



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
MAICHE Nahla

On: Monday, 24 June 2019

THE EFFECT OF LANGUAGE TRANSFER ON EFL LEARNERS' WRITTEN PRODUCTION

**A Case study of second year LMD Students at Mohamed Kheider
University of Biskra**

Board of Examiners:

Dr. LAALA Youcef	Biskra	supervisor
Dr. SLIMANI Said	Biskra	president
Mrs. MESSAIBI Samira	Biskra	Examiner

Academic Year: 2018-2019

Dedication

We dedicate this work to my father Layachi & my mother

Saoudi Farida for their ultimate support

To my dear brothers Imadeddin, Islam and Youcef

To my uncles, and all our relatives

To those who were a means of help in a way or another...

And to all those who are precious parts of our lives

Acknowledgement

All praises go to ALLAH the Almighty by whose grace we patiently accomplished this work.

I would like to express my thanks and deepest appreciation for my supervisor, **Dr LAALA Youcef**, for his wonderful and insightful comments and suggestions. Also for his assistance to complete this research.

I would like to display my profound thanks to the members of the jury, **Dr. SLIMANI Said** and **Mrs. MESSAIBI Samira** for their acceptance to evaluate and polish this work.

I acknowledge the contribution of **Mrs. BENIDIR Samira** who provided me with her students' written production.

I am likewise immensely grateful to all teachers who have taught me at Biskra University.

Special, deepest and countless gratitude go for **Mr. BENAMAR Abdel aziz** for his great aid and support.

Last not the least, we humbly and gratefully acknowledge the continual, enduring love and emotional support given by my parents.

Thank you

ABSTRACT

The aim of this study is to highlight the theoretical background of language transfer and to examine its impacts on writing performance of English learners in Algeria to figure out the reasons that lie behind this phenomenon. Language transfer has an immense influence on all subsystem of the second language acquisition. It seems that the language transfer of L1 is deemed to be an unavoidable reality in the process of L2 learning in a way that it affects the learner's productive skills namely, the ones related to writing. Therefore, it is crucial to point out that second year students' mother tongue at Biskra university affect their writing production in which they commit various errors and mistakes namely grammatical, syntactic, lexical, and semantic errors. In this research, we hypothesize that the most common errors and mistakes which are made by second year students are due the negative transfer from L1 to L2. In this respect, the purpose of the present study is to bring together the evidence on possible cross-linguistic transfer manifested in learners' written productions, and how students reflect and achieve better performances in writing. In order to confirm or reject the hypothesis, we adopt a descriptive study and we opt to use a mixed method approach through relying on three main tools. Data were gathered via two questionnaires administered to 30 students and 06 teachers of written expression module at The English Department. In addition, a selected sample of 15 paragraphs was written by second year students to be analyzed to expose the main common errors types. The results revealed significant evidences that most of the students commit different errors owing to their mother tongue interference on L2 as well as some intralingual errors which are caused by the language itself.

Key words: language transfer, cross-linguistic transfer, first language, second language acquisition, mother tongue, intralingual errors.

List of abbreviations

EFL: English Foreign Learner

L1: Mother Tongue, Native Language or First Language (Arabic in this Study).

L2: Second Language, or Foreign Language (English in this Study).

TG: Target Language

ELA: English Language Acquisition

IL: Interlingual / Interlingual

EA: Error Analysis

CA: Contrastive Analysis

List of figures

Figure 1.1: differences and similarities between writing and speaking	11
--	----

List of tables

Table 1.1: Reading and Writing Connection.....	12
Table 1.2: differences between the process & the product approach.....	16
Table 2.1: The differences between error and mistake.....	36
Table 2.2: Classification of errors.....	39
Table 2.3: Categories of errors.....	41
Table 3.1: Teachers' experience in the teaching field.....	47
Table 3.2: Effective writing approaches.....	47
Table 3.3: The use of mother tongue by EFL teachers.....	47
Table 3.4: The necessity of L1 use in EFL classes.....	48
Table 3.5: Students' level evaluation in writing.....	48
Table 3.6: Frequency of giving writing assignments.....	49
Table 3.7: Teachers' feedback.....	49
Table 3.8: Common mistakes in students' writings.....	49
Table 3.9: Possible reasons behind students' poor writing.....	50
Table 3.10: L1 interference impact on students' writing in L2.....	50
Table 3.11: Frequency of Interference evidences in learners' writings.....	50
Table 3.12: Types of interference.....	51
Table 3.13: Necessity of students' awareness of the L1 and L2 systematic differences.....	51
Table 3.14: Students' experience in learning English as a foreign language.....	52
Table 3.15: Languages that have been introduced to Students' before studying English.....	52
Table 3.16: Students' interest towards written expression module.....	52

Table 3.17: Students' self-assessments of their level in writing.....	54
Table 3.18: Most important elements for students during writing	54
Table 3.19: writing frequency in written expression session.....	55
Table 3.20: The time allocated to written expression session.....	55
Table 3.21: referring back to mother tongue during writing.....	55
Table 3.22: techniques used by students while referring back to their L1.....	56
Table 3.23: necessity of using dictionary while writing.....	56
Table 3.24: type of dictionaries used by students.....	57
Table 3.25: the influence of mother tongue on students' writing.....	57
Table 3.26: the best ways to lessen L1 interference.....	58
Table 3.27: the teachers' feedback on students' piece of writing.....	58
Table 3.28: analysis of errors produced by Algerian EFL students.....	59

List of Contents

Dedication	II
Acknowledgements	III
Abstract	IV
List of Abbreviations	V
List of Tables	VI
Table of contents	VII

General Introduction

Introduction	1
1. Statement of the Problem.....	2
2. Research Questions.....	2
3. Research Hypotheses.....	3
4. Aims of the Study	3
5. Methodology	3
5.1 Nature of the Study	3
5.2 Population and Sampling.....	3
5.3 Data Collection Tools.....	3
6. Structure of the Study.....	4
7. Limitations of the study	4

Chapter One: The Writing Skill and the Language Transfer

Part One: The Writing Skill

Introduction	8
1.1 Definition of Writing.....	8
1.2 Writing and Other Language Skills.....	9
1.2.1 Writing and the Speaking Skills.....	10

1.2.2 Writing versus Reading.....	11
1.3 Approaches of writing.....	12
1.3.1 The Product Approach.....	13
1.3.2 The Process Approach.....	14
1.3.2.1 Pre-writing	14
1.3.2.2 Drafting	15
1.3.2.3 Revising	16
1.3.2.4 Editing	16
1.3.2.5 Publishing.....	16
1.3.3 The Genre Approach.....	17
1.4 Use of L1 Context in L2 Writing.....	17
1.5 Writing Difficulties.....	19
1.6 Writing Problems.....	22
1.6.1 Causes of Writing Problems.....	22
1.6.1.1 Lack of Reading.....	22
1.6.1.2 Influence of First Language on Writing in English.....	23
1.6.1.3 Lack of Adequate Technique to Teach Writing.....	23
1.6.1.4 Lack of Motivation to Write (Internal Motivation).....	24
1.6.1.5 Teacher as a Source of Demotivation (External Motivation).....	25
Conclusion.....	25
 Part Two: The Language transfer	
Introduction.....	27
2.1 Historical Overview.....	27
2.2 The Concept of Transfer.....	28
2.2.1 Behaviorist view of Transfer.....	28
2.2.2 Mentalist view of Transfer.....	29
2.2.3 Cognitive view of Transfer.....	29
2.3 Language Interference and Transfer.....	30
2.3.1 Positive Transfer; Negative Transfer.....	31

2.4 Mechanism Leading to Negative Transfer.....	31
2.4.1 Aspect of Language Transfer.....	32
2.4.2 Aspect of Psychology.....	32
2.4.3 Aspect of the Relationship between Language and Culture.....	33
2.5 Levels of Transfer.....	33
2.5.1 Phonological.....	33
2.5.2 Lexical.....	33
2.5.3 Grammatical.....	34
2.6 Approaches to Language Transfer.....	34
2.6.1 Contrastive Analysis.....	34
2.6.2 Errors Analysis.....	36
2.6.2.1 Errors Definition.....	36
2.6.2.2 Errors vs. Mistakes.....	36
2.6.2.3 Sources of Errors.....	37
2.6.2.3.1 Interlingual.....	37
2.6.2.3.2 Intralingual.....	38
2.6.2.4 Classification of Errors.....	38
2.6.2.5 Categories of Errors.....	39
Conclusion.....	41

Chapter Two: Field Work and Data Analysis

Introduction.....	44
3.1 Methodology.....	44
3.1.1 Nature of the Study.....	44
3.1.2 Population and Sampling	44
3.1.3 Research Instruments.....	45
3.1.3.1 Piloting Study.....	45
3.1.3.2 Administration of the Final Questionnaire.....	45
3.2 Description of the Tools.....	46

3.2.1 Teachers' Questionnaire	46
3.2.2 Students' Questionnaire.....	46
3.2.3 Students' short paragraphs	46
3.3 Data analysis	47
3.3.1 Analysis of Teachers' Questionnaire	47
3.3.2 Analysis of Students' Questionnaire.....	52
3.3.3 Analysis of Students' short paragraphs.....	58
3.4 Discussion of the Results	64
3.4.1 Teachers' Questionnaire	64
3.4.2 Students' Questionnaire.....	65
3.4.3 Students' Short Paragraphs.....	65
3.5 discussion of the findings.....	66
Conclusion.....	67
General conclusion.....	68
Pedagogical Implications.....	69
Recommendations.....	70
List of references	73
Appendices.....	79

الملخص

General Introduction

Learning a foreign language is a growing need for many people with different objectives in this age of globalization. EFL learners tend to express themselves best in L2 though they encounter challenges of avoiding falling in the trap of thinking and relying on their mother tongue language.

Since Algerians' native language is Arabic, which is by no means similar to English, that is; the majority, if not all, of learners come across countless obstacles in learning this foreign language. These obstacles are by means of cross-linguistic influence which can be categorized into two types; negative transfer which stems from differences between first language and target language and positive transfer which result from similarities between two languages in contrast. In this respect, it is a major phenomenon in a way that it affects the learner's productive skills such as writing. The latter is a complex process for English as foreign language learners; thus, it is not surprising that errors in writing are found as an unavoidable part of EFL student writing. Owing to the difficulty L2 students encounter when they carry the burden of learning English and writing at the same time, students often commit errors occurring as an inevitable part of EFL student writing. The amount of errors made by students can be used to measure the language performance of learners.

Therefore, it is our concern, within this research paper, to highlight the theoretical background of language transfer to investigate whether the cause of low achievement of the EFL learner's written production refers to the interference of their mother tongue or not. This study examines how first language comes to affect the learners' outcomes while they tend to write in English. Also, this research paper explores the different types of errors in students' writing production in order to check whether or not they are influenced by their mother tongue as well as the most common reasons behind language transfer of L1 on L2.

1. Statement of the Problem

Language transfer affects the learners' performances either positively or negatively. It is clearly manifested in Grammar usage, vocabulary, speaking and writing skills. The latter has been found to be the most difficult for EFL learners to master, especially when it comes to making errors and mistakes mostly at the level of second year at Biskra University. We choose second year level since students start to write paragraphs tackling different topics at that level, and surely they face a lot of problems in terms of writing.

Despite the attention which is given to writing as an important skill in English language, writing is still perceived to be the hardest skill to acquire. In particular, Many learners show some sort of weaknesses when they tend to write. That is, they sorely struggle to step beyond their writing problems and, yet, they fail because they are unaware of the attachment and commitment to their mother tongue's systems, mechanisms of thinking as well as their cultural backgrounds which they often use as a reference.

It is clear that the reason behind this problematic issue of writing in foreign language refers to the learner's strong connection to their native language interference. Within this paper, the case taken into consideration is the effects of first language on English, mainly, on written production. For instance (articles, prepositions, spelling mistakes...). Therefore, our ultimate objective is to give at least an effective way that can help both teachers and learners for identifying the most common mistakes to improve writing proficiency and make it more efficient.

2. Research Questions

This research seeks to answer the following questions:

RQ1: Is first language interference the main cause for errors in the learners' English writing?

RQ2: What are the most common errors students make when writing in the second language?

RQ3: is there any solution to avoid this problematic issue or it is a step that contributes in learning a second language?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypothesis:

By reason of the clear systematic difference between English and first language, there is a high probability for negative/positive transfer to occur due to the fact that learners find themselves relying much more on their mother tongue in order to cope up with the new linguistic system. Therefore, the transfer has a visible influence on learners' writing skill that can affect their overall learning process.

4. Aims of the Study

- 1-** The study overall aim is to describe and find out the extent of the linguistic interference.
- 2-** To examine how first language comes to affect the learners' outcomes while they are asked to write in English.
- 3-** To examine the errors made by the learners and identifies their nature.
- 4-** It investigates if the first language interference is the main cause that makes learner to fall in the trap of committing errors in written production.

This study is very important for the teacher to help the learners predict their errors before committing them. Thus, the study specific aim is to find out the effective ways which the teacher can use in class to improve the learners' writing skills considering language transfer from L1 to L2 has a great educational value.

5. Methodology

5.1 Nature of the Study

Regarding the nature of our study, a descriptive study will be conducted to verify and investigate the influence of mother tongue on second language writing. In addition, the current study will depend on a mixed method approach in order to answer the research questions and to confirm or reject the proposed hypothesis.

5.2 Population and Sampling

In order to obtain more consistent information about the topic that we are developing in this research as to the problem of the writing skill, thirty students (30) were randomly chosen and asked to answer a questionnaire that is designed to meet the purpose of this study. This population belongs to second year LMD (372) at Mohammed Khider University. The sample

also consisted of other six (06) teachers of English from the department from the whole population of written expression's teachers which are (17 teachers).

5.3 data collection tools

In order to answer the research questions and to confirm or reject the hypothesis, we choose three data collection tools which are teachers and students' questionnaires and corpus analysis of second year students

5.3.1 Teachers and Student's Questionnaires

A semi-structured questionnaires was directed for both; teachers of written expression to gain more insight about the topic of this study and for students from second year at Biskra University. We opted to use questionnaire because it is a useful tool to gain more understandings, which in turn, could contribute and help us to answer the raised questions.

5.3.2 Corpus Analysis

A corpus analysis was crucial to address the students' errors that is resulting from L1 influence. We opted for this tool in order to confirm the results of the analysis of the teachers' and students' questionnaire and collect accurate data about this phenomenon.

6. Structure of the Study

The present research is composed basically of two chapters. The first chapter, a descriptive one, is made up of two parts devoted to the review of related literature. The first one was devoted for the theoretical background about the writing skill. The second part focuses on the concept of language transfer and its effects on the acquisition of writing system for Algerian students of English as a second language. The second chapter, an empirical one, is also composed of two parts devoted to the description of the research methods and procedures used and the analysis of the results obtained from the teachers' and students' questionnaire and the analysis of the students' paragraphs.

7. Limitations of the Study

The present research attempted to investigate the impact of L1 interference on L2 writing. We faced some difficulties that prevented us in getting data that are more adequate. For instance, the distribution process of the questionnaires were accomplished with some hurdles since Algerian universities have witnessed a lot of strikes due to the case of current situation of Algeria. As a results, the time was not enough for us.

GENERAL INTRODUCTION

The results of this case study cannot be generalized on English language learners because this study was conducted on a limited number of students. In other words, this case of study might not be comprehensive as following:

- The sample of the study is limited to six 06 teachers of written expression module and 30 students from second year.
- The study of paragraph analysis is limited to fifteen 15 students' short paragraphs.

Chapter One:

The Writing Skill and the Language

Transfer

Part One: The Writing Skill

Introduction	8
1.1 Definition of Writing.....	8
1.2 Writing and Other Language Skills.....	9
1.2.1 Writing and the Speaking Skills.....	10
1.2.2 Writing versus Reading.....	11
1.3 Approaches of writing.....	12
1.3.1 The Product Approach.....	13
1.3.2 The Process Approach.....	14
1.3.2.1 Pre-writing	14
1.3.2.2 Drafting	15
1.3.2.3 Revising	16
1.3.2.4 Editing	16
1.3.2.5 Publishing.....	16
1.3.3 The Genre Approach.....	17
1.4 Use of L1 Context in L2 Writing.....	17
1.5 Writing Difficulties.....	19
1.6 Writing Problems.....	22
1.6.1 Causes of Writing Problems.....	22
1.6.1.1 Lack of Reading.....	22
1.6.1.2 Influence of First Language on Writing in English.....	23
1.6.1.3 Lack of Adequate Technique to Teach Writing.....	23
1.6.1.4 Lack of Motivation to Write (Internal Motivation).....	24
1.6.1.5 Teacher as a Source of Demotivation (External Motivation).....	25
Conclusion	25

Introduction

It is frequently stated that foreign language teaching and learning process is based on four language skills which can be grouped as receptive skills that are listening, reading and productive skills that are writing and speaking skills. Therefore, writing skill is considered to be as one of the most challenging and complex skill to master for students. Although it has been seen as a practice area for the development of sub-skills such as grammar and vocabulary.

This part tries to present an overview about writing skill, starting with the nature and some different definitions of writing as well as writing's connection with other skills such as speaking and reading. Then, we will discuss its various approaches and processes. Also, it comprises the use of L1 context in L2 writing. More interestingly, we will shed some light on the writing difficulties, and then we will enumerate the causes of writing problems that learners should take it into account in order to avoid these problems.

1.1 Definition of Writing

Writing is a skill that fulfils crucial roles in teaching languages. It is also a form of expression and communication which enables learners to communicate ideas, feeling, and different attitudes in different mode. In fact, it is difficult to give only one definition to writing because up till now still there is a discussion by many researches about this skill. The purpose behind this research is to see what the researchers said about it in order to give a clear and exact definition to writing skill. Laadjal (2015, p.7) states in her thesis that the term writing can be defined as a set of symbols or as an activity. Consequently, the term of writing skill is defined from different perspective.

Judging by our previous information, writing can be defined as a way of communication that uses graphic symbols. In this respect, Schmandt-Besserat and Erard (2008, p. 7) delineates it as “a system of graphic marks that represent the units of a specific language. The units to be represented are a function of the structure of the language, the needs and traditions of the society that uses that system, and the capabilities of the human brain”. Another definition which is given by Hyland (2003, p. 3), he defines it as “marks on page or a screen, coherent arrangement of words, clauses, and sentences structured according to a system of rules». Crystal (2006, p.257) also specifies that: “writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression. Byrne mentions also that writing is “The act of forming these symbols: making

marks on a flat surface of some kind” (1991, cited in Azzioui, 2009, p. 4). We notice that these different definitions dealt with the same idea which is that writing contains a set of graphic symbols related and arranged according to certain linguistic rules to combine words, phrases, and clauses.

Another definition which is focused on the idea that writing is not only a set of symbols but also as an activity at the same time. Obviously, writing is more than the graphic symbols which appear in papers and screens as Hyland said in his definition. That is to say, it focuses more on the function of the term writing (why writing is used) rather than on the form (how writing looks like). (Laadjal.2015). In this respect, Brown (2001) defines writing as major theme in the field of ESL writing which is the composing process claiming that writing is often the result of thinking, drafting and revising which requires specific skills. The outcomes of this writing process produced writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use the different connectors and rhetorical conventions cohesively in a written text, how to revise, how to edit the text, and how to produce a final product. (Cited in Azzioui, 2009)

Coulmas provides the following definition:

Writing systems are a set of visible or tactile signs used to represent unites of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system. (1999, p. 560)

According to the previously mentioned definitions, we have seen that writing has been differently defined by many scholars. The first view defined writing as a set of symbols and conventions; whereas, the second view is the one that considered writing as an activity rather than as a set of symbols i.e. it focuses more on its purpose and its function.

1.2 Writing and Other Language Skills

The four foundational skills of language reading, writing, speaking and listening are interrelated and interactive in real communication. This absolutely means one skill completes the other skill, i.e. when the learner is reading / listening something, he is consuming a language that will be produced in a written or oral form.

1.2.1 Writing and Speaking Skills

It is believed that speaking and writing are grouped as productive skills. That is to say, both of them enable language user to express their ideas and communicate them to others, that is why Harmer (1991, p.16) declares “speaking and writing involve language production and therefore referred to as productive skill”. But, even if they are belonging to the same category, they are so different. In this respect, O’Grady et al. (1996, p. 591) argues:

Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not.

Another definition which is given by Raimes (1994, p. 14) as cited in (Sid. 2016) who shares the same viewpoint and argues “we learn to speak our first language without any instruction, while most people are taught how to write in their L1, given the complexity writing represents for them”. This absolutely means that learning to write is totally different from learning to speak in that all children speak and comprehend their native language without any training; i.e., learning to speak happens naturally, but learning to write has to be taught, and it is usually related to school.

There is another difference concerning the lexical density in which Halliday (1989) claimed and focused on the features that tend to differentiate between speech and writing. By lexical density, he is referring “to the proportion of structure words (articles, pronouns, modal and auxiliary verbs) to content word (an open category by which is meant that addition can be made), which means that information is more densely complex into writing than into speaking” (cited in Harris, 1993, p.6). Barton (2007, p.89) shares another difference concerning the organization and language use, he says “accompanied by hesitations, errors, pauses, false starts and redundancy; there are paralinguistic features like voice quality, and kinetic features like gesture and body language”. However, spelling and grammatical mistakes in writing are seriously judged”. In that respect, Azzioui (2016, p.16) agrees the above definition and says:

That written texts have a specific construction that writers should stick; a sentence in English, for example, should have at least a subject and a predicate which are clearly stated; however, in speech, one word or incomplete sentence that contains grammatical mistakes can communicate our message successfully.

Despite these differences, writing and speaking are also interrelated and complete each other. These two skills are productive skills that need a considerable competence to perform appropriately in communication. That is to say, if a learner acquired adequate linguistic competence of the language, stock of vocabulary, a reasonable understanding of language grammar, and pragmatics, he/ she can generate sentences in the two forms oral and written easily. Zhu (1997) states that Speaking and writing are interrelated and cause positive transfer of each other. First, speaking activates writing in an indirect way. Improvement of writing does not depend on the development of writing skills only, but oral acquisition of language also can help the improvement of writing.

Graves (1983, p. 162) claims “writing and speaking are different but writing without an understanding of its roots in speech, is nothing.” In fact, speech and writing draw on the same underlying grammatical system, but in general they encode meanings in different ways depending on what they wish to represent.

Chengyu (2018) lists some points in which he explained that writing and speaking are connected to each other.

- More speaking enables the students to be more familiar with the linguistic material, that is, what is used often in speaking will be used fluently in writing.
- More speaking can speed up writing, which is, the speakers should have quick thinking and fast response. Therefore more speaking is useful for writing because it can develop the ability to use language.
- More writing will be useful in developing the ability to speak more appropriately and enhance the students’ ability of wording and phrasing, using language appropriately, expressing themselves logically and composing properly.

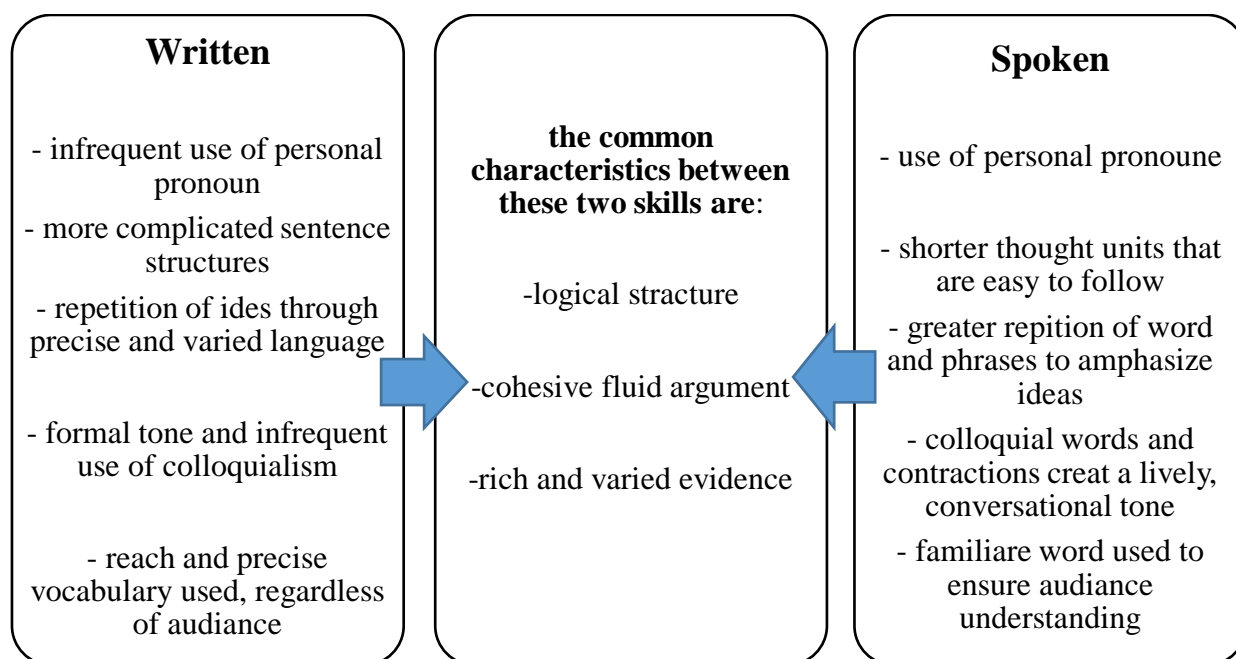


Figure 1.1 differences and similarities between writing and speaking

As previously seen, we realize that writing and speaking are actually two different ways of using language and at the same time they are related to each other. Thus, we can conclude that in order to make a distinction between them, we have to take into account their communicative purposes and circumstances.

1.2.2 Writing versus Reading

Writing and reading are two varied skills in a way that writing is a productive skill; whereas, reading is a receptive one. However, the two skills are complementary parts in the written communication system that are having a close relationship in a way that one skill influence the other.

As Stotsky (1983) indicates “better writers tend to be better readers, which better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers”. This means when students read extensively, they become better writers because reading provides prior knowledge, ideas and information that help students reach their language, deepen and widen their ideas and content. Moreover, Reid (1994) affirms that reading skill includes the ability to become more familiar with vocabulary, idiom and expression of language that help the development of writing.

In addition, both writing and reading are essential tools in the process of communication. Azzoui (2016, p.18) gives a clear explanation to the idea that is mentioned before, he says:

Writing-reading relationship is mainly based on communication in that when a writer writes, he is communicating his thoughts, ideas and opinions through this medium. So, the writer needs to make sure that his message is clear and understood by the reader. So, to develop the communicative skill, one needs both writing and reading abilities.

Another definition that is defined by Chengyu (2018), writing and reading are connected to each other depending on many factors among them.

- ☞ **Both reading and writing depend on schematic knowledge:** Writers and readers use similar kinds of knowledge about language, knowledge about content, knowledge about genre conventions, knowledge about organization and structure which can strengthen a writer's ability to read and a reader's ability to write.
- ☞ **Depend on the psychological perspective:** "Reading and writing share the same cognitive process of human beings' thinking." (Kucer, 1987) When reading and writing, people use schematic knowledge stored in their mind.
- ☞ **Depend on the textual knowledge:** it used in writing in order to enhances reading comprehension. While writing, people always pay special attention to the sense development and relations between parts and whole, parts and parts as well as between elements of each part. This kind of textual knowledge used in writing will lead to faster, more accurate and more effective reading.

More interestingly, the influence of reading on writing abilities determines a direct correlation between reading and writing because it is explained that many studies and others indicate a positive relationship between good reading habits and a demonstrable ability to compose fluent, meaningful, and grammatically accurate text". In that respect, Stotsky (1983, in Eisterhold, 1990, p. 88) as cited in Azzioui (2016) surveys first language Co-relational studies and found the following:

- ✓ There are correlations between reading achievement and writing ability. Better writers tend to be better readers.
- ✓ There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers.

- ✓ There seems to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

Manzo and Manzo (1995, p. 113) as cited in Sid (2016) describes the relationships between reading and writing as an interrelated treatment; they call this connection the "Two-way relationship between reading and writing" as it is illustrated in the following table:

Reading to write	Writing to read
1-Reading increases the knowledge individuals have to write about.	1-Understanding of subjects, making subsequent reading easier.
2-Reading instills knowledge of linguistic pattern and form.	2-Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension.
3-Reading builds vocabulary and familiarity with writer craft	3-Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

Table 1.1 Reading and Writing Connection (Manzo & Manzo, 1995, p. 113)

According to what mentioned before, we conclude that writing and reading are linked together and influence each other. Reading enhance the development of English writing skills and vice versa; thus, we notice that low achievement in written productions of second year students at Biskra University lead us to realize that one of the source of the problems or errors that occurs when learner tends to write is the lack of reading. Therefore, the teacher should design effective programs and teach courses which help improve their students’ reading and writing abilities.

1.3 Approaches of Writing

Three main approaches to teaching writing have been advocated and used in the past few decades of English language teaching. In fact, there is a distinctive evolutionary development of these models and approaches which are the product approach, the process approach and the genre approach.

1.3.1 The Product Approach

The product approach is a significant one for teaching writing that still lingers today in some educational contexts. It emerged in 1960s and it is described as “reductive formalism of traditional composition”. Azzioui (2016) states that it focuses on the final product of students writing and interests in imitating model texts that help students learn the features of texts.

According to McDonough & Show (1993, p. 43) as cited in (Benyahia. 2016) this approach “is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar”. Nunan (1989, p. 36) affirms that in the product approach teachers will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on. Badger and White (2000, p.153), argues that an explicit description of product approaches is the one presented by Pincas (1982a), who sees “writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices”.

Another description of the product approach has been proposed by Richards (2003) who argues that since the focus is on the study of model text in order to make students aware of text features, he suggested four basic stages which are as following:

1. **Familiarization:** Learners are taught certain grammar and vocabulary usually through a text.
2. **Controlled writing:** Learners manipulate fixed patterns, often from substitution tables.
3. **Guided writing:** Learners imitate model texts.
4. **Free writing:** Learners use the patterns they have developed to write an essay, letter, and so forth.

1.3.2 The Process Approach

The process approach, was proposed in the 1980s as an alternative, comes as reaction to the product approach. In the early years of this approach, researchers such as Murray (1972) affirmed that for pupils to acquire the ability to write well, teachers must initiate pupils into the processes that writers go through because as Nunan (1991) explains “no text can be perfect”, certainly not at one go. (as cited in Swandi and Netto-Shek. 2017).

According to this approach, teachers should focus on what students need to experience rather than what they need to know. Moreover, teachers and students work together in a collaborative fashion in order to make a meaning. This approach is considered to be very essential for learners. Harmer (2004, p. 86) affirms that without going through the different steps of the writing process approach (planning, drafting, revising and editing), students will not be good writers. Hoffman and Jenifer (2011) see:

To help learners become successful writers and encourage them to develop good writing skills, teachers and learners have to fully understand the stages of the composing process and the common difficulties that even good writers can get stuck. (p. 56)

Azzioui (2016) confirms the above quotation by saying that if students do not know how to go through these different stages, they would face some writing problems as transforming thoughts into written communication. Therefore, we notice that the number of steps differs from one scholar to another; however, it is generally assumed that the composing process made up of five stages.

1.3.2.1 Pre-Writing

The pre- writing stage is also known as brainstorming stage, and it is the preliminary stage in the process of writing. This means that the writer generates and gathers information about what he wants to write without paying attention to organization and correctness. The writer also should ask himself questions about the topic, such as: 'What do I want to write about?', 'What do I hope to achieve?', 'What personal views do I have?', or 'what do I want my audience to learn? Vinetta (2003) maintains:

Most emerging writers, however, need to record their prewriting ideas in permanent form so that those ideas can clearly inform and guide the thinking and writing process, resulting in a coherent, well- organized product text. (p. 30)

1.3.2.2 Drafting

After having a plan about the ideas that will be included in the piece of writing, the next stage is to organize the information that the learner gathered in the prewriting stage and start drafting, that is why is called the preparatory step. Moreover, Sid (2016) says in her thesis “at this stage the writer begins to determine what to include and exclude as well as make initial decisions about how ideas will be organized. So, in this stage the emphasis is on content and meaning rather than mechanics and conventions”. Pickett et. al. (2001, p. 146) claim that writing the first draft is a hard task even for knowledgeable writers.

1.3.2.3 Revising

The third step of the writing process is revising, during this stage the writer should look at his writing and make necessary changes most importantly in the ideas and structures of the piece of writing. This absolutely means that he should focus on the content through the adoption of the **A R RR approach** (add, rearrange, remove and replace). More precisely, this approach enables writers to add what they find necessary and omit what they think is unnecessary. (Hamada. 2016)

1.3.2.4 Editing

Editing is the next step in which the writer checks his writing in terms of relevance of ideas and grammar correctness (Harmer, 2004, p. 5). The latter means that this step is the time to check for repetition, clarity, grammar, spelling and punctuation. Hamada (2016) states that this step also include deletion of certain elements or rectification of previous omissions in the written document. Pottle (2000, p. 46) maintains that the aim of the editing stage is to make the piece of writing “interesting, readable, and correct”.

1.3.2.5 Publishing

Publishing is considered as the final step of the writing process. At this step, the learner presents and shares his composition with others. Weber (2002, in Tompkins et al: 2015) sees that the publishing stage is powerful because it motivates learners to write and to improve their writing quality through revising and editing.

- ❖ What differentiates a process-focused approach from a product-centered one is that the outcome of the writing, the product, is not preconceived.

Process Writing	Product Writing
- text as a resource for comparison	- imitate model text
- ideas as starting point	- organization of ideas more important than ideas themselves
- more than one draft	- one draft
- more global, focus on purpose, theme, text type, i.e., reader is emphasized	- features highlighted including controlled practice of those features
- collaborative	- individual
- emphasis on creative process	- emphasis on end product

Table: 1.2 differences between the process & the product approach

(By Vanessa Steele, nd)

The above table shows the differences between the two approaches, process and product ones. It is clearly demonstrated that the process writing is totally different from the product one in terms of their emphasis, text, ideas, draft as well as the way of work whether it is collaborative or individual.

1.3.3 The Genre Approach

Genre approaches are relative newcomers to ELT. However, there are strong similarities with product approaches and, in some ways, genre approaches can be regarded as an extension of product approaches. The genre approach to writing still places a lot of emphasis on the context and purpose for which the writing is produced. By genre we mean different types of writing such as narrative, report, informal letter and so on.

In fact, one of the most explicit and extensive definitions of genre is the one provided by Swales (1990, p. 58 in Devitt, 2008, p. 37). He defines the term 'genre' as follows:

A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style.

According to Cope & Kalantzis (1993), the genre approach to writing consists of three phases:

Modelling: Teachers give their students models of texts that they are supposed to produce others similar to them.

Construction: In this stage, both teachers and students think about the construction of the new text depending on the knowledge taken from the model text.

Independent construction: The students are supposed to write their own production using the information extracted from the model text.

1.4 Use of L1 Context in L2 Writing

Numerous research studies have revealed the various purposes for which multilingual writers use their mother tongue language in various stages of writing essays. It is stated and demonstrated that many L2 writers employ their L1s for various purposes due to several reasons as following:

1.4.1 Generating ideas

Generating ideas is one of the most crucial purposes for the L2 writers to use their mother tongue language to generate ideas related the target topic. Friedlander (1990) maintains that whether or not L2 writers can generate qualitative ideas depends on the topics given to them. If the given topics are related to the L2 writers' L1 and culture, it will be better if they are engaged in generating ideas using their native language. Conversely, if the given topics are related to L2 or L2 culture, it will be beneficial for L2 writers to use their L2 for generating ideas. Similarly, Qi (1998) states that L2 writers switch to their L1s while composing their L2 texts because it is rather easy to retrieve the information with the help of their L1s.

1.4.2 Reducing cognitive load

Another reason for which multilingual writers revert to their L1s is to reduce their load on working memory. Regarding this, Qi (1998) reports that second language learners automatically switch to their L1s, their most dominant language, to reduce the overload of their working memories. In other words, when the L2 writer encounters the overload of the given task in which it exceeds the limit of her working memory span, she automatically switched to L1.

1.4.3 Assessing their own texts

Quite a few research studies have also found that second language learners resort to their L1s to assess their own already written texts. This process is what Manchón, Larios, and Murphy (2000) call backtracking in which it is one of the important composing strategies that involve two processes: rereading and back-translation. The former involves readings of what they have just written; whereas, the latter refers to the process of reverting to their native languages to assess whether the message they like to communicate has been delivered.

1.4.4 Searching lexical items

Studies on the strategic use of L1 in the L2 writing process have also found that students employ distinctive writing strategies in L1 use relative to their levels of proficiency. Wang and Wen (2002) shows that low-proficiency-level students tended to translate directly from L1 into L2. Higher-level writers used L1 more strategically for idea-generating, monitoring, and lexical searching. In another study, Roca de Larios, Murphy and Manchón find that low-proficiency students used restructuring as a compensatory strategy to deal with lexical problems, whereas higher proficiency students used it for ideational and textual purposes

1.5 Writing Difficulties

Generally speaking, writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential like all learning problems, difficulties in writing can be devastating to a student's education. Abu Rass (2015) affirms the above idea by claiming:

Writing is a difficult skill for native speakers and nonnative speakers alike because writers must balance multiple issues in their writing such as content, organization, purpose, audience, vocabulary and mechanics which means using the right punctuation, spelling and capitalization (p51).

Heaton in the same vein (1975) states that writing skill is complex and sometimes it is difficult to teach. In that respect, Bryne (1988) divides the problems that make writing difficult into three categories. The first is **Linguistic Difficulty**. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is **Physiology Difficulty**, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty focuses more on the development of written material or content of composition. The third is **cognitive difficult** in which writing has to be taught formal instruction like spelling, punctuation, capitalization and paragraphing.

1.5.1 Grammatical Errors

One of the most difficulties that learners may face when they tend to write in second language is the grammatical mistakes. Tyner (1987) gives a clear example about this phenomenon when he says: "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students". Similarly, Ibrahim Mohamed (2015) states that students have problems with subject verb agreements, pronoun references, and connectors.

1.5.2 Sentence Structure

This one is also considered as a main problem that prevents people from writing complete, grammatically correct sentences. These problems include: (a) the sentence fragment; (b) the run-on sentence; (c) lack of subject-verb and pronoun-reference agreement; and (d) lack of parallel structure. Kharma (1986) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring

subordination and coordination. Zamel (1983) in the same vein argues that cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students.

1.5.3 Vocabulary and Word Choices

Word choices problems occur when EFL learners use inappropriate words in inappropriate places. In fact, writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, White (1980) states that students usually use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

1.5.4 Punctuation

Punctuation is very essential in writing since it plays a vital role in getting the correct meaning. In this respect, Al Fadda (2012) points out that learners have to be familiar with punctuation marks such as the period, comma, semicolon, colon, dash, hyphen, and capitalization. Moreover, Muslim (2014) says that several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.

1.5.5 Capitalization

EFL learners have a big problem in using capitalization properly. Gowere et al, (1995) point out that the reasons behind students' problems in using proper capitalization is "The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students".

1.5.6 Spelling

Spelling mistakes are one of the problems that EFL learners encounter when they write. In this vein, Gowere et al, (1995) state that the English spelling system which has become inconsistent is complex for students. This problem occurs due to the influence of other languages, variant pronunciations and other historical reasons. (Cited in Alfaki, 2015, p.45).

1.5.7 Content

Clifford (1987) claims that both ESL and EFL learners may find difficulties in exploring their ideas, and for that reason teachers should encourage learners to focus on the ideas that they want to convey rather than grammar and spelling (cited in Alfaki, 2015, p.46).

1.5.8 Organization

Muslim (2014) points out that a piece of writing has to be interesting to attract the reader to new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order. Moreover, Raimes (1983) states that the other problem of organization in student's writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details.

1.6 Writing Problems

Writing is important but it is a difficult skill to master for both first and second language learners. The level of difficulty is significantly higher when a foreign language (FL) is involved. Benson and Heidish, (1995) state "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". This absolutely means that writing skill is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising.

1.6.1 Causes of Writing Problems

It is clear that the reason behind writing problems is the difficulties that EFL learners face when they tend to write. In fact, there are many factors that make learners produce poor piece of writing; they can be come from teachers or students themselves.

1.6.1.1 Lack of Reading

As mentioned before in this chapter, reading is a useful tool to improve students' writing. Eisterhold (1997) in that case states "better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer reader". In the same context, Krachen (1984, as cited in Harmer 2006, p. 224) compared classes that did more reading than writing allowing the conclusion that the reading group showed more progress than the writing ones in the writing test. That is, even if the two skills are separated, for reading is a passive activity while writing is a productive one, they are nonetheless complementary and can be closely developed.

Another evidence which is given by Raimes (1994), she says "the more our students read, the more they become familiar with the vocabulary, idioms, sentence patterns,

organizational follow, and cultural assumptions of native speakers of the language.” This means that writing goes hand in hand with reading.

1.6.1.2 Influence of First Language on Writing in English

It is commonly believed that first language (L1) has an effect on foreign language whether on speaking or writing. In recent years, there has been increasing interests in studies related to writing, because it is an important skill in language teaching and learning. Bazerman and Paradis (1991, p. 3) claim “EFL learners commit errors because they think in their native language and that they translate their thoughts into L2 or foreign language”. It has been observed, since at least 1983 that native speakers of Arabic who write in English as a foreign language experience influences of their native language (L1) on their target language (FL).

Moreover, Friedlander (1997) argues “writers do any of their work in their first language.” They find them transfer a lot of things from their mother tongue; they feel that they are incapable to write without it. Friedlander (1997) adds “writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language.” writing convention differs from one language to another because each language has its own rules and principles. This fact is supported by Numan (1989) who points out “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”.

In order to provide the most effective EFL writing instruction, it is necessary to understand these influences, and to differentiate between purely linguistic errors, and cultural differences between native speakers of Arabic and native speakers of English. With such an understanding, EFL teachers will be better able to teach their students how to correct linguistic errors in writing.

1.6.1.3 Lack of Adequate Technique to Teach Writing

In fact, teaching writing is a difficult task and any teacher is responsible for making it easy to their learners. Unfortunately, most of the teachers search to find “what” to teach in writing and neglect the important question which is “how” to teach it. The question of “what” is a hidden problem for teachers and learners because it makes the teachers lose the main techniques of teaching writing. For that, teachers must ask seven questions before class as it is suggested by Raimes (1983):

1. “How can writing help my students learn their second or foreign language?”
2. How can I find enough topics?
3. How can I help to make the subject matter meaningful?
4. Who will read what my students write?
5. How are the students going to work together in the classroom?
6. How much time should I give my students for their writing?
7. What do I do about errors?”

1.6.1.4 Lack of Motivation to Write (Internal Motivation)

Internal motivation is also called intrinsic motivation, it is one of the most important kind that helps learners to improve their writing. Because it is a desire that comes from the learners themselves, this desire makes them challenge all the problems that they face; as Harmer (2006a) says:

People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation bring to class is the biggest simple factor affecting their success. (p. 80)

It is clear that showing interest to learn or communicate with the foreign language is generally underlined by motivation. More precisely, Motivation towards the act of writing itself exists once the learners have an interest to communicate. Simultaneously, it denotes that a lack or absence of motivation may lead to unsuccessful acquisition of the writing skill.

1.6.1.5 Teacher as a Source of Demotivation (External Motivation)

Obviously, what makes the task easy in the classroom is the good relationship between the teacher and the learner because each one influence on the other one positively or negatively. In this case, teachers must be characterized by some features which make them effective teachers. The external motivation (the extrinsic motivation) is important for learners to produce a good piece of writing; as Harmer (2007b) says “the main task of the teacher is to motivate and provoke the students”. In contrast, demotivated teachers create uncomfortable

atmosphere that do not make the learners feel at ease to write. Nowadays, we find that teachers do not encourage their students to write and if they do, they say it just with words.

Conclusion

To conclude, it is believed that learning how to write is considered as a difficult task since writing skill is considered to be the most challenging and complex skill to master for students. In this part, we started to give a general overview about writing skill, and its different aspects as well as writing's connection with other skills. Then, we highlighted the three writing approaches namely: the product, the process and the genre approach. More importantly, we tackled the use of L1 context in L2 writing because it is the core of this study. Eventually, we introduced the writing difficulties and the causes that might be lead to this problem.

As previously mentioned, most of the students see writing as a complex and difficult skill because they face a lot of problems when they write among them the influence of the mother tongue. The latter is considered to be the most common problem that students face when they tend to write. Therefore, the second part is specified to the influence of first language on second language writing.

Part Two: The Language transfer

Introduction	27
2.1 Historical Overview.....	27
2.2 The Concept of Transfer.....	28
2.2.1 Behaviorist view of Transfer.....	28
2.2.2 Mentalist view of Transfer.....	29
2.2.3 Cognitive view of Transfer.....	29
2.3 Language Interference and Transfer.....	30
2.3.1 Positive Transfer; Negative Transfer.....	31
2.4 Mechanism Leading to Negative Transfer.....	31
2.4.1 Aspect of Language Transfer.....	32
2.4.2 Aspect of Psychology.....	32
2.4.3 Aspect of the Relationship between Language and Culture.....	33
2.5 Levels of Transfer.....	33
2.5.1 Phonological.....	33
2.5.2 Lexical.....	33
2.5.3 Grammatical.....	34
2.6 Approaches to Language Transfer.....	34
2.6.1 Contrastive Analysis.....	34
2.6.2 Errors Analysis.....	36
2.6.2.1 Errors Definition.....	36
2.6.2.2 Errors vs. Mistakes.....	36
2.6.2.3 Sources of Errors.....	37
2.6.2.3.1 Interlingual.....	37
2.6.2.3.2 Intralingual.....	38
2.6.2.4 Classification of Errors.....	38
2.6.2.5 Categories of Errors.....	39
Conclusion	41

Introduction

During the process of teaching and learning a foreign language, learner's errors in L2 acquisition studies remains a critical issue. This part tries to identify and investigate one of the most common issues namely the cross linguistic influence of the L1 in learning L2. The latter happens as a result of the strong connection to the native language. This section also attempts to add an evidence about the effect of L1 on mastering a second language.

In this part, we try to establish a historical overview of language transfer and discuss its various concepts, levels and its types. Moreover, we attempt to mention the mechanisms that lead to the negative transfer. As well as, the approaches of language transfer (contrastive analysis and error analysis) by clarifying the distinction between mistakes and errors. Eventually, we are going to enumerate the sources of errors and errors categories.

2.1 Historical Overview

Language transfer has been a central issue in Applied-linguistics, second language acquisition. Since the 1940s, much research has been devoted to investigate how language learners' L2 acquisition or production is affected by their L1. Language transfer has been a vibrant area of research and has evolved through several phases of development over the past few decades. First, there was the structural behaviorist view of contrastive analysis. During this period, L1 was called interference or "Negative Transfer" and researchers such as Fries (1946) and Fisiak (1986) believed that the effect could be predicted by contrasting learners' L1 and L2. That was reflected in pedagogy that focused mainly on identifying similarities and differences between learners' L1 and L2. Then came the creative construction phase. This notion of creative construction operated under the key assumption that L2 and L1 acquisition proceeded similarly as a result of innate mental mechanisms learners universally employed. During this period, the role of L1 was minimized, and pedagogy included an over emphasis on grammar (i.e., focus on forms) without considering the relationship between the linguistic competence and communicative competence (i.e., function) because of the over emphasis on forms. During the phase of cognitive-pragmatic view of contrastive analysis, the emphasis was extended from the linguistic focus to the level of discourse and pragmatics. Researchers also recognized that L1 could simplify L2 learning or use. This development, which was followed by contrastive rhetoric, led to focus on textual analyses in paragraph organization.

In recent years researchers have broadened their investigation to look into how transfer interacts with linguistic, cultural, social, and individual variables in language learning and language use (e.g., Murphy, 2003; Wei, 2003).

2.2 The Concept of Transfer

This term has been discussed by many researchers in order to find an exact definition. In fact, it is difficult to give only one definition for transfer because it includes all the different associated aspects. Weinreich (1953) for example, defines transfer as “those instances of deviation from the norms of either language which accruing in the speech of bilinguals as a result of their familiarity with more than one language”. (p. 1). Another definition for transfer was provided by Odl in (1989) who suggests “transfer is the influence resulting from similarities and differences between the target language and any other language that has been learned previously (and perhaps imperfectly) acquired.” (p. 27). As cited in Alzughaibi. 2012

Along with the developments of research on language transfer, linguists have realized that the first language (L1) acts as “a major factor in SLA” (Ellis, 1990, p.297). Up until now, linguists still do not have an exact definition of language transfer, which varies along with the developments of research on it. In the twentieth century, the developments of language transfer research fell into mainly three periods and categories, namely, behaviorist, mentalist and cognitive view (Ellis, 1994, p.297-300).

From the above definitions, we notice that language transfer can result from L1 influence as well as from the learner’s knowledge of other linguistic systems. Therefore, it is difficult to determine whether the transfer is resulting from the learner’s L1 or from another language that she/he knows, especially when there is similarities between the two. Also, as we have seen previously from the different definitions, we conclude that many linguists said that the development of language transfer passed through several period behaviorist, mentalist and cognitive ones as following:

2.2.1 Behaviorist View of Transfer

Judging by this theory, behaviorists stand for their own perspective to explain this linguistic phenomenon. However, within Behaviorism, there are two distinctive perspectives which had appeared successively, i.e. an early behaviorist standpoint and a late one; they are as follow:

2.2.1.1 An early behaviorist perspective: Thorndike's identical elements:

Edward Thorndike in Ormrod (1990) views that language transfer occurs whenever there are, as he calls, Identical Elements which characterize the learners' tasks. Whenever there is a commonality between two subjects matters or there are similarities between two learning situations, learners tend to realize high achievements by mobilizing and referring back to L1 skills. That is; learning, under L2 circumstances becomes easier. As a result, L2 learners easily integrate and adapt themselves in new target language environments.

2.2.1.2 A later behaviorist perspective: similarity of stimuli and response:

Since Thorndike's work, behaviorist views of transfer focuses on how transfer is affected by stimulus and response characteristics in the original and transfer situations. In general, according to (Osgood) as cited in (Ormrod 1990), principles of transfer that are emerged from behaviorist literature include the following:

- a. When stimuli and responses are similar in the two situations, maximal positive transfer will occur, i.e. easy learning takes place.
- b. When stimuli are different and responses are similar, some positive transfer will occur. Here, learners face difficulties in coping with the different L2 situations of learning.
- c. When stimuli are similar and responses are different, negative transfer will occur.

2.2.2 Mentalist View of Transfer

Mentalist view comes as challenge to the behaviorist view, it is founded by Chomsky. He argued that behaviorists failed to recognize the logical problem of language acquisition, it is also called conceptualism or psychologism. This theory believes that children are born with an innate capacity for language learning which allows them to discover for themselves the rules underlying the language, this called the Universal Grammar (UG). (Shengming 2010)

Dulay and Burt's study (1974a) concluded that children did not rely on language transfer or comparison with their L1 to construct their L2, but depended on their ability to construct their L2 as an independent system. Burt and Krashen (1982) completely denied native language transfer and believed that language learning ability only depended on UG.

2.2.3 Cognitive View of Transfer

In the late 1970s, the drawbacks of the mentalist view stimulated the development of cognitive view. In contrast to behaviorism, cognitive psychology is interested in the way the human mind thinks and learns. Shengming (2010) states in his study that cognitive view is interested in the cognitive processes that are involved in learning and how the learner is involved in the process of learning. In cognitive view, “It is generally acknowledged that typological similarity or difference cannot on its own serve as a predictor for transfer, but interacts with other (linguistic) factors” (Faerch & Kasper, 1987, p.121).

During that period, linguists tended to focus on how and when language learners would use their native language. As cited in (Shengming, 2010)

According to what have seen previously from the different theories, we deduce that linguists put a big attention on language transfer through relying on different perspectives. The first theory is the behaviorist which is focused more on the influence of L1 on mastering the L2, that is to say, the degree of transfer greatly depended on the similarities or differences between the native and target languages. The second one is the mentalist theory, its paramount focus is putted on language acquisition that creates construction of linguistic rules. It tries to explore the relationship between the native language transfer and UG. In cognitive theory, the linguists focused on factors that influence language acquisition thorough focusing on how and when language learners would use their native language.

2.3 Language Interference and Transfer

Language interference is simply a process which occurs as a result of the transfer from L1 to L2. More precisely, we define this term by saying for example when two languages become in contact or when a person becomes familiar with two languages, these two languages cannot stay separate. They affect each other's in different ways. Mohammed & Ahmed (nd) state that language interference or transfer produces different forms of English depending on the speaker's first language. Therefore, the interference / transfer can be either positive or negative.

Behaviorist's views in Webster's Third New World International Dictionary (1986), considered transfer as a habit formation. In other words, the habits of the NL would be carried over into the FL. Makes that clear when he says:

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and to understand the language and the culture as practiced by natives.(p. 30)

2.3.1 Positive vs. Negative Transfer

a. Positive Transfer

Positive transfer results from similarities between two languages in contrast, it also can be defined in term of facilitation. Rahman (2015) explains this term by saying that when the transfer of certain skill (X) from L1 facilitates the process of learning foreign language, because it has a positive influence on the commend of a skill (Y). Corder (1974) as cited in Rahman (2015) points out:

Positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voice less stops in a second language if the language also has aspirated voice less stops.(p. 8)

In line with the above quotation, we deduce that when learning in one situation facilitates learning or performances in another situation, it is possible to that positive transfer occurred, for example learning basic mathematics procedures should facilitate one's ability to balance a checkbook

b. Negative Transfer

Negative transfer stems from differences between first language and target language. In other word, it is the transfer of skill (X) that impedes the process of learning foreign language. That is to say, as Benyahia (2017)said in her study “if the learner traced back to his native language, the result that is occur would be a deviation from the native language norm which has a negative influence on learning the target language”.

From what we have seen above, we understand that transfer has two types which are positive and negative. The first one means when the linguistic phenomena of L1 are similar with the once of L2 in the form, meaning, alphabetical system, rhetorical conventions and others. The second one means when the structures of L1 are dissimilar with the target language therefore the transfer is considered as negative.

2.4 Mechanism Leading to Negative Transfer

Many factors may lead to the negative transfer which are stated in the following:

2.4.1 Aspect of Language Itself

This term means that the Interference occurs easily at the beginning of second language learning because learner's native language rules always try to make the rule of the second language suitable to the ones of their native language.

2.4.2 Aspect of Psychology

Larry Selinker (1972) points out, in his formulation of interlanguage theory, language transfer is like a mental process that is responsible for fossilization. Ellis (2000) states "transfer is not interference, but a cognitive process", because L1 can be viewed as a kind of input from the inside. Language transfer is a cognitive means to use the knowledge of their native language for the second language learners; therefore, the term "transfer" is considered as a psychological one.

2.4.3 Aspect of the Relationship between Language and Culture:

Culture can be viewed from different perceptions and, accordingly, defined in relatively several ways. Culture can be, according to Longman dictionary, the set of practices, codes and values that mark a particular nation or group. The sum of a nation or group's most highly thought of works of literature, art, music, and so on. Culture and Language unite to form what is, sometimes, called "Discourses" i.e. ways of talking, thinking, and behaving that reflect one's social identity (Richards, J. Schmidt, R.2010) This inclusive definition of culture implies that culture covers virtually all the aspects of human life and their correspondent behavior, linguistic and nonlinguistic, such as traditions, conventions, social norms, customs, social habits, patterns of thinking, beliefs, values and language. (Chen, 2004, p, 276).

Culture is frequently associated with language and thought, which are interrelated. A nation's culture and language often represent and outline the nation's essence and thoughts. Language and culture are closely and historically related. Native language is acquired with the means, attitudes and patterns of behaving of a social group, and these means, attitudes and behaving patterns find their manifestation via language. Language and culture evolved together, and thus have been intertwined and reciprocally dependent along their history. Neither of them can exist nor progress without the other.

2.5 Levels of Transfer

2.5.1 Phonological Transfer

In the process of learning L2, the learner often transfers the phonological system of the first language. Hemaida (2016) says in his doctoral thesis “this transfer includes L1 phonemes and their variants, stress and rhythm patterns as well as intonation patterns and their interaction with other phonemes. Therefore, unsuitable sound that is used by the learner creates a deviation leading to a distortion in L2 pronunciation. This especially happens when L2 sounds are dissimilar with the sound system of L1. (Lado. 1957 as cited in Hemaida. 2016). Some examples are presented as following:

1. For instance, the two sounds /d/ and /t/ exist in both languages Arabic and English, but they are pronounced differently, i.e. the place of articulation is not exactly the same.
2. EFL learners of English also have a problem with letter [h]. They have developed a habitual error in generalizing the case of pronouncing this letter whenever it is found within the word. e.g.: in words like "honest", "hour" and "honor" , the 'h' letter is always mispronounced perhaps due to their transfer to French .
3. The incorrect pronunciation of the voiceless bilabial letter [p] but it is rather pronounced the same way as the bilabial letter [b]. It is a common error that is made by the majority of Arab learners of English due to the absence of $\left/ p \right/$ sound in their native language.

2.5.2 Lexical Transfer

Lexical interference is one of the most common levels of transfer. It occur in the process of comprehension / production of L2, when there is no direct correspondence between NL and the TL. In particular, each word might has a variety of senses and connotation. That is why, it is the main source of learner’s problems. “This kind of transfer across languages is found in learners who have a limited proficiency in L2”. (Hemaida.2016).

❖ From different perspectives, there are two types of lexical transfer:

Transfer of form → the use of L1 words in producing L2 (code-mixing)

Example: at 8 o'clock, I go to okul.

Transfer of meaning → transfer of semantic patterns of L1 into the target language word.

Example: carte memoire, mother card, anakart.

2.5.3 Grammatical Transfer

This kind of transfer occurs on the level of rules and structures of both languages, because word order, inflection and derivation forms are the most frequent elements that two different languages based on. Lado (1957) states that the learner tends to transfer the sentence forms, modification devices, and number, gender and case patterns of his native language.

Examples:

- “The car the new” instead of “the new car”.
- “Today the weather nice” instead of “today the weather is nice”.

From the different definitions of transfer’s levels, it is noticed that the problem behind this interference is the lexical and grammatical transfer. Because they are the most frequent elements that occurred in the student’s translation from L1 to L2.

2.6 Approaches to Language Transfer

Contrastive Analysis and Error Analysis have been commonly recognized as branches of Applied Linguistics Science. Particularly, they dealt with second language acquisition as a main point. Its paramount focus are on language transfer i.e. the nature and sources of errors that results from the influence of L1 on L2.

2.6.1 Contrastive Analysis Approach

According to contrastive analysis hypothesis (CAH), error occurs as a result to interference when learner transfer native language habits to L2, Lado (1957) as cited in Khansir (2012) claims “for the students whose target language is second or foreign language, those elements of the target language that are similar to his/her native language will be simple for him/her and those elements that are different will be difficult”. Hemaida explains the term contrastive analysis saying that is especially associated with applied contrastive studies advocated as a means of predicting and explaining learners’ L2 acquisition problem. (2012)

Contrastive analysis gained much important because it is considered as an investigative approach based on the systematic or the comparison of two or more languages in order to determine both the similarities and the differences between them. (ibid)

2.6.2 Error Analysis Approach

Error analysis is a scientific method in linguistics, and it becomes an essential part of applied linguistics because it focuses on learner's errors. It consists of a comparison between the errors made in the target language and that target language itself. Besides, error analysis also has been concerned as a replacement or supplement to contrastive analysis. Corder (1967), cited in Gass and Selinker (2001), claims that errors are not only regarded as something to be eliminated, but rather can play an important role in L2 acquisition. In order to confirm the point of view of Corder, Gass and Selinker (2001) argue that errors can be "red flags", and they may provide evidence of the state of the learner's progress in second language learning.

Another definition of error analysis is given by Brown (2000, p.220). He defines the term as the process of observing, analyzing, and classifying the deviation of the rules of the second language and then revealing the system operated by the learner. Also, Cristal (1992, p.125) gives a clear concept which is similar to brown's definition, he says that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms that is produced in the process of learning foreign language. Error analysis study is used to and describe the errors that is generated by learners or even speakers when they are learning a second / foreign language. The ultimate objective of this analysis is to identify

1. The common difficulties that learner may face in learning a language.
2. The strategies that are used by learner and the causes of the errors that occur.

According to the cognitive approach, the making of errors is inevitable and a necessary part of learning. Chomsky (1998) confirms that errors are unavoidable and a necessary part of learning. According to Weireech (1991) as cited in Chelli (2013) EA is a valuable aid to identify and explain difficulties faced by learners. Sercombe (2000) explains that EA serves three main purposes. Firstly, to find out the level of language proficiency the learners have reached. Secondly, to obtain information about common difficulties in language learning and thirdly, to find out how people learn a language. Many linguists reported and confirmed that EFL learners face serious problems in using prepositions for example (in, on, of), and articles (a, an, the).

From what we have seen above about the two approaches, we concluded that they differ from each other. Contrastive analysis starts with a comparison of systems of two languages

and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance. (Ali Akbar Khansir.2012)

2.6.2.1 Error’s Definition

Actually, errors happen while the learner is acquiring another language at particular stage of learning. There are various definitions of error that have been presented by many linguists, we will shed the light on some of them. Norrish (1983 / 1987) as cited in SID Lamia (2016) defines errors as “a systematic deviation when a learner has not learnt and consistently gets it wrong”. Another definition is given by Cunningsworth (1987). He says “errors are systematic deviation from the norms of the language being learned” (ibid).If we compare between the two definitions we will find that they share the same idea about this term.

2.6.2.2 Errors vs. Mistake

In order to analyze learners’ errors in a correct way, it is crucial to make a distinction between “mistake” and “error”. We will enumerate the differences between them according to what have been said by various linguists in the table below.

Various definitions	Error	Mistake
According to Gass and Selinker (2001)	An error is systematic and it may occur frequently. The speaker cannot recognize it and, therefore, cannot correct it.	A mistake is a slip of the tongue that may occur one time. Therefore, the speaker who makes a mistake can recognize it and correct it.
According to Ellis (1997)	If the learner always uses it incorrectly, it is an error	If the learner sometimes uses the correct form and sometimes the wrong one, it is a mistake
According to Brown (2000)	An error is a noticeable deviation from adult grammar of a native speaker reflecting the interlanguage competence of the learner.	A mistake refers to a performance error in that it is „ a failure to utilize a known system correctly

Table 2.1: the differences between error and mistake

2.6.2.3 Sources of Errors

In order to analyze the student's errors, it is necessary to determine the sources of errors. According to many linguists, Error analysis divides errors into two types: interlingual and intralingual. Interlingual errors are related to the mother tongue while intralingual errors (also known as developmental errors) are related to the target language (Gass and Selinker, 2001).

2.6.2.3.1 Interlingual Transfer Errors

The concept of Interlanguage has had an important effect on the SLA field. From our previous knowledge, we know that interlingual errors is resulting from the influence of mother tongue in itself. Brown gives a full definition to this term saying that it is the negative influence of the mother tongue of the learner (1980). Another definition which is given by Corder (1971) as cited in Chelli (2013). He says that Interlanguage transfer errors are errors attributed to the native language. These kinds of errors occur when the learner's habits (patterns, systems, or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. Chelli (2013) defines that interlingual errors are the result of language transfer, which is caused by learner's first language.

Another researcher is Al-Khresheh (2010). He suggests that interlingual errors is committed by literal translation.

1) Transfer Error: error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

2) Mother Tongue Interference: errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.

3) Literal Translation: errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

2.6.2.3.2 Interlingual Transfer Errors

Interference from the student's own language is not the only reason for committing errors. There is also interference within the target language in itself. According to our former information, Interlanguage transfer errors are errors that are attributed to the language being learnt i.e. “, Interlanguage errors are related to the target language”. Richards (1971) explain

this term by saying “They are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language.

Richard (1974, p. 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

1) Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.

2) Ignorance of Rule Restrictions: James (1998, p. 63) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

3) Incomplete Application of the Rules: this error may occur when learner fails to apply the rules completely due to the stimulus sentence.

4) False Concept Hypothesized: learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.

According previously seen, we conclude that interlingual errors are committed by the result of literal translation from Arabic for instance “translating word by word”. While intralanguage errors are occur as a result to the influence of certain structures of the learner’s previous experiences within the target language in itself.

2.6.2.4 Classification of Errors

Linguists have always been attempting to describe and classify the types of errors committed by language learners. Depending on the nature of errors, they may be classified and identified in different ways. Hamaida (2016) says that errors can be classified according to vocabulary, ‘lexical errors’; pronunciation, ‘phonological errors’; grammar, ‘morpho-syntactic errors’, misunderstanding of what the speaker’s intention or meaning, ‘interpretive errors’; or those of wrong speech, ‘pragmatic errors’. Another classification which is given by Brown (2000, p. 220) in his analysis of Corder’ model states that errors can be **overt** or

covert. Burt and Kiparsky (1947, p. 73) gives a clear distinction between **global** and **local** errors; furthermore, errors may also be viewed according to Lennon (1991, p. 82) as two related dimensions: **domain** and **extent**. We will explain these terms according to what is said by the linguists in the tables below.

Types	Description	Example
Overt errors	Errors that are completely ungrammatical at the sentence level.	I runned all the way.
Covert errors	Occur in utterances that are grammatically well-formed at the sentence level.	I was stopped.
Global errors	Which affect the overall organization of the sentence, i.e. global errors include incorrect word combination in a sentence.	I like take taxi but my friend said so not that we should be late for school.
Local errors	Affect a single element of the sentence, i.e. they involve word inflection and derivation as well as the use of articles, prepositions...etc.	If I heard from him I will let you know.
Domain errors	Are the rank of linguistic unit from phoneme to discourse that must be taken as context in order for the error to be understood.	
Extent errors	Are the rank of linguistic unit that would have to be deleted, replaced, supplied or recorded in order to repair the sentence.	

Table 2.2: classification of errors

(According to Brown, Burt & Kiparsky and Lennon as cited in SID 2016, p. 23)

2.6.2.5 Error' Categories

From Brown & Cristal's definitions, we pointed out previously, that the main purpose of the process of describing errors is to reveal which are the same and which are different. The latter is a crucial step to classify and putting them into categories. Here, we are going to enumerate the errors categories by clarifying how to classify them.

2.6.2.5.1 Omission

While learning a new language, learners might omit certain linguistic forms because of their complexity. Chelli (2013) states that this problem often occurs at the level of pronunciation of consonant clusters, in particular, it occurs at the level of morphology (

learners often leave out the third person singular morpheme “s”, the plural marker “s”, and the past inflection “ed”). And at the level of syntax for example: omitting some elements which are obligatory.

2.6.2.5.2 Addition

Learners often add some unnecessary incorrect element (Chelli, 2013). She pointed out in her study that this phenomena may occur at the level of morphology, for instance, students often overuse the third person singular morpheme “s”. And at the syntactic level, we mean by this that learners may use the definite article with a place name like “the Algiers” (ibid).

2.6.2.5.3 Selection

According to the study of Chelli (2013) learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong morpheme, structure or vocabulary item.

- **At the phonological level:** this may be characterized by interlingual transfer, the learner substitute a familiar phoneme from the mother tongue, like Arabic students who substitute “p” with “b”, like saying “ broblem” instead of “problem”.
- **At the morphology level:** an errors is something that is selected like “est” instead of “er”, but they are less frequent errors like in other spheres.
- **At the syntactic level:** the learner may select a wrong structure.
- **At the lexical level:** it is the selection of words which do not convey the meaning.

2.6.2.5.4 Ordering

While learners is speaking, he may disorder the position of some phonemes, i.e. in the process of pronunciation e.g., a speaker may say “fignsicant” instead of “significant”. Chelli (2013). Hamaida (2016) gives another definition which is similar to the first one, he says that while the process of pronouncing certain words, learners may make errors by shifting the position of certain phonemes as in pronouncing the words (constitution) and (facilitate).

- **At the morphological level:** usually there are errors of disordering bound morphemes as in English “she’s get upping now.” Instead of “she’s getting up now.”

- **At the lexical level:** words may be reversed by learners. As an example of that is the compound word “greenhouse” which becomes “housegreen”.

Corder (1974) adds that the classification he suggested is not enough to describe errors. That is why he includes the linguistic level of errors under the sub-area of morphology, syntax and lexicon. Ellis (1997) maintains that the classification of errors in these ways can help us to diagnose learners’ problems at any stage of their development and to plot how changes in error patterns occur over time. As cited in (Chelli.2013): this categorization can be illustrated as follows:

Category	Description	Linguistic level	Example
Omission	The absence of an item that must appear in a well-formed utterance.	in morphology in syntax	-A strange thing happen to me yesterday -Must say also the names?
Addition	The absence of an item that must not appear in well-formed utterance.	in morphology in syntax in lexicon	-The books is here. - The London - I stayed here during five years ago.
Selection	The use of the wrong form of the morpheme or structure.	in morphology in syntax	- My friend is oldest than me - I want that he comes here
Ordering	The incorrect placement of a morpheme or group of morphemes in an utterance.	in pronunciation in syntax in lexicon	- fignificant for „ significant“ - get upping for „ getting up“ - key car for car key

Table 2.3: Categories of Errors (Chelli, 2013)

Conclusion

To conclude, interference between native language and foreign one has been the subject of many researches. Therefore, the current study is presented so as to shed light on the notion of ‘error’ which is resulting from the influence of native language on the target language. Also, this chapter has shown that transfer is the process of applying what has been learned in one situation to one’s learning or performance in another situation. In this section, we have

started by talking about the historical overview of language transfer as well as its different perspectives, its levels and types. And the other point was about the mechanism that are leading to negative transfer and we have reviewed the basic theories which are related to second language learning namely contrastive analysis and error analysis. After that, we dealt also with the differences between error and mistake. Eventually, we have introduced the sources of errors, classification and categories of errors. From this study we have concluded that errors made by learners in second language acquisition is something inevitable because it seems that transfer of L1 experiences and skills is unavoidable reality in the process of L2 learning.

Chapter Two:

Field Work and Data Analysis

Introduction	44
3.1 Methodology.....	44
3.1.1 Nature of the Study.....	44
3.1.2 Population and Sampling	44
3.1.3 Research Instruments.....	45
3.1.3.1 Piloting Study.....	45
3.1.3.2 Administration of the Final Questionnaire.....	45
3.2 Description of the Tools.....	46
3.2.1 Teachers' Questionnaire	46
3.2.2 Students' Questionnaire.....	46
3.2.3 Students' short paragraphs	46
3.3 Data analysis	47
3.3.1 Analysis of Teachers' Questionnaire	47
3.3.2 Analysis of Students' Questionnaire.....	52
3.3.3 Analysis of Students' short paragraphs.....	58
3.4 Discussion of the Results	64
3.4.1 Teachers' Questionnaire	64
3.4.2 Students' Questionnaire.....	65
3.4.3 Students' Short Paragraphs.....	65
3.5 discussion of the findings.....	66
Conclusion	67

Introduction

The present chapter deals with the investigation of the gathered data about the phenomenon of native language interference as a cause of the common errors made by second year students of English at Biskra University. The ultimate objective of this chapter is to elicit answers of the raised research questions and to determine the validity of our hypothesis that says the most common errors and mistakes which are written by students are due to the language transfer from L1 to the English language. Therefore, we have selected two data gathering tools to find and point out the areas of students' errors and, equally, identify their nature or genre.

This chapter starts by giving detailed description of the research methodology, research instrument and population. The second part introduces the data analysis submitted by the questionnaire addressed to both teachers and students, and the analysis of the students' paragraphs with its discussions and results.

3.1 Methodology

3.1.1 Nature of the Study

Regarding the nature of our study and for the sake of confirming or refuting our hypothesis, we adopted a descriptive study and we opted to use a mixed method approach through relying on two main tools. A quantitative method was introduced through questionnaire for both teachers of written expression's module and a sample selected randomly from second year students at Biskra University. A qualitative method was conducted in order to analyze the students' paragraphs. The foremost aim behind this choice is to discover the impact of language transfer on EFL student's English writing and provide us with an in-depth understanding about that influence.

3.1.2 Population and Sampling

In order to obtain more consistent information about the topic that we are developing in our research, regarding the problem of the writing skill, second year students were selected from the English department at Biskra University. From the whole population (372) students of second year, we have chosen a group randomly constituting from 30 students during the second semester of the academic year 2018/2019. Also, we have taken into account the writing abilities of each student especially those who face the problem of mother tongue interference. Furthermore, the teachers that we have chosen to participate and help us in our

study equal (06) teachers, they were selected accurately from the whole population of written expression's teachers which are (17 teachers).

3.1.3 Research Instruments

To accomplish this research and to prove the validity of our hypothesis, a questionnaire for both teachers and students were chosen. We opted for this tool because it is necessary to gather teachers' and students' opinions, the latter give us insights about the influence of the mother tongue L1 on student's writing skills in L2 as well as their points of views are crucial to develop the way of teaching and learning of writing. Furthermore, since the main objective of this research is to investigate the effect of language transfer on EFL students' written production. We opted for another tool, which is document analysis (corpus), to confirm the results of the analysis of the teachers' and students' questionnaire and collect accurate data about this phenomenon.

3.1.3.1 Piloting Study

Teachers' questionnaire was piloted through distributing three questionnaires to teachers of written expression module in English department at Biskra University. The purpose is to see how they will respond to the questions. The questionnaire consisted of various questions and then we tended to split them into two main sections. Also, we reordered the questions according to the sections' content. Additionally, we added one more question to the section two which is about the kind of interference of L1 on L2. For the question number (07), according to the suggestions of teachers, we put the verb "give" instead of "leave" and the verb "figure out" instead of "feel" as for the question (04). As to the students' piloting questionnaire, we distributed (10) questionnaires to students from second year, it was so understandable and accessible to them.

3.1.3.2 Administration of the Final Questionnaire

The questionnaire was distributed hand by hand to teachers of written expression module, as previously mentioned. The final questionnaire was given to 08 teachers, but we depended only on 06 questionnaires that provided useful information because the others were not completed. Therefore, the distribution process was accomplished with some hurdles. Since Algerian universities have witnessed a lot of strikes due to the case of current situation of Algeria, we encountered difficulties to deliver questionnaires to students hand by hand; thus, we got to provide them online though we found many obstacles.

3.2 Description of Research Tools

3.2.1 Teachers' Questionnaire

In order to obtain more consistent information about the topic that we are developing, we designed a questionnaire that consists of two sections: the first one is about writing skill, whereas the second one is about students' errors as a result of L1 interference. These sections are targeted to a group of six (06) teachers out of 16 ones at Biskra University. The questionnaire included different types of questions: some are multiple-choice questions, and others are open-ended ones to elicit useful comments and responses. The questions address the core of our study, which is the impact of L1 transfer on L2 writing production.

3.2.1 Students Questionnaire

This questionnaire is addressed to 30 students of second year from the English department, University of Mohammed khider Biskra. The foremost aim of this questionnaire is to identify the students writing 'level and determine their attitude towards the problem of L1 interference on their L2 writing. This questionnaire is composed of three sections which consist of 14 questions most of them are multiple choice ones where the students were asked to tick the correct answer or to select the appropriate answer from the proposed options. There are some open-ended questions where the respondents required to give full justification when needed.

As mentioned before the questionnaire is divided into three main sections, the first one contains three questions that yield us the background information of the chosen sample. The second section consists of four questions which are about investigating some aspects of the writing skill. Concerning the last one, it tackles different questions about the influence of the mother tongue on L2 writing.

3.2.3 Students' Paragraphs

In order to confirm the results recorded in the analysis of the teachers and students' questionnaires, we collect 15 sample (short paragraphs) of second year students of English at Biskra University. Students were asked to write freely about any subject they like in short paragraphs.

3.3 Data Analysis

3.3.1 Analysis of Teachers' Questionnaire

Section one: writing skill

Question 01: How long have you been teaching written expression's module?

Teachers	T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
Teaching experience (years)	5	4	2	5	13	7

Table 3.1: Teachers' experience in the teaching field.

As it is shown in the table, most of the teachers have a considerable experience in the field of teaching written expression's module estimated between (4 and 13) years. This experience would result in trustworthy feedback and help make inferences that are more consistent.

Question 02: From these approaches, in your opinion which one is more effective?

	T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
The product approach	✓				✓	✓
The process approach	✓	✓	✓	✓	✓	
The genre approach	✓				✓	

Table 3.2: Effective writing approaches

When asked about the most effective approach they used in teaching writing, three teachers assumed the process approach as an effective one that helps students improve their writing skills because it is considered as gradual and practical process. Another two teachers claimed that all the aforementioned approaches are important in teaching writing because they should work together. The last teacher suggested the product approach to be the feasible one because the more students write, the more likely to improve their writing skills.

Question 3: Do you use the mother tongue when explaining lessons

Options	Respondents	Percentage
Yes	1	17%
No	5	83%

Table: Figure 3.3: The use of mother tongue by EFL teachers.

The above table clearly illustrates that most of the teachers with (83%) disagree with using the mother tongue in class. Whereas, one of them with (17%) considers using the mother tongue to be necessary to facilitate the process of teaching.

Question 4: How do you deem the use of L1 in class?

Options	Respondents	Percentage
Obligatory	00	00%
Highly advisable	00	00%
Necessary	01	17%
Unnecessary	05	83%

Table 3.4: The necessity of L1 use in EFL classes.

This question reveals and confirms the fact that most teachers ban the use of mother tongue inside their classrooms since 83% of the answers show that it is unnecessary to use L1 in EFL classes. This results means that using L1 in class is not beneficial for students because they believe if the students want to improve their level in English, they should not refer back to their native language.

Question 5: How do you evaluate your student's level in writing?

Options	Respondents	Percentage
Excellent	00	00%
Good	01	17%
Average	05	83%
Low	00	00%

Table 3.5: students' level evaluation in writing

Teachers in this question were asked to evaluate their students' level in writing. As it is shown in the above table, we found that the majority of the teachers (5 out of 6) evaluated their students' level as average. Whereas, one teacher deemed students' level in writing as good.

Question 6: How often do you give your students writing assignment?

Options	Respondents	Percentage
Always	5	83%
Sometimes	1	17%
Rarely	00	00%

Table 3.6: Frequency of giving writing assignments.

The above table reveals that most of teachers said that they always give their students writing assignments. This was the answer 83% of them, which would imply that they emphasize involving their apprentices in writing so that they enhance the writing quality and styles. However, 17% of them told that they sometimes give students writing tasks.

Question 7: Do you usually give feedback on your students' written productions?

Options	Respondents	Percentage
Yes	06	100%
No	00	00%

Table 3.7: Teachers' feedback.

The table above shows clearly shared answers by the teachers in the way that they all provide their students with the required feedback owing to the fact that feedback is important for learners to reflect on their performances and figure out their weakness so that they can work on repairing them later on. As stated by one of the teachers, it is crucial to point out the errors and leaving positive comments on the good aspects of their writing production.

Section two: Students' errors as a result of L1 interference**Question 8: What are the most common writing problems you notice in your students' writing?**

Options	Respondents	Percentage
Grammatical errors	00	00%
Sentence structure	00	00%
Vocabulary and word choice	00	00%
Spelling mistakes	00	00%
Content and organization of ideas	00	00%
All of them	06	100%

Table 3.8: Common mistakes in students' writings

The above table demonstrates the most common problems in students' writing according to teachers' responses. It shows that all of them with (100%) agreed that grammatical errors, sentence structure, vocabulary, word choice, spelling mistakes, content and organization of ideas are deemed to be the major flaws in students' writings.

Question 9: What are the reasons behind students' poor written production?

Options	Respondents	Percentage
L1 interference	01	17%
Lack of reading	03	50%
Lack of practice	02	33%
Lack of motivation	00	00%

Table 3.9: Possible reasons behind students' poor writing

The above table reports the reasons that lie behind students' poor writing according to teachers questioned. The majority of them traced the problem back to the fact that students do not usually read and practice. Reading is the input that supports students to enrich their vocabulary, ideas as well as accurate syntactic structures. Whereas, writing is the output where practice takes place, better readers tend to produce more correct writing than those who rarely or never read.

Question 10: Do you think that L1 (Arabic) influences your students' writing

Options	Respondents	Percentage
Yes	6	100%
No	00	00%

Table 3.10: L1 interference impact on students' writing in L2.

All teachers agreed that L1 influences their students' writing. The effect is clearly indicated to as negative. As previously stated, L1 affects the learners' ways of writing in the sense that learners still use some of their L1 patterns. Again, some instances and evidences of interference are still present there, which might be exemplified in capitalization, prepositions misuse; word choice, word order and others.

Question11: While correcting students' writing productions, how often do you figure out their L1 interference in their writing style in L2

Options	Respondents	Percentage
Always	01	17%
Often	03	50%
Sometimes	02	33%
Rarely	00	00%

Table 3.11:Frequency of Interference evidences in learners' writings

The above table shows **50%** of teachers often figure out their L1 interference in their writing style in L2 while correcting students' writing productions. Also, **33%** of them sometimes find out the first language interference in writing. However, only one teacher who claimed that he always figure out the interference between L1 and L2 in writing production.

Question 12: What kind of interference do you find?

Options	Respondents	Percentage
Grammar translation	01	17%
Literal translation	03	50%
Phonological transfer	00	00%
Lexical transfer	02	33%

Table3.12: Types of interference.

The above table shows that literal translation is a common interference evidences with all targeted teachers as illustrated with 50%. Whereas, lexical transfer and grammar translation were selected by three teachers as it is presented with 33% and 17%.

Question 13: Should EFL learners be aware of the differences between L1 and L2 writing systems

Options	Respondents	Percentage
Yes	06	100%
No	00	00%

Table 3.13: Necessity of students' awareness of the L1 and L2 systematic differences.

The upshots of the 13th question beholds that all teachers agree on the fact that EFL learners should be always aware of the differences between L1 and L2 writing systems, techniques, and strategies. Accordingly, we may point out that writing in Arabic is by no means similar to writing in English whether at the cultural or linguistic levels.

Question 14: What do you think the best way to reduce L1 interference while writing?

Best ways to reduce L1 interference.

The ultimate objective from asking this question is to know the teachers' point of view about the best way to reduce L1 interference. So, as we have seen from their answers, teachers suggested different ways to reduce L1 interference. The majority of them emphasized that exposure to authentic materials and ongoing practices are major effective techniques to improve writing in L2. More interestingly, they highly put focus on reading from different sources in order to develop a better understanding of the English language patterns because they strongly believe that good reader is good writer.

3.3.2 Analysis of Students' Questionnaire

Section one: Background information

Question 1: How long have you been studying English?

Years	Respondents	Percentage
9 years	28	93%
More than 10	02	07%

Table 3.14 Students' experience in learning English as a foreign language

The findings of the above table reveal that most of second year students at Biskra University which are about (93%) have been studying English for 9 years from the middle school to the second year at University. Whereas only two students said that they have been studying English for more than 10 years.

Question 2: Have you been introduced to another foreign language before studying English?

Options	Respondents	Percentage
Yes	30	100%
No	00	00%

Table 3.15 Languages that have been introduced to Students' before studying English

The table15 shows that all of students of second year are introduced to another foreign language before studying English. All of them stated that they were introduced to French. This is inevitably due to the educational system in Algeria. However, there are ten (10) students who said that they studied Spanish and five (05) from the chosen sample studied German at secondary school.

Question 3: Are you interested in written expression's module?

Options	Respondents	Percentage
Yes	26	87%
No	04	13%

Table 3.16 Students' interest towards written expression module

The aim from formulating this question is to know the students 'attitude toward written expression's module whether they like it or not. From table 16, we notice that 87% of second year students are interested in learning written expression's module, they justified their answer by saying that written expression is a motivating session especially when they have a good teacher; others said that it allows them to express their ideas and thoughts in a piece of writing in effective way. In other words, the students are aware of the importance of the writing skill. While (13%) of them are not interested in it; it might be because of the difficulties that they face when they tend to write.

Section two: writing skill

Question 4: How would you assess (evaluate) your level in writing

Options	Respondents	Percentage
Good	06	20%
Average	24	80%
Low	00	00%

Table 3.17 Students' self-assessments of their level in writing

According to the student's responses about their self-assessment of their level in writing, most of the students assess their writing level as an average as it is shown in the above table with (80%). Whereas only (20%) of them consider their level as good.

Question 5: While writing, on which do you focus more?

Options	Respondents	Percentage
Grammar rules	00	00%
Vocabulary	04	13%
Spelling mistakes	03	10%
All of them	23	77%

Table 3.18 most important elements for students during writing

Based on the results shown in the table above, it can be deduced that the most important elements that students focus on while writing are grammar rules, vocabulary and spelling mistakes. It is observed that majority of the students (77%) take all of them into account while writing. Whereas (13%) focus only on vocabulary, and the paramount focus of the rest students, which is about (10%), are just on spelling mistakes. Depending on the majority, we conclude that good writing means the mastery of grammar, having a large quantity of vocabulary and avoiding spelling mistakes.

Question 6: How often do you write in class?

Options	Respondents	Percentage
Every session	17	56%
Once a week	11	37%
Once per a month	02	7%

Table 3.19 writing frequency in written expression session

The findings of the above table show that the majority of the informants (56%) indicate that they practice writing every session. This absolutely means that most of teachers of written expression's module at Biskra University pay more attention on the writing skill. (37%) of them pointed out that they are practicing writing once a week; whereas only (7%) of the students write once per a month. Thus, it clearly shows students 'lack of practice in writing as we consider the issue of writing once a month to be inadequate by any means.

Question 7: The time allocated to written expression session is:

Options	Respondents	Percentage
Very sufficient	02	7%
Sufficient	23	76%
Insufficient	05	17%

Table 3.20 the time allocated to written expression session

It is observed that most of the students (76%) believe the time allocated to written expression's session is sufficient. Whereas, (17%) of them indicate that the number of the sessions is insufficient. However, there are (7%) think that the time of sessions is very sufficient. From this result, it is clear that the time of written expression depends on the writing capacities of each student.

Section three: writing errors that is resulting from L1 interference**Question 8: During writing, do you refer back to your mother tongue?**

Options	Respondents	Percentage
Yes	20	67%
No	10	33%

Table 3.21 referring back to mother tongue during writing

The findings that are demonstrated in table 21 reveal that majority of the students with (67%) refer back to their mother tongue when they tend to write in English because they sorely struggle to step beyond their writing problems and, yet, they fail because they are unaware of the attachment and commitment to their mother tongue's systems, mechanisms of thinking as well as their cultural backgrounds which they often use as a reference. While the minority of the students (33%) pointed out that they are able to express their ideas in English without referring back to their mother tongue.

Question 9: If you refer back to your L1, what technique do you use?

- A) Word by word translation (Arabic to English)
- B) Sentence by sentence (Arabic to English)
- C) Translation of meaning

Options	Respondents	Percentage
A	12	40%
B	8	27%
C	10	33%

Table 3.22 techniques used by students while referring back to their L1

The ultimate objective from this question is to know the interference of the mother tongue on second year students 'written production. In fact, during writing in English, most of students based on translating their ideas from Arabic to English but each student has their own techniques. As it is shown in the above table, we notice that (40%) of the students refer back to their mother tongue using the literal translation, and (27%) of them translate their ideas sentence by sentence. Whereas, the other informants (33%) indicated that they focused on the translating of meaning. The last technique is definitely the best one in order to produce a good piece of writing.

Question 10: Do you find it necessary to use a dictionary?

Options	Respondents	Percentage
Yes	19	63%
No	11	37%

Table 3.23 necessity of using dictionary while writing

The table shows that (63%) of the students reported that it is necessary to use a dictionary while writing. We can assume that dictionaries are a means of help for them because some of them justified their answer saying that it is preferable to use dictionaries in order to present a good piece of writing. On the other hand, (37%) of them claimed that it is unnecessary to use dictionaries by reason of writing independently. Therefore, they consider their language baggage as rich and they justify their choice as it is crucial to avoid being dependent on using dictionaries.

Question 11: What type of dictionaries do you use?

Options	Respondents	Percentage
Bilingual	20	67%
Monolingual	10	33%

Table 3.24 type of dictionaries used by students

Through the answers of students, we found that (67%) of them use bilingual dictionary and (33%) of them use monolingual one. We can deduce that students who use bilingual dictionary are likely to fall in the trap of language transfer; therefore, it leads them to do errors in L2 writing tasks such as collocations or word choice because some words carry more than one meaning. Thus, students had better use the giving words in their right contexts because they may convey different meanings.

Question 12: Does your mother tongue influence your writing skill

Options	Respondents	Percentage
Yes	23	77%
No	07	23%

Table 3.25 the influence of mother tongue on students' writing

It is commonly believed that L1 influence the way the students write. As it is shown in the table, we observed that the majority of the students (77%) said “yes”, they justified their answer saying that they relied on their mother tongue automatically; others said that they found difficulties to find the exact meaning in English. This result helps us to confirm the above idea i.e. most of errors occur as a result of the interference of L1 on L2. In contrast, (23%) of the students said “no”.

Question 13: What do you think is the best to lessen (reduce) L1 interference?

Options	Respondents	Percentage
Practice	14	47%
Authentic material use	03	10%
Reading	13	43%

Table 3.26 the best ways to lessen L1 interference

Based on the results shown in the table above, we noticed that the majority of the students opt and agree that the effective techniques to reduce L1 interference are ongoing practice and reading. (47%) of them highlighted reading because they support the belief the more you read the better you write; whereas, (43%) of them agreed on practice. Followed by (10%) who think that using authentic material is the best way to reduce this phenomenon.

Question14: When you are asked to write, do you get teacher’s feedback on your piece of writing

Options	Respondents	Percentage
Yes	23	77%
No	07	23%

Table 3.27 the teachers’ feedback on students’ piece of writing

Depending on the students’ responses about their teachers’ feedback on their pieces of writing, we noticed that most of the students (77%) said that they got feedback from their teachers on what they write. In other words, there are some teachers of written expression see it crucial to give feedback in order to improve their students’ writing skill. The rest of the students (23%) indicated that they do not receive any feedback.

3.3.3 Analysis of Students’ short paragraphs

The aim of the present study is to demonstrate the most occurring or frequent types of errors that second year students encounter in writing in English as a foreign language. Throughout the previously analysed writing samples; we found a number of errors and pitfalls that students committed in which they are classified in the table 1. The latter shows the types, numbers and percentages of errors committed by the participants in their written work. Students were asked to write freely about any subject they like in short paragraphs. More importantly, some common errors are identified with illustrative examples.

Result and discussion:

Types of errors	Frequency of errors	Percentage
Word order	20	10%
Preposition	07	3.5%
Word choice	24	12%
Capital letters	15	7.5%
Punctuation	23	11.5%
Collocations	13	6.5%
Passive forms	04	02%
Pronouns	13	6.5%

Spelling	41	20.5%
Articles	14	07%
Tense use	26	13%
Total	200	100%

Table 3.28 analysis of errors produced by Algerian EFL students

The table shown above displays the results of the most common students' errors after analysing their written texts. The flaws were picked out to discover the different forms of errors that are overwhelmingly perpetual and repetitive in the process of L2 writing performance. The total number of errors is 200 that are picked out from 15 paragraphs; these errors include different types of errors namely: word order, prepositions, word choice, capital letters, punctuation, collocations, passive forms, pronouns, spelling, articles and tense use. According to the data shown on the table, most of the students make a lot of spelling mistakes as it is shown on the above table with 20.5%. Punctuation, sentence structure, word choice and the use of tenses were the most frequent ones as well. Most students, if not all, made exactly the same faults concerning the formerly mentioned types of errors. This case can be best described as L1 interference; for instance, learners used some words to express a given idea but they misuse those words of similar meanings depending on literal translation and not on their contexts of use. Consequently, learners tend to rely much more on their L1 as a support to cover L2 deficiencies.

We will present some types of errors the students made in their paragraphs as following:

Word order:

Examples:

Error identification:

1- I see a wonderful painting made of mixed colours of flowers red, white and yellow.

Error correction:

1- I see a wonderful painting made of mixed colours of red, white and yellow flowers.

Here it is obvious that learners made an interlingual error in which he took the word order of Arabic and applied it to English probably by translating literally from their Arabic native language directly without taking into consideration that adjectives are followed by nouns.

Word choice:

Examples:

Error identification:

- 1- “I and my family went to tourism last summer in Sousse.”
- 2- “My mother invited some of her best girl friends for dinner”

Error correction:

- 1- “My family and I went on holiday to Sousse last summer.”
- 2- “My mother invited some of her best female friends for dinner”

The errors relate to word choice are those words semantically unacceptable but grammatically acceptable in the given linguistic context. The main difficulty in choosing a right word lies in the semantic transfer of the mother tongue. In this respect, due to literal translation from Arabic, the student made interlingual error, he used “to tourism” instead of “on holiday”. In the second example, the student wanted to refer to mother female friends as girlfriends; however, we do know that the majority of Algerian mothers do not invite male friends at home. Thus, saying only friends is fair enough to deliver the meaning.

Punctuation:

Examples:

Error identification:

- 1-“My first swimming (was an important skill that I should learn) lesson was exceptional.”

Error correction:

- 1- “My first swimming lesson, which was an important skill that I should learn, was exceptional.”

This student tries to consider the clause between brackets as additional information; it is rather non infinitive relative clause that needs to be between two commas. It is an interlingual error that students need to be aware of as to language differences between Arabic and English.

Collocations:

Examples:

Error identification:

- 1- “I like usually to sit in my small garden and take a hot coffee.”

Error correction:

1- “I like usually to sit in my small garden and have a warm cup of coffee.”

It has been agreed that collocation is the most problematic part of a language. If the word that cannot typically precede or follow another word is selected, a collocation error occurs. Thus, in the previous example is an intralingual error, the student misused the verb “take” with coffee; instead the verb “have” is the most appropriate one.

The use of tenses:

Examples:

Error identification:

1- “My house is the favourite place that I found my comfort and it is the source of my happiness”

Error correction:

1- “My house is the favourite place where I find my comfort and it is the source of my happiness”

Many learners (13%) get confused of which tense they need to follow, their piece of writing is a mixture between tenses; it is an intralingual error in which the student used the past simple since the sentence has got the present meaning. Thus, students need to realize the right use of each tense in order to have a full meaning for the reader.

Spelling:

Examples:

Error identification:

1- “My house is huge which has a butifule door ...”

2- “When she red the doctor name”

Error correction:

1- “My house is huge which has a beautiful door ...”

2- “When she read the doctor name,”

A number of learners misspelled words due to the lack of practice and reading, they write words by using the letters conventionally accepted for their formation. In this respect, it is clear that spelling mistakes are intralingual errors because of the confusion of the second language itself. As an instance, Some English words have the same pronunciation but

different spelling and meaning which are called homophones; thus, the past simple of the verb read is written as read yet its pronunciation is like red as a color. As a result, the student misspelled it owing to same pronunciation.

Articles:

Examples:

Error identification:

1- “The success doesn’t make the happiness, but the happiness makes the success”

Error correction:

2- “Success doesn’t make happiness, but happiness makes success”

The overuse of the definite article “the” is due the influence of mother tongue language. The definite article is redundantly used by learners of English with nouns that require the definite article in Arabic but not in English. The misuse of articles is considered as interlingual errors; therefore, it is recommended that learners need to learn more about the use of articles so that the influence of the negative transfer might drop off.

Preposition:

Examples:

Error identification:

1- “I confused salt and sugar”

2- “It took an hour and a half in the way after we moved...’

Error correction:

1- “I confused salt to sugar”

2- “It took an hour and a half on the way after we moved...’

The problems in using English prepositions for students learning English result English and Arabic prepositions do not have definite usage and meaning. Besides, not all of them have definite equivalent. The students need to avoid interlingual errors by means of being aware of the accurate propositions used with the verb “confuse”. In the second example, the error is deemed to be intralingual. According to Cambridge dictionary, “in the way” means “in a position that prevents something from happening or someone from moving”; whereas, “on the way” is used when we talk about direction or rout to somewhere. Therefore, on the way is the most appropriate one to deliver the right meaning.

Capital letters:

Examples:

Error identification:

1- “the capital city of italy is very extraordinary place

Error correction:

1- “The capital city of Italy is very extraordinary place

Capitalization means writing a word with its first letter as a capital; therefore, many students make interlingual errors as they do not write capital letters for titles, names of countries, at the beginning of sentence and the like. Since capitalization does not exist in Arabic, second year EFL students find difficult to drop off the influence of their mother tongue.

Passive forms:

Examples:

Error identification:

1- “Some butterflies drawings surround a quote with thin pink line

Error correction:

1- “Some butterflies drawings are surrounded by a quote with thin pink lines

Throughout analysing students’ pieces of writing, the percentage of passive form is not high 2% as students proved that they could avoid errors. We stated one of the passive form errors as intralingual one where the student forgot to use present passive tense rule “are surrounded by”.

Pronouns:

Examples:

Error identification:

1- “Everyone has own special place which relax after a tiring day”

2- “My phone has a significant role in my life. My phone is silver, shinning and bright.”

Error correction:

1- “Everyone has their own special place where they relax after a tiring day”

2- “My phone has a significant role in my life. **It** is silver, shinning and bright.”

A pronoun is a word that takes the place of a noun. We use pronouns to make sentences less weighty and less repetitive. In this case, pronouns are considered to be intralingual errors because it is related to the second language rules. Concerning the above example, the student repeated “my phone” instead he can avoid repeating and use pronoun “it”.

3.4 Discussions of the Results

3.4.1 Teachers’ Questionnaires

Judging by the analysis and interpretation of the teachers and students’ questionnaire the results reveal many evidences of L1 interference with L2, its extent and effects. Many teachers consider process approach as an applicable, gradual and practical process for students to develop their writing skills. Most of them assumed that using L1 inside classroom should be minimized if not never; it is recommended by others to use L1 when needed. Moreover, it is stated that writing assignments are very crucial for students to keep them on the continuous way of practicing writing; simultaneously, teachers tend to give feedbacks about their writing production as they consider it necessary assessments. More importantly, many teachers believe that students’ weakness on writing refers back to the lack of reading and practicing since the more you read, the better you write. Besides, the presence of L1 interference is well noticeable on students’ writing production because literal translation is a common L1 interference when they attempt to write in English. Teachers highly recommend students to be aware of L1 and L2 differences and similarities so as to avoid making errors. Also, both authentic materials and ongoing practices are the vital effective techniques so that students can improve their writing in L2.

3.4.2 Students’ Questionnaire

As to the analysis of the students’ questionnaire, we have observed that second year students are aware of the importance of the writing skill since the majority of the students are interested in learning written expression’s module because they consider it as a motivating session that helps them to improve their writing. Concerning the students’ self-assessment of their level in writing, it is noticed that most of them are satisfied with their level in English. Moreover, students refer back to their mother tongue when they tend to write in English, that is why most of them find difficulties when writing. Hence, the majority of the students believe that their native language influences the way they write and most of their errors are due to the impact of L1. More importantly, in order to reduce L1 interference, students need to focus

more on practice and reading as well as using authentic materials. Eventually, most of the students affirm that they get feedbacks from their teachers on what they write because they assist them to be aware of their writing errors.

3.4.3 Students' Short Paragraphs

This study provided a view and an indication of the kinds of errors EFL learners produce in their writing productions owing to language transfer. It also supplied evidence of L1 interference with L2, its extent and effects, throughout the analysis of the learners' pieces of writing. This was clearly shown in the way that the learners used their L1 structures to help them bridge the gap of their L2 knowledge, indicating a direct interference of L1 on L2. Learners tend to form habits of L1 which have influenced the L2 writing skills as they learn English. These habits interfere with those needed for L2 learning, and new habits are formed. The errors made in L2 are thus seen as L1 habits interfering with the acquisition of L2 habits (Beebe, 1988 and Seliger, 1988). As has been demonstrated above, the transfer of Arabic structures in the English writings of second year students has produced a number of errors in terms of the grammatical, lexical, semantic, and syntactic levels. Moreover, it appears that students made more errors in the areas where they felt English and Arabic were rather similar (articles, prepositions, choice of diction and others). More interestingly, most of students lack the ability to produce infinite number of sentences in the appropriate context, especially when they write their essays because most of the time they refer back to their L1 to write in English.

3.5 Discussion of the Findings

Since the study overall aim is to describe and find out the extent and effects of linguistic interference on students' written production in L2, this section is devoted to reconsider the main findings obtained from the three data collection tools teachers and students' questionnaire and the analysis of students' paragraphs. Judging by our study, the results show that the majority of students' errors in their writing production are due to the L1 interference. Whereas, there are some intralingual errors which are occurred as a result to the influence of certain structures of the learner's previous experiences within the target language in itself such as overgeneralization. The analysis shows that the most common errors students make when writing in L2 are owing to the grammatical, lexical, semantic, and syntactic level. On the other hand, teachers' questionnaire showed that students' weakness on writing is due to the lack of reading and ongoing practice; as a consequence, teachers paid much attention on

students' awareness of the types of errors they might commit while writing. Also, students' are highly recommended to use authentic materials to make fewer errors whether it is interlingual or interlingual while they tend to write. Depending on students' questionnaire, it is demonstrated that students had an attempt to predict the difficulties they may encounter while writing in L2 as well as the errors they make. Eventually, the latter has been proved by the analysis of the students' paragraphs. The three data tools contributed to affirm that the cross linguistic transfer has a visible influence on learners' writing because learners find themselves relying much more on their mother tongue in order to cope up with the new linguistic system.

Conclusion

To sum up, in order to confirm or reject the hypothesis and get answers of the raised research questions at the beginning of the present research, this chapter was devoted to the field work of the current study. It tackled three data collection methods namely, teachers and students' questionnaires and corpus analysis of the students' paragraphs. We opted for these tools because they are suitable for this research in order to collect more consistent information about our topic. The obtained data were analysed by statistical means and interpreted descriptively. Based on the results, it is observed that the errors that have been made by second year students in different linguistic level are due to L1 interference. As a consequence, the findings gained from this chapter validate our hypothesis; therefore, in order to reduce the influence of the mother tongue, teachers suggested reading and practice for the sake of avoiding mistakes/errors. By this way, students can be more competent in writing in second language.

General Conclusion

The current research highlights the effect of language transfer on second year EFL learners' written production in English at Biskra University. Learning a foreign language is considered as a complex process because it is different from a learner's native language. The difference between the two languages, a foreign and native language, makes the learner face a great difficulty in learning a foreign language rules. Thus, it is believed that language transfer is a reality in the process of second language acquisition in a way that affects the learner's productive skills namely, the ones related to writing because majority of EFL learners seek to use their first language rules and structures as a facilitating tool in order to learn foreign language.

The foremost concern of the present work is to analyse and identify the impact of the mother tongue on writing in English as a foreign language, and shed the light on the errors made by second year students. Over this study, the hypothesis is done to be "the most common errors and mistakes which are written by second year students are due to the fact of negative/positive transfer from L1 to the English language". Since the analysis of students' short paragraphs revealed the main reason behind student's errors is the mother tongue interference. Therefore, the findings of this study confirmed and proved that EFL learners depend much more on their native language when they tend to write or express their ideas.

It is believed that enhancing the writing skill of foreign language students is a difficult task which requires too much efforts and experience. Therefore, teachers of second language should be able to identify this phenomenon in order to prevent the errors which may arise or use them in a constructive way. It is worth mentioning that teachers should take into account the differences between language and Culture in order to deal with transfer and then, teaching will be more effective. Moreover, errors made by learners will assist teachers to foresee what may be difficult or easy for them, and will provide clues of how to act.

The present research encompasses two chapters. The first chapter was divided into two main parts, the first one was devoted for the theoretical background about the writing skill. In the second part, we focused on the concept of language transfer and its effects on the acquisition of writing system for Algerian students of English as a second language. Concerning the second chapter, it was allocated to the practical part. With regard to this chapter, a mixed methods approach were adopted in this study. We submitted a questionnaires

for both teachers and students in order to gain more information about our topic. Additionally, a corpus analysis was used as an analytic means to explore the student's errors. The latter helped us to confirm and prove our hypothesis.

In sum, based on the results of this research, our hypothesis, which state that errors made by students are due to the L1 interference. We observed that students encounter various challenges in writing mostly in grammar rules. Therefore, the current research is fruitful and helpful for teachers that can aid them in selecting the most proper strategy to reduce the interference of L1 on L2 so that it can help them to evolve the teaching, as well as learning process.

Pedagogical Implications

Relying on the findings of this study which confirm the effect of language transfer on second year students' written production. We attempt to propose several pedagogical implications that might be helpful for both teachers and students to lessen L1 in which they could help improve teaching and learning process in return.

For teachers:

- ✓ Teachers need to provide remedial teaching sessions in order to evaluate students' writing errors, which is in return, they will be conscious about their writing difficulties.
- ✓ We have noticed that L1 transfer causes a lot of errors both at the lexical level and the grammatical level which effects negatively students' English writing. In this respect, teachers' explanation of new words and phrases and syntactic structures are important for students. It is better to provide a situation and associate the new words and phrases with the familiar context of the students' life or with the context of the text. This can help students build an integrated knowledge of English vocabulary and grammar.

For students:

- ✓ Students need to avoid translating word to word from their mother tongue language; they rather to focus on learning vocabulary by its context in return.
- ✓ Students need to be exposed more to the practice of the necessary structure in order to internalize them and then to be able to use them appropriately and accurately in their writing.

- ✓ Students had better be exposed to practice writing collaboratively as they will learn different feedbacks from each other.

Recommendations

Based on this study, we put forward the following recommendations to help students to avoid negative transfer while they write in English.

For teachers

- ✓ Since learners find it difficult to get rid of thinking in their native language, teachers are recommended to encourage learners to think in English as a foreign language. As an instance, they should assist their students not to have the chance to the word-to-word translation of their native ideas or sentences. By this, learners will be able to express themselves in English with fewer errors.
- ✓ Teachers of second languages should also take into consideration the similarities between the native and target language. Thus, they will also take advantage of this positive transfer in order to ease the learning process.
- ✓ Teachers should inspire and motivate learners to be self-autonomous which allow them determine to make a better use of their efforts in the learning for its own sake.
- ✓ Teachers should provide negative / positive feedback for students so that they can improve their writing skill.

For students

- ✓ If learners are fully aware of all the interference potentials, they may avoid making transfer errors. It is necessary for the learners to be conscious about the linguistic differences between Arabic and English.
- ✓ L2 learners should be exposed to as much reading as possible in English because the more learners read, the better they gain English knowledge about how to write in effective way without referring back to their mother tongue.
- ✓ Learners should avoid relating everything to their native language by making the target language as a separate system
- ✓ Concerning the use of dictionary, it would be better for learners to use the monolingual one as it helps them to think in English as a foreign language.

For syllabus designers

- ✓ Extending time allocated for written expression module, in order to provide more opportunities for teachers to fulfill the requirements of this module as well as for students to practice more.
- ✓ It would be better to add a reading module especially for first and second year students, as it aids them to have the opportunity to benefit from reading since writing and reading are interrelated.

References

References

- Abu Rass,R.**(2015). *Challenges Face Arab Students in Writing Well-Developed Paragraphs in English*. *English Language Teaching*; Vol. 8, No. 10; 2015. Retrieved from <https://www.fiels.eric.ed.gov>
- Al Fadda, H.** (2012). *Difficulties in academic writing: From the perspective of King Saud University postgraduate students*. *English Language Teaching*, Vol, 5, No.3, pp. 123- 130. Retrieved March2017. From <http://www.ccsenet.org>
- Al- Khresheh, M.H.** 2010. *Interlingual Interference in English Language Word Order - Structure of Jordanian EFL Learners*. *Proceedings of the European Journal of Social Sciences-*
- Alfaki, I.M.**(nd)"*University Students' English Writing Problems: Diagnosis and Remedy*" *International Journal of English Language Teaching*. Vol.3, No.3, pp.40-52, Retrieved May2015.from [http:// www.eajournals.org](http://www.eajournals.org)
- AZZIOUI, A.** (2009). *Teaching Writing through the Process Approach*. Unpublished Master Thesis.UniversityMentouri Constantine.
- Badger, R. & White, G.** (2000). *A process genre approach to teaching writing*. *ELT Journal*, 54 (2), 153-160.
- Barton, D.** (2007). *Literacy: An Introduction to the Ecology of written language*. Malden, MA: Blackwell publishing.
- Benson, P.J. & Heidish, P.** (1995). *The ESL Technical Expert: Writing Processes and Classroom Practices*. In D. Belcher & G. Braine (Eds.), *Academic Writing in a Second Language:Essays on Research and Pedagogy*. Norwood; NJ: Ablex. p. 313-30.
- Benyahia, S.** (2016). *The Use of Cooperative Learning Strategies to Enhance Students' Writing Skill*. University of Biskra.
- Brown, H. D.** (2000). *Principles of language learning and teaching*. Addition Wesley.

Longman Inc.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*.

Brown, H.D. (1980). *Principles of Learning and Teaching English*. New Jersey Prentice-Hall. Inc.

Bryne, Donn. 1988. *Teaching Writing Skill*. London: Longman Group Limited. Cambridge University Press

Cathy, B. (2002). *transfer/cross-linguistic influence*: Oxford University Press. *ELT Journal*. Volume (56). P (68).

CHELLI, S. (2013). *Interlingual or Intralingual Errors in the Use of Prepositions and Articles*. University of M'sila.

Chengyu, N. (2018). *Implications of Interrelationship among Four Language Skills for High School English Teaching*. Yanbian University in China. Vol. 9, No. 2, pp. 418-423. Retrieved from: <http://dx.doi.org/10.17507/jltr.0902.26>

Cope, B. and Kalantzis, M. (eds.): 1993, *The Powers of Literacy: Genre Approaches to Teaching Writing*, Falmer Press (UK edition) and University of Pennsylvania Press (US edition), London and Pittsburgh.

Corder, S.P. (1974). *Errors Analysis*. Oxford University Press.

Coulmas, F. (1999). *The Blackwell Encyclopedia of Writing System*. Oxford, Blackwell.

Cristal, D. (1992). *A dictionary of linguistic and phonetics*. The language library. T.J. Press. Pad slow.

Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge [England: Error analysis. London: Longman.

Devitt, A. J. (2008). *Writing Geners*. Carbondale, SIU Press.

- Dulay, H. & Burt, M.** (1974a). *Errors and strategies in child second language acquisition*. TESOL Quarterly, 8(2), 129-136.
- Eisterhold, J. C.** (1997). *Reading-writing connection: Towards a description for second Language learners*. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp.88-101). Cambridge: Cambridge University Press.
- Ellis, R.** (1990). *Instructed second language acquisition: Learning in the classroom*. Oxford: Basil Blackwell Ltd.
- Ellis, R.** (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- Faerch, C. & Kasper, G.** (1987). *Perspective on Language Transfer*. Applied Linguistics, 8(2), 11- 36.
- Felder, R., &Henriques, E.** (1995). *Learning and teaching styles in foreign and second Language education*. Foreign Language Annals 28(1). P. 21-31.
- Friedlander, A.** (1990). *Composing in English: Effects of a first language on writing in English as a second language*. In B. Kroll (Ed.), *Secondlanguage writing: Researchinsights for the classroom* (pp. 109–125). Cambridge: Cambridge University Press.
- Gao, J.** (2011). *Mechanisms Leading to Negative Transfer*. *Foreign Language School*, Changchun University of Science and Technology, Changchun, China. Vol. 1, No. 5, pp. 507-510. Retrieved from:
<http://www.academypublication.com/issues/past/tpls/vol01/05/11.pdf>
- Gass, S. and Selinker, L.** (2001). *Second Language Acquisition: An introductory course*. 2nd Ed. London: Lawrence Erlbaum Associates.
- Graves, D.H.** (1983). *Writing: Teachers and Children at Work*. Exeter, NH: Heinmann Educational books.
- Harmer, J.** (2004). *How to teach writing*. Essex: Pearson Education Limited.

- Harmer, J.** (2004). *How to Teach Writing*. UK: Pearson Education: Longman.
- Harmer, J.** (2007). *How to Teach English*. Pearson Education: Longman.
- Harris, J.** (1993). *Introducing writing*. England.
- Heaton, JB.**(1975). *Writing English Language Tests*. London: Longman.
- Hemaida, M.** (2016). *Algerian Arabic Varieties speaker's Errors in English Writing*.
University of Oran 2 Ahmed ben Ahmed.
- Hoffman, W. & Jenifer, F.** (2011). *The Differentiated Instruction Book of Lists: Volume 6*
de J-B ED: Reach and Teach. San Francisco: John Wiley & Sons.
- Hyland, K.** (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Kebli, S.B** (2017). *the Impact of Arabic and French Language on the Skill of Writing in English*. University of Telemcen.
- Krashen, S.D.** (1984). *Writing: Research, theory, and applications*. Oxford: Pergamon
Institute of English. As cited in: Richards&Renandya. (2003). *Methodology in languageteaching: An anthology of current*.
- Laadjal, k.** (2015). *The Effects of ICTs on Student's Academic Writing*. University of Biskra.
- Lado, R.** (1957). *Linguistic Across Cultures*. Ann Arbor: University of Michigan Press.
- Mancho'n, R. M., Roca de Larios, J., & Murphy, L.** (2000). *An approximation to the study of backtracking in L2 writing*. *Learning and Instruction*, 10, 13–35.
- McDonough, J. and Shaw, C.** (1993) *Materials and Methods in ELT*. Blackwell.
- Mohammed, A. & Ahmed, A.** (nd). *Linguistic Transfer: Example from Arabic users of English*. University-Jordan.
- Muwafaq Muslim, I.** (2014). *Helping EFL Students Improve their Writing*. *International Journal of Humanities and Social Science*. Vol. 4 No. 2 [Special Issue – January 2014]
- Nunan, D.** (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge

University Press. 36-100.

Odlin, T. (1989). *Language Transfer*. Cambridge: Cambridge University Press.

Ormrod, J. E (1990). *Human theories, principles, and Educational applications*. New York: Maxwell Macmillan international Publishing group.

O'Grady, W., Dobrovolsky, M., &Katamba, F. (1996). (3rd ed.). *Contemporary linguistics: An introduction*. CoppClarck Pitman Ltd.

Pottle, J. L. (2000). *Writing: A Comprehensive Guide to the Writing Process*. Portland, Maine: J. Weston Walch Publisher.

Qi, D. S. (1998). *An inquiry into language-switching in second language composing processes*. The Canadian Modern Language Review/La Revuecanadienne des langues vivantes, 54, 413–435.

Rahman, M. (2015).*International Journal of Applied Research:Linguistic transfer example from Arabic users of English*, Maharishi University. Volume (7).

Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: OUP.

Raimes, A. (1994).*Techniques in teaching writing*. (3rd ed.). Oxford: O.U.P.

Reid j. M. (1994). *The process of paragraph writing* (2nd Ed). Frankenburg

Richards, J.C. (1971). *A Non- Contrastive Approach to Error Analysis*. Richards, J.C edition.

Richards. J. C. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Rod Ellis, R. (2000). *Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press.

Schmandt-Besserat, D., &Erard, M. (2008). *Origins and forms of writing*. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 7-26). New York: Lawrence Erlbaum

Selinker, L. (1972). *Interlanguage*. *International Review of Applied Linguistics*, 10: 209-31.

Shengming, Y. (2010). *Language Transfer: From Topic Prominence to Subject Prominence*. University of Leeds. Retrieved from

https://www.linguistics-journal.com/wp-content/uploads/2015/09/TLJ_MA-thesis_Lanfeng-Lu.pdf

Sid, L. (2016). *The Effects of the EFL Learners' Mother Tongue Interference on their Writing in English: An Error Analysis Study*. University of Biskra.

Stockwell, R. P. (1957). *A Contrastive Analysis of English and Tagalog*. Los Angeles: University of California.

Stotsky, S. (1983). *Research on reading/writing relationships: A synthesis and suggested directions*. *Language Arts*, 60.5, 627-638.

Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press. Retrieved from:

https://kupdf.net/queue/swales-j-1990-genre-analysispdf_5964dbccddc0d60af392be317_pdf?queue_id=-1&x=1552682317&z=MTA1LjEwOC4xNTMuNzU=

Swandi, I & Netto-Shek, J. (2017). *Teaching writing at the primary levels*. National Institute of Education, Nanyang Technological University, Singapore. Retrieved from:

https://www.researchgate.net/publication/317266345_Teaching_Writing_at_the_Primary_Levels

Tompkins, G., Campbell, R., Green, D., & Carol Smith, C. (2015). *Literacy for the 21st Century: A Balanced Approach (2ed)*. Melbourne, Victoria: Pearson Australia.

Trimasse, N. (2016). *The Role of Transfer in the Use of English Articles by Moroccan Learners*: Department of English Studies, IbnZohr University, Agadir, Morocco retrieved from: URL: <http://dx.doi.org/10.5296/ijl.v8i5.9855>

Tyner, E. (1987). *College Writing Basics: A Progressive Approach*. Belmont. Wands worth Publishing Company.

Vanessa, S. (nd). *Product and process writing: A comparison*. Retrieved from:

<https://www.teachingenglish.org.uk/article/product-process-writing-a-comparison>

- Vendetta, B.** (2003). A writing Process. Retrieved from: www.learnn.org/lp/edition/writing-process/5805
- Wang, W., & Wen, Q. (2002).** *L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers.* *Journal of Second Language Writing*, 11, 225–246.
- Weinreich, H.** (1953). *Languages in contact: Findings and Problems.* New York: linguistic. Circle of New York
- White, R.** (1980). *Teaching Writing English.* London: George Allen and Unwin.
- Zamel, V.** (1985) "Responding to student writing." *TESOL Quarterly* 19: 79-101.
- Zhu, Chun.** (1997). *Psychology in foreign language teaching.* Shanghai: Shanghai Foreign Language Education Press.

Appendices

Appendix One

Teachers' Piloting Questionnaire

Teachers' Piloting Questionnaire

Dear teachers,

The current research is carried out in order to discover the effects of language transfer on second year students' writing performances. Therefore, this questionnaire is designed for teachers to give insights about the influence of the mother tongue L1 on learners' writing skills in L2. Please, we extremely appreciate if you tick the correspondent answer and give detailed ones when needed.

Miss. MAICHE Nahla

1- How long have you been teaching written expression's module?

.....

2- From these approaches, in your opinion which one is more effective in order to teach writing?

○ The product approach

○ The process approach

○ The genre approach

Justify please

.....

3- Do you use the mother tongue when explaining lessons?

○ Yes

- No

4- How necessary do you deem the use of L1 in class?

- Obligatory
- Highlyadvisable
- Necessary
- Unnecessary

5- How do you evaluate your student's level in writing?

- Excellent
- Good
- Average
- Low

6- What are the most common writing problems you notice in your students' writings?

- Grammatical errors
- Sentence structure
- Vocabulary and wordchoice
- Spellingmistakes
- Content and organization of ideas
- All of them

7- From the above question, in your opinion what are the reasons behind student's poor written production? (You cantick more than one item)

- L1 interference
- Lack of practice
- Lack of motivation
- Lack of reading

If you know other reasons please mention them

.....

8- How often do you give your students writing assignment?

- Always
- Rarely
- Sometimes

9- Do you think that L1 (Arabic) influences your students' writing?

- Yes
- No

If yes, how?

- Positively
- Negatively

10- While correcting students' writing productions, how often do you feel their L1 interference in their writing style in L2?

- Rarely
- Sometimes
- Often
- Always

11- Should EFL learners be aware of the differences between L1 and L2 writing systems?

- Yes
- No

If yes justify please

.....
.....

12- Do you usually leave feedback on your students' written productions?

- Yes
- No

If yes, how?

.....

If no, why?

.....

13 - What do you think the best way to reduce L1 interference while writing?

.....

Opinionnaire:

Are there any difficult questions? **Yes** **No**

If any, what are they?

.....

We would really appreciate any suggestions or comments from your part. Please, feel free:

.....

.....

Your cooperation will be gratefully appreciated.

Thank You

Appendix Two
Students' Piloting Questionnaire:

Dear students,

This questionnaire is designated to measure students' use of L1 in their writings in L2. Please read the questions carefully, because your answers dear classmates are crucial for the validity of the research we are undertaking. I would be grateful if you answer the following questions with **yes/no** or give full sentence when needed. Tick the correspondent answer.

Miss. MAICHE Nahla

Section one: General information

1. How long have you been studying English?

.....

2. Have you been introduced to another foreign language before studying English?

Yes

No

If yes, what is it?

.....

3. Are you interested in written expression' module?

Yes

No

Section two: the writing skill

1. How would you assess (evaluate) your level in writing?

a. Good

b. Average

c. Low

2. During writing, on which do you focus more?

a. grammar rules

b. vocabulary

c. spelling mistakes

d. all of them

3. How often do you write in class?

a. every session .

b. once per week .

c. once per month

4. The time allocated to written expression is:

a. very sufficient

b. sufficient

c. insufficient

Section three: writing's errors that is resulting from L1 interference

1- During writing, do you refer back to your mother tongue?

Yes

No

2- If you refer back to your L1, what technique do you use?

a. Word by word translation (from Arabic to English)

b. Sentence by sentence (from Arabic to English)

c. Translation of meaning

3- Do you find it necessary to use a dictionary?

Yes

No

Justify your answer please,

.....
.....
4- What type of dictionaries do you use?

a. Bilingual L1/L2

b. Monolingual L2/L2

5- Does your mother tongue influence your writing skill?

Yes No

If yes, how

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

6- What do you think is the best to lessen (reduce) L1 interference?

a. Practice

b. Authentic material use

c. Reading

7- When you are asked to write, do you get teacher's feedback on your piece of writing?

o Yes No

Thank you for your cooperation

Appendix three

Teachers' Questionnaire

Dear teachers,

The current research aims at exploring *“the effects of language transfer on second year students' writing performances”*. Therefore, this questionnaire is designed for teachers to gather their opinions towards the influence of the mother tongue L1 on learners' writing skills in L2. Please, we extremely appreciate if you tick the correspondent answer and give detailed ones when needed.

MAICHE Nahla

Section one: the writing skill

Question: 01 how long have you been teaching written expression's module?

.....

Question: 02	The product approach	The process approach	The genre approach
From these approaches, in your opinion which one is more effective in order to teach writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

❖ Please, justify your

answer.....

.....

Question: 03 Do you use the mother tongue when explaining lessons?

Yes

No

Question: 04 how necessary do you deem the use of L1 in class?

Obligatory

Necessary

Highly advisable

Unnecessary

Question: 05	Excellent	Average	Good	Low
How do you evaluate your student's level in writing?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

question: 06	Always	Sometimes	Rarely
How often do you give your students writing assignment?	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question: 07 do you usually give feedback on your students' written productions?

Yes

No

❖ Justify your answer in both cases

.....

Section two: students' errors as a result of L1 interference

Question: 08 what are the most common writing problems you notice in your students' writings?

Grammatical errors	Sentence structure	Vocabulary and word choice	Spelling mistakes	Content and organization of ideas	All of them
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question: 09 from the above question, in your opinion what are the reasons behind student's poor written production? (You can tick more than one item)

1- L1 interference

2- Lack of motivation

3- Lack of reading

4- Lack of practice

Question: 10 Do you think that L1 (Arabic) influences your students' writing?

Yes

No

❖ **If yes, how?**

Positively

Negatively

Question: 11	Rarely	Sometimes	Often	Always
While correcting students' writing productions, how often do you figure out their L1 interference in their writing style in L2?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question: 12 what kind of interference do you find? (You can tick more than one item)

Grammar translation Literal translation (word by word)

Phonological transfer Lexical transfer

Question: 13 Should EFL learners be aware of the differences between L1 and L2 writing systems?

Yes No

❖ **If yes, justify**

.....

Question: 14 what do you think the best way to reduce L1 interference while writing?

.....

Thank you for your help and collaboration

Appendix four
Students' Questionnaire

Dear students,

This questionnaire is designated to measure students' use of L1 in their writings in L2. Please read the questions carefully, because your answers dear classmates are crucial for the validity of the research we are undertaking. I would be grateful if you answer the following questions with yes/no or give full sentence when needed. Tick the correspondent answer.

Section One: General Information

Question: 01 how long have you been studying English?

.....

Question: 02. Have you been introduced to another foreign language before studying English?

Yes

No

❖ **If yes, what is it?**

.....

Question: 03 Are you interested in written expression' module?

Yes

No

Section Two: the Writing Skill

Question : 04	Good	Average	Low
How would you assess (evaluate) your level in writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question: 05	Grammar rules	vocabulary	Spelling mistakes	All of them
During writing, on which do you focus more?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question: 06	Every session	Once per week	Once per month
How often do you write in class?	<input type="text"/>	<input type="text"/>	<input type="text"/>

Question: 07	Very sufficient	Sufficient	Insufficient
The time allocated to written expression is:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Section Three: Writing's Errors as a Result from L1 Interference

Question: 08 during writing, do you refer back to your mother tongue?

Yes No

Question: 09 if you refer back to your L1, what technique do you use?

- a. Word by word translation (from Arabic to English)
- b. Sentence by sentence (from Arabic to English)
- c. Translation of meaning

Question: 10 Do you find it necessary to use a dictionary?

Yes No

❖ **Justify your answer please,**

.....

Question: 11 what type of dictionaries do you use?

- a. Bilingual L1/L2
- b. Monolingual L2/L2

Question: 12 - Does your mother tongue influence your writing skill?

Yes

No

❖ **If yes, how?**

.....
.....

Question: 13 what do you think is the best to lessen (reduce) L1 interference?

Practice	Authentic material use	Reading
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question: 14 when you are asked to write, do you get teacher's feedback on your piece of writing?

Yes

No

Thank you for your cooperation

Appendix five

Samples of Students' Short Paragraphs

My House

Every house in the world has a long story for each one ^{who} lives in ^{it} their house, and for me, my house is the favorite place that I ^{find} all my comfortable, (and) it is the source of my happiness, so my house is big and large ^{which has} (have) a beautiful door and nice ^{place} face. When I enter it, I astray my self between the rooms. ^{in said} (The house), you small A roma of my mother cooking from the kitchen front of it ^{were} my bedroom, and it is very interesting for me because it ^{has} (have) a spended colors pink and blue and different paintings with soft bed that makes me feel relax. ^{forth} ^{was} ^{sweet} and after a hard day ^{at} working I like to take a shower in my ^{beth} room - and ^{is} my living room brushing in a nice traditional way with a big television and diffrant masterpiece so it ^{looks} mixed between modern and traditional styles. ^{on} The weekend, I like to sit ^{usefully} in my small garden and ^{take} a hot coffee and hear the chirp of ^{birds} (flies) around the trees. I see a wonderful painting ^{made} by mixed colors of flowers Red white and yellow. Really my house ^{it's} means to me a lot every thing and every where each space of it reminds me all my childhood. That makes me live my life so happy.

→ M.O.K. usually to sit

G807

my family and I went on holiday
last summer to sousse.

Narrative Paragraph.

One of the oddest coincidences in my life happened when I went to ^{Tunisia} Tunisia which is my second country. I and my family went to Tunisia last summer in Sousse. ~~So,~~ ^{on} that day we decided to go to the island Korya by ~~the ship,~~ ^{and} it took an hour and a half ⁱⁿ the way after we moved, the ship ~~stopped~~ ^{stopped} in the middle of the sea and I saw the people how they jumped from ~~the ship,~~ ^{and} As I am skilled at swimming, I took the chance and did it while my sister was ~~taking~~ ^{took} a picture ~~for~~ me, it was ^{an} amazing and a wonderful feeling. Also, my parents were surprised ^{on} how I ~~swim~~ ^{swam} in the middle of the sea without fear and ~~swim~~ ^{swam} like a p~~ri~~nce. It was my special experience ^{of} ~~in~~ my life. ^{??}

Baking Cookies

Many things make baking cookies an enjoyable activity. Starting with, when you mix up all the ingredients together, and having as a result a very soft and delicate brown dough. it is that ~~flexible~~ ^{flexible} dough which triggers your imagination and makes you think how ^{flexible} it is going to be shaped. In addition, putting the cookies inside the oven will bring nothing to your nose but the tasty smell of lemon and sweet vanilla mixture; and that, will surely make you dream in your dreams and fantasies. You're just cannot wait to eat it. Furthermore, it would be impossible not enjoying the view of what you have accomplished; a rounded brown chocolate cookies. Not to forget mentioning the flavor, which is undoubtedly delicious ^{melting} especially the melting chocolate inside. But you have to be careful ^{for} whenever you eat cookies everybody around you will hear the crunchy sound coming out of your mouth, and will keep staring at you till you give them some. So, ^{just} as a precaution, move to a place of safety and enjoy being selfish with your dear cookies. All in all, all the joy and amusement in the world is gathered in Baking cookies and eat it as well.

Protecting them as well.

Rome

The capital city of Italy is a very extraordinary place to visit.

The population of Rome is well over two-million. The people there are very friendly and are extremely proud of their country. Rome is a beautiful bustling city that has a moderate climate, the temperature usually stays around eighty degrees. The main way of transportation is by bus. The side walk cafes are very popular in Rome. The cafes are were always populated with happy Italians and a few curious tourists.

→ Crowded

المخلص

يهدف هذا البحث إلى تسليط الضوء على الجانب النظري بخصوص نقل اللغة و كذلك دراسة مدى تأثيرها على الأسلوب الأدبي في الكتابة بالنسبة لمتعلمي اللغة الانجليزية في الجزائر, وهذا من اجل تشخيص الأسباب الكامنة وراء هذا التداخل اللغوي. هذا الأخير له تأثير هائل على عملية اكتساب اللغة الثانية حيث تؤثر اللغة الأم تلقائيا وبشكل يصعب تفاديه أثناء اكتساب لغة أخرى مما ينعكس كذلك على التعبير الكتابي. وهنا نخص بالذكر طلبة الشعبة الانجليزية في السنة الثانية ل م د بجامعة بسكرة حيث يرتكبون أخطاء عديدة نذكر منها على سبيل المثال لا الحصر الأخطاء النحوية و الدلالية و اللغوية و هنا نفترض أن السبب الرئيسي لهذه الأخطاء المذكورة هو التداخل بين اللغتين. الغرض من هذه الدراسة هو جمع الأدلة للبرهنة على الأسباب التي تؤدي إلى انعكاس هذا التداخل اللغوي بشكل سلبي على التعبير الكتابي للطلبة و من هذا المنطلق نقترح الكيفية المثلى من اجل إنشاء لغة سليمة أثناء الكتابة. من أجل تأكيد أو رفض الفرضية أعلاه نعتمد على دراسة وصفية باستخدام ثلاثة أدوات رئيسية. قمنا بجمع 15 فقرة مكتوبة من طرف الطلاب وذلك من اجل استخراج الأخطاء الشائعة بكافة أنواعها بالإضافة إلى ذلك تم جمع بيانات من خلال استبيان موجه لـ 6 أساتذة في وحدة التعبير الكتابي وكذلك استبيان موجه لـ 30 طالب. وقد أظهرت نتائج هذه الدراسة على أن أغلبية طلاب السنة الثانية يرتكبون أخطاء عدة بسبب تدخل اللغة الأم وكذا اللغة الانجليزية في حد ذاتها .