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**The Impact of Cultural Interference on Second Language
Acquisition of English by Arabic Speakers**

MASTER'S THESIS

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Abstract

The topic of the Master's Thesis is The Impact of Cultural Interference on Second Language Acquisition of English by Arabic Speakers. Cultural interference is a difficult process connected with the acquisition of the second language by the Arabic-native learners. It has tried to find out factors that affect directly the process of acquiring the second language, and has been noted that the native language which is the Arabic language play an important role in the acquisition of the L2. It is also in belief that the background knowledge of differences and similarities between the mother tongue and the second language has a significant and sensitive effect on the acquisition of the second language in a more accessible and flexible manner. Therefore, it is important to discover how the first culture could interfere the second language and how could the background knowledge of the second language culture affect the process of acquiring a new language. Moreover, how the differences between the native language and the target language play an important role in acquiring a new language.

We use a descriptive and an analytical method as well as content analysis to investigate how culture interfere the English language acquisition. In order to study cultural interference on second language we present theoretical background of the previous assumptions and the psycholinguistic problems on the acquisition of the second language and we explain the differences in the English and Arabic teaching methods.

20 participants from Al-Hakim School in Babylon city in Iraq were chosen for analysis. We look for the cultural effect on the process of second language learning which is the English language by handing out 3 tasks to each participant. Moreover, we observe to indicate the dereliction of introducing culture in learning the English language.

Results show that first language culture, the second language cultural background, the surrounding environment, and the education system play a great role and influence the process of English language learning.

Table of Contents

| | |
|---|----|
| Introduction | 6 |
| Chapter 1 Cultural Interference on Second Language Acquisition of English by Arabic Speakers..... | 9 |
| 1.1 Theoretical Background..... | 9 |
| 1.2 Second Language Acquisition as a Psycholinguistic Problem..... | 15 |
| 1.2.1 Theoretical Framework..... | 15 |
| 1.2.2 Age..... | 15 |
| 1.2.3 Personality..... | 16 |
| 1.2.4 Experiences..... | 16 |
| 1.2.5 Motivation..... | 17 |
| 1.2.6 Anxiety..... | 17 |
| 1.2.7 Empathy..... | 17 |
| 1.2.8 Social Distance..... | 18 |
| 1.3 The Concept of Cultural Interference in Modern Linguistics Investigations..... | 19 |
| 1.4 English as a Foreign Language in Arabic Countries..... | 24 |
| 1.5 Differences in the English and Arabic Teaching Methods | 26 |
| 1.6 The Impact of Cultural Interference on Second Language Acquisition of English by Arabic Speakers..... | 30 |
| Results | 37 |
| Chapter II Cultural Interference of English on Arabic Speakers..... | 38 |
| 2. Methodology | 38 |
| 2.1 Introduction..... | 38 |
| 2.2 Identification of participants..... | 38 |
| 2.3 Limitations of the study..... | 39 |
| 2.4 Data instrumentation and data collection procedure..... | 40 |
| 2.4.1 Data collection..... | 40 |
| 2.5 Findings | 43 |

| | |
|------------------------|----|
| 2.6 Discussion | 53 |
| Results | 57 |
| Conclusions | 58 |
| References | 60 |
| Online Resources | 65 |
| Appendix | 66 |

Introduction

Language is a part of one's native identity. Even though a person knows many languages, it is seen that he is more comfortable with his mother tongue. It happens because people have some emotional attachment with the language, which they use in day-to-day life. In today's globalized state of affairs, people of different places are closer than ever before. They share their emotions with people of other places through their common language. Being an important language, which is spoken all across the world, English has its own advantages but it cannot be expected that everyone speak it in the same way. The native culture does interfere individual's language skills in the second language, which is the English language.

There are two suppositions of contrastive analysis hypothesis. First, the difference between the native language and the L2 shows the amount of difficulty. Second, if there is a similarity between the native language and the second language, there is an ease between the two languages. Therefore, if the two languages find so many differences, it will be difficult for the learners and if the two languages are the same it will be easy to the learners (Hayati, 1998). The effect of the first language can reduce the acquisition of the second language and it can reduce this effect, by continuous communication and the use of language continuity. (Taylor, as cited in Krashen, 1981: 67).

Moreover, the native language is an easy thing since young, the acquisition of the second language is quite a difficult thing, and one can acquire many different languages. According to Sinha, Banerjee, & Shastri the first language that is toughed at an initial age of the childhood of age under 3 years is the first language. First language is also known as mother language, native and main as shown by (Sinha et al, 2009).

This research is vital because it examines and investigates the cultural interference on second language acquisition. A second language is necessary for the

education, employment and other purposes for communications among the persons with different native languages.

The purpose of this research, is to study the native culture and the second language culture and how could interfere each other's in the scope of the background knowledge of the second language culture and the native language culture and the factors that affect the process of acquiring a new language. Moreover, how the differences between the native language and the target language play an important role in acquiring a new language.

To achieve the above mentioned purpose, the following tasks have been set:

- To study the theoretical background of the cultural interference on second language.
- To identify the factors that affect the second language acquisition.
- To study the differences between the Arabic culture and the English culture.
- To specify the differences the English and Arabic teaching methods.
- To determine the reason for the dereliction to teach the second language culture.

Our research is based on the linguistic methods of investigation. The main method is a descriptive and analytical one in which we describe and analyze the cultural interference on the English language acquisition. We also use a statistical method to calculate the percentages of the responses form the tasks that examine the participant's cultural background knowledge making our study a qualitative and quantitative one.

As for the theoretical resources, our investigation is based on the works of such eminent scholars as G. Rababah, V. Rozencvejg, and J.Hidasi and others.

The research material includes the answers of 20 participants from Al-Hakim school in Babylon city in Iraq.

The theoretical novelty of the research is that it provides a brief and a summarized background of the importance of the cultural interference on second

language acquisition of English in the Iraqi education system and in the process of learning.

The practical value of the research is accounted for the possibility to use the results of our investigation to help the teachers to introduce cultural learning in the education process of the English language to be easier and smoother to acquire the L2.

Structure of the research. Our research contains 72 pages (excluding the appendix) and consists of an introduction, two main chapters, a conclusion, and references. Each chapter consists of several logically interconnected sections followed by a conclusion where we enumerate the results of every chapter. Our resources consist of 60 references represented by books of Arabic, Russian and foreign authors, articles. In the appendix, we gather all the tasks and some samples for each task we encountered in this study.

CHAPTER I CULTURAL INTERFERENCE ON SECOND LANGUAGE ACQUISITION OF ENGLISH BY ARABIC SPEAKERS

1.1 Theoretical background

This chapter analyses the studies and researches that have been done previously by other researchers and other scholars. It also looks into the topics that are related to the topic of research.

There are psycholinguistic factors that play an important role in learners' success in acquisition of foreign language and the use of the second language. Each person has his own way of thinking and a unique characteristic that makes him function in various ways (Shabitha, & Mekala, 2013). Several researches and studies have been done which serve as evidence for the effects of these factors. Fan did a study that was investigating the understanding and experiences of 10 students from Asia who had an Asian background in relation to language shocks. The study entailed the TESOL (teaching English to the speakers of other languages) program in the faculty of education at the Tasmania University. In the focus to gather the live experience of the students, semi structured groups and interviews were organized. From the study, the results, that were received, show that the differences in culture and language have a great impact on these Asian students with the Asian background. Teachers and the university are advised to come up with programs that will be able to overcome culture and language shocks and enable them develop positive attitudes towards English language learning (Fan, 2010). Moreover, Fathman (1975) did a study to overall the performance of the age as a psycholinguistic factor on learning a new language. She investigated two interesting things: first, that age did not affect the sequence of learning process. Second, that age of learning affects the performance on phonology (Fathman, 1975).

Most of the researchers who have done various investigations show that second language acquisition and teaching occur in a socio cultural setting and it is taught through interaction. The interlocutors must make it through the speech so that it can be accessible to the new learners to ease communication of one's thoughts and feelings. For example, Vygotsky in 1978 and 1986 have propose many theories that discussed the second language acquisition and second language learning, the three theories is the Zone of Proximal Development (ZPD) (Vyogtsky,1978) , self-regulation and scaffolding (Vygotsky, 1986).

Socio cultural theory would explicit the impacts of culture on the SLA (second language acquisition) in that it does not correlate with the behaviorism and cognitivism whereby behaviorism is how people and cultural artifacts transform into the inner activities of our brains. Imitations are the best way that can help in promotion of internalization in language acquisition because the new learner can be able to imitate the person who is familiar with the new language.

As stated by Powell and Andersen “culture provides us with a heritage and a set of expectations about the educational settings”. These expectations concern the whole education and not only the setting of the education (Powell & Andersen, 1994: 322). Disorientation of the learners of the new language comes from a feeling of loss whereby a person feels why we do not do it the way we are used. Nevertheless, without realization of the learner that some ways function better in a certain situations may not be effective in a different setting. People should be made to understand how their views affect the understanding, learning, production and their interaction. Neglecting of the mental programming differences in that matter of communication may lead to low effectiveness.

Moreover, according to the various studies that have been done previously show that the first language has a big interference on the second acquisition of the second language. For example, Karim and Nassaji investigated the first language transfer in L2 writing, and they found that when second language learners write in L2, their L1

has an effect on their writing (Karim & Nassaji, 2013). Fatemi, Sobhani, did another study in 2009 to investigate the differences in constant clusters orally in the first and second language were different. It continues to state that there is a problem in pronunciation of language 2 because they are faced to unfamiliar phonological rules of the new language (Fatemi & Sobhani, 2009). On the other hand, Lord did a counter study; he investigated that second language effects on L1. He stated that learners acquiring second language lose their L1 (Lord, 2009).

In fact, culture and language cannot be separated from each other. So, at first the cultural awareness must be acquired in the second language process learning. Because Communities with similar or close languages have minor differences in the influence of culture on the acquisition of the other language, which have some close similarities (Nation 2001). The process of second language acquisition have been affected by the first language, or the native language and other external factors have minor effects on L2 acquisition.

Defining culture, that is the system of values, norms and beliefs within a group of individuals, society or community. However, Williams said that “culture is ordinary: that every human society has its own shape, its own purposes, its own meanings, arts and learning” (Williams, 1958). Moreover, Kramsch defined culture as a “Membership in a discourse community that share a common social space and history and common system of standers for perceiving, believing, evaluating, and acting” (Kramsch, 1998: 10). Culture has a broad effect on the people in how it affects the people’s behavior and language according to the set norms and rules. Culture does not only change the values of the people, but also the cultural knowledge is important aim in achieving the proficiency of the second language.

The culture of any society or community can be changed according to the type of the second language that people want to learn. For example, new words become recognized in a certain culture and they are actually different from the ones that were used some times back in the same culture. Some old words remain even if they are not

used and they can help in determination of the cultural practices of the community. In a simpler way, language is always cultural and in some respects, it should be conceptualized as part of the society and its part of culture.

In accordance to National Standards Foreign Language Education project in 1996, the mother language or the first language have different syntax, pronunciation and structure. It is probably through support of the culture, the understanding of the background culture for each second language that the people want to learn can be resolved, and students learning stresses can be reduced to some extent (Magnan, ets. , 2014)

As it is noted by Hidasi, “there is a hypothesis that proposes the existence of an intensive correlation of communication tactics as well as teaching learning tactics which are acquired at an early age of childhood as part of the subconscious culture of an individual” (Hidasi, 2004: 1). This clearly shows that the learning and teaching of a different language from the mother tongue would differ in accordance to the cultural diversity.

Gunderson (2000) describes language and culture and he says that the two are linked and unlike the Gordian knot, nothing helpful of sense can come from the separation of two, as they would lose meaning when separated (Gunderson, 2000). English on its own is becoming a language that needs to be known worldwide. Learning English is actually essential to every person worldwide. It has been found of much importance in science, business and, most commonly, the communication. In order to participate in the world economy and benefit from the science and the researches that are being made and the trending issues (Gunderson, 2000: 694).

Robertson made a study that focused on the role of exploring the affective filter among the adult aged English learners classroom (Robertson, 2011). From the study the results that were found is that when the affective filters were lowered to a certain level the learners used their intended language to know more comfortably and frequently. From the responses that were got from the surveys it was found that the

learners were intrinsically motivated by their objectives to learn their new language (second language) the teachers interviews created a collaborative learning environment to learn their target language and make the students feel more comfortable with each other as well as reduce the anxiety.

Social distance is another psycholinguistic aspect that have direct effect on the process of second language acquisition as it is shown in the investigation of the (Nix, 1993). In his study, Nix prepare a questionnaire to 131 American and international students who lived in the university residence halls and shows that the distance between various ethnic groups, which is the social distance how it was measured by the use of Borgardus scale. The questionnaires asked demographic questions and included a social distance scale too. From the responses on the questionnaire, it was concluded that the social distance was a function of the ethnic background, current educational level as well as the previous interaction with other ethnic groups. Both the American and the international students were found to be affected significantly by the social distance. Moreover, societal norms or issues and factors that raise the social distance between two groups it will affect the degree of second language learning. For example, that stated by Schumann “of both good and bad language learning situations are drawn from actual contact situations: Americans living in Saudi Arabia, American Indians in the US. and American Jewish immigrants in Israel” (Schumann, 1976).

The acquisition of English as new language in Arabic community is viewed in different perspectives. First Rababah emphasizes the aspect of the second language teaching to the non-native speakers of that language that different people think that they should be taught in their mother language while others think that it is okay to be taught in the new language (Rababah, 2003). On the other hand, Deller and Rinvoluceri do not comply on the random use of the mother language to teach new language and he goes to an extent of warning the teachers on the negative effects of use of the native language to teach the new language (Deller and Rinvoluceri, 2002: 10). However, he does not completely disagree on the use of the native language to teach the new

language and he says that it can only be of help to the learner if only it is used at appropriate time and reasons.

Many other studies have been conducted to specify the general problems of Arabic learners of English. For example, Abdul in 1982 made a study in Jordan to investigate the phonological and syntactical errors and he states, “One of the linguistic areas in which students in the secondary cycle commit errors is in the writing skill” (Abdul, 1982). Moreover, Zughoul and Taminian support the investigation of Abdul by saying that Jordanian student whom endeavor to study English language commit many lexical errors in communication process (Zughoul & Taminian, 1984: 4). In addition, Abbad made a study in Yemeni university on the Yemeni students and he investigate that the Yemeni EFL learners face many difficulties in the process of student English language due to the old education system and inappropriate methods of teaching (Abbad, 1988).

Teaching of new language to a non-native speaker is quite a challenge to the teacher as well as the learner. The teaching of English to Arabs is a challenge too because of various reasons, which needs a lot of attention from both the learner and the teacher (Dirou, 2017). As much as one may be willing to teach the new language and it is a compulsory subject in the Arabs, it is a matter of interest to learn the new language. The problems and challenges in learning and teaching of the English language is as a result of different alphabets that poses a challenge to the learner to master new alphabets and the teacher as well because he must teach the student to understand the language. Cultural differences among the Arabic community makes it difficult for the learners to get to know the new language where some people from various countries will not feel comfortable learning through music and discussing some topics as well as seeing and studying some pictures (Dirou, 2017). In addition, some of the English words and vocabulary are hard to pronounce or say for the Arabic learners now that their alphabets have a great diversity from the English language (Dirou, 2017).

1.2 Second Language Acquisition as a Psycholinguistic Problem

Learning of certain language is dependent on the intellectual, emotional and physical educational development of individuals and it involves a diverse society. The psychological factors have a big role to play in the learning and seeking of a secondary language that is not an individual's native language. The differences in character traits among different persons make them have another ways of function in terms of acquiring the second language and the psycholinguistics say that depending on the differences that are seen in a language learner, one can be able to predict the failures and success of in the language learning. Various factors affect an individual's second language acquisition process where some positively influence the acquisition of the language while others negatively affect the language. Some of these will be covered in the following sections:

1.2.1 Theoretical Framework

Acquiring a Second language affected and influenced by many factors whereby learners find it is a challenge. Gardner says, “integratively-oriented learners are highly motivated, have a stronger desire to learn the new language, have a positive attitude toward the learning situation and are likely to expend more energy in learning the new language” (Gardner, 1985).

Collier says that the process of second language learning is depends on the cognitive style, cultural and social background and the formal educational materials in the first language education system that one was taught (Collier, 1988). For the learning of the second language, it involves an individual to change his original identity. Some of these psychological factors are discussed below:

1.2.2 Age

Age is one of the most factors and aspects that influence the process of the second language acquisition. Most of the psycholinguistics say that children are better learners of the foreign language than the adults because they have a good mastery of the new language (Grass and Seliker, 2001). Also, the motivated older people can as

well be able to learn with ease the new language although they strain much to acquire the native speaker's pronunciation and the intonation of the language.

The formulation of CPH (critical period hypothesis) by Lenneberg found that the automatic acquisition of the foreign language from a mere exposure to it did not last and it disappeared at puberty and therefore it would be learned through a conscious effort (Lenneberg, 1967).

1.2.3 Personality

Introverted persons or else anxious learners have shown a slow progress in the acquiring of a foreign language in the oral skills development and they rarely take opportunities in speaking the new language. The outgoing learners have no worry of making mistakes and they, always involved into more practice and therefore are at a greater chance of acquiring the new language with ease from the frequent practice. Gass & Selinker proposes that some features of the learner's personality could motivate and encourage or inhibit second language learning process (Gass & Selinker, 1994: 432).

1.2.4 Experiences

As many scholars say it, especially Lightbown, Patsy M., and Nina Spada experience is the best teacher, in the role and process of the second language acquisition (Lightbown, Patsy M, and Spada, 1993). Here is a similar case how the people who have ever had a chance to be exposed to the new language will be able to learn and acquire the new language faster and with ease. For example, an Arab who has ever been to an English class and another one who has never been to such a class, the one who has ever been in such a class will be having a high chance of getting the new language faster as compared to the one who has never. However, in some cases, it may differ in a way that some people have a sharp mind and will be able to get the new language from even the first class attendance.

1.2.5 Motivation

To define motivation, it is the reason or reasons as to why a person behaves in a particular way. It is divided into two while there is intrinsic motivation, which has been found to have a big correlation in the educational achievement of the learners. The students who enjoy learning and take pride in their learning of the language will do better as compared to those who do not. The other one is extrinsic motivation, which has also been found to have an essence in the learning of new language. For example, the students who wish to learn English as a second language for admission in the American universities will do much effort in the learning and will thereby have a big and better progress. Other scholars like Williams & Burden defines motivation as “a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort” (Williams & Burden, 1997: 120).

1.2.6 Anxiety

It is the feeling of fear, worry, uneasiness or doubt than an individual feels under certain circumstances. Horwitz et al states that, especially in” People who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class where they have little control of the communicative situation and their performance is constantly monitored” (Horwitz et al, 1986: 127). Therefore, it is an environment that encourages anxiety among the learners inhibits the better learning of the new language. For example, an emphasis on competition of the learners or forcing an individual to produce in the target second language does not give a conducive environment for the learner and it causes anxiety.

1.2.7 Empathy

To define empathy, it can be said that it is a trying to fit in one's shoes or trying to look like the other person and feel like them. According to Berkowitz said that “cultural empathy is related to social approval” (Berkowitz. D, 1989: 102). So learning new language is a matter of acquiring a new different personality and culture from

your mother one. The ability of the Learner and desire to open himself to these new cultural experiences and appreciating them as his own cultural experiences is of much importance in the acquisition of the second language.

1.2.8 Social Distance

Social distance is the desired or affect the perceived level of remoteness among the members of different ethnic groups, which is evidenced, by the level of intimacy between the individuals of the different ethnic groups. In an investigation by Nix on the existence of social distance among the various ethnic groups by the use of the Bogardus scale he administered a questionnaire to some students both American and non-American. The questionnaire included the demographic and the social distance scales. From the answers that were got from the questionnaires, it was found that social distance is the function of ethnic background, the existing educational level and the prior interaction with other ethnic groups. In addition, the most important result that was got from the questionnaires is that where one was an American or not, there was still the effect of social distance (Nix, 1993).

In conclusion, psycholinguistic factors play a very important role in the process of acquiring any new language. These factors need to be considered when teaching a new language for example when the environment is creating anxiety for the learner, one should focus on reducing the anxiety to aid in a positive look of acquiring the new foreign language.

1.3 The Concept of Cultural Interference in Modern Linguistic Investigations

The interference of a culture of a certain community greatly affects the language of that community and causing changes. In general view, interference can be defined as the deviation from linguacultural norms, which are caused by one language and influence the other in a way during acquisition by new learners. From the previous researches that have been done, they show that one's mother's language has the largest effect in the process that one takes to acquire the second language or even a further language. In discussing the relationship between culture and language, most of the researchers would have a single view in the same direction that language occurs in culture. Whereby the cultural norms values shows themselves by a way of language among some other things and this is a good reason that explains why the 2 cannot be separated from each other as they would lose their meaning and they are therefore interdependent to create the meaning. As stated by Hymes and Gumperz in 1972 that language defined as social and language and they complete each other and language use social identity and backgrounds , as well as social meaning (Hymes and Gumperz, 1972).

Of late the researches that have been done they show that the mother language has very little to play in the acquisition of the second language. The fact that interference of language has since long been the topic of academic interest, cultural interference actually remains unsearched phenomena even though culture is actually associated with various linguacultural interacting and correlating in a way that they cannot be separated from each other. There is both direct and indirect interference of the culture as proposed by V. Rosenzweig. Direct interference entails the deviations from the norms of the language that explicitly manifests itself in lexical phonetic mistakes or grammatical mistakes. On the other hand, indirect interference of the culture is whereby the interference can be associated with something else and can,

therefore, not be seen with ease by the observer (Rosenzweig, 1972). A deviation from the norms of one's culture stem them from lack of authentic experience and reveal themselves not much to the language system as at the level of usage, which hardly leads to any distortion of specific information of the culture but on the other hand not using it to the same level for a native speaker does.

When analyzing the indirect interference of the cultural it would be of much importance to take into consideration of the current and the most recent researches in the area of culture didactics and the biggest challenge in this area of culture didactics is the limits and the structure of cultural content to make it both sufficient and attainable for a first class learner classroom. Milrood tries to explain the content that is necessary for teaching culture by splitting into five components, which include culture elements, manifestations, culture indicators, facts, dimensions of the culture. These five components are arranged in a pyramid form whereby they are arranged from the most explicit to the most implicit (Milrood, 2012).

Of most essence feature that distinguishes between the elements and manifestation of the culture is that the elements can be learnt from many sources with the involvement of the direct contact with the new environment of the target language while on the other hand the culture manifestations are the observations of the learner and therefore the learner must have a direct contact with the target language environment as well as the native speakers of the language. The other three, indicators, facts and dimensions are not really visible and observable. These reflect the values or rather the norms, habits, and preferences.

According to Riley believes that the knowledge of culture should consist of three major groups, which the learner should know the native speakers values and beliefs. And knowing what is happening in their social cultural community and be always updated on the trending issue about the happenings and lastly know the new cultures skills competencies on how to work and act in accordance with the cultural norms of the native speaker's language (Riley, 2007). The first language that one gets

to learn immediately after birth has a very big role to play whereby it is important to the determination of how well the learner will be able to acquire and learn the foreign language and adapt to the new culture.

Identification of the core aspects of the cultural data that is to be acquired by a learner in the course of learning a new language it is of much essence to identify the areas of future cultural interference. Byram state that culture symbolized a hidden methods and curriculum in the process of second language learning (Byram, 1989). So Acquiring of the culture-specific information, interpersonal and intercultural communicative skills based on real life experience and an ability to interpret a speaker's language to your own language and other cultures would be of much importance in the acquiring of the new culture as noted earlier.

It should be noted that the learning of a foreign language does not take the same pace and time just like the first language. For example, in Russia, one can only start learning a second language or a foreign language after he or she attains a certain fluency flow of his or her mother language. Also the proficiency of culture is of much essence in the acquisition of the foreign language because the first culture one learns has a lot of influence on the acquisition of a foreign language. As many researchers have said that native culture cannot be separated simply from ones identity and easily, adopt another because their natal culture is a part of themselves and it is create them to become a social individual (Byram and Morgan, 1994). So the learner may be attract too much into the mother culture and it would reflect many challenges for him to acquire the new culture but for a case where one is not so much into the mother culture it would be of much ease to adapt to the new culture and be able to learn faster. In the real sense, Niemiec argued, “the more fluent the bilingual becomes, the fewer allowances will be made and the less tolerant the native speakers of the other language will be of violations of cultural assumptions” (Niemiec, 2010: 17). Even though he clearly does not use the word cultural interference this is exactly what we perceive as

the violations he is talking about where he tries to compensate for the skills, knowledge, and abilities.

Now that interference is a transference of elements of one language in various levels such as the phonological interference which is the interference of items including the foreign accent which include stress, rhyme speech sound and the intonation, grammatical interference is the interference of the second language by the first language in terms of the order of words, pronouns use and the determinants, moods and tense, also lexical interference is the borrowing of new words from a certain language with a view of them to sound natural in another different language, and lastly is the orthographical interference whereby the spelling of a certain language influences the spelling of another language.

It is of importance for the teacher to get familiar with the differences and the similarities that occur among the learner's native language and the foreign language. This would help the teacher in making arrangement on how to teach the learner the new language by formulation of the best strategies, methods and the teaching materials. There are some studies done based on the familiarity with the differences and similarities with both language for example, Jules Henry invented 55 teaching methods that simplify the way of teaching new language that have different cultural background from the native culture of the learners (Henry, 1976).

Factors that cause the interference in culture are the interlingual factors, that transfer structure of one culture to another and the variation and overextension in the analogy of the language. Stella and Ting-Toomey represent three main factors that affect cross-cultural understanding. First, it is the "cognitive constraints." Second are "behavior constraints." and the last one is "emotional constraints." These three factors are the main structure of transferrins between different cultures (Stella and Ting, 1985).

In conclusion, cultural interference interferes with the learning of the second language or even other subsequent languages apart from the mother language. The fact that culture and language cannot be separated from each other, as one would lose its meaning makes that just a slight interference in the culture affect the learning and acquisition of the second language. The interference has both positive and negative effects on the learning and acquisition of the language and the bigger the difference among the two languages, which are the learner's native language and the foreign language which is the target language the more the chances of interference expressing itself.

1.4 English as a Foreign Language in Arabic Countries

English is one of the most important languages in the world, due to the large number of speakers in this language and is the third most used language in the world after Spanish and Chinese Mandarin.

English is the most popular means of communication among people. It is one of the most widely distributed mother tongues throughout the world. Its spread very large in various fields, whether economic, social or political. According to David Crystal, “the growth of competitive industry and businesses brought an explosion of international marketing and advertising” (Crystal, 2003: 10) Therefore, it is being necessary in the business world. English is also important in other fields such as medicine, and technology fields, all of which rely on English as a means of communication.

The importance of English is not limited to traders and technology. English has become an important part of education. Education is now an international industry. Most universities use English as a language spoken by all students. Joining international universities in most countries requires Proficiency in English and English is also a common communication between students and facilitates and the formation of friendships between students from different cultural backgrounds.

For these reasons, the English language plays an important role in the Arab world. The Arab countries have important characteristics that make them an important element in the world, such as their geographic location, economic factors, historical monuments and important tourist places.

The Arabic world is in the middle of the world, and it is responsible for many important seas and oceans. It also controls many of the vital ports and barriers that control commercial navigation throughout the world, including the Strait of Hormuz on the Arabian Gulf, and the Bab Al-Mandab Strait on the Indian Ocean. Tariq on the Atlantic Ocean, and finally the Suez Canal, which crosses a quarter of international

commercial shipping and links the Mediterranean Sea with the Red Sea. (Hourani, Malise, 2010)

The Arabic world is rich in natural and mineral revolutions, especially the oil revolution, which is the mainstay of modern life and the fuel of the modern economy. Iraq has the second largest oil reserves in the world. There are also many minerals in the Arabic world of iron, copper, As well as the availability of fertile land for agriculture in many Arabic countries, such as Sudan, which was once considered the basket of Arabic food, and there are many Arabic countries in the effects of the tourism revenues. The tourism are an important part of the economies of some countries, especially the UAE, which is the destination of foreign tourists in the world (Nick, 2004).

Thus, we conclude that English plays an important role in the Arab world in terms of trade, tourism and education. Arabic countries are keen to keep pace with the world by sending their students to learn in the developed countries scientifically. English in many countries is the scientific language in universities. Especially in scientific disciplines such as medicine, engineering and other scientific disciplines. For this reason, English language learning helps very much to communicate with all sciences and successfully complete their studies. English is an important way to access ideas in this language, whether through foreign media or through books or through the Internet or through any other means of communication. Learning English language keeps individuals in contact with others and to be up to date the world various variants. Learning English helps people communicate with people from other cultures, which will develop the personality of the human being and strengthen his knowledge and knowledge.

1.5 Differences in the English and Arabic Teaching Methods

European countries from long time start to examine and study the differences and ambiguity among the language communities, which live in one region since the European Union and the relationship with Arabic countries in education sphere (Basma and Fatima, 2012). Arabic, on the other hand maintained its classical formal in all the 22 Arabic states but with changing in dialects because each state has its own dialect so that Arabic newspapers, magazines, and books are printed in modern standard Arabic language (Al.Anati, 2003).

Teaching methods are the principles and the methods that are used by the instructor to achieve what he or she desires to ensure that the students understand what he is teaching. The determination of the teaching methods is depended on the subject matter that is to be taught and in a way the nature of the learner. English and Arabic languages are among the most widely familiar languages worldwide and they are not known for their similarities but rather for their differences because the two are diversely different from each other. The two are different from even visible things whereby the English language is printed from left to right while Arabic is printed from right to left and this makes the learners to have a challenge in differentiating the letters.

The fact that the writing and the script of the Arabic language are different from the language poses a challenge to the learner more so the ones who are learning Arabic as second language because they have to change e the view in which they used to learn their first language. The two languages majorly differ in various ways and they include variation in vowels whereby English language has five vowels but they can be combined to form 22 vowels while the Arabic language has only six regular vowels and only two occasional vowels. This challenges the Arabs who desire to learn the English language as a second language for example because they cannot be able to differentiate the word coat and cot due to the high number of vowels. Additionally the two languages differ from each other in ways such as the constant sounds and the verb tenses.

The teaching of the two languages may not be very different although there need to be known that the best person who can teach a new learner of a language is one who has a good familiarity with the language. In a study by Hamidin on effective techniques of teaching and learning language. Some responses of the students show that the best teaching methods that an Arabic teacher can do to ensure that the students are able to get what they are taught is use of jokes and using an example when introducing the Arabic topic that would enable them to concentrate although the lessons and not always serious in a way that he cannot be able to at least have fun with the students (Hamidin, 2015: 115). One of the most effective ways to ensure that the students have understood the language is to ask them whether they understand in class to be sure that your students are familiar with the language.

Allowing the students to go for breaks between the classrooms would be of much help to the students to ensure that are able to understand the language because they have a favorable environment that motivates them into learning. The students will be having time and an environment that they can relax as they continue with their learning work.

The most effective way to ensure that learning and teaching of the Arabic language in class is varying the activities that are performed in the class such as translating, acting, games, competitions, conversing and of the most importance is to ensure that the students have regular practice of the language to be able to capture the best. The fact that the books that are used to teach the language are much more easy to understand, this should not prevent the use of other techniques of enabling the students to be able to get the best. Such techniques that ensure easy understanding of the language are memorizing Arabic terms using the correct grammar in the Arabic language and sentence build up which would ensure that they are able to increase their language. There are other teaching methods that can as well be of use to the learner that can be employed by the teacher to ensure success of the learning of the language

such as motivating the students in order they can be at a point of liking to learn the language as well as demonstrating to the learner for example what the instructor or the teacher want the learner to do that concerns his learning of the new language and also the alphabets that are new to the learner and he needs to be given an example in order to be able to have a good example of the same so that he can do some practice on his own without the supervision of the instructor.

Teachers must have a good model and the students should as well be of well discipline in the speaking of the Arabic language with frequency. The teachers should ensure that they insist on the daily use of the Arabic language and encourage the students to always look for the Arabic vocabularies that may seem to be hard for them. Use of groups work to teach the students would be very helpful to the student as they can able to discuss the issues about the language that one may have not understood in the class unlike giving the learners homework and asking them to go and do it at home. Lecturing for example a new language to a learner cannot be of any help to the learner because the learner will not be able to know some words that may not be familiar to him or even some pronunciation of some words can be hard for a learner.

Teaching English is not much different from the Arabic language teaching only that there are differences in the alphabets and the constant sounds and vowels and these are the things that make somehow teaching of English different from Arabic. As it is in the teaching of the Arabic language in English language there, still need some practice for the learner so that he can be able to familiarize with the language and be able to know the new vocabularies more so for the ones who are learning English as the second language. Practice and memorization are also of much essence to the knowing of English language because one becomes familiar with the language more so for the second language learners who are learning English as their second language.

Grammar translation from one language to the target language can be a big challenge to the learner. According to Benati, the main characteristics of the grammar translation are: learners should aware of the differences between the two languages.

To avoid the mistakes because most of the learners, when he thinks in his mother language and then later translates it to the target language will resulted that the learner will tend to expect the target language to have the same vocabularies or some other words and pronunciation as the mother language (Benati, 2018). for example in our case is completely different because English and Arabic language are completely different from each other even in terms of the alphabets and the vowels that are the core learning things in any kind of language.

In conclusion, the teacher gives the teaching methods that are necessary for the teaching of any language and the success of a learner to know a language is dependent on the teaching methods that are employed by the teacher to ensure that the student will be able to understand and familiarize with the language.

1.6 The Impact of Cultural Interference on Second Language Acquisition of English by Arab Speakers

It is necessary to understand that successful communication will usually rely on the ability of a group of people to understand each other. A language is a valuable tool because it enables people to understand different dynamics related to how they interact with each other. Learners will often have to struggle with issues related to accuracy as well as fluency and appropriate language usage at the correct time. Native Arabic speakers usually face numerous problems as they struggle to incorporate the English language. Reading English material is a major challenge for this group of people, as they usually have to work hard to understand pronunciations and meanings of these sentences. One should understand that the Arabic language has a particular article system and this function differently and furthermore has different coding as compared to the English language.

It is necessary to understand that all learners of the English language face significant challenges. Arabic students interfere with Arabic learners of the English language. Arabs English learners are likely to make errors due to use of the article system in ESL/EFL. These errors will usually occur due to the interruption of the first language of a person this consequently leads to the interference of the learning of the second language, which is English (Mabrouki, 2014). The transfer can be referred to as the effect of the student's mother tongue upon the learner's target language. The causes of errors are explained by referring to language theories and learning theories. It is important to understand that Arabic students usually make obvious errors when encountering articles in English. Arabic speaking errors will include the omission of the definite article, and this may occur due to the interference of the first language, which is Arabic language. In many instances there is no complete use of the definite article and the zero articles is used instead.

Another issue that Arabic learners will usually face when making English articles is the omission of the indefinite article that are required. The third error that majorities of Arab students make is the wrong insertion of the definite article. However, it is necessary to understand that it is expected to make mistakes while learning the English language (Mabrouki, 2014). Teachers of these Arabic students are however taught to encourage these students when they make errors in the learning of the language. Mistakes are seen as a sign of improvement in learning processes. Teachers are expected to highlight to these Arab students the various areas that should be targeted for improvement. The English language is important in the educational system especially due to globalization. In the UAE, students have the ability to speak shortly as well as long dialogues.

In the private schooling system, there is more exposure to the English language, and it continues to be used significantly. However, though reading the English language is considered a major challenge, writing is the toughest part of learning the language. The writing of English has raised major concerns especially in the Arab learners of the English language (Thyab, 2016). It is also necessary to understand that each Arab country has a particular dialect that is used in the pronunciation as well as the naming of certain things. Therefore, English learners from Arabic countries are often mentioned as the late bilinguals. The groups of people learn English as a second language from the time they join public schools. The childhood language, which is Arabic, is often already developed by this particular age. In the case of Emirati students, the learning of the second language is usually detrimental for the first language development and therefore it interrupts its development. Since more concentration is put on the knowledge of the English language the initial language, usually Arabic will often suffer.

The language teaching system in the Arabic countries lacks efficiency especially due to its old-fashioned nature as well as inflexible teaching methods. It is usually based on memorization and not the practical usage of the language. In this

aspect, it cannot be used in possible occasions. The reason for this deficiency is the fact that there is a major absence of language laboratories as well as limited resource m as well as a lack of attractive pedagogical materials (Thyab, 2016). More and more institutions are paying more attention to the English language teaching as compared to Arabic. It is also necessary to understand that Modern Standard Arabic is the preferred form of Arabic that is used in the Arabic world and furthermore it is the academic language of the Arabic community. However, a significant number of Arabic speakers will usually rely on the older forms of the Arabic language.

Furthermore, they rarely communicate with each other in modern forms of Arabic. It is, therefore, necessary to understand that the occurrence of English language as the primary language cannot easily occur because of the Arabic background as well as setup. Arabic learners of English as a second language as well as Emirati students will always tend to interfere their Arabic learning to their writing in English (Thyab, 2016). Writing is often considered as a difficult skill especially due to the significant amount of changes that continue to occur in the language. Using unacceptable structures of the spoken Arabic language may negatively reflect among the students who use English language in writing. Incorporating the right fabric of the English language is a challenging aspect of teaching the English language to Arab speaking individuals. Some Arabic students studying the English language have only sufficient levels of English language for minor communication but are unable to write in an academic style that they are comfortable with.

A majority of the students may memorize grammar as well as vocabulary guidelines that do not commonly appear in the English language. The knowledge gained in this practical sense is rarely used in the English language, and this has a significant impact on the ability to learn and use English. Other students may directly translate English from a random choice of vocabulary, and this may make their writing difficult to understand (Thyab, 2016). One major challenge facing Arabic understanding of the English language is the fact that the use of colloquial Arabic may

make it different to understand the meaning as well as the structure of various sentences. It is, therefore, necessary for ESL teachers to have a better understanding of both English as well as Arabic to help the students to understand better how to incorporate these two languages. Teachers who teach Arabic have an argument that the students make mistakes when they are writing due to the consistent use of the traditional Arabic language.

It will differ in terms of meaning as well as the structure, and this may result in misunderstood meanings of certain words. Teachers of ESL among Arabic countries, therefore, have to have a good understanding of the impact of the Arabic language in terms of the learning processes. The process of improving the writing skills of students will often require a skillful strategy that will assist in language improvement (Ruwaida, 2011). Such awareness will often help the students to understand the importance of proficiency in language speaking as well as writing strategies, techniques as well as various skills. Furthermore, it will enable learners to be able to produce error texts that are free from errors and would therefore desire to become better writers. Errors made by students in the use of the English language are often systematic as well as classifiable. It is necessary for both teachers as well as learners to understand these fundamental errors and develop strategies for solving various accuracy problems that occur in English writing courses.

A weak performance in Arabic writing is a reasonable return especially behind the failing of the drafting of English as a second language. Research has shown that weakness of Arabs learners writing performance more so in English language may be as a result of cultural knowledge, number of vocabularies and the idioms. Arabic ESL students are also responsible for their weaknesses in writing skills (Ruwaida, 2011). It has been observed that writing skills in English is not a priority in many institutions in the Arabic countries and they prefer to prioritize Arabic. The concept of culture transfer is one major issue that causes the difficulties in the English language. Another major problem with Arab ESL learners is the fact that writing will usually focus on

error analysis regarding matters such as grammar. An analysis of Arabic literature reveals that Arab writers often choose to focus on long words and complicated ideas, and furthermore, they use lengthy introductions that have too many questions.

Therefore, these issues reflect Arabic cultural thoughts instead of being straightforward. It is also necessary to understand that poor mother tongue writing will often be related to poor writing in the English language. There is a need to change the attitudes of the Arabian culture towards the English language. Another major problem is the fact that in the Arabian learning culture, the learners will often be exposed to the use of Arabic language and at the same time while learning more concerning the English language (Ruwaida, 2011). It will, therefore, be a significant distraction to these students, and it will lessen their chances of understanding the English language. Developing the usage of the English language will require extreme measures and the educators will need to promote teaching Arabic in the younger stages of life and not at the same time as English teaching occurs. It will improve the quality of English learning and at the same time assist in the preservation of the Arabic language.

Cultural interference in learning processes has been observed in many Arabic countries, and this has made English learning involved. There are negative attitudes towards the English language, and with this attitude, it is often difficult to learn the English language. These attitudes are both scientific and are also based on stereotyping as well as underlying prejudices (Al-Zoubi & Abu-Eid, 2014). Research reveals that these stereotypes, as well as prejudices, originate from the colonial era and this has to do with the Arab suffering. Furthermore, the current tensions between the Arab world and the West have also influenced these stereotypes. In EFL classrooms, the learners often find it difficult to comprehend English and furthermore express themselves in English. Difficulties in comprehension occur at the level of some texts, which may reflect different culture, and teachers may find it difficult explaining some texts to the Arabic learners especially those dealing with topics sensitive to the Arabic culture.

Culturally specific knowledge has a significant impact on the comprehension of English as well as the usage of English in other contexts. EFL learners will often fail to discover mistakes they may make in English because they are unaware of the correct forms of English. The teacher can, therefore, play an active role especially by providing the learning student with practical alternatives. One should also realize the massive influence of religion as well as Arabic culture on the learning of English. Adult Arabs will unconsciously impart Arabic culture on their children as well as through the development of linguistic as well as sociolinguistic skills (Ghwaileh, 2014). It, therefore, makes English learning difficult especially because they will often experience constructive interference in learning processes. The Arabic learner is subjected to a new culture, and this changes values as well as perceptions concerning the modern world. Arabic students learning English may find it difficult to accept various changes. Arabs value their traditions, and they are aware of the differences between the western traditions and the English traditions.

These sociocultural differences will have a significant impact on the attitudes of the student. It is necessary to understand that language is often learned through imitation as well as habit formation. Learners of the new language transfers the forms and meaning of the native first language as well as the culture associated with the first language to the target foreign language. It is clear that the English learner will often transfer some habits into the learning process of the second language and this will affect how learning occurs (Al-Zoubi & Abu-Eid, 2014). Mother tongue interference has been identified as a leading cause of error occurrence in learning processes. When a learner strives to learn the new language, different habits from the Arabic language will always interfere in the learning process. It will, therefore, be important to develop mechanisms to ensure a smooth learning process occurs.

The Cultural transfer is a significant aspect to be considered when investigating the impact of constructive interference on the learning of the English language. Cultural transfer occurs when learners learn to use English as the foreign language or

rather the second language and their behavior is under the influence of the first language culture that a learner was introduced. Culture transfer has made Arabic students to be unable to consider the target audience when writing in English language (Al-Zoubi & Abu-Eid, 2014). It is necessary to note that a most of the Arab students will think and make ideas in their Arabic language, which is their native language, which they would later transfer to the English language. The written product is usually a reflection of the Arabic thought patterns, and this is characterized by length as well as indirectness in content. One should also understand that the writing will consist of a lot of repetition as well as exaggeration and this is often done for the sake of persuasion.

The usage of rich, as well as expressive language will also be in plenty, and much of the writing will consist of exaggerated themes. In the Arabic language, persuasion is a part of regular writing, and it will ensure that the writer appeals to the emotion, reveals trustworthiness and appeals to the emotions of the reader. Therefore, one must understand that Arabic writing will explain cultural interference in a significant number of aspects. One must know that the Arabian culture is deep rooted and this will often reflect in the writing and reading mechanisms. Cultural interference is, therefore, one major issue that interferes with the acquisition of the English language. A greater consideration to culture should, therefore, be given when teaching the English language to students from the Arabic nations. It will lead to a better acceptance of the language as well as easier understanding and adoption, especially in learners of Arabic descent. All these considerations should be identified and prioritized to ensure efficient learning processes occur.

Results

In conclusion, the research covers a wide range of factors and the impacts of cultural interference of culture that consequently leads to affecting of the acquisition of the second language to a learner. Culture and language are two things that cannot in any way be separated from each other because they would lose meaning and therefore any slight variation in culture would actually affect the second language acquisition by an individual.

The first language, which is the mother language that one is taught after he is born, is of much influence in the process of acquisition of the second language. The Arabic language and English are completely different from each other and the way in which they are taught may differ from one another in a way that they are different in terms of the alphabets and the way in which they are written.

Learning of English as a second language for the Arabic community is a big challenge due to the fact that these two languages are different in terms of vowels, sounds and the way they are written.

The research paper also has the literature review which looks into the previous studies and the researches that have been done by prior researchers on the impacts of the culture on second language acquisition. Experience, motivation, anxiety and empathy are some of the factors that influence the acquisition of the second language for the learner.

CHAPTER II CULTURAL INTERFERENCE OF ENGLISH ON ARABIC SPEAKERS

2. Research Methodology

2.1 Introduction

In order to achieve the purpose of the study, this chapter clearly defines the research methods used to conduct an experimental study. There are a number of methods that have been employed in the study of culture, which assist to indicate the native culture interference to the adoption of the second language teaching in Arabic countries. In this chapter, I intend to introduce a full nature of the study, which is in other terms the methodology that has been used in the study, as well as the implementation of this paper. Consequently, the paper will include such section as the description of whom exactly the participants are as well as their ages, gender and the environment that came from. Moreover, some sections are included to identify the research instruments or rather tools which will be used to answer the questions which are to be asked during the paper's research.

2.2 Identification of Participants

Most of the participants were mostly from the grade eleven students. The students are mainly of the male gender and the teachers are of both genders. These students and teachers are studying and teaching in Al-Hakim High School that is located in Babylon city in Iraq. Only 20 students out of the 50 students were chosen their eleventh grade. The selection of these 20 students was randomly done to avoid cases of biases and more so to attain outcomes that are more reliable during the study implementations.

As a matter of facts, the named school is a public school and its location is very important because it is in the middle of the city. Students in this school come from different areas. This means that this entire team of students came from different life style.

During the selection, I noticed that besides the fact that the students of Al-Hakim School came from different academic backgrounds. For instance, some of them came from the agricultural society, while others came from the urban society. Generally, the nature of these participants is of importance for the study based on the fact that the study is a general one and it covers most of the different cultural backgrounds that the students belonged to.

2.3 Limitations of the Study

Despite this research was carefully prepared and although, the research reaches its aims, there were some unavoidable limitations and the necessity to rely on estimates for some data. However, this study suffers from three limitations: First, the research was conducted in one class that was the eleven grade students and lasted for seven weeks. Seven weeks is not enough for observing all the students through the three tasks. Second, the lack of time during the lesson because the English language lecture was only 30 minutes long. This was an emergency situation due to some external conditions that were passing through the area. Third, since the tasks were designed to measure the cultural effect on students in the use of writing, listening and speaking skills, it took a lot of time to examine each students alone because only 3 lessons per week were held. In addition, one of the tasks was to set up an interview with the participants so I asked for help from three teachers.

2.4 Data Instrumentation and Data Collection Procedure

In order to obtain more of the quality results, a mixed method was exposed. This means that qualitative methods as well as quantitative methods were applied in the study. Quantitative methods were introduced in task one and then followed by task two which was more of the semi structured interview questions, and finally, in task three . Three Arabic teachers who are teaching these students in their eleventh grade administered these questions.

On the other hand, qualitative method was applied in the analysis of students' grades in both Arabic and English. In order to examine the effects which colloquial Arabic language culture has on the adoption of English as a second language, task one included two structured questions containing a number of sentences that have gaps and must be filled in English with some cultural terms that characterize English culture. The second one was to fill the gaps in the Arabic language. The second task contained 4 semi structured interview questions to examine the cultural effect on listening and speaking.

Task three was designed to be free written paragraphs about the summer holidays for all the students who took part in the study.

2.4.1 Data Collection

As we said before we used mixed types of data collection, and there was an implementation of the qualitative methods of data collection. This was mainly in the first task, which comprised a number of questions. The first question included some sentences that were to fill the gaps in the English language by some cultural aspects of the English culture. The second question introduced a number of sentences to fill the gaps in the Arabic language with some English culture terms too. As for the first task, the results were as follows:

Task one

In this task (appendix 1), the participants of the study received two questions, each question has four sentences and the participant has to fill the gap with the right answer that reflects English culture. The questions were in both languages: English and Arabic. The purpose of that task is to check the information that the students have about some specific terms and aspects of the English culture and the background knowledge of the students. 20 students participated in that task, only 5 students made it, while seven from the remaining made it almost the correct answers. While the rest actually did nothing. Most of them repeated the word and some of them chose unsuitable vocabulary, while the others used some Arabic words that cannot be translated with the same meaning of the given sentence. Moreover, the most important thing that they faced in filling the gaps is lack of the cultural background of the target language.

As for the second task, the results were as follows:

Task two

During the second task, the participants were subjected to an oral interview. They answered to some inquisitive oral interview questions, which were related to some pedagogical and cultural differences between the Arabic and English languages. The purpose of this question is to conduct the importance of having a background knowledge about the pedagogical differences and the cultural differences between the Arabic language and the English language in order to examine the cultural effect on listening and speaking. 20 students participated in this task, only 8 students answered correctly. While 6 students passed it with almost correct answers, and the answers that they gave appeared with not many grammar mistakes. While, the rest actually did nothing for most of them, even without trying to utter a single word in response to the questions.

As for the third task, the results were as follows:

Task three

The third task was mainly the application of qualitative methods of data collection. The purpose of that task is to check the level of the Arabic culture influence on the second language (English language) in terms of writing skills and the way of thinking. In this task, the participants were given a free writing task (a short paragraph) such as “How did you spend the summer holidays?” In English and in the mother tongue (Arabic). Only 5 out of 20 participants did it without any mistakes and they expressed their ideas perfectly in both Arabic and English. While 4 participants were almost right but with some grammatical mistakes and some misuses of vocabulary in the English language. The rest of the participants had a lot of mistakes in introducing the idea and uncountable grammatical mistakes. Some of them did not answer anything which showed that they did not know anything to answer in the paper. However, the most important thing that they used the modern Arabic prose in writing the paragraph in the English language.

2.5 Findings

Based on the topic of the study above, that is the impact of cultural interference on the 2nd language (English) acquisition, the study came up with the following findings, which I believe clearly, show that some aspects of the first language and the unfamiliarity with the target culture can pose a challenge in second language acquisition by students. First language which is in this study taken as the cultural interference in second language acquisition that is English shows a clear effect, as from the full study methods adopted above. Moreover, it is quite clear that mother tongue which is mostly Arabic linguistics has a greater effect. This study proved that the lack of the cultural background of the target language (English language) has influenced students in the process of second language acquisition. The study examined the impact of culture on the second language acquisition of the 20 eleventh grade students from Iraq.

Generally, the study showed that most of the people in Iraq would prefer learning the second language (English language), despite the difficulties it contains. Most of the students did better in the oral interview than in writing the paragraph and in filling the gaps to identify some cultural aspect of the English language. However, most of the students showed a vast ability in acquiring English though they have many mistakes in writing. In other words, it can be summarized by saying that the native culture (Arabic culture) is responsible for the errors that came about when the students answered the questions orally as well as in writing and in filling the gaps.

During the first task, which was mentioned earlier, it could be noticed that acceptable number of the participants performed well in the assessment, which comprised mainly of the filling gaps of the sentences. This is evident in the question. One of the first tasks was to fill the gaps in the English language. 5 students made it

out and 7 students made it almost with the correct answers except for some few errors, while the remaining tried but with a large number of irrelevant words. (Table 1.1)

Table 1.1 The Results for Task 1, question 1.

| | Correct answers | Partially correct answers | Incorrect answers |
|------------------------------------|-----------------|---------------------------|-------------------|
| Total number of students out of 20 | 5 | 7 | 8 |
| Number of questions | 4 | 4 | 4 |

In the second question of the task one that was filling the gaps in the Arabic language, the same number of students have answered the questions. 5 students made it out, 7 students made it with almost the correct answers except for some few errors while the remaining tried but with a large number of unsuitable words. (Table 1.2)

Table 1.2 The Results for Task 1, question 2.

| | Correct answers | Partially correct answers | Incorrect answers |
|------------------------------------|-----------------|---------------------------|-------------------|
| Total number of students out of 20 | 5 | 7 | 8 |
| Number of questions | 4 | 4 | 4 |

From the results above, it can be seen that the students did well in task one. 60% that were assumed did well in choosing the right answers. The remaining 40% showed the impacts of culture on the English language acquisition.

A close look on the first task that shows students of which 60% assumed to choose the right answers. It shows that a good number of students have chosen the right answers. During the study, I recognized that the students that chose the right answers, have information about the target language culture (English language). Due to the fact, that the students were raised in special environment. Where he has the entire appropriate atmosphere for study, which was provided by the parents and has a continuous follow-up by the parents and the external observers and teachers competent that provided them with all the equipment and educational materials that helped them to strengthen and support them in the English language acquisition process. Moreover, after asking why they learned some information about English culture, they said that they aspire to become doctors, lawyers and business administrators, and the English language at this time has become the main means of communication. They must be aware of many things that concern the language they want to study in order to feel easier and when traveling and mixing with speakers of the mother tongue to avoid a cultural shock.

Here we can see some student's answer:

Fill the gaps with the right answer from the English culture.

1- Hot cross buns are traditionally baked on Friday.

2- The pound sterile is the oldest currency in the world that is still in use

3- I have toast and marmalade for breakfast.

4- Its Easter and we are on our way to pray.

In that sample from the first task, it was the first question to fill the gaps with the right answer from the English culture. The first answer that the student wrote is Friday instead of writing Good Friday but the answer is also right. Therefore, he has some information about the day that hot cross buns would be cooked and it's a tradition in the English culture. In the second question, he wrote pound sterile and its right though with a mistake in spelling the word "sterling". The third answer was right. Breakfast marmalade is a very famous food in the breakfast. In the last question, the

answer was pray and it is a right answer because it is close to the main answer “church”. That was in the first question and now the second question from the first task:

املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا شاي هو يوم بلا فرح

2-عيد الاكبر قادم

3-بلغ حبهم كحب روميو و جوليت

4-الملكة هي اقوى النساء في بريطانيا

In that sample, we can see that the student filled all the gaps with the right answer except the second question. The question, which is in the Arabic language, was to fill the gaps with English cultural terms. The first question, he chose the right answer tea and it was from the English proverb (day without tea means a day without happiness). In the second question, the answer was ambiguous. It is hard to judge if it is wrong or right because his answer was Big Day and the right answer is Easter, but it is approximately the same. The third question was about Romeo and Juliet’s love and he chose the right answer. In the last question that was about (the queen is the most powerful woman in Britain) he chose the right answer which was the queen.

Now we will take another close look on the lower percentage of faulty answers, which was from the first task that shows students of which 40% have a cultural deprivation or lack of cultural information concerning the culture of the English language. As a result, lack of cultural knowledge has a large impact on the students so that their answers have nothing to do with the questions was posed. Moreover, most of students who have a lack of cultural information and who responded wrong, grew up in a rural environment where they have lack attention on the methods of teaching and they do not have a great care from the parents because the main thing that they

are interested in is the work. Furthermore, they do not take a huge concern on the means of development from the educational point of view. Especially, in the acquisition of the second language, because they do not need it in the environment, they live in and the teacher does not concentrate on the cultural features and information of the English language but he concentrates on grammar.

Here we can see some of the student's answers:

- 1- *Hot cross buns are traditionally baked on home.*
- 2- *The dollar is the oldest currency in the world that is still in use*
- 3- *I have toast and marmalade for children.*
- 4- *Its Easter and we are on our way to play football.*

Here we can see that all the answers were incorrect in the first question of the first task that was to fill the gaps with the right answer from the English culture. The aim of this task is to check the information that the students have about some specific terms and aspect of the English culture and the background knowledge of the students. First question the hot cross buns traditionally eaten on Good Friday in Great Britain, Australia, Canada, New Zealand and America and the cake marks the end of Lent. In the second question, the pound sterling is the oldest currency in the world and in the third question the marmalade, which is a homemade and its very famous food that is present in the breakfast. For the fourth question, the right answer is the church.

Moreover, here in the second question that was to fill in the gaps in the Arabic language about the English culture. We can see also the same mistakes. Here is one student's sample that was answered incorrectly.

املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا طعام هو يوم بلا فرح

2-عيد الغدير قادم

3-بلغ حبهم كحب العصافير

4- _____ هي اقوى النساء في بريطانيا

In that question, we see that all the answers were wrong. The first one was about a famous proverb about the tea that was (day without tea means day without happens) but instead of writing tea he wrote food (طعام). The second question was (the Easter is coming) but the student wrote alghdeer. It is a special day in Iraq instead of Easter. The third question was about Romeo and Juliet (Their love is like Romeo and Juliet) the student answered birds instead of Romeo and Juliet. The last question was about the queen of England (the queen is the most powerful women in England).

As a result, here we can recognize that the study of the cultural background of any second language that the student wants to learn must be applicable with the cultural characteristics of that language. In order to live in the atmosphere of this language and know the main differences between his mother tongue and the second language. Moreover, the teacher should focus not only on grammar or on any other means of developing the language but also he /she must take into consideration the cultural aspects of the target language. Therefore, the cultural knowledge in acquiring a second language is immutable part in learning process.

In the second task, during the writing, which was mentioned earlier, it could be noted that a good number of the participants performed well in the assessment, which comprised mainly of the oral interview. According to the statistics, 8 students did it properly, and 6 students answered almost correctly except few errors. While the remaining did not understand anything and they answer in Arabic. The results tabulated as seen below. (Table 2)

Table 2. The Results for Task 2.

| | Correct answers | Partially correct answers | No answer |
|------------------------------|-----------------|---------------------------|-----------|
| Total numbers of students 20 | 8 | 6 | 6 |

| | | | |
|--------------------------|---|---|---|
| Number of questionnaires | 4 | 4 | 4 |
|--------------------------|---|---|---|

As from the table above, it can be seen that most of the students did well and this is evident for most of the students did very well in the questionnaire. A bigger percentage that can be assumed 70% did well as far as English as a second language acquisition is concerned. The remaining 30% showed the impacts of cultural interference in second language acquisition and they need to translate the questions into Arabic.

The second task which was held as an interview with a student and that interview was conducted to check how the native culture (Arabic culture) influences the speaking and the listening skills because unfamiliar phonological rules will introduce a problem in understanding the question and in pronunciation. Moreover, to see the importance of introducing culture in teaching a second language, and how it influences their answers and what the word “culture” mean to him, to gather life experience of the students, and to see the background knowledge of the English language. Furthermore, this task was designed to investigate the environment that each student came from and to check if the environment has raised its influence on his culture knowledge of the second language. The reason behind choosing that type of question is to share the cultural background and to give the opportunity to the students to be interlocutors.

Now we will take both percentages for analysis. The first percentage 70% represented by the correct responses of the students, which understand some questions and answers half or most of them. During that interview I investigated that the students, whose answers were correct and who tried to answer the question, had their own motivation to learn everything about the English language in terms of culture, and this is because of the competencies they are going to study in the future. Moreover, the teacher who teaches them the English language takes into consideration the use of

technology in introducing dialogues or some lessons by the sound of the native speaker so they recognize the questions fast. Furthermore, they always go to the cinema to see English movies. In other words, the environment that surrounded them was ready to accommodate and acquire the second language. However, they had some difficulty in answering the questions and some of the participants answered in the Arabic language in spite of that they understood the question formula and the main purpose of the questions.

In the second percentage that was 30%, the participants did not answer anything, and they have faced many problems in understanding the questions due to many reasons that I conclude from this question. I will develop some solutions that in my opinion will be a key element in improving the acquisition of the second language in Iraq and this will be mentioned in the discussion section. However, now I will explain some of the reasons that led some participants in this field survey not to respond correctly and to misunderstanding the task. During the task, I investigated from the students that had wrong answers, they are not familiar with background knowledge of the differences between the Arabic culture and the English culture in the aspect of utterance and letters and sentences for the English language. Moreover, from this task, I recognize that the most dereliction came from the students. According to the fact that, their English language teacher was focusing on presenting some of the conversations and dialogues in the text book in English mother tongue by using a computer or sound recorder. However, the most important thing that they was not interested in acquiring English language with reason that they will not need to learn it and they will not get any benefit. Furthermore, the system of the English language learning in Iraq. Moreover, the lack of time in the class and the huge number of the students in the class will affect the method of teaching and the teacher will not have time to focus on all the methods that develop the acquisition of the second language or the process of teaching the English language. Therefore, the teacher focuses on

memorizing the lecture instead of giving the opportunity to the students to be as interlocutors in both conversation and dialogue.

As for the third task, that related to writing a paragraph for describing the holiday it is noticed that there are a lot of mistakes in writing a paragraph and the cultural influence takes a big part in effecting on a written paragraph. Only 5 out of 20 participants did it without any mistakes, while 4 participants were all most right, the rest of the participants had uncountable mistakes. The results tabulated as seen below. (Table 3)

Table 3. The Results for Task 3.

| | Correct answers | Partially correct answers | Incorrect answers |
|------------------------------|-----------------|---------------------------|-------------------|
| Total numbers of students 20 | 5 | 4 | 11 |
| Number of questions | 2 | 2 | 2 |

As have been noticed from the table above that 45% of the participants has made it in the right way with some grammatical mistakes and some vocabulary mess in the English language. The rest of the participant were 65% had a lot of mistakes in introducing the idea and un countable grammatical mistakes and some of them did not answer anything which showed that they did not know anything to answer in the paper. Now we will take a close look on both percentages.

In the third task, the students' interface was very difficult. It was about writing a paragraph on the holiday, where only 45% of the participants wrote the paragraph in a somewhat convincing way with some grammar mistakes. The purpose of this question is to discover the extent of cultural interference in the acquisition of the second language on writing. 45% of the students have successfully passed the test and this is due to some facts. The first fact that these students received constant follow-up

from their parents who provided them with a suitable atmosphere for studying English, which is a continuous follow-up by private teachers since childhood. According to that, I understood the significance of words that they have chosen, words that have far different connotations and the thoughts and feelings expressed so they became familiar to these words. As far as the Arabic scene is concerned, I coined for this fact the expression «pretty and يخبيل»-syndrome. For Arabic, a word like «يخبيل» a basic concept in Iraqi culture, full of traditions, deep emotions, and charged with a wide field of associations and sensory perceptions. The Second fact that they have English cultural background and good bulk of vocabulary but also some of them have some grammatical mistakes.

Presently we will take the second percentage, which is 65%, and it represents the wrong answers and full of grammatical errors and uncountable mistakes. According to this percentage, I have investigated the errors that these students come through, the first thing that affected them in this task is that they think in the Arabic language while write in English so as a result that English paragraph sounds like Arabic so they only translate and its resulting to something which does not make any sense. In addition, in the Arabic language, we depend on series of parallel ideas simultaneous developed with more conjoining than embedding but in English vice versa. Second, when they write in English they use Arabic language skills which they already know, for example, they write in modern Arabic prose and the connector “wa” meaning “and” runs into the next typical Arabic sentence. Thirdly, they have not been acquainted with the difference and similarities in the writing rules to differ from those L1 and English language writing rules in order to predict common errors in writing, because they did not pay much attention to the English language learning. Moreover, in the task, they use Sentence in passage use coordinating elements, errors include translation and article usage. In addition, in Arabic language we use many coordinate elements in writing an essay.

2.7 Discussion

Quite a large number of scholars have indeed come up with a number of studies in relation to the topic of the study. For instance, Goody and Watt (1968) whereby in their research they both considered the written discourse as a superior form of assessment and they also did supported their stand considering. The fact on Goody and Watt test, that written discourse was more of logical compared to the oral one that was less formal as well as less complex compared to the written ones. Moreover, Karim and Nassaji considered that the first language transfer in L2 writing, and they found that when second language learners write in L2, their L1 has an effect on their writing (Karim & Nassaji, 2013). Furthermore, Ruwaida took into account the problems that the native language causes on the writing process, she suggested “that greater consideration should be given to the first and the target culture when designing the curricula for writing classes for Arab L1 students in English writing instruction” (Ruwaida, 2011). Also in the light of cultural effect on speaking and listening, Yuri Kumagai in his research take into consideration the speaking process, he said, "correct utterances would experience a gap between the message that is transmitted from the speaker and the one that is received by the hearer” (Kumagai, 1994). Additionally, Lado said, that every person, who wants to acquire and learn a second language, must have the ability to understand the speech and the connotations of the target language in order to be in the right way of learning (Lado, 1957). Fatemi, Sobhani, did another study in 2009 to investigate the differences in constant clusters orally in the first and second language were different. It continues to state that the there is a problem in pronunciation of language 2 because they are faced to unfamiliar phonological rules of the new language (Fatemi & Sobhani, 2009).

As a matter of fact, most of the countries trying to adapt a second language as English has ever since been having some problems. For instance, those how endower to learn English finds words too hard to understand. Arabic cultural interference to the second language (English) acquisition has indeed proved a lot as far as the topic of the

study is concerned. Indeed, the study from the eleventh grade students has shown that till today, Arabic culture does show a bigger impact to those who try to acquire or rather try to learn English as their second language.

In most cases, you will come to realize that most of the researchers will prefer written discourse to oral discourse and this is widely adopted. So, as to get deep into the abilities with which these students had in acquiring English and at the same time getting to know to what extent is. The impact of cultural interference in English acquisition is present in their line of study. Cummins (2005) in his study says that L1 culture has both positive and negative impact on the second language acquisition that is English (Cummins, 2005). Arabic culture can contribute to the learning of a student in English and at the same time to another one it may negatively impact English learning of a student basing on the fact that some students will have their cultures too deep there by hindering the acquisition of English as their second language.

Conversely, the tasks that have been mentioned above focused on the methods of data collection that are qualitative and quantitative data collection respectively. As from the results, it can be noted that truly written paragraph has more impact as far as the topic of the day is concerned. This is evident when more students gave their answers correctly in a bigger percentage as compared to the oral ones and as from written ones. Written discourse is of more importance compared to the oral discourse. On the findings section of the paper, it is indeed revealed from the percentages given that the highest percentage of 70% gave a good performance of the oral questionnaire while only 30 percent did fail by not attempting the questions given. This is to mean that undeniably Arabic culture, which in this paper is take for the Arabic language, has an impact on the second English language acquisition. As from the results, it can also be said that Arabic culture has certainly influenced English learning as a second languages negatively and this is evident by only a small portion of the total number of students of about 30% performing best while the rest were found on the trying zone.

The study was in focus of the writing skills of the Iraqi grade eleven male students in one of the public schools in Babylon Iraq. It focused on to know the reasons as to why the students did not perform well in class and examine the writing skills of the students. There were various methods of writing such as Controlled writing task (fill in the brackets), free writing task (short paragraph), semi-structured interview, and grades collection and analysis to test the ability of the students to write in the English language. In addition, the study was looking into details how the Arabic and English teachers would improve their teaching strategies for their students to be able to write in the English language.

From the findings of the study, it can be deduced that the people with much influence of their mother language (Arabic) have a problem in writing skills in the English language as the Arabic language affected the writing performance of the English language. It was evident in the results of the study as some were seen to have a problem in expressing their ideas in the English language though they seemed to have an idea though not well developed. Others translated directly the words into the English language without considering the order of words in the target language and they thought it would resemble that of their mother language. Due to lack of consistency in their writing, led to great effect in the English writing, which consequently affected their performance in the second language.

The Arabic language has a wide number of expressions that are rooted from the spoken dialects, which may in a big way affect the meaning of some English words and sentences. Moreover, the Arabic language as the colloquial language among the Arabs has no a specific fixed structure and this lack of structure makes it have a great effect on the secondary language acquisition. The chapter goes farther to analyses that the weakness and strengths that are in an individual's language one writing skills greatly affects writing skills of the second language.

In the first task it was found that there are some errors that negatively affect the acquisition of second language and there are still some others that have a positive

influence in the process of acquisition of the second language. Therefore, having a low proficiency in language one would largely affect the acquisition of the second language in a negative way. From the findings it can be noted that if language one of a learner has some similarities in pattern it can affect the positively affect the second language and therefore make the acquisition of the language easy.

The colloquial language of the Arab society do not have even closer patterns as those of English as the second language and therefore it is a great challenge and appeared to be inappropriate in terms of the lexical and syntax.

From task two which entailed use of the questionnaires there exhibit very little differences in the errors that the learners make in the look of learning English language. The questionnaire was in a way of essence as it collected the personal and the information that was a bit more detailed as compared to the oral interview. Just a few people were able to do what was expected of them in the test and the majority of the students showed inability because they were not able to give correct answers and there were still some grammar mistakes in their answers. There was also a small number of people who did not know anything to answer in the paper.

In a free writing test, where the students were asked to write first in English language and later translate it to their Arabic language about the vacation that they had previously which aimed much more in finding their proficiency in the Arabic language. The students were seen to memorize vocabularies and quite a good number of words although they did not use them in their writing skills. As noted by (Wachs 2013) students transfer their spoken words into writing ignoring the rules that are supposed to be used in in writing. The use of the words inappropriately is caused by lack of appropriate knowledge and structure in writing skill.

Results

From the above results of the study, it is clear that the acquisition of another language, the function of the first language is very important as it has a big influence on how the second language will be acquired and the influence of the first language on the teaching and learning of the second language. Most of the spoken discourses that are acceptable in most of the cultures are not acceptable in most writings as they would cause weakness in the writing style or the understanding some of the lexical terms. Use of lexical terms may cause inconveniences to the people of a different culture as they may not be familiar with the new terms that real being used by people of a different society and therefore would pause a negative effect on the acquisition and learning of the new language.

The fact that different people from different ethnic groups were used for the study, teaching of English in Arabic country has been challenged by the teaching system that is used which lacks efficiency in a way that they use an old fashion of teaching whereby they apply lecturing like in universities and memorization other than the practical use of language in it real life situations when teaching students.

The information that was got from the tasks was used to analyze the impact of culture on the acquisition of the second language and it was found that culture or rather the first language one is taught immediately he or she is born has an essential role to play in the process of acquiring the second language. In our case, it can be seen that the Arabic language has big effect on the acquisition of English as a second language and there are more problems that show up due to the wide difference in the alphabets and the pronunciation of the English and the Arabic words.

Conclusions

Based on the results we have come up with above, we have arrived at the following conclusions. It had been identified many factors on the impacts of cultural interference of culture that consequently leads to affecting of the acquisition of the second language to a learner. The first language, which is the mother language that one is taught after he is born, is of much influence in the process of acquisition of the second language. The Arabic language and English are completely different from each other and the way in which they are taught may differ from one another in a way that they are different in terms of the alphabets and the way in which they are written. Learning of English as a second language for the Arabs is a big challenge to them as due to the fact that these two languages are different in terms of vowels, sounds and the way they are written.

Concerning the function of the first language is very important as it has a big influence on how the second language will be acquired and the influence of the first language on the teaching and learning of the second language. Most of the spoken discourses that are acceptable in most of the cultures are not acceptable in most writings as they would cause weakness in the writing style or the understanding some of the lexical terms. Use of lexical terms may cause inconveniences to the people of a different culture, as they may not be familiar with the new terms that real being used by people of a different society and therefore would pause a negative effect on the acquisition and learning of the new language.

Regarding the fact that different people from different ethnic groups were used for the study, teaching of English in Arabic country has been challenged by the teaching system that is used. which lacks efficiency in a way that they use an old fashion of teaching whereby they apply lecturing like in universities and memorization other than the practical use of language in it real life situations when teaching students. In addition, we recognize that the most dereliction came from the students. According to the fact that, the influence of the surrounding environment and they was not

interested in acquiring English language with reason that they will not need to learn it and they will not get any benefit.

These results enable us to understand Culture and language are two things that cannot in any way be separated from each other because they would lose meaning and therefore any slight variation in culture would actually affect the second language acquisition by an individual.

Based on that, this study can be further extended to cover, for instance, cultural interference of English on the communication skills. Cultural interference on the four communications skills play a great roll in the acquisition of the English language. Therefore, investigating how the culture influence the four communication skills is useful to understand how and why it affect the English language learning in Iraq in a specific manner. It is likely that we may discover other solutions to improve and facilitate the acquisition of the English language.

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Appendices

Appendix 1. Task 1.

Question 1: Fill the gaps with the right answer from the English culture.

- 1- Hot cross buns are traditionally baked on Good Friday.
- 2- The pound sterling is the oldest currency in the world that is still in use
- 3- I have toast and marmalade for breakfast.
- 4- Its Easter and we are on our way to church.

Question 2: املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا شاي هو يوم بلا فرح

2-عيد الفصح قادم

3-بلغ حبهم كحب روميو و جولييت

4-الملكة هي اقوى النساء في بريطانيا

Sample:1

Name: Qasim Mohammed Kadhim

Q1:Fill the gaps with the right answer from the English culture.

- 1- Hot cross buns are traditionally baked on Friday.
- 2- The pound sterile is the oldest currency in the world that is still in use
- 3- I have toast and marmalade for breakfast.
- 4- Its Easter and we are on our way to pray.

Q2: املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا شاي هو يوم بلا فرح

2-عيد الاكبر قادم

3-بلغ حبهم كحب روميو و جولييت

4-الملكة هي اقوى النساء في بريطانيا

Sample:2

Name: Azher Raad Ahmed

Q1: Fill the gaps with the right answer from the English culture.

- 1- Hot cross buns are traditionally baked on home.
- 2- The dollar is the oldest currency in the world that is still in use
- 3- I have toast and marmalade for children.
- 4- Its Easter and we are on our way to play football.

Q2: املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا طعام هو يوم بلا فرح

2-عيد الغدير قادم

3-بلغ حبهم كحب العصافير

4- _____ هي اقوى النساء في بريطانيا

Sample:3

Name: Mostafa Ahmed Jwaad

Q1: Fill the gaps with the right answer from the English culture.

- 1- Hot cross buns are traditionally baked on mall.
- 2- The dinar is the oldest currency in the world that is still in use
- 3- I have toast and marmalade for _____.
- 4- Its Easter and we are on our way to shopping.

Q2: املا الفراغات التالية بلاختيار الصحيح من الحضارة و الثقافة الانكليزية.

1-يوم بلا لعب هو يوم بلا فرح

2-عيد الحب قادم

3-بلغ حبهم كحب _____

4-الجدة هي اقوى النساء في بريطانيا

Appendix 2. Task 2.

Interview consent Form Research-based impacts of culture on second language acquisition I, ----- (Participant`s name), understand that I am being asked to participate in an interview activity that will help in gathering the information on the impacts of culture on the second language acquisition and it covers the following topics of interest of the researcher.

- English language teaching.
- Introducing culture in teaching the English language.
- The importance of culture.

I have given some general information about this research and the type of questions I can expect to answer. I understand that the interview will be conducted of four questions and that it will take approximately 5 minutes of my time to answer it. The questions that have been included to the interview:

1- What does culture mean to you?

2- Describe to me what is your expression about the English culture?

3- How does the term culture help you understand the language.

4- What are the main differences between the Arabic language and the English language?

I understand that my participation in this research study is voluntary and that I am free to decline to participate, without consequences, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential and used only for completing this research, and will not be used in any way that can identify me. All interview responses, notes, and opinions will be kept in a secured environment. If I decline it, it will be destroyed by the researcher. I will also provide with a copy of the student research at my request.

I also understand that there are no risks involved in participating in this activity, beyond those risks experienced in everyday life. I have read the information above.

By signing below and returning this form, I am consenting to participate in this interview activity by signing below:

Participant name: -----

Email address: -----

Signature: -----

Date: -----

Appendix 3. Task 3 .

Free Writing Task – Short Paragraph Write a paragraph of 100-150 words about “How did you spent your holiday?” then Write about the same topic in your mother tongue (Arabic) with the same word limit. English -----

Arabic: -----

Sample:1

Last year I went to Iran. I went with my friends. I stayed there for two weeks. We walked in the street. There are many beautiful places in the Iran. But it was the first time to be there .we cannot speak Persian language so we hired a translator to show us the places and translate for us in Iran. We went to former president 'palaces .it was interesting and pretty. We spent two days in one city and three days in other city. We visit famous tourist place like Sari and Tehran. They are two nice city in Iran. The weather is nice.it is cool. We enjoyed eating, walking in many nice places .we felt happy because it was the best day for us and we enjoy together .this was our visit to Iran .we took photo and it was nice experience for us because we learned many things. We liked Iran so much .then we came back to Iraq .it was an interesting day we spent our holiday there .and we promised to travel again

في العام الماضي ذهبت إلى إيران. ذهبت مع اصدقائي. بقيت هناك لمدة أسبوعين. مشينا في الشارع. هناك العديد من الأماكن الجميلة في إيران. ولكن هذه هي المرة الأولى التي تكون فيها هناك. لا يمكننا التحدث باللغة الفارسية، لذلك استأجرنا مترجمًا ليعرض لنا الأماكن ويترجم لنا في إيران. ذهبنا إلى قصر الرئيس السابق. كان جدا جميل و يخبيل. لقد أمضينا يومين في مدينة واحدة وثلاثة أيام في مدينة أخرى. نزر مكان سياحي شهير مثل ساري وطهران. هما مدينة لطيفة في إيران. الجو جميل. نحن نتمتع بالأكل، والمشي في العديد من الأماكن الجميلة. شعرنا بالسعادة لأن هذا هو أفضل يوم لنا ونستمتع به معا. هذه هي زيارتنا لإيران. لقد التقطنا صورًا وكانت تجربة رائعة لنا لأننا نتعلم أشياء كثيرة. لقد أحببنا إيران كثيرا، ثم عدنا إلى العراق. كان يوماً رائعاً. أمضينا فيه عطلتنا هناك، و وعدنا بالسفر مرة أخرى

Sample:2

My name is Ahmed.I wanted to talk about my holiday. I spent three day ago with my family in Canada. We had different day there .we celebrated because of my birth there. Then after ten day ,there is new year 'days .we went out all with my family .we spent that day at night walking ,shouting and people laugh and smiled .it was interesting day.it was nice two occasions for me ,one is my birthday and second is new year .when at 12 o'clock people outside and they use firework .it is nice view for us .we spent our holiday there for one month .we spent time there to eat ,enter nice place and visited many place.it was nice .I enjoy a lot because I use my English but hard for me because I can't speak well, then I went to stadium alone to watch football in reality .I didn't see before and it was nice .we have fun all there. People went to the beach one day with my big brother to see, it is nice sea and I really feel happy there then we come back to Iraq.

اسمي أحمد. أريد أن أتحدث عن عطلتي. قضيت ثلاثة أيام مع عائلتي في كندا. كان لدينا أيام مختلفة هناك. لقد تم الاحتفال به بسبب ولادتي هناك. ثم بعد عشرة أيام، هناك أيام "سنة جديدة". لقد خرجنا جميعاً مع عائلتي. لقد قضينا ذلك اليوم في المشي ليلاً، والصراخ والناس يضحكون ويبتسمون. لقد كان يوماً مثيراً للاهتمام. كان مناسباً لفردين، أحدهم عيد ميلادي والثاني هو عام جديد. عند الساعة 12 في الخارج وهم يستخدمون الألعاب النارية. إنه منظر جميل لنا. قضينا عطلتنا هناك لمدة شهر واحد. لقد قضينا وقتاً هناك لتناول الطعام، أدخل مكاناً جميلاً كان لطيفاً ، أنا أستمتع كثيراً لأنني أستعمل لغتي الإنجليزية ولكن من الصعب بالنسبة وقمت بزيارته العديد من لي لأنني لا أستطيع التحدث بشكل جيد ، ثم ذهبت إلى الملعب وحده لمشاهدة كرة القدم في الواقع. لم أراه من قبل وكان لطيفاً استمتعنا هناك. ذهب الناس إلى الشاطئ في يوم من الأيام مع أخي الكبير لرؤيته، إنه بحر جميل وأشعر بالسعادة حقاً هناك ثم نعود إلى العراق

Sample: 3

My name Hussein .and I have holiday .then I spending my holiday in Turkish country .and as a result I go there to my brother there. And so I wear pretty a clothes .and we spending for two weeks to my brother . then my brother take me to zoo and nice place. So I never see there. And I feel happiness there because I love it so much and it is my first second time, it was special this time because I enjoyed a lot. and It was special for me .I spending time to go to museum and I ride a boat with my brother . so it was nice so much .then we went to the street to see nice things and to know how people do there. And my brother took me to the park then there people playing games and some walking and other sitting.it had big nice land. And We went to restaurant and I think Turkish food is like my food in Iraq. and We sleep in different hotel because we visit many city there then we came back to Iraq by plane .then it is the nice for me because it is the first time .

اسمي حسين. لقد عطلة. أقضي عطلتي في البلد التركي. أذهب هناك لأخي هناك. و أنا أرتدي ملابس تخيل، ونحن ننفق لمدة أسبوعين لأخي. أخذي يأخذني إلى حديقة الحيوان ومكان جميل. و انا لا ارى هناك أشعر بالسعادة هناك لأنني أحبها كثيراً وهذه هي المرة الثانية التي أمضيها للمرة الأولى، فقد كانت خاصة هذه المرة لأنني استمتعت كثيراً. وكان خاصا بالنسبة لي. أقضي وقتاً للذهاب إلى المتحف وأنا أركب قارباً مع أخي. كان لطيفاً كثيراً. ولقد ذهبنا إلى الشارع لرؤية أشياء لطيفة ومعرفة كيف يفعل الناس هناك. و أخو أخذني إلى الحديقة ثم هناك أشخاص يلعبون الألعاب وبعض المشي والجلوس الأخرى.كانت أرض جميلة كبيرة. و ذهبنا إلى المطعم وأعتقد أن الطعام التركي مثل طعامي في العراق. ونام في فندق مختلف لأننا نزور العديد من المدن هناك ثم عدنا إلى العراق بالطائرة. وهذا هو لطيف بالنسبة لي لأنها المرة الأولى