STUDIES ON THE INTERLANGUAGE OF ARAB EFL LEARNERS: AN OVERVIEW

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ABSTRACT

This study reports on a recent bibliography titled The interlanguage of Arab learners of English: A preliminary annotated bibliography. The bibliography, carried out over the last few years by the writer of this paper is now available on the home page of the International Journal of Arabic-English Studies (IJAES) at www.ijaes.org. In particular, the study highlights the type and nature of the studies listed in the bibliography through providing representative titles and sources. It also discusses the types of problems encountered in the process of compiling the bibliography. In this context it suggests, albeit briefly, a system for listing Arabic surnames of authors adopted in the bibliography, which may minimize the problem of referencing and documentation.

KEYWORDS: interlanguage; Arab learners; bibliography; problems of documentation; Arabic surnames.

1. Study objectives

This study seeks to introduce and report on a recent project carried out by the author that aimed at compiling a preliminary annotated bibliography of studies on the interlanguage of Arab Learners of English. The bibliography, carried out over the last few years, was published under the title The Interlanguage of Arab Learners of English: A Preliminary Annotated Bibliography (henceforth, Bibliography; cf. Mukattash 2005).¹

Secondly, the study provides some representative titles indicative of the type of the studies listed in the Bibliography. It also incorporates references to other relevant re-

¹ The bibliography is now available on the Home Page of the International Journal of Arabic-English Studies (IJAES) at www.ijaes.org.
sources and sources of information on various aspects of the interlanguage of Arab learners of English.

Finally, the study seeks to comment on the type and nature of the studies listed in the Bibliography as well as on the types of problems encountered in the process of compiling it. In this context it suggests, albeit briefly, a system for listing Arabic surnames of authors adopted in the Bibliography, which may minimize the problem of referencing and documentation.

2. Background information

As early as the beginnings of the second half of the twentieth century, Arab scholars and researchers, particularly students pursuing their graduate studies at American universities and later on at British universities, began to report on and investigate various aspects of the EFL teaching/learning situations in different Arab countries in particular, Egypt, Lebanon, and Jordan. At a later stage, this phenomenon spread to all Arab countries. Indeed, a quick survey of the titles in the Bibliography would not fail to convince us that names of all Arab countries are represented with varying degrees of frequency of occurrence.

Studies on the learning/acquisition as well as on the production of English as a foreign/second language by Arab students/learners still appear in the form of MA and PhD dissertations produced at Arab and international universities. Further, recent issues of local, regional and international journals still carry papers on various aspects of the interlanguage of Arab learners in English. It is interesting to note in this context that such studies unmistakably reflected and still reflect current developments in international linguistic thinking, particularly research applications in the following fields: Contrastive Analysis, Error Analysis, Interlanguage Studies, Discourse/Text Analysis, Second Language Acquisition (SLA), and Pragmatics.

The idea behind compiling the Bibliography was to bring together titles (and brief descriptions) of hundreds of studies that deal with various aspects of EFL learning/production by native speakers of Arabic in different educational and social contexts.

The Bibliography is, as far as the researcher can tell, the first endeavour of its type not only in the Arab world, but also in the world at large. It is thus hoped that it will be of use

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2 Possibly the first two studies on the difficulties which Arab learners encounter in learning English are by Professor Raja Nasr, the first of which was a PhD thesis supervised by Professor Robert Lado, founder of the CA hypothesis; cf. Nasr (1955, 1963). Another study is Rammuny (1966).

3 Countries referred to in the Bibliography are (in alphabetical order): Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, United Arab Emirates, Yemen.

4 Prior to the publication of the ILALE Bibliography, no attempt had been made to bring together hundreds of titles of studies on the acquisition of EFL by Arab learners. This is mainly due to the fact that many of these studies are not known/accessible to researchers (see below), and hence the idea of ILALE.
to scholars and researchers in the field of second/foreign language learning/acquisition, on the one hand, and to Arab applied linguists, textbook writers, and decision makers involved in English language teaching/planning in different Arab countries.

3. Sources and collaborators

The process of collecting relevant titles and data incorporated in the bibliography has been tremendous indeed. First, many papers/articles that deal with various aspects of EFL in the Arab World are published in local non-specialized journals that are neither indexed nor sufficiently circulated outside the 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 titles in the Bibliography. I shall return to elaborate on this issue in an ensuing section.

In addition to printed materials in the form of books, journals and theses, and individual titles of studies provided by research collaborators at different Arab universities, several websites and search engines were utilized by the researcher in compiling this Bibliography (cf. Sources below). Furthermore, the Thesis Directory at the University of Jordan Library, which houses MA and PhD dissertations approved by institutions that are members of the Union of Arab Universities, has been a major source for titles of theses produced at Arab universities.

4. Scope

The studies contained in the Bibliography (N=432) are thematically grouped into two major categories: (i) studies that deal exclusively with Arab EFL/ESL learners, and

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5 The author would 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: Zahiia Roula (Mentouri University); Bahrain: 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); Libya: Nuwara Imssalam (Garyounis University); Palestine: Hanna Tushyeh and Khalil Aziz (Bethlehem University); Qatar: Murtadhia Bakir (University of Qatar); Saudi Arabia: Ali Shehadeh (King Saud University), Hashem Noor (Taibah University); Sudan: Nada Wanni (Khartoum University); United Arab Emirates: Omar Atari (UAE University); Yemen: Ali Al-Zumor (Sanaa University), Zahraa Al-Sagaf (Aden University).


7 The ILALE Bibliography does not incorporate titles of hundreds of relevant MA dissertations produced at international and Arab universities. Only some representative titles of MA dissertations are contained in ILALE Bibliography. See also Footnote 10 below.
these constitute the overwhelming majority of the titles in the *Bibliography*; and (ii) studies administered to different groups of EFL/ESL learners (including Arab subjects) that purport to investigate a particular issue in SLA or test a hypothesis or a language universal. Such studies (cf. Appendix 5 below) are not highlighted in the *Bibliography*. Below is a brief discussion of the two types of studies.

4.1. Studies that deal exclusively with Arab EFL learners

Studies that deal exclusively with Arab EFL learners are thematically grouped into four categories as follows: (i) studies on error analysis; (ii) interlanguage and proficiency studies; (iii) studies on learning problems/difficulties; and (iv) studies on transfer/interference (from Arabic). Below is a brief description of these four groups. Each group will be represented by 2–4 relevant titles. More representative titles are listed in Appendices 1–4 below. The idea of listing a fairly large number of studies under each category in the appendices is to show the scope of the studies listed in the bibliography, on the one hand, and to enable the reader to have an overall view of the type and nature of such studies. Furthermore, the studies listed below and in the Appendices are meant to acquaint the reader with the type of journals in which these studies appeared or the institutions in which the research was carried out. By and large, the titles listed under each of the categories below and in the corresponding appendices can be claimed to be representative of all Arab EFL learners’ interlanguage studies.

(i) **Studies on error analysis proper:** These studies (N=91) constitute 21% of the overall number of titles listed in the bibliography and fall into two distinct categories: those that use in their titles the cover term *Arab* (e.g. Arab learner(s)/student(s)) as in the title in (1) below; and those that refer to a specific Arab language community (e.g. Jordanian, Egyptian, Algerian, etc.) as in the title in (2). Other representative titles of the two groups are in Appendix 1 below.9


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8 Only PhD theses and papers published in international and/or indexed refereed journals are represented below.

9 Materials used as examples in this study will be numbered consecutively throughout this study. Within each set of titles of studies (under each group), studies are arranged in an alphabetical order according to author surnames.
It should be pointed out in this context, however, that some titles make no reference either to Arab learners or to any specific group of such learners. The following two titles are self-explanatory:

(3) Ibrahim, Muhammad H (1978). Patterns in spelling errors. *English Language Teaching Journal*, 32.3: 207–212.\(^{10}\)


(ii) **Interlanguage and proficiency studies:** Like studies listed in (i) above (i.e. studies on error analysis), studies in this group (N=139) are of two types: those that use in their titles the cover term *Arab* (e.g. Arab learner(s)/student(s)) and those that refer to a specific Arab language community (e.g. Jordanian, Egyptian, etc.) as in (5) and (6), respectively:


In some titles, however, there is no reference either to “Arab learners/students” or to any specific group of Arab learners as in the following title:


Furthermore, this group contains studies that seek to characterize and describe the overall proficiency level of certain groups of Arab EFL learners or their knowledge in a specific skill or linguistic area as in the following title:


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\(^{10}\) Ss were native speakers of Jordanian Arabic.

\(^{11}\) Data consisted of English business letters written by NSs of English, Arabic, and other languages.

\(^{12}\) Subjects were NSs of Jordanian Arabic.
(iii) **Studies on learning difficulties/problems:** Studies in this group (N=66) are either of a general or of a specific nature dealing with a limited grammatical/phonological area as in (9) and (10) below respectively.


Furthermore, as in the case of studies referred to above, some studies in this group deal with a specific group of learners: cf.


(iv) **Studies on transfer/interference (from Arabic):** Studies in this group (N=74) are mainly of the “general” type that employ the cover term *Arab* since interference is assumed to be from Standard Written Arabic. The title in (12) below is self-evident. On the other hand, there are studies that refer to specific groups of learners, as in (13) below.


(13a) Alam, Md Monirul (1993). *The Use of Arabic in the Composing Processes of Kuwait University Students Writing in English*. PhD dissertation, Indiana University, PA, USA.


It is interesting to point out in this context that although most studies in this category refer to the phenomenon of interference from Standard Arabic, very few studies refer to the interference from the spoken vernaculars of the learners as in the following study:

Other studies that support the view that L1 interference in the interlanguage of Arab learners of English may be from either Standard Arabic or Spoken Arabic are Ibrahim, (1978) and Mukattash (1981).

4.2. Studies that do not deal exclusively with Arab EFL learners

As pointed out above, some studies contained in the bibliography, though dealing with certain aspect of the interlanguage of EFL learners, are not restricted to Arab learners. Such studies are typically administered to different groups of EFL/ESL learners (including Arab subjects) that purport to investigate a particular issue in SLA or test a hypothesis or a language universal. The title in (15) below is self-explanatory. More titles (with relevant explanatory annotations) are listed in Appendix 5 below.


5. Limitations

In compiling the Bibliography certain decisions were to be made with regard to the type and nature of studies to be included in it or excluded from it. First, the Bibliography does not include titles of the following types of study: (i) studies that deal exclusively with Arabic-English Contrastive Analysis (AECS) – such studies are listed in Mukattash (2002)14; (ii) 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; (iii) developmental studies that deal with the acquisition of a certain linguistic aspect by an individual Arab learner or a group of Arab learners over a certain period of time. Secondly, the Bibliography does not list titles of hundreds of relevant MA dissertations produced at international and Arab universities. Only some representative titles of MA dissertations are contained in the Bibliography.15

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13 Ss & data: Ss were from three designated language groups: Arabic, Japanese, and Spanish.
14 An updated version of the AECS bibliography is loaded on the homepage of the International Journal of Arabic-English Studies: IJAES (www.ijaes.org.).
15 Titles of MA dissertations 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. However, as pointed out above, readers are referred to University of Jordan Theses Directory at http://www.ju.edu.jo/library/english/folder.asp for titles of MA dissertations produced at Arab universities.
Readers may, however, notice that few titles in the bibliography may appear to belong more to AECS 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 learners or learning difficulties that they encounter in the process of EFL learning. Such difficulties are either predicted by Arabic-English contrastive analysis (i.e. hypothetical) and/or recorded in actual teaching situations. Readers may also notice that some titles are more related to translation problems than to interlanguage characterization. Admittedly, it is not always possible to draw clear-cut distinctions between different types of studies that deal with various aspect of the EFL teaching/learning process. For instance, a study claimed to be an Arabic-English CA of two grammatical categories/functions may turn out to be a mere interpretation of errors observed/recorded in the speech/writing of Arab learners of English (see Mukattash 2001). Similarly, it is not always easy to determine whether the problems identified in some translation studies are syntactic/lexical errors or whether their domain extends beyond sentence boundary to subsume discoursal and textual features. This is mainly due to the fact that in compiling the bibliography details of some of these studies were not accessible to the researcher, particularly in the case of MA dissertations produced at Arab universities that offer MA programmes in translation or articles published in non-specialized local/national journals that are not indexed and have no wide circulation.

Another limitation in the bibliography has to do with the fact that some studies are not annotated. First, due to space limitations and in order not to state the obvious some titles that are self-explanatory as in (16) below are not followed by such annotations:

(16)  **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.

Secondly, in some cases it was not possible to obtain information about some dissertations or articles. This is particularly true in the case of dissertations and papers published before abstracts and other relevant information (e.g. descriptors/identifiers) were available online: e.g.


Other limitations in the *Bibliography* which the writer is aware of are the following: (i) the *Bibliography* cannot be claimed to be comprehensive under any circumstance; and (ii) the bibliographic information of some titles is incomplete, particularly the number of pages. This is particularly true in the case of studies published in local and regional journals, not accessible to the writer.
6. Problems encountered in compiling the Bibliography

Several problems were encountered in the process of compiling the Bibliography, two of which have to do with documenting authors’ surnames and the places of publication. It is expedient, however, to point out that the identification of many of the problems discussed in this section was made possible through personal communication.\(^{16}\) Below is a list of the major problems which the present author has encountered in compiling the Bibliography with regard to documenting the authors’ names and places of publication.\(^{17}\)

6.1. Documenting the author’s surname

The problems encountered in documenting “surnames” fall into four types: (i) same surname with different spellings; (ii) different surnames for the same author; (iii) inconsistent use of the prefix \textit{al-/el-} with surnames; and (iv) inconsistent representation of compound nouns. Below is a brief discussion (with examples) of these problems.

(i) Same surname with different spellings: A clear example is the surname \textit{Tushyeh}, which is sometimes spelled with a <ch> and sometimes with <sh>. In all references to the authors PhD thesis produced at the University of Texas at Austin it is spelled with a <ch>, as in (18a), whereas in subsequent publications the surname is spelled with a <sh> as in (18b):

(18a) \textbf{Tuchyeh, Hanna} (1983). \textit{Transfer and Related Strategies in the Acquisition of English Relative Clauses by Adult Arab Learners}. PhD dissertation, University of Texas at Austin, USA.


A similar phenomenon occurs with surnames that are sometimes used with, and sometimes without the prefix \textit{al-} that typically precedes most Arabic surnames (e.g. \textit{Khanji} vs. \textit{Al-Khanji}). We return to elaborate on this issue in point (iii) below.

\(^{16}\) This is due to the fact that many of the researchers whose works are listed in the Bibliography, particularly university lecturers/professors, are personally known to the researcher.

\(^{17}\) Readers are requested to observe the following notation which we have adopted for consistency with other similar studies and for ease of reference: The prefixes \textit{al-/el-} will be placed as an independent form immediately before the surname. For example, the name \textit{Saleh Al-Salman} will be listed under S in the following manner: \textit{Salman, Saleh al-} (1980). More details can be found in the ensuing section.
(ii) Different surnames for the same author: Another problem that emerged during the process of compiling the Bibliography has to do with the fact that some authors use different surnames in different works. For example, the following title of a PhD dissertation produced at Nottingham University in 1982 is listed under the surname Hamdan as in (19), whereas in all subsequent publications, the writer adopts the surname Shakir, which is seemingly his father’s name (cf. 20):


(20) **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.

This is due to the fact that, unlike Western surnames, Arabic surnames may be the name of the writer’s family/tribe or his father/grandfather.

Another example can be seen in the publications of **Suleiman, Saleh**. The writer uses the surname Suleiman for his PhD dissertation produced at Sate University of New York at Buffalo (21a) and for some of his papers published afterwards (21b), whereas in more recent publications, he uses the surname Al-Salman, as in (21c):


(iii) Inconsistent use of the prefix *al-/el-* with surnames: As pointed out above, another problem that seems to be idiosyncratic of Arabic surnames in general is the retention or avoidance of the prefix *al- or el-* (equivalent to the definite article *the*) as a morphological component of the surname. This is due to the fact that these two prefixes typically precede Arabic family/surnames names. In fact, most Arabic family names are variably used with/without such prefixes. However, due to assimilation in certain phonological contexts the /al/ or /el/ are pronounced as /as/, /es/; /ar/, /er/; or /at/, /et/. Even when the surname is preceded by one of these suffixes, there is no agreement whether the suffix should be represented in English as part of the surname or not. As far as I know, there
are 5–6 different ways of representing these prefixes, which seem to be in free variation. All the following orthographic representations for the surname *Rasheed* are possible: *Al-Rasheed; al-Rasheed; Alrasheed; Al-Rasheed; alRasheed; al Rasheed*; and *AL Rasheed*. The following are some representative titles from the *Bibliography*:


Obviously this poses a serious problem in documenting the surname, particularly when the prefix is represented as an independent orthographic unit. The problem becomes graver when an author’s name is variably used with or without a prefix. The following data show how the surname *Khanji* is used once with a prefix and once without one as in the following two examples respectively:


There is no agreement as to whether such prefixes should count in arranging surnames alphabetically. In the *Bibliography*, these prefixes are disregarded for purposes of alphabetical ordering and hence, for ease of reference, the prefix is presented as an independent form immediately after the author’s first name. For example, the name *Saleh Al-Salman* is listed in the following manner: *Salman, Saleh al- (1980)*. All titles in the appendices below follow this system. Such a system will no doubt facilitate documentation as well as citations.

(iv) Inconsistent representation of compound nouns: Compound nouns are a common phenomenon in Arabic, particularly in names of people or places. Two types of compound nouns are relevant to the theme of this study, namely orthographic representations of authors’ surnames. Below is a brief description of these two types coupled with the types of problems involved in documenting such names.

First, some Arabic surnames consist of the sequence: *Abu* ‘father of’ + proper name, as in *Abu Hassan* ‘Hassan’s father’. The second noun in the sequence may also be a common noun as in *Abu al-ruz* [sic] ‘father of + the rice’ and *Abu al-ghanam* ‘father of + the goats’. Obviously, the word *Abu* does not mean ‘father of’ in such sequences; it is used either in a metaphorical sense or to
refer to profession/occupation (i.e. ‘that dealing/working with...’). As pointed out above, the main problem involved in documenting such surnames in English has to do with the fact that there is no agreement on the spelling of the first constituent of the compound noun; there are three different spellings which I am aware of: *Abu, Abou, Abo*. There is also no agreement as to the orthographic relationship between the first and second constituents of the compound noun. Some writers prefer to represent the first constituent as an independent orthographic unit; some hyphenate the first and second constituents, whereas others amalgamate the two constituents in one orthographic unit as in the following three examples from the bibliography respectively:


The situation is further complicated by the fact that some writers amalgamate the first constituent (*Abu*) with the prefix *al-*/*el-*. For example, the name: *Abou + el + Fetouh* is represented as: *Aboul Fetouh* as in the following title:


In addition to the type of the Arabic compound noun illustrated above, there are compound nouns that consist of the sequence: *Abd* ‘servant’ + *al/el* + proper name, as in: *abd el Rahman* ‘servant of the Compassionate [God]’. Typically the second noun in the combination is one of God’s attributes/names (e.g. *al Raheem* ‘The Merciful’; *Al Rahman* ‘The Compassionate’). Like compound nouns discussed above, this type of noun poses different types of documentation problems. The following titles from the *Bibliography* exhibit several types of variation in representing some typical compound Arabic names:


6.2. Documenting Place of Publication

Another problem encountered in the process of compiling the *Bibliography* has to do with the fact that some studies are published under the same title with identical abstracts in more than one journal, sometimes in the same year. The three examples in (27) below are self-explanatory. More examples can be found in the Appendices below as well as in the *Bibliography*.


7. Concluding remarks

Other general shortcomings and weaknesses of the studies contained in the *Bibliography* are detailed in Mukattash (forthcoming). It is convenient at this point, however, to point to one major shortcoming, namely the phenomenon of duplication of studies. Indeed, a brief glance at the titles in the bibliography will not fail to convince us that there is a great deal of repetition, quite often six or seven studies, even more, deal with the same category, process or phenomenon. The titles in Appendix 6 below represent a clear example of the phenomenon of duplication; over twenty titles deal with the English verbal system. Other examples of duplication in the bibliography are seen in the following grammatical areas: relative clauses, prepositions, the definite article, the passive voice, phrasal verbs, negation, word order, complex sentences, etc. Studies on lexical and textual and discoursal errors/difficulties also abound in the *Bibliography*.

Obviously the phenomenon of duplication is not a case of deliberate negligence but, as I argue elsewhere (Mukattash 2001: 120), is a logical conclusion of the fact that most linguistic research referred to in the Bibliography has been conducted individually and that dissemination of information amongst Arab universities has been and still is minimal.

REFERENCES


Nasr, R. 1955. The phonological problems involved in the teaching of American English to native speakers of Lebanese Arabic. [PhD dissertation, University of Michigan, Ann Arbor, USA.]


SOURCES


BHI: British Humanities Index.

Blackwell Synergy. http://www.blackwell-synergy.com/. [Blackwell Synergy is the online journals service from Blackwell Publishing. It holds the content for most of Blackwell’s journals, the majority of which are published on behalf of international scholarly and professional societies.]

BLIC: British Library Integrated Catalogue. http://catalogue.bl.uk/. [This catalogue unites a number of separate sources to list over twelve million items in the British Library’s collections.]
COPAC: Consortium of Research Libraries. http://copac.ac.uk/. [COPAC provides free access to the merged online catalogues of 24 major university research libraries in the UK and Ireland plus the British Library, the National Library of Scotland, and the National Library of Wales.]


CUP: Cambridge University Press. http://www.cambridge.org.uk/. [Cambridge University Press is the printing and publishing house of the University of Cambridge.]

CURL: Consortium of Research Libraries in the British Isles. http://www.curl.ac.uk/. [CURL’s mission is to increase the ability of research libraries to share resources for the benefit of the local, national and international research community.]


Dissertation Abstracts Online. http://library.dialog.com/bluesheets/html/. [Dissertation Abstracts Online is a subject, title, and author guide to virtually every American dissertation accepted at an accredited institution since 1861. Selected Masters theses have been included since 1962.]

Elsevier. http://www.elsevier.com/. [Publisher of more than 20,000 products and services, including journals, books, electronic products, services, databases and portals.]

ERIC: The Education Resources Information Center. http://www.eric.ed.gov/. [The ERIC online system provides researchers with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966.]

FFF: FreeFullText. http://www.freefulltext.com. [FreeFullText provides links to the full-text content of over 7,000 scholarly periodicals that anyone may access online for free.]

IngentaConnect. http://www.ingentaconnect.com. [Academic and professional research articles online – some 17 million articles from 28,000 publications, including 6,100 online.]


LINGUIST List. http://cf.linguanet.org/. [The LINGUIST List provides information on language and language analysis and hosts searchable archives of over 100 other linguistic mailing lists.]

LLBA: Linguistics and Language Behavior Abstracts. [Linguistics and Language Behavior Abstracts provides access to citations and abstracts of books and book chapters, dissertations, and articles from over 1,300 scholarly journals in the fields of linguistic research, language research, and research in the areas of speech, hearing, and language pathology. The database contains over 300,000 records ranging from 1973 to the present.]


OUP: Oxford University Press. http://www.oup.co.uk/. [In addition to publishing over 4,600 new books each year, more than 170 OUP journals are now also available online.]


APPENDIX 1

Studies on error analysis.


Khalil, Aziz (200). *Analysis of Errors Made by Arab EFL Learners*. Bethlehem University, Bethlehem, Palestine.


APPENDIX 2A

Interlanguage studies.


\(^\text{19}\) Ss were Jordanian university students.


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.


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**APPENDIX 2B**

Studies on language proficiency of specific groups of learners.


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20 Ss were 4 adult Arabic NSs who had come to the US to pursue their education. The study lasted over 18 months.

21 Ss were secondary school Algerian students.

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.


**APPENDIX 3**

Studies on linguistic problems/difficulties.


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.


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22 Ss were multilingual university level Moroccan learners.
APPENDIX 4

Studies on L1 interference.


APPENDIX 5

General and theoretical studies.


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23 Data came from two groups of students receiving special instruction in conversational English. In one group the three speakers were Japanese NSs; in the other group, there were 2 Arabic speakers, a Chinese speaker, and a Spanish speaker.

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

25 Ss were NSs of Arabic (N=100) and Spanish (N=194).


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.  


APPENDIX 6

Studies on the verbal system.


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26 The study analyzed and compared the performance of a group of Arabic NSs with the performance of a group of Spanish NSs.  

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

28 Ss were NSs of Hebrew (N=30), Arabic (N=28) and English (N=30).  

29 Ss were NSs of Arabic (N=12), Spanish (N=8), Malaysian/Indonesian (N=8), Japanese (N=5), and other languages (N=7).  

30 Ss were 99 EFL learners belonging to three different NL backgrounds (Japanese, Arabic, and Spanish).  

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


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.


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.
