English False Cognates: An Embedded Factor in EFL Learning by Arab Adolescents

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Abstract: *The study aimed to determine if Arab adolescents associate English words as false cognates with their Arabic homophones in English as Foreign Language (EFL) learning. It also investigated whether these individuals associated the meaning of the English false cognates with the meaning of their Arabic homophones in EFL learning. Two tests – Sound Association and Meaning Association – were designed and administered. Each test was composed of at least ten clear English false cognates. These false cognates were taken from English textbooks of the study subjects which were used in the initial three years of English language study from 7th grade up to 9th grade in public schools in Saudi Arabia. The subjects were around 100 Saudi Arabian adolescents studying at the 10th grade level. Results revealed that the subjects associated English false cognates with their Arabic homophones in EFL learning. Such an association positively correlated with the association done by eight Saudi Arabian English instructors. However, no significant correlation was found between the meaning of English false cognates and the meaning of their Arabic homophones. Results also revealed how the English false cognates have been embedded in EFL learning by Arab adolescents. It is hoped that the results will be useful for the student population at large, that is, all Arab adolescents in EFL learning at a similar level. Recommendations for teaching English false cognates to Arab adolescents include training with sound association drills and meaning association techniques.*

1. Introduction

Anderson (1983) distinguished three stages of skill-learning, including language: (1) the cognitive stage, where the learner is involved in conscious activity, (2) the associative stage, where the learner strengthens the connections among various elements or components of the skill and constructs more efficient production sets, and (3) the automatic stage, where the execution becomes more or less autonomous and subconscious. Moreover, Anderson (1983) indicated that the difference between the first language (L1) learners and the foreign language (FL) learners is merely a question of the stage reached. L1 learners almost invariably reach the automatic stage, whereas FL learners typically reach the associative stage. However, some FL learners achieve a fair degree of practice, and can use the FL without awareness, but they do not reach full autonomy.

Our life is filled with situations of 'paired-associate learning'. This encompasses associating names with faces, telephone numbers with people, and FL words with L1 equivalents (Houston 1986:16). Words are organized and structured by human beings. They are not merely piled up randomly. They are related to one another in a distant manner. Word-association tests reveal some of this structure in consistent patterns (Houston 1986). This structure can change as human beings grow and develop (Petrey 1977). However, word associations have different manners. They appear in synonyms, antonyms, episodic responses, semantic responses, sound responses, etc. (Prideaux 1985; Houston 1986).

The most striking similarity for many FL learners is the presence of cognate vocabulary. Even before starting to learn a new FL, learners possess potential knowledge of a number of words and this is mainly due to phonological similarities between the FL and the L1 (Palmberg 1985). Research of cognates between FL and L1 are pedagogically useful in a number of ways. Cognates enhance reading fluency for readers who are able to recognize them readily in a FL text (Moss 1992; Holmes & Ramos 1993). They may be retained more easily than other words (Nation 1982). They play a role in production in that they may be more accessible to the learner than other FL words, though this may lead to over-use (Hasselgren 1994). However, other studies suggest that learners cannot make use of their cognate knowledge without any training. Native English speakers at a high school and university were easily misled by slight differences in the spelling of English and French in writing English words corresponding to a list of French-English true cognates presented in French (Limper 1932). At an elementary level in reading tasks, misidentification of cognates was reported by young Swedish learners of English (Palmberg 1985) and Brazilian learners of English (Holmes 1986). Results of these studies confirm one principle, that cognate recognition is a natural skill and it would be applied properly with training. This training may be something very crucial with false cognates because of their semantic differences. FL learners should be trained with the similarity or semi-similarity of sounds and difference in meanings of false cognates; otherwise there will be possible affective semantic consequences.

A false cognate (or friend) means that a word has the same or very similar form in two languages, but has a different meaning in each case. For instance, 'expérience' means 'experiment' in French not 'experience' as in English. French learners of English might write or say: "Yesterday, we performed an interesting experience in the laboratory." (Richards; Platt; & Weber 1985:103). However, sometimes words in two languages are similar in form and meaning but they are

borrowed forms, not cognate forms, e.g. 'film' in English and فيلم /fɪlm/ in Arabic. Cognates and false cognates generally exist in related languages which have similarity in form and meaning. In addition, these related languages share the same alphabets. Related languages are derived from one family such as English and French which are descended from a common ancestor which is the Indo-European language.

This study deals with two languages, English and Arabic, which are not genetically related to each other and do not share the same alphabets. English is an Indo-European language, whereas Arabic is a Semitic language. A false cognate between unrelated languages is defined in this paper as a word which has roughly the same or very similar sounds, but has a different meaning as shown in the following examples:

English		**Arabic**	
lift	/lIft/	لف /lIft/	'turnip'
sale	/seIl/	سيل /se:l/	'running rain water'
suffer	/sʌf∂r/	سفر /sʌf∂r/	'traveling'

Similarity and semi-similarity in sounds in this paper mean that the two words are similar in all or almost all consonant sounds. If there is a difference, it is usually in vowels. The vowel systems in both English and Arabic differ among their dialects (Alghamdi 1998). The Received Pronunciation (RP) as the recommended accent for foreign learners studying British English was applied in this study. This accent is associated with the more well-educated people and used by announcers and newscasters. Madinah[1] Arabic was also used since it is the dialect of the subjects of this study. Jarrah (1985:77-83) found that the Madinah Arabic has the following vowels and diphthongs: /i:, ɪ, e:, a, a:, ɔ:, u:, ʊ, ∂, ʌ, aɪ, aʊ, ɔɪ/. The English consonants which do not exist in Madinah Arabic (and most other Arabic dialects) are /p, v, tʃ, ʒ/ (Jarrah 1985:103).

The researcher has observed that most of the investigated English false cognates serving as Arabic homophones are internally simple which seem to exist as wholes or bases (e.g. dam /dæm/ 'barrier built to keep back water and raise its level' = /da:m/ دام 'continued' in Arabic) and not as internally complex which are divided into chunks as a base and derivational affixes. It is also noticed that those simple English words as false cognates are mostly composed of very few syllables. The study aimed to determine if Arab adolescents associate English words as false cognates to their Arabic homophones in English as Foreign Language (EFL) learning. It also endeavored to find out if

they associate the meaning of the English false cognates to the meaning of their Arabic homophones in EFL learning.

2. Methodology

2.1. Subjects

The subjects were Saudi Arabian male and female adolescents learning EFL. These learners studied English as a FL for three years from 7th through 9th grade and they were studying at the 10th grade level at the time of data collection. The English language is the only FL taught at the school level in Saudi Arabia for six years, starting from 7th grade to 12th grade, for four forty-five-minute periods a week. The adolescent subjects were chosen from four schools (two male and two female) in Al-Madinah Al-Munawwarah, Saudi Arabia. They were fairly proficient in learning English since they had scored 80% or more in English at the end of the 9th grade. As for English false cognates, the tested English false cognates were taken from the English textbooks of the 7th, 8th, and 9th grades.

In order to help control the non-linguistic factors and others in the sample population, for example, differences in age, degree of exposure to English, learning strategies, etc, the sample included only sixteen to eighteen year old subjects. They had scored a cumulative grade point average of 80% or higher in the 9th grade in all subjects. They had never studied English outside Saudi Arabia. In the Meaning Association Test, there was a condition in knowing the Arabic meaning of at least six of the ten tested English false cognates which will be explained later. These requirements helped to standardize the sample population and reduce the influence of non-linguistic factors and others. Due to these controls, the number of subjects turned out to be 99 for the Sound Association Test and 105 for the Meaning Association Test.

2.2. Questions

Since the researcher was not aware of any study with reference to learning English false cognates by Arab learners in general, the present study could be considered as the first effort in this area. Hence, it was preferred to investigate the study's claims through questions. This study of English false cognates with their Arabic homophones by Saudi Arabian adolescents in EFL learning was tested to answer the following two questions:

1. Do Arab adolescents associate English false cognates to their Arabic homophones in EFL learning?
2. Do Arab adolescents associate the meaning of English false cognates to the meaning of their Arabic homophones in EFL learning?

2.3. Tests

To obtain the study results, a Sound Association Test of English false cognates to their Arabic homophones, and a Meaning Association Test of the meaning of English false cognates to the meaning of their Arabic homophones were developed. The sound association of English false cognates corresponding to their Arabic homophones was tested through a simple passage. The passage comprising eighty-three words contained at least ten clear English false cognates. The ordinal numbers of these eighty-three words were put above their scripts. English words and their ordinal numbers were surrounded by a rectangle to have an easy reference for the subjects between the word and its referred ordinal number, especially for the second requirement on this test. The subjects were instructed by their teachers that the passage would be read three times: the first reading served to familiarize them with the passage, whereas the second and the third readings directed them to encircle each English word which was similar to their Arabic homophones. This requirement was to find out subjects' recognition of English false cognates with their Arabic homophones. This recognition is considered a prerequisite to test the sound association between English false cognates with their Arabic homophones in EFL learning. The English teachers in schools were requested to read slowly and meaningfully. The English word 'white' /waɪt/ and its similar Arabic in sounds /waːjɪt/ وايت 'a water-tank truck' was presented by the teachers as an example. The subjects were told that the sound similarity between English words and Arabic words could be due to their own speech dialect. Subjects recognized 33 words out of 83 and they are underlined in the passage in Appendix 1.1. (Sound recognition). However, some of the recognized words are repeated[2] in the passage.

The other requirement for the sound association in the test was to determine if there was an association in subjects' previous learning of English false cognates and their Arabic homophones. An example from the passage was illustrated by the teachers for the English word 'summer' /sʌm∂r/ which has the ordinal number (2) and was expected to be associated in sounds with a female name /sʌm∂r/ 'سمر'. This example was also put in a given table for answers. The table has two columns; one for ordinal numbers and one for learned sound association (see Appendix 1.2. Sound association). Subjects associated seventeen words out of the recognized words and their phonetic transcriptions and meanings are shown in Appendix 1.3.

The Meaning Association Test was measured by using ten clear English false cognates to their Arabic homophones in simple sentences which are presented in Appendix 2.1. The false cognates are underlined in ten simple sentences. The subjects were first asked to provide their

meanings in Arabic. This part was used to ensure whether most and at least six of the ten Arabic meanings of the English false cognates were known to the subjects. In other words, no meaning associations could have been activated if the subjects had not known the Arabic meaning of English false cognates. This requirement led to the reduction of the number of subjects, which was referred to in the methodology section under subjects. Secondly, the ten simple sentences were given again to the subjects in a separate sheet but with three options written in Arabic about the possible associations in learning the meaning of the English false cognates. The English word 'white' was also used as an example as shown below:

Our car is <u>white</u>.

1. I associated the meaning of 'white' with the word /wa:jIt/ وايت
   'a water-tank truck' and its color is white.
2. I associated the meaning with………………
3. I did not associate the meaning at all since I had learned it by heart.

The second choice was ignored by the subjects if they had other associations rather than the first and the answer was evaluated by the researcher if it was an acceptable association or not. The ten sentences with choices are listed in Appendix 2.2. The phonetic transcriptions of the ten English false cognates, their Arabic homophones and the meaning of the Arabic homophones are shown in Appendix 2.3.

2.4. Tests' validity and reliability

Since Sound and Meaning Association Tests were developed for this specific study, they could not be standardized, and their *validities* are at issue. A full demonstration of whether the tests examined what they were supposed to examine was not possible. However, in order to enhance the validity of the two tests, the English false cognates were carefully scrutinized in both tests. Such scrutiny of content was done by the researcher, an assistant professor in phonetics, an assistant professor in linguistics, and four 10th-grade Saudi Arabian English teachers (two males and two females) teaching in Al-Madinah Al-Munawwarah, Saudi Arabia.

The *reliability* for both Sound and Meaning Association Tests was determined by using Cronbach's coefficient of equivalence, alpha. It is considered a general formula of the Spearman-Brown prophecy formula and Kuder-Richardson 20 and usually referred to as K-R 20. It measures the degree of consistency within the test items (Carmines & Zellar 1979). In the Sound Association Test, the reliability score calculated for the associated words in the passage was 0.61. In the Meaning Association Test, the reliability score was calculated for any associated words in the ten sentences and it stood at 0.80. These

reliability scores show the possibility that the same results would be obtained if we administered the tests again and again under the same circumstances. The reliability score of the Sound Association Test was not as high as the Meaning Association Test. Cronbach asserts that internal consistency need not be perfect for a test to be interpretable (Youngman 1979). Moreover, the reliability score was again calculated by using the Guttman formula which computes Guttman's lower bounds for true reliability (Guttman 1954). The reliability scores for the Sound Association and Meaning Association Tests were 0.76 and 0.82 respectively. These reliability scores showed improvement with the Sound Association Test. This is an indication that the reliability score of the Sound Association Test was acceptable with alpha (61%) and higher with Guttman (76%). It should be noted that all the statistical analyses were done with the help of a computer package called SPSS (Statistical Package of Social Sciences, version 13).

2.5. Data collection and analysis

Since we had both male and female subjects in the sample population and since it is folk-wisdom in FL education that females are generally better in learning FLs than males, the difference between the means of males and females were calculated by using three types of tests: Levene test (F),[3] T-test, and confidence interval of the difference.[4] It is stated in the SPSS that no significant difference between males and females exists if (T) and (F) values are higher than 0.05, and the confidence interval for the mean difference contains zero. The three types of tests are applicable in case of difference, and two types of tests are sufficient in case of no difference. Results showed that there was no difference between males and females in the Sound Association Test with the following false cognates: milk, can, door, if, bus, sit, room, I, in, cup, you, and when. On the other hand, there was a difference with: come, may, of, visit and his. This shows that the majority of English false cognates (69%) did not result in a difference in the performance of males and females. Results revealed that there was a difference in the Meaning Association Test only with the two false cognates: door and bus. This indicates that most of the English false cognates (80%) showed no difference between the performance of males and females. Thus, males and females were regarded as a uniform sample in both Sound and Meaning Association Tests.

The seventeen associated English false cognates are listed in Table 1 with serial number, number in the given passage, high frequencies in order of correct and semi-correct answers, and the percentage of frequencies out of ninety-nine (one score for each correct answer and the subjects were ninety-nine). The seventeen English false

cognates were also given to eight Saudi Arabian English instructors to judge their sound association with their Arabic homophones. These instructors were three professors of English linguistics (two males and one female), two supervisors of teaching English (a male and a female), and three English teachers (two males and one female). A five-item rating scale: very strong, strong, weak, very weak and none was used. These scales were graded as 4, 3, 2, 1, and 0 respectively. The scores of the eight instructors' responses of the seventeen English false cognates were totaled with their percentages out of thirty-two as the highest scores (i.e. the maximum score of very strong on the rating scale; 4 X 8 = 32). The summation of these responses is also listed in Table 1. The Pearson correlation coefficient takes into account the exact magnitude of each score on each variable (Butler 1985). The difference between the percentage of subjects' frequencies of correct and semi-correct answers of the seventeen English false cognates and the percentage of the eight instructors' judgments was calculated. Such a correlation coefficient would provide an answer for the first question in this study.

Table 1: Sound Association and Judgment

Ser.	# in Passage	Word	Fr.	%	Sum	%
1.	73	Milk	75	0.76	28	0.88
2.	23	come	71	0.72	27	0.84
3.	22	can	71	0.72	28	0.88
4.	51	door	67	0.68	29	0.91
5.	26	if	60	0.61	30	0.94
6.	33	bus	60	0.61	24	0.75
7.	61	sit	55	0.56	29	0.91
8.	65	room	39	0.39	30	0.94
9.	14	I	34	0.34	30	0.94
10.	8	in	26	0.26	27	0.84
11.	69	cup	24	0.24	22	0.69
12.	27	you	23	0.23	20	0.63
13.	13	may	20	0.20	15	0.47
14.	12	when	19	0.19	17	0.53
15.	70	of	16	0.16	15	0.47
16.	15	visit	11	0.11	23	0.72
17.	45	his	10	0.10	21	0.66

Ser.= serial number; Fr.= frequencies of answers
Sum = summation of responses of Saudi Arabian English instructors

Subjects' frequencies of correct association answers and percentages (one score for each correct answer for each of the 105 subjects) of the

ten English false cognates in the Meaning Association Test are shown in Table 2. Association between the meaning of the ten English false cognates and the meaning of their Arabic homophones was calculated by the Pearson correlation coefficient. The correlation coefficients with their level of significance were also listed in Table 2. These correlation coefficients would answer the second question in this study.

3.   Results

As shown in Table 1, the subjects associated seventeen English false cognates with their Arabic homophones. The percentages of correct and semi-correct answers ranged between 0.76 and 0.10. The correlation coefficient between subjects' associations and the eight Saudi Arabian English instructors' judgments of the sound association between the seventeen English false cognates and their Arabic homophones was 0.69. This shows that the subjects' association and instructors' judgments were positively correlated and this correlation is significant at the 0.01 level. This positive correlation was achieved without any prior training in the classroom setting between English false cognates and their Arabic homophones. Hence, we can feel confident that the Arab adolescents associate English false cognates to their Arabic homophones in EFL learning.

Table 2: Meaning Association and Correlation

Ser.	Word	Fr.	%	R	Sig.
1.	safe	33	31.4	0.059	0.551
2.	hat	25	23.8	0.033	0.744
3.	men	30	28.6	-0.149	0.135
4.	knife	28	26.7	-0.024	0.081
5.	read	34	32.4	0.160	0.107
6.	full	27	25.7	-0.090	0.370
7.	ride	16	15.2	-0.151	0.138
8.	win	11	10.5	0.018	0.860
9.	feel	35	33.3	0.039	0.703
10.	sheep	16	15.2	-0.091	0.358

Ser.= serial number;   Fr. = frequency of correct answers
R = correlation coefficient; Sig. = significance level of R

As indicated in Table 2, the significance levels of the ten English false cognates were more than 0.05. These values show that the correlation

was not significant between the meaning of the English false cognates and the meaning of their Arabic homophones. Thus, we can safely conclude that the Arab adolescents do not associate the meaning of the English false cognates to the meaning of their Arabic homophones in EFL learning.

4.   Conclusion and Recommendations for Teaching

In the light of the above discussion, the following conclusion is drawn and recommendations for teaching are made for future use. The meaning of English false cognates was not associated to the meaning of their Arabic homophones in EFL learning by Arab adolescents. This means that the sound similarity or semi-similarity between English false cognates and their Arabic homophones do not help learning the meaning of the English false cognates. This proves that sound and meaning mutually influence each other in one language but not among unrelated languages. On the other hand, English false cognates were associated to their Arabic homophones in EFL learning by Arab adolescents. Such a sound association is very important between English and Arabic as unrelated languages. The study proves that the sound association in the form of English false cognates with their Arabic homophones is no longer embedded and it should be exposed in different ways.[5] Saudi Arabian adolescents and all Arab learners of English should be trained to activate what they possess as an innate ability. Sound similarities, semi-similarities and associations in the form of English false cognates with their Arabic homophones should be exploited in a systematic way to accelerate English vocabulary acquisition. Hence, textbook writers, English teachers who are experts in the sound system of both English and Arabic, and EFL learners themselves should be careful about the sound association in and out of the classroom setting. As for the total difference in meaning between English false cognates and their Arabic homophones, Granger (1993:49) claimed that they:

> Frequently give rise to errors in the initial stages, but are usually well mastered in the more advanced stages, at least if teachers have taken care to point out differences between the cognates and to practice the difference in a series of consolidating exercises.

This pedagogical approach for both sound and meaning of English false cognates helps the teacher to be a 'facilitator' not a 'master' and this tenet is recommended by the communicative approach which has been recently used all over the Arab world (Mukattash 2003:226). All this facilitation may lead to achieve a fair degree of practice with which

using the English language would become more natural.

The researcher thinks that it is very useful to incorporate a false cognate component in the initial stages of vocabulary teaching, in a form of special drills. English teachers who are experts in the sound system of both English and Arabic languages can encourage Arab adolescents to search actively for false cognate patterns and use them in the process of learning the English vocabulary. Since English language study necessarily involves much memorization of vocabulary, inductive strategies can lighten the load of this kind of work. Indeed, learning the pronunciation of English vocabulary and associating it to its Arabic homophones is an exciting mental game that makes every class session livelier, more interesting, and more challenging. Instead of being told new words, Arab adolescents can participate in discovering the sounds of the English language themselves. Learning sound association between English false cognates and their Arabic homophones may help in creating familiarity with:

1. The sounds of English and their Arabic homophones in general;
2. The English vowels, which are more difficult than consonants in recognition and learning;
3. The distinct differences between the sounds of the two languages.

English teachers should not regard false cognate recognition and association as a magic wand which could be used from the very beginning without any efforts on the learners' part. This pedagogical approach confirms the significant role of the L1 in creating FL competence.

However, L1 transfer is very possible with the English false cognates and this is manifested in errors committed both in comprehension and production. In comprehension, errors are committed in the form of misunderstanding what the speaker means. For instance, Arab beginners in EFL learning may understand 'He is fat.' as he has gone (since /fa:t/ means 'finished' or 'went' in some Arabic dialects), and 'This is a knife.' as this is the boy whose name is 'Nife' (since /na:jɪf/ means a male name in Arabic). In production, the negative transfer among foreign learners is generally expected to be abundant in pronunciation. Errors in pronunciation, lexis, and discourse may be more than in syntax and this has a theoretical reason. Foreign learners have much more highly developed metalingual awareness of grammar than the others. This awareness may enable learners to have the right choice at the grammatical level and may inhibit negative transfer (Ellis 1994). Therefore, the recommended strategy of teaching false cognates between unrelated languages such as English and Arabic should be

used only by experts in the sound systems of the two languages.

For further research with reference to English false cognates with Arab learners in EFL learning, the effectiveness of sound association and also meaning association can be investigated by comparing between the performance of experimental and control groups. The keyword method as a learning strategy of vocabulary, for example, can be used with the experimental group. The keyword method was first described by Atkinson (1975). The learner chooses a known word as a keyword which is acoustically similar to a new word. A visual association through an image is made between the keyword and the new word's meaning. A learner might use the word 'car' as a keyword in learning 'carlin' which means 'an old women' with which the image is an old women driving a car (McDaniel & Pressley 1984:598). Arab learners in the experimental group can be trained to associate each English false cognate with its Arabic homophone/s and then make a visual association through an image to learn the meaning of the English false cognate. Our common example in this study 'white' illustrates this suggestion, that is the learners associate the English false cognate 'white' with the Arabic word /wa:jɪt/ وايت 'a water-tank truck' and then they make a visual association that the water-tank truck is white in color.

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Appendix 1. (Sound Association Test)

Appendix 1.1. (Sound recognition)
Dear students, please listen carefully to the following passage which will be

read to you by your teacher three times. The first reading is to familiarize you with the text, whereas the second and the third readings are for you to encircle each English word which is similar to an Arabic word in sounds as shown in the following example: 'white' /waɪt/ is similar to the Arabic word /wa:jIt/ وايت which means 'a water-tank truck'. This sound similarity is due to your own speech dialect.

1	2	3	4	5	6	7	8	9
Last	summer,	Ahmad	called	his	uncle	Mohammed	in	Jeddah

10	11	12	13	14	15	16	17	18
and	asked,	"when	may	I	visit	my	uncle?"	His

19	20	21	22	23	24	25	26	27
uncle	said,	"you	can	come	this	week	if	you

28	29	30	31	32	33	34	35	36
like."	So,	Ahmad	took	a	bus	from	Madinah	to

37	38	39	40	41	42	43	44	45
Jeddah	to	visit	him.	When	Ahmad	arrived	at	his

46	47	48	49	50	51	52	53	54
house,	uncle	Mohammad	opened	the	Door	and	was	happy

55	56	57	58	59	60	61	62	63
to	see	Ahmad.	They	agreed	to	sit	in	the

64	65	66	67	68	69	70	71	72
sitting	room	to	have	a	cup	of	tea	with

73	74	75	76	77	78	79	80	81
milk.	Ahmad	spent	two	happy	days	with	his	uncle

82	83
in	Jeddah.

Appendix 1.2. (Sound association)

Dear students, with those English words that you encircled in the passage, write in the following table the ordinal number of the English word in the passage in one column and your previous association in the other column if you had one. The English word 'summer' which has the ordinal number 2 and association with /sʌm∂r/سمر in sounds (a female Arabian name) is shown as an example. Please use each word only once.

The ordinal # in the Passage	Sound association
2	اسم البنت سمر / sʌm∂r / a female name

Appendix 1.3 (Phonetic transcription and meaning)

Ser.	English		Arabic		
	False Cognate	**Ph.T.**	**Similar in Sound**	**Ph.T.**	**Meaning**
1.	milk	mIlk	مِلك	mIlk	possession
2.	come	kʌm	كم؟	kʌm	How many?
3.	can	kæn	كان	ka:n	to 'be' in the past
4.	door	dɔ:r	دور	dɔr	role
5.	if	If	إف	If	a sound of a bad smell
6.	bus	bʌs	بَسْ	bʌs	enough
7.	sit	sIt	سِت	sIt	a lady
8.	room	ru:m	روم	ru:m	Romans
9.	I	aI	أي	aI	a sound from something painful (i.e. aw)
10.	in	In	إن	In	a particle
11.	cup	kʌp	كَب/كِب	kʌp/kIp	poured/pour
12.	you	ju:	يوه	ju:h	a sound used in forgetting
13.	may	meI	مي	majj	a female name
14.	when	wIn	ِون	wIn	a sound as a result of disease and fatigue
15.	of	ɔv	أف	If	a sound of being annoyed
16.	visit	vIzIt	فزت	fIzt	I won
17.	his	hIz	هز	hIz	shake

Ph.T. = Phonetic Transcription

Appendix 2. (Meaning Association Test)

Appendix 2.1. (Meaning knowledge)

Dear students, write down in parentheses the meaning of the underlined English words in the following ten sentences as shown in the following example:

Our car is <u>white</u>.   (أبيض   )

1. This is a <u>safe</u> place.   (   )
2. He has a <u>hat</u>.   (   )
3. They are <u>men</u>.   (   )
4. This is a <u>knife</u>.   (   )
5. These students always <u>read</u> slowly.   (   )
6. His mouth is <u>full</u> of food.   (   )
7. My brothers sometimes <u>ride</u> horses.   (   )
8. They will <u>win</u> the match.   (   )
9. He does not <u>feel</u> well today.   (   )
10. Mohammad has a black <u>sheep</u> at his farm. (   )

Appendix 2.2. (Meaning association)
Dear students, choose the right association as shown in the following example, which will be explained to you by your teacher.

Our car is <u>white</u>. /waIt/ أبيض
   a. I associated the meaning of 'white' with the water-tank truck /wa:jIt/ وايت and its color is white.
   b. I associated the meaning with………………………
   c. I did not associate the meaning at all since I had learned it by heart.

1. This is a <u>safe</u> place.
   a. I associated the meaning of 'safe' with the sword /se:f/ سيف which is safe in its cover.
   b. I associated the meaning with………………
   c. I did not associate the meaning at all since I had learned it by heart.

2. He has a <u>hat</u>.
   a. I associated the meaning of 'hat' with bringing /ha:t/ هات a hat which I brought from the market.
   b. I associated the meaning with………………………
   c. I did not associate the meaning at all since I had learned it by heart.

3. They are <u>men</u>.
   a. I associated the meaning of 'men' with a question using the particle /mIn/ من؟ in 'Who are the men over there?
   b. I associated the meaning with………………………
   c. I did not associate the meaning at all since I had learned it by heart.

4. This is a <u>knife</u>.
   a. I associated the meaning of 'knife' with the boy /na:jIf/ نايف while he was holding a knife.
   b. I associated the meaning with………………………
   c. I did not associate the meaning at all since I had learned it by heart.

5. These students always <u>read</u> slowly.
   a. I associated the meaning of 'read' with the spray /ri:d/ ريد which is used to kill insects not to read some written material.
   b. I associated the meaning with……………………………
   c. I did not associate the meaning at all since I had learned it by heart.

6. His mouth is <u>full</u> of food.
   a. I associated the meaning of 'full' with love of the smell of jasmine /fUl/ فُل.
   b. I associated the meaning with……………………………
   c. I did not associate the meaning at all since I had learned it by heart.

7. My brothers sometimes <u>ride</u> horses.
   a. I associated the meaning of 'ride' with the boy /ra:jId/ رايد while he

was riding a horse.
   b.   I associated the meaning with……………………………
   c.   I did not associate the meaning at all since I had learned it by heart.

8. They will <u>win</u> the game.
   a.   I associated the meaning of 'win' with sighing /wIn/ ونِ as a result of disease or fatigue.
   b.   I associated the meaning with……………………………
   c.   I did not associate the meaning at all since I had learned it by heart.

9. He does not <u>feel</u> well today.
   a.   I associated the meaning of 'feel' with my feeling that the elephant /fi:l/ فيل is a very big animal.
   b.   I   associated   the   meaning with…………………………………………….
   c.   I did not associate the meaning at all since I had learned it by heart.

10. Mohammad has a black <u>sheep</u> at his farm.
   a.   I associated the meaning of 'sheep' with /ʃi:p/ شيب a water pipe for filling a tank car'.
   b.   I associated the meaning with…………………………
   c.   I did not associate the meaning at all since I had learned it by heart.

Appendix 2.3 (Phonetic transcription and meaning)

Ser.	English		Arabic		
	False Cognate	**Ph.T.**	**Similar in Sound**	**Ph.T.**	**Meaning**
1.	safe	seIf	سيف	se:f	sword
2.	hat	hæt	هات	ha:t	bring
3.	men	men	مِن؟	mIn	who?
4.	knife	naIf	نايف	na:jIf	a male name
5.	read	ri:d	ريد	ri:d	insects killer
6.	full	fUl	فُل	fUl	jasmine
7.	ride	raId	رايد	ra:jId	a male name
8.	win	wIn	ونِ	wIn	a sound as a result of disease or fatigue
9.	feel	fi:l	فيل	fi:l	an elephant
10.	sheep	ʃi:p	شيب	ʃi:p	a water pipe for filling a tank car

Ph.T. = Phonetic Transcription

Notes

[1] 'Madinah' which has a complete name as 'Al-Madinah Al-Manawwarah' is a holy city in Saudi Arabia.

[2] The repeated words and their number of repetitions are: in (3), you (2), when (2), visit (2), his (4) & the (2).

[3] Levene Test (F): A homogeneity-of-variance test that is less dependent on the assumption of normality than most tests. For each case, it computes the absolute difference between the value of that case and its cell mean and performs a one-way analysis of variance on those differences (SPSS).

[4] Confidence Interval of the Difference: A range of values based on the paired difference. If the interval does not contain zero, the paired difference differs significantly from zero (SPSS).

[5] The book *Learner English: A Teacher's Guide to Interference and Other Problems* edited by Swan and Smith should list false friends (cognates) as one of the typical errors of Arab learners of English as they are for other foreign learners of the English language.