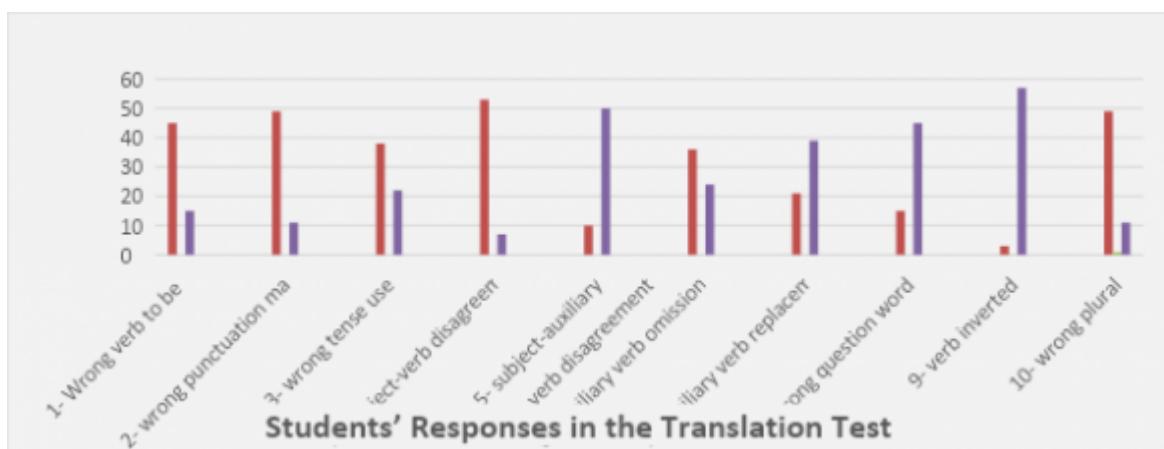


Figure 5:

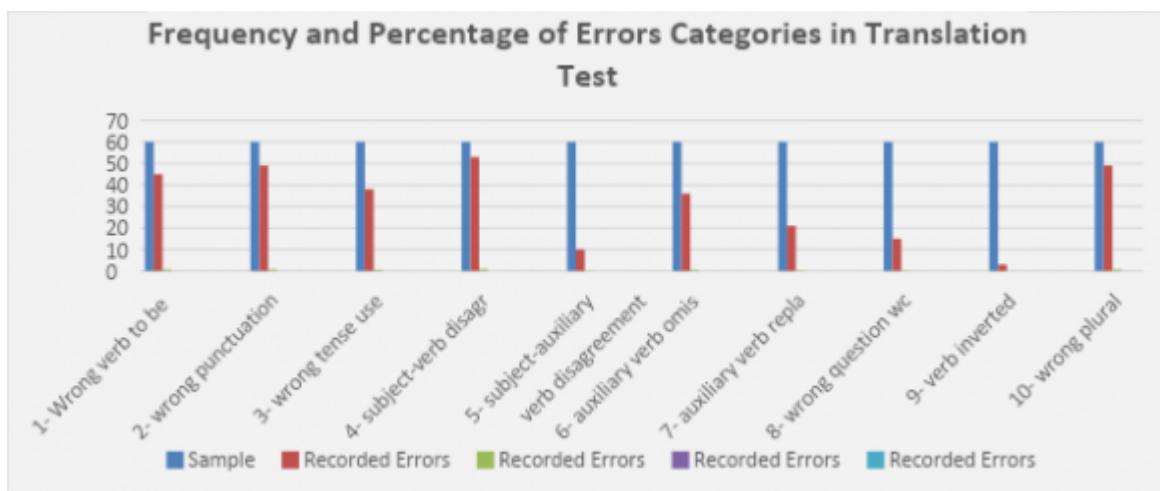


Figure 6:

2- Do you think that Arabic language interference has an impact on the Arab learners who study English as a second language ESL students' grammar learning and knowledge?
0 / 12 correct responses

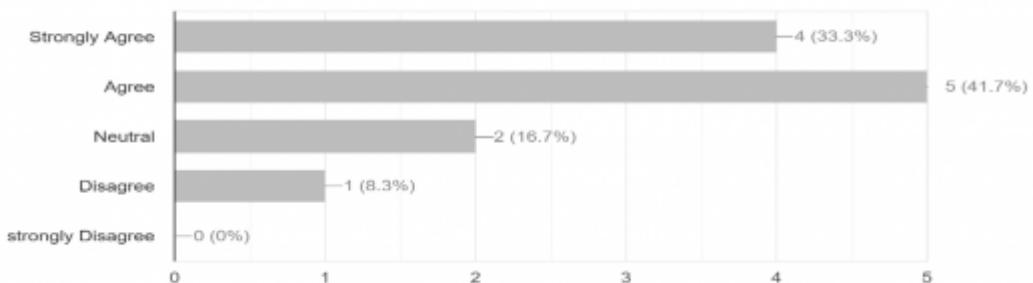


Figure 7:

1- Do you think that Arabic language interference has any impact on the Arab students who study English as a second language during question formation ?
0 / 12 correct responses

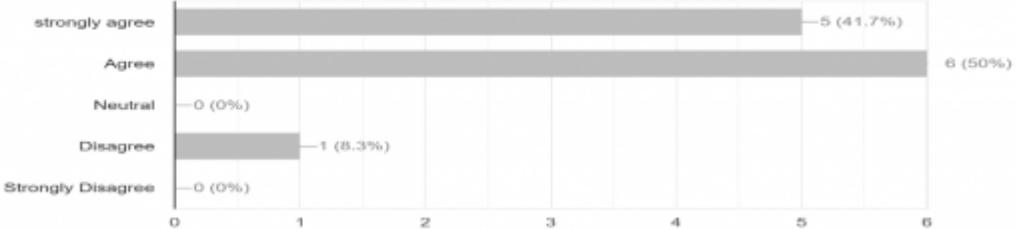


Figure 8:

3- What do you think are the most common errors that result from Arabic language interference with ESL ?

1 / 12 correct responses



Figure 9:

4- Which of these factors lead the Arab students to commit errors in question formation in English ?

1 / 12 correct responses



Figure 10:

Dear participant: The current questions require translation to the English language to analyze the interference and impact of the Arabic language as a first language on English second language learners. So, we are very appreciative of your participation. All information here will be secret.

Q1: Translate the current questions from Arabic to English:

1- ما اسمك؟

2- ما هي وظيفتك؟

3- أين تعيش؟

4- ما هي وظيفة والدك؟

5- كم عدد أخوتك وأخواتك؟

6- ما هي هواياتك المفضلة؟

7- ماذَا تَتَمَنِي أَنْ تَكُونَ فِي الْمُسْتَقْبَلِ؟

8- هل تحب اللغة العربية؟

9- لماذا تتعلم الانجليزية؟

10- متى تأتي الى
المدرسة.....

Figure 11:

Dear participant: The current questions require translation to the English language to analyze the interference and impact of the Arabic language as a first language on English second language learners. So, we are very appreciative of your participation. All information here will be secret.

Q1: Translate the current questions from Arabic to English:

- 1- ما اسمك؟
what your name?
- 2- ما هي وظيفتك؟
what your job?
- 3- أين تعيش؟
where you live
- 4- ما هي وظيفة والدك؟
what you do for job
- 5- كم عدد اخوتك واخواتك؟
how many sisters
- 6- ما هي هواياتك المفضلة؟
what your hobbies
- 7- لماذا تتنبئ ان تكون في المستقبل؟
what you hope to be in Future
- 8- هل تحب اللغة العربية؟
you love the Arabic language
- 9- لماذا تتعلم الانجليزية؟
you love the English
- 10- متى تأتي الى المدرسة
at what time you go to the school

Figure 12:

Dear participant: The current questions require translation to the English language to analyze the interference and impact of the Arabic language as a first language on English second language learners. So, we are very appreciative of your participation. All information here will be secret.

Q1: Translate the current questions from Arabic to English:

- | | |
|--|-------------------------------------|
| what is your name ? | 1- ما اسمك؟ |
| what is your job ? | 2- ما هي وظيفتك؟ |
| where are you living ? | 3- أين تعيش؟ |
| what is your parents job ? | 4- ما هي وظيفة والدك؟ |
| how many sibling do you have ? | 5- كم عدد اخوتك واخواتك؟ |
| what is your favorite hobby ? | 6- ما هي هواياتك المفضلة؟ |
| what do you wish to become in the future ? | 7- ماذما تتنمي ان تكون في المستقبل؟ |
| do you love the Arabic language ? | 8- هل تحب اللغة العربية؟ |
| why do learn English | 9- لماذا تتعلم الانجليزية؟ |
| when you will come to the school | 10- متى ثاتي الى المدرسة |

Figure 13:

Dear participant: The current questions require translation to the English language to analyze the interference and impact of the Arabic language as a first language on English second language learners. So, we are very appreciative of your participation. All information here will be secret.

Q1: Translate the current questions from Arabic to English:

- | | |
|---|------------------------------------|
| What is your name | 1- ما اسمك؟ |
| What is your job | 2- ما هي وظيفتك؟ |
| Where do you live | 3- أين تعيش؟ |
| What is your dad job | 4- ما هي وظيفة والدك؟ |
| how many brothers and sisters do you have | 5- كم عدد اخوتك واحواتك؟ |
| What is your favorite hobbies | 6- ما هي هواياتك المفضلة؟ |
| What do you wish to be in the future | 7- ماذا تتمنى ان تكون في المستقبل؟ |
| do you like Arabic | 8- هل تحب اللغة العربية؟ |
| Why do you learn English | 9- لماذا تتعلم الانجليزية؟ |
| When do you come to school | 10- متى تأتي الى المدرسة |

Figure 14:

1- Do you think that Arabic language interference has any impact on the Arab students who study English as a second language during question formation ? *

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Figure 15:

2- Do you think that Arabic language interference has an impact on the Arab learners who study English as a second language ESL students' grammar learning and knowledge? *

- Strongly Agree
- Agree
- Neutral
- Disagree
- strongly Disagree

Figure 16:

1

Table

Figure 17: Table 1 :

Area		Sa
	60	
1-Wrong verb to be		
2-Wrong	punctuation	60
marks		
	60	
3-Wrong tense use		
4-Subject-verb disagree-		60
ment		
5-Subject-auxiliary verb		60
disagreement		
	60	
6-Auxiliary verb omission		
London	7-Auxiliary verb replace	ment
Journal	8-Wrong question word	9-Verb inverted
of Re-		10-Wrong plural
search		Total
in Hu-		60
man-		
ities		60
and		
Social		60
Sci-		
ences		60
52	Volume 23 Issue ??"? Compilation 1.0 14	

Figure 18:

2

Number	Area type	Frequency	Percentage
1-	wrong verb to be	45	75%
2-	wrong punctuation marks	49	81.66%
3-	wrong tense use	38	63.33%
4-	subject-verb disagreement	53	88.33%
5-	subject-auxiliary verb disagreement	10	16.6%
6-	auxiliary verb omission	36	60%
7-	auxiliary verb replacement	21	35%
8-	wrong question word	15	25%
9	verb inverted	3	5%
10	wrong plural	49	81.66%
		3.19	88%

Graph 2: Errors Categories Percentage in Translation Test

Figure 19: Table 2 :

2

The researcher tries to get more data from the English teachers and lecturers teaching English as a second language. Five questions formed the questionnaire.

60% of the mistakes. Remaining errors were below the 50% mark, with extra verb replacement at 35%, wrong question word at 25%, subject-auxiliary verb disagreement at 16.6%, and the lowest percentage recorded at 5% for verb inversion. London Journal of Research in Humanities and Social Sciences 53 Graph 5: The Most Common Errors with the Arab StudentsGraph 5 presents the distribution of errors, with wrong tense being the most prevalent at 75%. Subject-verb disagreement follows closely at 66.7%, while subject-auxiliary verb disorder accounts for 50% of the errors. Subject-auxiliary verb disagreement is observed at 41.7%, and both auxiliary verb redundancy and wrong plural occur at a rate of 33.3%.Graph 6: The Most Common Factors Responsible for the Arab Students' ErrorsGraph 6 illustrates the main factors responsible for errors among ESL Arab learners. Results indicated that the Arabic language is the primary cause accounting for the highest error rate at 75%. Both students' knowledge and teaching grammar methods contribute equally, each representing 33.3% of the errors. The difficulty of the English language and curriculum caused 25% of the mistakes, while the use of Arabic words by Arab teachers during English classes is reported at 8.3%.

Figure 20: Table 2 and

- 392 Graph 3 depicts the participants' responses regarding the impact of Arabic language interference on Arab
393 students studying English as a second language during question formation. 50% of the participants agree, while
394 41.7% strongly agree with this notion. 8.3% of the participants disagree with the statement.
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