GOOD MORNING!

We are on page 56.

> *The following steps will explain the application of this technique on a single student using composition as a kind of writing:*
>
> *1. The student is given a topic to write about.*

first of all, we might get the student a topic to write about. For example, you can give your opinion about something or describe something.

> *2. He is asked to limit his writing to a restricted number of words for the purpose of making the analysis easier.*

We may ask the student to write a paragraph with no less than 200 words.

> *3. The first thing the student has to do is to write his plan on the document.*

So, the student needs to show the teacher how he is planning to divide his ideas.

> *He will need to classify his ideas into headings and subheadings on different lines. Then, by using the 'style' box which is also found in the format toolbar, he can highlight the headings in a certain style and the subheading in another. After that, he will be able to see the layout of his work by using the facility 'page layout' found in the format toolbar.*

Actually, this is the Word Software.

> *The purpose of this procedure is to help the student review the steps of his plan as he is writing, since it will appear at the right side of the page, and consequently eliminate the possibility of* *deviating* *from the main topic.*

To *deviate* from the main topic means to move away from it.

> **4. After finishing writing, the learner is asked to revise his work, and make a spelling and grammatical check, using the 'Autocorrect' facility which is found in the tools menu.**

There is that facility where you can click on the grammatical check (if it is not set automatically).

We do not always trust Word. Sometimes, we click 'ignore' or 'add'.

> *The 'Autocorrect' will highlight the spelling and some grammatical errors and suggest corrections. So the student, by using this facility, will be able to recognize his errors and correct them himself.*

When their errors are identified by the Word Software, the student's job would be easier so that they can correct their mistakes themselves.

> *This way is useful only if the student gets benefit of his errors. So he has to open a new document and write the words and phrases which he has committed errors in classifying them into spelling errors and grammatical errors.*

This is to make sure that the students get benefits from this technique. They should know the type of error they committed.

> *Then by using the 'Sort' facility found in the table toolbar, he can arrange these errors alphabetically. The new document will be saved as for a future reference. Unless this reference is created, the student will get accustomed to the 'Autocorrect' facility and will not be able to recognize and overcome the points of weakness in his writing.*

Actually, students would tend to use the autocorrect facility and forget about these files.

> *Furthermore, this way of correcting errors helps teachers because they will not need to look for such kinds of spelling and grammatical errors which may increase especially with beginners.*

You can read the rest of the technique on your own because we are wasting our time. You have to read until page 59. They are easy.

Pages from 60 to 70 are NOT REQUIRED.

Today, we are going to work on pages 71-90. We are going to finish Diab's study today.

***

CHAPTER THREE:

Cultural Differences and Mother Tongue Interference

This is the title of this chapter. Again, we are going to talk about mother tongue.

On page 71, the author remembers that, maybe, it is useful to define for readers what the mother tongue is ☺. What is the meaning of mother tongue?

Student: It is the language we are used to talk with.

Professor: Yes, it is our native language.

> *1. What is the Meaning of 'mother tongue'?*
>
> *Linguists use the term 'mother tongue' to refer to the first language, which any person acquires since childhood. It is through the mother tongue or first language that the background knowledge of the world, attitudes, and thoughts are created and performed.*

Actually, when you perceive the world, you perceive it in your native language.

> *Consequently, it will have significant effects on any other language that will be learned after it.*

Student: This is because we would compare between the two languages. This is unavoidable.

Professor: Exactly!

Why do we find ourselves comparing what we are learning with our mother tongue? Sometimes, comparing makes things easier for us. But sometimes, it complicates things. Why do we tend to compare between them?

Student: We used to learn, for example, grammar in our native language in a certain way, and we want to make a comparison between grammar in our native language and in the second language we are learning.

Professor: We tend to compare especially when we are confronted with something new. When you see something for the first time, you might say, *"Mmm, do we have something similar in Arabic, or not?"* If you have something similar, maybe your job would be easier. If you do not, then extra effort would be put in acquiring the unfamiliar structure.

---

2. Reasons to Resort to Mother Tongue

When confronted with something new, whether it is a new food, a different kind of music, or just new information, it is a natural instinct to look for similarities with things that are familiar, to try to draw some comparison with what we know already. Consciously, or unconsciously, we bring what we know to what we do not, making it impossible to learn anything entirely from scratch.

For example, you make tabbouleh only with parsley and tomatoes, but your neighbors make it with lettuce and cucumber. When you eat your neighbors' tabbouleh, you start to compare between it and your tabbouleh. This is an example of a new food.

Also, you compare the voice of George Wassouf with the voice of Wadih Mrad.

The same applies to languages.

From scratch means from zero.

The above description applies to English language learning. This is because learning another language encompasses everything that learners hear and see in the new language.

Encompasses means contain; include, involve.

It may include a wide variety of situations such as exchanges in restaurants and stores, conversations with friends, reading street signs and newspapers, as well as classroom activities, or it may be spare, including only language classroom activities and a few books.

On the pragmatic level, you compare between situations.

When you meet your friends, you use slang and informal phrases. For example, you compare between the phrases that you use in Arabic and the phrases that you use in English.

When you meet someone for the first time, you may say, *"Nice to meet you!"* You may compare it with what we may say in Arabic in the same situation.

> ***Theoretically speaking**, English language learning is supposed to start from a zero point or close to it.*

This is not practical; this is in theory i.e., (هذا شيءٌ نظريٌ).

> *Then, an accumulation of mastered entities amasses them in quantities sufficient to constitute a particular level of proficiency. In reality, this is not the case. Although during the process of learning an accumulation of English items is created, learners face difficulties in organizing the resulting knowledge into appropriate coherent structures. Consequently, when communicating in English, whether verbally or nonverbally, learners tend to rely on their mother tongue to find similarities, to produce responses.*

At beginner or intermediate levels, learners think in Arabic and then try to translate it into English. It might sound awkward and not natural, but you are trying, actually, to convey your ideas to your interviewer.

Student: Do 'verbally' and 'nonverbally' mean 'written' and 'spoken'?

Professor: No! *Verbally* means <u>what is spoken or written; (المكتوب والمنطوق)</u>, and *nonverbally* means <u>when you convey a message using gestures.</u>

> *To give an example, in the early stages, and in countries which consider English as a foreign language, learning may depend on textbooks, explanations which are, in many cases, in the students' mother tongue, …*

Just think of yourselves when you were at school. You had Emar textbooks. You had to cover each and every page. You worked on grammar and vocabulary.

The teacher, sometimes, finds it easier for students and for her to explain the rules in Arabic to the students i.e., in their mother tongue.

> **... and the consultation of a bilingual dictionary.**

Sometimes, it is easier for the teacher to tell the students that, for example, *reality* means (الحقيقة) instead of thinking of a way to explain this term in English. This is especially when it comes to abstract terms.

When you want to explain for the students the meaning of a table, you can point to a table and say, *"This is a table."*

When you want to explain abstract terms for them, then it is going to be difficult for both of you, as a teacher, and for the students.

So, an easier way to save time for both learners and teachers is to give the learners the translation of the words in their native language.

> **All these factors lead students, out of necessity, to rely to a certain extent on their mother tongue, for the purpose of finding similarities to achieve coherence in English. The reliance includes searching for equivalents in the mother tongue to express meaning in English.**

Even if you explain the meaning of the word for the student in English and give them synonyms and antonyms, they would ask, *"What does it mean in Arabic?"* They would not be comfortable unless they know its meaning in Arabic.

> **Linguists usually use the term transfer to refer to <u>the influence of the mother tongue on English</u>.**

It is when you transfer an item from your mother tongue to the target language. You just take this item and apply it to the target language.

> **The transfer is of two kinds: a positive transfer and a negative transfer.**

If it is <u>correctly applied</u>, it is *positive transfer*.

If it is <u>wrongly applied</u>, it is *negative transfer*.

> **The former takes place when there are similarities between the mother tongue and English, and when the transfer of these similarities leads to correct guesses, and helps learners get things right.**

The former is the positive transfer.

Think of French and Spanish. It is easy for learners to classify the verbs endings -er, -ir-, -ar, etc., and memorize the corresponding endings. This works the same in French and Spanish. This is an example

of transferring this knowledge from your mother tongue to the native language.

For example, the definite articles in French are *la, le, l'* and *les*. We also have definite articles in Spanish, and they are *el, la, los* and *las.* Learners might compare between them.

This is a positive transfer.

> ***On the other hand, the latter is referred to as mother tongue interference.***

So, *the negative transfer is referred to as the mother tongue interference*.

Student: Can this lead to errors?

Professor: Of course! It leads to errors.

For example, a learner might think that the order of (الصفة والموصوف) in Arabic is the same as it is in English.

In Arabic, we say (يومٌ جميلٌ). In Arabic, we start with the noun first and the adjective comes next.

In English, we say *"a beautiful day"*. In English, we start with the adjective first and the noun comes next.

An Arabic learner might say, *"a day beautiful"*. This is an error that comes from their mother tongue. The learner transfers it from their mother tongue to the target language, and it is wrong, so we call it *negative transfer* or *mother tongue interference*.

> ***The Definition of Mother Tongue Interference:***
>
> ***Dulay** et al (1982) define interference as "the automatic transfer, due to habit of the surface structure of the first language onto the surface of the target language."*

Et al means (وآخرون).

> ***Also, Lott** (1983) defines interference as "errors in the learner's use of the foreign language that can be traced back to the mother tongue."*

> ***A further definition is made by Ellis** (1977) who "refers to interference as 'transfer' which is the influence that the learner's L1 exerts over the acquisition of an L2.*

You have to memorize the names and the definitions, but you do not have to memorize the dates.

> *He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning.*

The mistakes that beginners make differ from the mistakes of the intermediate and advanced learners.

> *In learning a target language, learners construct their own <u>interim</u> rules with the use of their LI knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible.*

Interim means temporary; (مؤقت).

> *Other linguists refer to mother tongue interference as the case where the habits of the mother tongue interfere and prevent learners from acquiring the habits of the target language. Actually, extensive researches have been made in the field, and they all concentrate on the role, which mother tongue interference plays in causing learners' errors, and on the types of these errors as far as the major language skills are concerned.*

Let us move on.

> ## Errors Specific to Mother Tongue Interference
>
> *The following discussion will concentrate on the major language skills of English, as being affected by mother tongue interference. Errors, which result from this interference during the process of acquiring these skills, will be analyzed on the basis of general language functions.*
>
> *When communicating in English as a foreign language, students rely on their native language structures to produce responses in English. This indicates the existence of a gap in learner's knowledge, as well as inability to express his thoughts correctly in English.*

This is when you are communicating with someone, especially at a beginner level. When you are trying to communicate with a learner, they will consult their mother tongue and produce responses they think they are correct in the target language based on their native language.

A: Are you here everyday?

B: But Wednesday.

The second speaker meant to say (بس الأربعاء). They should say "Only/Just on Wednesday." The speaker relied on his mother tongue. The word 'but' is similar in pronunciation to the word (بس) in Arabic.

> ***Interference from the mother tongue can be studied on various aspects: syntactically, lexically, and semantically.***

- **Syntactically**: *grammatically.*

- **Lexically**: *on words level.*

- **Semantically**: *how the meaning of the word affects the context.*

> **1. *Typically, a person learns a second language partly in terms of the kinds of meanings already learned in the first language.***

You learn the words in terms of their meanings in the first language.

> ***Beebe* (1988) *suggests that in learning a second language, L1 responses are grafted on to L2 responses, and both are made to a common set of meaning responses.***

Grafted on means (رُسّخت).

> **2. *"The formal elements of L1 are used within the context of L2, resulting in errors in L2, as the structures of the LI and L2 are different".***

> **3. *"Albert* and *Olber* (1978) *claim that people show more lexical interference on similar items.***

يكون الخطأ أغلب الأحيان على مستوى اختيار الكلمة بغض النظر عن ال (*structure*). في الواقع، يمنع ال (*structure*) في بعض الحالات من الفهم التام للمعنى المراد.

If you use the vocabulary 'lend' and 'borrow' in a wrong way, the speaker would not understand who the lender is and who the borrower is (ما بقا تعرف مين عار ومين استعار).

They are saying that the lexical interference on similar items is much more common.

كما أسلفنا سابقًا، لبعض الكلمات جذرٌ متشابهٌ لكن معناها مختلفٌ.

We mentioned that the word 'embarazada' in Spanish is similar to the word 'embarrassed' in English. Embarazada means pregnant, and embarrassed means (محرج).

- I spilled the cup of coffee on my teacher's book, and I was embarazada.

I wanted to say "embarrassed", but I said 'embarazada'. The meaning is completely different.

Someone might say, *"You got pregnant just because you spilled the coffee on your teacher's book! What a great punishment!"*

So, it may follow that languages with more similar structures are more susceptible to mutual interference than languages with fewer similar features".

More susceptible means more likely; (أكثر عرضة).

Go to Diab's study. We are on page 82.

Diab's Study

B- On the Grammatical Level:

Learners' errors which occur in grammar and result from Arabic language interference can be highly identified in writing.

First, we have errors related to agreement between the subject and the verb. Usually, students forget to put an -s when the subject is he, she or it. This is the most common error that students make.

(1)   Agreement:

Arabic verbs agree with their subjects in person, number and gender.

قد يستخدم الطلاب العرب فعلاً مفردًا بينما يكون الفاعل جمعًا أو مثنى.

Arabic verbs agree with their subjects in gender. For example, we say, (قام رجلٌ) and (قامت امرأةٌ).

Hence, Arab students make few subject-verb agreement errors in their essays except where the subject's number is confusing. Another kind of agreement error occurs in the case where Arabic adjectives and adverbs agree with the nouns they modify.

- فتياتٌ جميلاتٌ.

تتوافق الصفة مع الموصوف بالعدد (مفرد أو مثنى أو جمع) وبالجنس (مذكر أو مؤنث).

In English, few adjectives show agreement in number with the nouns they modify, such as 'this-these' and 'that-those'.

This, these, that and those are determiners. They agree with the noun they describe.

> *Furthermore, there are adjectives in English, which are used to modify singular as well as plural nouns. As a result, agreement errors of this type occur in English writings such as:*
>
> - *My sister goes to others shops.*
>
> - *Instead of: My sister goes to other shops.*

In the EXAM, you will have sentences that contain some errors, and you have to identify the error in each sentence.

You have 4 choices. I may ask you to choose 'E' if there is no error in the sentence.

Student: Do you usually ask about the type of error or about the error itself?

Professor: You will have questions on both ☺. I give you a sentence and ask you to identify the type of error (on the lexical level, pragmatic level, etc.).

> - *My sister goes to others shops.*
>
> - *Instead of: My sister goes to other shops.*

Here, the word 'other' functions as an adjective that modifies the noun 'shop'. So, because I am an Arabic speaker and I am under the illusion that adjectives should be plural as the nouns they modify, I may tend to make the adjective plural, which is incorrect.

> - *The art of paragraphs writing.*
>
> - *Instead of: The art of paragraph writing.*

The art of paragraph writing means (فن كتابة المقطع).

I will give you an example.

- *The art of essays writing.*

- *Instead of: The art of essay writing.*

In the EXAM, the question might be of the same example, a similar example or a completely different one.

Now, Diab will talk about articles. Articles are crazy in English, sometimes, because you think that there is no definite rule to use them, you just follow your instinct.

---

(2)   Articles:

In English, abstract words indicating ideas, attributes, or qualities are used without the article 'the', since they belong to everybody or everything.

Attributes means (خصائص).

- *Milk is good for health.*

There is no need to use the article *'the'* here because I am talking about milk in general.

- *Music is beautiful.*

Again, I am talking in general, so there is no need to use 'the'.

The same applies to abstract nouns.

- *There is no standards for beauty.*

We do not say *'for ~~the~~ beauty'*.

In Arabic, such abstract words are preceded by a definite article equivalent to 'the' in English.

In Arabic, we say:

- يوجد معاييرٌ **للجمال**.

Although the word (الجمال) is abstract in Arabic, we use the definite article (ال) with it i.e., (نعرّفه).

Ahed: But in English, we can say *"**The** beauty of the sunset"*.

Professor: Here, you are not talking in general; you are talking about something specific. You are talking about the beauty of the sunset, and not about beauty in general.

Hence, errors pertaining to the misuse of the article 'the' will occur in students' writings. The following example will explain this idea:

- ***The marriage** is a holy ceremony.*
- *<u>Instead of</u>: *Marriage* is a holy ceremony.*

We should say 'marriage' not 'the marriage'.

> - ***The persistence** is necessary for **the success**.*
> - <u>*Instead of*</u>: ***Persistence** is necessary for **success**.*

Persistence means (الإلحاح؛ الإصرار). In Arabic, we say:

- **الإصرار** ضرورةٌ للنجاح.

Ahed: We do not use something similar to 'a' or 'an' in Arabic. For example, in English we say "a book", but in Arabic, we say (كتاب).

الأستاذة: نميز الاسم النكرة في اللغة العربية بغياب ال التعريف. لا يوجد أدوات تنكير في اللغة العربية لكننا نعتبر الاسم نكرة بسبب غياب أداة التعريف.

Unlike Arabic, in English, we have the indefinite articles "a" and "an", and we have the definite article "the".

> ***On the other hand, abstract words become specific when they are preceded by the article 'the' in English.***

This is as the example of "the beauty of the sunset".

> ***They become the possession of a certain person, group, object, etc.***

تصبح عائدةً على شخصٍ أو شيءٍ آخرٍ.

> ***The usual way of expressing this possession is by a phrase starting with '*of, to, or for*'.***
> - ***You must study geography.***

This is in general.

> - ***Tom studied the geography of England.***

Here, we are talking in specific about the geography of England.

> ***In contrast, Arabic does not make use of an article before an abstract term when it is the possession of a specific person or object, rather the abstract word is rendered specific by the modifying noun that follows it.***

Render means give; (تعطي).

In English, we say *"**the** beauty of **the** sunset"*.

In Arabic, we say: (جمال غروب الشمس). We do not use an article with the word (جمال).

لا نستخدم ال التعريف مع كلمة "جمال" في اللغة العربية على الرغم من أن كلمة "جمال" عائدة على غروب الشمس.

This is the point here.

> - *The victims of the war are many.*
>
> - <u>*Instead of*</u>: *The victims of war are many.*

The first sentence is translated form Arabic. In Arabic, we say (ضحايا الحرب). In English, we do not use "the" before it here.

يقع التحديد هنا على الضحايا وليس على الحرب.

- *The victims of war are many.*

We have 'of' here. It is like the previous example of *"Tom studied the geography of England"*.

When we specify the word, we use 'the'. Here, we are specifying 'victims' not 'war'.

Student: Do we say "The victims of *the* destructive war are many"?

Professor: Yes. Here, you are specifying the war you are talking about because you used an adjective.

> *Actually, Arabic has many definite articles, but has no indefinite articles. This is because words in Arabic are all indefinite and need to be defined.*

هذا ما ذكرته زميلتكم سابقًا. في الواقع، تكون الكلمات في القاموس مجردةً (أي أن القاموس يذكر جذر الكلمات).

For example, when we learn a word, we learn it without (ال التعريف). We learn (كتاب) and (دفتر), and not (الكتاب) and (الدفتر).

لا يوجد أداة نكرة في اللغة العربية لكن يصبح الاسم نكرة بغياب ال التعريف.

> ## (3)   Prepositions:
>
> *They pose a great difficulty, since there are various prepositions in English that have the same function. For instance, the prepositions 'in', 'at', and 'on', as in the following sentences, indicate place with subtle differences in usage:*
>
> - *He is in the garden.*

- *He is at home.*

- *He lives on campus.*

Each example has a different preposition, but the meaning is the same.

- هو **في** الحديقة.

- هو **في** المنزل.

- يعيش **في** الحرم الجامعي.

In Arabic, we can use the preposition (في) in order to state all these sentences.

As a result, when students are not sure which preposition they have to use in a certain sentence, they often compare that sentence with its Arabic equivalence, giving a literal translation of the Arabic prepositions in English.

For example, 'on' means (على) in Arabic.

- He lives on campus.

Can I say (يعيش **على** الحرم الجامعي)؟ I cannot say this.

However, prepositions seldom have a one to one correspondence between English and Arabic.

Seldom means rarely.

For example, "on" does not mean (على) all the time. This is not how it works.

An Arabic preposition may be translated by several English prepositions, …

In the previous examples, we translated "in", "at" and "on" into (في).

… while an English usage may have several Arabic translations. These translations may be the cause of errors such as:

- *I mean in this example.*

- *Instead of: I mean by this example.*

- *Under your disposal.*

- *Instead of: At your disposal.*

'At your disposal' is the same as 'at your service'.

We say *"under certain circumstances"* instead of saying *"in certain circumstances."*

In addition to that, prepositions in Arabic are clear and easy to use. In English, prepositions such as 'under', 'before', and 'over' are considered adverbs of time and place in Arabic.

نعتبر "تحت" و"فوق" و"قبل" ظروفًا في اللغة العربية. لا نعتبرها أحرف جر.

---

(4)   Singular vs Plural Words:

How can you explain for your students that words like equipment, information, advice, evidence, research, furniture, means and news are singular nouns?

Students may not be able to determine whether a certain English word is singular or plural based on its form alone.

You cannot tell your students that whenever they see a word ending with -s, then it is plural because they might think that words like 'news' and 'means' are plural.

You cannot tell them that adding -s to any word makes it plural. For example, we do not have in English 'fishes' or 'sheeps'.

Some words that end with the plural 's' are actually singular in number, whereas others indicate a singular or plural number while maintaining the same form. Students resort to literal translation from Arabic when determining whether a certain English word is singular or plural. Words such as: statistics, homework, and information will explain this idea:

- *The registrar has informations on all university faculties.*

- *Instead of: the registrar has information on…*

Some words can be singular and plural without -s. For example, we translate information into (معلومة) or (معلومات). We usually say (معلومات).

Thank you!