AN INVESTIGATION INTO THE SYNTACTIC AND LEXICAL INTERFERENCE OF ARABIC WITH THE WRITTEN ENGLISH OF FRESHMEN AND ENGLISH SPECIALISTS AT YARMOUK UNIVERSITY

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ABSTRACT

An Investigation Into The Syntactic
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With The Written English Of Freshmen
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This study investigated the syntactic and lexical interference
ersors that were attributed to Arabic as exhibited in the written English
of freshmen and English specialists at Yarmouk University. Interference
ersors were identified, classified, and explained.

The sample of the study consisted of 180 students distributed as
follows: 60 freshmen, 60 sophomore English majors, and 60 senior
English majors at Yarmouk University for the academic year 1981 - 1982.

The hypotheses of this study were:

1. There will be significant differences between freshman and
sophomore English specialists with respect to syntactic and lexical
errors due to Arabic interference.

2. There will be significant differences between freshman and senior
English specialists with respect to syntactic and lexical errors
traceable to Arabic interference.

3. There will be significant differences between sophomore English
specialists and senior English specialists with respect to
syntactic and lexical errors attributable to Arabic interference.

The foregoing hypotheses stemmed from the assumption that beginners
in a foreign language make more errors than advanced learners. A one-way
analysis of variance was employed and the previously stated hypotheses
were tested at 0.05 and 0.1 levels of significance.
The findings of the study were as follows:

1. There were statistically significant differences between freshmen and sophomore English specialists in preposition errors at 0.05 level of significance and relativization errors at 0.1 level of significance. Freshmen made more errors than sophomores did.

2. There were statistically significant differences between freshmen and senior English specialists in the following syntactic errors: the definite article, prepositions, and relativization at 0.05 level of significance. Freshmen made more errors than seniors did.

3. There were statistically significant differences between freshmen and senior English specialists with respect to lexical errors at 0.05 level of significance. Freshmen made more errors than seniors did.

4. There were no statistically significant differences between freshmen and sophomore English specialists with respect to the definite article, copula, sentence structure and lexical errors.

5. There were no statistically significant differences between freshmen and senior English specialists with respect to copula and sentence structure errors at 0.1 level of significance.

6. There were no statistically significant differences between sophomore and senior English specialists with respect to syntactic and lexical errors at 0.1 level of significance.

The findings of this study support the assumption that beginners make more errors and depend more heavily on their mother tongue in second language learning than advanced ones do.