TESTING THE EFFECTIVENESS OF AN ALTERNATIVE MODULE FOR LEARNING ENGLISH

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Abstract. This study examines the effectiveness of Learn English through Arabic using the English Translation of the Qur'an as an alternative module for learning English grammar by drawing on learners' prior knowledge of Arabic. Grounded in the Contrastive Analysis Hypothesis, the module highlights similarities and differences between English and Arabic grammatical structures to facilitate cross-linguistic transfer. A quantitative quasi-experimental design involving pretest and posttest assessments was employed. Twenty undergraduate students enrolled in Islamic studies programmes at a Malaysian public university were randomly divided into control and experimental groups. The experimental group received a one-week treatment using the module, while the control group received no treatment. The DMDX application measured participants' correct responses and reaction times across selected grammatical components. Results showed that the experimental group demonstrated greater improvement in correct responses and reaction times than the control group, although the overall between-group differences were not statistically significant. Analysis across grammatical components revealed significant improvements in correct responses for pronouns, demonstrative pronouns, and nouns, whereas performance in tenses and adjectives declined. These findings suggest that prior Arabic grammatical knowledge may facilitate learning English structures with comparable features. Overall, the module demonstrates potential as a supplementary approach to English grammar instruction for learners with Arabic-language backgrounds.
Keywords: *English learning module, English grammar, Arabic grammar, DMDX, contrastive analysis hypothesis*

Introduction

In Malaysia, Bahasa Melayu stands as the national and official language, while English is formally regarded as a second language (L2) with extensive usage across many contexts. This includes the education sector, where English is taught as a compulsory subject in both primary and secondary schools and serves as an important requirement for academic progression (Gill, 2013, 2002; Darmi and Albion, 2013). Furthermore, students who wish to pursue tertiary studies are required to demonstrate their English proficiency through the Malaysian University English Test (MUET). The prominent role of English in the education system and policies suggests that the language is expected to serve as an L2 for Malaysian learners. However, the actual proficiency of English among Malaysian learners is far from uniform. While many perceive English as an L2, some may regard it as a first (L1) or foreign language (FL) depending on factors such as exposure, educational background, geographical location, and sociocultural environment. Consequently, Malaysian students often enter the classroom with varying levels of English knowledge and proficiency (Darmi and Albion, 2013). For example, students living in urban areas who use English as their L1

or dominant language at home can master the language more easily, while those in rural areas may have limited opportunities to use English outside the classroom and therefore perceive it as an FL (Darus, 2010). This sense of distance from the English language is also evident among students enrolled in religious education streams. Md Zolkapli et al. (2025) found that this group of students frequently views English as a foreign subject rather than a practical second language. Since Arabic is the primary medium of instruction in their core religious curriculum, their motivation and learning tendencies are strongly oriented towards mastering Arabic. As a result, English is often seen as less relevant to their immediate academic and spiritual goals.

Given these diverse linguistic backgrounds, it is evident that Malaysian English classrooms comprise learners with varying levels of proficiency and perceptions towards the language. Such varieties present a challenge for English language educators, as instructional approaches that are effective for one group of learners may not necessarily meet the needs of another. Md Zolkapli et al. (2025) analysed the challenges faced by students from religious schools in learning English and suggested developing a module to facilitate their learning and mastery of English grammar while also fostering a more positive perception of the language through Islamic values. Aligning with the recommendation, this study aims to explore the effectiveness of the "Learn English through Arabic using the English Translation of the Qur'an" module in facilitating students' learning of English grammar by leveraging their existing knowledge of the Arabic language. The investigation is guided by the following questions: (1) Research Question 1: Can a module to learn English be developed specifically for students with an Islamic studies background? (2) Research Question 2: To what extent can the proposed module help the targeted learners to be more proficient in the English language?

Review of literature

Contrastive analysis hypothesis

The Contrastive Analysis Hypothesis proposes that comparing learners' native language with the target language can help predict areas that may be easy or difficult for them. This view is also supported by Gramley and Gramley (2008), who noted that similarities between the native and target languages and cultures will make learning effortless, whilst larger gaps or significant differences will lead to much greater learning challenges. In the case of Arabic and Bahasa Melayu, several linguistic similarities are evident, particularly in vocabulary. This is because many Bahasa Melayu words are borrowed from Arabic (Brown, 2007). Examples provided by Md Zolkapli et al. (2026) include *ilmu* (from Arabic *ʿilm*, meaning "knowledge") and *solat* (from Arabic *ṣalāh*, meaning "prayer"), both of which retain meanings closely related to their original Arabic forms. A similar pattern was noted by Hasan (2002), whereby both English and Arabic classify personal pronouns into first-, second-, and third-person. For instance, the English first-person singular "I" corresponds directly to the Arabic "أَنَا" (anā), while the third-person masculine plural "they" corresponds directly to the Arabic "هُمْ" (hum). These examples demonstrate that learners who have learned Arabic can easily acquire similar concepts in English. Kang et al. (2020) describe this phenomenon as positive interlingual transfer, which occurs when learners transfer familiar grammatical, lexical, or phonological features from a known language into a new one, making the target language easier to learn and use accurately.

However, learners' prior L1 knowledge does not always facilitate language learning since they may also experience negative interlingual transfer, which occurs when interference from the first or a known language leads to errors in the target language. Sun (2013) pointed out that this influence may continue until learners have fully acquired the rules and system of the target language. He observed that Chinese students often wrote their English essays using sentence patterns of their native language, resulting in structures that did not conform to English grammar. Similar interference at the lexical level was also reported by Zawahreh (2013), who found that selecting suitable English equivalents for Arabic adjectives is often difficult. Md Zolkapli et al. (2026) further highlighted the difficulty of finding English adjectives that accurately convey specific Arabic meanings. This evidence collectively proves that the meanings of words do not always correspond directly between the two languages (i.e, Arabic and English). Therefore, underpinned by the Contrastive Analysis Hypothesis and an understanding of both positive and negative interlingual transfer, the present study developed a module that incorporates contrastive analysis as its main instructional strategy to facilitate the process of learning and acquiring English as the target language by highlighting its grammatical similarities and differences with Arabic.

The module

"Learn English through Arabic using the English Translation of the Qur'an" is a module for learning English grammar using the English translation of the Qur'an. By highlighting the similarities and differences between English and Arabic grammatical concepts, the module enables learners to draw on their prior knowledge of Arabic to better understand English grammar. It serves as an alternative approach to help improve the English proficiency of learners who have previously studied Arabic grammar, particularly benefiting Islamic studies students in Malaysia. The English grammatical components incorporated in this module were selected based on the findings of Md Zolkapli et al. (2025), who identified several areas of difficulty among Malaysian Islamic studies students, including pronouns, demonstrative pronouns, noun pluralisation by adding -s, tenses, and adjectives. The rules of these grammatical components were further analysed by Md Zolkapli et al. (2026) through a comparison of English and Arabic grammatical structures. The present study predicted areas of difficulty that Malaysian students may experience when transferring grammatical knowledge from Arabic to English. The analysis was grounded in the Contrastive Analysis Hypothesis, which posits that elements similar to a language that the learner is familiar with are simple to learn, whereas those that are different are difficult. Guided by the Five Categories of Difficulty, Md Zolkapli et al. (2026) classified the selected grammatical components according to their predicted levels of learning difficulty (*Table 1*). Md Zolkapli et al. (2026) further suggested that only grammatical components categorised under Level 0 (Transfer), Level 1 (Coalescence), Level 2 (Underdifferentiation), and Level 3 (Reinterpretation) should be incorporated into English language teaching materials or modules. These components can facilitate positive transfer due to similarities between the two languages, thereby reducing learners' cognitive load and enhancing their comprehension. Accordingly, the grammatical components included in the present module were selected and organised based on this suggestion to maximise the potential benefits of cross-linguistic transfer. The module content was then reviewed and approved by several language experts from

Universiti Teknologi MARA and Universiti Kebangsaan Malaysia prior to actual testing.

Table 1. *Previous study findings on grammatical components.*

Category	Description
Nouns	Level 0 - Transfer: Common nouns and proper nouns. The same concepts exist in Arabic, which are Ism' an-Nakiroh and Ism' al-'Aalam. Level 1 - Coalescence: Singular and plural forms. Arabic distinguishes between singular, dual (two items), and plural (three or more), whereas English generally uses singular and plural forms. Students need to "collapse" the Arabic dual and plural categories into a single English plural category, as English does not have a separate grammatical form for two items. Level 2 - Underdifferentiation: Grammatical gender in nouns. In Arabic, nouns are classified as muzakkar (مُذَكَّر, masculine) and mu'annath (مُؤَنَّث, feminine). Students need to "drop" the Arabic-based habit of assigning masculine or feminine gender to English nouns and understand that English does not classify nouns the same way Arabic does.
Pronouns	Level 0 - Transfer: Personal, possessive, demonstrative pronouns and first/second/third-person perspectives. These concepts exist in both Arabic and English. Level 1 - Coalescence: Plural pronouns, and particularly the pronoun "you". Arabic has different forms of "you" depending on gender and number. Students need to "collapse" these different Arabic forms into the single English pronoun "you", which is used for both singular and plural forms and does not distinguish between genders. Level 2 - Underdifferentiation: The pronoun "it". Arabic classifies nouns as muzakkar (مُذَكَّر, masculine) or mu'annath (مُؤَنَّث, feminine), and this grammatical gender affects pronoun use. Students need to "drop" the Arabic-based habit of applying grammatical gender distinctions when referring to objects in English, as English generally uses "it" for objects regardless of their grammatical gender in Arabic. Level 5 - Split: Relative pronouns. Arabic uses different forms, such as الَّذِي and الَّتِي based on gender and number. Students then need to split the functions of these Arabic pronouns into different English forms, such as "that," "who," "whom," and "which".
Adjectives	Level 0 - Transfer: Comparative and superlative adjectives. Both Arabic and English express comparison. For example, the English word "than" can correspond to the Arabic preposition من in comparative constructions.
Tenses	Level 0 - Transfer: The concept of time. Both Arabic and English express past, present, and future time. Level 3 - Reinterpretation: Verb forms and tense changes. English and Arabic use different verb forms to express time. Students need to reinterpret their understanding of Arabic verb forms and tense patterns to understand how time is expressed through verb forms in English.

Source: Md Zolkapli et al. (2026).

Materials and Methods

Research design

This quantitative study employed a quasi-experimental research design involving a pretest and a posttest. A pretest measures an attribute or characteristic that the researcher would assess in participants in an experiment before they receive a treatment. After the treatment, the posttest is measured by taking another reading on the same attribute or characteristic. The quasi-experimental design is shown in *Figure 1*.

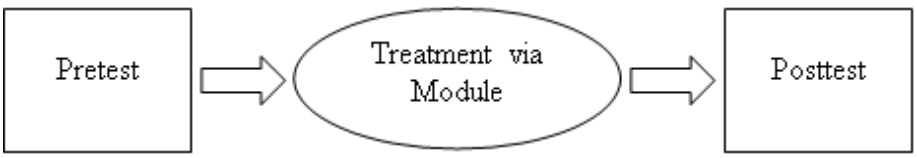


Figure 1. *The quasi-experimental design.*

Participants of the study

A total of 20 undergraduate students from Islamic studies programmes (e.g., Degree in Usuluddin and Philosophy, Arabic Studies and Islamic Civilisation, etc.) at a public university participated in this study. This group of participants was selected because they had prior educational experience in Islamic schools or had studied within a religious stream. They were assumed to have been learning the Arabic language for at

least seven years, from secondary education to post-secondary and tertiary education. Furthermore, admission into these Islamic studies programmes required them to meet the university's minimum Arabic language requirements. Those who applied through the SPM pathway must obtain at least a Grade C in one of the following subjects: Arabic language, *Al-Lughah Al-Arabiah Al-Mua'sirah* (Contemporary Arabic Language), *Turath Bahasa Arab* (Arabic Language Heritage), or *Al-Adab Wa Al-Balaghah* (Arabic Literature and Rhetoric). Alternatively, those taking the STPM pathway must obtain a minimum of Grade C (CGPA 2.50) in Arabic Language, Usuluddin or Syariah, and one other subject. These requirements were necessary for this study because participants would need to draw on their prior knowledge of Arabic grammar to learn English grammar.

DMDX application

DMDX is a Win 32-based display system used in psychological experiments to measure reaction times to visual and/or auditory stimuli. It functions as an online assessment task that enables researchers to evaluate participants' unconscious and automatic responses to language stimuli, thereby providing insights into real-time language processing (Salehuddin and Winskel, 2015). In this study, DMDX was used to record participants' responses and reaction times to the stimulus presented on the display screen during the pretest and posttest. It assessed whether the proposed module could improve participants' English proficiency, as determined by the number of correct answers they provided and the reaction time they took to do so.

Pretest and posttest

The pretest and posttest were conducted before and after the treatment to investigate whether the proposed module could improve participants' English proficiency. These tests were conducted in English and utilised the same set of 20 questions on English grammar. The questions covered the grammatical components highlighted in the module, namely the number of nouns (i.e., plurals and singulars), pronouns (i.e., personal and possessive pronouns), demonstrative pronouns, tenses (i.e., simple present tense, simple past tense, and simple future tense), and comparative adjectives (i.e., comparative and superlative adjectives). These components were reported as "problematic" (Md Zolkapli et al., 2025) and exhibited the most prominent similarities between English and Arabic (Md Zolkapli et al., 2026). The number of questions was limited to 20 to prevent participants from feeling tired and losing focus while answering, which could hamper their reaction times. The questions were constructed using simple vocabulary and sentence structure, allowing the participants to focus on the rules rather than spending too much time on comprehension. Each question was displayed on DMDX (e.g., "He **is** a boy", "I **gives** you my permission") and participants were required to determine whether the sentence was grammatically accurate based on the bolded, underlined word.

Research procedures

All participants were equally and randomly divided into two groups: control and experimental. They were briefed about the purpose of the research and the experiment procedures, including the pretest and posttest that would be completed individually using the DMDX application by responding to stimuli presented on the laptop screen.

Those in the experimental group were also informed that they would undergo a one-week treatment using the module. The pretest and posttest were administered in a classroom setting. It began with a demonstration of DMDX, which allowed the participants to familiarise themselves with the application through practice trials. Next, the pretest was administered to both groups, where their responses and reaction times were automatically recorded by DMDX. It was followed by a one-week interval, during which the experimental group received the module as a treatment. Subsequently, the posttest was held with both groups using similar conditions as the pretest. The overall procedures of this study are shown in *Table 2*.

***Table 2**. The pretest and posttest design.*

Category	Week 1	Week 2	Week 3
Control Group	Pretest	No Treatment	Posttest
Experimental Group	Pretest	Treatment (using the proposed module)	Posttest

Data analysis

Results from the DMDX application were presented as participants' correct responses (CR) and reaction time (RT). The data from both pretests and posttests were entered into the Statistical Package for the Social Sciences (SPSS) software, followed by a *t*-test to analyse participants' overall performance.

Results and Discussion

The mean score of correct responses and reaction times

Table 3 shows the results of correct responses (CR) and reaction times (RT) for both groups during the pretest and posttest. The control group recorded a mean CR score of 57.95 (pretest) and 58.95 (posttest). Meanwhile, their mean RT were 2789 ms and 2778 ms for the pretest and posttest, respectively. These results indicate an increase in CR and a decrease in RT for the control group. On the other hand, the experimental group recorded the mean CR and RT values of 61.15 (pretest) and 65.4 (posttest) and 3123 ms (pretest) and 2819 ms (posttest), respectively. The results demonstrate that the experimental group had increased CR and decreased RT, which is similar to the control group. *Table 4* presents the mean differences in correct responses between the two groups. The experimental group showed a greater increase in mean CR scores from pretest to posttest (mean difference = 4.25) than the control group (mean difference = 1.00). However, the differences were not statistically significant, $F(1,38) = .334$, $p = .567$). These findings suggest that although the experimental group showed greater improvement than the control group, the module did not have a statistically significant effect on participants' correct responses. Apart from that, as shown in *Table 4*, the mean difference in RT of the experimental group was higher than that of the control group (304 ms > 11 ms). The differences were also not statistically significant, $F(1,38) = 2.688$, $p = .109$). Although the findings confirm the hypothesis that participants' response time would decrease if the module was effective, the results suggest that it only had a limited effect.

***Table 3**. The mean CR score and RT of the control and experimental groups during the pretest and posttest.*

Category	Pretest	Posttest

	CR	RT	CR	RT
Control Group	57.95	2789.04	58.95	2778.22
Experimental Group	61.15	3123.18	65.40	2819.52

Table 4. *The mean differences between the control and experimental groups.*

Category	N	Mean	Standard deviation
Correct responses			
Control	20	1.0000	14.79331
Experimental	20	4.2500	20.32855
Reaction times			
Control	20	10.8150	585.07193
Experimental	20	303.6600	543.75015

Mean differences in correct responses and reaction times across grammatical components

Correct responses

As shown in *Figure 2*, the pretest results for both groups indicated that the mean CR score for adjectives (M = 53.65) was the lowest, followed by tenses (M = 53.68). Meanwhile, pronouns (M = 69.61) had the highest mean CR score, followed by nouns (M = 65.49) and demonstrative pronouns (M = 55.73). For the posttest, the highest score was recorded by pronouns (M = 76.05), followed by nouns (M = 72.5) and demonstrative pronouns (M = 64.01). Finally, tenses (M = 46.6) and adjectives (M = 52.56) had the lowest CR scores. *Table 5* also shows that the CR scores for pronouns, demonstrative pronouns, and nouns increased in the posttest, except for tenses and adjectives. The differences in CR means between pretest and posttest were also statistically significant, $F(4,34) = 2.830$, $p = .040$. This suggests that participants generally performed better on pronouns, nouns, and demonstrative pronouns than on tenses and adjectives. Additionally, *Table 6* shows that the differences in means of CR for pronouns, demonstrative pronouns, and nouns were larger in the experimental group than the control group. Although the means of CR for tenses and adjectives decreased in both groups, the difference in means was smaller in the experimental group than in the control group (tenses: $-5.25 < -8.9$; adjectives: $-1.85 > -0.33$), indicating a slight change might have happened in the former rather than in the latter.

Table 5. *The mean differences in CR between pretest and posttest.*

Grammatical components	Mean differences in correct response
Pronouns	6.44 ↑
Demonstrative Pronouns	8.29 ↑
Tenses	-7.08 ↓
Nouns	7.01 ↑
Adjectives	-1.09 ↓

Table 6. *The mean differences in CR between the control and experimental groups.*

Groups	Pronouns	Demonstrative Pronouns	Tenses	Nouns	Adjectives
Control	0.45	7.5	-8.9	6.25	-0.33
Experimental	12.43	9.08	-5.25	7.78	-1.85

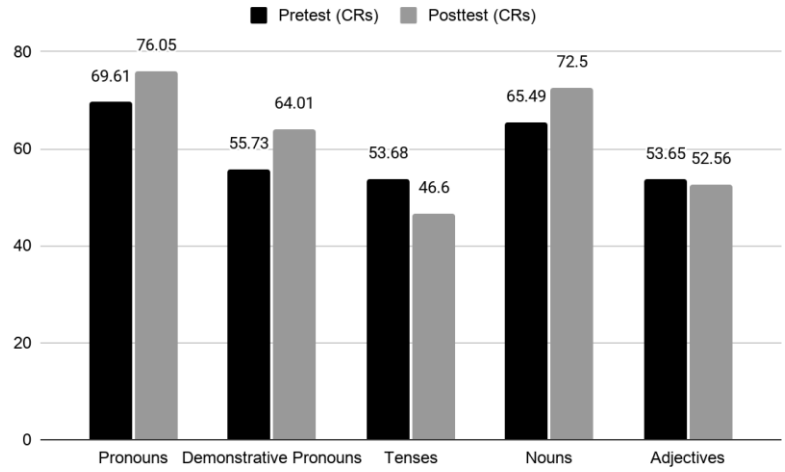


Figure 2. *The mean of CR for each grammatical component in the pretest and posttest.*

Reaction time

The results in *Figure 3* show that demonstrative pronouns (223 ms) had the lowest RT in the pretest, followed by nouns (294 ms), adjectives (236.75 ms), tenses (331.63 ms), and pronouns (380.38 ms). However, the posttest results revealed that the lowest RT was recorded by adjectives (145.75 ms), followed by nouns (187.75 ms), pronouns (308.63 ms), demonstrative pronouns (338.75 ms), and tenses (i.e., 539.71 ms). This suggests that demonstrative pronouns and tenses may be more cognitively demanding for participants than other grammatical components. *Table 7* shows that the RT for pronouns, nouns, and adjectives decreased in the posttest, while the RT for demonstrative pronouns and tenses increased in the posttest. However, the differences in RT means between pretest and posttest were not statistically significant, $F(4,35) = 1.827$, $p = .146$. This suggests that the observed changes were insufficient to indicate a significant improvement or decline in reaction times. Additionally, *Table 8* reveals that the differences in means of RT for pronouns and nouns were smaller in the experimental group compared to the control group, except for adjectives. Note that DMDX only analysed the RT of a correct response, so the differences between pretest and posttest were not statistically significant. Since the differences in the means of CR for pronouns and nouns were larger in the experimental group than in the control group, the number of RT of correct responses that were analysed was larger in the former than in the latter. Thus, the small differences in the RT of the experimental group suggest that the participants managed to provide more CRs and produce them in less time. On the other hand, the large difference in RT of the control group indicates fewer CRs and a longer response time. On the contrary, compared to the control group, the experimental group had smaller mean differences of RT in demonstrative pronouns ($-64.5 < -167$) but larger in tenses ($-305.75 > -94.93$). The greater difference in mean CR for demonstrative pronouns in the experimental group indicates that, despite scoring higher, participants in the experimental group took longer to respond than on their pretest. On the other hand, the large differences in the RT of the control group suggest that they not only scored lower but also took longer to respond than the experimental group. Nevertheless, the situation is different in tenses ($-305.75 > -94.93$). *Table 5* shows that the rate of decrease in CR for tenses was lower in the experimental group than in the control group. Therefore, the large differences in RT indicate that participants in the experimental

group produced more CR but took longer to respond. While those in the control group might respond faster, they scored lower than the experimental group.

***Table 7**. The mean differences in RTs between pretest and posttest.*

Grammatical components	Mean differences in correct response
Pronouns	71.75 ↓
Demonstrative Pronouns	-115.75 ↑
Tenses	-200.00 ↑
Nouns	106.25 ↓
Adjectives	91.00 ↓

***Table 8**. The mean differences in RT between the control and experimental groups.*

Groups	Pronouns	Demonstrative Pronouns	Tenses	Nouns	Adjectives
Control	141.75	-167	-94.93	120.75	88.25
Experimental	1.75	-64.5	-305.75	91.75	93.75

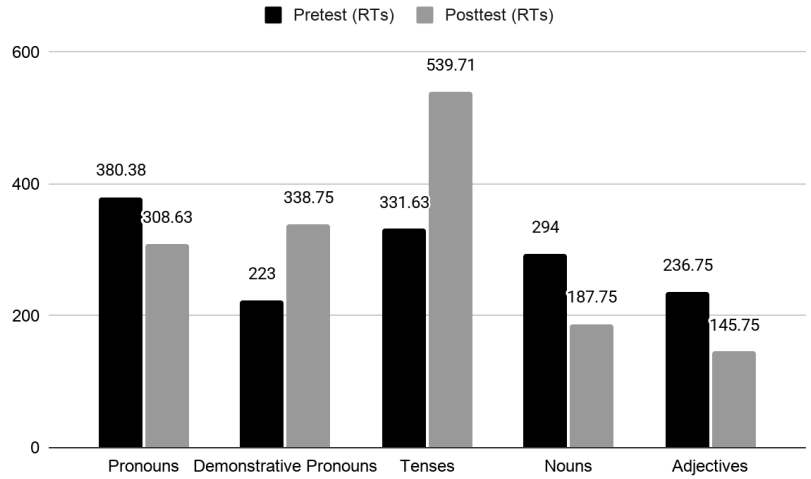


***Figure 3.** The mean of RT for each grammatical component on the pretest and posttest.*

The analysis of participants' CRs and RTs has confirmed the hypothesis, showing an increase in CRs and a decrease in RT on the posttest compared to the pretest. An increase in the number of participants' CRs indicates an improvement in their ability to distinguish whether a sentence is grammatically accurate, while a decrease in RT to produce a correct response indicates that they took less time to process the sentence before responding. Additionally, participants in the experimental group produced more CRs and lower RTs on the posttest than those in the control group. These findings are consistent with Md Zolkapli et al. (2026), who proposed that the grammatical components highlighted in the module share concepts with Arabic grammar. Since the participants had been learning Arabic for at least seven years, the findings indicate that those in the experimental group may be able to draw on their existing grammatical knowledge of Arabic when learning English grammar through the module. However, despite the positive results, the differences in CRs and RTs between the two groups were not statistically significant. Although the results suggest that the module may have contributed to improved student performance, they were insufficient to confidently conclude that the observed improvements were strongly attributed to the module. Therefore, further analysis of participants' CRs and RTs across individual grammatical

components was conducted to investigate whether the module had differential effects on specific grammatical structures.

The analysis of participants' CRs across grammatical components revealed that pronouns, demonstrative pronouns, and nouns had the highest scores in both the pretest and posttest. These components also recorded increased CRs in the posttest. The differences in CR means also indicated that the experimental group produced more correct responses than the control group across all three grammatical components, suggesting that the proposed module has improved participants' performance in these areas. The findings are aligned with Md Zolkapli et al. (2026), who reported that nouns and demonstrative pronouns are listed in Level 0 (Transfer), Level 1 (Coalescence), and Level 2 (Underdifferentiation), highlighting the significant similarities between the grammatical features of English and Arabic. In contrast, both groups recorded a decrease in CRs for tenses and adjectives. The findings contradict Md Zolkapli et al. (2026), who suggested including tenses and adjectives in English language teaching materials or modules, since both components were also listed in Level 0 (Transfer) and Level 3 (Reinterpretation). The decline indicates that these structures may require more targeted instructional support than that provided in the module.

The analysis also revealed that participants' RT decreased when responding to sentences on pronouns and nouns, suggesting that they took less time to process the sentence. The differences in RT means between the pretest and posttest for these two components were also greater in the experimental group compared to the control group, indicating that the module was able to detect errors in sentences related to these components. These findings are aligned with the prediction of language difficulty by Md Zolkapli et al. (2026). On the contrary, despite the high number of CRs produced, participants' RT increased when responding to sentences containing demonstrative pronouns, which did not conform to the previously mentioned prediction. In general, demonstrative pronouns are listed as Level 0 (Transfer) due to similarities between English and Arabic grammar; however, Arabic has more varieties of demonstrative pronouns due to gender differentiation and dual cases, both of which are absent in English. Therefore, a decrease in RT might be due to participants being more attentive to demonstrative pronouns in the sentence.

In contrast, participants' RT increased when responding to sentences on tenses and adjectives, while the number of correct responses decreased. This indicates that they not only made more errors but also took a longer time to decide on their answers. It may be due to interlingual interference between English and Arabic. Sun (2013) highlighted that interlingual interference will not disappear until students have fully acquired the system of the language that they are learning. Although the concepts of the present, past, and future exist in both English and Arabic, the structure of verb formation differs. In English, the base form of a verb typically corresponds to the present tense, whereas in Arabic, the root/base form is conventionally represented by the past tense, which may cause confusion for learners and increase response times. A similar pattern may be observed in sentences on adjectives. However, the findings for adjectives contradict the hypothesis, which suggests that linguistic elements similar to a learner's familiar language are easier to acquire, whereas those that differ are more difficult. Although Md Zolkapli et al. (2026) classified adjectives as Level 0 (Transfer), the present findings do not fully support this assumption. One possible explanation is that structural similarities between English and Arabic adjectives do not necessarily mean that their meanings can be easily understood or transferred across the two languages. This is consistent with Md

Zolkapli et al. (2026) and Zawahreh (2013), who reported that some Arabic adjectives carry meanings that are difficult to express accurately in English. As a result, learners may experience difficulties when transferring their knowledge of Arabic adjectives to English. Therefore, further research is needed to better understand the factors influencing learners' performance in this grammatical area.

Conclusion

The Learn English through Arabic using the English Translation of the Qur'an module utilises the English translation of the Qur'an to offer an alternative approach for learning English grammar by drawing on learners' prior knowledge of Arabic grammar. The findings suggest that such prior knowledge may facilitate the acquisition and processing of English grammatical structures that are similar to Arabic. This is evident by improvements in the grammatical components of pronouns, nouns, and demonstrative pronouns, with participants in the experimental group generally showing higher correct response rates than those in the control group. However, the module's effectiveness was inconsistent across all grammatical components. While improvements were observed in several areas, participants showed reduced performance in tenses and adjectives, as reflected in lower correct response rates and longer response times. These findings suggest that similarities between English and Arabic do not necessarily guarantee the successful transfer of grammatical knowledge. In the case of tenses and adjectives, interlingual interference and structural differences between the two languages may have contributed to learners' difficulties. Consequently, these grammatical components may require more specific instruction and targeted learning activities than those currently provided in the module. Overall, the findings indicate the module's potential as a supplementary or an alternative source for learning English grammar through Arabic. Nevertheless, further refinement of the module and additional research are needed to better address more difficult grammatical structures and to determine the conditions under which Arabic grammatical knowledge can most effectively support English language learning.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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