The Interlanguage of Arab Learners of English (ILALE)
A Preliminary Annotated Bibliography

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Introductory notes

1. The process of collecting relevant titles and data incorporated in this bibliography has been tremendous indeed. First, many papers/articles that deal with various aspects of EFL in the Arab World have been published in local non-specialized journals that are neither indexed nor sufficiently circulated outside country of publication. Secondly, the same is true of MA dissertations produced at different Arab universities. Thirdly, the overwhelming majority of dissertations and theses produced at international universities, notably British and American universities have not been published nor adequately publicized in relevant publications. This is one of the major reasons underlying the phenomenon of duplication of ILALE. As far as the researcher can tell, this bibliography of studies on the Interlanguage of Arab Learners of English (henceforth ILALE) is the first endeavour of its type.¹ The present bibliography cannot

¹ This bibliography was prepared during the academic session 2004/2005 while I was on a University of Jordan sabbatical leave. The writer would also like to thank the following colleagues from different Arab countries for providing relevant titles that were not included in an earlier draft of this bibliography: Algeria: Zahia Roula, Mentouri University; Bahrain: Omar Atari & Hameed Mattar, Bahrain University; Egypt: Refka Nounou, American University in Cairo; Asmaa Gheith, Ain Shams University; Magda Ibrahim, Alexandria University; Jordan: Abdullah Shunnaq, Yarmouk University; Lebanon: Nola Bacha, Lebanese American University; Palestine: Hanna Tushyeh & Khalil Aziz, Bethlehem University; Qatar: Murtadha Bakir, University of Qatar; Saudi Arabia: Ali Shehadeh, King Saud University; Hashem Noor, Taibah University; Sudan: Nada Wanni, Khartoum University; United Arab Emirates: Showqi Bauhamid, Ajaman University; Yemen: Abdul Wahed Al-Zumor, Sanaa University & Zahraa Al-Saqqaf, Aden University
thus be claimed to be comprehensive under any circumstance. Nonetheless, it is a major step in the right direction and it is hoped that it will be of use to interested scholars and researchers.

2. The studies contained in ILALE are thematically grouped into two major categories: (i) studies that deal exclusively with Arab learners and these constitute the overwhelming majority of the titles in ILALE (groups 1-4 in the Bibliography below) and (ii) studies administered to different groups of EFL learners (including Arab Ss) that purport to investigate a particular issue in SLA or test a hypothesis or a language universal. Such studies involving subjects with different language backgrounds of the type instanced in Group (IV) in the Bibliography below above are not highlighted in ILALE. Studies that deal exclusively with Arab EFL learners are thematically grouped into four main categories: (i) Group (I): Studies on Error Analysis, (ii) Group (II): Interlanguage and Proficiency Studies, (iii) Group (III): Studies on Linguistic Problems/Difficulties, and (iv) Group (IV): Transfer/Interference Studies. Group (V), which is titled General and Theoretical Studies, subsumes as its title indicates some theoretical studies involving the interlanguage of Arab EFL learners as well as some general studies that have to do with issues such as error gravity and error correction with reference to Arab students/learners. Titles under are each category are arranged in an alphabetical order.

3. Titles of hundreds of relevant MA dissertations produced at international and Arab universities are not included in ILALE on two different counts: (i) They are not easily accessible to researchers, and (ii) Many of them cannot and should not be viewed as instances of original research having either theoretical or pedagogic significance. They are best viewed as acts of training in methods of research and bibliography. Only some representative titles of MA dissertations are contained in ILALE. It should be pointed out, however, that the University of Jordan Library - Thesis Directory/: houses hundreds of approved MA dissertations produced at Arab universities which are members of the Union of Arab Universities.2

4. Due to space limitations and in order not to state the obvious, not all studies listed in the bibliography are followed by annotations. However, wherever necessary additional information, particularly with regard to data and study subjects appear in footnotes.

2Titles of these dissertations can be accessed through: http://www.ju.edu.jo/library/english/folder.asp.
5. The prefixes / al- / el- / (equal to the definite article the) typically precede Arabic family names. In fact, most Arabic family names are invariably used with/without such prefixes. In certain contexts the /al-/ or /el-/ are (due to assimilation) pronounced as: /as- / es- /; /ar- /; / er-/; or / at- /, / et- /. There is no agreement as to whether such prefixes should count in arranging surnames alphabetically. In this ILALE bibliography these prefixes are disregarded for purposes of alphabetical ordering and hence, for ease of reference. The prefix will be presented as an independent form immediately before the author’s surname. For example, the name Saleh Al-Salman will be listed under S in the following manner: Salman, Saleh al- (1980).

6. The following abbreviations will be used in the footnotes:

- Contrastive Analysis: CA
- English as a Foreign/Second Language: EF/SL
- Error Analysis: EA
- First Language; Foreign Language; Second Language: L1; FL; L2
- Interlanguage: IL
- Native Language: NL
- (Non)-Native Speakers: (N) NSs
- Second Language Acquisition: SLA
- Subjects of the Study: Ss

7. This bibliography does not include titles of studies that deal exclusively with Arabic-English Contrastive Analysis (AECS). Such studies appear in Mukattash (2001) and Mukattash (2002). An updated version of the AECS bibliography is loaded on the homepage of the International Journal of Arabic-English Studies: IJAES (www.ijaes.org). Furthermore, ILALE does not include titles of studies that deal with the problems/difficulties which Arab students/ translators face when translating from Arabic into English or vice versa although many of these studies are by and large studies in error analysis proper. Readers may notice, however, that few titles in the present ILALE may be said to belong more to AECS or to translation studies than to interlanguage studies. Such studies, though not exclusively devoted to the interlanguage of Arab learners of English as a foreign/second language, do have a substantial component that deals with errors that are typical of Arab EFL/ESL learners or learning difficulties which they encounter in the process of learning English as a foreign/second language. Such difficulties are either predicted by Arabic-English contrastive analysis (i.e. hypothetical) and/or recorded in actual translation works.

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BIBLIOGRAPHY

GROUP (I): STUDIES ON ERROR ANALYSIS


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4 Ss: NSs of Egyptian Arabic
5 Ss were adult native speakers of Jordanian Arabic.
6 Ss were Saudi Arabian students.


Daly, Hosney Mostafa al- (1986). *An Analytical Study of the Syntactic Errors of Arab Students in the Skill of Writing in English*. MA dissertation, Indiana University, USA.


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7 This paper deals with a description and justification of errors made by Arab EFL learners in the allophonic variation of /l/ and /r/: the clear and dark /l/ and the trilled /r/.

8 Ss were Jordanian university students.


Harbi, Lafi M al- (2000). "Communicative" and "Gopher" forms in cross-cultural communication: Analysis in linguistic and cultural components of

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9 Ss were Egyptian learners of English
10 Ss were Egyptian EFL learners.
11 Ss were Kuwaiti university students.
12 Ss were mainly NSs of Jordanian Arabic and to a lesser extent Gulf Arabic.
13 The paper reports on the results of an error and contrastive analysis study of the performance of 203 students in Jordanian secondary schools.
14 Ss were Arabic [Palestinian] NSs majoring in English at An-Najah National University of the West Bank of Jordan.
15 “Data illustrating common errors made by Arab students learning English, including errors of omission, substitution, & the redundant use of certain prepositions, are presented & discussed.” (from abstract)


Kambal, Mohamed Osman (1980). *An Analysis of Khartoum University Students’ Errors: Implications...for Remedial English in the Context of Arabization.* PhD dissertation, University of Texas at Austin, USA.


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*Data consisted of English business letters written by NSs of English, Arabic, and other languages.*

*Ss were Jordanian university students majoring in English.*

*Ss were Iraqi learners of English.*
Khalil, Aziz (200). *Analysis of Errors Made by Arab EFL Learners*. Bethlehem University, Bethlehem, Palestine.


Majed, Hamad A. al- (1996). *An Analysis of Grammatical and Associated Errors Found in the Writing of Third Grade Saudi Male Students in Four High Schools in the City of Riyadh*. PhD dissertation, University of Hull, UK.


Merzougui, Djamel (1994). *An Enquiry in to the Sources of Error in the Written Work of Algerian Learners of English, with Special Reference to the Relative Influence of Arabic and French as Sources of Interference*. PhD dissertation, University of Wales-Cardiff, UK.


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19 Ss were Palestinian learners of English.  
20 Ss were Kuwaiti learners of English  
21 Ss were Jordanian university students.  
22 Chapters 6, 7 & 8 in the manuscript list and discuss some prevalent errors in the interlanguage of Kuwaiti university students majoring in English.

Mubarak, Mohammad (2003). *Common Writing Errors: A Preliminary Investigation into the Types of Interference Errors in English Writing of Bahraini ESL Sophomore Students at the University of Bahrain*. MA dissertation, University of Bahrain, Bahrain.  


Obeidat, Hussein (1986). *An Investigation of Semantic and Syntactic Errors in the Written Compositions of Arab EFL Learners*. PhD dissertation, University of Illinois, USA.  


Qader, Aida A. Rahim (2000). *Error Analysis of Written English of Third Year Undergraduate Students in the Faculty of Education*. MA dissertation, University of Aden, Yemen.  


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23 This study deals with three types of errors in the pronunciation of voiced and voiceless English “th” made by NSs of Egyptian Arabic.  
24 Data consisted of different types of yes/no questions produced in writing by 600 first-year Jordanian university students.  
25 Ss were first-year Jordanian university students.  
26 Ss were Saudi Arabian students.  
27 Ss were five native Arabic-speaking adult women at an intermediate level of ESL study whose patterns of speech error for eight English morphemes were analyzed.  
28 Examples of errors in pronunciation and intonation by intermediate and advanced Arab EFL students are presented and discussed.
Thomas-Ruzic, Maria (1983). The least you should know about Arabic: Implications for the ESL writing instructor. *TESOL Quarterly*, 17.4: 609-623.  

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29 Ss were Jordanian university English majors  
30 Ss were two groups of Saudi Arabian EFL students at the intermediate and advanced levels of proficiency.  
31 Ss were NSs of Jordanian Arabic university students.  
32 “Features are identified that are potential contributors to observed error production & weaknesses in some reading & writing skills of Arab learners of English.” (from abstract)  
33 Ss were Arabic speaking students in the University of Kansas who were at the time enrolled in an intensive language course at an American university.

Zughoul, Muhammad Raji (1979). *An Error Analysis of the Spoken English of Arabic-Speaking EFL Learners: The Segmental Phonemes*. PhD dissertation, University of Texas at Austin, USA.

**GROUP (II): INTERLANGUAGE & PROFICIENCY STUDIES**


34 Ss were NSs of Jordanian Arabic.
35 Ss were Jordanian university students.
36 Ss were NSs of Jordanian Arabic.
37 Data consisted of interviews with 6 English teachers and 71 Arab [Saudi] students studying English at a Saudi college of education.


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38 The study examined the difficulties that male Arab students attending five universities in USA (N=400) experienced with *academic English* while seeking college degrees.

39 Ss were 52 students and 5 EFL teachers in 3 secondary schools in Saudi Arabia, and one of the writers of the teaching materials used in Saudi secondary schools.

40 Ss were Jordanian university students.

41 Ss were male Saudi Arabian EFL teachers.

42 Ss were beginning EFL Saudi students.

43 Ss were 3 adult speakers of Jordanian and Palestinian Arabic.

44 Ss were NSs of Egyptian Arabic enrolled in the Freshman Writing Program at the American University in Cairo (N=32), and 8 native-speaking controls.


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45 Data consisted of 30 letters of complaints and 30 letters of promising written by two groups of Arab students majoring in English at Bethlehem University (West Bank of Jordan) and American students in the graduate linguistics program at American University in Washington, D.C.

46 Ss were three groups of students (advanced-ESL Arab group, post-ESL Arab group, and advanced-ESL Asian group).

47 The paper highlights most typical errors made by Ss (who were Arab university translation trainees) in rendering English texts in Arabic and vice versa.

48 Ss were Lebanese university students.

49 Ss were Saudi male school students representing pre-intermediate and beginning levels of proficiency.


Darabie, Mohammed Youness. (2000). *The Relationship between College-Level Jordanian Students’ Metacognitive Awareness Strategies and their Reading Comprehension Achievement in English as a Foreign Language*. PhD dissertation, Ohio University, USA.


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50 Data consisted of the results of an oral elicitation task and a written grammaticality judgment task that were administered in the L1 and English to NSs of Hebrew (N=30), Arabic (N=28) English (N=30) speakers.

51 The paper deals with three types of production and perceptual error patterns found in the interlanguage of Arab EFL learners.

52 Ss were Arabic speakers (N = 12 females & 16 males, aged 18-30) enrolled in specialized ESL instruction.

53 Ss were ten foreign students (N= 5 Arabic NSs & 5 Spanish NSs) at the University of Pittsburgh.

54 Ss were NSs of Egyptian Arabic.

55 Ss were NSs of Arabic and French doctoral students of Electrical or Nuclear Engineering at an American university.
Cross-Sectional Study of Interlanguage. PhD dissertation, University of Essex, UK. 56


Farraj, Ahmad Mohammad al- (1996). *Acquisition of Tense and Aspect in the English-Based Interlanguage of Non-Native Speakers*. PhD dissertation, Michigan State University, USA. 58


Hammad, Hatem Mohammad. (2003). *A Contrastive Examination of the Rhetorical Patterns of Arab Speakers' Arabic and ESL Writing*. MA dissertation, University of Calgary, Canada. 60

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56 Ss were secondary school Algerian students.

57 Data consisted of six-month observations of the development of writing skills in ESL English in an adolescent NS of Arabic.

58 Ss were four adult Arabic NSs who had come to the United States to pursue their education. The study lasted over 18 months.

59 Ss were Palestinian EFL learners.

60 Data consisted of sample Arabic and English writings by Arab ESL learners.


Hindi, Yousif A. al- (1996). *Cohesion in the Spoken English Discourse of Arabs*. PhD dissertation, Oklahoma State University, Stillwater, USA. 64


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61 Data consisted of job application letters written in English by 86 students at the University of Kuwait.

62 Ss were NSs of Jordanian Arabic.

63 Ss were 184 Egyptian students at the third-year secondary stage.

64 Ss were 30 adult Arabs from three proficiency levels: superior, advanced, and intermediate.


Khanji, Rajai (1993). Interlanguage talk: The relation between task types and communication strategies among EFL Arab learners, *Georgetown University Round Table on Languages and Linguistics*, pp. 428-36. 69


Khered, Muhammad Omar (1983). *Measuring the Syntactic Maturity in the written English of Arab Students at Four Proficiency Levels and Establishing an EFL Index of Development*. PhD dissertation, University of Kansas, USA. 72

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65 Ss were EFL college Saudi students.
66 Ss were Sudanese EFL learners.
67 Ss were Arab university students studying in USA.
68 Ss: Arab students at an American university]
69 Ss were English majors at the University of Jordan.
70 Data consisted of several EFL expository compositions written by four Arab college freshmen [Egyptian] students majoring in English.
71 Data was composed of 120 personal letters which were written by Jordanian university students and addressed to British English NSs.
72 Ss were 56 college EFL Arab students, 14 at each of four language proficiency levels.


Komi, Mohamed Fouad al- (1986). *The Punctuation of English Sentence Boundaries by Arabic Speaking Student*. MA dissertation, University of South Carolina USA.


MacLean, John (1993). *Coordination and Subordination of Clauses in the English Writing of Native Arabic-Speaking EFL Students*. MA dissertation, American University of Cairo, Egypt. 75


Melouk, Mohammed (1989). *The Acquisition of Modal Auxiliaries in English as a Foreign Language: The Case of Moroccan Learners*. PhD dissertation, University of Lancaster, UK. 78

73 Data were collected from 150 Jordanian university students.
74 The article is based on a series of surveys of the linguistic behaviour of Arab students.
75 Ss were Egyptian university students.
76 Ss were Tunisian EFL university students.
77 Data consisted of 30 compositions of which 20 were by Egyptian college students of English and 10 by English NSs. The study focuses on how the two sets of composition differ with respect to cohesive devices and coherence strategies.
78 Elicitation instruments were developed and piloted with a sample of educated NSs of English. A revised format of these elicitation instruments were given to a group of Moroccan learners. The learners’ responses were analysed and contrasted with the NSs responses.]
Miller, Max Eugene (1981). *Interlanguage Simplification and Metropolitanization*. PhD dissertation, University of Texas at Austin, USA. 79


Mortaji, Latifa el- (2001). *Writing Ability and Strategies in two Discourse Types: A Cognitive Study of Multilingual Moroccan Students in Arabic (L1) and English (L2)*. PhD dissertation, University of Essex, UK. 80

The study explores the writing processes and composing strategies of multilingual university level Moroccan learners in both Arabic (L1) and English (FL).


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79 This dissertation examined some aspects of the English interlanguage of a native Arabic speaker who was enrolled in an intensive English program.

80 This dissertation examined some aspects of the English interlanguage of a native Arabic speaker who was enrolled in an intensive English program.

81 Ss were over 50 monolingual Egyptian Arabic speakers from Cairo.

82 Ss were Jordanian secondary school students, community college students, and university students.


Mushait, Saud Abdullah (2004). *The Relationship of L1 Reading and L2 Language Proficiency with the L2 Reading Comprehension and Strategies of Saudi EFL University Students*. PhD dissertation, University of Essex, UK. 84


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83 Data consisted of exam papers by 80 Jordanian university students majoring in English.
84 Ss (N=222) were English majors at King Khalid University in Saudi Arabia.
85 Ss were Palestinian university students.
86 Ss were 161 male and 42 female Saudi undergraduate ESL students attending American universities.
87 Data consisted of expository written English texts by eight Arab [Jordanian] EFL students.
88 Ss were 136 university students (61 Arabs and 75 Americans).


Seleim, Soheir Ibrahim (1987). *A Study of Some Points of Weakness in the Verbal Behavior of the Student-Teacher of English while Teaching in our Governmental Schools*. PhD dissertation, Ain-Shams University, Egypt. 91

89 Data were collected from 30 Arabic NSs and analyzed by calculating correlations between the Ss scores on the Michigan Proficiency Test and their scores on the dative tests used to elicit information on how Ss use English dative constructions.

90 Ss were 20 proficient male Arab EFL students in USA.

91 Ss: adult Egyptian learners training to become teachers of English.


Subaiai, Saud Humaid as- (1979). *Empirical bases for the interlanguage of Arab students learning English*. PhD dissertation, Georgetown University, USA.  


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92 Ss were six 12th grade Arab EFL students with intermediate language proficiency.
93 Data consisted of 25 texts written in English by first-year Jordanian university students.
94 Ss: Arabic [Jordanian] NSs.
95 The focus of this study was on the English tense, aspect, and the verb forms in the written performances of Saudi Arabian English majors in Saudi Arabia.


**GROUP (III): STUDIES ON LINGUISTIC PROBLEMS/DIFFICULTIES**


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90 Data comprised of 118 samples of audiotaped ESL direction giving, gathered from male NSs of Emirati Arabic.

91 Ss were 25 Arabic speaking English language learners from seven Arab countries attending an intensive English program at the University of Texas Austin.

92 Ss were five groups of undergraduate and graduate Arab students at Indian universities.

93 Ss were Saudi students at the Dept of English & Translation of Imam Muhammad Ibn Saud Islamic University.


Barros, ANA Marina do Val (2003). Pronunciation Difficulties in the Consonant System Experienced by Arabic Speakers when Learning English after the Age of Puberty. MA dissertation, West Virginia University, USA. 103


100 Ss were Omani university students.
101 Ss were Lebanese university students.
102 The paper deals with difficulties which Yemeni secondary school students face in dealing with English idioms.
103 Ss were adult NSs of Arabic who had been in contact with the American culture for at least four years.


Ghazo, Khitam Mohammad al- (2001). *Linguistic, Educational, and Cultural Difficulties that may Affect Arab Students' English Language Proficiency*. PhD dissertation, University of Illinois, Urbana-Champaign, USA.


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104 This is an instrumental study of the phonetic contrast between English /ptk/ & /bdg/ as produced by Saudi EFL speakers.
105 Ss: NSs of Egyptian Arabic
106 Ss were Arab male and female students attending the University of Illinois at Urbana-Champaign and three other institutions in the Midwest.
107 Ss were Palestinian students.
108 Ss were Jordanian university students.
109 Ss were Jordanian 3rd and 4th year English majors at Yarmouk University.
110 The article describes areas of difficulty for Iraqi [Baghdadi] EFL learners.

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Maged, Magda Mohammad (1982). *Some Stylistic Problems in the Writing of First Year Students in the Department of English at the Alexandria University Faculty of Arts*. MA dissertation, Alexandria University, Egypt.


111 Actual types of errors collected from hundreds of Arab university students’ compositions and essays are examined by the author.

112 The paper deals with the causes of difficulties encountered by EFL Arab learners at the intersentential level.

113 Data comprised of writing samples of four Arab [Egyptian] college freshmen students

114 This research examines [Tunisian] university students' writing problems and strategies in learning EFL.

115 Chapter six in the dissertation is a conclusion presented in the form of a “hierarchy of difficulty” that Arabic NSs may encounter in learning the English tense-aspect system.
Moharram, Nagia Eltorai (1992). *An Understanding of the Linguistic and Cultural Aspects of the Native Arabic Speaker Learning English*. MA dissertation, Texas Woman's University, USA. \(^{116}\)


Qaddumi, Muhammad K (1995). *Textual Deviation and Coherence Problems in the Writings of Arab Students at the University of Bahrain: Sources and Solutions*. PhD dissertation, University of Nottingham, UK.

Qadi, Nassir Saleh al- (1991). *Acquisition of English Derivational Morphology by Arab Speakers*. PhD dissertation, University of Georgia, USA. \(^{118}\)


\(^{116}\) The dissertation reviews relevant studies highlighting the differences between Arabic and English that are likely to cause difficulty to EFL Arab learners.

\(^{117}\) Ss were Jordanian university students.

\(^{118}\) The study identifies major similarities and differences between Arabic and English through CA, in view of which a hierarchy of difficulty for Arab EFL learners is suggested, which was tested through an EA experiment administered to adult male Saudi EFL learners.

\(^{119}\) Ss were male and female Saudi university students.


Sayed, Salwa Mohammed el- (1986). *Some Syntactic Problems Encountered by Egyptian EFL Students at University Level, with Reference to their Effect on Silent Reading Comprehension, and Proposals for Remedial Work*. PhD dissertation, University of Wales, Cardiff, UK.


**GROUP (IV): TRANSFER/INTERFERENCE STUDIES**

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120 The article highlights some pronunciation difficulties which Arab EFL learners encounter and their causes.

121 “The importance of identifying & analyzing types & major causes of errors in second-language learners is discussed in the context of errors produced by Arab learners of English.” (from abstract)

122 The paper discusses nonverbal communication, communication style, and difficulties in learning English phonology and grammar which Arab EFL learners encounter.

123 Ss were Libyan students in intermediate-level classes in special Teacher-Training Institutes and their teachers of English.
Abdel-Hamid, Ahmad Kamal El-Din (1972). *A Transfer Grammar of English and Arabic*. PhD dissertation, University of Texas at Austin, USA.


Alam, Md Monirul (1993). *The Use of Arabic in the Composing Processes of Kuwait University Students Writing in English*. Indiana University, PA, USA.


Aswad, Aboubaker Ali el- (2002). *A Study of the L1 and L2 Writing Processes and Strategies of Arab Learners with Special Reference to Third Year Libyan University Students*. PhD dissertation, University of Newcastle upon Tyne, UK.


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124 Ss were Arabic-speaking first-year university EFL students in the West Bank [Palestine].

125 It was found that “syntactically complex structures that contrast strongly with NL forms will be very difficult to acquire and errors will persist even in advanced stages.” (from abstract)

126 Ss were NSs of Algerian Arabic.
Learning, Amsterdam, Netherlands: John Benjamins Publishing Company, 1992, pp 71-86.\textsuperscript{127}

Daly, Hosney Mostafa al- (2000a). Investigating the relationship between L1 (Arabic) and L2 (English): Focus on language transfer: Where are we?* Cairo Studies in English, Cairo University, 35-88.

Dawood, Janan Jamil (1990). Interference Patterns in the Spoken English of Iraqis with Particular Reference to Students Specialising in English. PhD dissertation, University of London, UK.\textsuperscript{128}


Hamad, Abdullah Hamed (1987). Diglossia in the Phonology of Second Language. PhD dissertation, University of Nebraska, Lincoln, USA.\textsuperscript{131}

Hamdan, Jihad (1994). Language Transfer and the Acquisition of the English Dative Alternation by Native Speakers of Arabic. PhD dissertation, University of Reading, UK.\textsuperscript{132}


Hassan, El Tayeb El Mansour el- (1988). Right-to-left/left-to-right thinking revisited. ESPMENA Bulletin, University of Khartoum, 25: 17-33.\textsuperscript{133}

\textsuperscript{127} Ss were NSs of Egyptian Arabic and Iraqi Arabic in English TL.

\textsuperscript{128} Ss were Iraqi university students.

\textsuperscript{129} Data consisted of essays written by 30 Arab ESL students and 30 non-Arab ESL students. The results indicated little evidence of transfer in either group.

\textsuperscript{130} L2 data consisted of English stops produced by NSs of Saudi Arabic.

\textsuperscript{131} Ss were Palestinian EFL learners.]

\textsuperscript{132} Ss were Arab [Jordanian] EFL learners belonging to two different proficiency levels: intermediate and advanced.


Issa, Ahmad Shihan al- (2003). Sociocultural transfer in L2 speech behaviors: Evidence and motivating factors. *International Journal of Intercultural Relations*, 27.5:581-601. [Ss were Jordanian EFL learners.]


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133 Ss were English-Arabic bilingual university students who underwent an experiment to identify, classify, & quantify graphological interference of L1 writing system on L2 written production.

134 Data consisted of (i) columns from the *Kuwait Times*, and (ii) two sermons delivered in a mosque in Central Missouri.


Ouaouicha, Driss (1986). *Contrastive Rhetoric and the Structure of Learner-Produced Argumentative Texts in Arabic and English*. PhD dissertation, University of Texas at Austin, USA.


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135 Ss: NSs of Bahraini Arabic
136 Ss were Bahraini university students majoring in English.
137 Ss were Bahraini university students majoring in English.
138 Ss were Arab students enrolled in the Intensive English Program at The University of Texas at Austin.
139 The study highlights the **transfer of argument structure** from the NL to the TL.
140 Ss were adult Egyptian NSs of Arabic.


Tushyeh, Hanna (1983). *Transfer and Related Strategies in the Acquisition of English Relative Clauses by Adult Arab Learners*, PhD dissertation, University of Texas at Austin, USA.


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141 Ss were NSs of Moroccan Arabic.

142 Data consisted of tape-recorded interviews with members of the Arab community (N=36) in Buffalo, New York.

143 Ss were Saudi university students…. Stress errors generally were found to be due to L1 interference.

**GROUP (V): GENERAL AND THEORETICAL STUDIES**


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144 Ss were Libyan students in intermediate-level classes in special Teacher-Training Institutes and their teachers of English
145 Ss: NSs of Iraqi Arabic
146 Ss were 180 adult residents of Ann Arbor, Michigan selected randomly from telephone directory. Ss were contacted by telephone by callers (N=18): 6 English NSs; 6 Arabic NSs; 6 Spanish NSs
147 Ss were trilingual university students (N=40), for whom Arabic was their L1 and Hebrew & English were L2 and L3 respectively. Results indicate “a coordinate relationship between Hebrew & English and a compound relationship between each of these two languages and Arabic.” (from abstract).
148 Ss were Saudi students.
149 Data consisted of compositions and translations produced by first-year college students learning EFL in Qatar.


Bolotin, Naomi Abigail (1996). *The Effect of Age on Parameter Resetting: Arabic Speaking Children and Adults' Acquisition of English Relative Clause Structure as Assessed through Interlanguage Data and a Universal Constraint*. Harvard University, Cambridge MA, USA.

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150 Ss were three speakers Japanese NSs; 2 Arabic speakers, a Chinese speaker, and a Spanish speaker.

151 Ss & data: Four Arab EFL teachers collected written texts (first drafts and revised ones) from their students. Data consisted of these texts as well as questionnaires and interviews of teachers and students.

152 The paper examines syllabification errors in the spontaneous speech of NSs of Arabic & Chinese (N = 20 each) who were acquiring English as an L2.

153 Ss were NSs of Arabic (N = 100) and Spanish (N = 194). The study analyzed and compared the performance of a group of Arabic NSs with the performance of a group of Spanish NSs.

154 Ss were NSs of Japanese, Arabic, Spanish and Korean enrolled in an American university intensive English program.

155 Ss were NSs of Hebrew, Arabic, and English speakers.


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157 Ss were NSs of Arabic, Spanish, Malaysian/Indonesian, Japanese, & others.

158 Ss were from three designated language groups: Arabic, Japanese, and Spanish.

159 Ss: NSs of Egyptian Arabic

160 Ss were 99 EFL learners belonging to three different NL backgrounds: Japanese, Arabic, and Spanish.

161 Ss were NSs of: Chinese, Japanese, Korean, Arabic, Farsi, & Spanish.

162 Data consisted of 171 monolingual cover letters written by university-educated native- & nonnative-English- or Arabic-speakers.

163 Data consisted of job application letters written in English by 86 students at the University of Kuwait.

164 Ss were 36 adult ESL learners (N=12 Arabic NSs; 12 Japanese NSs, and 12b Spanish NSs. For each language group, 4 were beginners, 4 intermediates, and 4 advanced learners of English.


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165 Case studies of adult NSs of Arabic, Chinese, and Spanish preparing to enter USA universities.

166 English NSs evaluated compositions by native Spanish & Hebrew speakers and taped speech by native Arabic and Korean speakers.

167 This study introduces a set of constraints that are claimed to be capable of predicting the place of stress, “not just in English and Arabic, but in all languages” as well predicting “stress errors in the interlanguage of native speakers of Arabic when learning English.” (from abstract)

168 Two speech samples were collected from 3 NNSs (German, Spanish, and Arabic), one containing a grammatical error only and one containing a phonetic error only. A group of 124 college freshmen then heard the speech samples and completed a semantic differential scale questionnaire for each.

169 Data consisted of samples of grammatical and semantic errors in written English by Arabic EFL learners. Judges were American university students.

170 Ss were NSs of Arabic, Spanish, and Portuguese.

171 Ss were intermediate ESL learners who came from a variety of language backgrounds with Spanish, Farsi and Arabic speakers predominating


Maghrabi, Aimen Abdulrahman (1997). *The Roles of Psycholinguistic Constraints and Typological Influence in the Acquisition of Pronominal Copies in Relativization by Arabic and English Learners*. PhD dissertation, Georgetown University, USA.


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172 Ss were NSs of four languages: Arabic, English, Japanese, and Spanish.
173 Ss were 81 adults with four different languages: Arabic, Spanish, Japanese, and English.
174 Ss were five advance ESL learners preparing for study in American universities. They were NSs of Arabic, Chinese, or Spanish.
175 Ss were adults learning English, whose native languages were: Spanish, Arabic, & Japanese. A group of French speakers served as controls.
176 Ss were 33 Spanish-speaking learners of English and 16 Arabic speakers.
177 Ss were five adult ESL learners (Spanish and Arabic NSs) who were enrolled in an advanced-level conversation class taught by the researcher.

Muhammad, Magda Hassan (1981). Difficulties Involved in Teaching English Consonant Clusters to Egyptian Students and a Program for Error Remediation. MA dissertation, Ain-Shams University, Egypt.


Salebi, Mohammed Yusuf (1986). The Effects of a Teaching Method Based on Contrastive Analysis to Reduce Written Errors in English Made by Arab Students. PhD dissertation, Mississippi State University, USA.


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179 Ss were over 50 monolingual Egyptian Arabic speakers.

179 Ss who were NN writers from four cultural backgrounds (Arab, Japanese, Korean, and Spanish) and NS high school students wrote a timed assessment essay on either a descriptive or a persuasive topic.

180 The paper cites and discusses examples of the application of EA to Arabic-speaking learners of English.

181 Ss were 136 young adult Egyptian learners of EFL, drawn from four third year classes of a secondary school in Alexandria.

182 Ss were Jordanian undergraduate university students majoring in English.
Shakir, Abdullah & Mohammed Farghal (1997). When the focus of the text is blurred: A textlinguistic approach for analyzing student interpreters’ errors. *Meta*, 42.4: 629-640.\(^{183}\)


Shannon, John Francis (1996). *Variability and the Interlanguage Production of the English Definite Article*. PhD dissertation, Ohio State University, Columbus, USA.\(^{185}\)


Zhou, Huimin (1994). *The Composing Processes of Unskilled ESL Student Writers: Six Case Studies*. West Virginia University, USA.\(^{189}\)

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\(^{183}\) Ss were Jordanian university students.

\(^{184}\) Ss who were Jordanian EFL secondary school teachers and linguistics researchers evaluated two expository texts (produced by Jordanian students) for coherence. Evaluations from both groups were analyzed and contrasted.

\(^{185}\) Ss were ten NSs of Arabic and ten NSs of Japanese.

\(^{186}\) Ss were NSs of Arabic and Japanese.

\(^{187}\) The study investigates the role of embeddedness level of wh-extraction site and the use of resumptive pronouns in the acquisition of restrictive relative clauses by Arabic, Chinese and Turkish EFL learners.

\(^{188}\) Ss were two groups of university students (N= 40 Arabic NSs & 39 Spanish NSs).

\(^{189}\) Ss were two Arabic speakers, two Japanese speakers and two Spanish speakers.