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Belhadj Bouchaib University – Ain Temouchent

Institute of Letters and Languages

Department of English



**Linguistic Interference of Modern Standard Arabic on Learning
English Grammar (Conditionals as an example)**

**Case of Second Year EFL Students at Belhadj Bouchaib University
Ain Temouchent**

*An Extended Essay Submitted in Partial fulfillment of the Requirement for Master's
Degree in Linguistics.*

Submitted by:

Ms. Nada Rayhane GHAZI

Ms. Mama Raouda RIACHE

Supervised by:

Dr. Kheira HADI

Board of Examiners

-President: Dr. Amaria FEHAIMA (MCB) University of Belhadj Bouchaib

-Supervisor: Dr. Kheira HADI (MCB) University of Belhadj Bouchaib

**-Examiner: Dr. Hynd KAID SLIMANE MAHDAD (MCA) University of
Belhadj Bouchaib**

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Dedication

***T**his work is dedicated to ourselves,
To our beloved parents and families,
To our friends...*

RAOUDA & NADA

Acknowledgment

Our greatest gratitude goes to Allah for giving us the good health, strength, and hope to finish this humble work.

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Abstract

Learning English as a foreign language has become of great importance. The mastery of a language requires the mastery of its grammar. EFL learners face many difficulties in the learning process of English grammar, and conditionals are one of their biggest issues. The objective of this research is to investigate the linguistic interference of learners' MSA in the learning of a foreign one that leads them to commit errors. This study uses three research instruments; a questionnaire, an interview and an assignment in order to collect data from L2 EFL students and teachers at BELHADJ BOUCHAIB University. The qualitative and quantitative analysis of the data collected indicates that students do apply Arabic rules in English conditionals and commit errors at the semantic and syntactic levels due to the similarities and the differences between the two languages. This research provides some suggestions and solutions to reduce the negative effect of this phenomenon, in addition to a set of techniques to enhance the teaching-learning process of English conditionals.

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List of Abbreviations and Acronyms

AA: Algerian Arabic

AL: Applied Linguistics

BA: Bacheclor of Arts

BBU: Belhadj Bouchaib University

CA: Classical Arabic

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Errors Analysis

EFL: English as Foreign Language

FL: Foreign Languages

FLA: First Language Acquisition

L1: First Language

L2: Second Language

LI: Linguistic Interference

MCB: Maitre de Conference C

MSA: Modern Standard Arabic

SLA: Second Language Acquisition

TL: Target Language

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General Introduction

General Introduction

Algeria is a bilingual country that has two official languages; Modern Standard Arabic and Tamazight. The educational system imposes two foreign languages, French and English. The former was included due to the great impact of the French colonialism. The latter was adopted because it is the world's lingua franca and to keep pace with the scientific and technological development of the globe. The diversity of languages which exist in Algeria has created many linguistic issues including linguistic interference, which is the effect of learners L1 on the learning of L2.

The present research investigates the linguistic interference of Modern Standard Arabic in learning English conditionals, as well as the errors committed by learners related to negative transfer. The objective of this study is to highlight the difficulties that EFL learners are facing when dealing with English conditionals. Its main concern is to set out some strategies and techniques for both EFL teachers and learners in order to improve the teaching learning process of grammar especially conditionals.

EFL learners tend to apply Arabic conditional rules in English conditionals, which lead them to commit errors at the semantic and syntactic levels. Accordingly, this research asks the following questions:

- 1- What is the impact of MSA on EFL learners' understanding of English conditionals?
- 2- What is EFL learners' source of errors in English conditionals?

In order to answer the previous mentioned questions, two hypotheses are proposed:

1. MSA interference in EFL learning may cause errors and mistakes in English conditionals.

General Introduction

2. The differences and the similarities between MSA and English conditionals are considered the source of errors for EFL learners.

This research work comprises three chapters: the first chapter considers the literature review. It includes the linguistic situation of Algeria. In addition to several methods of teaching grammar. Along with the concepts of linguistic interference and contrastive analysis. It provides also a historical overview of both Arabic and English and their grammar. It focuses on contrastive study between Arabic and English conditionals. The second chapter is devoted to the practical framework. It consists the research methodology and data analysis, it deals with the choice of sample, the research site, design, methods, instruments and the process of data collection. It provides the analysis of the questionnaire, the interview and the assignment collected from the teachers and students. These research tools were conducted at Belhadj Bouchaib University with second year EFL students and grammar teachers. The third chapter represents the results obtained from the research instruments, the discussion of the main findings, which will either confirm or reject the formulated hypotheses. It provides some solutions to reduce the effect of linguistic interference. It comes with pedagogical techniques and strategies for EFL teachers and learners, as well as some suggestions for the educational authorities to facilitate the teaching learning process. It ends up with the recommendations for further studies and the limitations.

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1.1 Introduction

Algeria is a multilingual country that imposes different languages in the educational system including Modern Standard Arabic and English. In an attempt to learn languages, students encounter what is called linguistic interference, which has been a main issue in the field of applied linguistics and second language acquisition. This chapter will be devoted to the theoretical part of this study, it tends to describe the linguistic situation in Algeria and to present methods of teaching grammar more specifically on conditionals in both Arabic and English languages.

1.1. The Linguistic Situation in Algeria

Through decades, Algeria had known different languages and varieties due to historical, cultural, and political factors. Nowadays, the Algerian linguistic situation is heterogeneous and complex. This complexity relies on the existence of four main languages next to dialects. We will shed light on each one alone:

1.2.1 Modern Standard Arabic

The Arabic language was brought to Algeria with the Islamic conquests during the golden era. It is the language in which the holy Quran was revealed, it has a special and sacred position among all Muslims over the world. Due to various contacts with different cultures, civilizations and languages (Latin, Greek... etc), classical Arabic had been modified and new terms were added, which led to the emergence of another version namely modern standard Arabic, which has a great number of borrowings and arabized forms of foreign words. After the independence of Algeria, the Algerian decision makers replaced the French language by MSA, and it became the official language of the nation as a part of Arabization

policy¹. It became a symbolic marker of the Algerian identity after France tried to erase it during 130 years of colonialism. MSA is used in formal settings; schools, law courts, official speeches, mass media and television... etc.

1.2.2 Algerian Arabic

Algerian Arabic (known as Darija) is a variety inspired from MSA, and influenced by different languages used to exist in Algeria through different periods of its history (Turkish, Spanish and French). It is the mother tongue of the majority of Algerian inhabitants but it is considered as a vernacular without a standardized writing system or status, because the Algerian authorities did not recognize it. The AA differs according to many factors; geographical area, ethnicity... etc, for example the way that someone from the east (Annaba) speaks differs from the way someone from the south (Bechar) does. Speakers tend to use AA in informal situations; ordinary talks, songs and movies.

1.2.3 Tamazight

Before the seventh century, Berbers were the original inhabitants of North Africa (Algeria, Morocco, Tunisia...etc). Their native language is Tamazight; it is one of the Afro-Asiatic language families. In 2002 The Algerian government recognized Tamazight and its varieties (Chaoui, Tergui, Mzabi...) as a national language. They allowed Tamazight to be taught in schools but only in Berber speaking areas i.e. Tizi-Ouzou, Bejaya, Batna... etc. However, Berbers manifested in order to promote their language to an official language in the constitution next to Arabic. In 2016, the government fulfilled the Berber demands through standardizing Tamazight and it became the second language of the nation, it was accepted in administrations, schools, media...etc. What is worth mentioning is that until the present day a minority of the Algerian population speaks Tamazight.

¹Arabization policy is the process of replacement of the French language by Arabic language in Algeria after the independence.

1.2.4 French

France colonized Algeria for more than a century, not only geographical occupation nor economic control, but a cultural suppression. The French colonists claimed that the reason they took over Algeria was to help modernize and develop it. But in fact, it had several hidden reasons, the most important one is the elimination of the Arab-Algerian identity through the francization policy². It imposed the French language in schools and all institutions; it closed mosques and Qur'anic schools. Despite the attempts of the Algerian people to cling to their Arabness, religion and language, France's policy at the time was strong enough to influence them.

A 2013 survey shows that Algeria is the second largest Francophone country in the world regarding speakers. (La Francophonie en chiffres, 2013). The French language had never lost its lingua franca in Algeria. Algerian speakers still use it as a prestigious language next to the dialect (a mixture of AA and some French words) in daily life conversations. Aboudjerra Soltani once said about the participation of Algeria in the Conference of the Francophonie in 2002: "...we are a francophone country; even if the constitution says that Arabic is the official language, that doesn't prevent 70% of Algerians from knowing French... Algeria is the second Francophone country after France itself!" (cited in Mihoubi, 2017). The French language is also used in Algerian administrations, some political discourses, media, newspapers and some specialties in universities like medicine, pharmacy, engineering...etc. The Algerian educational system imposes the French to be taught as a first foreign language from third year in primary school. Moreover, French gained its status again when the Algerian government reintroduced it in many fields such as economics, tourism...etc.

Francization policy²: The process of making something culturally or linguistically French.

1.2.5 English

The presence of the English language in Algeria is due to its great status as a global lingua franca, it represents the technological and scientific development around the world. Many years ago, the Algerian authorities imposed a new educational system by introducing the English language from first year in middle school, in an attempt to get rid of the French colonialism' effects and keep pace of the global community that the world has become in all fields, so that Algeria can impose its position among Western countries. However, only a small number of Algerians speak English, especially the younger generations. Bouamrane (1986).

1.3 Methods of Teaching Grammar

One of the characteristics of language is creativity; human beings have the ability to create an unlimited number of words to express meanings. For that, mastering grammar is considered as an important base in the proficiency of a language. K. Pullum & Huddleston (2002, p. 3) state that:

A grammar of a language describes the principles or rules governing the form and meaning of words, phrases, clauses, and sentences. As such, it interacts with other components of a complete description: the phonology (covering the sound system), the graphology (the writing system: spelling and punctuation), the dictionary or lexicon, and the semantics.

Teaching grammar is one of the hardest tasks of the teacher because it is the base of every language learning. In the past, grammatical structures were presented directly in

textbooks so the deductive approach was preferable as the major method of teaching, nowadays several teaching approaches exist. The teacher switches between them according to the nature of lessons and the understanding of learners. In the next paragraphs, we will explain each method alone.

- **Deductive Approach**

The deductive approach in teaching grammar is to move from the general to the specific, and from the given rules to the application in language use. Decoo (1996). Deductive approach (rule driven) is a method in teaching grammar structure where information and rules are given at the beginning of the class followed by examples. Nunan (1991). The deductive method is related to conscious learning and often used with adult learners; it focuses on providing explicit rules and correcting errors. Thornbury (1999) notes: “A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied” (p. 29). This table summarizes the advantages and the disadvantages of the deductive approach:

Table 1.1: The Advantages and Disadvantages of Deductive Approach. Thornbury (1999)

Advantages	Examples and practice are given immediately.
	Acknowledges the role of cognitive processes in language acquisition.
	Time saving.
	Grammar explanation encourages a teacher-fronted transmission style so it will hinder learner involvement and interaction immediately.

Disadvantages	Encourages the belief that learning a language is simply a case of knowing the rule.
	Younger learners may not be able to understand the concepts or encounter the given grammar terminology.

- **Inductive Approach**

The inductive approach is a method used in teaching grammar. According to Felder and Henriques (1995) it is inspired from an inductive reasoning that starts from particulars (observations, experiments...etc) to generalities (rules, theories... etc). Learners are not taught the grammatical rules directly but they are left to discover the rules themselves from their experience of using the language. Longman (1993). Thornbury (1999) deduces the advantages and disadvantages for this approach, and they are classified in the table below:

**Table 1.2: The Advantages and Disadvantages of Inductive Approach.
Thornbury (1999)**

Advantages	Makes the rule more meaningful and memorable.
	Learners are more active in the learning process rather than being simply passive recipients.
	Learners are trained to be familiar with the rule discovery, which enhances learning autonomy and self- reliance.
Disadvantages	Learners may conclude the wrong rules.
	The approach may frustrate the learners with their personal learning style, they prefer simply to be told the rule.
	Time and energy consuming.

- **Teaching Grammar through Texts**

Teaching grammar through texts emerged from the communicative language teaching approach. As put by Kramsch (1985) texts are one of the effective tools used to improve learners' communication skills through interaction. In the process of learning a language, learners are expected to learn the grammar structure of the target language unconsciously when dealing with texts. Karsen (1982). However, the context is a very important factor in the method of teaching through texts, Thornbury (1999, p. 69) explains: "Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase. This is true of words taken out of the context of sentences. It is also true of sentences taken out of the context of texts". Teaching grammar through texts is a method that focuses on producing a whole text not only separated sentences in the TL because the utterance is intelligible only when it is placed in its context. This table includes the advantages and disadvantages of the method of teaching grammar through texts:

Table 1.3: The Advantages and Disadvantages of Teaching Grammar through Texts. Thornbury (1999)

Advantages	If texts are authentic, they can show how the item is used in real communication.
	If the text comes from learners themselves, they are more engaging and their language features are more memorable.
	The use of text in the classroom is a good preparation for independent study.
Disadvantages	the difficulty of some authentic texts may lead to misunderstanding items.
	Some learners would prefer a quicker and more direct answer instead of texts.
	Not all texts will be of equal interest to students.

The major aim of teaching grammar is to make learners aware of how languages are constructed and how to produce correct sentences in both verbal and written forms. The common goal of the previous methods is to teach grammar but in different ways. However, no single method is appropriate for all grammar teachers and learners. The successful method of teaching grammar is the combination of various instructional techniques.

1.4 Linguistic Interference

Language acquisition is the process of understanding and producing a given language in order to communicate, convey thoughts and feelings. It usually refers to first language acquisition (mother tongue) for children at an early age, though it can also refer to second language acquisition for both children and adults of an additional language (foreign language). This leads to a linguistic phenomenon known as linguistic interference. Ellis (1997, p. 51) defines it as: “the influence that the learner’s L1 exerts over the acquisition of an L2” that is to say, LI is the impact of learners’ first language on the learning of the second language. Learners depend on the knowledge of their native language in the learning of a foreign language this can occur at different levels i.e. grammar, pronunciation, vocabulary... etc. Oldine (1989) defines: “Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that has been previously (and perhaps imperfectly) acquired”. (p. 27) i.e. the major cause of LI is the differences and similarities between languages.

1.4.1 Positive Transfer

The resemblance between L1 and L2 in different aspects of grammar as plural form (s) and word order (SVO) makes the learning process faster and easier. Tavakoli says in this

context: “Positive transfer is transfer which makes learning easier, and many occur when both the native language and the target language have the same form” (2012, p.348). For example, the similarity between English and French word order (SVO) helps learners to memorize the rules.

1.4.2 Negative Transfer

In contrast to positive transfer, the negative transfer is the learners’ source of errors due to the differences between L1 and L2 in grammar (tenses, vocabulary, rules...etc). It makes the learning process more complicated. It is referred to as LI. Grucza (1978). Negative transfer occurs when learners use the rules or patterns of their native language in the TL, which leads to errors and inappropriate forms. Learners depend on their native language in two ways; consciously when they do not know or forget the correct usage of the rule in L2, and unconsciously when they consider that the rules in both languages are the same so they apply it on both of the languages.

1.5 Contrastive Analysis

Contrastive analysis is extensively used in the field of applied linguistics and SLA, it is the systematic study that aims to compare the structural similarities and differences between a pair of languages in order to identify the errors committed by learners. Ellis (1984). Charles C. Fries first proposed CA as a methodology of teaching FL, he claims: “The most effective materials are those that are based upon a scientific description of the language to learn, carefully compared with a parallel description of the native language of the learner”. Fries (1945, p. 9)

1.5.1 Contrastive Analysis Hypothesis

Contrastive Analysis Hypothesis first formulated in Robert Lado's book "Linguistics Across Cultures" (1957) in which he claimed that as much as L2 is similar to the native language, the learning process will be simple for the learner, and as much as languages are different it will be difficult for him. In this vein, Lado (1957, p. 1/2) explains:

In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning....We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be easy for him and those elements that are different will be difficult.

As this theory confirmed that, the major barrier of SLA is the interference of L1 (negative transfer from L1 to L2). CAH had both psychological and linguistic aspects. Tavakoli (2012). The scholars of CAH assumed that learners' difficulties could be predicted. However, it has been proven another time that not all the difficulties can be predicted and this led to the emergence of a new theory named Errors Analysis.

1.5.2 Errors Analysis Theory

Errors analysis came as a reaction to CAH (1960s-1970s). Stephen Pit Corder is considered the father of this theory where he first identified it in his famous article "The article significance of learner errors" in 1967. Richards and Schmidt (2002, p.184) defines EA as: "the study of errors made by L2 learners, with the purpose of identifying the causes of

these errors”. EA scholars claim that the errors made by learners are due to the similarities between L1 and L2 and not the differences because the more languages are similar the more learners are confused.

1.6 Overview of MSA

The Arabic language has gone through several stages to get to its present form, from pre-Islamic Arabic to CA and then MSA. During the seventh to the twelfth centuries, the Arabic speaking world and the Islamic empire had spread and developed all over the world and the Arabic language became an international language, a language of scientific writings and research, civilizations, cultures, administration and diplomacy. Ryding (2005). Due to the spread of the Arabic language, non-native Arabs started committing errors in speech this could damage the origin of language. Abu al-Aswad ad-Du'ali tried to systemize and codify the Arabic grammar. The emergence of MSA was a result of social changes when the intensity of contacts between the Arab world and the West increased. The language was simplified, new foreign words were added to it in order to standardize it and now it is the official language of almost all Arab countries.

The Arabic language is the largest member of the Semitic branch of Afro-Asiatic language. The Arabic script is the writing system of the Arabic language and several other languages of Asia and Africa such as Kurdish and Uyghur ... etc. It is written from right to left in the cursive style and it has no capitalization, it consists of 28 letters that differs in shape according to their position within a word (in the beginning, in the middle, at the end) “The 28 letters are written from right to left. When writing words, the letters are connected (joined) together from both sides, except in the case of six letters, which can only be joined from the right side” Faruk Abu Chacra (2007, p. 1). The Arabic language has three short and long vowels known as diacritic marks. The following table shows the different Arabic vowels:

Table 1.4: Arabic Short and Long Vowels. Ibnulyemen (2018)

Short vowels		
Kasrah الكسرة	Dummaḥ الضمة	Fathah الفتحة
ـِ	ـُ	ـَ
Long vowels		
ي	و	ا

1.6.1 MSA Grammar

The Arabic grammar is called “Nahw”, it is a set of rules made by Arab grammarians and linguists. People study Nahw in order to understand and convey meaning, form correct sentences and utterances, avoid errors and mistakes, and read texts without referring to diacritic marks

1.6.1.1 Arabic Sentences

There are two types of simple active sentences in MSA: *جملة اسمية* (nominal sentence): *الرياضة مفيدة* (Sport is useful), and *جملة فعلية* (verbal sentence) *يقودُ المتسابقُ الدراجةَ* (the rider is driving the bike). Ryding (2005, p. 58) says in this context: “Traditional Arabic grammatical theory divides sentences into two categories depending on the nature of the first word in the sentence. Sentences whose first word is a noun or noun phrase are termed *jumal ismiyya* *جملة اسمية*, or ‘nominal sentences, and sentences whose initial word is a verb are termed *jumal fiiliyya* *جملة فعلية* or ‘verbal sentences’”

1.6.1.2 Arabic Word Order

The term word order refers to the way words are arranged and structured together in order to form a syntactic correct sentence. The word order differs in Arabic since each sentence can be expressed in various structures conserving the same meaning. In the examples provided within the table below, different structures are used in the four sentences, the location of patterns changes each time but the meaning is the same.

Table 1.5: Word Order in Arabic Language.

Structure			
VSO	شجرةٌ	الولدُ	رَسَمَ
SVO	شجرةٌ	رَسَمَ	الولدُ
VOS	الولدُ	شجرةٌ	رَسَمَ
OVS	الولدُ	رَسَمَ	شجرةٌ
	The boy	Drew	a tree

1.6.1.3 Arabic Tenses

There are three tenses used in the Arabic language in order to express actions in different instances of time; the past tense (الماضي) to express an action that has already happened and finished as illustrated in the first example, the present tense (المضارع) to indicate actions and activities that happens in the current moment (example 2). However, there are some prefixes added to the verb to express the future such as سوف (example 3). The imperative mode (الأمر) is used to express a command and give orders (example 4)

Examples:

1. شرح المعلمُ الدرسَ The teacher explained the lesson.
2. الطبيبُ يفحصُ المريضَ The doctor examines the patient.
3. سوف تهبطُ الطائرةُ بعدَ لحظات The plane will land in few moments.

4. راجع دروسك Revise your lessons.

1.7 Overview of English

English is a West Germanic language of the Indo-European language family. It has come a long way over the ages from old English to the modern version we use today. During the renaissance era, many changes occurred to the country including language. The first English dictionary was published in 1604. At this time only the wealthy and prestigious class was able to read. From 1800, English vocabulary quickly developed while spelling and grammar remained unchanged. Due to industrial revolution, the advances of technology, the creation of new means of transportation, and the increase of global trade led to the expose of English to different parts of the world, which means new words were created and more people wanted to learn, read and write English. English language is changing and growing all the times, new words are added to the dictionary every year. Zamora (2020)

1.7.1 English Grammar

The modern English alphabet is originated from Latin script, it is written from left to right and there are capital and small letters. It consists of 26 letters divided to 21 consonants and 5 vowels. Different words can use the same letters for different sounds and meanings. There is a difference between typing where letters are written separately and writing where letters are stick to each other.

1.7.1.1 English Sentences

The English sentence is defined as a group of words that starts with capital letter and finishes with a full stop. There are various types of sentences: simple sentence, compound sentence, complex sentence and compound complex sentence, each one has its own pattern and function.

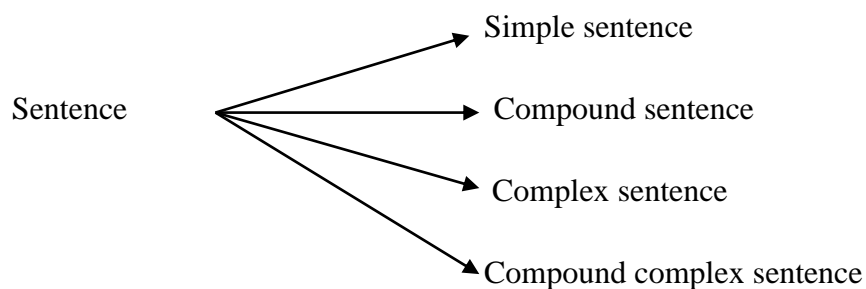


Figure 1.1: Types of Sentences.

Our focus will be on the simple sentence only, which is a sentence that expresses a thought and must contain a subject and a verb. Other elements; phrase and clause are making a debate between grammarians. A phrase is a group of words that act as part of speech but cannot stand alone. A clause is a group of words that have subject and predicate; it is divided into two types, independent clause that expresses a complete idea and can stand alone as a sentence. Subordinate clause; it depends on the rest of the sentence to express a meaning.

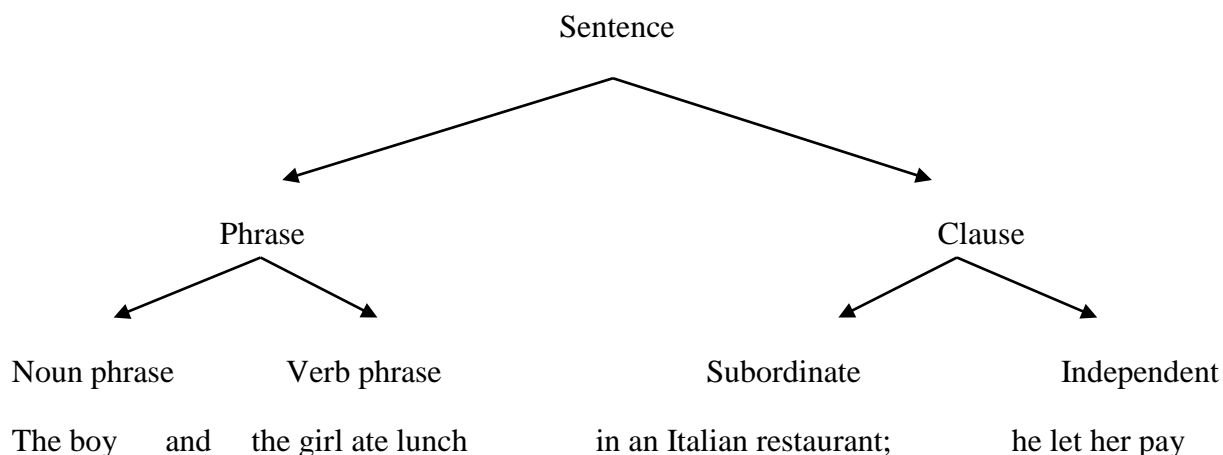


Figure 1.2: Sentence Structure.

1.7.1.2 English Word Order

Word order is the way words are placed in a sentence. The English word order is strict. Most of the times, the subject comes before the verb. The basic pattern is subject + verb + object. In order to understand the pattern SVO we need to define each one; the subject is

typically a noun or pronoun of a person, place or thing that does the action. The verb is the action or state of being and the object is the noun (s) that receives and/ or is affected by the verb. For example (The teacher explains the lesson). It is rare to find sentences in which the predicate (verb+object) comes before the subject: questions (are you ready?).

1.7.1.3 English Tenses

The action in English is expressed in three axis of time; the past is used to describe actions that had happened and finished (yesterday, last year...), the present is used to indicate actions that happen in the current moment (now, today...), and the future to express actions that will happen in the future (tomorrow, next week...). The following table illustrates the use of verb tenses:

Table 1.6: English Tenses. (Personal)

Tense	Use	Form	Examples
Simple present	<ul style="list-style-type: none"> ●General truth. ●Habit. 	Stem She, he, it: stem + s	I start He/she/it starts
Present continuous	<ul style="list-style-type: none"> ●A remote action in the present ●action taking place in the moment of speaking 	To be (present) + stem + ing	I am starting
Present perfect	<ul style="list-style-type: none"> ●An action that has started in the past but continuing in the present. 	Have/ has + past participle	I have started He/she/it has started
Simple past	<ul style="list-style-type: none"> ● a short action happened in the past 	Stem + ed (irregular verbs	I started He spoke

	and finished.	change completely)	
Past continuous	<ul style="list-style-type: none"> ● Something happened before and after another action. 	To be (past) + verb + ing	He was starting.
Past perfect	<ul style="list-style-type: none"> ● To talk about actions that were completed before some point in the past. 	Had + past participle	He had started.
Past perfect continuous	Express something that started in the past and continued until another time in the past.	Had been + verb + ing	He had been starting.
Future	<ul style="list-style-type: none"> ● To express actions that have not happened yet. 	Will + stem	I will start.

1.8 Conditionals

Every language has its own way and rules in expressing conditionals that makes it a major issue among grammarians. Our main concern is the Arabic and English conditionals.

1.8.1 MSA Conditionals

The conditional sentence in Arabic is made up of two clauses; the first part is (جملة الشرط), it is used to introduce the condition, it starts with the particle³ of condition (أداة الشرط), and the second part is (جواب الشرط) which is used to provide the consequence of the condition.

³Particle: A word or part of word that has a grammatical purpose but often has little or no meaning.

The conditional clause normally precedes the main clause. There are two types of Arabic conditionals: the real conditional which includes fulfilled conditions, here the particles (إن) and (إذا) are used to express possibility and probability. The unreal conditional includes unrealized conditions using the particle (لو) to express impossible condition. “The apodosis⁴ or consequence clause (جواب) may be in the same tense as the previous one, or it may be different” Ryding (2005, p. 671) i.e. the verb of (جواب الشرط) follows the verb of (جملة الشرط). If the verb of (جملة الشرط) is in the past tense, the verb of (جواب الشرط) will automatically be in the past tense (من جدّ وجدّ). If the verb of (جملة الشرط) is in the present, the verb of (جواب الشرط) will also be in the present (من يزرع يحصد). “... However, the jussive mood⁵ of the present tense verb may also be used in the protasis⁶” (Ibid), that is the verb of (جواب الشرط) can be in the jussive tense whether the verb of جملة الشرط is in the past or present. إن أتيت (أو تأت) إلى (العاصمة فزرنى). When the particle (ف) occurs in the verb of (جواب الشرط) the verb becomes in the imperative mood). To express negation in the Arabic conditionals, we use the particles: ما, لن, لا. Arabic has other conditional particles called أسماء الشرط الجازمة these involve:

Table 1.7: Jussive Particles. Ryding (2005)

أسماء الشرط الجازمة	
من	Who
ما	What
مهما	Whatever
متى	When
أيان	Whenever
أن	whenever
حيثما	Wherever
كيفما	Else
أي	Whichever

After the particles cited above, the present verbs of the two clauses become in the jussive mood.

⁴Apodosis: A Greek word refers to the main clause in conditional sentence.

⁵ The jussive mood: a word, form, case expressing command (English verbs are not marked for this mood)

⁶Protasis: A Greek word refers to the conditional clause in conditional sentence.

1.8.2 English Conditionals

English conditionals consist of two clauses, the “if clause” represents the condition and the main clause represents the result (consequence) of the condition “In traditional English grammar the clause that specifies the conditions (the “if clause”) is termed the protasis and the second clause (the “then-clause”) is termed the apodosis” Ryding (2005, p. 671). English conditionals have three main states, factual state or a truth can really happen (Nowadays, if people want something they can buy it), a real possibility that may happen (If you lend me some money, I will pay you back) and a hypothetical state which is impossible to happen (If I were you, I would help him). Yule (1996). There are four basic types of conditional sentences in the English language, they are classified as follow:

Table 1.8: Types of English Conditionals.

Conditional type	Use	Form	Example
Type zero	<ul style="list-style-type: none"> ● General truth. ● Facts. 	If + present → present	If you heat water, it boils
Type one	<ul style="list-style-type: none"> ● Possible situation that can really happen. 	If + present → future	If you study hard, you will succeed.
Type two	<ul style="list-style-type: none"> ● Situation that will probably never happen. 	If + simple past → would + stem	If I won a million dollars, I would travel.
Type three	<ul style="list-style-type: none"> ● situation that happened or did not happen in the past. 	If + past perfect → would have + past participle	If he had met her, he would have told her.

To express the negation in conditionals we add “not” to verbs of both the “if clause” and the main clause or we can replace it with the word “unless” and we reverse the clauses and omit the negation in if clause (unless = if not). For example:

You cannot get a good mark if you do not study hard → you cannot get a good mark unless you study hard.

1.8.3 Contrastive Study

Arabic and English are two languages from two different language families. They have different ways in forming conditionals as explained in the previous subtitles. Many differences and similarities occur in both syntactic and semantic levels. In this part, we will compare between the Arabic and the English conditionals.

Both Arabic and English conditionals have two clauses. In English, it comes as a main clause and subordinate clause and in Arabic, there is (جملة الشرط) and (جواب الشرط), which means they have the same syntactic structure and they both have particles, the former has “if” and the latter has “إن, إذا, لو”. Conditional clauses can appear as an imperative form without conditional particles in both English and Arabic (أدرس تنجح, Study and you will succeed). English and Arabic have two kinds of conditionals, real and unreal; the verb of the two languages is in the past tense in the unreal conditional. Both of them hold a consequence that depends on the condition.

Despite these similarities, there are also some differences. In Arabic the type of the conditionals is determined by particles whereas in English is determined by the tense of the verbs. In English, the conditional clause may precede or follow the main clause while in Arabic the conditional clause always precedes the main clause. In English, the verb of the two clauses agrees in tense (tense harmony) but in Arabic, there is no such agreement. English conditionals focus on the verb using the same particle “if” however the Arabic conditionals focus on the changes of conditional particles with the same verb: لو ذهب means (If he had gone) which means he didn't go, and إن ذهب means (if he goes) which means he might go. The

differences and similarities mentioned above may lead non-native students to commit errors and make mistakes when learning conditionals.

1.9 Conclusion

This chapter tackles the phenomenon of MSA interference in the learning of English conditionals, focusing on its negative impact. It sheds light on the existing languages in the Algerian society especially foreign ones (French and English). Then; it mentions different methods of teaching grammar. After that, it defines the LI and theories of contrastive analysis. It ends up with an overview of Arabic and English grammar in addition to a comparison between their conditionals.

Chapter Two

Research Methodology and Data Analysis

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2.12 Introduction

This part is devoted to the practical framework; it represents the process of data collection and analysis. This chapter gives details about the instruments and materials used in this study, it is structured along these lines; first, it identifies the setting where the research is done. Second, it discusses the sample population in addition to the research design. Then, it examines the different instruments used to gather data. After that, it considers the methods and the process undertaken in this study. Finally, it ends up with the analysis of the data collected.

2.13 Research Site

The research is conducted at Belhadj Bouchaib University, which was a University center since 2009 and it was officially promoted to a University in November the 22nd 2020. It has three institutes; institute of science and technology, institute of economic, commercial and management sciences, and the institute of letters and foreign languages. The latter contains four departments: the department of social sciences, Arabic department, French department and English department. The students of the English department study three years as a common branch (BA) and they have to select their specialty in the master. In the English department, there are only two specialties: didactics and literature.

2.14 Target Population

The target population is a group of individuals who share the same characteristics that suit the study and interest the researcher. According to Polit (2001, p. 233), the target population is: “the entire aggregation of cases that meet a specified set of criteria”. In this case study, we have chosen EFL second year students (L2) at BBU as a target population, in order to inspect the linguistic interference of MSA on the process of learning of EFL learners and

define the errors made by those learners. The researchers have selected a specific sample in order to facilitate the investigation process because it would be time and effort consuming to study the whole second year students and all English teachers.

2.3.1 Teachers' Profile

The researchers have chosen four teachers (three females and one male) from the English department in BBU. The teachers hold MCB degree, their teaching experience ranges between 12-26 years. In addition to grammar, they teach several modules such as linguistics, written expression, research methodology and psychopedagogy.

2.3.1 Students' Profile

In the present research, two groups of EFL second year students at BBU were asked to answer a questionnaire and to do an assignment; there were 43 students in both groups. The first group includes 24 students. The second one includes 19 students. They have studied English for 08 years (4 years in middle school, 3 years in high school and a year in University), their level differs from one to another. The modules studied in L2 are as follows: grammar, introduction to linguistics, culture and civilization, literature, methodology, translation, written expression, oral expression and phonetics.

2.4 Research Design

The function of the research design is to provide a systematic plan in order to meet the objectives of the research. This case study aims to investigate the linguistic interference of MSA in English conditionals in particular with L2 EFL students at BBU. A questionnaire, an interview and a written assignment have been selected as instruments in order to address the research questions logically. The data collected, therefore, will be analyzed through both qualitative and quantitative methods.

2.5 Research Instruments

In the present study, three research instruments have been used; the questionnaire, the interview and the assignment in order to collect data from the sample. These tools are described as follows:

2.5.1 Questionnaire

Questionnaires are research tool that consist of a set of questions given to a large sample in order to collect data from it in a short period of time. Brown (2001, p.6) defines questionnaire as: “any written instruments that respondent with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers”.(Cited in Dönyei 2003). The questionnaire of this study is composed of twelve questions divided into three sections; the first one is about personal information, the second one about grammatical background and the third about conditionals. It is designed for second year EFL students at BBU in order to identify learners’ major issues and obstacles in English conditionals.

2.5.2 Interview

The interview is a conversation between two participants; the interviewer is the one who asks questions and the interviewee responds. Usually the interviewee provides information that interests the interviewer’s research. In this study, a structured online interview has been done with four grammar teachers in the English department at BBU. It consists of eleven questions that aim to highlight the strengths and weaknesses of learners and identifies the difficulties of teaching and learning English conditionals.

2.5.3 Assignment

An assignment is a task or a piece of work given to participants as part of a study. In this research, four tasks about conditionals have been given to L2 EFL students at BBU in order to investigate the common errors of learners, and evaluate their reliability on MSA when dealing with English conditionals.

2.6 Process of Data Collection

The questionnaire was posted for students online via Facebook groups and emails; it took about a month to get sufficient respondents. As for the assignment, it was given to them in the classroom, some students were helpful but others refused to do it. Concerning the interview, its questions were sent to teachers via email, some of them were kind and responded immediately, others took time to respond, and the rest did not respond.

2.7 Research Methods

In order to test the suggested hypotheses, we have gone through a mixed method (quantitative and qualitative approaches) to analyze the data collected from L2 EFL students at BBU. Lexical difficulties will be analyzed from a qualitative perspective, while their frequency will be analyzed from a quantitative perspective.

2.8 Data Analysis

This section is devoted to the analysis of the data collected through the research tools (questionnaire, interview, assignment), the results obtained may lead the investigators either to confirm or reject the research hypotheses.

2.8.1 Students' Questionnaire Analysis

The questionnaire (Appendix A) used in the study was divided into three sections, its analysis will follow the same flow.

Section One: Students' background

The first section of the questionnaire includes two questions about the students' backgrounds (age and gender). The following table represents the numbers and the percentages of the students whom the questionnaire was addressed to.

Table 2.1: Students' Background.

Age	19-24 years	
Gender	Female	Male
	81.39%	18.61%
	35	8

The questionnaire was distributed online to 43 EFL students (12), the number of females was 35 (81.39%), while the number of males was 8 (18.61%). Their age ranges from 19 to 24 years old.

Section Two: Grammatical Background

The second section of the questionnaire includes five questions about the students' grammatical background.

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Question One: Do you think that mastering grammar is important in the learning of a language?

The objective of this question is to know the students' awareness of the importance of grammar in the learning of a language.

Table 2.2: Students' Attitude towards Grammar.

	Yes	No	Total
Number of students	39	4	43
Percentage	91%	9%	100%

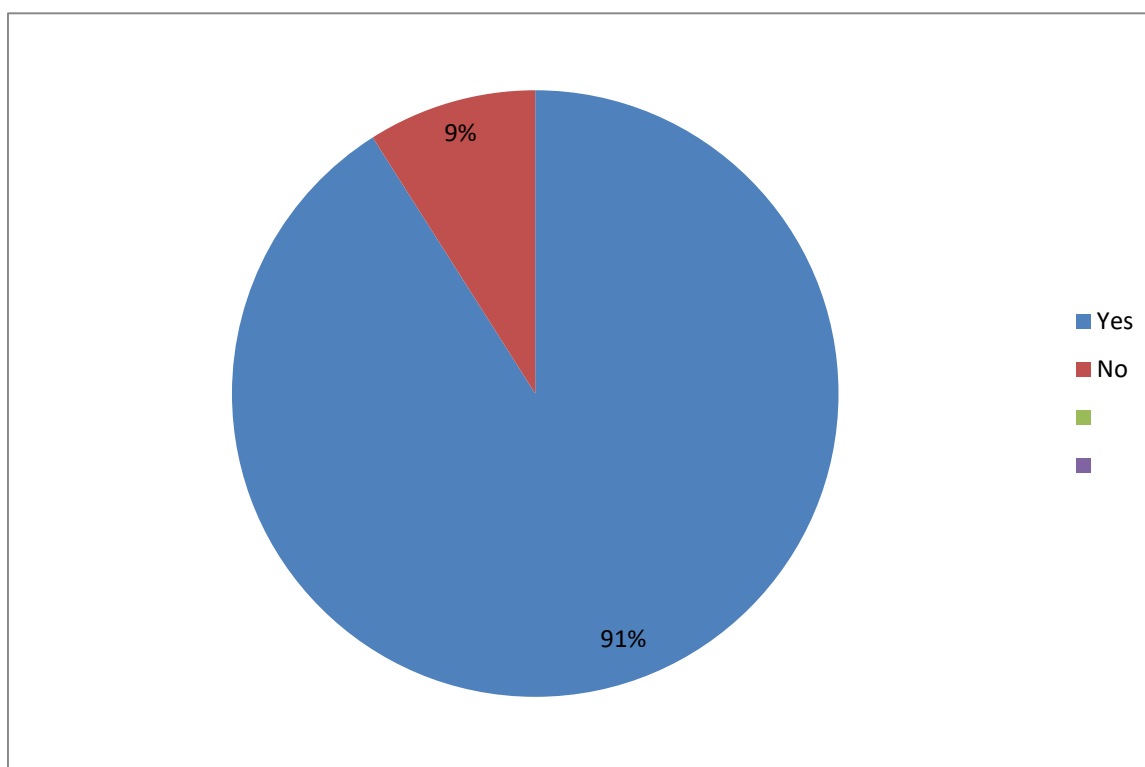


Figure 2.1: Students' Attitude towards Grammar.

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39 out of 43 students (91%) opted for yes while the rest 4 students (9%) opted for no, which means that the majority of students consider that mastering grammar is crucial in the learning of a language.

Question Two: How do you evaluate your level in Arabic grammar?

Question Three: How do you evaluate your level in English grammar?

The objective of these two questions is to check the level of students in both Arabic and English grammar.

Table 2.3: Students' Level in Arabic and English Grammar.

	Excellent		Good		Average		Weak	
Arabic grammar	6	14%	22	51.2%	15	34.9%	00	00%
English grammar	7	16.3%	21	48.8%	13	30.2%	02	4.7%

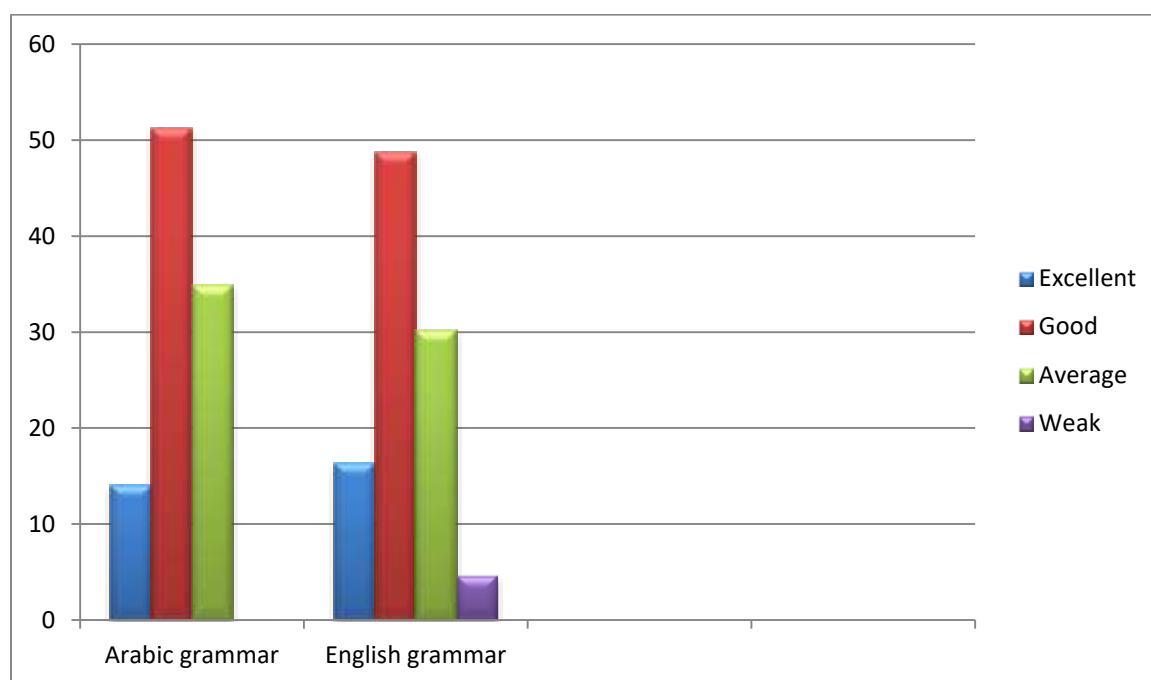


Figure 2.2: Students' Level in Arabic and English Grammar.

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According to the table and the figure above, 51.2% of students claimed that they have a good level in Arabic grammar. 34.9% have an average level and 14% have an excellent level; whereas none of them is weak (00%). In general, the majority of the participants have a good level in the Arabic grammar because the Arabic is the students' first language. Concerning the students' level in English grammar, 48.8% of the students claimed that they have a good level, 30.2% have an average level, 16.3% have an excellent level, and 4.7% of them are weak. The majority of the participants have a good level in the English grammar since they have studied it for eight years.

Question Four: How do you find the method that your grammar teacher is using?

The objective of this question is to know the students' attitudes towards the method used by their grammar teachers.

The majority of students (69.8%) found that the method used by the grammar teachers is acceptable, 20.9% considered that the method is excellent and 9.3% claimed that it is useless. This means that the method used by grammar teachers is effective.

Question Five: In your opinion, the best way to learn grammar is:

- Learning rules by heart
- Using examples
- Practicing (tasks)
- Playing grammar games

The objective of this question is to know the students' point of view about the different ways to learn grammar.

Table 2.4: Different Ways of Learning Grammar.

	Numbers of students	Percentages
Learning rules by heart	13	30.2%
Using examples	31	72.1%
Practicing (tasks)	40	93%
Playing grammar games	12	27.9%
Others	8	18.6%

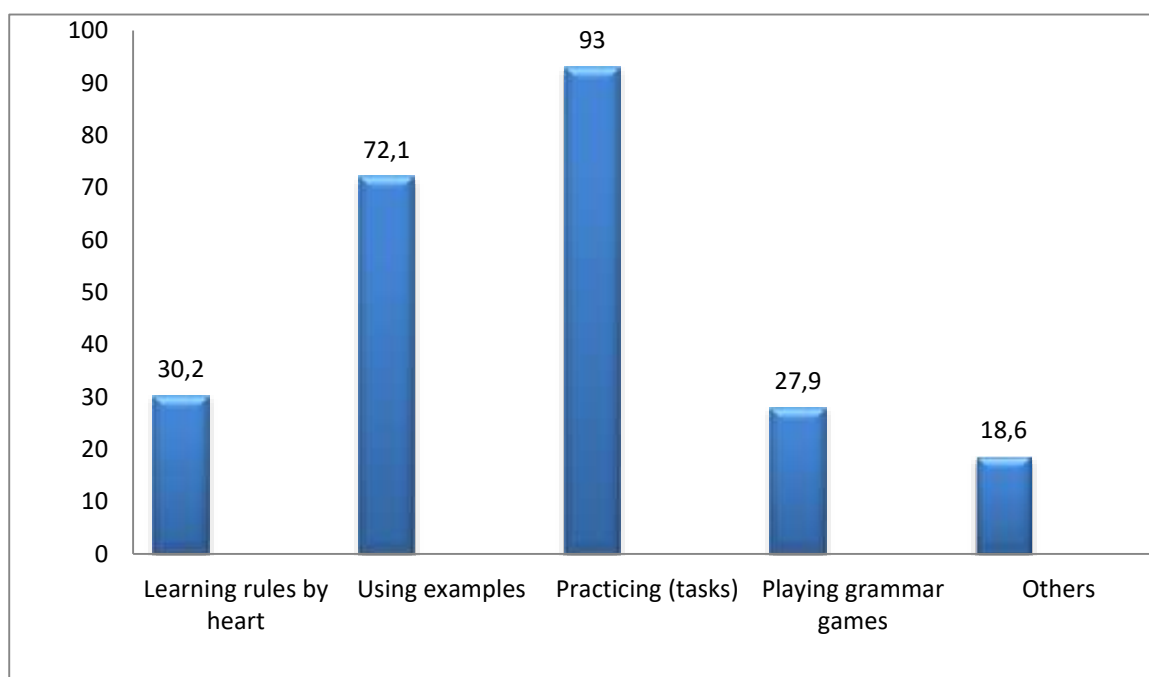


Figure 2.3: Different Ways of Learning Grammar.

93% (40 students) opted for practicing (tasks), 72.1% (31 students) opted for using examples, 30.2% (13 students) opted for learning rules by heart, 27.9% (12 students) opted for playing grammar games. However, 18.6% (08 students) suggested other ways such as: learning rules in context rather than isolation, and involving students directly in the activities.

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According to participants, the best way of learning grammar is practicing tasks since they understand better through applying the rules instead of learning them theoretically.

Section Three: Conditionals

The last section of the questionnaire includes five questions about Arabic and English conditionals.

Question Six: What are the difficulties that you face when dealing with conditionals?

- Rules
- Tenses
- Context
- Others

The objective of this question is to identify the students' difficulties in learning conditionals.

Table 2.5: Students' Difficulties in Conditionals.

	Number of students	Percentages
Rules	11	25.6%
Tenses	15	34.9%
Context	20	46.5%
Others	6	13.9%

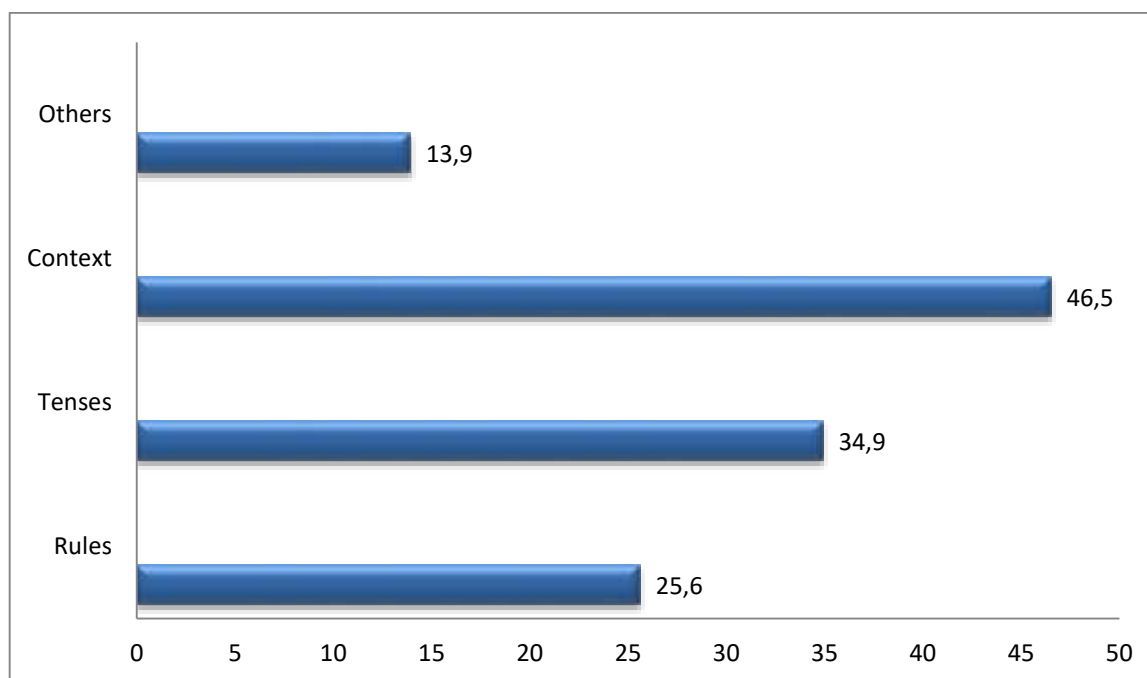


Figure 2.4: Students' Difficulties in Conditionals.

20 students (46.5%) voted for context, 15 students (34.9%) opted for tenses, 11 students (25.6%) went for rules, whereas, 6 participants (13.9%) proposed other difficulties such as mixing between types of conditionals especially the second and the third types. In accordance with the results, the highest percentage (46.5%) is of the context because of the ambiguity of the conditional sentences; students generally do not understand the situation (real and unreal). As for the tenses, some participants (34.9%) faced difficulties in formulating the correct form of the verbs. Concerning the rules, students (25.6%) have problems in memorizing them.

Question Seven: the most difficult type is:

- Type zero
- Type one
- Type two
- Type three

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The objective of this question is to identify the students' most difficult type.

According to the results obtained, participants classified types of conditional from the most difficult one to the easiest respectively; type three with the percentage of 79.1% (34 participants), type two 9.3% (4 participants), type zero 7% to (3 participants), and the rest 4.7% (2 participants) have chosen type one. Some students found that the difficulty of conditional types is due to the complexity and misunderstanding of the situation and the meaning of sentences, while others have seen that the difficulty lies in memorizing the rules and the formation of the tenses.

Question Eight: Which one do you find harder than the other one?

- Arabic conditionals
- English conditionals

The objective of this question is to compare between the English and Arabic conditionals in terms of difficulty.

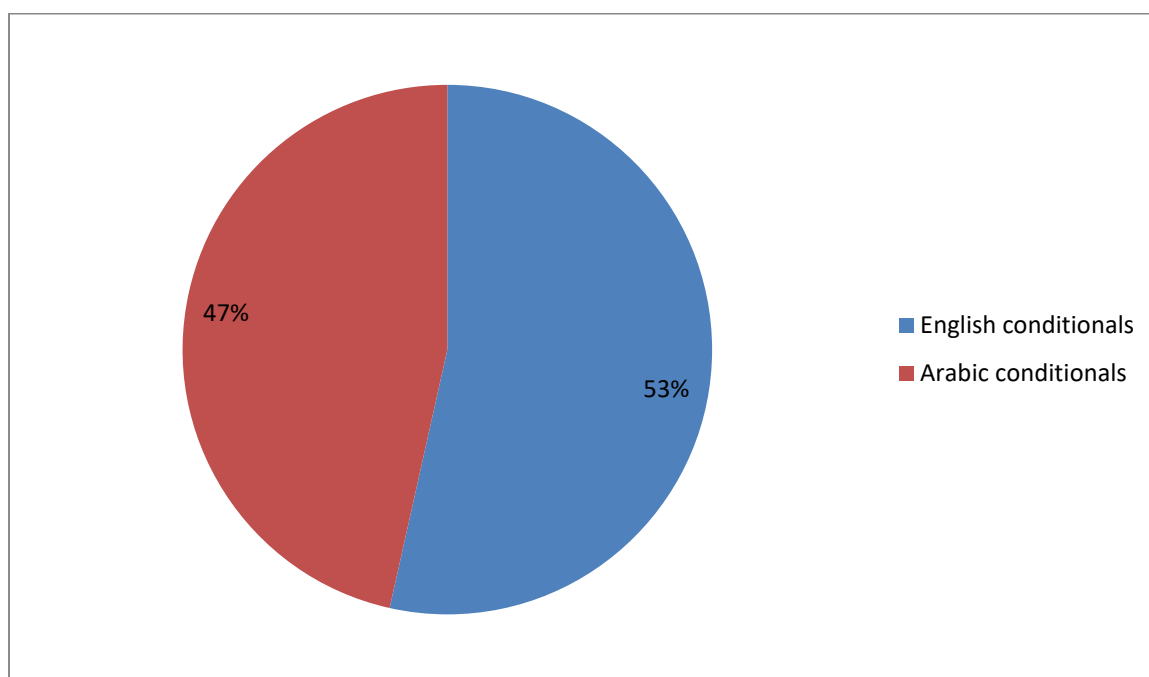


Figure 2.5: Comparison between English and Arabic Conditionals.

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The results show that 53.5 % (23 participants) found that the English conditionals are harder than the Arabic conditionals; the latter gained 46.5% (20 students). The proportions are close; the majority of participants (53.5%) opted for English conditionals as the hardest kind of conditionals because the English language is considered as a foreign language, and its conditionals remain complicated and confusing. In parallel, the rest of participants (46.5%) voted for Arabic conditionals as the hardest one as a consequence of the complexity of the Arabic language itself and the ambiguity of its conditionals.

Question Nine: Do you apply Arabic rules in English conditionals?

The objective of this question is to test the reliability of students on the Arabic rules when dealing with the English conditionals.

Table2.6: The Application of Arabic Rules in English Conditionals.

	Number of students	Percentages
Yes	28	65.1%
No	15	34.9%

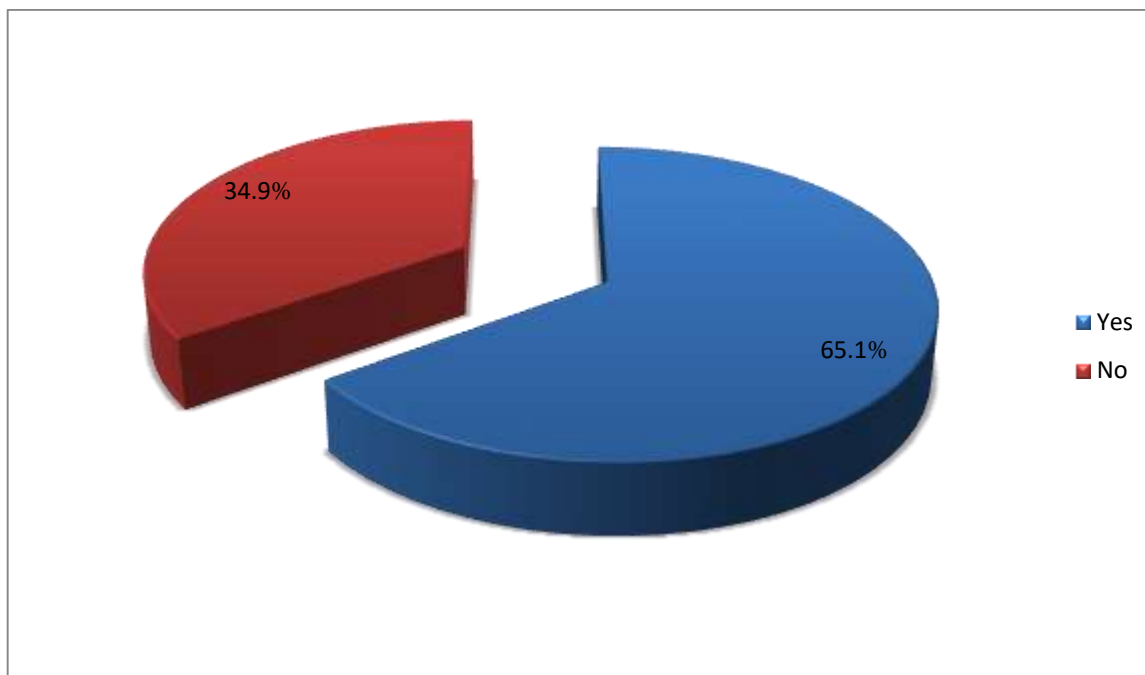


Figure 2.6: The Application of Arabic Rules in English Conditionals.

The proportions of the graph show that 65.1% of participants (28 students) applied the Arabic rules in English conditionals. Students translated the English conditional sentences into Arabic in cases of confusion in order to facilitate the meaning and understand it better. Students mistakenly thought that the Arabic and English conditional rules are alike, which led them to mix between the rules of the two languages; this guides to the linguistic interference. In contrast, 34.9% (15 students) claimed that they do not apply the Arabic rules in English conditionals.

Question Ten: What do you suggest to improve the proficiency of students in grammar (conditionals)?

The objective of this question is to obtain different techniques to improve the proficiency of students to master the conditionals.

According to the answers collected, the participants proposed various techniques to improve the learning of English conditionals, namely; to be motivated for the learning,

practicing in different ways (playing games, using examples, texts... etc), learning conditionals in relation to the context and memorizing the rules.

2.8.2 Teachers' Interview Analysis

The structured online interview (Appendix B) is composed of eleven questions that aim at identifying EFL students' problems in learning conditionals and the methods used by grammar teachers when teaching conditionals. The questions will be analyzed one by one in the following lines:

Question One: Gender

Question Two: Degree

Question Three: Teaching experience

The interview was conducted with four teachers (three females and one male) that hold the MCB degree, their teaching experience ranges between 12-26 years.

Question Four: Do you think that studying grammar is important to master the English language?

All teachers agreed that grammar is important to master the English language. Grammar is considered the base of any language; it facilitates the teaching learning process to get effective results in an organized way.

Question Five: What are the methods you use to teach grammar?

The responds vary; two teachers used the inductive method, they provided students with examples at the beginning and let them form the rule. One teacher used the deductive method; he gave the rules and involves the students directly in the activities by practicing them in context rather than isolation. Another teacher claimed that he used the grammar

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translation method in which he teaches the rules and the students apply them by translating sentences between L1 and L2. Every teacher is free to choose the method that suits him and his students' needs since all methods are effective.

Question Six: What are the difficulties you face when teaching conditionals?

This question seeks to highlight the teachers' difficulties when teaching conditionals, the answers are summarized as follow: students' lack of motivation and engagement towards the learning, as well as the lack of teaching materials (authentic books, encyclopedias ...etc). Another difficulty is to appraise the students' performance in conditionals mainly in speaking and the only way is writing. Whereas, one teacher claimed that he faces no difficulty.

Question Seven: What kind of problems do your students encounter when learning conditionals?

Through this question, the researchers wanted to identify the students' obstacles in learning conditionals. According to teachers, the majority of students have a common problem when learning conditionals, which is mixing between types and tenses especially two and three. Type two and three are considered the hardest types in conditionals because of their similarity, and the complexity of their tenses.

Question Eight: Do you use Arabic conditionals in order to facilitate the explanation of English conditionals?

Two teachers confirmed that they used Arabic conditionals in order to facilitate the explanation of English conditionals, while the two other teachers denied it.

Question Nine: Have you noticed that your students use the Arabic rules of conditionals when dealing with English conditionals? If yes, specify? (Syntactic or semantic level)

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The majority of teachers remarked that students in general returned to the Arabic rules of conditionals when learning English conditionals in both semantic and syntactic levels. Students relied on the Arabic conditionals in two ways: unconsciously when they thought that the rules of L1 and L2 are similar, and consciously because of lack of knowledge in L2.

Question Ten: Three hours a week, is it enough for you to explain the lesson?

The majority of teachers estimated that three hours a week are adequate for grammar learning, while the other one found that it is not enough for a good understanding. Learning grammar requires time (long period) in order to obtain positive results and effective learning.

Question Eleven: Suggest some techniques to facilitate the teaching of grammar and to help students to understand better.

The researchers asked the teachers to suggest some techniques in order to facilitate the teaching of conditionals and help students to understand better, the responds varied from a teacher to another:

- To create an atmosphere in the classroom to motivate students towards the learning of conditionals.
- To involve students directly in the activities.
- Diversification of tasks (playing games...)

2.8.3 Assignment's Analysis

The assignment (Appendix C) is divided into four tasks: the first task is composed of six statements where the students are asked to rewrite them and do the necessary changes, the second task contains three sentences; the students are asked to put the words in the correct order to get a meaningful conditional sentences. In the third task, participants are given four sentences and the conditional type of each one, they are asked to apply the suitable rule. As

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for the last task, the assignment takers have to give the correct form of the verbs. The following table and bar chart summarize the results obtained from the students' assignment:

Table 2.7: Students' Types of Errors.

Types of errors	Context	Word Order	Rules	Tenses
Number of Students	30/43	20/43	16/43	28/43
Percentages	69.7%	46.5%	37.2%	65.1%



Figure 2.7: Students' Types of Errors.

According to the table above, 30 out of 43 students (69.7%) did not understand the context in the first task. 20 students (46.5%) went wrong in ordering the words in the second task. 16 students (37.2%) did not know the appropriate rules of each type in the third task. 28 students (65.1%) failed in forming the conditional verbs accurately in the fourth task. Based

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on the previous results, the most difficult task for students were the first one (context) and the easiest one was the third task (rules).

The first task of the assignment aims at identifying the students' errors related to the context. Some answers showed that students did not understand the meaning of the sentences; they have translated it into Arabic and imagined a different situation, which led them to mix between types especially type two and three because of their similarity in term of context. The following example illustrates what have been said:

- Sally did not find the pen drive because she did not look for it carefully. (A)
- If Sally looked for the pen drive carefully, she would find it. (B)
- If Sally had looked for the pen drive carefully, she would have found it. (C)

The sentence (A) is given in the assignment, students are asked to rewrite it starting with "if Sally..." Students responded with sentence (B) instead of sentence (C).

The objective of the second task is to test whether the students are able to order the words correctly or not. According to the answers, some students were confused between the Arabic word order (OVS) and the English one (SVO), which means that they relied on L1 in cases of ambiguity. Students ordered the sentence (have/the/if/had/not/we/passed/test/would not/revised/grammar/we) as (if we had not revised yesterday, the grammar test would not have passed) instead of (if we had not revised yesterday, we would not have passed the grammar test). In the previous example, students omitted the subject (we) of the main clause and replaced it by the object (the grammar test).

The objective of the third task is to check the students' knowledge of conditional rules. Students neglected the given type of conditional sentence; they put the verbs randomly

without considering the rules. This is due to the lack of memorization, which is considered a students' improper performance of their duties.

The goal of the forth task is to examine the students' mastery of conditional tenses. Although students were provided with one verb conjugated in each sentence so they could know the type of the conditional and then put the other verb in the right tense. The results showed that most of participants failed in giving the correct form of the verb. In general, students faced problems with English tenses whether in memorizing their structure or putting them in the right context.

2.9 Research Results

After the quantitative and qualitative analysis of data collected through the instruments, the research reaches the following results:

2.9.1 Students' Questionnaire Results

After giving the questionnaire to 43 participants of L2 EFL learners at BBU that their ages range between 19 to 24 years old. We have noticed that the majority of them are aware of the importance of grammar in the learning of a language in general. They have a good level in both Arabic and English grammar. As for the method used by their grammar teachers, they found it effective and preferred practicing tasks to understand better. Concerning MSA and English conditionals, more than half of the students assumed that English conditionals are harder than the Arabic ones especially type three. Their major issue and difficulty is the context. This led them to apply Arabic rules in English conditionals.

2.9.2 Teachers' Interview Results

The online structured interview that was done with four grammar teachers and holders of MCB degree at BBU came up with several results. The methods used by teachers differ

from one to another. Some of them use deductive and inductive methods, others use texts and grammar translation methods. However all methods are effective and efficient. They have declared that they face difficulties in availability of teaching materials (authentic books, encyclopedias...), also in the evaluation of students orally. Most of teachers claimed that students' lack of motivation could hinder the learning of conditionals. They noticed that the majority of students mix between conditional types and tenses especially two and three. In addition to that, they use Arabic rules when dealing with English conditionals. On the other hand, teachers have been obliged to use the Arabic rules to facilitate the explanation of English conditionals.

2.9.3 Students' Assignment Results

The results of the analysis of students' assignment have shown that they faced many difficulties related to the LI of MSA in English conditionals.

The most common difficulty is the misunderstanding of the context. Students translated the English conditional sentences into Arabic in an attempt to facilitate the meaning and this is due to the great influence of their L1. The misconception of EFL students that Arabic is their only solution to overcome the difficulties of English conditionals is what led them to commit errors at the semantic level. Moreover, the Arabic and English word order seemed to be a hindrance for L2 EFL students since they were not able to answer the task correctly; their answers showed their confusion between the Arabic word order OVS and the English one SVO. Both MSA and English have different rules of use concerning this area. Finally, students failed in solving the tasks related to conditional rules and tenses as a consequence of lack of motivation towards the learning of English conditionals.

2.10 Discussion of the Findings

In the light of the preceding examination of the questionnaire, the interview and the assignment, we noticed that students apply rules of Arabic conditionals in English conditionals. This is a proof of their misunderstanding that leads them to produce inappropriate forms of conditionals. L2 EFL students commit errors at the semantic level (context) as well as the syntactic level (tenses, rules, word order). These errors are related to what is known as linguistic interference; this phenomenon occurs when the knowledge of MSA interferes the learning of English. In other words, learners take linguistic knowledge from L1 and apply it in L2. As long as this interference is a source of errors, it is considered a negative transfer. And this confirms the previously mentioned hypothesis which implies that MSA interference in EFL learning may cause errors and mistakes in English conditionals.

Concerning the second hypothesis, which presumes that the differences and similarities between MSA and English conditionals are the main reason behind EFL learners' errors. Students admitted their use of L1 knowledge in the conditionals of L2, and teachers validated that in their testimonials in the interview through their observations in the classroom. As it is mentioned in the literature review, CA tends to compare between Arabic and English structures, it identifies their similarities and differences. CAH considers the differences as a source of errors and a major obstacle in SLA. Students mixed between the English word order (SVO) that differs from the Arabic one (OVS) and this confirms the first part of the hypothesis which assumes that the differences between MSA and English conditionals are the source of EFL learners' errors. In contrast, EA claims that the similarities of languages make L2 learners confused which leads them to commit errors. The findings show that students translated English conditional sentences into Arabic; we deduced that they

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were confused in term of context since both Arabic and English conditionals have real and unreal situations. In this way, we can confirm the second part of the suggested hypothesis which indicates that the similarities between MSA and English conditionals are the source of EFL learners' errors. Our conducted study ends up by proving that both similarities and differences between MSA and English conditionals are considered a source of errors for EFL learners.

2.11 Conclusion

The current chapter represents the methodology and data analysis used to investigate learners' linguistic interference of MSA on English conditionals. This study depends on three research tools: questionnaire, interview and assignment. The data were analyzed and supported with tables and graphics in order to prove students' reliability on MSA when learning English conditionals. The next chapter is reserved for the discussion of findings and results, in addition to suggestions and recommendations.

Chapter Three

Recommendations and Suggestions

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2.11 Introduction

This chapter focuses on the results obtained from the questionnaire, the interview and the assignment, with regard to the discussion of the main findings, which will either confirm or reject the formulated hypotheses. In addition to a set of techniques and activities to facilitate the teaching learning process of English conditionals for both EFL teachers and learners besides the limitations we faced during this study. We concluded this part with some recommendations for further studies.

2.12 Reduction of Linguistic Interference

As we argued previously, LI is considered a major barrier in learning foreign languages. It makes students' knowledge of L1 interferes in the learning of L2 and causes the misunderstanding of concepts; this leads them to commit errors semantically and syntactically. One of the common interferences is of MSA in ENGLISH especially in grammar. Both EFL teachers and learners have to collaborate in order to reduce the negative transfer from L1 and minimize errors and mistakes in L2. They have to avoid Arabic completely either in explanation or in actually applying the rules. It is the teachers' duty to push students to think only in English without referring to L1. Learners have to study Arabic and English separately since they are two independent languages and not to rely on L1 to master the L2. They have also to do auto-corrections because the key of any learning is to know ones mistakes to be able to correct them. Linguists have to do more efforts concerning this issue; they should implement academic approaches that help students to improve their competence and performance.

2.13 Techniques of Teaching and Learning Conditionals

Teaching and learning foreign languages has always been a hard task, especially grammar since it is the core of any language. As this research is related to conditionals, it provides several pedagogical solutions and techniques to avoid errors and facilitate the teaching learning process of grammar in general and conditionals in particular for both EFL teachers and learners.

2.13.1 Techniques for Teachers

Grammar teachers in EFL classrooms are facing many difficulties and obstacles in term of the well conduction of lessons, transmitting information to students as well as getting positive and effective results, particularly in conditionals. In order to make the teaching process easier, teachers have to:

- Create a positive atmosphere in the classroom: by forming friendly relationships with students to make them feel comfortable, and motivate them towards the learning of conditionals.
- Use a combination of teaching methods to have effective results.
- Teachers should praise students in cases of success in order to encourage them to work harder, and punish them in cases of failure in order not to repeat the same mistakes.
- Test students' oral performance of conditionals using games for example to give them the "if clause" and let him finish the rest of the sentence or vice versa.
- Involve students directly in the activities.
- Teach conditionals through authentic texts to preserve the context.
- Make each student correct his own errors and choose the common ones and discuss them in the classroom in order to learn from their errors.

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- Provide students with exercises and home works to make them practice.
- Assess students through quizzes to test their understanding.
- Encourage peer interaction, collaborative works where students can share notions, learn to work in groups and be sociable.
- Simplify the explanation using clear simple sentences.
- Provide students with many examples of conditionals to illustrate the explanation.

2.13.2 Techniques for Students

Grammar is a complex matter in the learning of languages. Especially a foreign one, EFL students encounter several and different issues when learning English conditionals. In order to make this process easier, learners have to:

- Memorize the conditional tenses and rules.
- Avoid Arabic translation and use English-English lexicons.
- Practice conditional sentences with peers in real life conversations.
- Not to rely only on the teacher and to do extra readings about conditionals.
- Pay attention during the teacher's explanation.
- Try to speak only English with classmates and teachers.
- Assist International conferences.
- Read books in English.
- Join groups of learning English.
- Watch English translated movies.
- Listen to English music.
- Write essays and diaries in English to develop the writing skill.

2.14 Examples of Conditional Activities

English conditionals remain difficult for Algerian learners since English is a foreign language. We thought of different activities that may help students to master it through practice.

Activity 01:

Instructors can provide students with matching activities, which push them to think of the appropriate tense and context. They are asked to match the two parts to make meaningful conditional sentences. This is an example of this kind of activities:

Table 3.1: Matching Activity.

If you had worn a raincoat.	Unless she does her best this time.
You would like hang gliding.	The headmaster will phone your parents.
If you do not attend lessons.	If you do not turn the oven off right now.
Lots of species wouldn't become extinct.	If you had a go.
My sister will fail her driving test.	If he had not.
Younes would not have vomited.	You would not have got wet through.
The fish will dry out.	If you are always late for work.
You will have problems.	If we protected the environment more.

Activity 02:

Another type of activities that help students to contextualize the sentences. The teachers provide the students with only one clause of conditional sentences and ask them to finish it.

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- If I were you
- If you boil water
- The world would be a better place if
- If you had worked harder.....

Activity 03:

A different task that can help students to understand the context of conditional sentences. Teachers give the students a sentence in a particular type (0, 1, 2, 3) and ask them to transform it into another type like the following example:

Table 3.2: Activity of Transforming Conditional Sentences.

Types	Sentences
1	<ul style="list-style-type: none"> • If I win a million dollars, I will buy my own yacht.
2
3
3	<ul style="list-style-type: none"> • If I had not helped him, he would have gotten angry with me.
2
1

Activity 04:

Chapter Three: Recommendations and Suggestions

Instructors can ask students to do a dialogue in which they express condition using conditional sentences. This kind of activities enhances the pair work as well as the oral skill.

A:we had a great time in the party yesterday. Why did not you come?

B:I had to work

A:if you had come, you would have spent a wonderful night

B:

A:.....

2.15 Suggestions for Educational Authorities

After we discussed in our research some of the difficulties related to the teaching learning process, we came up with some suggestions for the educational authorities that would improve the academic level of EFL learners. Algerian Universities should offer scholarships and internships abroad for students to increase their proficiency and performance in the English language and allow them to gain experience, forming teachers by specialists in didactics and teaching foreign languages. As well as, enabling them to have access to Universal libraries to download expensive books and articles free. The administration should reduce the size of the class (number of students) in order to avoid distraction for a better concentration and understanding. This can help the teacher to control and manage the class.

2.16 Recommendations for Further Studies

This study aims at investigating the effect of MSA on learning English conditionals. The results have proven that EFL learners commit errors at the semantic and syntactic levels as a result of negative transfer from L1. This paves the path for researchers to further studies in the same field as inspecting the linguistic interference of French in learning English

Chapter Three: Recommendations and Suggestions

conditionals. It can also be applied with mother tongue. Or studying the same phenomenon with other syntactic structures. Investigating the LI of L1 on the pronunciation of L2 can also be interesting.

2.17 Limitations

Every research encounters difficulties and obstacles that may hinder its progress and reaching the desired results. Due the rapid spread of Covid-19 pandemic, the state imposed social distancing, e-learning and studying by groups for a limited period of time, which made it difficult to get enough participants of the required level (L2). Researchers were obliged to collect data online. In the process of data collection, the questionnaires took about a month to get sufficient answers. Concerning the interview and the assignment, some teachers and students refused to volunteer.

2.18 Conclusion

This chapter aims at discussing the main results and findings obtained from the research tools. It provides some strategies to reduce the effect of linguistic interference and minimize the amount of errors committed by EFL learners in English conditionals. It suggests several techniques to enhance the teaching learning process of English conditionals for all of teachers, learners and educational authorities. It also provides some examples of conditional activities. It ends up with the limitations of this study and recommendations for researchers to carry their further studies.

General Conclusion

General Conclusion

The linguistic interference of MSA in English learning is a phenomenon that merits being investigated because it affects Algerian learners' proficiency in English. EFL learners are relying on their L1 when dealing with English conditionals that leads them to be confused and commit errors. The aim behind conducting this study is to discover the effect of LI on the learning of English conditionals and the cause of student's errors. Furthermore, to find solutions to a better learning of conditionals.

This research paper was divided into three chapters. The first one was dedicated to the literature review, which focuses on the languages used in Algeria in addition to the differences and similarities between MSA and English related to conditionals. The second one considers data collection and analysis. It contains the statistics, percentages and interpretations of the answers collected through the research instruments. The third and the last one is a combination of suggestions and recommendations that help both EFL teachers and students to reduce the impact of LI and boost the learning and teaching of conditionals.

In order to get rich and various results we have chosen three instruments that enable us to have qualitative and quantitative data. A questionnaire and an assignment for L2 EFL students at BBU, we extracted from it the problems of students and their frequency as well as the errors they commit, and an interview for grammar teachers, it helped us knowing the opinions of teachers about the impact of the LI on students, and the difficulties they are facing in teaching conditionals.

In this research, we have suggested two hypotheses for the problem that consists of the impact of LI in EFL learning of conditionals and the cause of students' errors. They were all confirmed based on the findings. We have proven that MSA interference in EFL learning leads students to commit errors and mistakes, and the reason behind this is the similarities and

General Conclusion

differences between L1 and L2. Along with this study, we encountered obstacles that might limit the effectiveness of the results and findings concluded. The pandemic is the most affecting; it led to a change in the way of learning. Everything was done online because of the quarantine this can lead us to miss many details.

Linguistic interference is a vast area of study. Our findings may be helpful for others to conduct their own researches. They can study it with other syntactic structures such as passive voice or indirect speech with different languages. They can investigate the impact of L1 on the pronunciation of a foreign language.

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Appendices

Appendix A: Students' Questionnaire

Dear Students;

This questionnaire is part of a Master extended essay, it aims at identifying the difficulties that EFL students are facing when learning conditionals. You are kindly requested to answer the following questions sincerely by putting a tick in boxes and writing a comment when necessary.

Section One: Personal Information

Age:

Gender:

Male Female

Section Two: Grammatical Background

1. Do you think that mastering grammar is important in the learning of a language?

Yes No

2. How do you evaluate your level in Arabic grammar?

Excellent Good Average Weak

3. How do you evaluate your level in English grammar?

Excellent Good Average Weak

4. How do you find the method that your grammar teacher is using?

Useless Acceptable Excellent

5. In your opinion, the best way to learn grammar is: (you can choose more than one answer)

Learning rules by hurt

Using examples

Practicing (Tasks)

Playing grammar games

Appendices

Others ?

.....
.....
.....

Section Three: Conditionals

6. What are the difficulties that you face when dealing with conditionals?

Rules Tenses Context

Others?

.....
.....
.....

7. For you, the most difficult type is:

Type zero
Type one
Type two
Type three

Why ? (Obligatory)

.....
.....
.....

8. Which one do you find harder than the other one?

Arabic conditionals
English conditionals

9. Do you apply Arabic rules in English conditionals?

Yes No

Why?

.....
.....
.....

Appendices

10. What do you suggest to improve the proficiency of students in grammar (conditionals)?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you

Appendix B: Teachers' Interview

This interview is part of a Master extended essay; it aims at identifying the strengths and weaknesses of EFL students and the methods used by grammar teachers when teaching conditionals.

1-Gender

2-Degree

3-Teaching experience

4-Do you think that studying grammar is important to master the English language?

5-What are the methods you use to teach grammar?

6-What are the difficulties you face when teaching conditionals?

7-What kind of problems do your students encounter when learning conditionals?

8-Do you use Arabic conditionals in order to facilitate the explanation of English conditionals?

9-Have you noticed that your students use the Arabic rules of conditionals when dealing with English conditionals? If yes, specify? (Syntactic or semantic level)

10-Three hours a week, is it enough for you to explain the lesson?

11-Suggest some techniques to facilitate the teaching of grammar and to help students to understand better.

Thank you

Appendix C: Students' Assignment

Task one: Rewrite the sentences as suggested below and do the necessary changes.

1. Sally did not find the pen drive because she didn't look for it carefully.

→If Sally.....

2. Do your best at school, then your parents are happy.

→Your parents.....

3. The EU is worried about endangered languages, so it has issued a special directive on preserving them.

→If

4. Marry got the job since she had the right qualifications.

→Marry

5. Youngsters have to learn foreign languages to be able to communicate with people from abroad.

→Youngsters.....

6. Peter disobeyed his mother, so he was grounded.

→If Peter

Task Two: Put the words in the correct order.

1. Have/the/if/had not/We/passed /test/would not/revised/grammar/we

→.....

2. Tickets/we/book/will/the/advance/sold/in/unless/Most/be/of

→

3. They/die/Thousands/were/of/vaccinated/children/would not/if

→.....

Appendices

Task three: Put the verbs in brackets to make types 0,1,2 or 3 conditional clauses.

1. I (not/give) Marry a birthday present unless she (invite) me to her party .(1)
2. I (take) my umbrella if it (rain). (0)
3. You (keep)fit if you (not/eat) so much junk food and (exercise). (2)
4. If Mike (not/lose) his passport, he (not/have) so much trouble when going through customs. (3)

Task four: Put the verbs in brackets into the most suitable conditional.

1. If my grandfather had not died last year, he..... (live) here for 100 years.
2. I..... (bring) you some kiwis if I had known you liked them.
3. If I (have) more time, I would help you .
4. If he(study) hard, he will pass the exams .

If you park your car illegally, you (pay) a fine.

ملخص

هذه المذكرة تعالج التأثير السلبي للغة العربية على تعلم الجمل الشرطية الخاصة باللغة الإنجليزية كلغة أجنبية. من أجل اختبار صحة الفرضيات المقترحة، يتم استخدام ثلاث أدوات بحث: استبيان، مقابلة واختبار. النتائج أثبتت أن التداخل اللغوي للغة العربية في اللغة الانجليزية يؤدي بالطلبة إلى ارتكاب الأخطاء، والسبب الرئيسي وراء هذه الأخطاء هو أوجه التشابه والاختلاف بين اللغتين. تم تقديم مجموعة من الاقتراحات والتوصيات من أجل تفادي هذه المشكلة ومساعدة كل من معلمي وطلبة اللغة الإنجليزية كلغة أجنبية لتعزيز عملية تعليم وتعلم الجمل الشرطية.

Résumé

L'objectif de cette recherche est d'étudier l'impact négatif de l'interférence linguistique de la langue Arabe dans l'apprentissage du conditionnel Anglais. Trois outils de recherche sont utilisés afin de tester les hypothèses pré-suggérées: un questionnaire, un entretien et un devoir. Les résultats montrent que le l'interférence de l'Arabe en Anglais conduit les étudiants vers des erreurs et la principale raison derrière cela est les similitudes et les différences entre les deux langues. Cependant, un ensemble de suggestions et de recommandations sont fournies pour éviter ce problème et aider les étudiants et les enseignants à améliorer leur enseignement et leur apprentissage du conditionnel Anglais.

Summary

This research tends to investigate the negative impact of the linguistic interference of MSA in the learning of English conditionals. Three research tools are used in order to test the pre-suggested hypotheses; a questionnaire, an interview, and an assignment. The findings show that the LI of MSA in English leads students towards errors and the main reason behind this is the similarities and differences between L1 and L2. However a set of suggestions and recommendations are provided to avoid this problem and help both EFL teachers and students to enhance their teaching and learning of English conditionals.

