



**THE INFLUENCES OF MOTHER TONGUE ARABIC LANGUAGE
AND ITS INTERFERENCE ON TRANSLATION PROCESS
THROUGH ENGLISH LANGUAGE**

The Case at undergraduate Students in Benghazi University, Jalu

A RESEARCH ARTICLE

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Abstract

This study seeks to find out the influence of the use of mother tongue on students' performance of English in the collage. Uncommonly, the researcher provides various perspectives regarding to the use of the mother tongue in the collage and its influence on performance in English language. The literature reviewed highlight shows first language effects on the second language, it discusses both content in favor of use of mother tongue and content against the use of mother tongue among Arabic learners. In this study, the target populations were students and English instructors from the University. The samples were twenty students and five teachers. Interview and questionnaires were used to collect data. Among other recommendations, the study recommended that teachers should come up with teaching methods that are interactive in the English curriculum and authentic resource so as to ensure that the students are given an opportunity to interact with each other in English. Finally, the study recommends that this research should be replicated in other districts where students do not perform well in English to corroborate findings on how mother tongue influences performance of English.

1. **Key words:** Mother language, Interference, Translation and Code-Switching.

Introduction

Nowadays English has become most widely all the over the world used, the desire to learn it at the present is huge for the future of English as an international language has always been said to rest on the practicability of teaching the language.

Due to the latest developments in information and communications technologies that have taken place in the past, English has become more dominant in all field of our life than ever before, it is used everywhere, one out of four people around the world can

communicate in English, it is the official language of major political and economic alliances such as the Common wealth (Countries). It is the language of 85% of international organizations and the main language of technology, business, finance, and tourism one of the researchers ⁽¹⁾ placed English on the top of “the new linguistic order”.

Despite the fact that the total number of the native speakers of English is far below that of some languages like Mandarin, it has become the language of the media, the internet and academia, and even the preferred language among young officials in the EU. The status of English in many countries has been explored, and from many different perspectives in English has become a global language that is used or required as a medium of communication and learning in so many contexts worldwide most researches references technical terms.

1 Background:

Serious problematic issues go back to the interference of native language, particularly when the native language is completely different from the target language, with the complete difference between both Arabic and English language in many aspects.

Arabic speaking learners of English as a foreign language (EFL) find many serious difficulties in acquiring the skills required to master English. The reasons behind those difficulties vary among interference of native language in teaching methods or personal difficulties.

However, one of the most problematic issues that make it more difficult for Arabic learners of English language is the interference of the native language. Given the fact that Arabic language is morphologically richer than English language, Arabic syntax is completely different in many aspects,

Fishman (2001) ¹

phonological rules in Arabic language has different functions than in English and are different from English language, learning English by Arabic learners would encounter serious difficulties.

Interference of the native language occur when a foreign language learner use his/her native language as a reference for using the target language. In order to enhance their learning and production in English language, linguists should give more attention to the difference that arises because of the interference of Arabic language.

1.2 Reasons for Choosing the Topic

The background of the study chosen because of the following reasons

1. Undergraduate student's failure in building sentences and expresses them.
2. Undergraduate students face difficulties in communicating with foreigners.
3. Deficiency in understanding the speaker during the conversation
4. Wrong translation (EL) will lead to another meaning in target language (AL)

The Problem of Research: 1.3

The main problem for this study is.

- 1) What are the implications of understanding the interference of Arabic language in Arabic speaking English language learners in enhancing teaching of English to Arabic Learners?
- 2) What are challenges does mother tongue bring about the student in the process of learning English?
- 3) What are the strategies should use by the teacher to improve the performance of English?

The Objectives of the Study: 1.4

- 1) The objective of this study is to identify the interference of (L 1) grammatical rules in the writing of(L2).
- 2) To know the specific reference of the interference of Arabic (L1) in English (L2).
- 3) The identified interference will be used by the (L 2)teachers to help the students to learn(L2) better without the cross linguistic problems.

Significance of the Study:1.5

The need for this study stems from the significant findings which could have implications not only for teaching English as a foreign language but for Arabic language learners as well, this research will contribute for enhancing language teaching as well around the world.

English language interference would occur in all language skills including speaking, writing, reading and listening and in all linguistic aspects including syntax, phonetics, pragmatics or cultural, thus, analyzing of the interference point of the native language would assist to find out more teaching methods, that assist language teachers and English language learners to overcome this problem.

The findings also, benefit by providing them with information to re-examine their personal and professional practices in term of use a language, with an aim of improving students' performance in English.

On the other hand, the finding of this research could help to contribute positively to learner performance in English.

Students also benefit from the findings by identifying personal characteristics in terms of their interaction patterns with colleagues, and thus pick the right practices that can enhance their performance in English.

In addition, this study will explore the research in order to investigate what have been mentioned about the theories which support the interference of the English language moreover; investigating the problematic issues that arise because of language interference would make it easier for learners to avoid in the near future.

1.6 Scope of the Study:

It is necessary to limit the topic of this study in order to avoid the misinterpretation in this research, so the researchers limit the study as follows:

The researchers focused on the describing the term "mother tongue or first language and on how use of mother tongue by the teachers and the students in university influences performance of English, the researchers seek to provide the opportunity for students from non-English speaking backgrounds a way to express themselves and their culture in their own words.

In this way, mother tongue provides a platform for expression as well as a chance to be exposed to new languages and cultures.

Previous Studies

The development of the field of study 'English for Specific Purposes' (ESP) was as a result of the acknowledgment of the importance of the purpose and needs of language learners. There are many peculiarities found within the English language that have led to a growing interest from researchers

who strive to make it possible to distinguish English for Tourism, English for Law and Business English among others.

Linguists have served that since languages subjected constantly to change due to its flaccid state one cannot exclusively claim that they speak effect English or any other language according to one of the researchers ⁽²⁾.

Translation difficulties

The complex nature of English language is not a simple problem for language students. Businesses also, face the unenviable task of getting their meaning across without falling foul of the many grammar gremlins that lay in their path. Any one of the previously mentioned hurdles could result in at best, a failure in communication, or at worst the leveling of an unintended slight or insult, this threat exacerbated by the use of translation technology, which has only minimal provision for placing translatable material into context.

2.6 Type of Translation

1. Literal Translation:

Translating text word for Word the same original syntax without attention to the language conventions transferred from leading to localized text prosaic style, vague and confused

Ellis, R. (2001) ²

2. Acted Subtitles:

It is pony complete sentence so the compiler moves the reader on my dad meant the writer taking movable language structures in terms of submission and delay, and idiomatic translation to their corresponding Arabic language.

3. Creative Translation or Translation _ Free :

Where is committed translator subject the translated text and the main ideas are true except that acting free writing style

4. Translation Colons, Explanatory:

It adds the compiler some words or phrases that I devote myself, explaining the original.

5. Altelkhsih Translation:

In this type of translation translator gives a brief overview on the topic does translate it as a step to selecting text worth full translation Assistant

6. Localization :

It is not wordy localization, terminology; localization is being on the level of literary text

7. Localization:

It is like the become Egyptian, Saudi and softball etc are branches of literary text is converted localization to Egyptian environment or other accent.

How First Language Effects on Foreign Language: Transfer or Interference

The term transfer in language learning defined by one of the researchers ⁽³⁾ as “the influence resulting from similarities and differences between the target language and any other language that has been previously acquired” Transfer is a psychological term that used to describe a situation where one learned event influences the learning of a subsequent learning event. The influence in this case has two facets; commonly known as interference or negative transfer and positive transfer. Positive transfer or facilitation entails transfer of skill or part of the native language, which facilitates the learning of the target language.

The Role of Language Transfer in Foreign Language

Acquisition Language transfer affects speakers positively or negatively depending on the relevant unit structure of both their native and acquired languages, most learners apply knowledge from their native language to the second language or foreign language and this transfer can result in both positive and negative transfer.

Positive transfer occurs when the meaning of items that transferred is in line with the native speakers' notion of acceptability. Negative transfer occurs when the opposite happens resulting in errors. Negative transfer happens at a greater scale when the difference between two languages is big. The similarities and dissimilarities in word meanings and word forms affect how quickly a

Odlin (1989) ³

learner can acquire a foreign language as stated by one of the researchers ⁽⁴⁾ The method used in teaching foreign languages in most educational institutions is Grammar Translation.

Research Methods:

This part of the study refers to the research design, research instruments also presents, questionnaire and discusses the findings in relation to research questions under the following themes: questionnaire return rates, background information of participants and prevalence of use of mother tongue.

It also discusses the findings on perception of teachers and students on the influence of mother tongue on performance of English, measures taken to curb use of mother tongue and challenges brought about by use of mother tongue.

3.1 Research Design

The researchers investigate the difficulties encounter undergraduate students in effecting the mother tongue (AL) on English as a foreign language (EFL), also, it intends to describe the difficulties that faced by undergraduate students in Benghazi University, and the causes as well.

(Odlin T, 1989: 77).⁴

3.2 Instruments of Data Collection

3.2.1 Questionnaire

The aim of the questioner was to analyses the concept of misunderstanding and interruption, when the learners use English as a foreign language, and how is the situation inside the classroom, due to translation and its effect on the hearer in all ways.

3. Subjects

There were twenty students and five teachers, who conducted in this study.

3.2Methods

Twenty copies of the questionnaires were distributed and a total of twenty returned the questionnaire.

Five copies were distributed, and the researchers conduct interview to the teachers with indirect way by asking them questions and they have to write down in order to remember later on.

3.1 Interviews

3.3Subjects

The teachers were conducted in this interviewed by giving them open questions.

3.2Methods

Five copies of the questionnaires were distributed and a total of five returned.

3.5 Qualitative & Quantitative Data

Questionnaires distributed to the students for the collection of quantitative data, and an interview distributed to the teachers for the collection of qualitative data.

The quantitative data aims to give more information in charts, while the qualitative data aims to describe the charts in order to make it easy for reader to understand.

3.6 Data Analysis

In this chapter the researchers made questionnaire in Benghazi University Al-wahat at English department, it is for the students to check their ability in understanding the English and misunderstanding due to interference which, happened through translation from (EFL) to (AL).

The researchers have asked (20) students to answer these questions in all semester from fifth semester to the last semester.

Discussion:

This chapter presents, interprets and discusses the findings in relation to research questions under the following themes: questionnaire return rates, background information of participants and prevalence of use of mother tongue.

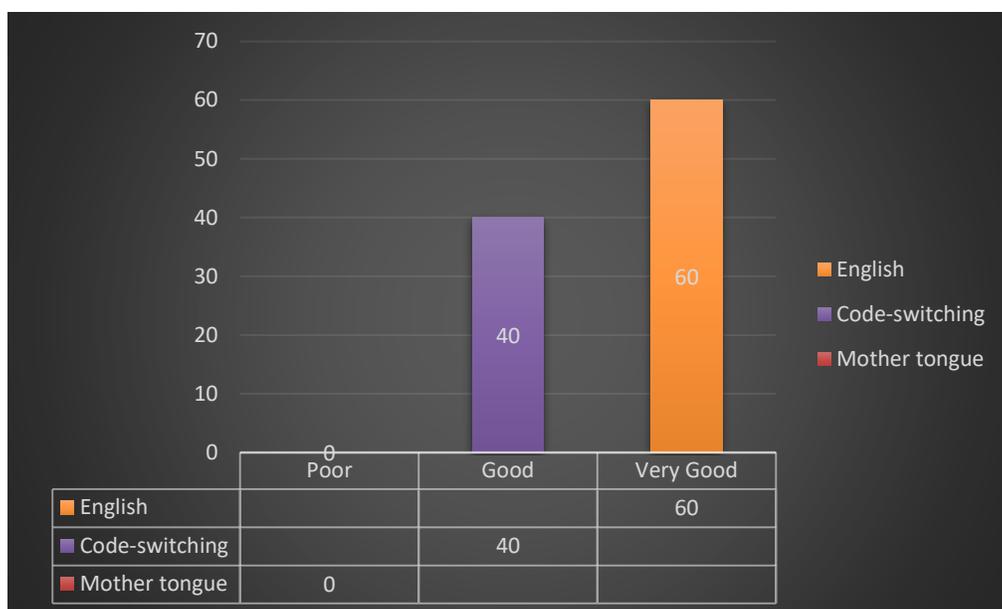
It also discusses the findings on perception of teachers and students on the influence of mother tongue on performance of English, measures taken to curb use of mother tongue and challenges brought about by use of mother tongue.

The chapter finally presents findings on strategies to improve performance of English in collage.

A- Prevalence of the use of mother tongue.

1. Which language does your English teacher use in the classroom?

- a. English b. Mother tongue c. code-switching

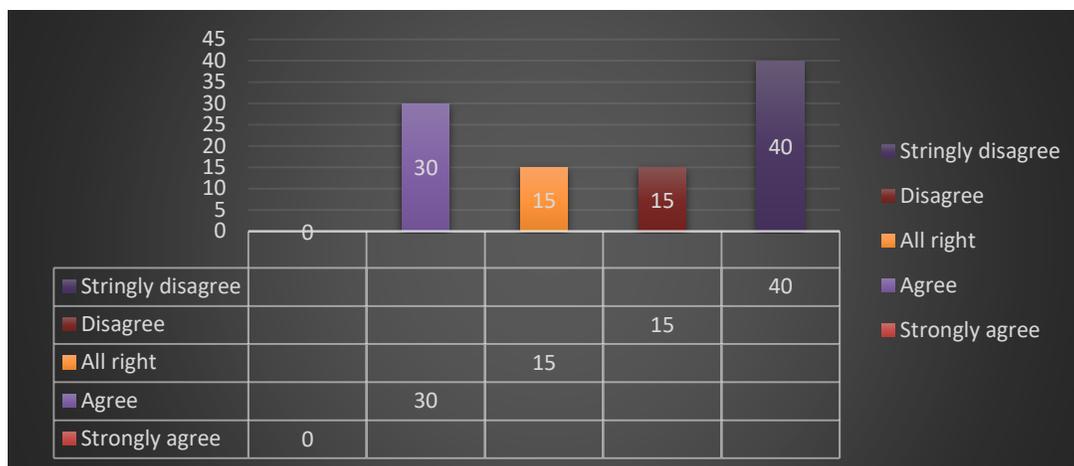


(Figure .1)

This chart shows that (60%) of responded that their teachers use English in the classroom while, (40) percentage of the teachers use code switching when they explain about something in the classroom while, mother tongue neglected during the classes.

-Do you agree with using of mother tongue inside the classroom?

- a- Strongly disagree
- b- Disagree
- c- All right
- d- Agree
- e- Strongly agree



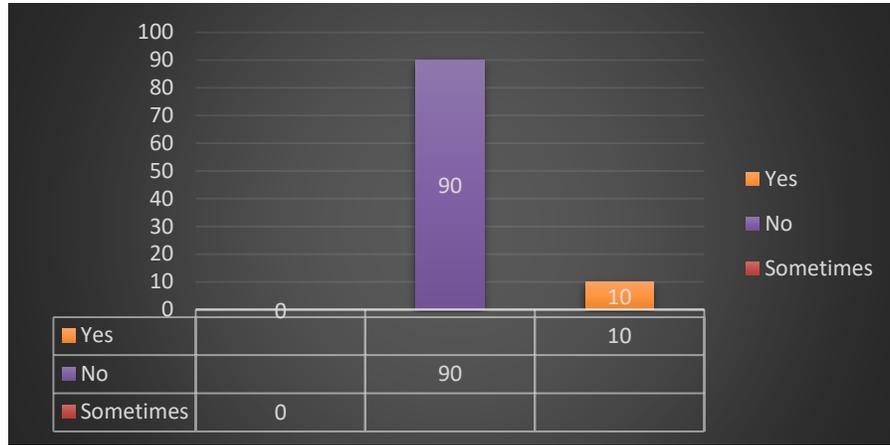
(Figure.18)

This chart shows that(40%) strongly agree with the use of mother tongue ,and(15%) of the students disagree with the use of mother tongue, while(15%) all right with the use of mother tongue , (30%)of the students agree with the use of mother tongue, (0%) of the students strongly agree of the use of mother tongue. A total of the students strongly disagree with the use of mother tongue.

Teachers Questionnaire:

1) Do you use mother tongue in the classroom?

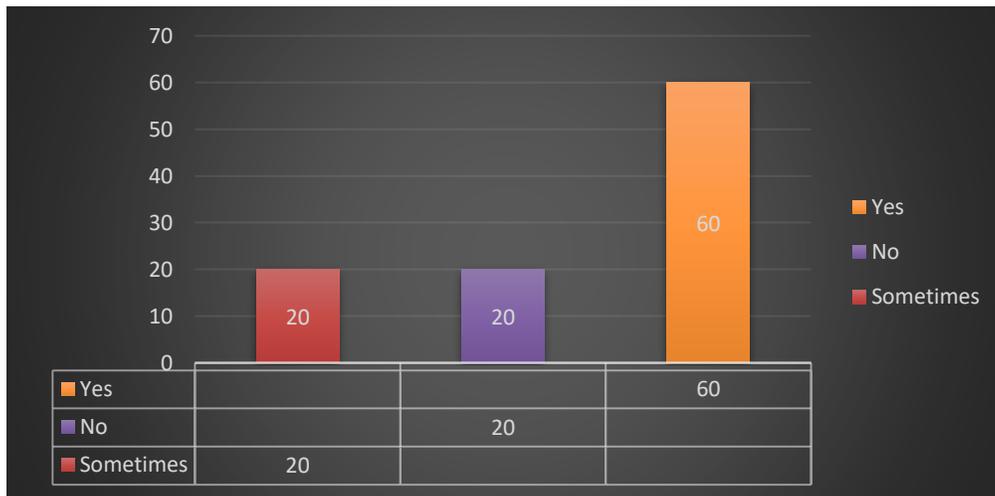
a- Yes b-No c-Sometimes



This chart shows that Only, (10%) of the teachers said yes, they use the mother tongue in the classroom, And (90%) of the teachers do not use the mother tongue in the classroom (0%) no one use the mother tongue in class, almost of them said that do not use mother tongue in class.

5-Do your students use mother tongue in the collage?

a-Yes b- No c- Sometimes



(Figure.5)

This chart shows that (60%) of the teachers responded with yes, and (20%) stated, they do not speak in mother tongue in the college. While, (20%) of them indicated that sometimes talked with the teachers.

Findings and Discussion:

1. Describe situations when you switch languages during teaching- learning.

Answered one to make the student understand the meaning of new vocabulary, and the second one answered that when, I need to clarify an important point, while another say that I do not switch languages inside the class but in case, I will do that will make the way of teaching easy for both. One of the teachers show that when students could not understand what I am saying despite of explaining it more clearly, so I used Arabic just to explain, only one used it in translation when he want clearing some misunderstanding ideas and grammar rules.

2. How does use of mother tongue by students affect the way you teach English?

Answered one, they won't practice enough .This will affect their fluently they cannot participate well in the discussion, and the second one, because they only speak in Arabic and do not want to speak in English as they are shy. While another saying not using English inside the college can lead to weakness in spoken fluently .this leads to class problems communication and lesson understanding (90%) of my students do communication by Arabic language though command them to do in

English. It affects a lot, because the classroom is the environment where students use the target language not the first language.

3. What are the strategies should use by the teachers to improve the performance of English?

Generally there was a view that making a language policy that would be strictly followed was important some students felt that teachers should avoid mixing up languages (code switching).

They felt that code-switching was not helpful. There was also a call for provision of sufficient learning resources which is in agreement with one of the researchers ⁽⁵⁾ who identified inadequate resources as one of the factors that influence the performance of English.

Students were of the opinion that they needed to be encouraged to speak in English and be complimented verbally. In addition, students wanted their schools to buy adequate story books, newspapers and interesting magazines for the learners. There was need for rewarding those who speak in English. Students also felt that building of libraries was important in providing students with an opportunity to develop a reading culture.

There was a general feeling from students that students who perform well in English should be rewarded. Finally, introduction of programs that help students to socialize in English e.g. debate with other schools was thought to be helpful. Similarly, teachers had sentiments that reflected those of the students during the interviews. They emphasized that students should be encouraged to speak in English, read English story books and give reviews.

Ouma (2010) ⁵

Conclusion

The study established students' use of mother tongue is prevalent among students in the collage, students and teacher's code switched for various reasons, use of mother tongue is prevalent among students in the collage.

Thus it was concluded that the prevalent use of mother tongue adversely influenced performance of English.

The perception of teachers and students regarding influence of mother tongue on performance of English is equally important.

Teachers and students hold the perception that use of mother tongue has a negative influence on performance of English and to curb use of mother tongue, proper measures need to be put in place.

Language policies can reduce the use of mother tongue if they are implemented in the right way. It was conclude that teachers reward for students who use English and punishment for those who use mother tongue is important to encourage students to converse in English language.

Recommendations

In order to improve performance of English in the collage, the study made the following recommendations;

- 1) Students in the collage should be discouraged from conversing in mother tongues moreover; stringent language policies that are feasible should be developed.
- 2) Teachers should cultivate a positive perception towards the use of English in the school and the collage they should be role models to the students and encourage them to converse in English.
- 3) Schools should come up with a reward-punishment system to encourage use of English and discourage use of mother tongue.
- 4) Teachers should come up with teaching methods that are interactive to ensure that students are given an opportunity to interact with each other in English so that students can have good communication skills.
- 5) A study should be carried out to establish the relationship between languages of thought and performance of English.

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