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***The Impact of Mother Tongue Interference on Grammatical
Accuracy in EFL Learner's Email Writing
A case study of first year Students of English at the University
of Mohamed Kheider Biskra***

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Dedication

At the end of this work , I would like to thank Allah for giving me the courage to carry through this project , I dedicate this humble work to ;

To my cherished grandmother,

whose love has been the foundation of my life. Your gentle words, quiet prayers, and unwavering faith in me have carried me through the hardest of days. Though you may not have walked this academic path, your wisdom has taught me more than any book ever could. This accomplishment is as much yours as it is mine.

To my amazing sister Sarah

my life long confidante and biggest cheerleader. Thank you for lifting me up when I doubted myself, for reminding me of my worth, and for celebrating every small victory along the way. Your love and encouragement gave me the strength to keep going. I am so proud to share this achievement with you.

To my dearest parents,

Thank you for being my greatest source of strength, love, and inspiration. Your sacrifices, patience, and constant belief in me have been the foundation upon which this achievement stands. You worked hard, gave up so much, and stood by me through every challenge and every success .Your love has always been my safe place, and your guidance has shaped my journey. This dissertation is not just a milestone for me—it is a tribute to everything you have given me, silently and selflessly. I dedicate this work to you, with all my heart.

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Abstract

Writing in a foreign language is often influenced by a learner's native language, especially at early stages of language acquisition. This study investigates the impact of mother tongue interference on the grammatical accuracy of first-year EFL students' email writing at Mohamed Kheider University of Biskra. Many learners rely on their native language, Arabic, when writing in English, which leads to frequent grammatical errors. The study aimed to examine how mother tongue interference affects students' writing, what types of grammatical errors are most common, and whether learners are aware of the influence of their first language. A mixed-method approach was adopted combining a student questionnaire with an academic email writing task. The results showed that students frequently made grammar mistakes —particularly in verb tense, word order, and article use—mainly due to negative transfer from Arabic. These findings confirm that mother tongue interference has a negative effect on the grammatical accuracy of students' academic email writing.

List of Abbreviation

| |
|---|
| EFL : English as Foreign Language |
| L1: Mother tongue , First language (Arabic in this study) |
| L2 : Second language , Foreign language |
| NT: NegativeTransfer |
| PT : Positive Transfer |
| EA : Error Analysis |
| TEFL : Teaching English as a foreign languages |
| LMD : License / masters / Doctorate |
| CA: Contrastive Analysis |
| TL : Target language |
| C,A,H : Contrastive Analysis Hypothesis |
| NL : Native language |

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General

Introduction

Learning a foreign language is considered a complex process because it is different from the learner's mother tongue language. The differences between the two languages create difficulties for learners to learn and apply the rules of the foreign language. Therefore, it is assumed that learners use their mother tongue language when learning a foreign language to reduce these difficulties. Unfortunately, EFL learners apply the rules of their native language to those of the foreign language, resulting in various errors when speaking and writing in the foreign language. Mother tongue interference is one of the main factors that affect foreign language learning, especially writing, which is considered to be an extremely complex cognitive activity that English learners must master. Several studies have shown that English learners rely on their native language when writing in English. Many scientists are interested in this field, such as B. (Lado, 1957; Corder, 1983; Benson, 2002; Cedar, 2004). The problem of language interference has been observed in first-year students. Therefore, the main purpose of this study is to analyze and determine the influence of the mother tongue on writing in English as a foreign language. In addition, we will also examine the most common errors made by EFL learners in Mohamde Khaider University in their emails written. The aim is to check whether they are influenced by their mother tongue (Arabic) when writing in English. More specifically, the aim is to make students become proficient writers in English by identifying the causes and sources of errors. In the process of foreign language learning, EFL students use their mother tongue as a tool and medium. Mother tongue interference is a fundamental difficulty faced by foreign language learners. Most students rely on their mother tongue. At the same time, they have to improve their foreign language skills, including listening, speaking, reading and writing. This study takes writing skills as the research object to explore the impact of students' mother tongue on their English writing skills. It is believed that the best way to test the degree of dependence of EFL students on their mother tongue is to let them speak or write in the target language. The latter has always been a special challenge for EFL students. By analyzing students' writing results, it can be determined whether their errors are due to language transfer.

Introduction

Learning a foreign language has become progressively crucial lately because it allows us to communicate with people from all over the world. However, people have difficulty acquiring foreign languages since they prefer to communicate in their native language.

Using one's native language to acquire a foreign language has caused various debates among language educators. Extensive investigation has been carried out to address this problem. Many linguists and language experts have discovered that cultural differences between the target language and the students native tongue are one of the main causes of language learning difficulties, since students must be motivated to learn to speak and write in the target language with the aim of developing their linguistic skills. Learning a foreign language is considered to be a difficult task.

1.Statement of the problem

The act of using the native language in learning a foreign language has become more common among firsthand LMD students at the English Department of Mohamed khaidar University. They may have little experience of composing an academic and well-structured pieces of writing by themselves. Consequently, some EFL learners tend to apply the grammatical and lexical rules of their native language to decode and represent the foreign language, thinking that it may facilitate theoreticians. These learners are not aware that this language interference can cause errors at the level of written production and skill.

2.Research questions

1. How does mother tongue interference impact the grammatical accuracy of EFL learners' email writing?
2. What are the most common grammarians by mother tongue interference ?
3. How aware are first-year EFL learners of the ways in which their mother tongue

interferes with English language development ?

3. Aim of the study

1. Examine the impact of mother tongue interferences on the grammatical accuracy of L1 students Email writing.
2. Identify common grammatical errors resulting from interference.
3. Investigate the level of awareness that first-year EFL learners have regarding the interference of their mother tongue..

4. Significance of the study

Learning a foreign or a second language is a complex process which takes a long time to make the learners skillful in that language. Learners go through different developmental stages to be fluent and accurate in a foreign language. In the first stages, they try to apply the main rules of their native language in learning that foreign language. The application of first language rules may make foreign language learners commit errors when they speak or write. These errors may affect their production negatively. For that reason, it is important to conduct research to investigate the main reasons that make EFL. It is important to know the main types of grammatical errors that EFL learners make in their writing. Investigating and analyzing the common-errors of EFL learners in writing is very essential to knowing the weaknesses of students. Knowing the most serious grammatical errors made by EFL learners makes the teachers give more attention to take them into account for enhancing the writings skills of EFL student's at Biskra University.

5. Research Design

This research uses a mixed-method design that combines both quantitative and Qualitative research methods. The quantitative part includes questionnaires to collect data about students' attitudes toward their English writing skills, focusing on grammatical accuracy in their email writing. The qualitative part involves analyzing writing samples, specifically emails, to understand students and writing better. The researcher used error analysis to carefully examine these mistakes. Therefore, in

the qualitative part, the study makes and groups these errors by type and frequency. This help identify common problems students face. By looking closely at student responses, the research provides a clear picture of their writing skills. Overall, this mixed-method approach gives a complete understanding of students' attitudes and difficulties writing emails in English.

6. Research Tools

This research employs two primary data collection tools: a student questionnaire and email samples. The questionnaire is designed to gather detailed information about the reasons behind first language (L1) interference and its impact on students' writing proficiency. It effectively enables them to understand the challenges students face and identify strategies for minimizing L1 interference. Additionally, email samples from students are analyzed to uncover specific instances of L1 interference in their writing. This analysis focuses on grammatical errors and patterns, providing a practical understanding of how L1 interference affects writing.

7.Sample Design

Since it is a mixed-method study, a sample of first-year LMD students will be randomly selected; 46 to respond to the questionnaire. 13 students have been selected for email analysis, allowing for a comparative examination of native language interference in grammatical accuracy.

8.Structure of the Dissertation

This dissertation consists of the theoretical part and the practical one. The former part is divided into two chapters: The first chapter deals with the impact of L1 interference. It includes definitions of key points; mother tongue, foreign language. It also presents the language transfer overview and its type, theories on language transfer, and interference of multi-linguistic aspects from L1 into foreign languages. The second chapter deals with approaches to language interferences studies, theories on errors of EFL learners (contrastive analysis, error analysis), and the source of grammatical errors. Finally, the last chapter is purely concerned with analyzing and interpreting data gathered from both the analysis of email samples and the questionnaire. It is divided into two main parts; the first part is

concerned with the description of the research methodology, research instruments, and population. The second part introduces data analysis, which is gathered from the tools used, and it concludes with the findings and results.

9. Limitation of the Dissertation

This study was limited to a small group of first-year English students from one university, so the results cannot be generalized to all EFL learners. It focused only on email writing and did not include other language skills or learning content. Some of the data was based on students' self-reported opinions, which may not fully reflect their actual language use. Future research could include more students from different levels and universities, and explore how the native language affects other skills like speaking or reading, in order to gain a broader understanding of language in EFL learning.

Chapter one:
L1 Interference

Introduction:

Writing is taken into account as one of the most complex skills in learning a foreign language because it presents EFL learners with many challenges. The EFL learner commits a lot of mistakes in the writing process in the target language (English), and one of those mistakes is the inappropriate use of the foreign language's rules and grammatical structures. These mistakes committed by EFL learners are caused for many different reasons. Native language interference is a major one of them. Learners take the rules of their native language and apply them while writing in a foreign language. This chapter starts with definitions of some keywords (native language, foreign language). Then discusses language , which includes types of language transfer and leads to theories and views about language transfer . We conclude our chapter by explaining the interference between multi-linguistic aspects, including phonological, lexical, syntactic, and grammatical.

1.2 Definitions of key words

a)1.2.1 Mother tongue : Mother tongues shape the identity of a person, a society, a country. As J. Edward said

« What is a mind without a native language? A society without a language has no attitude or identity. A native language is the language of emotions, the language that touches the heart. As Nelson Mandela said in his famous quote: "If you speak to a man in a language he understands, his mind will understand you." "If you speak to him in his language, his language will go to his heart." In other words: Native language is the blood of the soul.

According to (Nordquist, 2019, p. 25), the term "native language" refers to a person's native language. It is the language learned from birth. It is also called "first language", "dominant language", "native language". In other words, it is the language that a person acquires from his social environment, his parents and his family. It is a naturally acquired language, which means that it is acquired less effortlessly.

1.2.1b) Foreign Language

A foreign language is one that people in a specific area do not use regularly. It refers to any language not spoken by the local population but is necessary for certain purposes, such as traveling, conducting business, or applying for jobs (Hassa, 2018). In other words, a foreign language is one that is not commonly spoken in the country or region where the learner lives. Understanding a foreign language opens up opportunities for communication, cultural exchange, and personal growth. It allows individuals to connect with others across borders and enhances their ability to navigate diverse environments. As globalization continues to increase, the importance of learning foreign languages becomes even more significant, enabling individuals to succeed in various professional and social contexts.

1.3 Language transfer

Before defining language transfer, let us first define transfer. The term transfer originally comes from behaviorist psychology and is defined as the effects of similarities and differences between the target language and the acquired language (Odlin 1989: 27). Therefore, language transfers to the transfer of knowledge from one language to another. In applied linguistics, the study of language transfer is crucial because of its importance to language pedagogy and its impact on multilingual or other language learning. According to Skehan (2008), language transfer is the influence of the native language on all other languages learned. Language transfers can occur in many situations. It can be a positive or negative transfer.

1.3.1 Types of Language Transfer

1.3.1 a) Positive Transfer (PT)

It is a process in which learners from the target language are similar to their native language and facilitates the acquisition of foreign language learning. According to Wolfarm (2007), Positive transfer means “the incorporation of language features into a non-native language based on the occurrence of similar features in the Native language(p. 80). In other words, a positive transfer is

considered positive if the same structures exist in both languages (first language and second language) and the transfer results in the correct form of language in the second language, or simply if there are similarities between the L1 and L2.

1.3.1 b) Negative Transfer (NT)

It is when foreign language learners use their native language in a non-native language context, which leads them to make errors, which in turn inhibit or cause difficulties in the learning of the target language. As Odlin (1989) pointed out, negative transference us to study and compare learners of different native languages to examine the influence of the first Language in second language learning. Overall, negative transfer is an important issue for EFL learners. When they use their native language incorrectly in a foreign language context, it can lead to errors that make learning harder. As Odlin (1989) noted, studying negative transfer allows us to see how different first languages affect learning a second language, helping us understand the Challenges learners face.

1.4 Language Transfer Theories

1.4.1 a) Behaviorist theory

The Behaviorist Learning Theory, developed by American psychologist Watson in the early 20th century, emphasizes the study of observable behavior in relation to environmental stimuli, focusing on the formation of habits in learning. According to this theory, children acquire their first language through imitation and reinforcement from their caregivers, which also applies to foreign languages (FLL). The concept of interference plays a significant role, as the habits of the first language (L1) can positively or negatively affect the learning of a foreign language (FL), necessitating learners to develop new language rules while managing the potential for interference from their L1. Furthermore, the theory primarily focuses on the concept of 'habits' in the context of learning, particularly Language acquisition. It posits that children learn their first language by imitating the speech of adults around them, receiving corrections or approval from their caretakers.

This theory also extends to foreign language learning (FLL), suggesting that imitation and reinforcement help learners form stimulus-response associations, while the interference of the first language can hinder the acquisition of a second language, as highlighted by Bright and McGregor (1970). Overall, Behaviorists believe that transfer from the first language to the second language must occur, and that positive or negative interference must occur during the learning of the first language. In order to overcome interference, learners need to improve their skills and develop new expression habits in the second language. In addition, developing new language rules does not necessarily mean that interference will not occur. It is a natural strategy, and the brain tends to use different mechanisms to compensate for the loss of one rule in the learned/acquired language with another rule that was adopted from the beginning.

1.4.1 b) Mentalist Theory

In the early 1950s, Chomsky suggested the theory of mentalism, also called conceptualism or psychologism. This theory thought that from the nature of the human language capacity, every person would master the language at the end, and universal grammar rules determine the mastery of every language. Dulay and Burt's research (1974) concluded that children rely on language transfer or comparison with their L1 to construct their L2, the capacity to construct their L2 as an independent system. The mentalist view and U.G.

The advocates, Dulay and Burt (1973; 1974; 1975; 1977), suggested that the creative construction hypothesis encourages the ideas of the L1 = L2 hypothesis. While Dulay, Burt, and Krashen (1982) denied the transfer of native language, they think that the language learning capacity is based on Universal Grammar (U.G.). Mentalists in the 1980s began to explore the relationship between native language transfer and Universal Grammar.

1.4.1 c) Cognitive Theory

The theory was developed to predict potential errors of foreign language learners by carefully comparing multilingual aspects of the first and foreign languages. The theory was proposed by Lado

in 1957. He stressed the importance of distinguishing between the foreign language and the foreign language system. This knowledge helped researchers to conduct a KA to predict the errors that occur in foreign language learning. However, this promising hypothesis does not seem to have panned out in practice. The discrepancy between the linguistic systems of a learner's native language (L1) and the target language (TL) can significantly impact the production and comprehension of the TL. Fries (1972) emphasizes the importance of using scientific materials that compare the structures of both languages to enhance foreign languages (FL) teaching. Errors made by FL learners often reflect the systematic patterns of their L1, particularly at the morpho-syntactic level. The Contrastive Analysis (CA) theory suggests that understanding the transfer of linguistic structures can help predict and address the challenges learners face, leading to more effective teaching strategies. Cognitivism recognizes that "transfer is not just the result of habit formation, nor is it just interference or recourse to the native language, nor is it always native language transfer" (Odlin, 1989, pp. 25-27). Odlin (1989) gave another definition of transfer: "Transfer is the effect of similarities and differences between the target language and other previously (possibly incomplete) acquired knowledge", p. 27. This definition does not come from a cognitive perspective, but, in comparison with the Contractive Analysis Hypothesis (C. A. H), focuses on similarities and differences between L1 and L2.

1.5 Interference of Multi-linguistic Aspects from L1 to FL

1.5.1 Phonological Aspects

Any foreign language learner will face difficulties or struggles when learning or studying the phonological categories of the target language categories. There are many reasons for this difficulty or effort. The early literature on phonological interference focused on identifying such reasons. Brière (1966) attributed it to "(1) the competing phonemic categories of the native language (NL) and the target language (TL) systems, (2) the allophonic membership of these phenomena graphs categories, and (3) the distribution of these categories within the respective systems" (p. 768). Thus, we find that if the two phonological categories of the native and target languages have a high degree

of similarity, then it will appear easy for foreign language learners to learn the phonemes of the target language. However, the opposite is true. Native speakers can recognize foreign accents in the speech of second language speakers. Therefore, pronunciation errors made by second language learners do not simply represent random attempts to produce unknown sounds. Unknown sounds, but reflect the sound inventory, sound combination rules, and stress and intonation patterns of the native language (Ohata, 2007). L1 interference affects the learning of L2 speech in two ways. In the first case, learners tend to select only unique features and ignore redundant ones. In the second case, they tend to interpret L2 sounds based on the characteristics of the L1 sound system (Ali, 2011).

1.5.1b) Lexical Interference Aspects

Lexical transfer vocabulary to the influence of a learner's first language (L1) on their acquisition of a foreign language (FL), which is crucial for effective communication, especially when proficiency is limited. Lexical transfer has been less studied compared to grammar and phonology. It plays a significant role in the learning process, particularly at the beginning stages. They tend to make fewer lexical transfers, shifting from borrowings in early grades to calques in later stages, reflecting an increased mastery of foreign language vocabulary.

In addition, many studies focused upon lexical interference from L1 into FL (Carter, 1987; Clipperton, 1994; Ellis, 1997; Richards, 1976; and Taylor, 1990). However, these studies showed discrepancies in their findings. Some of them related this contrast to the specific nature of L1 and FL. Thus, they assumed that if the two languages belonged to the same language family origin, general lexical transfer was not very great, because learners did not need to rely on their MT lexical items in conveying their verbal and written messages in the TL. However, in the case of the difference in language families, there was a tendency for another linguistic phenomenon, which was part of lexical transfer, that was 'borrowing'. This lexical interference was noticed largely at the beginning of the learning/acquisition process, and then it was reduced gradually as the learner acquired forward in the learning process.

1.5.1 C) Interference of syntactic /grammatical Aspects

A learner's first language (L1) influences the way he or she learns foreign language (FL) grammar. Researchers classify this influence as positive or negative, depending on the similarities between the languages. Some scholars, such as Felix (1980), believe that L1 interference is a minor problem, while others see it as a natural part of language learning. Factors such as the frequency and prominence of morphemes also affect how learners absorb certain grammatical rules. Moreover, Felix believes that the influence of L1 on FL learning is minor and argues that interference should not be considered a normal part of second language learning. However, many researchers believe that native language interference is a natural phenomenon in foreign language learning. According to Cummins (2000), who proposed the "Principle of Developmental Interdependence," which states that skills learned in the first language facilitate the transfer of those skills to foreign language learning. Anthony and DiCamilla (1998) found that using the first language can be a useful tool for foreign language teaching. Lantolf (1997 & 2000) and Tarone (2000) discussed theories on how learners process foreign languages. Researchers agree that foreigners usually learn morphemes in a specific order that depends on the frequency of the morphemes and the way they are expressed. For its lower frequency. In conclusion, understanding the influence of the native language on foreign language teaching is crucial for both teachers and learners. Recognizing positive and negative aspects of this transfer can improve teaching strategies and help learners overcome the challenges of mastering a new language acquiring a new language. By leveraging the strengths of L1 and addressing potential interference,

Conclusion

This chapter has explored the impact of native language interference on the grammatical accuracy of English as a Foreign Language (EFL) learners. It highlighted how first language (L1) influences various aspects of language acquisition, including phonological, lexical, and syntactic features. The discussion included key definitions of native language and foreign language and types of language transfer, distinguishing between positive and negative transfers. It also reviewed theories of language transfer, such as behaviorist, mentalist, and cognitive theories, emphasizing their relevance in understanding learners. Furthermore, the chapter addressed the challenges EFL learners face due to L1 interference, which often leads to grammatical mistakes in writing. Overall, this analysis underscores the importance of recognizing mothers Tongue interference in EFL learning.

Chapter Two :
Grammatical Accuracy in EFL
writing : Approaches and
studies

Introduction

Teaching and learning a foreign language can be challenging for both teachers and learners. Teachers need to use different methods to help learners become skilled in the foreign language. At the same time, learners must practice the language rules to improve their speaking and writing skills. However, in learning a foreign language, learners find it difficult to learn and apply rules to some aspects of the language, especially the rules that are related to the grammatical aspect. These challenges are represented in a number of grammatical errors that can occur in their writing. Furthermore, these difficulties are said to be the result of divergences that exist between the learner's native language and the target language. Many studies have shown that when learners feel unable to apply the appropriate grammatical rules of the target language, they tend to rely on the rules of their first language. This phenomenon, known as language transfer or native language interference, is the major source of grammatical errors among foreign language learners. In the case of Arab learners, who face great difficulty in learning English as a foreign language, this difficulty is related to the noticeable difference between native language (Arabic) and foreign language (English) linguistic structures. It has been noticed that when Arab EFL learners face difficulties in applying English grammar rules in their writing in English, they prefer to go back to their previous knowledge of Arabic and apply it in their writing.

The transfer of Arabic knowledge into English writing leads EFL learners to make a number of grammatical errors, which are the concern of this study. The issue of language interference has been studied through two main primary approaches, which are contrastive analysis and error analysis. This chapter will define and outline its areas. Firstly, this chapter explores a contrastive analysis approach in addition to the procedures of contrastive analysis, which include comparison and contrast between Arabic and English grammatical aspects. Secondly, this chapter deals with an error analysis approach, with all points that have relation to error analysis, since that is the concern of the study. This chapter also focuses on finding out the reasons for foreign language learners' errors.

and explaining the different procedures that should be followed by second-language teachers and researchers when dealing with these errors .

2.1 Contrastive Analysis Approach

Contrastive analysis flourished in the 1950s and 1960s and has played important role in the teaching of English as a foreign language since then. Richard, Platt, and Platt

(1992, p. 83) claimed that contrastive analysis was developed and practiced in the 1950s and 1960s as an application of structural linguistics to language teaching. Furthermore, due to its theoretical and practical significance, contrastive analysis has become one of the most important topics in the history of teaching English as a foreign language in modern times (Aarts, 1980). However, contrastive analysis is based on the assumption that second language learners tend to transfer their old habits to the second language. Lado (1957, p. 02) wrote that contrastive analysis (CA) took the position that a learner's first language “interferes”. her acquisition of a second language and that it therefore comprises the major obstacle to successful mastery of the new language. Finally, contrastive analysis is considered a method of predicting problems and difficulties as well as possible errors. Oller (1971, p. 79°) claimed that :

‘contrastive analysis is a means of predicting learners; difficulties and possible errors.; Christopherson (1973) believed that problems in second language learning can be predicted by understanding the similarities and differences between the source language and the target language. In other words, a deep understanding of the similarities and differences between the native language and the foreign language can help linguists difficulties that learners may encounter when learning a foreign language.’

2.1.3 Procedure of contrastive analysis

According to Whitman (1970), the main steps to CA are the conducting following :

- Description of L1 and L2
- Selection of certain items or aspects to compare and contrast, such as auxiliary systems.

- Comparison to find the similarities and differences.
- Prediction of the areas that are likely to cause errors is based on step three.
- Testing the predictions through curriculum design and teaching.

2.1.3 Levels of conducting a comparison and contrast

Trager (1949) claimed that comparison and contrast can be done at two levels, which are:

- Micro-linguistic level is the traditional CA where contrastive analysis is done at the level of the language system :phonetics, syntax, lexical, and so on .
- The macro-linguistic level is related to the students' performance and language use, such as pragmatics, conversation analysis, and so on.

2.1.4 Contrastive Analysis and Language Teaching

Contrastive analysis is a comparison and contrast process between the native language and the target language in order to see the similarities and especially their differences , which identify points of difficulties faced by learners that lead to interference. According to Krzeszowski (as cited in Johanson 2008), he suggested the following points, which explain how CA can be used in language teaching to develop the teaching materials more efficiently.

- Identify and draw a clear image of the process of comparison between the
- source language and the target language .
- Based on CA, similarities and differences are predicted.
- The difficulties are predicted. A scale of difficulty is created where the errors are treated in terms of level of difficulty, and much more remedial work is essential for the more difficult ones .
- Once the causes of errors are identified, the provision of feedback and remedial work is crucial.
- Developing teaching materials that are similar or different and grading them in terms of difficulty in order to present them with the proper remedial work.

2.2 Error Analysis Approach

2.2.1 Error Analysis

The Longman Dictionary of Language Teaching and Applied Linguistics defines error analysis as the study and analysis of errors made by second language learners (Richard, J.C. 1974). Furthermore, as mentioned above, the EA is a set of procedures for identifying, describing, and explaining learners' errors (Elis, 2005, p. 51). Corder (1967) believed in the importance of mistakes in learning a language in his well-known book, "The Significance of Learners' Errors." He pointed out that when learners try to figure out how to use a language, they create and test ideas based on what they hear and see. Therefore, making mistakes is actually a necessary part of the learning process. Corder (1967) also introduced the idea of 'transitional competence,' which describes how a learner's understanding of a language develops over time. However, he made a distinction between real errors that come from not understanding something and simple mistakes that happen during communication.

Therefore, he suggested that when analyzing learner errors, we should also pay attention to hidden mistakes that may be grammatically correct but don't clearly express what the speaker or writer means. This way, teachers can better understand where students struggle and how to help them improve. Richard (1967) asserts that "the field of error analysis may be defined as dealing with the differences between the way people learn a language speak and the way adult native speakers of a language use it" (p. 12).

2.2 Error analysis procedure

There are several levels that must be followed when conducting an error analysis (Elis & Barkhuizen, 2005; 57), which is the collection of a sample of learner language, identification, description, explanation, and evaluation of errors.

2.2.1 Collection of a sample of a learners language

Elis (1994) recognized that it is important to collect clearer Languages samples in order to clearly illustrate the nature of learners and the circumstances in which they occur. A collection should therefore take into account the purpose or objective of the study, the answer to the research question, and the learners' native language and background. According to Elis (1994, 58), there are a number of factors that should be considered when collecting learners Languages samples.

| Factors | Description |
|----------------------------|--|
| Language | |
| Medium | Learner output can be oral or written |
| Genre | Learner production can take the form of conversations ,lectures ,essays ,letter ,etc |
| Content | The subjectmatter that the learners is communicating about |
| Learnerlevel | Elementary ,intermediate , or advanced |
| Mother tongue | The learner's first language |
| Learning experience | This may be classroom or naturalistic or the mixture of the two . |

Table I.1: factors that should be take into consideration when collecting a sample of learners language.

2.2.2 Identification of Errors

Before analyzing a learner's errors, the error must be identified in the sample and then compared with grammatically correct statements in English grammar books. According to Ellis (1997), "In order to identify errors, we need to compare learners' sentences with seemingly correct sentences in the corresponding target language. For example, "My brother is watching a movi'e. Although it is complicated to identify the exact error, the correct sentence should easily be "My brother is watching a movie.

2.2.3 Description of Errors

2.2.6 a) Transfer errors

According to Ellis (1997, p. 18), errors can be described after identification. This means that there is no description without identification. Furthermore, he (2008, p. 50) states that “the description of learners' errors involves comparing learners' particular utterances with reconstructions of these utterances in the target language ...” more recently, with a baseline corpus of native speaker language.” As a result, describing errors is mainly similar to identifying them by comparing learners' outcomes with others in the target language. Therefore, a categorization of the grammatical errors needs to be developed. In this context, Ellis and Barkhuizen (2005, p. 61) define the categories drawn below to identify the way learners' utterances differ from target-language utterances.

2.2.5 a) Omission of error

It occurs when the learner omits a required word or item for an utterance from a sentence that he/she constructed. For example, John is happy.

2.2.5 b) Errors of Addition

It occurs when the learner has added a word or an ending to another word, which is grammatically incorrect. For example, I have eaten my lunch.

2.2.5 c) Misinformation

It occurs when the learner uses the incorrect form of a morpheme or structure. For instance, the wrong use of prepositions, e.g., I am angry with You.

2.2.5 d) Misordering

When the learner uses a word in an utterance in the wrong order or place, he misplaces a morpheme. For example, he fights with his brother all the time.

2.2.5e) Blends

When the learner is unsure of which word to use, he mixes two phrases together. For instance, there is only one thing I need. Even though these concepts seem to be clear and easy to apply. Yet, sometimes determining which type of error has occurred can be difficult since a sentence can have two or more different types of errors. Furthermore, errors can be categorized by word class, such as verb, subject, or adjective, and further categories can be developed within each word class. For instance, verb-related errors can be divided into errors of aspect, errors of tense, etc. (Ellis & Barkhuizen, 2005:60).

Explanation of Errors

The main step in error analysis procedures, after identifying and describing learners' errors, is to explain the reasons that make those errors occur. It was mentioned before that there are two main reasons for learners' errors, which are interlingual and intralingual reasons. Interlingual refers to the negative transfer of the rules of learners' native language to the target language rules. Researchers, when trying to understand foreign language (FL) learners' errors, most likely use different factors to categorize the various types of errors. According to Ellis (1997, p. 9), these factors are categorized as follows: This factor involves all errors where the EFL learner has used his/her native language to create a sentence or new rule, which has led him/her to make the error .

2.2.6 b) Overgeneralization error

It occurs when learners incorrectly apply grammatical rules and structures where they shouldn't be applied, and this overuse can lead to such an error. For example: children are happy (the overgeneralization of the rule of plural formation). Ellis (1994) claims that "learner overgeneralize forms that they find easy to learn and process" (p. 19).

2.2.7 Error Evaluation

The last step in the error analysis process is to look at the errors and draw conclusions based on what you find. According to Ellis (1997), the main goal of error analysis is to help students learn

a foreign language better, so it's important to evaluate mistakes. He also says that evaluating errors should focus on how they affect people. In this step, teachers should pay more attention to errors that impact students communication and understanding, especially big errors.

2.2.8 Error Correction

Error Analysis (EA) looks at how teachers deal with students' mistakes and why correcting these errors is important for both students and teachers. According to Maicusi et al. (2000, p. 172), when a teacher notices an error, they usually correct it rightaway and see the student's hesitation as a sign that help is needed. However, waiting to correct errors can help students learn to solve their own mistakes. The teacher's role is to help student recognize their errors and enable them to correct them independently. Students should also understand what caused their mistakes so they can avoid them in the future. If teachers always correct students, it may make them rely on others and hinder their ability to learn on their own. Erdoğan (2005, p. 21)

2.2.8 a) Error Correction Strategies in Language Learning

| Types of errors | Description | Impact on communication | Correction method | Example correction |
|--------------------------|--|--|--|---|
| Global error | Major mistakes that affect meaning or clarity. | Can lead to misunderstandings in communication | Emphasize understanding and fixing the root cause. | "She go to the store." → "She went to the store" |
| Local Error | Minor mistakes that do not significantly affect meaning. | May distract but do not obscure the main message | Provide feedback but allow for self-correction. | "He have a car." → "He has a car." |
| Grammatical Error | Errors in sentence structure, verb forms, etc. | Can confuse readers about the intended message. | Clarify rules and provide examples | "They was happy." → "They were happy." |
| Spelling Error | Mistakes in the spelling of words. | Can affect professionalism and clarity. | Highlight the error and encourage self correction. | "I like appless." → "I like apples." |
| Punctuation Error | Missing or incorrect punctuation marks. | May change the meaning or readability of a sentence. | Teach punctuation rules and provide practice. | "Lets eatgrandma." → "Let's eat, grandma." |

Table 1.3 Type of error corrections characteristics and method

2.2.9 Sources of Errors

A major focus of error analysis is to examine the causes of learning errors made by English learners. According to research on this topic, there are two main causes of learning errors:

2.2.10 Interlingual (interference) errors

This type of error is the main focus of this study. They are called interlingual because they are caused by interference from the mother tongue and are called "interlingual." They are also called "transfer errors" because they occur due to negative transfer of rules or structures from the mother tongue to the target language. Interlingual refers to the relationship between languages and was first proposed by linguist Selinker (1972). He used it to describe the systematic knowledge of a foreign language that is independent of the learner's first language and the target language (AbiSamra, 2003, p.5).

Although the term "transfer" is derived from The word "transfer" is derived from the Latin word "transferre," which means "to transfer a copy from one surface to another," "to carry," or "to print" (Webster's Third New World International Dictionary, 1986). Sachachter and Celce-Murcia (1977) define them as "errors that result from the influence of the learner's native language on the target language, which may be caused in areas where significant language differences exist" (p. 443). Richard and Sampson (1974, p. 5) believe that native language transfer leads to errors and that language transfer is the most important factor affecting the second language learner's system and is considered to be the main cause of learners' foreign language acquisition errors. In addition, Dullahy (1982) emphasized that "L2 errors are often caused by the learner's reliance on literal translation of native language surface structures" (p. Moreover, according to Zobl (1980), these errors have the following

characteristics:

- Learners make hypotheses about the target language using their mother tongue.
- Learners cannot tell the difference between L1 and L2 rules and structures.

- L1 habits are the source of learners' errors.

2.2. 11 a) Intralingual errors

Intralingual means within the language. They are also called “developmental errors” and are defined as errors that occur due to faulty or incomplete target language learning rather than language transfer (Keshavarz, 2003: 62). That is, these errors are caused by the target language itself, in addition to L1 transfer. Erdoğan (2005, p. 266) states that “intralingual errors occur when learners try to construct concepts and hypotheses about the target language from limited experience.”

Intralingual errors occur due to negative transfer or interference from the target language when learners do not have complete knowledge and try to make hypotheses about the foreign language to be learned based on limited experience. According to Richard (1974, p. 174), intralingual errors also have many causes:

2.2.11 a) Overgeneralization

It is one of the most common and important causes of intralingual errors. It occurs when learners construct incorrect structures based on their knowledge of other structures in the target language. Richard (1971) defined it as “the application of existing strategies in new situations” (p. 174).

Overgeneralization is a proven strategy used by English learners to help them learn and acquire the language. Essentially, it refers to learners extending rules and structures that should not be applied in TL situations. For example, learners write “I speak Spanish” instead of “I speak French.” Ellis (1997, p. 19) also found that learners overgeneralize forms that they can easily learn and handle, such as using “ed” in the past tense and even using irregular verbs such as “writing” instead of “wrote.”

2.2. 11a) Ignoring limitations

Similar to overgeneralization, however, this means not taking into account the limitations of existing structures. Richard (1974) states in this context, “This is again a transfer generalization

because the learner applies previously acquired rules in new situations" (p. 175). For example, if a learner learns the sentence structure "He played basketball last Sunday," which is correct, he or she can apply that rule and form in other situations, such as B. in "He bought a new car," which is clearly incorrect.

2.2. 11a) Incomplete application of rules

This type of intralingual error occurs when the learner does not fully understand. He does not use the fully developed structures and rules he has learned previously to form well-structured sentences. For example, an English learner may form a sentence like, "When are you going to pass the exam?" Incomplete application of rules When a learner According to Richard (1974, p. 177), incomplete application of rules refers to

"occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances."

2.2.11 a) False Concepts Hypothesized

This type of error happens when students don't fully understand the rules of the target language. Al-Tamimi (2006) points out that these mistakes often come from poor teaching methods (p. 44). For instance, an EFL learner might mix up 'did' and 'was' when talking about the past, resulting in sentences like, "It happened last night." However, it's important to tell the difference between errors from the first language and those that come from learning the new language. This is where contrastive

Analysis comes in, as it looks at both languages (Troike, 2006, p. 39).

However, Ellis (1994, p. 59) says it's not easy to separate transfer errors from developmental errors, and figuring out the different types of developmental errors can be even harder because they often overlap. Differentiating between interlingual and intralingual errors is the concern of contrastive analysis because it necessitates comparative knowledge of first and second languages (Troike, 2006, p. 39).

2.2.12 Classification of Errors

There are different classifications of errors. According to Corder (1971), errors can be divided into "overt" and "hidden." Overt errors are grammatically incorrect at the sentence level, while covert errors are well-formed and grammatically correct but do not express the intended meaning in the context.

3.1 Common Grammatical Challenges for Arabic-Speaking EFL Learners

It is an essential part of every language. Foreign language learner should have a solid foundation in the grammar of the target language in order to be able to use it effectively and appropriately in texts. , Arabic learners of English often have difficulties in class. Therefore, some clarification is needed.

3.1.1a) Prepositions

They are considered the biggest challenge for Arabic EFL students because the preposition systems of Arabic and English are not cross-linguistically compatible ("contrastive analysis"). Prepositions are a difficult concept for English students to understand because there are multiple prepositions in English that have the same function. For example, the prepositions "in," "at," and "on" indicate place but are used differently (Diab, 1996, p. 76). Therefore, if students are unsure which preposition to use in a sentence, they can try to translate it into Arabic and provide the Arabic equivalent in English. For example, learners can replace "at" with "in," "to" with "for," etc. (Al-Hassan, 2013, p. 259). Scott and Tucker (1974, p. 85): "One Arabic preposition can be translated by multiple English prepositions, and one English usage can have multiple Arabic translations" (cited in Diab, 1996, p. 76).

3.1.2 b) Articles

The definite article "the" and the indefinite article "a" are two types of articles in English. "A" and "an" are articles. However, Arabic has one type of article: the definite article. The article

"Al" is equivalent to the English word "the." Diab (1996, p. 74) claims that abstract terms in English, such as concepts, properties, or characteristics that apply to everyone or all things, are used without a definite article.

For example, students write "friendship" instead of "the friendship." On the other hand, Kinneavy and Warriner (1983, p. 607) claim that abstract nouns in English become concrete and indicate ownership of a specific person, organization, or thing when followed by the article "the." Ownership is indicated by statements beginning with "of," "to," or "for." An example is English culture. In contrast, when Arabic refers to owning a thing, abstract terms are not preceded by articles.

3.1.3 e) Adjectives

In Arabic, adjectives agree in number with the nouns they modify. However, in English, the situation is different because adjectives do not agree in number. Except for some adjectives (such as "these-these" and "these-those"), they modify nouns.

Therefore, Arabic EFL students make mistakes when using adjectives in texts (Diab, 1996, p. 74).

3.1.2d) Word order

Word order varies from language to language. For example, according to Kinneavy and Warriner (1993, p. 606), in Arabic, adjectives and adverbs follow the noun or verb they modify. However, in English, they come before it (cited in Diab, p. 80, 1996). Due to the difference in word order, Arabic English students make mistakes like

"There are four simple tasks" instead of "There are four simple tasks."

3.1.3e) Singular vs. Plural

Students often struggle to tell the difference between singular and plural forms in English just by looking at the words. Some words look the same whether they are singular or plural, while others are singular but end with an "s" when plural. This confusion leads EFL students to go back to Arabic

to figure out if a word is singular or plural in English. For example, "statistics" is plural in Arabic but singular in English, which causes confusion and mistakes in usage (Diab, 1996, p. 77).

3.1.4 f) Capitalization and Punctuation

EFL students often do not use capital letters in their English writing because Arabic does not have capitalization. They also struggle with punctuation because there are different rules between Arabic and English, leading to mistakes with punctuation marks (Al-Hassan, 2013, p. 260).

3.1.5g) Coordination in English

commas are used to divide things in a series with the conjunction “and” shortly before the last word, according to Diab (1996, p.81). In Arabic, the conjunction “wa” which is equal and precedes each item in series is used instead. The as a result, EFL students utilize the conjunction “and” with each item in a series, resulting in connector usage mistakes. This type of mistake is explained in the following example: Instead of I enjoy football, basketball, and swimming, I prefer football, basketball, and swimmin

Conclusion

As a conclusion to this chapter, mother tongue interference is a central theme in many areas of research, especially in applied linguistics and second language acquisition. It became a central in language teaching through the contrastive analysis method that emerged in the 1940s and 1950s. The aim of this method was to clarify the similarities and differences between the native language and the foreign language, as mother tongue interferences assaulted to be caused by similarities between the L1 and L2 or by differences between the two. In other words, transfer can be positive or negative. According to contrastive analysis, negative transfer (interference) has a negative impact on the second language learning process because it is based on differences between the first and second language structures. The grammatical differences between Arabic as a native language and English as a foreign language lead to these differences, Arabic learners of English usually make some grammatical errors, especially when writing. Regarding the error analysis method, there are two main reasons for errors: interlingual errors and intralingual errors. In order to analyze learners errors, the error analysis method proposes a series of procedures that teachers or researchers should follow to make the analysis more structured. Error analysis also emphasizes the importance of error correction, as it is very helpful for learners to self-correct their Errors when learning a foreign language

Chapter Three:

Methodology and Results

Introduction

This dissertation focuses on studying the phenomenon of mother tongue interference and how this interference could be a major source of grammatical errors made by first-year LMD students of English at Mohamed Khaider University while affecting their ability to produce grammatically correct emails in English. The two previous chapters dealt with the impact of mother tongue interference and the grammatical accuracy in EFL writing approaches and studies. The following step includes the practical part to make sure this thesis has more reliability and credibility. This research will use a mixed-method design that combines both quantitative and qualitative methods. The quantitative part will include questionnaires to collect data about students' attitudes toward their English writing skills, focusing on grammatical accuracy in their email writing. The qualitative part will involve analyzing writing samples, which are students' emails. This chapter is separated into two main parts; the first one provides a comprehensive explanation of the research methodology, research instruments, and population. As for the second one, it is concerned with analyzing the data collected through students' questionnaires and email Samples.

4.2 Methodology

This study adopts a mixed-methods design to answer the research questions and achieve its purpose. The quantitative component involves a questionnaire created using Google Forms, administered to a sample of 46 first-year LMD students of English. This questionnaire includes items related to students' attitudes and experiences with writing emails. Additionally, an email task has been assigned to the first-year students, where they will write emails to practise their writing skills. The nature of this topic justifies the choice of this method, as it requires a thorough description and analysis of how mother tongue language interference impacts the email writing of EFL learners.

4.2.1 Research Instrument

For the data collection, it involved two tools: a structured questionnaire and an academic email writing task. The questionnaire, distributed through Google Forms, was designed to measure

students' awareness of L1 interference and their attitudes toward English writing. It included multiple-choice and open-ended items to capture both quantitative and qualitative responses. The writing task required a subset of 13 students to compose a formal academic email to one of their instructors, which served as a sample for written language analysis. For data analysis, the student emails were examined using an error analysis framework based on Ellis (1997). Errors were identified, categorized by type (e.g., article use, subject–verb agreement, tense errors, word order), and interpreted in light of contrastive differences between Arabic and English. This approach allowed the researcher to trace specific grammatical issues to L1 influence, supported by student feedback from the questionnaire .

4.2.1 Population

In order to obtain the necessary information regarding the problem of mother tongue interference and its impact on the writing skills of first-year students of English at Mohamed Kheider University of Biskra, students were chosen out of a population of a total of 827 students during the academic year 2024/2025. The sample was aged between 18 and 24 years old; all of them were native Arabic speakers. The sample was based on the consideration that the majority of first-year students face the same difficulties of mother tongue interference in email writing and foreign language (English) compositions; most of them are weak at writing. Thus, the result can be as significant as possible.

4.2.2 Students' questionnaire

This questionnaire was designed based on the literature review in the first two chapters of this research. The first draft of the questionnaire was first submitted to an expert (the supervisor of this study) to verify its validity. The questionnaire was revised and modified twice before being submitted to the selected sample. Finally, the final correct version of the questionnaire was presented to the first-year students using the Google Form platform. The questionnaire has a total of 11 questions, most of which are closed-ended questions, i.e., the students have to tick the correct answer. In

addition, it also includes some open-ended questions that require students to provide reasons, alternatives, or explanations. The questionnaire is separated into three main sections as follows:

c)Background Information

This section includes a group of questions concerning the background information. The first and second questions are about students' gender and age. Concerning the purpose behind their choice, in addition to their opinions on their level of mastering the English language.

d) Mother tongue Language interference

The second section looked at how native languagenative language interference affects English writing among first-year students. The first question asked, "Do you believe that Arabic, your mother tongue, influences the way you write in English?" This helps students think about how their native languagenative language shapes their writing style, including sentence structure and word choices. The second question was about familiarity with "grammatical interference." This checks if studentsunderstand how theirmother tongue can lead to mistakes in English, like translating phrases that don't fit well. Recognizing this helps them where other writing might be affected. The next question asked, "Do you think in Arabic when writing in English, or do you translate your thoughts from Arabic to English?" This explores how students process their ideas. Thinking in Arabic might lead to sentences that sound strange in English, while translating can cause errors. Finally, the last question was, "How aware are you of the errors caused by native language interference in your writing?" This encourages students to think about whether they notice common mistakes, such as using wrong wrongprepositions or sentence structures. These questions aim to help students understand how native languagenative language interference impacts their English writing and identify areas for improvement.

e)Email writing

The last section includes information about student email writing. It includes five questions to investigate the same aspect of the email writing process with the aim of extracting the students' views

about email writing. Students are asked, "How often do you send academic emails to your teachers if they find email writing important, or does their mother tongue language impact their language precision while writing emails?" Or do they check their email for grammatical errors? Do they face specific situations where their mother tongue interferes? Finally, they were asked to improve their awareness of mother tongue interference issues that may enhance their Writing skills.

4.2.3Section one

a)Background information

Item 01: Age

| Age | Frequency | Percentage |
|--------------|-----------|------------|
| 18_20 | 22 | 47.8% |
| 20_24 | 4 | 8.7% |
| More than 24 | 4 | 8.7% |

Table 01: Learner's age

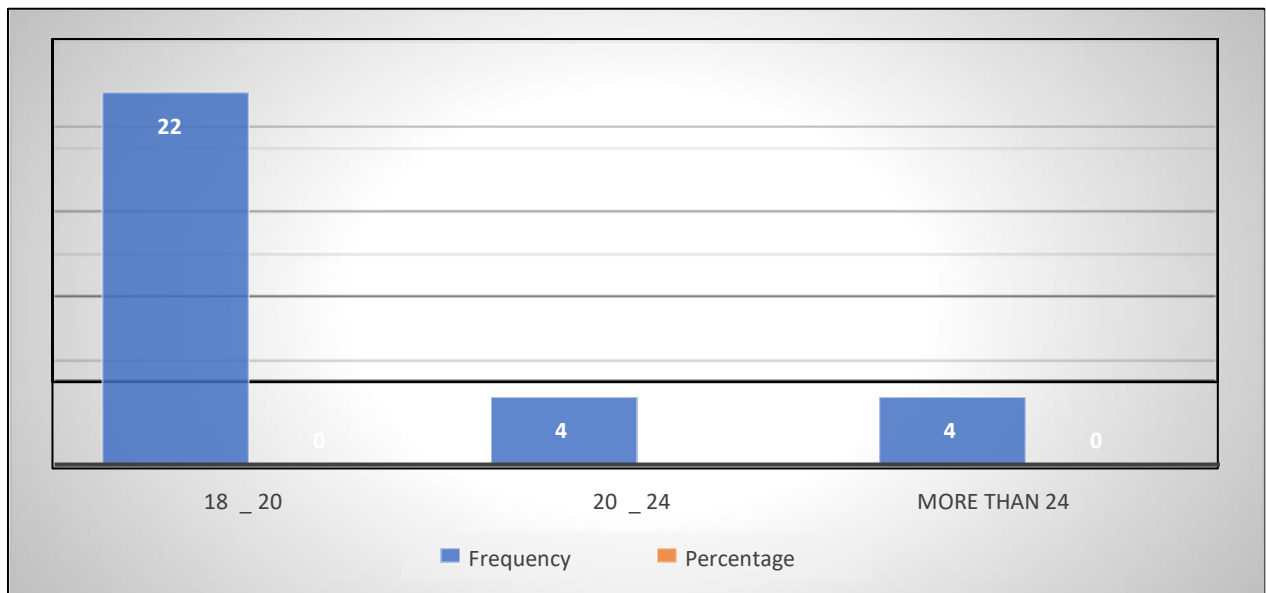


Figure 01: Learner's age

The results of this questionnaire show that 47.8% of participants' ages are between 18 and 20 years old. Whereas only 8.7% in both the 20-24 and More 24 categories. These results show that the majority of EFL learners are around the same age.

Item 02: Gender

| | Percentage | Frequency |
|---------------|------------|-----------|
| Male | 21.7% | 10 |
| Female | 78.3% | 36 |

Table 02: Learner's Gender

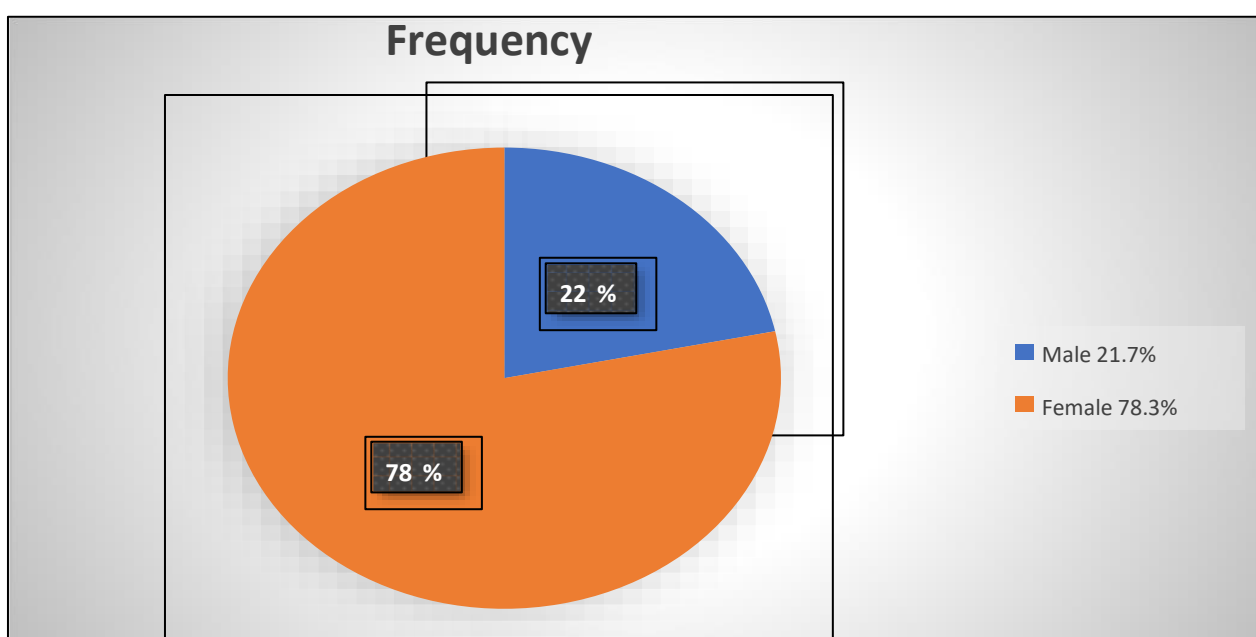


Figure 02 : Learner's Gender

It is observed that the majority of the population were females. There are 36 that represent 78.3% of the whole population, whereas only 10 males participated in this study, representing 21.7%. These rates indicate that the population is mostly composed of females, especially in foreign language learning.

Item 03: what is your level of English

| Level | Percentage |
|--------------|------------|
| Beginner | 30.4% |
| intermediate | 52.2% |
| Advanced | 17.4% |

Table03: Learnerslevel in English

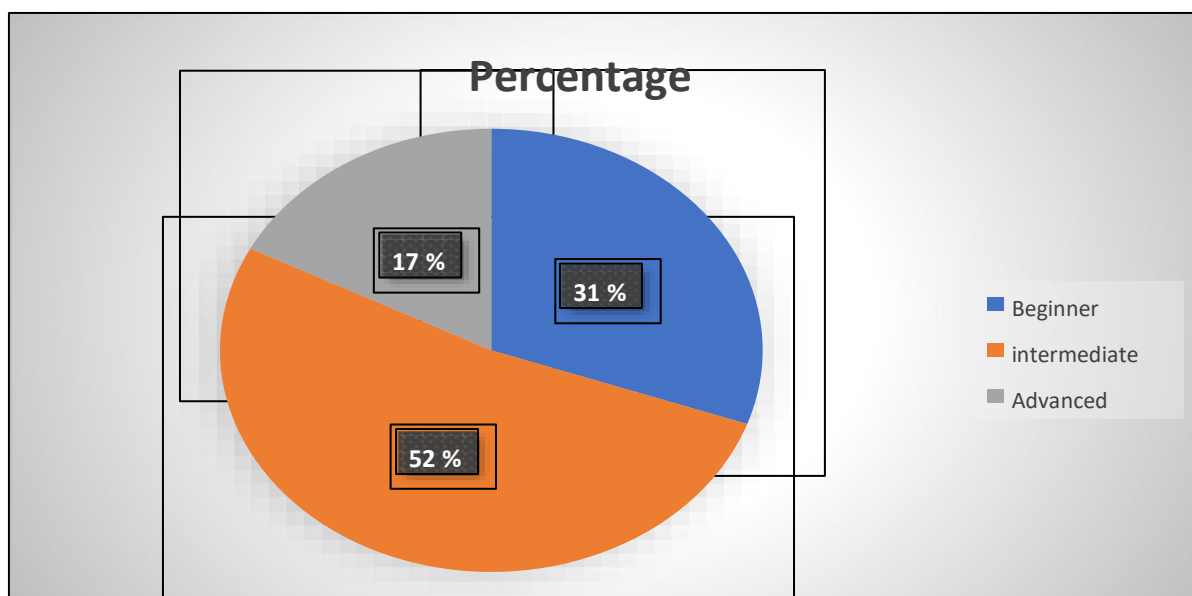


Figure 03 : Learners Level in English

The responses of the informants revealed that more than half (52.2%) of the students consider themselves intermediate level, while only a few percentages of learners believe that their level is advanced, only 17.4%. This suggests that a significant portion of them may face challenges with grammatical accuracy due to varying levels of English..

4.2.3 Section Two

b) mother tongue interference

Item 04: do you believe that Arabic your mother tongue influences the way you write in English ?

| Options | Frequency |
|------------------|-----------|
| Stronglyagree | 17.4% |
| Agree | 67.4% |
| Neutral | 13% |
| StronglyDisagree | 0% |
| Disagree | 2.2% |

Table 04 : Mother Tongueinterference

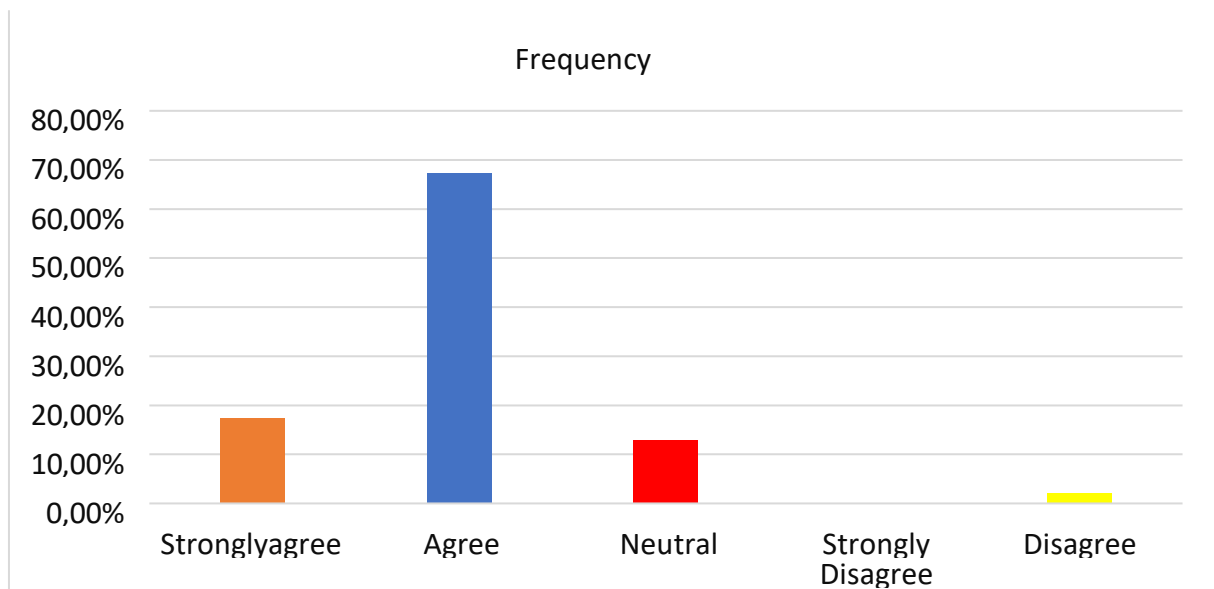


Figure 04 : Mother Tongue interference

The results on how Arabic as a native language affects English writing show important findings. Out of 46 respondents, the majority of 67.4% agreed that their native language influences their English writing skills, showing that many are aware of this impact. Additionally, 17.4% strongly agreed, while only 2.2% disagreed and no one strongly disagreed, indicating that most EFL

students, specifically first-year, believe in this influence. About 13% of neutral responses suggesting certainty. Overall, these results highlight how mother tongue interference can shape English writing for first-year students, pointing to the need for teaching methods that address this issue.

Item 05: Which aspects of your mother tongue do you think interfere with your English writing ?

| Options | Frequency |
|---|--------------|
| Grammar | 43.5% |
| Vocabulary | 50% |
| Sentence structure | 47.8% |
| Punctuation | 32.6% |
| Direct translation | 60.9% |
| Word order | 34.8% |
| Tense usage | 32.6% |
| Register form | 23.9% |
| Spelling | 23.9% |
| Idiomatic expressions | 34.9% |
| Direct translation of expression | 4.3% |
| Coherence and cohesion | 10.9% |

Table 05 :Learners aspect of mother tongueinterference on their English writing

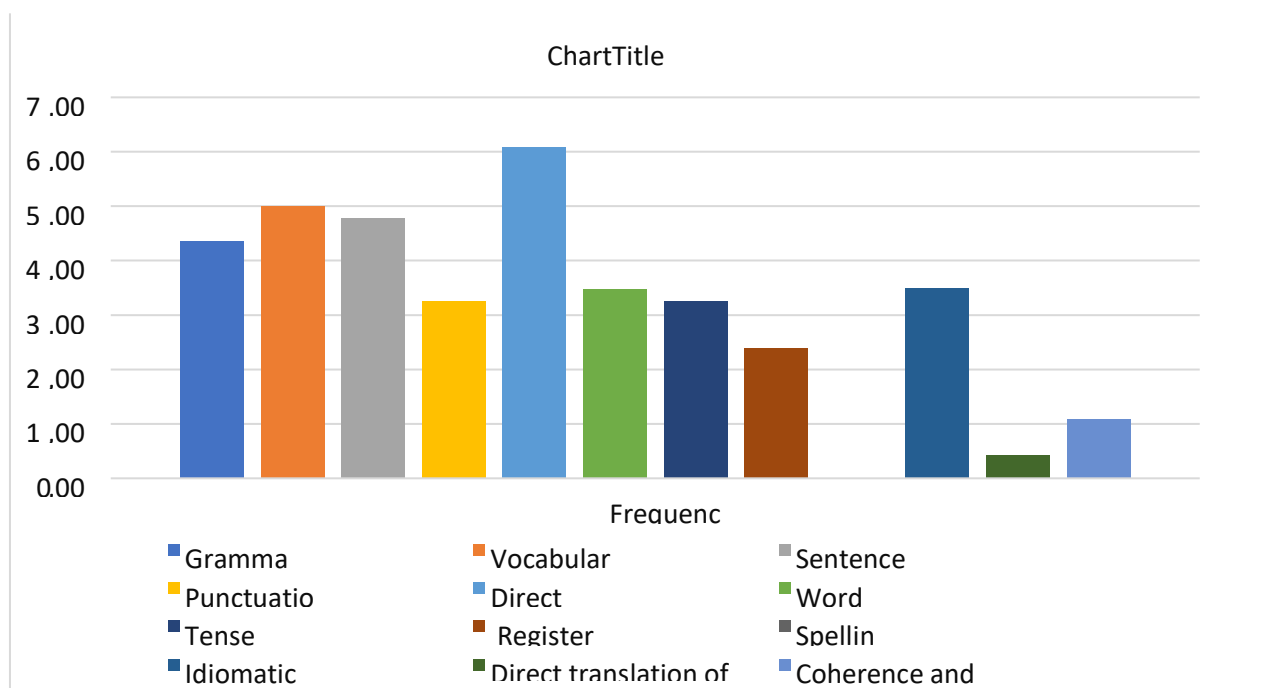


Figure 05 : Learners aspect of mother tongue interference on their English writing

In this question, respondents were asked about the aspect of their mother tongue interference in English writing. The results as organized in the chart above reveal that the higher frequency number of direct translation is 60.9%, which appears to indicate that the factor of native language interferes, while the grammar (43.5%) and vocabulary (50%) are the most significant challenges for the majority of students; on the aspect of sentence structure, 32.6% is also a notable concern. This suggests that many learners may benefit from target language to enhance their writing skills. In addition, the lower percentages for aspects like spelling, 23.9%, and idiomatic expressions, 34.6%, suggest a lesser impact on their writing skills, indicating that addressing the more prominent challenges could lead to greater improvements in EFL first-year writing proficiency.

Item 06: How aware are you of the errors caused by mother tongue interference in your writing

| Options | Frequency |
|----------------|-----------|
| Somewhat aware | 65.2% |
| Not aware | 13% |
| Neutral | 15.2% |
| Very aware | 6.5% |

TABLE06: Learners awareness of mother tongue interference writing level

The data from Item 06 reveals that the majority of participants are aware of mistakes caused by their mother tongue in writing. Most students (65.2%) are somewhat aware, which means they recognize that their first language affects their English writing but may not fully understand how. In contrast, 13% of students say they are not aware at all, which could lead to ongoing mistakes since they might not attempt to correct them. Additionally, 15.2% feel neutral, suggesting they are unsure about their awareness and could benefit from more guidance. Only 6.5% of students are very aware of how their mother tongue impacts their writing, indicating they may have reflected on this issue more or received specific support. While many first-year EFL students notice some influence from their native language, there is a significant opportunity to enhance their understanding through targeted teaching.

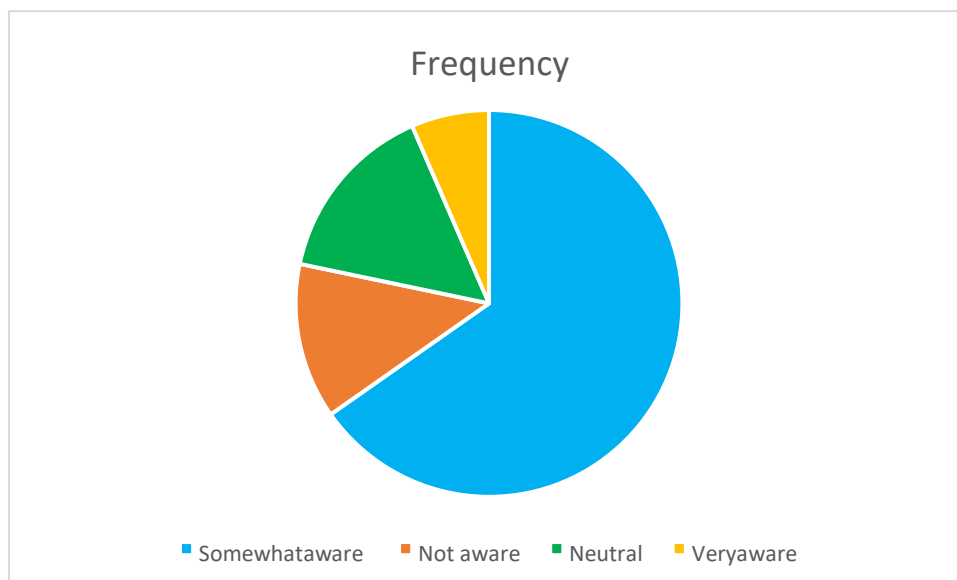


Figure 06: Learners awareness of mother tongue interference writing level

4.2.4 Section three

c) Email writing

Item 07: How often do you send academic emails to your Teachers ?

| Options | Frequency |
|----------------------|-----------|
| Daily | 2.2% |
| Several times a week | 10.9% |
| Monthly | 13% |
| Rarely | 73.9% |

Table 07: Frequency of sending Academic Emails to Teachers

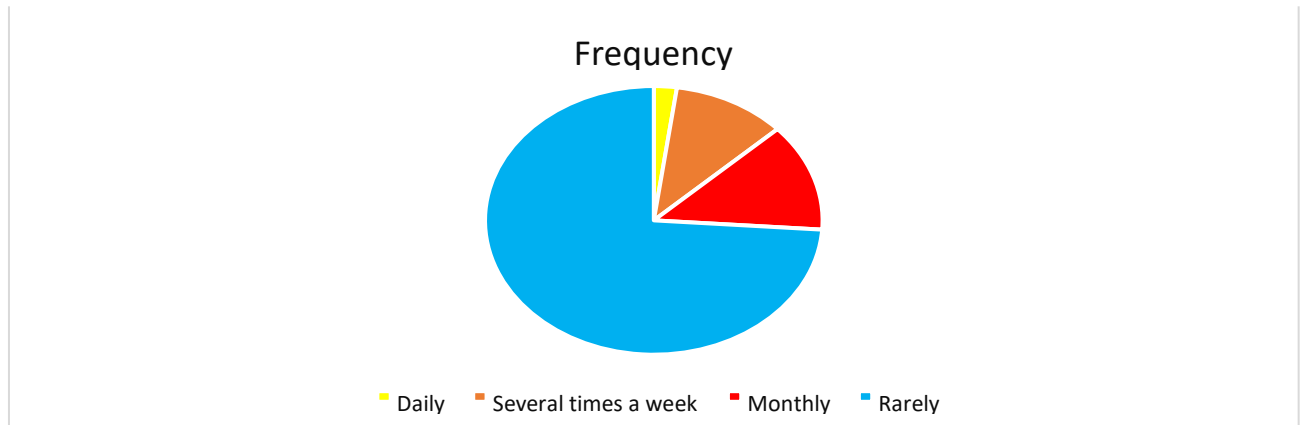


Figure 07 : : Frequency of sending Academic Emails to Teachers

The results shows that most participants , 73.9%, rarely send academic emails to their teachers. While only a small percentage send daily, 2.2%, which shows that they are active in communicating. Several times a week, 10.9%, and monthly, 13%. This appears to show that most EFL students have regular communication with their teachers, which is common among first-years students highlighting its importance in their academic study .

Item 08 : In what ways do you believe that your mother tongue has impacted your Language precision in your email writing ?

| Issue | Percentage |
|--|------------|
| Issue with vocabulary | 60.9% |
| Misuse of prepositions | 41,3% |
| Subject _ verb agreement | 50% |
| Sentence structure | 65,2% |
| Vocabulary | 56,5% |
| Tone and formality adjustment | 41,3% |
| Incorrect use of article | 50% |
| Overuse of direct translation from Arabic to English | 52,2% |
| Clarity and conciseness | 43,5% |

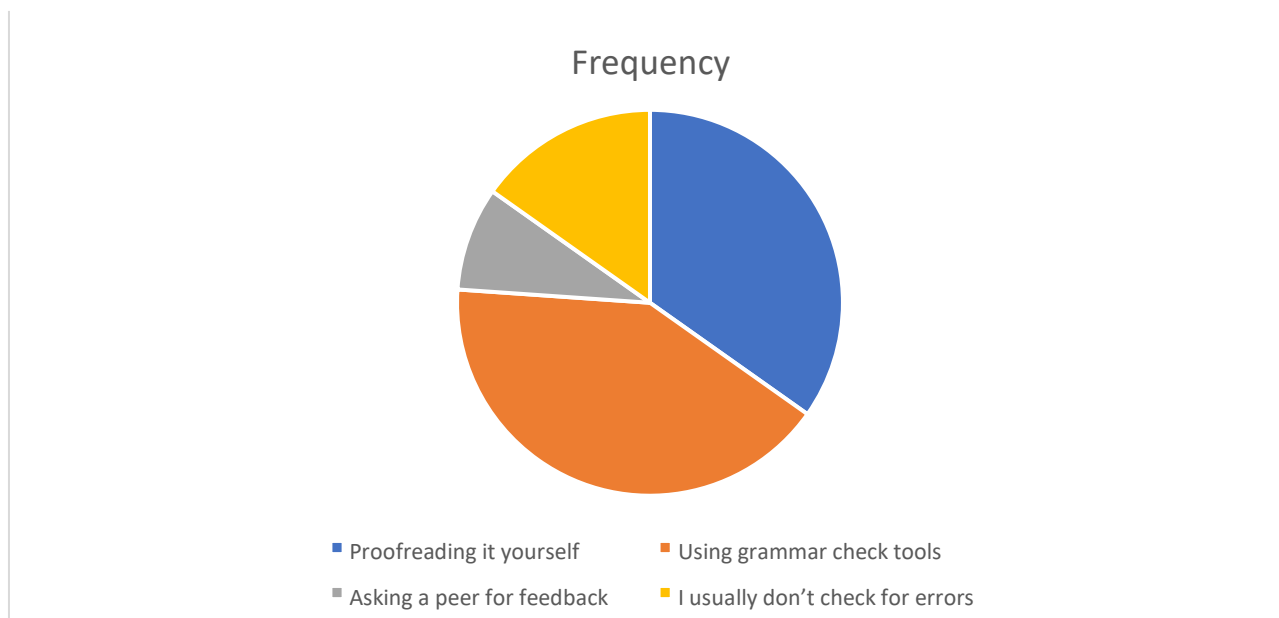
Table 08: Impact of Mother Tongue on Language Precision in Email Writing

According to the survey results, the majority of participants, 60.9%, "experience significant issues with vocabulary". It indicates that learners often struggle to find the right words because of differences between Arabic and English, making it the top challenge in their email writing. Furthermore, 41.3% of respondents struggle with the misuse of prepositions, often due to different grammatical structures in their native language. Subject-verb agreement. 50% of half of the responses reflect difficulties in matching subjects with correct verbs, influenced by the grammatical rules of their mother tongue, clarity, and conciseness. 43.5% of this issue highlights students' frequency in expressing ideas clearly, often due to direct translations of learners. Sentence structure is 65.2%, which reflects the fact that the majority of students present issues in forming sentences correctly that differ from their native language. Vocabulary 56.5% indicate that students have limited vocabulary, which leads to less precise communication, stemming from translating phrases from their native language, tone and formality 41.3%. That means students struggle with understanding the appropriate level of formality in English email writing, which could be difficult, whereas half of those responses, or 50%, deal with the issue of incorrect use of articles, moving on to overuse of direct translation from Arabic to English, 52.2%. Finally, clarity and conciseness 43.5% of those results suggest providing target support in vocabulary and grammar to enhance the email writing skills of first-year EFL students.

Item 09: How do you check your email for grammatical errors before sending it ?

| Options | Frequency |
|---|-----------|
| Proofreading it yourself | 34.8% |
| Using grammar check tools | 41.3% |
| Asking a peer for feedback | 8.7% |
| I usually don't check for errors | 15.2% |

Table 09: Learners Email Error Checking Methods: survey Results

**Figure 09 : Learners Email Error checking Methods : survey Results**

The results show that a significant number of the participants, with a percentage of 41.3%, use grammar-checking tools as reference when they struggle to correct their grammatical errors, while proof reading them selves indicates that 34.5% of student prefer to read their emails in order to catch mistakes, indicating confidence in their writing skills. Furthermore, on peer feedback, only 8.7% of respondents indicate that few of them ask others to review their emails, showing that collaboration is less common, while at 15.2%, a notable portion of respondents usually skip checking or use different approaches, which could lead to grammatical errors in the content of their academic email writing.

Item 10: Can you describe a specific situation where your native language interference affected the grammar of your email ?

Many respondents struggle to provide specific examples of how their mother tongue interferes. Some simply replied with “IDK” or “NO,” indicating they couldn't recall a situation. A few mentioned challenges with vocabulary, stating they didn't have enough words to express their ideas clearly. One of the students described that “sometimes when I think in Arabic, I make

grammatical mistakes when I write. According to this example, the level of mother tongue interference is high. While another respondent provides a clear example, explaining that when they write in English, they sometimes make grammatical mistakes due to their first language (Arabic), he mentioned a specific situation where they intended to say "I look forward to your response" but instead wrote 'I am waiting for your response, which sounded more natural in Arabic. Another respondent shared an experience where they emailed their teacher stating, 'With my full respect, I want to ask you' This phrasing was identified as a direct translation from Arabic, which sounded and unusual in English. This example reflects how reliance on direct translations can lead to grammatical errors instead of a more natural approach. Could have been: 'I hope you're doing well. I wanted to ask you'. Such adjustments not only improve grammatical accuracy but also enhance clarity and overall communication effectiveness. Overall, these respondents' examples show how native language can result in common grammatical mistakes in email writing. Emphasizing the difficulties of thinking in one language while trying to write in another

Item 11: How do you think improving your awareness of mother tongue interference issues could enhance your writing skills?

On this question, participants shared their thoughts on how improving their awareness of mother tongue interference could enhance their writing skills. They emphasized the importance of recognizing these language challenges to become better writers. However, one of the respondents mentioned that by understanding how their first language (Arabic) influences their English, they can avoid mistakes related to sentence structure and grammar. This awareness could help them express their ideas more clearly and naturally. They noted that "improving my awareness of mother tongue interference can really help my writing skills." By recognizing the common mistakes I make because of my first language,, while another respondent mentioned that this awareness could help them write emails and assignments that feel more academic and grammatically correct in English. Another respondent stated that recognizing how their first language affects their writing

would help them identify mistakes from literal translation or differences in grammar. Overall, being conscious of mother tongue interference can lead to writing that is effective, improving communication in both academic and professional. Contexts.

4.3 Results of Students' Questionnaire

The results obtained from the questionnaire show that first-year EFL students face many challenges due to mother tongue interference in their English writing. Most participants are female, while many students realize that their native language (Arabic) affects their English writing, similar to what Al-Shamari (2015) pointed out in his studies. However, most participants are somewhat aware of the mistakes caused by their mother tongue interference. Some do not see how Arabic impacts their writing, indicating a need for better teaching methods, as Dulay and Burt (1974) found that awareness can help reduce mistakes.

Furthermore, many participants rarely send academic emails which limit their practice and improvement in writing skills; this is concerning because Chen (2017) found that not writing enough can hinder language development. Common challenges reported by participants include vocabulary problems that make their writing unclear, as well as struggles with subject-verb agreement and sentence structure, showing they are not fully comfortable with English grammar rules. This aligns with Richards (1976), who found that learners often have grammar issues due to their first language. While problems with clarity and coherence make communication difficult, the habit of translating directly from Arabic leads to awkward sentences and mistakes, confirming Odlin's (1989) findings about the negative effects of translation.. Finally , these findings confirm that mother tongue interference significantly affects the grammatical accuracy of EFL learners' email writing, which highlight the need for teaching strategies that specifically address these challenges, helping participants improve their writing skills by over coming difficulties from their native language, and showing that mother tongue interference consistently affects EFL learners' writing in various contexts.

5.1 Analyzing Students Emails Task

5.1.1 Administration of the email writing task

The populations of this study are first-year LMD students in the English department of Mohamed KhaiderBiskra University. They were selected for the purpose of analyzing their grammatical errors. The participants were asked to write an academic email as part of a task. This task was designed to see if they use their mother tongue language, (Arabic), when writing in English. A total of 13 students participated in the study, providing useful information about their writing and how their first language may affect their English skills.

5.1.2 Data Analysis

The data are analyzed both quantitatively and qualitatively using descriptive statistics, including frequency and percentage. Grammatical errors are categorized following the research of Ellis (1997). The types of grammatical errors made by learners due to interference from their mother tongue are identified, and the number of errors is calculated and converted into percentages. Additionally, examples of each type of grammatical error are provided, along with explanations of their identification and meaning.

5.1.3 Analysis of Grammatical Errors in First-Year Students' Academic Emails: The Role of Arabic Interference

| Types of Grammatical error | Frequency | % |
|----------------------------|-----------|--------|
| Punctuation | 10 | 37.04% |
| Capitalization | 12 | 31.58% |
| Verb Tense and form | 5 | 18.52% |
| Articles | 4 | 10.53% |
| Preposition | 2 | 7.41% |
| Subject-Verb agreement | 11 | 28.95% |
| Word Order | 5 | 13.16% |
| Total | 49 | 100% |

Table 10: Total Number of first year Students Grammatical Errors

The results obtained in the table (10) show that first-year learners in the English department at Biskra University make a lot of grammatical errors. The total number of these errors is 49 errors, calculated in 13 emails, which are classified as follows : Punctuation 37.04% (10), capitalization 31.58% (12), verb tense and form 18.12% (5), articles 10.53% (4), prepositions 7.41% (2), clarity and structure errors 28.95% (11), and the last type error is spelling errors 13.16% (5).

5.1.4 a) Punctuation Errors

The results obtained from the analysis of students' emails sample reveal that punctuation is another difficulty for students when writing in English. It comprised 10 with a frequency of 37.04%. The results obtained reveal that English requires clear punctuation to separate ideas, using commas, periods, and other marks. In Arabic, sentences often run together with few punctuation marks, especially when connecting ideas with “و” (and). This difference leads students to write long, unpunctuated sentences in English. For example, in the student email sentence “I writing this email to telling you the issue So i think...”, there is a lack of proper punctuation to break the ideas into learners' parts. The student jumps from one thought to another without using periods or commas. Another sentence, “when I haven't attend the classes some teachers don't put the PDF lessons...”, lacks the necessary comma or period after the first clause. These errors make it hard to understand the writer's message and result in grammatically incorrect or awkward sentences. These punctuation issues are a direct result of mother tongue interference—when students apply Arabic writing habits to English. Because they are used to Arabic's flexible punctuation rules, students may not fully recognize the importance of punctuation in English.

Additionally, in Arabic education, punctuation is often not emphasized as much as it is in English writing instruction. As a result, students transferring from Arabic to English writing may struggle to adapt to English punctuation rules, especially when writing formal or academic texts like emails. To improve, students need more exposure to well-punctuated English writing and should be explicitly taught how and why punctuation marks are used. Teachers should also explain the

key differences between Arabic and English punctuation so that students can become more aware of how their native language influences their second-language writing.

5.1.4 b) Capitalization Errors

In the analysis of email samples written by first-year students, capitalization errors appeared 12 times, with a frequency of 31.58% that continue all grammatical errors. It has been shown that many students struggle to apply English capitalization rules in their writing. Although in English, capitalization is necessary at the beginning of every sentence, for pronouns (like names of people, places, or institutions). However, these rules are often not followed in students' emails. Examples include “I have no problem with you” and “dear Miss Ines.” These mistakes are not random — they are caused by mother tongue interference, specifically from Arabic. In Arabic, there is no concept of uppercase or lower-case letters. Arabic is written in a single script form, without any change in letter shape to signal the beginning of a sentence or a pre pronoun. Because Arabic-speaking learners do not grow up using capital letters, they often do not naturally apply this rule when writing in English. This is an example of interlingual transfer, where students apply the writing habits of their first language to a second language. In this case, the habit of writing without capital letters in Arabic is unintentionally transferred to English, leading to capitalization errors. Since these students are still beginners in English writing, they may also overlook these rules while focusing on the message they want to communicate.

5.1.4c) Verb Tense and Form Errors

The analysis of the students' email samples revealed **5 instances of verb tense and form errors**, which account for **18.52%** of the total grammatical error. These errors show that many struggle to correctly use English verb tenses and forms. From emails one of examples include phrases such as “**when I haven't attend the classes**” and “**I writing this email to telling you.**” These forms are incorrect in English because they **omit necessary auxiliary verbs and misuse the verb structure while** These errors are mainly caused by **interference from the Arabic language**,

which handles verb tense very differently. In Arabic, verbs are often formed without the use of helping (auxiliary) verbs like **“have,” “am,” or “is”**. For example, in English we say “I am studying” (present continuous), but in Arabic this would be expressed simply with one verb form, without needing an auxiliary verb. Arabic also does not use verb endings like **-ing** to show continuous actions. Because of this, students may not fully understand when and how to use auxiliary verbs or verb endings in English. This type of error reflects both **interlingual interference** (from Arabic grammar) and **incomplete knowledge of English rules**, which is common in early stages of language learning. Students may also **overgeneralize** certain patterns they have learned, such as thinking that adding “-ing” alone is enough to form the continuous tense without including the verb “am” or “is.” For example, in **“I writing this email,”** the student forgets that the structure should be “I am writing.”

5.1.4d) Article

Article errors appeared 4 times, representing 10.53% of the total grammatical mistakes in the first-year students' email samples. These errors show that students often struggle to use English articles correctly, especially when choosing between the definite article “the” and the indefinite articles “a” or “an.” In English, articles are necessary to show whether we are talking about something specific (the) or non-specific (a/an). However, in Arabic, the article system is quite different. Arabic has only one article, the definite article **“ال” (Al)**, which is attached to nouns to make them definite. There is no equivalent for the indefinite articles “a” or “an.” This causes confusion for Arabic, may omit “a/an” when it is needed, as in **“I have problem”** instead of **“I have a problem.”** Students also tend to add “the” before abstract nouns or general ideas where English would not, such as this example **“the advice”** or **“the information,”** because in Arabic these types of nouns often take **“ال”** even when they are not specific. This error results from mother tongue interference, where learners transfer the rules of Arabic into their English writing. It also reflects incomplete understanding of English article rules. Since Arabic does not make a distinction

between definite and indefinite articles in the same way, students may either leave out necessary articles or add them incorrectly.

5.1.4 e) Subject – Verb Agreement Error

The analysis of student emails shows that subject-verb agreement is a major difficulty for first-year students. In English, the verb must match the subject in number (singular/plural) and person (first, second, third). For example, we say “he wants” not “he want,” and “she doesn’t speak” not “she don’t speak.” However, in Arabic, the rules are different. Arabic verbs do agree with the subject, but they do not use auxiliary verbs like “do/does” in negative or interrogative forms. Also, Arabic word order can be more flexible than English while Many students wrote sentences such as:

- “the teacher don’t explain,”
- “the prof doesn’t provide lessons until the exam date,”
- “my TD mark for the first semester was 9... which is very close to the passing,”
- “I writing this email to telling you the issue,”
- “issues face me during the academic year,”
- “what is the skimming and lining?”
- “how can I get more good mark in all the module.”

In “the teacher don’t explain,” the verb “don’t” does not agree with the singular subject “teacher”; it should be “doesn’t.” In “I writing this email to telling you,” the student forgets to use the correct auxiliary verb (**“am writing” instead of “I writing”**) and uses two -ing forms (**“to telling”**) instead of one. These errors happen because Arabic does not use helping verbs like “am,” “is,” or “do/does” in the same way as English. In Arabic, a sentence like “**أنا أكتب**” (I write/am writing) uses just one verb form to express both simple and continuous tenses, while English needs two parts: the auxiliary verb and the main verb in “-ing” form. When students write English the same way they think in Arabic, they often drop or misuse these auxiliaries, leading to incorrect verb forms. Therefore, these errors are the result of interlingual transfer: the influence of Arabic grammar rules

on English usage—and incomplete learning of English rules, which leads to misformation errors (**wrong verb form**) and omission errors (**missing auxiliary verbs**). This confirms that mother tongue interference plays a strong role in students' subject-verb agreement mistakes

5.1.4f) Word Order

Word order errors were a noticeable issue in students' email writing, with a total of (5) and a frequency of (13.16%). English typically follows a strict Subject-Verb-Object (SVO) word order, where the subject comes first, followed by the verb and then the object (e.g., **"I write an email"**). However, Arabic has a more flexible sentence structure and often begins with the verb (Verb-Subject-Object or VSO), especially in formal writing. This structural difference leads students to construct sentences in English that sound awkward or are grammatically incorrect. For instance, the sentence **"Dear What is the skimming and Ining? miss ines"** reflects an unnatural arrangement of question elements and address. Instead of following English question structure (e.g., **"Dear Miss Ines, what is skimming and scanning?"**), the sentence combines parts in an order influenced by Arabic phrasing. On Another student example : **"I am verysilente and dosen'tspeaglad to contact you,"** shows confusion in sentence construction and merging of sentence elements, resulting in redundancy and misplaced phrases. These errors occur due to Arabic that allows more flexibility in where sentence component sappear, whereas English requires more rigid structure.

As a result, students who think in Arabic and then write in English often transfer Arabic word order patterns into their writing, leading to confusion and lack of clarity in their messages. This is one of mother tongue interference that reflects a clear example of interlingual transfer, where the structure of the first language affects second language output.

5.2 Discussion Of the Results

The analysis of the first-year students' academic emails clearly demonstrates that most grammatical errors are heavily influenced by their native language, Arabic. These errors include—but are not limited to—incorrect capitalization, punctuation mistakes, inappropriate

verb tense and form, subject–verb agreement issues, article misuse, incorrect preposition use, and word order problems. Each of these error types reflects the structural differences between Arabic and English. For example, Arabic does not use capital letters, which causes learners to omit capitalization at the beginning of sentences and for pronouns in English. Similarly, Arabic employs a different punctuation system, often resulting in the omission or misuse of periods, commas, and question marks. Verbs, tense and form were also areas of frequent difficulty. Many students used present tense when the past was required, or confused perfect and continuous tenses. This can be explained by the structural difference between the two languages, as Arabic typically does not use auxiliary verbs like “have” or “be” to construct tenses. Moreover, Arabic verb systems rely more on root-pattern morphology, which differs substantially from the tense-marking systems in English. Subject–verb agreement errors were common, particularly in the present simple tense, where students often omitted the -s ending for third-person singular subjects (e.g., “She goes to class” instead of “She goes to class”). These errors may arise because Arabic verbs change form according to gender and number but follow different morphological rules than English. Article errors were widespread as well. Many students omitted articles altogether or used “the” and “a/an” interchangeably. This is likely due to the Arabic article system, which includes only the definite article “al-” and no direct equivalent to the English indefinite articles “a” and “an.” As a result, students either overuse “the” or omit articles where they are required in English. Prepositional errors were also frequent and can be attributed to direct translation from Arabic to English. For instance, students wrote “I am good at English” instead of “I am good at English,” reflecting a literal transfer of the preposition used in Arabic. Word order issues were another prominent category of error. The Arabic sentence structure is more flexible and allows for Subject-Verb-Object (SVO), Verb-Subject-Object (VSO), or even other variations depending on emphasis and style. In contrast, English maintains a relatively rigid SVO order. Student often produced sentences like “To the teacher I sent the email” instead of the

correct “I sent the email to the teacher,” mirroring Arabic sentence rhythm and structure. In addition to these interlingual errors, the analysis also revealed intralingual issues such as overgeneralization, omission, and misformation. Overgeneralization occurred when students applied standard grammatical rules too broadly (e.g., adding -ed to irregular past tense verbs). Omission was common in auxiliary verbs and articles, and misformation involved using incorrect word forms, such as “goed” instead of “went.”

The combined presence of both interlingual and intralingual errors confirms that while mother tongue interference plays a dominant role, learners struggle with internalizing English grammar rules due to limited exposure and practice. These findings are in line with previous research by Al-Hassan (2013), Mahmoud (2002), and Odlin (1989), who documented similar interference patterns among Arabic-speaking learners of English.

These results emphasize the need for targeted pedagogical strategies that raise students' awareness of these contrastive features and provide explicit instruction and corrective feedback. Regular writing practice, guided error correction, and contrastive grammar instruction can help learners overcome native language interference and develop more accurate academic writing skills in English.

Conclusion

The research instruments used in this study: Learner's questionnaire and email sample task. The results were analyzed and discussed. The findings showed that the first year students made many errors in various aspects. Furthermore, the study showed that this was due to the interference of the students' mother tongue during their first year of EFL instruction. Many EFL students have difficulty learning correct grammar due to the differences in the Arabic and English grammatical systems. The main reason for these difficulties lies in the degree of difference between the grammatical system of the mother tongue (Arabic) and the grammatical system of the foreign language (English). Therefore, teachers should make students aware of the differences between Arabic and English because they need to understand the corresponding structures and exercises better in order to be able to write correct

General conclusion

The purpose of this study was to examine whether students' mother tongue (Arabic) influences their Email writing, as well as to identify and categorize the types of grammatical errors made by first -year EFL students in their emails and their main causes. Based on the data collected, first -year EFL students at the University of Biskra made many different grammatical errors. The grammatical errors found in the first -year students' emails sample can be divided into eight categories: articles, subject-verb agreement, prepositions, , verb forms and tenses, ", word order, article, capitalization, and punctuation . The results showed that there are two main reasons for these errors: intralingual errors (overgeneralization, difficulty in understanding, and complex rules) and interlingual errors (Arabic interference). However, the results showed that most of the previously mentioned errors Negative interference (Arabic transfer) means that students who have difficulty applying English grammatical rules often resort to Arabic grammatical rules. Students often make such grammatical errors due to Arabic transfer. Grammatical errors found in students' emails have a negative impact on their writing style because they hinder the reader from understanding the meaning of the article. In addition, they also give a bad impression of the student's level to the teacher or other readers. As a result, the student is considered to have poor writing skills . All the research questions of this study were answered and it was assumed that EFL learners are influenced by their native language (Arabic) background and transfer its rules to English writing, There are many grammatical errors in their texts, which can be confirmed because the analysis accepted because the analysis of students' email revealed that the main reason for students grammatical errors is the mother tongue (Arabic) influence.

Recommendation

The results of this study have certain implications for students and teachers: Teachers should consider error analysis as an effective way to diagnose students foreign language learning problems. Errors provide teachers with feedback on the methods and approaches they use in foreign language teaching. Therefore, teachers can use error analysis as an effective strategy to identify student weaknesses and provide them with appropriate remedial measures. Moreover, teachers should encourage students to practice writing as much as possible, because the more they write, the more familiar they are with English writing conventions, and the better they can apply English grammar rules in their articles. In addition to writing, students should be encouraged to read a variety of English works, because regular reading can make them familiar with English vocabulary and the correct application of English rules used by good writers. in their writings.

In addition, teachers should emphasize the grammatical differences between English and Arabic in grammar classes for first and second year students to make students aware of these differences and avoid confusion in usage

Finally, it is recommended that first year EFL students at the University of Biskra receive more additional grammar instruction. The analysis of the students' emails showed that there were not only grammatical errors but also lexical errors in their writings, which could become a very interesting research project in the future.

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Appendices

*Appendix 1 : Learner's Questionnaire**Analyzing the impact of Mother tongue interference on grammatical accuracy in EFL Learners' Email Writing*

Dear Students:

This questionnaire is designed to gather information about the mother tongue (Arabic) interference on your English email writing as a first-year LMD student at the University of Mohamed Kheider Biskra. Mother tongue interference is when someone's first language affects how they use a second language, leading to mistakes in speaking or writing.

Your answer will be very helpful for the research study we are undertaking, please provide detailed answers in the options provided. *Thank you for your participation!*

1. Age :

a) 18_20 ☐

b) 20_24 ☐

c) More than 24 ☐

2. Gender /

a) Male ☐

b) Female ☐

3. What is your level of English ?

a) Beginner ☐

b) Intermediate ☐

c) Advanced ☐

Do you believe that Arabic, your mother tongue, influences the way you write in English ?

a) Strongly agree ☐

b) Agree ☐

c) Disagree ☐

d) Strongly disagree ☐

e) Neutral ☐

5. Which aspects of your mother tongue do you think interfere with your English writing ?

- a) Grammar ☐
- b) Vocabulary ☐
- c) Sentence structure ☐
- d) Punctuation ☐
- e) Direct translation of expressions from Arabic to English ☐
- f) Word order ☐
- g) Tense usage ☐
- h) Register /Formality ☐
- i) Spelling ☐
- j) Coherence and cohesion ☐
- k) Idiomatic expressions ☐

6. How aware are you of the errors caused by mother tongue interference in your writing

- a) Somewhat aware ☐
- b) Not aware ☐
- c) Neutral ☐

7. How often do you send academic emails to your teacher ?

- a) Daily ☐
- b) Several times a week ☐
- c) Monthly ☐
- d) Rarely ☐

8. In what ways do you believe that your mother tongue has impacted your language precision in your email writing ?

- a) Issues with verb tenses ☐
- b) Misuse of prepositions ☐

- c) Subject – verb agreement usage ☐
 - d) Sentence structure issues ☐
 - e) Vocabulary voice and context ☐
 - f) Tone and formality adjustment ☐
 - g) Incorrect use of articles ☐
 - h) Overuse of direct translation from Arabic to English ☐
 - i) Clarity and conciseness ☐
9. How do you check your email for grammatical error before sending it ?
- a) Proofreading it yourself ☐
 - b) Using grammar check tools ☐
 - c) Asking a peer for feedback ☐
 - d) I usually don't check for errors ☐

10. Can you describe a specific situation where your mother tongue interference affected grammar of your email ?

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11. How do you think improving your awareness of mother tongue interference issues could enhance your writing skills?

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ملخص

يُعدّ الكتابة بلغة أجنبية غالبًا ما تتأثر بلغة المتعلم الأم، خصوصًا في المراحل الأولى من تعلم اللغة. تهدف هذه الدراسة إلى تحليل تأثير التداخل اللغوي للغة الأم على الدقة النحوية في كتابة الرسائل الإلكترونية لدى طلبة السنة الأولى من قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. يعتمد العديد من الطلبة على لغتهم الأم، العربية، أثناء الكتابة باللغة الإنجليزية، مما يؤدي إلى ارتكاب أخطاء نحوية متكررة. سعت هذه الدراسة إلى معرفة كيف يؤثر هذا التداخل على كتاباتهم، وما هي أنواع الأخطاء النحوية الأكثر شيوعًا، وهل يدرك المتعلمون تأثير لغتهم الأم على تعلم اللغة الإنجليزية. تم استخدام منهجية مختلطة، تضمنت استبيانًا موجهًا للطلبة بالإضافة إلى مهمة لكتابة رسالة إلكترونية أكاديمية. أظهرت النتائج أن الطلبة ارتكبوا أخطاءً نحوية متكررة، خاصة في تصريف الأزمنة وترتيب الكلمات واستخدام أدوات التعريف، ويرجع ذلك أساسًا إلى النقل السلبي من اللغة العربية. تؤكد هذه النتائج أن التداخل اللغوي للغة الأم له تأثير سلبي على دقة الكتابة النحوية في الرسائل الأكاديمية لدى الطلبة.

Résumé :

L'écriture dans une langue étrangère est souvent influencée par la langue maternelle de l'apprenant, surtout aux premiers stades de l'acquisition linguistique. Cette étude examine l'impact de l'interférence de la langue maternelle sur la précision grammaticale dans l'écriture des courriels académiques des étudiants de première année en anglais langue étrangère à l'Université Mohamed Kheider de Biskra. De nombreux apprenants s'appuient sur leur langue maternelle, l'arabe, lorsqu'ils écrivent en anglais, ce qui entraîne des erreurs grammaticales fréquentes. L'objectif de cette recherche est d'étudier comment cette interférence affecte l'écriture des étudiants, quels types d'erreurs grammaticales sont les plus courants et si les étudiants sont conscients de l'influence de leur langue d'origine. Une méthode mixte a été adoptée, combinant un questionnaire destiné aux étudiants et une tâche d'écriture d'un courriel académique. Les résultats ont montré que les étudiants commettaient fréquemment des erreurs grammaticales — notamment au niveau des temps verbaux, de l'ordre des mots et de l'utilisation des articles — principalement en raison d'un transfert négatif de l'arabe. Ces résultats confirment que l'interférence de la langue maternelle a un effet négatif sur la précision grammaticale dans l'écriture des courriels académiques.