



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khidher University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Division of English



The Effect of L1 Interference on Foreign Language Learners' Writing Skill

**A Case Study of Second Year Pupils at Mekki Menni Secondary School,
BISKRA**

**A dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of
the Requirements for Master Degree in Sciences of Language**

Supervised by:

Dr.SAIHI KIHAL Hanane

Submitted by:

RAIS Sabah

Board of Examiners

Dr. SAIHI KIHAL HANANE

Mrs. SALHI AHLEM

Mrs. BEN IDIR SAMIRA

University of Biskra

University of Biskra

University of Biskra

Academic year

2016/ 2017

Dedication

I gladly dedicate this work to:

The soul of my beloved **father**

My dearest **Mother, brothers and sisters**

My relatives: **Ibtissem, Mouna, Salima and her daughter Samira, Amor, Azzeddine, Salah, Mohamed Lamine and Abderahim.**

To all relatives and friends who sincerely supported me with their encouragement.

Acknowledgements

I would like first to thank Allah the Almighty for helping me and giving me strength and courage to finish my studies.

I would like to express my gratitude to the glorious star, my supervisor, **Dr. Saihi Hanane**, who helped me with her patience and knowledge and her constructive comments and suggestions.

My deepest gratitude is to the members of the jury: **Mrs Salhi Ahlem and Mrs Benidir Samira** for accepting to read and evaluate my dissertation .

I would also like to thank **Mrs. Messaibi, Dr. Bechar, and Mr. Chekhab. Mrs. Mira** for their unlimited help.

I will never forget to express my gratitude to all the Staff of the Department of English of Biskra University from the top of the pyramid to the bottom.

I wish also to thank the **teachers** and the **students** who filled in the questionnaires.

In both **Mekki Menni** and **Bousbaïet** High Schools in Biskra

Abstract

The present study aims at investigating the effect of L1 interference on foreign language learners' writing skill. Most students tend to think in Arabic when they write in English: therefore, their English texts sound strange and full of errors. The emphasis is put on the pre-writing techniques and strategies to avoid and to reduce the use of L1 when writing in FL. Therefore, we hypothesize that if EFL decrease their dependency on the use of L1, their writing skill will be improved. Throughout this study, we designed a questionnaire which was administrated to second year students in the secondary school Mekki Menni in Biskra. We also conducted another questionnaire with ten teachers from two different schools who certainly helped with their points of views and experiences in enriching students' writing level in general. After the analysis of the data collected and the results gathered from both questionnaires we arrived to confirm the hypothesis of this study. The majority of the participants believed that FL use was more effective for English major students as they need to learn English. The results indicate that English language students should use the FL in all speaking class activities in all levels in order to help them learn English through English. Finally, this study presents some pedagogical recommendations which may improve the students' writing level.

List of Figures and Tables

Figure I-1. White and Arndt diagram1991.....	12
Figure I-2. Harmer’s Writing Process Wheel	12
Figure I-3. The Iceberg Diagram	21
Figure I-4. Mogahed Mohamed Mogahed 2013.....	17
Table II .2.1. Teacher’s gender.....	22
Table II.2.2. Theteachers’ qualifications.....	23
Table II.2.3. TheTeachers’ Experience of Teaching.....	23
Table II.2.4. Ranking the four skills according to their difficulty.....	23
Table II.2.5. Students’ Achievement in writing.....	24
Table II.2.6. Time given to teach writing skill.....	24
Table II.2.7. The effects of out-numbered classes on Learners’ written performance.....	25
Table II.2.8. Students’ level in the writing skill.....	25
Table II.2.9. What good writing means.....	25
Table II.2.10 The use of pre-writing activities.....	26
Table II.2.11. Students’ mistakes and influence of their mother tongue.....	26
Table II.2.12. The use of mother tongue when teaching.....	27
Table II.2.13. The use of pre-writing strategies.....	27
Table II.2.14. With or against the use of L1.....	28
Table II.2.15. Students gender.....	30
Table II.2.16 .Students level in writing.....	30
Table II.2.17. Students views about writing.....	31

Table II.2.18 .The influence of MT on students writing.....	31
Table II. 19. The relationship between writing in Arabic /English.....	31
Table II.2.20.The language used in pre-writing.....	32
Table II.2. 21. The students plannings before writing.....	32
Table II.2.22.Dictionarys used by students.....	32
Table II.2.23.Reading and revising the written task.....	33
Table II.2.24.The students reading books, magazines or stories in English.....	33

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of abbreviations	V
List of figures and tables	VI
General Introduction	1
Introduction.....	1
1- Statement of the Problem	1
2- Research Questions	2
3- Hypothesis	2
4- Aims of the Study	2
5- Research Methods.....	2
5.1. Sample of the Study.....	2
5.2. Data Gathering Tools.....	3
6- Significance of the Study	3
7- Structure of the Dissertation	3
Chapter I. Literature Review	
I.1. Writing Skill.....	4
I.1.1. Definition of writing.....	4
I.1. 2. The Approaches to Teaching Writing.....	6
I.1.2.1 The Product Approach to Teaching Writing.....	6
I.1.2.2 The Process Writing Approach.....	7
I.1.2.3 The Genre Approach.....	8
I.1.3. Writing and Other Skills.....	8
I.1.4. The Importance of Writing.....	10
I.1.5. Writing Problems.....	10

I.2. L1 Interference and Pre-Writing Activities

I.2.1 Definition of Native Language.....	11
I.2.2 Definition of Second Language	11
I.2.3. Definition of Foreign Language	12
I.2.4. Language Transfer /Interference.....	12
I.2.5. L1 and L2 Usage in Writing	13
I.2.6.the Process Writing: Pre-Writing.....	13
I.2.7. Pre-Writing Activities.....	16
I.2.8. Pre-Writing Strategies.....	16
Conclusion.....	18

Chapter II: Research Methods and Data Analysis

Introduction.....	19
II.1. Research methods.....	19
II.1. 1. Sample.....	19
II.1.1.1. Students' educational background in the Middle School.....	19
II.1.1.2. Students' educational background in the High School.....	20
II.1.2. Instruments.....	21
II.2.1. Data Collection and Analysis.....	22
II.2.2. Teachers' Questionnaire Analysis.....	22
II.2.3. Students Questionnaire Analysis.....	30
II.3. Analysis and Discussions of Students' Paragraphs.....	33
Conclusion	34

Recommendations and Implications.....35

General Conclusion.....36

Bibliography.....38

Appendices

Appendix I: The Teachers' Questionnaire

Appendix II: The Students Questionnaire

Appendix III: The Students' Paragraphs

General Introduction

Introduction

Writing is one of the most difficult skills that need a special attention. Writing in English as a foreign language has become an essential professional and educational issue that must be given a great importance to facilitate this skill for learners because students still have problems in this skill. Some learners of English as a foreign language do not write effectively because of the L1 interference. Learners refer to their mother tongue which is Arabic because they are not well processed; therefore, they use L1 as a refuge because of a lexical deficit.

This study comes to focus on the pre-writing stage where L1 is more needed. It tries to say if the L1 is efficient or not. Throughout experience in teaching English in a secondary school, teachers of English, noticed that students always seem afraid, confused, distressed and even bored when they are asked for any piece of writing.

In teaching a language, students should be provided with the necessary techniques and motivation that would help them perform an acceptable piece of written communication. Not only students lack the abilities that could facilitate a written production but also some teachers as well. Since non-native speakers, difficulty in writing derives from a number of obstacles that must be overcome all at the same time.

1-Statement of the problem

The mother tongue is the cradle of any language that is why it has a clear interference on the learning of any other language. We aim through this study to shed light on the effect of using learners' L1 on their writing skill because this skill is a heavy burden on the shoulders of the student in the secondary school, where students nowadays do not produce a piece of writing.

The problem shines from students' low achievement in writing is due to the lack of motivation and weak participation in class, therefore students prefer to learn some paragraphs to re-write them in their exams for the sake of marks.

2- Research Questions

Our research is based on the following questions:

- 1- To what extent does L1 interference hinder students' writing skill?
- 2- What are the reasons leading to the use of L1 when writing in English?
- 3- How can teachers help learners to diminish the L1 interference?

3.Hypothesis

We hypothesize that if students of English as foreign language decrease the use of L1, their writing skill in FL will be improved.

4. Aims of the Study

We would like to investigate the negative effect of using L1 on foreign language learners' writing skill. The present study aims to find out tools that enable both teachers and learners achieving a certain efficiency in writing and to rise awareness of teachers about the pre-writing stage in helping students producing an effective piece of writing in L2 language and finally, to provide teachers with some recommendations which may help in the field of teaching.

5. Research Methods

The descriptive and interpretive methods fit well this study of the research because we have to analyse and the qualitative research have to be used .However, they provide us with reliable results.

5.1. Sample of the Study

According to the administrations' statistics, the study population consists of 260 second year secondary students of the academic year 2016-2017 .Mouton (1996, p 132) defines a sample as: "A simple random sampling method is used, to select the participant of the present study, because it is regarded as of the best reliable methods to obtain a representative sample".The study will be carried out with 45 second year students of Mekki Menni secondary school.

5.2.Data Gathering Tools

Questionnaires are used as data gathering tools because this saves time and effort in order to arrive to satisfactory results .This research will be conducted through administrating two questionnaires for both teachers and students .The first one will be handed to second year class in lycee to analyse and investigate their answers while the teaches questionnaires will be distributed to teachers of two secondary schools to know if they use the pre-writing stage or not and if they use L1 or FL in that stage and also if they follow special techniques to get benefit from that stage to ameliorate the writing level .

6. Significance of the Study

This study is very important since it addresses crucial questions asked in writing classrooms in universities, high school, and even in middle schools .It attempts to provide some solution to raised challenges in the writing process of high school students of English .The information obtained from the study could contribute to a better understanding of how and when to use L1 or FL. It is hoped that the study will offer findings for building a better level in using L1 or FL in students' pre-writing activities.

7. Structure of the Dissertation

The dissertation is basically divided into two main parts: theoretical and practical. The theoretical contains two sections , the first one is about the writing skill in general , its definition , its importance in learning a foreign language and some important writing approaches and their role in helping writers to be effective writers in the future.

Section two addresses the major issues related to the writing skill and language transfer. Furthermore, it will introduce the main approaches to teaching writing .We will also concentrate on the reasons for using L1 and L2 in pre-writing activities and the contribution of this activities in improving students will to writing in English and of course encouraging even the weak level students to have the will to write at least short paragraphs.

Finally, the practical part comprises the analyses and interpretaion of the data gathered from both the analyses of students' paragraphs, teachers' and students' questionnaires. This chapter ends with some recommendations which may help reducing the use of L1 when writing in L2.

Chapter One

LITERATURE REVIEW

Introduction

Writing is commonly a difficult activity for most students, both in the mother tongue and in the foreign language. Writing is a difficult activity because it needs time to prepare and time to correct. That is why many teachers dislike teaching it. In addition to that, it is difficult to motivate the students and vary the presentations. However, writing is exposed to interference from other languages. In our case, students translate from Arabic or French when writing in English and teachers face the difficulty in evaluating: they have to limit the scope of their correction. They cannot correct all the mistakes of their students. Therefore, and owing to all these difficulties, the students' production in writing is still of poor quality. This chapter will be divided into two sections; the first section provides the reader with definitions of the writing skill in general. The main approaches to teaching writing. Writing and other skills, the importance of writing and some writing problems that confront both teachers and students. The second section highlights the L1 interference and pre-writing skill which is a very important stage in the process of writing, definitions of mother tongue second language and foreign language, language transfer, L1 and L2 use in writing, the process writing, the pre-writing stage, its activities and lastly, the chapter is closed by some suggested strategies that may help to the improvement of writing in the classrooms.

I.1. Writing Skill

I.1.1. Definition of writing

Really, it is a hard task to have one definition for writing as Weigle (2002 : 3) states "This is not a simple task, since as researches in both first and second language writing have pointed out, the uses to which writing is put by different people in different situations are so varied that no single definition can cover all situations". The Collins Dictionary (1987) defines it "a group of letters or symbols written or marked on surface of something as a means of communicating". Furthermore, Halliday (1989: p 42-43) makes distinctions between writing and the written language. Writing means "the symbols and their function in the language" while written language means "what is produced in the written medium".

Writing is a system of graphic symbols , letters or combinations of letters which relate to the sounds we make when we speak .Writing can be defined as much more than that , just as speech is more than the production of sounds , the graphic symbols have to be arranged or combined according to certain conventions to form words and words to form sentences and sentences to form discourse as cited in AL Aswad (2012) .Writing is “ not only putting one’s thoughts to paper as they occur , but actually using writing to create new knowledge” .Weigle (2002 :32-33) . It is “encoding internal representation (ideas) into written text” . Weigle(p: 36).

In short, writing is not a simple transcription of language into written symbols. It is a mental process requiring genuine intellectual effort and thoughtful time planning. It is not a more learning and rule applying process but rather a problem solving activity involving: generating ideas, planning, goal setting, selecting language, evaluating what to write and what has been written .It is a recursive process and not a linear one.

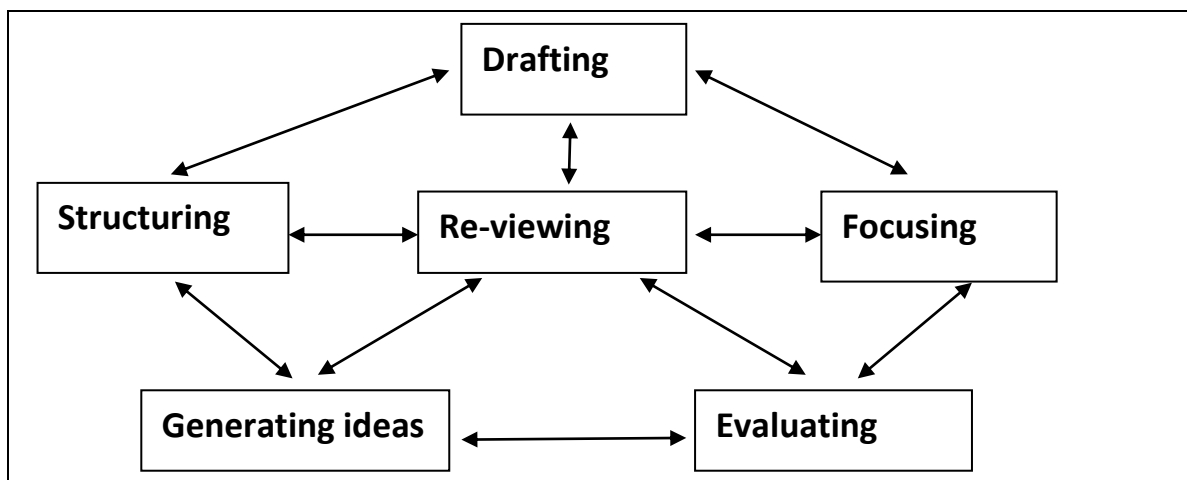


Figure I.1. White and Arndt diagram (1991).

White and Arndt diagram offers teachers a framework which attempts to capture the recursive rather than linear nature of writing. Similarly, Jeremy Harmer highlights the recursive nature of writing as follow:

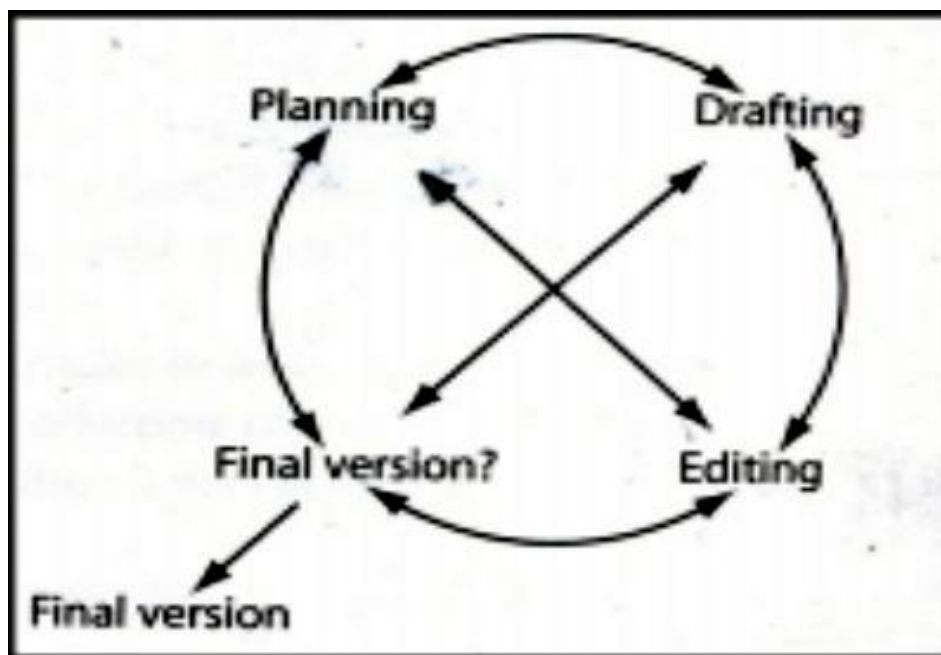


Figure I.2. Harmer's writing Process Wheel

I.1.2. The approaches to teaching writing

Writing has always been seen as the most difficult skill for SLL as it demands a great deal of L2 background knowledge. And because of this difficulty, several methods and approaches have been introduced in. According to Harmer (2002 :257) “we need to choose between them , deciding whether we want our students to focus more on the process , then its product to study different writing genres or to encourage creative writing either individually or cooperatively”. The focus, here, is on:

I.1.2.1. The product approach to teaching writing

1960's witnessed the spread of the product approach which is a very “traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage”. Gabriele Latos, (2002:5). This approach is concerned with the final result , the learner is engaged in imitating and transforming model texts .This approach aims on the final draft and the linguistic knowledge. Pincas (1982 a) sees writing as being primarily about linguistic knowledge with intentioned focus on the appropriate use of vocabulary , syntax and cohesive.

In short , writing is viewed as mainly concerned with the knowledge about the structure of language and writing development is mainly the result of imitation of input

,in the form of the texts provided by the teacher (Badger and White 2000 : 153) , so , it is teacher centered approach .

I.1.2.2.The process writing approach

This approach differs from the product approach it focuses on the various classroom activities which are believed “to promote the development of skilled language use’ (Nunan, (1995:85) and Vivian Zamel (1987:268-70) have summarized recent research findings on how good native-speaking writers of English compose, here are some of her findings :

- Writer discovers meaning through writing .Writing is a process of extending and refining an initial idea.
- Writing often goes back over what they have written before movin onward again, writing is a recursive process.
- The flow of ideas of unskilled writers is often blocked by too much attention to form .Tribble (1996 :37) also suggests that process approaches stress “ writing activities , which move learners from generation of ideas and the collection of data to the publication of a finished text” . This approach focuses on how a text is written not on the final outcome .It focuses on the recursive procedure of writing.

Harmer (2001:257) states that, “process approach aims to get to the heart of the various skills that should be employed when writing”.

In process writing students are seen as apprentice authors writing for real audiences their writing is published and put into the class library for other students to read, teachers encourage students to develop particular kind of behavior for each stage in the writing process rather than focusing on other specific skills in isolations.

In this approach , proponents regard all writing as being produced by the same set of processes .another criticism is that this approach requires continuous error correction and this affects students’ motivation and self-esteem .This approach requires teachers to be researchers .It needs too much time not just two or three session pre-week. In another side , linguistics and methodologists express their critical views on the approach , It is noted that it focuses on the skills and process of writing in the classroom and fails to take into consideration the social and cultural aspects that shape different

kinds of writing Atkinson2003 :49-63) Therefore , a new movement started, the so called genre movement

I .1.2.3.The genre approach

The last decades have witnessed the birth of a new trend , represented by the genre approach , which regards writing as predominately linguistic as Badger and White (2000 :155) claim and focus on the features of the text such as the structure of the language that is used .Swales (1990 :58) defines a genre as comprising “a class of communicative events , the members of which shave some set of communicative purposes .This means that communication is the core theme of genre .

According to Collerson (1988), genre means different types of writing; it refers to the overall structure and purpose of a text and the register which is more concerned with details .This approach views how language is used for the particular purpose in the particular context (Martin 1992).This approach is especially appropriate for students of English for specific purposes .That is why, it has been called English for academic purposes approach.

But one of the negative sides of this approach is that the students may not have enough knowledge of appropriate vocabulary to express what they, intend to communicate to a specific audience, Another weakness as Badger and White (2000) is that this approach under values the writing skills which learners need to produce a written product and ignores the writing abilities learners have in other class and the learners are largely passive.

In short, implementing one of these approaches in the classroom can be unfruitful and the priority of this or that approach does not suggest abandoning the other approaches to writing, but puts forward the demand for complementing one another rather than apposing.

I.1.3 .Writing and other skills

Both productive and receptive skills have a significant relation with each other and each skill completes the other. All these language skills are in the same level of importance and each skill must not be neglected .Reading ,writing listening and speaking are interrelated skills in a language learning environment .While the receptive

skill (listening, reading)are involved in favor of the comprehension of the language by receiving messages and constructing the intended meaning ; the productive skills (speaking and writing) are as their name indicates are for producing the language in which learners create and convey messages .But there is another grouping of the four basic skills of the language which divide them into literacy skills: writing, reading and aural-oral skills:speaking and listening.The following graphic represents the relationships between the four skills in the language learning .

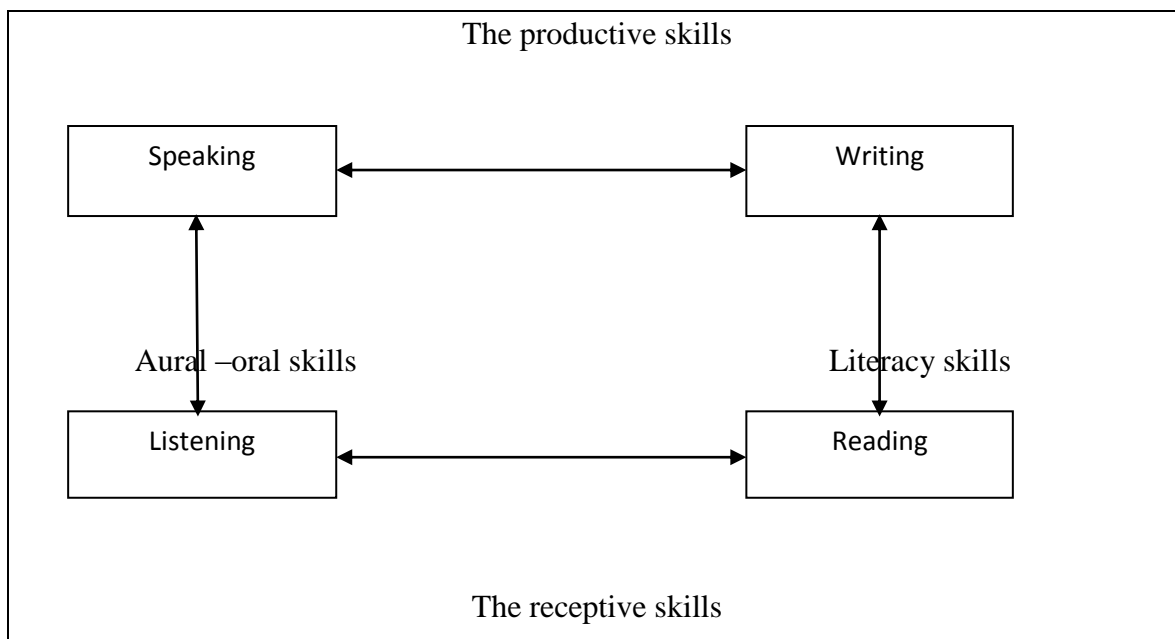


Figure I.3. The relationship between language four basic skills

The above mentioned figure illustrates interconnection between, reading, listening, speaking and writing skills. However, the writing skill is less practiced than other skills in teaching English as a foreign language (TEFL) because of time and the difficulty of the skill itself according to many teachers and learners. It is the skill for mostly used to examine students' performances. Harmer (2004:3) agrees that writing should be learned because it could not be naturally acquired like speaking. Writing is a product that improves students' thinking and learning, it provides teachers with the opportunity to teach students to organize ideas and develop points logically. Writing differs from speaking: in speaking, there must be audience but in writing, the audience is absent but the product exists. In listening , it is difficult since the material is not in hand , if you fail to reach the word , you miss the speak .In reading , the dictionary is in your hand , you can check .So , learners should read if they want to go further , they should be exposed to the language .Reading promotes writing , one cannot write without reading .Since

reading is decoding printed symbols writing is recording. When we reading. When we read, we decipher the message, reading exists only through writing. We develop reading through prior experience, the more we read the more the brain develops. Writing is the last out but of reading .it is the final put out; it summarizes all the effort .the production of a piece of writing means that we are well processed. Thus behind writing, there is a huge background of reading.

Reading and writing are a means of transmitting the language through conditioning and socialization .The four skills are integrated and complementary : listening, speaking and reading lead to the production of writing.

I.1.4. The importance of writing

Writing skill in general is considered as one of the most important skills in language such as reading, listening and speaking, writing is an important experience through which we are able to share ideas, arouse feelings, persuade and convince other people, according to White and Arndt (1991). ‘It is important to view writing not solely as the product of an individual but as a cognitive, social and cultural act’ Saiedeh Ahangari.

Writing contributes to the ways we learn. It helps us identify and remember what is important. It fosters personal development and connects us with others.Writing encourages us to be creative when influencing the way we think.It is an essential job skill as it allows us to entertain others .It also fosters our ability to explain and refine our ideas to others and ourselves.

In short, being good at writing can help students study other skills in English more effectively .Besides that it help them get acquainted with new types of writing.

Writing is the key to success in schools and universities.

I.1.5. Writing Problems

None denies the difficulty of writing skill .Benson and Heidish (1995) ensure that writing is a complicated process ‘ differences in the language structures , the manner of expressing thoughts , writing styles and other culturally varying factors greatly affect the writing of foreign language learners’. Writing complexity and difficulty is owing to many problems .Harmer (2006; 251) sees that ‘there are a number of reasons why students find

language production difficult'. Brookes and Grundy (2009) state that 'It must be worth asking precisely what is difficult about writing and especially, in a second language' p11 this emphasized that writing and learning to write has always been one of the most complex language skills .Grabe and Kaplan (1996:87) said that 'probably half of the world's population does not know how to write adequately and effectively'.

Concerning its difficulty as a productive skill. Tribble (1997; 65) claimed that writing is a difficult skill to acquire'. This complexity resides in the stages of the process we go through when writing, the lack of knowledge in the subject matter, the lack of the adequate stock of vocabulary makes English language learners repeat the same words and this hinders creativity. that 's why Raimes (1994 :60) incited the use of reading technique when teaching writing to the students 'readings can also far more in teachings of writing than simply provide subject matter for discussion and for comprehension topics'. It means that while reading, we learn new vocabularies, idiom, sentence patterns organizational flow, and cultural assumptions of native speakers of the language.

Therefore reading is a pre-condition for writing .The more we read our writing will improve .Consequently; teachers need consider seriously the way to introduce this skill to learners and respond to their writing to be encouraged to do so.

I.2. L 1 Interference and Pre-Writing Activities

I.2.1. Definition of Native Language

It is termed as the native or primary language .It is a natural human process. It is the language which occupies one's thought process and conscience .It is the basics of one's recognition and origin. According to Longman dictionary (2010) mother tongue is " usually a language which a person acquires in early child because it is spoken in the family and / or it is the language of the country where he / she is living .The native language is often the first language a child acquires but there are exceptions" .

I.2.2. Definition of Second Language

Second language (L2) can refer to any language learned after learning the L1, Regardless of whether it is the second, third fourth or fifth language. Rather more, second language (L2) can be regarded as 'the process of learning another language after the native language has been learned', Gass and Selinker (2008:7) So many definition

share the same definition which is: the second language is the language you learn and adopt after learning yours.

I.2.3. Definition of Foreign language

The term refers to the learning of non-native language in the environment of one's native language eg; French speakers learn English in France. Longman dictionary also defines it:

“also non-native language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in school and is not widely used as a medium of communication in government. Foreign languages are typically taught as school subjects for the purpose of communication with foreigners or for reading printed materials in the language”.

(p224, 2010)

In official conference proceedings (2013) in Sri-lanka . Punchihetti defines foreign language “is a language which has generally no directed link with the person's immediate social or personal environment. The selection of a target foreign language is thus largely a personal choice of the learner, except in cases where children and adults are compelled to learn foreign languages for academic or professional reasons”.

I.2.4. Language Transfer and Interference

Back to the 1940's , transfer from native language was considered as a form of influence of L1 habits on L2 learning .Fries , a behaviorist (1945) argued that L1 interference is a major problem for those who are learning a second language . Selinker (1983), for instance, distinguished between two major types of transfer: positive and negative one. Positive transfer refers to processes whereby L1 knowledge facilitates the acquisition of L2. Negative transfer refers to the processes whereby L1 knowledge refers with us and, thus, negatively impacts L2 acquisition. Odlin (1989) notes that the negative transfer many occur when the L1 form used in L2 production is not a part of the L2 norm, Dulay , Burt and Krashem (1982) define interference as the automatic transfer ,

due to habit , of the surface structure of the first language onto the surface of target language . Loh (1983:156) defines it interference as ‘errors in the learner’s use of foreign language that can be traced back to the mother tongue’.

According to the free Encyclopedia (Wikipedia), language transfer (also known as L1 interference, linguistic interference and cross linguistic influence) refers to speakers or writers applying knowledge from one language to another language. It is the transfer of linguistic features, between languages in speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships. It is most commonly discussed in the context of English language learning and teaching .But it can occur in many situations when someone does not have a native level command and of a language, as when translating into the second language.

I.2.5. L1 and L2 Usage in Writing

Several studies have demonstrated the benefits of using L1 to learn a TL but from another side there are many who discourage the use of L1. Studies with the use of L1 claim that L1 is naturally acquired and it exists with us; it is the first, it gives us protection .L1 indicates our identity, so, we should not estimate the role of L1 .furthermore, the use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the TL. L1 use may facilitate TL classroom activities due to the fact that the use of L1 provides a beneficial scaffolding that assist learners in understanding tasks and solving specific problems

On the contrary, other group of scholars disagree and warn against the excessive L1 use. and suggest that the use of L1 should be kept to an absolute minimum .Here in Algeria and in our schools the inspectors forbid the use L1 in L2 learning classes because if L1 is used, L2 will never prosper and instead of being a helping tool for students it will be a destructive one. It will be a menace for the learning of L2. Beardsmore (1982) suggests that many of the difficulties a second language learner has with the phonology ,vocabulary and grammar of L2 are due to the interference of habits from L1 , the formal elements of L1 are used within the context of L2 , resulting in errors in L2 , as the structures of the languages .L1 and L2 are different .

I.2.6. The process writing: pre-writing

No one can generate a perfect draft on the first attempt .most employ a writing process in which they begin with pre-writing and invention, then out lining, revising and editing.

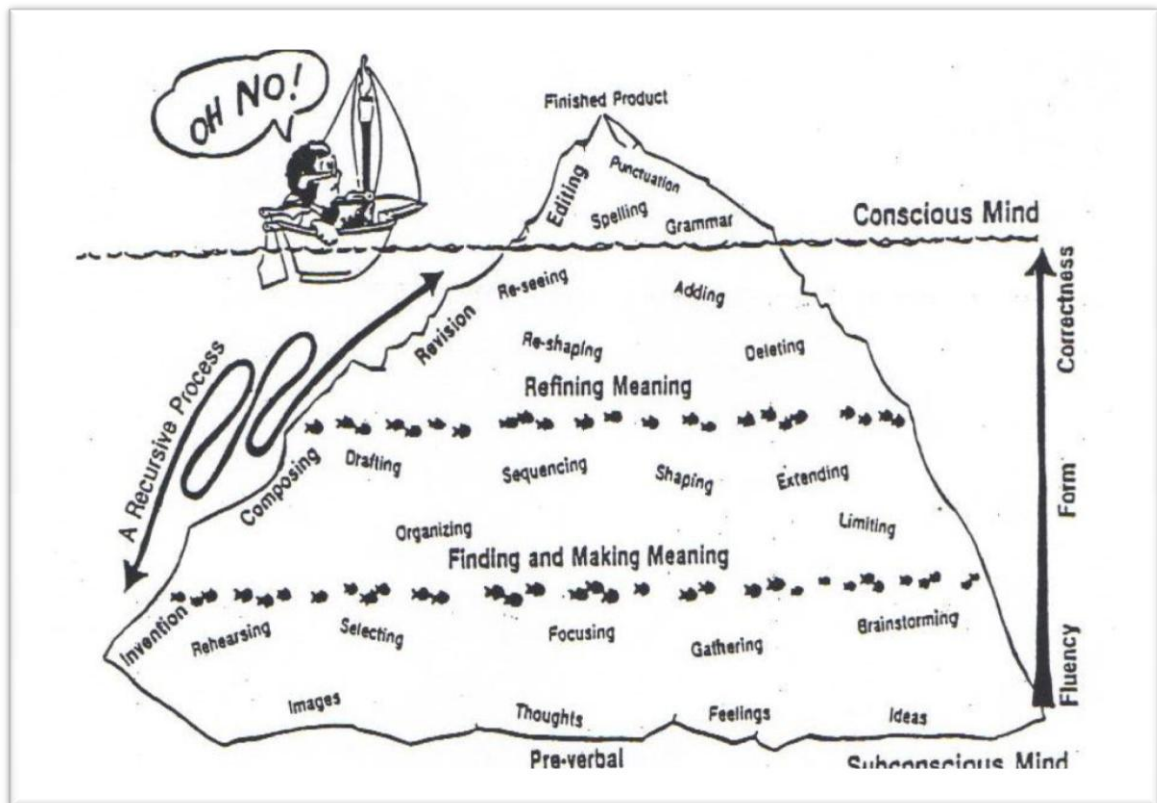


Figure I.4. Iceberg diagram

This iceberg diagram gives a visual image of the writing process .The final product your instructor sees is above the water line .All the less visible yet important steps that went into building good essay are below the water line .This can give writer’s block and following a process, rather than last minute writing will help to produce the strongest and best essays.

The pre-writing stage is when you begin generating ideas on a topic without focusing too much on organization and correctness .According to Mingming (2005 :p46) ‘ pre-writing helps writers to recall ideas , relate old and new information , assess what the reader expects of then , and generally explore the problem from many angles’. Pre-writing is everything you do before you begin to draft the paper, look over an

assignment handout, choose and narrows your topic. Furthermore, according to La Roche (1993) 'pre-writing facilitates both the process and product of writing'

For the importance of the pre-writing stage, several studies have looked at the effects of pre-writing discussions on the quality of students writing. Many of these studies investigated the effects of pre-writing discussion. It is suggested that students produce better written draft after talking about the topic. But it is noticeable, that this stage is often neglected and Blackburn –Brockman (2001) claims that many pre-service teacher education students in a composition methods course confess they did not pre-write seriously in middle and high school. However, it is an important stage in the writing process. Thorne (1993) argues that pre-writing is the most important skill to emphasize and practice extensively

In that phase of writing, a number of activities are used to enable students generate their ideas and commenting on each others' ideas, and this permits students learn from each other and start writing without neither frustration more confusion.

This phase includes such activities as those described by MC Glainn and Mc Glainn (1990) 'brain storming, free writing, branching discussing and asking questions that allow student to try various approaches to a topic without the interference of critical judgment' So, the writing activities helps students to acquire the target language more effectively.

On one hand, most of studies never showed that the use of L1 in the L2 composing process has positive effects on L2 writing, on the other hand, earlier studies found contradictory result, and rejected L1 use in L2 writing process because according to some researches and experiments it is proved that essays written after pre-writing discussions in L2 were found to be more successful than the essays written after pre-writing discussion in L2 were found to be more successful than the essays written after prewriting discussion in L1 and this reveals that using L2 pre-writing discussion is more effective than L1 use in terms of helping to improve students' writing quality because the more English is used in the classroom during lessons, is better and if other languages are used, English standards will drop; Phillipson (1992) in other words the use of L1 will hurt learning.

I.2.7. Pre-writing activities

It is believed that the hardest thing about writing is getting started. Pre-writing activities are a great way to come up with ideas to write about. They can help you dig deeper into the topics to create well-writing paragraph. Pre-writing activities language more effectively, but they build interpersonal, thinking and planning skills that can be utilized in other fields. Zhang and Vukelich (1998) explored the influence of pre-writing activities on the writing quality of the students. Pre-writing activities are varied and no one method is better than the other. It is up to the teacher to choose a method that works well for his / her students.

I.2.8. Pre-writing strategies

English ought to be taught in English, and not by the use of L1 which has to be prohibited in the classroom. It is the teacher's roles to facilitate the task for their learners by using some pre-writing strategies which enable them to use L2 and get benefit from their back ground knowledge learnt before.

Here are some of these strategies:

- Brain storming: a list of related words and phrases on free association.
- Clustering and / Mapping : the process of mapping any ideas that come to mind on a specific topic ; this activity involves writing a key word or phrase at the center of a page and drawing a circle round it , then writing and circling any related ideas that come to mind and drawing lines to ideas that prompted the new word.
- Discussing: the act of talking with another person about one's subject matter and grappling aggressively with the ideas in the process.
- Free writing: the strategy of writing for a brief of time about anything that comes to mind based on free association, this strategy is connected prose rather than a list.

- Informal and outlining: a list of the main ideas and details related to the specified topic in the order in which they will likely be addressed.
- Questioning: the process of asking questions that will generate new ideas and topics.

This process is often based on the five Ws and one H: Who? When? Where? Why? And How?

- Quick writes : brief, informal reactions to specific queries of statements.
- Scanning: the process of skimming and spot reading to generate ideas and for opinions, Mogahed M .Mogahed (2013) suggested a pre-writing framework which could be divided into two steps: invention and arrangement .activities as the following figure shows.

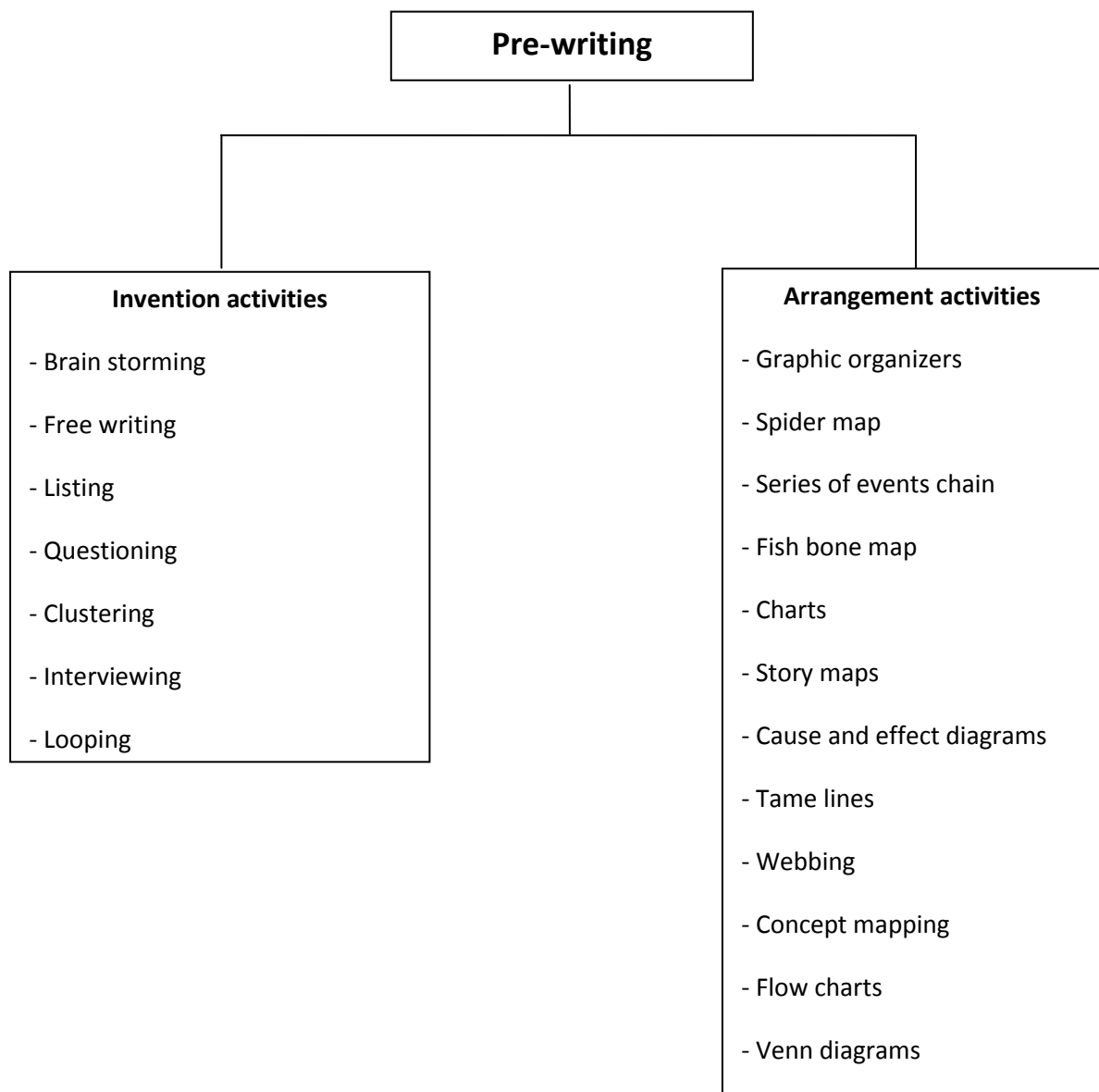


Figure I.4. Mogahed (2013) Planning out Pre-Writing activities

The suggested framework provides teachers and learners with activities that can be employed in order to come up with good ideas and gain inspiration. Therefore, the pre-writing stage including many strategies and technique would be a key stage in the writing process. This stage is the platform for any successful writing. In conclusion to this chapter, pre-writing activities encourage students to think about a topic, plan their text, have discussion to generate their ideas, to produce a well-organized piece of writing by remembering prior knowledge.

Conclusion

The frustration from teaching writing is justified. Teaching writing is not an easy task. It is one of the toughest jobs teachers face. Thus, some teachers try to avoid teaching it, or teach it very quickly while writing takes time for practice and time to share ideas, and time to complete pieces of writing to respond to and evaluate all of that writing. It is really vital for teachers to know the problems, difficulties and needs of their students so as to help and give the appropriate method of writing and to motivate the students to get ready to produce something written correctly. We all know that motivation to write is not an easy task because students do not enjoy writing and classes are boring .therefore, the difficulty of the task, drives us to do our best to read new research, alter our strategies, devise new materials and learn as we teach .It is high time, we learned new techniques and strategies to improve that difficult and important skill in language. Another important thing to improve the students' level in that task is the teacher, who should be a motivator to encourage his students to write better in the future. He may facilitate the writing activities by providing some information to help students to write and increase their self-confidence by giving them a positive feedback to foster them to write in the future and not to block them in order not to limit their horizons.

Chapter two

Results and discussion

Introduction

The current study deals with the pre-writing activities and the effect of using L1 in the learners' writing skill with the second year students at Mekki Menni lycee. This study aims to find a remedy to the issue and improve the students' writing by providing some pre-writing techniques to facilitate the task. This study serves as an empirical evidence to prove that if the use of L1 is decreased, the writing skill will be improved, of course, with the help of the teachers. The current chapter begins with a description of the research methods: sample, instruments, data collection and analysis of the participants chosen and the questionnaires used the analysis of both teachers and students' opinions.

II. 1. Research Methods

II.1.1. Sample

Sampling is the process of selecting units or elements which represent all the population .The sample of teachers involved in this case study belongs to two different secondary schools. Eight of them are females and two are males .Most of them are experienced teachers. Their teaching experience range is from 4 to 28 years.The aim of getting a sample from different schools is to be able to get different points of views. It is worth mentioning that all the teachers were cooperative and showed interest to fill the questionnaire.The second sample is a cluster one chosen randomly from the second level in the secondary school Mekki Menni.

This second year class consists of forty four (44) students, twenty six girls and eighteen boys from the whole population two hundred and twenty six students in the second year level.They are randomly chosen from a scientific stream as they are considered to be more helpful and more perseverant in answering the questionnaire.

II.1.1.1.Students' Educational Background in the Middle school

These students have passed five (5) years in the primary school where they studied Arabic and French .Then, they studied in the middle school. Concerning writing in the middle school, students studied their first year with the first official text book ‘‘Spot Light on English One’’ designed for learners in their first exposure to English. Normally forty three (43) writing activities are planned to be done to develop different strategies and realize different purposes as different types of descriptions are to be developed in the learners. For example, they describe people, animals, places and processes. Other activities seek to foster the cognitive strategies(editing).Others are intended for language practice via writing .Some other activities are transfer activities aiming at helping learners to transfer information from cards, maps ,pictures into paragraphs and texts.

In their second year, ‘‘spot Light on English two’’, the second book where the number of activities is reduced. We just find thirteen (13) activities .Here, learners are asked to transform sentences to the mother tongue or imagine an end to a story and take notes.In the third year, they are asked to write short newspaper articles. In this level, they are taught how to write definitions using relative pronouns, and how to write a holiday plan in the form of a letter .Finally, teachers are asked to train their students to write a welcoming letter to help tourists understand local customs and traditions and behave in appropriate ways in different settings.

The last year in the middle school, students deal with the last book titled ‘‘On the Move’’ and here, they are going to tackle forty two (42) writing activities to get ready to their B.E.M exam. So, students are asked to write letters for apology, invitation and agony, e-mails, newspaper articles reports, diaries, autobiographies and stories. Other activities are designed to promote social affective strategies in the learners, and some other activities are introduction for the sake grammar practice.

II. 1.1.2. Students’ Educational Background in the High School

In order for your classroom written activities to run smoothly .it is crucial that all your learners understand exactly what you want them to do before you start. Your instructions must therefore be clear .concise and unambiguous.In the secondary education there are three levels to talk about writing in the first level we can mention that writing is based on practicing language function and vocabularies before producing a reasonable stretch of the written discourse not only this. Writing different letters is found in the first unit through which students make group or pair presentation.

Concerning the second year. in each unit you will go through five different stages which will help the learner later to produce a piece of writing in which he/she applies what have been acquired from the previous stages .here the learning is made' visible' as an outcome of the constituents of language and skills learnt in each activity .

Think .pair and share for third year students is the outcome of some parts during the unit it caters the needs of the major baccalaureate exam. Here the writing section starts with strategies outcomes in a rubric which defines the objectives to be achieved by students and the level of reception and production of a message expected.

In the third year we have also 'writing development' this is the last skill rubric in which students will have the opportunity to express opinions. Give reasons and present arguments they will have noun sufficient vocabulary and grammatical commands as well as the required skills and strategies to do the writing tasks.The writing activities for the three years reflect the real life tasks such as writing simple report .letter brief articles.

II.1.2. Instruments

The questionnaire is defined as an instrument that can serve as a means of collecting a considerable amount of data with a minimum of time and effort Brown (2001:6) claims that " questionnaires are any written instrument that present respondents with a series of question or statements to which they are to react either by writing out their answers or select from existing answer" questionnaire is divided into four sections.

In section one, there are three main questions about teachers' gender, qualification and their experience in teaching English at the secondary school. Asking such kind of questions enables us to know in details who the teachers are taking part in this questionnaire, their sex, their qualifications and their teaching career in the high school.

In section two, there are seven questions that are meant to find out the teachers' perceptions of the writing skill; teachers should illustrate their views about the four skills in terms of their difficulty .The second question inquires about the teachers opinions about students' level of writing, the third question is about the time allotted to teaching and practicing writing .is it sufficient or not?

The fourth question is about the out-numbered classes and its effects on the learners' level. The fifth one deals with attitudes of the teachers about their learners'

level in writing in English using: weak, adequate, fairly good and good. The sixth one is about teachers' points of views about what good writing is? And the last question in this section is about if teachers use special pre-writing techniques or not.

Section three contains three questions; the first one is about the students' mistakes, is it because of the mother tongue? Question three is to know if pre-writing strategies are used or not to achieve a better performance in writing in English.

The last section includes four questions: The first one is about the difficulties that the teachers face when teaching writing The second one is about the teachers' views about the use of L1 when writing in L2. The third question concerns some suggestions that should be taken into consideration to improve the students' writing performances. And the last question is about adding anything concerning writing as comments and suggestions.

II.2.1 Data Collection and Analysis

The practical part of the study comprises the analysis of both teachers' and students' questionnaires followed by a discussion of the results.

II.2.2 Teachers' Questionnaire Analysis

II.2.2.1. Teachers' Gender

Question 1 gender

Schools/Teachers	Male	Female	Percentage
Mekki Menni School	1	1	50%
Bousbaiet School	1	4	50%
Total	20%	80%	100%

Table II .2 :1 Teacher's gender

From their responses, we observe that the percentage of female teachers is 80%, whereas the percentage of male teachers is 20%. Consequently, the number of female teachers in the secondary school is higher than male teachers.

II.2.2.2. Teachers' qualification

Teachers' qualification	Number	Percentage
Licence	7	70%
Master	3	30%
Total	10	100%

Table II.2.2 The teachers' qualifications

This table illustrates that 70% of the teachers hold a licence degree and 30% hold a Master degree, which means that teachers are very qualified teachers and this helps them to perform their lessons in a very good way and offer their student a high quality of knowledge.

II.2.2.3. Teachers' working experience

Teachers' experience	Number	Percentage
One to five years	3	30%
Six to then years	3	30%
Eleven to twenty years	3	30%
More then twenty	1	10%

Table II.2.3.The Teachers' Experience of Teaching

Experienced teachers are good means that must be exploited in the field of teaching. The results obtained show that 10% is a well-experienced teacher and 90% is for the other teachers .30% of them are also considered as experienced teachers. They have been teaching for more than 10 years .The same percentage 30% is between novice teachers and less than ten years of experience.

II.2.2.4. The writing skill

II.2.2.4.1. Ranking the skills according to their difficulty

Skills	Respondents	Percentage
Reading	1	10%
Writing	7	70%
listening	0	0%
Speaking	2	20%
Total	10	100%

Table II.2.4 Ranking the four skills according to their difficulty

Concerning their difficulty, the majority of the teachers agreed that the productive skills are more difficult than the receptive ones .70%of the respondents view writing as one of the difficult skills in language learning. Speaking is the second difficult learning skill .The third one is the reading skill because the student lacks the desire to read. The least difficult skill is listening through which student just listen to the teacher’s reading or the listening script.Then, they do the activity like fill in the gaps or reordering statements.

Responses	Respondents	Percentage
Yes	7	70%
No	3	30%
Total	10	100%

Table II .2.5 Students’ Achievement in writing

The data collected in the above table shows that most of the respondents (70%). They are not satisfied in with their students’ level of writing.30% of the respondents seem to be satisfied and this is due to the good level of their students.The teachers explained that their dissatisfaction is due to:

- Lack of reading
- Lack and deficiencies in vocabularies
- Students do not master the grammar rules and tenses
- Lack of the practice of writing.
- Shyness because of mistakes in front of their classmates.

The result is that the writing skill is a difficult task. It requires:practice, time, good mastering of language rules, vocabularies and motivation.

II.2.2.4.2. Their view towards the time given to teach the writing skill

Responses	Respondents	Percentage
Yes	00	0%
No	10	100%

Table II.2.6: Time given to teach writing skill.

All the respondents view that the time given to teach that skill is really insufficient owing to the length of the programme. And when teachers ask their students to write at home, they never do so .The slow learners need a lot of time for interaction in addition to the time needed for the correction.

II.2.2.4.3. Teachers' view towards the out-numbered learners' written performance

Responses	Respondents	Percentage
Yes	10	100%
No	00	0%

Table II.2.7. Effects of out-numbered classes on Learners' written performance

Out-numbered classes are really a big problem in teaching process in general and especially in the teaching of writing and a good proof for this is what J.Harmer said (2007; 128): "In big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the student to ask for and receive immediate attention". So, the teacher cannot check all the students' work. Besides, teachers need great efforts and much time to calm down the students.

II.2.2.4.4. students' levels in writing

Responses	Weak	Adequate	Fairly good	Good
Resopndents	4	3	2	1
Percentage	40%	30%	20%	10%

Table II.2.8 Students' level in the writing skill.

The above table shows that most of the students have a weak level .however ,thirty percent (300%) of the participants claim that the level of second years students is adequate in writing .Besides , twenty percent (20%) view that their students' level is fairly good and only ten percent (10%) say that their students' level is good. This is due to the lack of reading interest and the background knowledge.

II.2.2.4.5. their views on good writing

Responses	Respondents	Percentage
a-good ideas	00	0%
b-specific vocabulary	00	0%
c-correct grammar	00	0%
d-spelling punctuation	00	0%
e-Clarity/cohesion/coherence	00	0%
f-All of them	10	100%
Total	10	100%

Table II.2.9 What good writing means.

All the teachers (100%) Share the same point of view: good writing means that all the aspects have to be present in any of writing.

II.2.2.4.6. Students' use of pre-writing activities.

Responses	Respondents	Percentage
Yes	5	50%
No	5	50%

Table II.2.10. The use of pre-writing activities

This question aims at highlighting the teachers' role in using the pre-writing activities when teaching writing where we begin generating ideas on the topic without focusing too much on organization and correctness. These activities allow us to begin creatively and to truly explore the scope and potential of the topic. Also breaking the writing process down into stages makes it less stressful and more manageable and gives time to figure out exactly what we want to develop and explore in our paper.

Statically, 50% of the teachers said yes, they do some pre-writing activities for the sake of gathering ideas and vocabularies related to the subject. The other 50% of the teachers said no. they just ask them to do the writing activity on page X or write the instruction on the board. Consequently, the work is done for them by parents, friends or the internet.

II.2.3. Language Transfer

II.2.3.1. The influence of their mother tongue on students' errors

Responses	Respondents	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table II.2.11. Students' mistakes and influence of their mother tongue

Half of the teachers, 50% agree that their students make all types of mistakes: the misuse of punctuation, spelling, grammar, word order. The other half 50% say that the mistakes of the students in their writing is because of the influence of the mother tongue, they think in Arabic then translate into English and this pushes them to commit a lot of mistakes (lack of knowledge and deficiency of vocabularies).

II.2.3.2. The use of the mother tongue when teaching in classroom

Responses	Respondents	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

TableII.2.12.The use of mother tongue when teaching

Concerning this question ,20%of the teachers said that they use the mother tongue because of the low level of their students and when presenting some new difficult vocabulary items .The majority of the teachers (80%) ,said that the students are not expected to understand 100% of what the teacher says ,So ,if the teacher uses the L1 ,he is not giving the students the opportunity to figure out what is going on.They claim that the students should negotiate meaning .It is useless to teach a foreign language and use the mother tongue English should be taught through English.

II.2.3.3. The use of pre-writing strategies to facilitate the task and help the learners to achieve a better performance in writing in English

Responses	Respondents	Percentage
Yes	8	80%
No	2	20%
Total	10	100%

TableII.2.13.The use of pre-writing strategies

In order to achieve a better performance in writing in English, pre-writing activities must be planned by teachers to facilitate the task and help the students to start writing.Most teachers use the pre-writing discussion because that can help the students familiarize themselves with the topic and activate their prior knowledge about the topic.Teachers should be aware of the writing process.This would help in teaching appropriate strategies.Thus the writing abilities of the students will be improved.Tompkins (2004) says that the writing process resembles a road map through this students' actions and thoughts can be monitored right from beginning to the end.

II.2.4. The Teachers' Difficulties in Teaching Writing.

II.2.4.1.The difficulties facingteachers in teaching writing

The majority of the teachers claim that there are a lot of mistakes in students' written works ,this come from the less concentration a writing skill in most of students .Another problem that hampers the teachers' work when dealing with writing is the out-

numbered classes besides ,the planning school day (16 :00-17 :00),after a full day of work . Moreover, the learners’ repertoire (lexicon) is very poor and limited .Lack of interest is another difficulty that teachersface with the majority of student’s .Students asks for ready-made paragraphs just to learn them for the official exams.

Students are obliged to write a paragraph,So,they translate what they think in Arabic for the sake of filling their copies.And this is because of the lack of vocabularies;they don’t know how to use the vocabularies in their appropriate places.The same thing with punctuation how to generate ideas is a complicated task for the students how to build correct sentences(grammar,order...)makes their paragraphs very weak and poor since they find difficulty in linking sentences together so as to create a coherent paragraph.

II.2.4.2. Teachers’ use of L1 when teaching in L2?

Responses	Respondents	Percentage
With	0	0%
Against	10	100%
Total	10	100%

TableII.2.14.With or against the use of L1

All the teachers are against the use of L1 when writing in L2 because if the students know that their teacher is going to clarify and explain about anything they wish, theywill stop processing information in L2.Most students know if their L1 can easily be accessed and understood, they stop practicing and communicating in L2 and shift to L1 any time they wish .L1 must be banned in L2/EFL classrooms.

II.2.4.3. Teachers’ suggestions to improve the students’ level in their writing in L2.

The frustration from teaching writing is justified the low level of the students and the difficulty of the task itself as justified by West wood (2008 :56) “The process writing can be extremely demanded for students because it calls upon for many experiential,cognitive,linguistic,affective and psychomotor memories and abilities”. Writing needs permanent practice which provides learners with experience in writing different topics with different genre while it is not such an easy task.Thus, the following pieces of advice are suggested by some teachers to improve the students’ level in writing. Students should :

- Read regularly to expand the vocabularies.
- Master English spelling.

- Improve their grammar
- Not be afraid to make mistakes because the more they write and get their writing corrected, the fewer mistakes will occur, and practice makes perfect.

II.2.4.4. Other comments

- All teachers ask their inspectors to shed light on the issue of teaching and learning, writing since it is the difficult task in each unit and to provide them with enough instruction about how to teach the skills in general and writing in particular. Planning for such and more seminars supplies the teachers more detailed instructions about teaching writing. They also suggested that the qualified and experienced teachers would better perform lessons to be models especially for novice teachers.
- Teachers are always claiming that the crowded classrooms are one of the major problems which hinder their performances because of the noise, carelessness and irresponsibility of some students which discourages checking and evaluating every students' work.
- When planning the timetable when planning the time table, most of the sessions are planned in the last hours of the school day, this act reflects the bad results of the students' level.
- Concerning the use of technology (data show, computers, and internet) in most schools they are captured only by teachers of sciences and physics
- -Teachers are wondering why not to take students in pedagogical journeys to private foreign language schools where they find the technological means as head-phones, internet, native speakers, TV sets and games.

II.2.4. The teachers' questionnaire results

After having analyzed the questionnaire addressed to EFL secondary school teachers at Mekki Menni and Bousbaïet schools, we conclude that the participants were very kind and helpful through their contributions. All of them agreed that teaching writing is a very heavy burden of the teachers' shoulders. The results of the teachers' questionnaire show a lot of facts about the writing skill such as: writing skill is very difficult for most people, both in mother tongue or the target language and especially when getting started to write.

This is reflected by the low level of the students in writing. Teachers noticed that poor reading experience leads to the lack of meaningful writing. Students are pushed to the reliance on L1 to express ideas because of a shortage of the target language. Furthermore, techniques and strategies should be followed to be able to get rid of the fear from writing and improve it and find ways to minimize the writing difficulties. Moreover, teachers should do their best to take their students to a safety path in learning writing in a target language. However, the findings of this research indicate the difficulty of the writing skill.

II.2.5. Students' questionnaire

All three questions are about general information about the students. The table shows that 60% of the students are female and 40% are male belonging to a second year level students from a scientific stream, and the bar graph illustrates their age.

Sex	number	Percentage
Male	18	40%
Female	27	60%

Table II.2.15 : Students gender

II.2.6 Students' level in writing:

	Number	Percentage
Excellent	02	44%
good	00	0%
Fairly good	10	22.22%
Bad	33	73.33%

Table II.2.16: Students level in writing

Students are aware of the difficulties they face in writing, this is why, the majority does not deny that it is really difficult to produce a good and correct paragraph, 4.44% said that their level is excellent. 22.22% fairly good, 73.33% admitted that their level is bad.

II.2.7. Their view on writing

	Number	Percentage
Very difficult	1	2.22%
Difficult	44	97.77%
Easy	00	00%
Very easy	00	0%

Table II.2.17: Students views about writing.

All over the world and in different schools, writing is considered as one of the most difficult skills of a language. One respondent 2.22% said that writing is not difficult for her because her level is excellent, while other respondents claimed that it is a difficult task to carry in the classroom or outside it.

II.2.8. the influence of the Mother Tongue on their performance in writing

responses	Number	Percentage
yes	45	100%
no	00	0%

Table II.2.18 : The influence of MT on students writing

All the respondents 100/ replied that their MT influences their performance in writing since they are not native speakers and they ignore a lot of vocabularies and the grammatical rules. In addition to that, their thoughts and ideas are formulated in Arabic and the good level students translate them in their minds, and then note them down in L2. The low level students claim that their bad level is caused by that influence. They translate a word by word and these results to a bad piece of production.

II.2.9. The relationship between writing in Arabic and writing in English.

Responses	Number	Percentage
Yes	00	00%
No	45	100%

Table II.2.19 : The relationship between writing in Arabic /English

All the respondents 100/ stated that there is no relationship between writing in Arabic and writing in English. They replied that there are differences between writing in L1 and writing in L2. They reported that writing in Arabic is not really a big problem whereas in L2, it is very hard when it comes to write. Many obstacles hinder them and stand as barriers.

II.2.10.the preferred language to be taught with in pre-writing.

languages	Number	Percentage
Arabic	22	50
English	23	50

Table II.2.20 : The language used in pre-writing

Half of the respondents are in favour of using L2 in the pre-writing activities because according to them, using L2 helps them to enrich their vocabularies and gather new ideas and be able to collect as many sentences as they can. The other half of the respondents stand in the opposite side and prefer the use of the MT to be able to grasp what is discussed. But, if teachers use MT, how will L2 be improved?

II.2.11. Their planning before starting writing.

Responses	Respondents	Percentage
Yes	20	44.44%
No	25	55.55%

TableII.2.21 : Planning before writing

Some respondents (44.44%) replied positively because their teachers trained them to do so; but the others (55.55%) said no because of their bad level.

II.2.12. Their use of bilingual or monolingual dictionaries

Responses	Respondents	Percentage
Bilingual	45	100%
Monolingual	0	0%

Table II.2.22: Dictionaries used by students

All respondents use bilingual dictionaries to translate from Arabic to English
Here, the interference is clear.

II.2.13. Their reading and revision of what they have written

Responses	respondents	Percentage
Yes	30	66.66%
No	15	33.33%

Table II.2.23 :Reading and revising the written task

The results show that the majority of the students(66.66%) stop, read and revise what they have written so as to correct the mistakes , omit or add new sentences and to delete any repetition, and (33.33%) of the students did not give their answers.

II.2.14. Readingbooks, magazines or stories in English

Responses	Respondents	Percentage
Yes	00	00%
No	45	100%

Table II.2.24 : Reading books, magazines or stories in English

All the respondents (100%) answered negatively. Their argument is that they are a scientific class. They do not have a lot of time to read for leisure. They have a lot of lessons of physics, science and mathematics.

II.2.15. Their problems when writing

This question attempted to highlight students' views concerning the problems that they face when writing. The majority of the respondents believed that they lack applying correct grammar, expressing good ideas and using correct spelling. They also find difficulties in choosing appropriate vocabulary. The result is that, the students need too much interest and practice to solve these problems and improve that skill.

II.3. Analysis and Discussion of Students' Paragraphs

The aim of this research is to investigate the effect of L1 interference on foreign language learners' writing skill. As a matter of evidence, The researcher gave second-year learners' at Mekki MenniSecondary school at Biskra a short paragraph to write at home about a story they read or heard before. The analysis of the paragraphs shows that although the task was set as homework, learners' paragraphs were poorly written and full of different types of mistakes. Most of them were due to L1 interference.

On one hand, from the analysis of the paragraphs, we deduce that expert learners are able to be effective writers whether in Arabic or in English. They are aware of the different mechanics, structures and tenses to be used whenever they write in English. Another important item is the amount of vocabulary items they use to express themselves in a cohesive and coherent way.

On the other hand, novice learners do make many mistakes especially in grammar. For instance, they use the present tense to describe an event in the past. Moreover, they completely drop the final "S" with the third person singular. Problems in grammar are mainly due to L1 interference. Most learners tend to think in Arabic to express themselves in English. They produce utterances which native speakers do not use or understand. They translate from Arabic to English to write their paragraphs. The translation is done word by word. The result is ambiguous and incorrect statements.

To conclude, foreign language teachers should find solutions and strategies to reduce the use of L1 interference. Learners should know that reading is the best strategy to enhance their writing skill and reduce L1 interference.

Recommendations

Based on the findings of the present study, some practical suggestions and recommendations are proposed to decrease the use of L1 when writing in L2:

- The process Approach is recommended since it presents solutions to writing problems. The writers move recursively through series of stages in the process writing activity and the emphasis should be on the pre-writing stage.
- Teachers need to be given a variety of techniques to help them operate effectively in L2 with beginners and adults.
- Teachers should oblige their students to read to enrich their vocabularies and knowledge about different topics, Reading promotes writing, one can not write without reading since poor reading experience leads to the lack of meaningful writings, the more a student reads, he gains English Knowledge about culture, reading in English extensively is encouraged
- Teachers at different levels must adopt new techniques to improve the English language in general and writing skills in particular.
- Students must apply the writing techniques with the help of their teachers by practicing them so that they will be able to write good paragraphs.
- Through practicing writing and getting constantly feedback on their writing can develop the students' writing skill.
- Teachers should not attempt to deal with all errors because the red ink over learners' work only adds to their anxiety and frustration.
- Experienced teachers should use their knowledge to show what should be done to develop the writing skill.
- Inspectors of education ought to give training courses on the methodology of teaching the writing skill.

General conclusion

The prohibition and use of mother tongue have come and gone throughout history. Some scholars encourage its use and claimed that it is a facilitating tool for learning the target language and no one can ignore its important role. According to them, the use of the L1 makes the task more manageable and may have beneficial effects on the learners' writings. Whereas, other scholars ban and forbid the use of L1 when learning an L2. They argue that it builds a barrier in learning a target language. They do insist on teaching English through English because learners are not slaves to their L1 in learning L2. The result is that, encouraging or banning the use of L1 when writing in L2 will last everywhere as long as we teach a target language.

Throughout this research, we have been investigating the effect of L1 interference on foreign language learners writing skill and its effect especially in the pre-writing activities and the main purpose of the work of this work is to highlight the importance of the pre-writing strategies in enhancing EFL students' written production. Therefore, we investigated the students' and teachers' perceptions to words the benefits that pre-writing activities in general provide for foreign learners to improve their writing level. Hence, we aims through, this research to test our hypothesis that if learners decrease the use of L1, their writing skill will be improved, the use of the pre-writing activities will of course help in doing so.

The dissertation was divided into two main chapters: a theoretical chapter and a practical one. The first chapter comprises two sections; the first section begins by identifying the writing skill and presenting the different approaches to teaching writing. In addition, we illustrate the relationship of writing and other skills: the importance of writing and its problems. Concerning the second section, we have identified L1 interference and pre-writing activities and how L1 has bad effects on learning a second language. Moreover, we tried to insist the importance of the process writing and its stages in producing a piece of writing. By the end of this section, a variety of pre-writing activities are suggested to be used in EFL's classrooms. With the help of the data gathering tools, we achieved the finding of the research study, the teachers' questionnaire and the students' one. The result obtained from both questionnaires proves that the students are struggling with to use or not to use the mother tongue when writing. The findings also show the importance of using pre-writing activities to facilitate the task for

their learners and help them to improve their writing through the pre-writing discussions where the use of L2 is preferred.

Finally, the controversy of using or banning L1 in the L2 classroom will continue as long as teaching English exists in non –native speakers of that language. The present study remains an attempt to investigate the vital role of the use of using L2 in the pre-writing activities.

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Appendices

Appendix I

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of the research work which investigates the effect of L1 interference on foreign language learners' writing skill. The aim of this collecting data tool is to identify and analyse that data . Your answers will be of a great help to be able to suggest some strategies to enable the learners and encite them to use L2 to improve their writing skill , this questionnaire is administrated to teachers from two different schools .

Thank you for your cooperation

Miss Rais Sabah

Please tick () the corresponding box or give a complete answer

Section One : Background Information

1. Gender : male female
2. Degree (s) held BA(license) Master
3. Work experience :number of year

Section two: The Writing Skill

1. Would you please rank the following skills according to their difficulty?

a- speaking

b-listening

c-reading

d-writing

2. Do your learners achieve a satisfactory level in mastering the writing skill?

a. Yes

b. No

-Would you explain, please?

.....
.....
.....
.....

3. Do you think that the time given to teach the writing skill is sufficient?

a. Yes

b. No

-Would you explain, please ?

.....
.....
.....
.....

4. Do outnumbered classes affect the learners' written performances ?

a. Yes

b. No

-Would you explain, in both cases, please?

.....
.....
.....
.....

5. Is the level of your students in writing

a. Weak

b. Adequate

a. Fairly good

b. Good

6. According to you, good writing means :

- a. Good idea
- b. Specific vocabulary
- c. Correct grammar
- d. Spelling and punctuation
- a. Clarity /coherence/cohesion
- a. All of them

7. Do you use special pre-writing activities?

- a. Yes
- b. No

-Would you state some of them, please?

.....
.....
.....

Section Three : Language Transfer

1- Do you think the mistakes that the students make are because of the influence of their mother tongue?

- A. Yes
- b. No

-If yes, why?

.....
.....
.....
.....

2-Do you use the mother tongue when teaching in your classrooms?

a.Yes

b.No

-Why?

.....
.....
.....
.....

3-Do you use pre-writing strategies to facilitate the task and help your learners to achieve a better performance in writing in English?

a.Yes

b.No

-If yes, give examples

.....
.....
.....
.....

Section four: The teachers' difficulties in teaching

1-What are the difficulties that teachers face when teaching writing?

.....
.....
.....
.....

2-Are you with or against the use of L1 when writing in L2?

.....
.....
.....
.....

3-What do you suggest to improve the students' level in their writing in L2?

.....
.....
.....
.....

4-Please, feel free to add any comments .

.....
.....
.....
.....

Thank you for your cooperatoin

Appendix II

Students' questionnaire

Dear students

The current questionnaire serves as data collecting tool from a research about The Effect of L1 Interference on Foreign language Learners' Writing Skill, It aims at investigating the negative transfer of L1 when writing in I2 as a part of Master's degree. You are kindly requested to fill in this questionnaire.

Please! Answer the questions by ticking in the appropriate box or provide full answers when necessary.

You are kindly thanked for your contributions.

Miss. Rais Sabah

Please tick the corresponding box or give a complete answer.

1. Age:

2. Gender: Male Female

3. Stream:

Scientific Literary

Economical Maths

4. Is your level in writing

Excellent

Good

fairly good

bad

5. How do you find writing ?

Very difficult

Difficult easy

Very easy

6. Does the mother tongue influence your performance in writing?

Yes

No

7. Do you see any relationship between writing in Arabic and writing in English?

Yes

No

Would you explain how, please?

.....

.....

.....

8. Which language do you prefer your teacher uses in pre-writing?

Arabic

English

9. Do you plan before you start writing?

Yes

No

10. Do you use bilingual or monolingual dictionaries?

Bilingual

Monolingual

11. Do you stop, read and revise what you have written?

Yes

No

Why?.....
.....
.....

12. Do you read books, magazines stories in English language?

Yes

No

13. What are your problems when writing?

.....
.....
.....

Appendix III

A long time ago there was an elderly lady living in a cottage in the forest with her granddaughter. She was very optimistic and pretty. She has beautiful black eyes and a long hair with small nose and mouth. But she was short and slim and loved her granddaughter because she is very faithful and kind. She was beautiful young girl with blue eyes and small mouth. She has a long hair like her grandmother. She was tall and slim too because they were beehive. One day a young horseman stopped in the forest and called for a help. Then the elderly lady goes out her cottage and asked him what he wanted. He told her that he is thirsty and wanted some water and food. She called her granddaughter to bring him some water suddenly. She went out and saw a strange young man. She gave him water and staying looking him then she entered to the cottage. After a moment the elderly lady let the horseman in. She told him that she very believe and didn't have food. The horseman gave

to the elderly lady a lot of money. The granddaughter asked him who he was? and where did he come from? He told her that he King of Town in the north and he rode in the town to find a strong Queen to go with him to his Kingdom and live with him the royal life. The elderly lady convinced her and she agreed. The horseman took the granddaughter and her grandmother and returned to his Kingdom. He was a King and the horseman it was just his name to find a Queen.

Senahi
Melbarha
1AL1

Home work .. was story

The grand mother is live in the cottage with granddaughter. The grand mother had the teeth artificiality and long hair white colour and skin Brunet and eyes gray colour. She has granddaughter beautiful girl she is long taller and short hair brown light, cheeks pink colour, white skin. They have the cottage small brown colour behind the cottage Agricultural products, his horseman coming in the cottage because he want water and he is beautiful than ~~your~~ granddaughter in the forest after back.

The young like in granddaughter. Finally, the young said "I want married you, are you accept", then the girl will red colour and said: "Yes, I accept".

Along time ago there was an elderly lady living in a cottage in the forest with her granddaughter. She was very evil and fanatic, but she has a beautiful green eyes with small mouth and nose. The granddaughter was a servant in the cottage. She was a great young girl and very shy, she was tall and slim. She has a long fair hair with blue eyes and small mouth. One day the granddaughter go to get some water from the hole then she was saw strong young man drink some water, she call him to help her, then he go with her to the cottage when the elderly lady saw her, the young girl talked trimming from her grand mother, and the next time the same man saw the granddaughter and asked her why the grand mother strike her. She said that she servant, and she decided to flow. He said that he want to living with her. She agree and go with him. The elderly lady died because she don't found a servant.

Definitely
I am
4/22/21

One day a young horseman stopped at the cottage where he came from another village it was a tourist and did not know the way back where he met the granddaughter has brown eyes and black hair. He told his history, and she aid him the way back.

In the first a long day to go
they was to have a young fair
man stopped at the cottage he was
like a real and strange man and Colidge
he was a man least on the first he was
come from the city. he stopped because
he was thirsty, when he saw the
granddaughter he liked her so he
threw he married for her.

ملخص

تهدف الدراسة الحالية إلى معرفة ما مدى تأثير اللغة الأم على مهارة الكتابة لدى متعلمي اللغة الأجنبية. معظم الطلاب يميلون إلى التفكير باللغة العربية عندما يكتبون باللغة الانجليزية , وبالتالي فان لغتهم الانجليزية تبدو غريبة و مليئة بالأخطاء, يتم التركيز على تقنيات ما قبل الكتابة و استراتيجيات لتجنب والحد من استخدام اللغة الأم عند الكتابة باللغة الانجليزية لذلك فإننا نفترض أن ضعف الكتابة يكمن في تأثير النقل السلبي للغة الأم ولهذا وجب الحد من استعمال اللغة الأم حتى يتم تحسين مهارة الكتابة الخاصة باللغة الانجليزية طوال هذه الدراسة قمنا بتصميم استبيان الذي تم إدارته لعينة من ا لطلاب السنة الثانية ثانوي من ثانوية مكي مني ببسكرة و تتمثل في 45 طالب كما أجرينا استبيان آخر مع عشرة أساتذة من ثانويتين مختلفتين ساعدوا بالتأكد بوجهات نظرهم و خبراتهم في إثراء الكتابة لدى الطلاب. وبعد تحليل البيانات والنتائج التي تم جمعها من الاستبيانين وصلنا لتأكيد فرضية هذه الدراسة حيث أكد غالبية المشاركين أن استخدام اللغة الأجنبية كان أكثر فعالية وانه يتوجب استعمال التقنيات المساعدة على مهارة الكتابة. وان تعلم اللغة الانجليزية لا بد من أن ينطلق من استعمال اللغة الأجنبية لا من استعمال اللغة الأم . وفي الأخير تم اقتراح مجموعة من التوصيات لكل من الطلبة و الأساتذة قصد تطوير مهارة توظيف الكتابة في اللغة الأجنبية.