

Interference and Effect of Mother Tongue on English as Medium of Instruction in Pharmacy Education in Sudan

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Abstract

English language as means of instruction poses difficulties to students in medical education who are non-English language speakers. The aim of this research is to investigate the actual problems that the students face in using English language in different settings, this research is an attempt to find and tackle the reasons that cause the difficulties encountered by the students. English and Arabic belong to different language group and, thus, have different rules and uses, therefore, problems and difficulties are attributed to such differences, in this respect, problematic areas were found are uses of different aspects of English language. In addition to one of the underlying reasons is also the confusion resulting from the use of grammar rules of both classic and colloquial Arabic. The difficulties which were examined are classified into three linguistic categories; grammatical, morphological, and lexical difficulties.

The data of this research is in written form, and the number of the students who participated in this research is (102) from Khartoum College of Medical Sciences, thus, the corpus used to find answers to the research questions was taken mainly from the students reports about scientific experiments and answer scripts or papers (test papers) of the students.

Meaning of words in context is not considered by the students when they translate from Arabic into English, that the intended meaning cannot be obtained when considering meaning of words in isolation when a word is replaced by its equivalent in the target language, thus, lexical difficulties facing the students refer to the interference of mother tongue in English language. This research is concerned with the problems that medical students face when writing short answers and reports during scientific experiments, these problems actually hindered the students from producing good English sentences.

Key words:

ESL: English as a second language, EFL: English as a foreign language, EAP: English for

Academic purposes, L 1: Mother tongue or first language, L 2: Second or foreign Language, ST: Source text, TT: Target text, SL: Source language, TL: Target language, CAT: Computer aided translation.

Introduction

Students who are admitted in university come from Arabic medium schools whereas the medium of instructions in some universities is English. Therefore, they need to do an intensive English language program that is also known as preparatory course. This course aims at developing students' proficiency in English Language. A lot of students face problems in science subjects even if the topics are really easy and were well covered in their school curriculum. This happens due to their low proficiency in English that they bring from schools. Sometimes they don't attempt a question just because they don't understand the key words since it is in English. This problem can be clearly seen when such students begin studying science, they find difficulty in translating technical terminologies into their mother tongue or first language in order to understand their meaning. Also the language used to explain scientific concepts is a problematic area, that some English words give different meanings in different contexts. Thirdly, and the important one, is that when such students find materials in Arabic need to be translated into English, it becomes difficult because they lack knowledge of different aspects of English language in addition to its uses for natural communication. Mona Baker (1996: 2) says: "Needless to say, this type of theoretical knowledge is itself of no value unless it is firmly grounded in practical experience".

At present, Sudanese universities like most developing countries are still in the stage of building an effective infrastructure by conducting studies related to the nature and degree of use while the developed countries are in an advanced stage of evaluation and implementation of standards for effective decision-making and cost reduction.

In nutshell, this study will try to find and tackle the difficulties and problems faced by students in science colleges in communicating in English language when it is the means or medium of instructions, particularly, when they translate from Arabic into English while answering questions or writing their observations during scientific experiments.

Research Objectives

This research aims at:

- 1- Identifying the actual problems of translation that students of science face while using English language in different settings.
- 2- Looking for other factors and reasons that contribute to the problem.
- 3- Sorting out the problems and suggest the solutions for them.

Significance of the Research

The research will be useful to all those who use English language as means of instructions inside or outside the class. It will also be quite useful to identify ways through which they might improve methods and techniques of teaching. It might help them getting their message across to the students more successfully.

The results of this research will be of benefit and great value to syllabus developers, and to planners and designers of curricula.

Research Questions

- 1- What are the linguistic difficulties that the students face in translating from Arabic into English language?
- 2- What are the other factors that can be considered good reasons behind the problem?

Hypothesis

- 1- The difficulties that the students face, refer to inadequate exposure to English, these are linguistics.
- 2- The interference of the native tongue is one of the reasons.

Research Methodology

The purpose of this research is to investigate the difficulties that the students studying pure and applied sciences encounter in translation from Arabic into English.

This research will specify the features and description of the problem, so that it will be of a descriptive and analytical type.

Research Limitations

Students of science in some Sudanese Universities have been chosen to conduct the research. Students of three colleges are chosen. These are: college of general science, college of dentistry and college of medicine, all are in Khartoum. The research team includes lecturers in all of these three colleges; Students who studied in an English speaking country were excluded. Time limitations are the academic year 2012 – 2013

Population of the research:

Kroll (1990)"Population includes all members of a defined group that we are studying or collecting information on for data driven decisions".

Population is a precise group of people or objects that possesses the characteristic that is questioned in a study as defined by some researchers.

In this research, the target population of this researches depending on the research problem and objectives is the students of science (general and applied) in Sudanese universities where the medium of instructions is English language.

he samples:

A sample is a scientifically drawn group that actually possesses the same characteristics as the population; it is a portion of the defined population. Frey et al. (2000) defined population sampling as “subgroup of a population”. The sample must have sufficient size to warrant statistical analysis.

Randomly drawn samples must have two characteristics:

A - Every person has an equal opportunity to be selected for the sample.

B - Selection of one person is independent of the selection of another person.

A number of students (102) of three colleges in Khartoum College of Medical Sciences are chosen randomly as representation of the population to obtain reliable, accurate and valid results, these colleges are (college of general science, college of dentistry and college of medicine).

Data collection tools

This research depends mainly on three data collection tools:

I – Students’ reports about scientific experiments were one of the main sources of data obtained, the students were asked to write the steps they follow while preparing or running different experiments and consequently, their reports should be in English language as it is the medium of instruction.

II- Patient’s history taking represents major source of data, they include personal data, main complaint, medical and drug history, family and social history. According to these reports medications are decided.

III– Answerscripts or papers(test papers of Pharmaceutics)of the studentsis another source of data for this research, short answers and definition of termswere also analyzed (multiple choice answers were excluded), and classified according to different linguistic levels, this includes; Grammatical level, Morphological level and Lexical level. Other Errors collected and classified are Capitalization and Spelling.

Results:

The students' reports and answer scripts of some tests (pharmaceutics course) were collected with the help of two teaching assistants, all students who participated in this research represent a sample of second level of all colleges.

A table was designed in a special way, and were divided into four parts showing (the student's word or sentence, correct sentence, error classification, and the equivalent Arabic word or sentence), to be discussed and analyzed.

This part of the research is devoted to analyzing linguistic difficulties that confront the students, thus, the sample sentences to be analyzed for the purpose of this research are the students' short answers selected from practical tests and exams written in English.

The data of this research is in written form, and the number of the students who participated in this research is (102) from Khartoum College of Medical Sciences, thus, the corpus used to find answers to the research questions was taken mainly from the students reports about scientific experiments and answer scripts or papers (test papers) of the students.

Grammatical problems**Table (1): Students' sentences:**

Student's sentence	Correct sentence	Error	Arabic sentence
<i>The end point not clear</i>	The end point is not clear	Omission of verb (be) = is	نقطة النهاية غير واضحة
<i>Blood pressure must measured twice</i>	Blood pressure must be measured twice	Omission of verb (be)	يجب قياس ضغط الدم مرتين
<i>The prevention is better than the cure</i>	prevention is better than cure	Addition of article 'the' Redundancy	الوقاية خير من العلاج
<i>Acid was remain in the tube</i>	Acid remained in the tube	Overuse of the verb (to be) to form the past tense of the verb	الحامض بقي في الأنبوب

<i>Blood pressure elevate in the morning</i>	Blood pressure elevates in the morning	Omission of (-s) Present simple	ضغط الدم يرتفع في الصباح
<i>Her skin is itching her</i>	Her skin is itching	Use of a pronoun as an object	بشرتها تؤلمها
<i>yesterday he said I have no fever</i>	yesterday he said that he had no fever	Use of first person singular and present simple	أمس قال أنا لا أشعر بالحمى
<i>I asked her can she go to the clinic?</i>	I asked her if she could go to the clinic	Use of direct question	سألتها هل تستطيع الذهاب للعيادة
<i>Do you feeling hot? Are you feel hot? Do you hot? You feel hot?</i>	do you feel hot?	Use of 'do' and 'are' to form questions	هل تشعر بالحرارة؟
<i>She recovered fortunately</i>	fortunately, she recovered She fortunately recovered	Adverb position	شفيت لحسن الحظ
<i>They will be tomorrow here</i>	they will be here tomorrow	Adverb position	سيكونوا غدا هنا
<i>The taste awful</i>	awful taste	Adjective position	الطعم فظيع
<i>You must take it twice a day</i>	you ought to take it twice a day	Use of 'must' In place of 'ought'	يجب أن تتناولها مرتين في اليوم

<i>He must walk after operation</i>	He will be able to walk after operation	Use of 'must' In place of 'able to'	يجب أن يمشي بعد العملية
<i>Can I go?</i>	May I go?	Use of 'can' In place of 'may'	هل أستطيع أن أمشي؟
<i>Lactose is broken into molecules</i>	Lactose is broken down into molecules	Omission of the adverb 'down'	اللاكتوز يفكك لجزئيات
<i>She care her baby</i>	she cares for her baby	Omission of the preposition 'for'	ترعى جنينها
<i>afraid from the doctor</i>	afraid of the doctor	Use of preposition 'from'	يخاف من الطبيب
<i>disappointed from</i>	disappointed in	Use of preposition 'from'	أحبط من
<i>benefit from</i>	benefit by	Use of preposition 'from'	يستفيد من
<i>Covered by fluids</i>	covered with fluids	Use of preposition 'by'	غطى بالسوائل
<i>Divided to parts</i>	divided into parts	Use of preposition 'to'	قسم الى أجزاء
<i>Popular between</i>	popular among	Use of preposition 'between'	مفضل بين
<i>Good in English</i>	good at English	Use of preposition	جيد في الانجليزي

		'at'	
<i>Full with gas</i>	full of gas	Use of preposition 'with'	مملوء بالغاز
<i>Have no doubt in the result</i>	have no doubt of the result	Use of preposition 'in'	لا يشك في النتيجة
<i>he is died</i>	he is dead	Use of verb 'died'	ميت / مات
<i>Look as the other</i>	look like the other	Use of adjective 'as '	مثل (<i>mithl</i>)
<i>smaller than</i>	younger than	Use of Adjective 'smaller '	أصغر

Morphological Problems

Table-2: Errors in using plural forms:

Students' plural	Plural
<i>Diagnosis (es)</i>	<i>Diagnoses</i>
<i>Cortex (es)</i>	<i>Cortices</i>
<i>Thorax (es)</i>	<i>Thoraces</i>
<i>Calculi (s)</i>	<i>Calculus</i>
<i>Bacterias</i>	<i>Bacteria</i>

The table above shows a sample of errors involving the use of the verb 'to be'.

Most of the problems that face Arab learners of English refer to differences between the structures of the two languages. The main constituents of an English sentence are not the same

ones as in Arabic, a sentence can be formed without a verb in Arabic e.g. an equational sentence in Arabic consists of a subject and a predicate, unlike English sentence, verb is necessarily one of its components whether main verb or not. The English verb 'be' as main verb in the present tense sentence poses difficulty to Arab students in translation because it has no equivalent in Arabic, the verb /yakoon/ in Arabic can give the meaning of the English one, but it comes as main verb of the sentence, therefore, the verb 'be' is ignored and left out when producing written English sentences.

This table shows samples of errors involving the use of the article 'the'.

Articles in English are three 'a', 'an' (indefinite articles), and 'the' (definite article). Non-native speakers of English and Arabic speaking students in particular may be confused when using these articles; they tend to use the article 'the' in most of the sentences they attempted, and this is attributed to the fact that in Arabic there is only one definite article, and the indefinite articles 'a' and 'an' have no equivalents in Arabic. That is clearly shown in the sentences made by the students.

Abstract nouns are grammatically different in the two languages. In English, articles are not needed to be used with abstract nouns, the students use the article 'the' with abstract nouns as shown in the examples above (*prevention* and *cure*), without taking into consideration this rule, and they also make mistakes by not choosing the article 'a' when they first refer to a particular person or thing. (*diluents* and *medical waste*) do not need an article unless they are identified, it is clear that the students' first language seem to have strong influence on the sentences they produce when they translate into English.

Countable and uncountable nouns in English and Arabic are different, as the equivalence of some uncountable nouns in English can be found in plural in Arabic, this difference is one of the reasons behind difficulties the students encounter in choosing the suitable article.

Table shows errors of overuse of the verb (to be) to form the past tense of these verbs. There are three tenses in Arabic: past, present and future. Meanwhile English tenses are: past, present, and future, but these have simple, continuous and perfect forms. This difference between the two models is considered one of the main reasons behind the problems facing the students in translation, when examining the sentences the students make; it is clearly observed that they do not have full knowledge about the difference between the two systems.

Past tense in English is one of the serious difficulties for Arabic speaking students in general, the difference between past simple and present perfect in English cannot easily be understood because past tense in Arabic is not expressed in the same way, since the action is complete in the past, it means one thing that indicates past perfect in Arabic and the present perfect is not recognized.

The two languages in question have different systems of verb classification, so the confusion refers to these different grammar rules, in Arabic the base of any given word is the past form, a prefix or a suffix is added to it in order to form a new word, the past is implied in a three letters verb (*thulathi*), while in English the past is formed by adding a suffix or an infix to the present form.

The students failed to write the sentences into English, they used the verb 'was' before the main verb of the sentence to express the past ignoring the fact that the past form of the verb in English is formed by adding the suffix 'ed' only with regular verbs. In the sample sentences above the verb 'was' is used by the students with the verb '*remain*' thinking that it gives the intended meaning, the verb '*become*' is also used incorrectly, and this is because irregular verbs seem to be unknown or not familiar to the students, such verbs are not found in Arabic.

From this table it is clear that there is a serious difficulty in translating the present simple into English, this refers to the fact that verb agreement does not exist in Arabic in the same way as in English, and the third person singular (s) has no equivalent in Arabic. This is illustrated by the sentences attempted by the students where they omitted the (s).

The table above shows errors made by the students in using transitive and intransitive verbs. This kind of verbs has different rules in Arabic and English, and that difference causes confusion to the students when translating into English. In the sentence below the verbs '*aching, itching, confusing, and irritating*' are used by the students as transitive, in Arabic it comes intransitive with a pronoun as an object.

Indirect speech is not translated correctly as shown in the sample sentences and questions.

When the students have to report any speech they apply colloquial Arabic rules to English ones which sound non-English. It is worth mentioning that there is a great influence of mother tongue (colloquial Arabic) in this area because the verb is not used in its past form in Arabic, usually the Arabic verb (كان) precedes the present form of the verb in formal language. In case of reported or indirect speech by the students, the actual words of the speaker is written without changing first person pronoun to be third person pronoun, and the verb is used in its present form. This results from the fact that students make the sentences and questions in colloquial Arabic before they translate them into English as in the above example.

Simple question formation in English is not easy for the students, because the equivalent question word in Arabic for English (yes/no questions e.g. do/did, , are/were, is/was, can/could, etc . .) is (هل) whether in the present or in the past, singular or plural,) it precedes the main verb of the question. The problem that the students face is the tense that is implied in the English question to be translated, it seems that they cannot differentiate between the use of (are) and (do) as we find in the examples.

Parts of speech

One of the main differences between Arabic and English sentence refers to the fact that the meaning and function of any English word is determined by its position in the sentence (nouns/nominals, verbs/verbals, adjectives/adjectival, adverbs/adverbials) unlike Arabic sentence where the meaning of each word is determined by its inflection.

English adverb can take different position in a sentence, while Arabic adverb takes final position in most cases, at the same time it agrees with the noun or the pronoun according to case, gender, or number. This rule is applied incorrectly by the students in the sentences they made where the adverbs take wrong position.

In these last two examples the adverbs are misplaced, a result of literal translation from colloquial Arabic.

English adjective precedes the noun (attributive adjectives), it also comes after verbs of incomplete predication (predicative adjectives), while Arabic adjective follows the noun. In this difference lies the difficulty when translating from Arabic into English, this is illustrated by the sentences attempted by the students as shown in the table.

Modal verbs in English precede the main verbs, they are used for necessity or obligation (ought to, have to, or should), other verbs are used for permission (may, might, can, or to be allowed to), another group is used for command (shall, will, and be to).

These verbs are used in the wrong place by the students who tend to use the verb (must) instead find in the sample sentences in table.

IT also shows an example of errors made by the students when using the verb of ability (must) which is used incorrectly instead of (be able to) to express ability (يستطيع).

Also the verb (can) is substituted for the verb (may) e.g. (can I go?) in the case of permission not ability, this always happens because the Arabic verb (*yumkin*) can be used in both cases.

Phrasal verb is a verb that is followed by an adverb to give a completely different meaning, similar to that, prepositional verb where a preposition follows the verb. They are not used in the same way in Arabic, thus the verb is used without an adverb or a preposition in the students' sentences, the adverb (down) is omitted as shown in the table.

In this sentence the preposition (for) is omitted because the Arabic verb is used without a preposition.

The table show clearly the interference of mother tongue, the preposition (from) is used in the place of other ones such as (of, in, by), it is word for word translation from Arabic into English. Table show clearly that English preposition categories constitute difficulty to students when translating from Arabic into English because they function differently in both languages. The difficulty in the use of English preposition is attributed to the number of meanings each English preposition carries; besides, different prepositions give different meanings when they are used with the same word.

Some English prepositions have no equivalents in Arabic, in other words they are not needed while they are necessary in English, instead of that; an Arabic part of speech expresses the meaning, and that causes serious problem to the students, thus English preposition use is a troublesome to the students as in the sentences they produced.

Morphological Problems **Errors in using plural forms:**

Students' plural	Plural
<i>Diagnosis</i> (es)	<i>Diagnoses</i>
<i>Cortex</i> (es)	<i>Cortices</i>
<i>Thorax</i> (es)	<i>Thoraces</i>
<i>Calculi</i> (s)	<i>Calculus</i>
<i>Bacterias</i>	<i>Bacteria</i>

Errors in table reflect morphological problems in translation that arise from the fact that Arabic and English have completely different morphological rules, some inflectional morphemes in English is believed to be a major problem for students who translate from Arabic into English, such morphemes have no equivalents in Arabic, plural form differences in both languages can be considered good example for such confusion. It might be easy for Arab students to translate when English plural is formed by adding the inflectional suffix (s), but it becomes difficult when the plural form changes the inner structure of the word (infix); this is approved by the sentences produced by the students who seem to be unaware of the English plural exceptions.

The words '*fastly*' and '*orally*' is used incorrectly, and that refers to word-by-word translation from Arabic.

Table shows that some words like (heart, stomach, nerves, and lung) were used instead of (cardiac, gastric, neurological, and pulmonary) perceptively, the second group of words is derived from Latin language and characterized by suffixes, and the students used words that are familiar to them and easy to use such as the words in this table.

In the table the past tense of (die) is used instead of the adjective (dead), in Arabic the verb (to be) is not used in the same way as in English, that (*mata*) and (*mayit*) can follow the noun.

Lexical difficulty is one of many other problems that face students in this particular case of translating from Arabic into English, lexical meaning functions differently from source language to target language, so, the students tend to use words according to their meanings in isolation without taking in mind their meanings in different contexts.

The adjective (*good*) is substituted by the adverb (*well*), the Arabic adjective (*jayid*) gives the meaning of both (*good*) and (*well*).

Obviously, first language or mother tongue interferes during translation process, and as a result, Arabic words are replaced by their equivalents in English without considering their contextual meanings, the students commit errors pertaining to misuse of such words.

Errors in using the adjective 'like':

In the table the adjective (*like*) is replaced by the conjunction (*as*), this is mainly because both of them mean (مثل) in Arabic.

Errors in using the adjective 'younger':

Student's sentence	Correct sentence	Error	Arabic sentence
<i>smaller than</i>	younger than	Use of Adjective ' <i>smaller</i> '	أصغر

In the table the students used (*smaller*) instead of (*younger*) because the equivalent word for both of them is the Arabic word (أصغر).

Lexical meaning of words in isolation does not help in translation without considering other aspects of language such as parts of speech, tense, and others as we can see in the above examples where the students used these lexical items without paying attention to their functions in different context because one Arabic word can give the meaning of more than one English word when they are different in usage.

Other errors**Capitalization****Errors in capitalization:**

Student's sentence or word	Correct sentence Or word	Error
<i>furacin</i>	Furacin	Use of small letters
<i>vibrio</i>	Vibrio	~

Arabic language has no capitalization, and there is no distinction between 'the upper case and the lower case'. Arabic punctuation conventions are very different from English language. Therefore, the students face problem while writing because they often forget to begin a sentence with a capital letter, they make errors when writing their names and those of countries, cities, books, even their own names, the table shows examples of errors made by the students while writing names.

Spelling**Errors in spelling "insertion of extra letters":**

Student's word	Correct word	Error
<i>Untill</i>	Until	addition of 'l'
<i>Minoxodill</i>	Minoxodil	~
<i>Antiacid</i>	antacid	addition of 'i'

Errors in spelling "omission of letters":

Student's word	Correct word	Error
<i>Occuring</i>	Occurring	omission of 'r'
<i>Ferrous</i>	Ferrous	~

<i>Affinity</i>	affinity	omission of 'f'
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Errors in spelling “substitution of different letters”:

Student's word	Correct word	Error
<i>Deficate</i>	Deficit	Use of 'a' instead of 'i'
<i>Lethiasis</i>	Lithiasis	Use of 'e' instead of 'i'
<i>Chickenbox</i>	<i>Chickenpox</i>	Use of 'b' instead of 'p'

Errors in spelling “transposition of two letters”:

Student's word	Correct word	Error
<i>Conceive</i>	<i>Concieve</i>	Use of 'ei' for 'ie'

Substitution of more than two letters:

Student's word	Correct word	Error
<i>Slow</i>	slough	Use of 'ow' for 'ough'
<i>Throw</i>	through	~

Spelling is the act or process of writing by using the letters conventionally accepted for their formation. Spelling mistakes made by the students in the tables because Arabic has one letter for each sound so spelling is much easier in Arabic as compared to English, so spelling is not a problem because there are no silent alphabets in the middle of the words. In addition to that there is no double letter in Arabic; and the students could not differentiate between 'e' and 'i'.

Conclusion:

This research is concerned with the problems that medical students face when writing short answers and reports during scientific experiments, these problems actually hindered the students from producing good English sentences.

Regarding the first question of the research about the linguistic difficulties that the students encounter, the student's reports and short answers were analyzed and the main findings are as follows:

- 1- Grammatical difficulties are the main reasons behind the problem e.g. The English verb 'be' as main verb in the present or past tense sentences was one of the reasons behind the difficulty to the students when producing written English sentences, they applied Arabic grammar rules assuming that they are similar to English ones, thus the verb 'be' was omitted, this confusion refers to direct translation from Arabic into English.
- 2- The students used the article 'the' in all sentences they formed, and this is attributed to the fact that in Arabic there is only one definite article, and the indefinite articles 'a' and 'an' have no equivalents in Arabic. Adding 'the' where it was not needed is clear evidence that the students think in Arabic and form the sentences before translating them into English.
- 3- The most confusing area in grammar is English tenses as compared with Arabic ones, the difference between the two models is considered one of the main reasons behind the problems facing the students, present tense and past tense were not expressed in the same way, the students' reports and sentences examined, proved that the students do not have full knowledge about the difference between the two systems.
- 4- English parts of speech were misused, it is the most confusing area in English grammar rules, some (nouns, verbs, adjectives, adverbs and others) were used in wrong positions, and that resulted from literal translation from Arabic into English.
- 5- English preposition use is a troublesome to the students as in the sentences they produced, for example the preposition (from) is used in the place of other ones such as (of, in, by, with), this difficulty is attributed to the number of meanings each English preposition carries, and also to the fact that some English prepositions have no equivalents in Arabic language which the students refer to when writing in English.
- 6- On the morphological level, analysis proved that the students were not aware of the different morphological systems of Arabic and English, thus, they made mistakes in relation to inflectional morphemes (-s plural, -er noun, and -ly adverb). Such mechanism of word formation is not known in Arabic, so the students misused these morphemes which resulted in erroneous sentences.

- 7- The students used words according to their meanings in isolation without taking in mind their meanings in different contexts, and as a result, Arabic words are replaced by their equivalents in English without considering their contextual meanings.
- 8- When analyzing the students' sentences and reports, other errors were also found, some of these are capitalization errors, for example, the students did not begin a sentence with a capital letter, and names were also written in small letters.
- 9- In spelling, the students' errors are: insertion of extra letters, transposition of two letters, omission of a letter, and substitution of more than two letters.
- 10- The students failed to write words in the right order.

In conclusion, the results of the analysis confirm the hypothesis of the research that the difficulties the students face are linguistic ones; this refers to inadequate exposure to English and the interference of the native tongue is one of the main reasons.

Recommendations:

In the light of the findings of the research, it might be appropriate to make the following recommendations:

- 1- In order to have better standards in English language as means of instructions in some tertiary institutions in general and in medical colleges in particular, instructors should help the students to overcome problems and difficulties they face when using English language, and make them aware of the importance of that to be able to guide themselves towards better language learning.
- 2- English language learning programs should be developed to meet the specific needs of the students, according to these needs the instructors should use some appropriate materials and strategies to reduce the learners' problems which result from mother tongue interference.
- 3- English language should be taught through English culture (using materials including English culture will be helpful) to avoid the influence of the first language
- 4- The students should use the available technology to improve their communicative skills; and they should be asked to use their computer's operating systems and its applications in English.
- 5- Traditional language – teaching techniques which became outdated and insufficient need to be changed, an “intelligent” computer program will be of a great help.
- 6- Students should be asked to bring home work in English through surfing English WebPages so as to have good contact with modern science and technology.
- 7- Awareness should be raised to the students on the importance of English in gaining access to employment.

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