

Language Transfer and Grammatical Speaking Errors among Saudi Students

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Abstract

The English language has certainly become the most prominent international language in the world. Various initiatives in non-English speaking countries have sprung out to promote the teaching and learning of English as a foreign language and the Arab world is certainly no exception to the rule. The study will focus on Saudi Arabia where new plans, are to be initiated to improve students' language proficiency in view of the tremendous importance of English as an international language and its critical role in the commercial, industrial, technological, and audio-economic development of the Kingdom. This brings up to surface the issue of language transfer errors and its crucial role on speaking proficiency. This paper aims to discuss grammatical errors resulting from language transfer amongst Saudi students. The study will discuss the extent to which the language transfer theory is accepted or rejected. Accordingly, thirty Saudi students were interviewed in the process in Saudi Arabia. The study will be accordingly divided into three main sections: firstly, it will look into the acceptance and the rejection of the language transfer theory. Secondly, an analysis of students' grammatical speaking errors will be presented according to the source of errors. Thirdly, this study will provide education practitioners to place greater focus on improving spoken English skills in order to raise speaking proficiency in Saudi Arabia. Finally, the paper will conclude with some suggestions to tackle the issue of speaking errors among Saudi students.

Keywords: Language transfer, Saudi Arabia, speaking, grammatical errors, learning input