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The Role of Mother Tongue Interference on The Occurrence of Grammatical Errors in EFL Learners Writing Production .

The Case of Second -Year EFL Students at BISKRA University

A research proposal Submitted to the Department of Foreign Languages in Partial Requirement for the Fulfillment of Master Degree in English Language: Sciences of the Language.

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Dedication

I dedicate this simple work To :

-The soul of my father (**Arbi**) who wished to share this moment with me .

My Mother **(Ismahane**) who a strong and gentle .She never let me Down .

My Brother " **Mohammed** " who was with me and encourage me To finish My work .

My sisters **" Afaf , Hamida ,Samah , Morzaka** "

My aunt " **Aicha** "

All My friends " **Linda , Kawla , Amina , , Wassila** , **Leila** "

Also My beloved friend **" Hayat "**

Abstract

The main aim of this research is how grammatical errors among second year EFL learners' writing at the department of English : Mohammed Kheider University of Biskra occur due to first language (interference) . learners tend to use their Mother's tongue in learning target language . And the primary objective of both teachers and learners is to achieve a good piece of writing because most learners commit errors when writing . In order to confirm or reject hypothesis : If EFL learners rely on their Mother tongue while writing English , this may lead to the appearance of grammatical errors in their writing production . . For that , the descriptive method was adopted , and the questionnaire , document analysis were used in order to collect data : using 35 questionnaires for students and collect 10 paragraphs to identify the grammatical errors . In this study , the tools have been used to confirm the results .Finally , the hypothesis is successfully confirmed because the result has founded that the interlingual ,and intralingual errors are caused for committing errors when Second - year EFL student write English . Although , the occurrence of grammatical errors in writing English is due to their mother tongue interference (Arabic) .

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List of Abbreviations

EFL: English Foreign

L 1: First Language

L 2: Second Language

T L: Target Language

F L: Foreign Language

U G: Universal Grammar

C A H: Contrastive Analysis Hypothesis

C A: Contrastive Analysis

E A: Errors Analysis

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الملخص

Introduction

The grammatical awareness plays a critical role in producing a good written production . Writing , as one of main productive skills , cannot be isolated from grammar . Batstone (1994) indicates that “language without grammar would be chaotic and cause some communication problems such as grammatical errors in writing and speaking “ . In the process of learning , grammar is the basic in producing a good writing ; it improves writing skills due to the use of correct grammatical structure . Additionally, most of EFL learners find ambiguity and difficulty while writing , and those difficulties occur when they do not achieve accuracy and fluently in grammar for that reason they commit different type of grammatical errors during the writing process . Mother tongue interference is one of the main difficulties that EFL students face during the writing process , and the weaknesses of those learners are a results of this interference ; when they have a lack of competence in target language , they resort to their first language with huge number of grammatical errors .

1.Statement of Problem

Writing is considered as a talent that students have in learning process , but not all of them have the ability to write if they do not master rules of good writing . It is the most difficult skill because it requires the mastery of many linguistic aspects. Most learners , who face troubles in writing skills, may have difficulties in vocabulary , grammar , ideas coherence and cohesion etc .As an attempt to solve some of their writing difficulties , they resort to their mother tongue, i.e., most of them use their first language to solve their problems in target language. This may affect their writing production because they will find themselves use the

grammatical structures of their first language, and leads them to make some other mistakes such as misuse of articles , prepositions, subject-verb agreement, word choice, word order , singular and plural form etc. Through this study , the researcher will explore to what extent do second year EFL learners rely on mother tongue (Arabic) while writing in English , and to know what are the main grammatical errors that can be affected by the use of their mother tongue .

2 .Significance of the Study

This study is important because it covers a problem that most EFL learners face during writing production. Especially second year EFL students at Biskra University . This problem occurs when they try to apply some grammatical rules of their mother tongue when writing in English . Transfer from first language make learners commit errors when they write . Those errors affect their writing production negatively .

Our research treats an important issue which is the ability to identify ,classify , and analyze factors / reasons behind grammatical errors made by learners , and how L 1 interfere in our English writing. Also teachers should pay attention to those errors and take them into consideration in order to enhance students writing skills .

3. Aims of Study

This study aims at:

- Exploring to what extent can the transfer from Arabic effect second year EFL learners written production..

- Identifying how L1 interference are major cause behind grammatical errors in writing English
- Describing and classifying common grammatical errors that second year EFL learners make when writing in English language .

4. Research Questions

1. To what extent can the transfer from Arabic effect second year EFL students written production?
2. Is the mother tongue interference the main cause of grammatical errors in English writing?
3. What are common type of grammatical errors that second year EFL learners commit in their writing ?

5. Hypothesis

❖ We hypothesize that If second year EFL learners rely on Mother Tongue while writing English , this may lead to the appearance of grammatical errors in their writing production .

6.Research Methodology

The choice of the method

In this study , we opted for descriptive method due to the nature of our research topic i.e., a qualitative method . It describes how the first language can influence on writing English , also by classifying and describing common grammatical rules which made by EFL learners . So ,it is the appropriate method because it helps to finish the work due time.

Population and sampling

we have chosen second year EFL students at BISKRA University as population (n: 270) because in that academic year , and they are considered as beginners in producing a paragraph where they face certain linguistic problems in their writings . Because of the time limitation and huge number of second year , it very hard to deal with all of them .In the sample ,we want to take two groups each one consist of 23 students out of the full number of second year , but most of learners are absent because of spread corona virus.

Data gathering tools

this study is based on two main data collecting tools which are a questionnaire designed for second year EFL students at University of BISKRA to figure out the different reasons/ factors behind making grammatical errors in addition to use a document analysis which we identify , and analyze learners paragraphs by classifying the different types of grammatical errors that may be affected by the use of the mother tongue (Arabic).

7.Structure of Study

The present research is fundamentally divided into two main parts theoretical and practical .The theoretical part is divided into two chapters; the first chapter will be about the writing skills . It includes : history of writing , definition , steps , approaches , importance of writing , stages of development in writing , effective writing , and the learners major difficulties in writing .The second chapter will deal with the grammatical impact of L 1 interference on target language (English) it includes : definition of some key words (mother tongue , target ,

language , language transfer and its types , grammatical errors) , the source of grammatical errors , and level of grammar interference from (Arabic) to target language (English) , theories on errors of EFL learners (contrastive analysis, error analysis) . while the second part will be devoted to the fieldwork and data analysis which is collected from the tools used .

Chapter one :

Issues in Writing Production

Chapter one issue of writing production

Introduction .

1.1 . History of writing

1. 2 . Definition of writing

Importance of writing

Stages of development in writing

1 . 4. 1. Coping

1 . 4.2. Reproducing

1. 4 . 3. Recombination and Adaptation

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1-4-5. composition

Approaches of writing

1. 5.1. Product Approach

1 -Process Approach

Steps of writing process

Organization .

.Clarity .

Coherence

1.5.2.2.4. word choice .

Genre Approach

1. 6. Effective writing

1. 6.1. Organization

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. The learner major difficulties in writing

Grammar

1. 7.2 . Vocabulary

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1.7.4. Interference of the Native language

Conclusion

Introduction

In learning English as a foreign language , learners should focus on the mastery of productive and receptive skills which are : reading , speaking , listening , writing . The last one is not only the most important , but it is also a complicated one as compared to other skills . Therefore, to develop their accuracy in writing , learners should make efforts and practice more to achieve a good level of writing abilities . Consequently , this chapter will deal with a theoretical overview of writing production that contains : history , definition , the importance of writing , it also delivers stages of development , Approaches , steps , and the major difficulties face by learners during the writing process .

1.1. History of writing

According to Yule (2010) asserted that " writing is relatively recent phenomena we may be able to trace human attempts to represents information visually back to cave drawing made at least 2000 year ago to clay taken from about 1000 year ago " p . 212 .Our Ancestors relied on creativity in communication means using symbols , and art because they did not write , they create images in communicating , and those forms have appeared as real . Additionally, the abstract symbol was used to express their thought , and ideas because some of earliest human knew the meaning of words and ideas behind , but others were abstract . They knew the meaning of the word according to their nature . For example : print hand .

Symbols were means of communication , people used symbols to symbolize ideas and make them understood without knowing those symbols

and how they read . In old culture , they are categorized as " pictography, cuneiform , and hieroglyphs ", and they are more abstract . Also , cave printings of either animals or people were used as realistic images . For instance : Ancient Egyptians were the famous inventors of those hieroglyphs . The sun was represented by symbols ☼ . GHodbane (2010) stated that " these pictograms later on developed to become (ideograms) which are considered to be a part of a system of ideas writing or hieroglyphs" p 23 . In the Egyptian symbols 𓉔 or (hieroglyph / ideogram) represented a house ; however , in western especially native American the images are named petroglyphs what they are written on the stone . The pictographs was the beginning of representing picture , then some pictures were represented as ideas ,thought , or concepts as ideograph . At the end sound also were represented .

Ultimately by using a wedge shaped , the pictographs were rounded and effected in clay to be cuneiform . Many cultures like Sumerians used logographis writing .

Yule (2010) stated that :

> Because of the particular shapes used in Sumerian symbolism, these inscription are generally described as cuneiform writing. The term cuneiform means wedge-shaped and the inscription the used by the Sumerians were produced by pressing wedge-shopped implement into soft clay tablets, resulting informs like 𓏏 (p.214).

By the time , alphabets were created in different cultures and civilizations , and spread in northern Africa to provide the writing system of the Arabs , Then "

Roman Alphabets" come from Greece and Roman when they are modified letter into the alphabets which we use now and they are vary from others writing systems . For example , sounds are represented by symbols , not images or ideas , and the language has represented by graphic symbols and developed via syllabic writing to the alphabets .

. Definition of writing

Pinas (1992) also says that " writing is a system of graphic symbols i . e letters or combinations of letters which relate to the sounds we produce while speaking " p . 125 . This definition considered writing as production of symbols and letters to achieve communication ,but it does not give a real meaning to writing because it is not just a matter of writing down a sum of symbols that are guided to be read .

Additionally , through experience of scholars , writing skills is not acquired , it is practiced and learned in a formal setting (schools) . Writing is also considered a social setting phenomenon when it is related to the people's roles in society . Hayes (1996 . p . 5) as cited in Hamdi ,(2015) indicated that :

"Writing is also social because it is a social artifact and is carried out in a social setting . what we write , how we write , and who we write to is shaped by social convention and by our history of social interaction … The genre in which we write was invented by others writers and the phrases we write often reflect phrases earliest writers have written ."

Therefore, writing governs by the distinctive social relationships amongst people ; any person should analyze how to write to be an active member of society .

Some researchers believe that reproducing graphic symbols is used in writing ; however, others consider writing more than using graphic symbols , and the formulation of speech is more than producing sound. Those symbols should be orderly to achieve the formation of words , and words form sentences , sentences form paragraphs , and paragraph form essay . Widowson (2001) asserted that " writing is to use of a visual medium to manifest the graphological and grammatical system of the language .That is to say , writing in one sense , is the production of sentences as instances of usage ".(p . 62).

Most students face difficulties when they began to write because writing is the most complex and difficult skill to master that's why learners ought to improve the graphic symbols of the language and the usage of grammatical structure.

Writing can be individual , personnel , or social attempts , and learners may express their thoughts , feelings , attitudes in written forms and share with society to communicate with people . Miller (2001) as cited in Richard & Renanya (2003, p25) reported that " even though the writing production is an expression of one 's individuality and personality . It is important to remember that writing is also a social endeavor a way of communicating with people".

. Importance of writing

In learning a second / foreign language , writing is the most important and effective skill . Learners should be able to share aspects of language , and it is not only considered as a way for communication , but also as an essential tool for learning the language . Arthur , et al (2008) stated that " writing provides an important means to personnel self – expression " p 1 . EFL/ L2 learners learn how to write the language with its relationship with society by personnel creation in their writing style . " writing is one of the main ways that create a coherent social reality through engaging with others " (Hyland , 2OO3, p69) .

Additionally ,different styles can be created by learners and they are self – confident and relaxed in writing rather than other skills like speaking skills because oral abilities can not be tested all the number of students ; however , writing is used formal and informal testing .

Stages of development in writing

In learning and teaching writing skills , it should follow formal and academic instruction . Rivers (1968) indicate that students need to follow five steps of development in writing which are : copying , reproducing , recombination and adaptation , guided writing to express self in an intelligible a comprehensive way .

Copying

This stage is learned inside the classroom , it occurs when learners transcript what they have in their mind from background information .

According to Brookes and Grundy (1998) copying " it is as much about using writing to support language learning as about teaching writing itself " .

That is to say , if teachers focus on some rules of coping , this stage will be helpful in effective writing.

> "The work set for copying should consists of sections of work already learned orally and read with the teacher. As the student is copy he should repeat himself what he is writing . In this way, he deepens the impression of his mind of the sounds the symbols Represent, and he has further repetition practice of basic dialogue or pattern sentences"

(Rivers, 1968, p.246) .

1.4.2 . Reproducing

It is the second stage of development in writing , learners reiterate what they copied before in first stage , and they reproduce piece of writing without making references from the original one. Rivers (1968) believes that: "During the second, or reproduction stage, the student will attempt to write without originality. What he has learned orally and read in his textbook. This he will be able to do all the more successfully if he has been trained in habits of accuracy in the copy stage" (p. 246). Means this stage have relation with learners production of copies without referring to the original copy .Beside that EFL learners will benefit in training in accurate copy , also dictation activities is taking place in this stage.

1.4.3. Recombination and adaptation

it is the third stage of development in writing . when EFL learners are trained to construct of sentences . For example : learners can replace noun with pronouns , transform the sentences in passive and active ,form and turn direct speech into indirect speech . Additionally , they can add conjunction of sentences , adjectives , and adverbs . Therefore , Rivers (1968) argued that recombination is relegated to later stage till firm grounds are established in substitution , transformation , expansion and contraction (p. 248).

1.4.4 . Guided writing

It is the fourth stage of development in writing . According Kroll " a good example of guided writing is the production of a short text by answering direct and open – ended question" (p .250). Also when EFL learners are given freedom , but not totally free to change some elements within their level . For instance , learners can summarize and paraphrase any written text .

1.4.5. Composition

It is the last stage of development in writing . Learners focus on the mastery of the language containing the coherence of sentences , ideas , and thought. Heaton (1975 , as cited in Bader , 2007) declared that : the writing of a composition is a task which involves the students in manipulating word in grammatical correct sentences and in linking to those sentences to form a piece of continuous writing which successfully communicate the writer's thoughts and ideas on a certain topic (p.25).

Approaches of writing

there are different ways using various approaches in teaching or learning writing skills , and the different aspects of writing can be used on the product , on process which writers go through , or in a particular genre .

1.5.1 . The product approach

According to harmer (2001) said that : " this approach is concerned with the aim of the task and with the end of product." The product approach focuses on the final result of writing production . Also Nunan (1991) claims that " a product oriented approach as the title indicates focus on the end . result of the learning process what is that the learners is expected to be able to do as fluent and component user of the language " p .86 .This approach concentrates on learners competence in learning the language . For that , students should focus on imitating their teacher texts , also they should know how to use language structure.

Product approach focus on linguistic aspects of language as White (1988) said that " this approach interests in three main points which are : grammar ,content , and vocabulary " . this means grammar , vocabulary , and content should be taken into consideration when learners produce a piece of writing. Therefore , the main goal of this approach is the correct usage of grammatical and lexical systems of language by writers , also coherent , and each a piece of writing should be coherent , relevant .

1.5.2. The process approach

According to Harmer (2004) " the writing product was the focus on the teaching of writing more than the writing process" p .11. So , the process approach come with respond about ideas that said writing is just a matter of product . this approach is very beneficial and essential for learners . Mastsuda (n.d in kroll , 2003 , p .21) writing as a process was introduced to L 2 studies by Vivian Zamel (1976) who argued that the process of writing could be beneficial to second language writers . Therefore , students will be a good writers if they follow different steps of writing process which are : planning , drafting , and editing (Harmer , 2004, P . 86) . in order to produce an effective piece of writing , they should go through these steps .

Steps of writing process

1.5.2.1.Planning

According to Hedge (2005) "this stage is also called the pre –writing stage in which the skilled writer think about the purpose of this writing and the reader that he is writing for " p. 52. Actually, a good writers use the plan stage to organize what they are going to write ; it includes everything that learners do before start to write like :

- Choose a subject
- Concentrates on topic
- Generate the ideas
- Make out line

- Set the purpose

Writers plan what they are going to write in different way ; some of them tend to plan even the detailed of information ,whereas others plan only the most important point in their writing .

Writing a draft

Before learners start to write , they should be a comfortable with their planning steps . Writing a draft is important step because writers are not only concerned with what they are going to write, but also how to achieve that successfully (Hedge , 2005 , p.53) . It includes these steps :

- Choose the topic
- Writing an introduction
- Writing a body paragraph
- Writing a conclusion

Revising a draft

Revising a draft is the third step in writing process in which writers re-reading what they wrote ,check the ideas , and coherent of the paragraph or essay .

Revising a draft means :

- Revising the content and the organization
- Revising sentences and diction
- Revising with others

While revising a draft writers should focus on purpose or content organization and paragraph structure that affect the students composition .

Editing

After drafting stage , the next will be a Editing in which learners check and correct their writing in terms of their spelling , grammar , ideas . Hedge (2005) states that " the editing activity enables the writer to make the final readjustments that make a piece of writing ready for the reader " p. 54. That means writers make the final version of piece of writing to make it understood for readers, it includes : .

- Editing for grammar , punctuation ,and spelling .
- Preparing the final draft (MLA , APA)
- Proof- reading the final copy .

Therefore , the purpose of editing stage in writing process is to make sure that your ideas or thought are clearly and understandable for the readers.

The genre approach

This approach is a matter of mixed between process and product approach . the genre is defined in the Oxford Dictionary (1991) as " a style or kind " which means each piece of writing have a purpose .

Harmer (2007) states that" this approach is concerned with writing variation according to the social context in which a written work is produces" p. 258. Learners study and analyze text , they are asked to produce a piece of writing similar for one that ate studied before .

According to Cope and Kalantzis (1993) the genre approach contain three stages :

Modeling

The different model of text are given to the learners and they asked to produce others similar to them. Teachers also have a directional abilities to help learners writing structure in order to acknowledge the purpose of text , and intended audience and stages of text .

Construction

In this stage , construction come from the verb to construct means to build a new text by both learners and teachers from the knowledge they have taken before from the model text , also from prior knowledge they took about text gained from writing and reading .

Individual (dependent) construction

Using the information that taken from model text , learners will write their own production .

This approach is successful because it makes learners understand different kind of text . Harmer (ibid) assumed that this approach is suitable for ESP students , also it is useful for general English learners.

. Effective writing

According to Hedge (2005) " effective writing requires things which are developing ideas in an organize way , making the meaning clear without ambiguities , using the appropriate grammatical devices and choosing vocabulary very carefully " . P. 1 . The main characteristics of effective Writing is clarity of words , sentences or ideas to avoid ambiguity , arrangement of

thought in way make it easy to understand , using grammatical devices , and choosing the appropriate vocabulary.

Organization

According to Starkey (2004) By following an organized method of writing , you will guide your reader from your first to last sentences . He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis" . P . 2. The writer should arrange their ideas before they start writing to make their work effective and easy to understand by the reader

Clarity

It is an essential characteristic of effective writing . writers should use a clear word , sentences , and ideas which make the readers understand what are you going to say ,or to write in one interpretation . Murray and Hughes (2008) confirm that the role of clarity in facilitating the writing abilities and lake it easy for reader to comprehend , and the best solution of clear writing is the use of short sentences.

According to Starkey (2004) in order to achieve clarity in writing , students should follow those steps:

- Avoid ambiguity : focus on simple words , sentences, and ideas which make the reader understand what are you going to say or to write in one interpretation.
- Precise adjective and adverb : in order to accomplishing clarity , writers should use correct modifiers .
- Concise , and avoid wordiness and repetition.

Coherence

writers should focus on coherence and the order of ideas in order to achieve effective writing .

Murray and Hughes (2OO5) said that " to be coherent means that you stick your ideas as a chain if any link is missing the connections become unclear" P. 45.

Word choice

In choosing a word , two aspects should take into consideration which are :

- **Denotation :** focus on literacy meaning of words sometimes one word have different meaning and different interpretations.
- **Connotation :** focus on hidden meaning ; meaning behind the words . It includes feelings , cultural assumptions .

Moreover , Gentner (1980) stated that to produce a good piece of writing , learners should follow structural level which are : word structure , sentence structure , paragraph structure , and overall text structure " P. 62 . Also , the structure of language should be mastered by learners because language is very necessary for producing a good piece of writing .

Learners' Major Difficulties in Writing skill

Most EFL learners find difficulties in writing skill rather than others skills . Also , they find it difficult in their first language . According to Seeling (1998) the main reasons for learners major problem in writing are related to grammar ,

vocabulary , spelling , and native language interference. And each one of those difficulties can effect learners writing production negativity.

Grammar

Seeling (1998) defined grammar as :

> "A group of rules that determine how language works, and describe things in a practical way. It can be classified into: Syntax that explains the way we organize words to create sentences. And morphology which deals with the way words changed to fit into sentences. Grammar has two approaches: the traditional grammar, and the modern descriptive grammar." P. 159-160 .

that means grammar is rule govern language structure (syntactically) , and how to arrange words to create sentences .Therefore , the most difficult part in learning English is grammar .Seeling (1998) proposes that most learners think that grammar is too hard or even impossible to understand due to the way it has been taught to them in schools and later on their lives . He also states the major difficulties in grammar that may hinder learners improvement in writing

as follows :

- **The sentences :** Seeling (1998) supposes that " there is no simple , and clear definition to the sentences because many people who speak English have got a very good grasping of what a sentences is " p. 161. , but problem occurs when learners comes to write because they have a doubt and no convinced about their writing . the problem in a sentences that must learners improvement in writing are :

a) **Verb :** Subject verb agreement is the major problem that learners face concerning the verb , and any sentences should contain a finite verb to know what writers meant .

b) **Object :** when pronouns are changed according to the word whether the subject or the object is shared problem concerning the objects .

c) **Adverbials :** Seeling (1998) said that " there is no much choice about where you put them, in sentences . Adverbials can pop up anywhere " (P. 161) .

- **Coordinating Conjunction :** " the purpose of using the coordinating conjunction either with two clauses or with two phrases ,if this does not happen , errors will occur" (seeling , 1998, p. 161) . that means the errors will appear when the learners do not use coordinating conjunction in two clauses or two phrases .
- **Word order :** in order to understand the meaning of sentences , learners should use the correct order of words because in learning English the meaning of sentences is conveyed by the order of its words .

Vocabulary

According to seeling (1998 : P. 185 – 186) The English vocabulary are categorized as follow:

a) **Active Vocabulary :** learners write more seriously , and they have confidence about their writing because they use all words that they know from their daily life .

b) **Passive Vocabulary :** contain the words that learners understand in reading texts , but they do not remember them when it comes to write .

c) **Vocabulary in the process of moving from being passive to being active (or vice verca):** are the word that are not sure from them ,so they use dictionaries to check the meaning and it takes time in thinking .

d) **Vocabulary that is beginning to enter the passive vocabulary :** the words have unclear meaning , but it has seen before.

e) **Vocabulary that we have never dealt before :** words have never seen before .

Spelling

Seeling (1998) indicate that " the problem with English spelling is due to its linguistic history "P. 209. For that the sound – symbol is the main interest to them . Because in English language , there is direct relation, between the letters and their sounds to solve this problem , and serious convention should be used. Seeling also appeal that " there are over forty sound in English and we have only the same twenty – six letters in the alphabet , so we have to combine letter in different ways to represent " the missing sound " p. 209.

Interference of the native language

One of the factors that will affect learners when learning new language during writing production is the interference of Native language (Mother tongue) . writing errors are related to factor like interference and language transfer , and this is result of some difficulties and similarities among target and other language have learned before . Besides that Daulay (1982) defined

interference as " the automatic transfer , due to habit , of the surface structure of the first language into the surface of the target language " ; means the first language has a great impact on learning target language .

Interference is transfer of some linguistic aspect from one language to another and those linguistics aspects contain: phonological , morphological , grammatical , and syntactical rules . For that reason , most students try to apply the major linguistic forms of their native language in learning target or other language . They think this interference helps them in writing , but it creates a problem for them . Beardsmove (1982) proposes that " many of the difficulties in a second language learner has with the phonology , vocabulary , and grammar of L2 are results of the interference of habits from the learners native language "P. 3 . Most of L2 learners errors come from the mother tongue interference . Lott (1983) also give another definition that " Errors in the learners' foreign language can be traced back to the mother tongue " to solve this problem . Shen (1988 , as cited in weigle , 2002) states that " in order to write a good English , I knew that I had to be myself , which actually meant not to be my Chinese self , it meant that I had to create an English self and be that self " P. 37 . Therefore , in order to achieve a good writing in target language , it should modify our identity, our self according to English Language .

Conclusion

To conclude , this chapter is about writing production , from its history which began with pictograph after that it developed to alphabets

.Additionally , it gives different definitions of the writing skills , so it is the most important and effective skills . In contrast , it is the most complex and difficult skill to master it occurs when learners find difficulties in producing the correct piece of writing . This refers to different factors one of them is the mother tongue interference which leads to the appearance of some grammatical errors in learners ' writing production and this is what we will be dealt with the second chapter .

Chapter two

The Grammatical Impact of L1 Interference on Target language

(English)

Chapter two The Grammatical Impact of L1 Interference on Target language(English)

_ Introduction

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Second language (T L)

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2. 8.1. Criticism.

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Introduction

In a communicative society , children and adults are active members , they contact each other by using different languages . The first one is acquired from the childhood period which is called primary language , Mother tongue , and it requires a natural setting in acquiring language while the second language which learned after the first one called Target language which requires formal setting in acquiring language . Most EFL learners face problems when they interfere Mother tongue (Arabic) in learning the Target language especially in writing English . When they apply the main rules / features of the first language (Arabic) in writing English . This chapter starts with definitions of some keywords (mother tongue , second language) , then it intends to talk about essentially theoretical of learners errors ; language interference , errors analysis , contrastive analysis . it also gives information about language transfer , theories and views about language transfer , types of language transfer , and how interlingual and intralingual are considered the main reasons for learners errors . Finally , the chapter will end by explaining Arabic interference in writing English .

. Definition of some key words

. Mother tongue

Sultan . B., indicates that “

this term refer to the first language of a child .

a child is exposed to a language immediately after him /her

birth. A child begins learning a language that has been surrounding him / her since him /her birth . With time , learning of language goes on cognitively and the time comes when he / she can speak , read and write that language perfectly . So, mother tongue is the first language of a child which he / she has learned first and uses for communicating his / her needs and desires . Mother tongue is also termed as the native or primary language . it is the basics of one's recognition and origin . it's the language which occupies one's thought process and conscience."(2013) .

The Mother tongue is acquired from the childhood period or birth also is called the first language or native language surrounding the children . By the time they grow with the ability to using skills (listen , write , read , speak) in this language according to their needs .

2.1.2. Second Language

It also called target language when person learned after first one according to Sinhano et-al " Second language is typically an official or socially a dominant language needed for education , employment , and other basic purposes .It is often acquired by a minority group member or immigrant who speak another language natively "(2009) .

An online Dictionary defines the second language as " A language other than the mother tongue that a person or community uses for public

communication , especially in trade, higher education and administration “(the free dictionary by Fralex).

Also, Troike indicated that “ the Second language is an additional language . It is commonly called a target language (T L) which refers to any language that is the aim and goal of learning” (2006) . In the end , Second language or Target language is the language that learners aiming to learn for the purpose (traveling , working , educating....etc) , and it is not from their nature . it is also called non-native language .

2.1.3 . Foreign language

According to Troike “ is one not widely used in the learners’ immediate social context which might be used for future travel or other cross- cultural communication situation in school , but with no immediate or necessary practical application “(2006) .

Comparing and Contrasting between L1 and L 2

In comparing and contrasting between languages (L1) and (L2) . Learners find some common points between them and they also suggest some different ones .

. Similarities between L1 and L 2

Ipek and Elgazali give the main point that makes the first language and the second language in common are :

2.2. 1.1 . Development sequences

According to Rod Ellis (1984) The ideas of developmental sequences in detail and outlines three development stage : the silence period , formulaic speech , structural and semantic simplification . For that reason , that pattern of development is followed by both L1 and L2 learners which are mainly followed despite exceptions to understand the nature of L1 and L2.

a) The silent period

It is the important stage for both first and second language learners . A child pass through this stage (silent period) and they focus on listening when they acquire their first language . this makes them attempt to find out what language is . Also , second language learners obtain this stage when they are not required to produce an immediate production . and they are insisting on speaking . For that silent period is accepted for both L 1 and L 2 learners .Although by appearing dispute in second language acquisition and how this stage or silent period contributes in it . while Krashen (1982) discusses that " it builds competence in the learners via listening " also Gibbons (1985, cited in Ellis , 1994) argues that this is a stage of incomprehension .

b) Formulaic speech

According to (Lyons , 1968, cited in Ellis 2014). Formulaic speech is defined as an expression that is learned as unanalysable wholes and employed on particular occasions. Krashen (1982) states that these expressions take the form of routine (the whole utterance learned as memorized chunks . For example :" I do not know " or unanalyzed speech with one or more slots in form of a pattern (can I have a ..) . According to Ellis (1994) these expressions can make up the complete

scripts like : greeting . The literature indicates that formulaic speech is also presented in the speech of adults native speech , not just in first and second language acquisition .

c) The structural and semantic simplification

It is the third stage when learners apply that structural and semantic simplification in their language. Structural simplification is the omission of grammatical elements like : articles and auxiliary verbs , and when talking about semantic focus on meaning or content . Semantic simplification is the omission of content (nouns , verbs) and these causes lead this simplification to occur are :

1. The necessary linguistics forms may be not acquired yet by learners.
2. During production , learners are unable to use linguistic forms.

: Acquisition order

Some researchers have attempted to discover whether acquiring a grammatical morpheme is in order of acquisition.

The results are interesting but antithetical affect L1 and L 2.

Brown states that the first languages are in a common sequence of acquisition like: nouns , proposition , articles . Because there are at least 14 function words in English , and the result of these studies suggested that there is a definite order in the acquisition of morphemes in English first language learners .

According to Lightbown a Spada (2006) the acquisition of question words (what , where , when , who , why , how) are like in the first and the second language acquisition . Depend on the morpheme studies in L2 acquisition . Krashen (1982) proposes the natural order hypothesis which he developed according to second language acquisition , and he disputes that in a predictable order , we can acquire rule of language , but this acquisition is not established by the order and simplicity of rules taught in class .

Additionally , it shows that " inter- learners variation " because if L 1 acquisition and L 2 acquisition follow the same order , in another hand another morpheme studied have suggested that not all student follow the same order of acquisition .

According to Wells (1986) " inter – learner variables affecting the order of acquisition such as : sex , intelligence , social , the background rate of learning , and experience of linguistic interaction .

. Linguistic universal and Markers

There are two approaches in linguistic universal . The first approach suggested by Greenberg in 1966 which are typological universal and the main aims of this approach is to find common features between languages by using a cross- linguistic comparison on a wide similar group of languages taken from different languages such as : all languages have nouns and verbs , and the generative school was Chomsky are representative of this second approach , and it focuses on grammar which governs specific rules after that it has named Universal grammar (Ellis, 1994) . Therefore , those approaches have a

relevant aspect that is related to L 1 and L 2 acquisition , and marked and unmarked features are found in one language . In order to differentiate between marked and unmarked features Typological universals state that Marked features focus on language and how it specifies in some features when learners fight to transfer whereas unmarked features are universal and common mastery of languages , and most students rely on the transfer.

Core rules according to Universal Grammar are like word order are innate and can go through the application of general , it is also the abstract principle of language structure whereas peripheral rules are not the rules under universal principle . It has been browsed from other languages and related to the history of language . Peripheral principles are hard to learn and the element is marked . Ellis (1994 , MC Laughlin ; 1987) states that L1 and L 2 acquisition are applicable , and the finding offers the earlier and easier features to learn are unmarked features in L 1 and L 2 , rather than marker need time and the effort by learners .

Input

Richard et al define Input as " a language which learners hear or receive and from which he/ she can learn " (1989 , p. 143) . Input and output have relation according to behaviorist views , and constitutes input learners must be given the feedback although interactionist view (verbal interaction or input) are useful for language acquisition . Stephen Krashen (1982) gives the hypothesis input to discover the importance of input in the acquisition process , they think that learners to acquire language need to

receive understandable input . Also , he suggests that input should be above of level of learners because it can be easy and simple at first , then it will be more complicated . He thinks that the only way for acquisition is understandable input and comprehending the message (1985) .

Additionally , Krashen believes that to make the language teachable , there are two conditions should follow :

1- If the comprehensible input is available .
2- If the teacher can create a meaningful situation and reducing the affective filter of the student (1985) . He states that : the only causative variable in second language acquisition is the understandable input delivered at the end . Learners must rely on the knowledge that has been gained when learning a first language , also when learning a second language , they must rely on the first language acquisition .

2.2.2. Differences between L1 and L 2

2.2.21 . The acquisition and learning hypothesis

Krashen (1982) indicates that in the approach of a second language , there are 2 ways for adult :

" adults can (1) acquire , which is the way children get their first language subconsciously through informal , implicit learning . Once you have acquired something you are not always aware you have done it . It just feels natural as if it has always been

there . Quite distinct from the acquisition is (2) conscious learning . There is knowing about language explicit , formal linguistic knowledge of the language ” (p. 17) .

That means the first and the second language are different because in the first language , child acquire language unconsciously and it is the native language of the learners . It does not give explicit instruction is implicit whereas the second language is learning language after the first language when the learners are in aware and conscious process and it requires explicit instruction or education .

. Critical period hypothesis

According to Brown (1994) “ in critical period hypothesis , there is a period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire” p. 52. This critical period hypothesis mostly happen in the age of 2- 12 when child find it easy to acquire language and this age related to first language acquisition after that it happens in the second language in adulthood period and it becomes more difficult to learn not like L 1 .

. According to Neurological consideration , the difference between L1 and L2 happen when Thomas scorel (1969 , in Brown , 1994) try to explain there is a relation between lateralization and second language acquisition . He suggests before puberty , a child enables to acquire and in an easy way L1 and L2 because the brain has plastic and lateralization is fulfilled . Thomas

also discusses again what makes it difficult for people to acquire easily fluent control of the second language is lateralization .

2. 3. language transfer and the impact of L1 interference

Language transfer also called language interference means learners try to transfer or apply information from their native language to second or target language .

Some scholars give different definitions about the interference :

- Dulay et- al define "interference as the automatic transfer , due to habit , of the surface structure of the first language on to the surface of the target language" (1982) .
- Ellis (1997) " interference as transfer which he says is the interference that the learners L1 exert over the acquisition of an L1 " p. 51 . learners try to apply the main rule / feature of L 1 In learning the target language experiencing language transfer , when individuals understand one language has effects on his / her understanding of another language .

In another world , language interference is the impact of first language learners on the production of the second language . They want to learn any aspect of language that can happen in this influences like : grammar , vocabulary , spelling

In bilingual speakers , language transfer is applying the main feature from one language to another . It is also a common topic which widespread in

speaking of bilingual child acquisition exactly when one language is dominant.

Language transfer theories and view

Behaviorist view transfer

According to behaviorism theory , language transfer is habit formation , stimuli -responses process and language teaching and learning are dominant in this theory in 1940 s and 1950 s.

The behaviorism and the structuralism theory thought that :

a) In promoting language learning , learners are active and repeat response to a stimulus .
b) Target is encouraged as responses , non- target is corrected like one would reinforce language learning .
c) To stimulate language learning should break complex structures down into components to acquire them .

For that language learning based on how the target language is similar and different from the native language . If both languages are different the negative transfer from the native language would obstruct acquiring the second language whereas the two languages are similar when positive transfer from the native language would encourage S L A .

According to advocators (Lado , 1957 , stockwell , 1957) believed that the interference from the mother tongue is caused by language errors and learning

difficulties , so the typological or structural similarities and differences between L 1 and L2 were the predicators of transferability .

Behaviorism view transfer is limited to the degree of transfer based on similarities and differences between L1 and L2 . And the native language according to behaviorist has an important role in S L . Also , they focus on L 1 interference and they ignored factors that obstruct S LA .

: Mentalist view of transfer

In the early 1950 s Chomsky suggested the theory of mentalism , also called conceptualism , or psychologism . This theory thought that from nature was burned the human language capacity and every person would master the language at the end , and Universal grammar rules which determine the mastery of every language .

- Dulay and Burt's research (1974) are concluded that the children rely on language transfer or comparison with their L1 to construct their L2 , but based on the capacity to construct their L 2 as an independent system .

The mentalist view and U G . The advocator Dulay and Burt (1973 ; 1974 ; 1975 ; 1977) suggested that the creative construction hypothesis encourages the ideas of L1 = L2 hypothesis . whereas Dulay , Burt , and Krashen (1982) denied transfer of mother tongue , they think that the language learning capacity based on Universal Grammar (U G) mentalists in 1980' s begins to explore the relationship between the native language transfer and Universal Grammar .

Consequently , the mentalists do not refuse the transfer of the native language , but for the lack of significant empirical support in the theory they are still criticized .

2.4.3. Cognitivism view transfer

In the late 1970 s , cognitivism believes that learning language has the same cognitive system in learning any type of language. Perception memory , problem -solving , information processing .

According to Faerch & Kasper (1987) " cognitive view is generally acknowledge that typological similarity or difference can not on its own serve as a predictor for transfer , but interacts with other (linguistic) factors " p. 121. Learners focus on how , when using their native language in this period .

Ellis (2000) mentions six types of factors that caused language transfer :

1. Different linguistic features , and levels occur in language transfer as: phonology , syntax , pragmatic .
2. Language transfer has been affected by social factors like : the influence of learning environment .
3. Markedness of certain language (it is one of the factors that leads language transfer).
4. The core meaning and the periphery meaning of words , prototypically.
5. Language distance and psychotopology , namely learners perception of language distance between L1 and L 2.
6. Some developmental factors that limit interlanguage development .

One of the major factors that caused language transfer is the markedness of certain language in which core and periphery grammar of certain languages have relation , and Universal Grammar appeared in every language .

There is another factor that affected language transfer which is language distance according to Corder (1981) positive language transfer has resulted in language distance .Cognitivism recognizes that " transfer is not simply a consequence of habit formation , nor is simply interference or a falling back on the native language , nor is it always native language transfer "(Odlin , 1989, p. 25-27) . this means transfer does not always relate to /or refer to habit formation or native language . There are other discoveries .According to Odlin (1989) states another definition of transfer " Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that has been previously (and perhaps imperfectly) acquired "p.27. This definition does not from the cognitive perspective , but in comparing with Contractive Analysis Hypothesis (C. A.H) focus on similarities and differences between L1 and L 2.

Types of transfer

Positive Transfer

Also called facilitation the use of correct utterance when L1 and L 2 have the same structure , and the knowledge of mother tongue does not lead to errors . Positive transfer is a transfer from learners native language that not lead to errors or misunderstanding .

Troike (2006) indicate that " positive transfer also called facilitating , and happen when two languages (mother tongue and target language) contain the same structure for example , the plural morpheme S in both Spanish and English " P.35.Additionnally , Oldin 51989, p.27) emphasizes that positive transfer results from similarities and differences between any language and previously acquired target language . For example : similarities between L1 and F L help learners develop their skills . The writing system needs to develop reading comprehension . Another research finds that there is similar structure of Arabic and English for instance : use similar proposition to express the same meaning use "from " to indicate starting point . This transfer from Arabic lead to positive transfer .

Negative Transfer

It is a transfer that leads to errors because transfer from the native language is called interference Troike (2006) defines " language interference as the inappropriate influence of an L1 structure on the rule on FL use" p. 200. Negative transfer is one of the major sources of learning difficulties and EFL learners face errors when writing English production .

Also ,Cortes (2006) defines Negative Transfer "as the negative influence that the knowledge of the first language has in the learning of the target language due to the differences existing between both languages " P.4.

The negative transfer is achieved consciously or un consciously . Unconsciously , non-native speakers may not achieve the differences between

structures and internal rules of language . Consciously , learners may sometimes allow influences from their mother tongue in writing FL .

Grammatical interference from Mother Tongue (Arabic) to Target Language

Definition of Grammatical Errors

In the perspective of grammar , grammatical errors is a term used to describe the wrong faulty usage of grammar for example : misplaced of appropriate verb tenses . Many students use incorrect grammatical patterns in arranging paragraphs . In this research , errors analysis focus on grammatical structure in writing . Therefore , information of correct grammar will affect the coherence of good piece writing . The main assessment of grammar is the ability to use the grammatical point to share their ideas , emotion , and observation with others , and grammar works is to understand how grammar use and misuse . The term of errors in grammar will be called a grammatical errors .

Distinction between Errors and Mistakes

A) Errors

In learning the target language , there is a rule govern when learners' knowledge is uncompleted . the teacher who only can limit those errors because learners are not realized for them (Can & Slinker , 1993) .

From learners' transitional competence , errors are systematically discovered something for learners knowledge of a second or foreign language .

Also , it is the wrong usage of grammar for adults it refers to learners' competence .

B) Mistakes :

It happens randomly , and unrelated to any rule or system to govern . in speech or writing of native speakers might occur instead of representing the same types of performance mistakes like : slips , in a complicated sentence have lack of subject - verb-agreement .

Fatigue , strong emotion , lack of concentration , memory limitation are the major mistakes refer to non- linguistic factor in which language user can correct randomly if catch his attention .

The Source of Grammatical Errors

In error analysis studies , it is obligatory to know the reasons behind learners' errors because researchers or teachers find errors when correct learners writing as compared with the correct one in the target language . Interlingual , and intralingual errors are two main reasons behind EFL learners' errors .

A) Interlingual Errors

According to Brown (2007) interlingual errors are native influence of the mother tongue of learners (interference) , and it is the source of errors for all learners for example giving by Brown : French learners may say " je sais jean " for " Je connais Jean" and these errors are attributable to

negative interlingual transfer . This means when the rule of second language is not clear , they rely on previous rules from Mother Tongue

Slinker (1972) considered is the first initial term of " interlingual " to refer to the systematic knowledge of a foreign language (F L) that is independent of both the target language and first language of learners .

According to Ellis (1996) " interlingual errors occur as a result of the use of element from one language while speaking another " (p. 58) .

Consequently , the errors can be discovered from the learners' speech not only can say the errors are the result of transfer from the native language .

B) Intralingual Errors

According to Ellis (1996) intralingual errors reflects general characteristics of rules in learning like : faulty generalization , incomplete application of rules , and failure to learn condition under which rules apply (p.58).

According to some researchers (Jaszczolt , 1995 , Odlin , 2003 , and Tylor , 1975) state that interference (interlingual) happens in the early stage when learners start to acquire a new system . Intralingual transfer happens when learners start to acquire issues from the new system . Generalization within the target language is manifested .

Richards (1975) defines " intralingual errors are items produced by learners which reflect not the structure of mother tongue but generalization based on partial exposure to the target language " (p. 6) . That means intralingual errors made by learners have nothing to do with the mother tongue .It refers to difficulties in the Target language .

2.6.4 . The levels of grammatical interference from (Arabic) to Target Language (English)

In any aspect of language , grammar is important in learning . learners should improve grammatical aspects in the target language to use them in their writing . Therefore , EFL Arabic learners face problems in learning a different aspect of grammar in English . For that , there are grammatical differences between Arabic and English .

a) Proposition

For EFL learners , the proposition is considered the most difficult because English has different propositions that have the same function . According to Diab (1996) there is a different usage of a proposition as : in , at , and on . Learners attempt to translate to Arabic , and put Arabic equivalences when they are discomfited which proposition use in certain cases when writing in English for that they use (in) instead of on , at ,and (for) instead of (to) .(Al Hassan , 2013 , p.253) .

Also , Scott and Tucker (1974) indicates that " An Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translations " (p. 85 as quoted in Diab , 1996. P.76).

b) Articles

In the English language , there are two types of Articles : definite Articles (the) and indefinite Articles (a, an) whereas in Arabic , there is one type of Articles (AL , ال) and it is similar to English definite articles .

According to Diab (1996) the abstract words in English like ideas attributes ,or qualities are used without definite articles (the) while in Arabic, the abstract words are used with definite articles (Al ال) ,and that is equivalent to (the) for example: student write the friendship instead of friendship for that the misuse of articles errors occurs in Arabic learners writing in English .

c) Subject – verb agreement errors

the subject – verb agreement is the most type of errors made by EFL learners , and they translate from L1 structure to write in L 2 and they are confused about the subject number (singular , plural) for that they commit errors while writing L2 . For example : My brother always spend his holiday in Mekkah .

The difference occurs when learners are confusing in the use of third person singular morpheme (s) and the plural morpheme (s) like in Arabic , the verb is pluralized when the subject is singular consequently , learner tend to overgeneralize the rule by adding the plural morpheme (s) to the verb when the subject is plural .If the subject is singular , learners omit the third person singular morpheme (s) . consequently , interference from the mother tongue occurs , and it is considered a confusing area for Saudi female students.

d) Tenses

This is another type of error by learners . when they misuse of verbs tense and form . The Arabic language has three tenses (present , past , future) whereas the English language has 14 . Learners commit errors in misusing

the simple past tense , present tense , future tense , past perfect , and past continuous .

The misuse of tenses refers to a lack of comprehensive grammar because it is so important to master the rules of English tenses when learners use the first language for time sequences in sentences .

Contrastive Analysis C A

It is the study of two languages to identify their structural differences and similarities usually for teaching purposes . It is also a tool in translation theory to avoid the problem that has the same meaning between two languages (equivalence) .Additionally , the application of description of one or more differences within a language (dialect , registers , styles) are studied in Contrastive Analysis studies has two types . The first one is theoretical contrastive . According to Fisiak (1985) states " give an exhaustive account of the differences and similarities between two or more languages . provides an adequate model for their comparison and determines how and which elements are comparable . Thus defining such notions as congruence , equivalence , correspondence". While the second type is applied contrastive studies which introduced by Rolerd Lad in the 1950 s is part of applied linguistics . The major task of applied contrastive studies is trying to explain why some features / rules of Target Language are more difficult to acquire than others , and it is interested in a practical problem .

Ghadessy is one of the supports of C A claimed that to deal with the problem of teaching the various language would be enough to state differences and similarities between languages . Also , Lado (1957) states target language is a second or foreign language for the learners and the knowledge simply when it similar to the native language , and it will be difficult when it comes to differences between them .

In the second language acquisition domain , C A is more important to investigate learner errors in which 2 languages are compared during the 40 s and 50 s .

Criticism

After that proponents of errors analysis come to criticize the contrastive analysis theory , they see this theory focus on similarities and differences between L 1 and L 2 , and they ignore the effect of learners in the second language performance like : overgeneralization , communication strategies .

Error Analysis (E A)

In linguistic analysis , there is an important type of analysis that focuses on learners' errors made during second language acquisition . As Crystal (2003) define " errors analysis is a technique for identify , classify and systematically interpreting unacceptable form produced by someone learning a foreign language , using any of the principles and procedures provided by linguistics " p. 165 . Meanwhile in learning a second or foreign language , Most learners made different errors refers different reasons , and errors

analysis studies come to identify to explain those errors according to linguistic procedures .

Interference from the mother tongue of learners is considered not the only factor for making errors in the Target language . According to Richard (1971) in the acquisition of English as a second language classified errors as follows :

a) Overgeneralization , covering the situation from learners experience of other structure of the target language ,they create a wrong structure .
b) Ignorance of rule restriction , occurring as a result of failure to observe the restrictions or existing structures.
c) In requiring to produce acceptable sentences , learners fail to improve certain structures means they are not used incomplete application .
d) From faulty comprehension of distinctions in the target language , learners use wrong / false concepts .

Criticism

According to Schachter (1974) Errors analysis makes no allowance for avoidance problems when learners avoid what is difficult for them , and people who give information might not use certain structures because they know they are wrong . He might use structures he is certain , he will get right .

Another reason , Ellis (2008) mentioned that weakness in methodological procedures theoretical problem , and limitation in scope . Also Schachter and Murcia (1977) see that errors analysis focus on the

attention of the investigator on errors and excludes others for consideration and the classification of errors that is identifies is not usually proper and most of the time statement of errors was misleading . For that difficult point in the target language is incorrect .

Conclusion

To conclude what have done in this chapter . Most EFL learners find that writing is a complex skill because they face problems when writing . One of the problems comes from Mother Tongue interference , and language transfer is the most important issue in this study ; when applying what has been learned in one language to learning or performing language . Then , this research is important by giving the impact of L1 interference (Arabic) on writing English . Finally , the next chapter will be a practical part by analyzing Arabic learners' errors when writing English to fulfill the objective of this study .

Chapter three

Field work

- Introduction

. Description and analysis of questionnaire .

3.2. Analysis of written text .

3. 3. Result and Discussion .

Conclusion .

Introduction

In this research , the main aim is to identify the impact of mother tongue interference (Arabic) on the Second year EFL learners writing at BISKRA University . Normally , the researcher wants to ask learners to write a paragraphs about different topics , but the teacher suggests giving him / her the paragraph which was written before by students as a task or practice because the time is limited and the long program should be completed . Another tool is a questionnaire designed by the researcher for second- year students . It is divided into four sections : the first one is general information , the second one is students writing difficulties , the third is students' grammatical errors , and the fourth is mother tongue interference . It contains multiple - choice type of questions. In the end the purpose of this research is to analyze the grammatical errors made by Second year EFL learners because of Mother tongue interference (Arabic) . Then , there is no relation between topics and research . They focus on the grammatical errors in paragraphs .

3 . 1 : Description and Analyzing the questionnaire

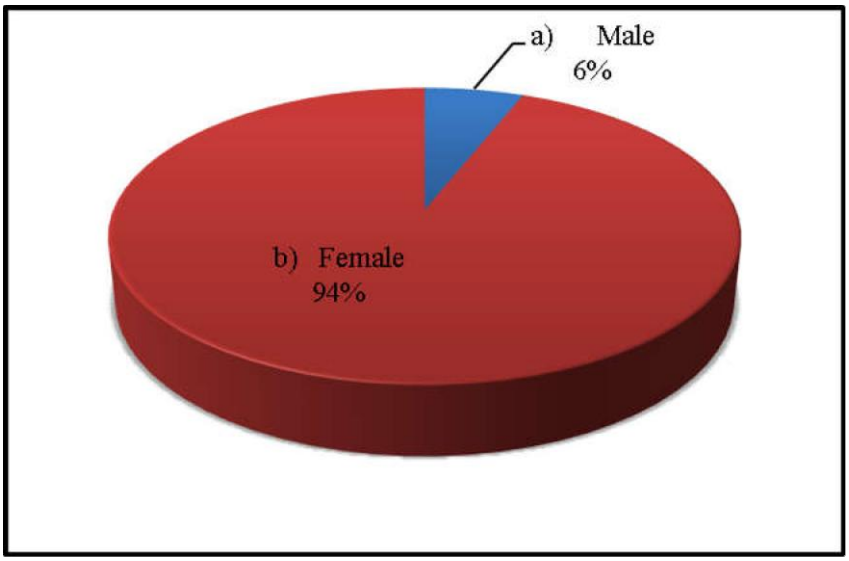
Section one: General Information

Item 1. Would you specify your gender please?

Table 1.1 Gender distribution

Option	Number	Percentage
a) Male	2	6%
b) Female	33	94%
Total	**35**	**100%**

Figure 1.1 Gender distribution



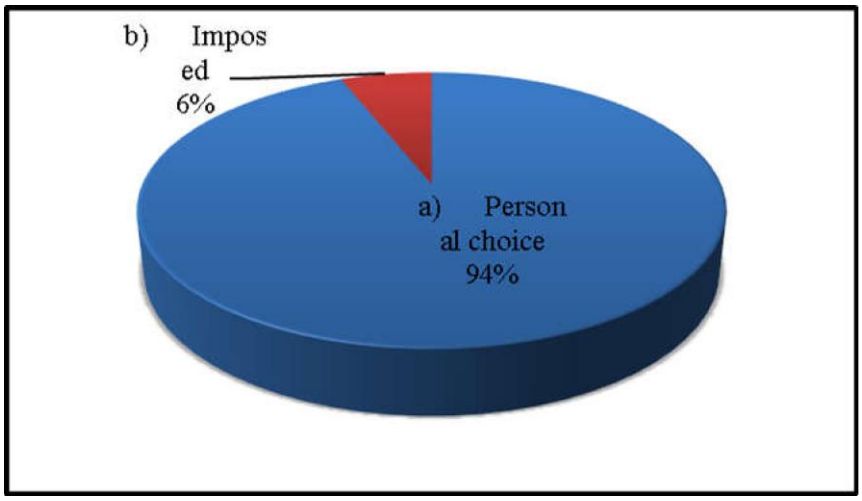
- 94,5 % s females answer the questionnaire and only 6 % males .

Item 2. The choice of studying English was:

Table 2.2 The choice of studying English at university

Option	Number	Percentage
a) Personal choice	33	94%
b) Imposed	2	6%
Total	**35**	**100%**

Figure 2.2 The choice of studying English at university



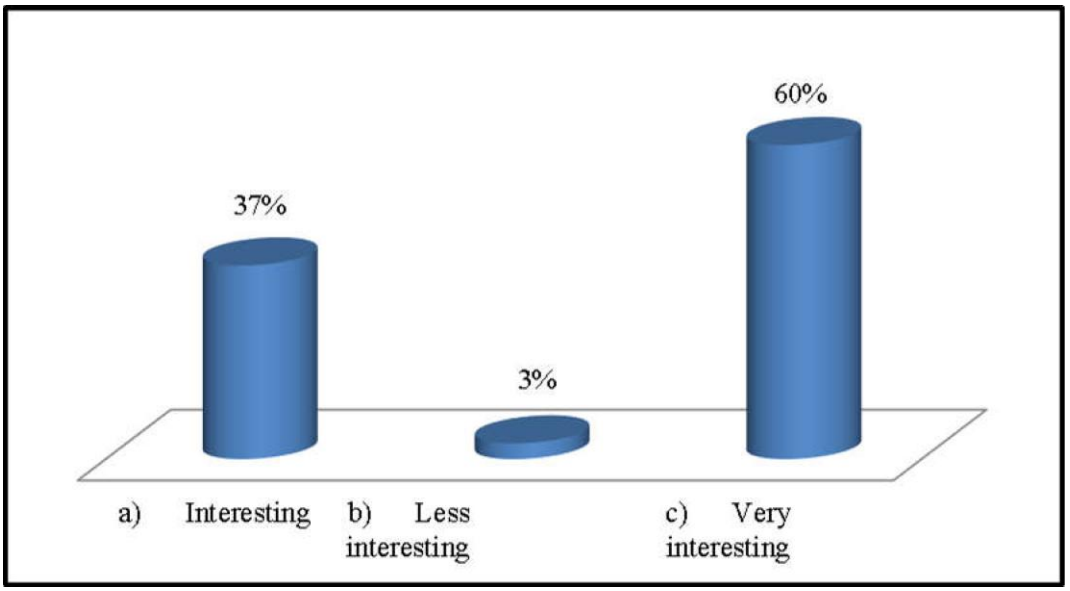
- In this question , we find that 94 % of EFL learners answers studying English was a personal choice whereas 06 % of them were imposed d to studying English at university.

Item 3. In your opinion, the Written Expression module is:

Table 3.3 Students' attitudes towards the course of Written Expression

Option	Number	Percentage
a) Interesting	13	37%
b) Less interesting	1	3%
c) Very interesting	21	60%
Total	**35**	**100%**

Figure 3.3 Students' attitudes towards the course of Written Expression



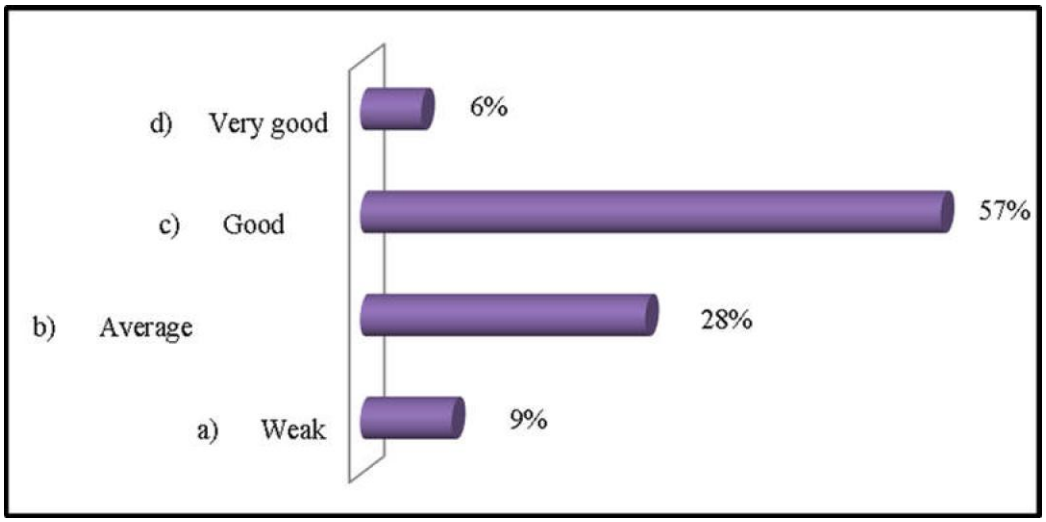
-The finding reports that the majority of the second year 60 % see that written expression is very interesting , and they like the module . 37% of learners find it interesting , and only 3% do not like it . they are less interesting .

Item 4. How do you evaluate your level in writing?

Table 4.4 Students' evaluation of their level in Writing

Option	Number	Percentage
a) Weak	3	9%
b) Average	10	28%
c) Good	20	57%
d) Very good	2	6%
Total	**35**	**100%**

Figure 4.4 Students' evaluation of their level in Writing



- In evaluating students writing , 57 % are good in writing . They produce a simple and correct paragraph while 28 % are average , may be they write , but they have a few problems in writing . 9 % are weak learners , they do not know how to produce a correct piece of writing because they have a lot of problems . whereas 6 % are very good learners , they write a good paragraph without difficulties .

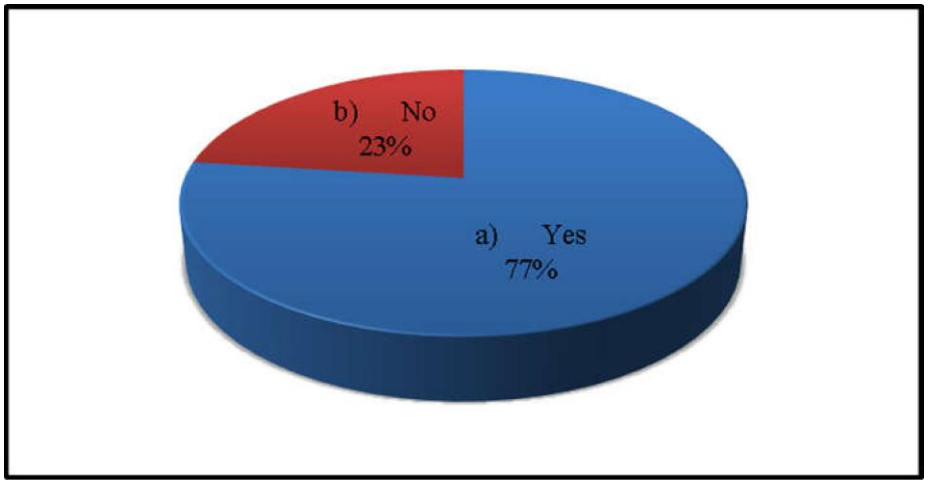
Section Two: Students' Writing Difficulties

Item 5. Do you have some difficulties while writing English?

Table 5-5 Students' responses about whether they have some difficulties while writing in English or not

Option	Number	Percentage
a) Yes	27	77%
b) No	8	23%
Total	**35**	**100%**

Figure 5.5 Students' responses about whether they have some difficulties while writing in English or not



If yes, what are those difficulties?

- Grammar and vocabulary
- I have difficulties in the types of sentences and some grammatical mistakes
- I face some difficulties such as lack of vocabulary or lack of knowledge about the topic and ideas.
- Lack of vocabulary sometimes depends on the topic
- Lack of ideas, terminologies weakness in grammar and written expression
- Sometimes yes, in spelling and lack of ideas
- Lack of vocabulary and also I find difficulties when writing a paragraph. Also, I find difficulties in grammar.
- In organizing ideas and grammatical errors
- The difficulties that I face when I write are: First, mother tongue interference (Arabic) and the misuse of articles.
- I have not enough background; also our teacher of W.E is not helpful at all in this year unfortunately.

- Vocabulary and grammar
- I do not know how to write in English
- Lack of motivation and running out of ideas
- I have difficulties in composing sentences. I have not much vocabulary to write well.
- Sometimes I forget how words are written.
- Yes, sometimes I can't find the terms or the words that I want to use in my paragraph.
- Vocabulary and grammar
- Not finding the proper words to use, lack of time and when the topic is not interesting.

-77% of learners reported that they do not face difficulties in writing L 2 . may be they are perfect learners in producing paragraphs or they did not answer this question correctly and they chose randomly without care , in other hand 23 % of them face problems in writing L 2 . By justifying those difficulties occur in : grammar and vocabulary , types of sentences and some grammatical errors , spelling , lack of ideas and the organization of ideas , and mother tongue interference ….etc.

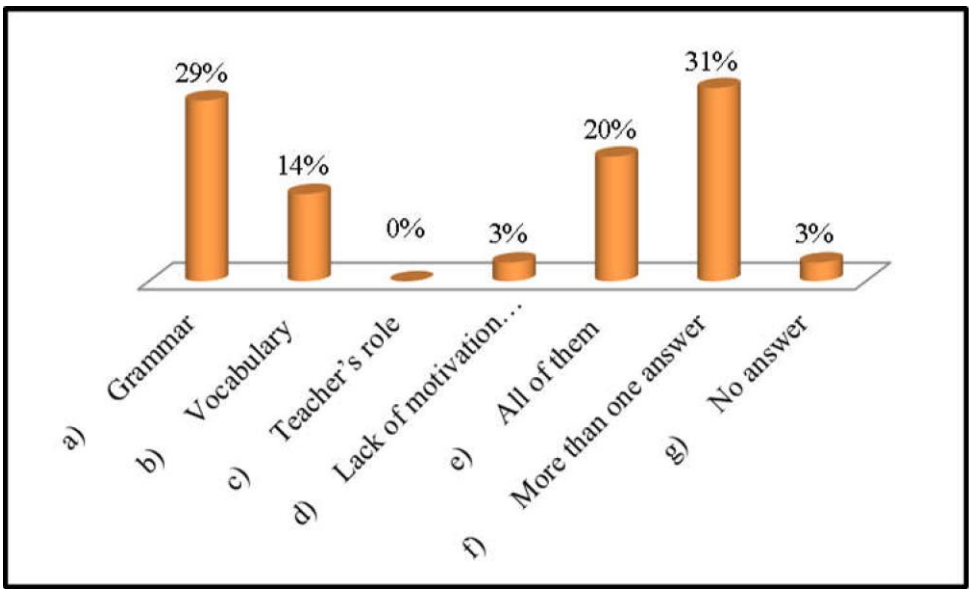
Item 6. Do you think that your writing problems are due to?

Table 6.6 The reasons behind students' writing difficulties

Option	Number	Percentage
a) Grammar	10	29%

b) Vocabulary	5	14%
c) Teacher's role	0	0%
d) Lack of motivation to write	1	3%
e) All of them	7	20%
f) More than one answer	11	31%
g) No answer	1	3%
Total	**35**	**100%**

Figure 6.6 The reasons behind students' writing difficulties



Others

- Limited time Lack of reading books
- Background knowledge
- The interference from L1

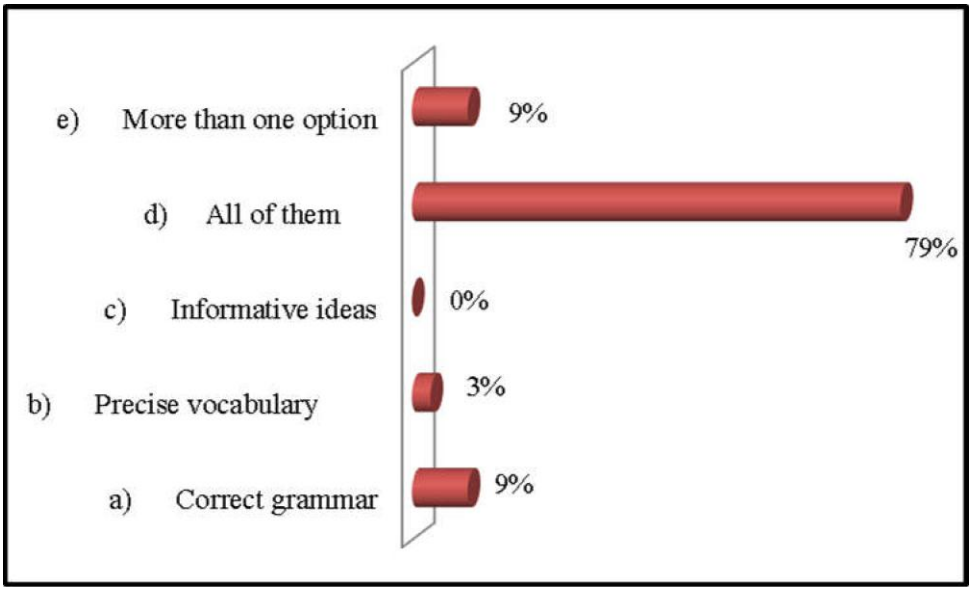
- 29 % of EFL learners think that grammar are one of major cause to writing problems , and it is difficult to learn . Therefore to have a good piece of writing , they should use the correct grammar . And 31 % of them chose more than one answers which includes grammar and vocabulary , and 20 % chose all of the answers . For that grammar is the major problem during writing . Also , vocabulary is another problem for learners 14 % . And they do not face difficulty in teachers' roles because they use suitable methods for them . Also 3% of learners do not motivated to write , So the majority are motivated to write either by teachers , friends , parents …etc .And others 3 % did not answer the question at all might be they did not understand the question or they are confusing about writing problems . In addition to other problems that can face learners are : limited time , lack of reading books , background knowledge , and interference from L 1 .

Item 7. In your opinion, good writing is:

Table 7.7 Characteristics of good writing from students' point of view

Option	Number	Percentage
a) Correct grammar	3	9%
b) Precise vocabulary	1	3%
c) Informative ideas	0	0%
d) All of them	28	79%
e) More than one option	3	9%
Total	**35**	**100%**

Figure 7-7 Characteristics of good writing from students' point of view



Others:

- Handwriting should be clear

-From learners point of views about producing a good piece of writing , we find that 79 % of them see that good writing should contain : correct grammar , precise vocabulary , and informative ideas whereas 9 % of learners chose more than one answer it includes correct grammar , and precise vocabulary because they think those two aspects it can improve learners to produce good writing . 9 % of others believe that correct grammar helps in writing . And no one of them considers that informative ideas are the only characteristic of good writing. Also , they suggest another characteristic which is the clarity of handwriting .

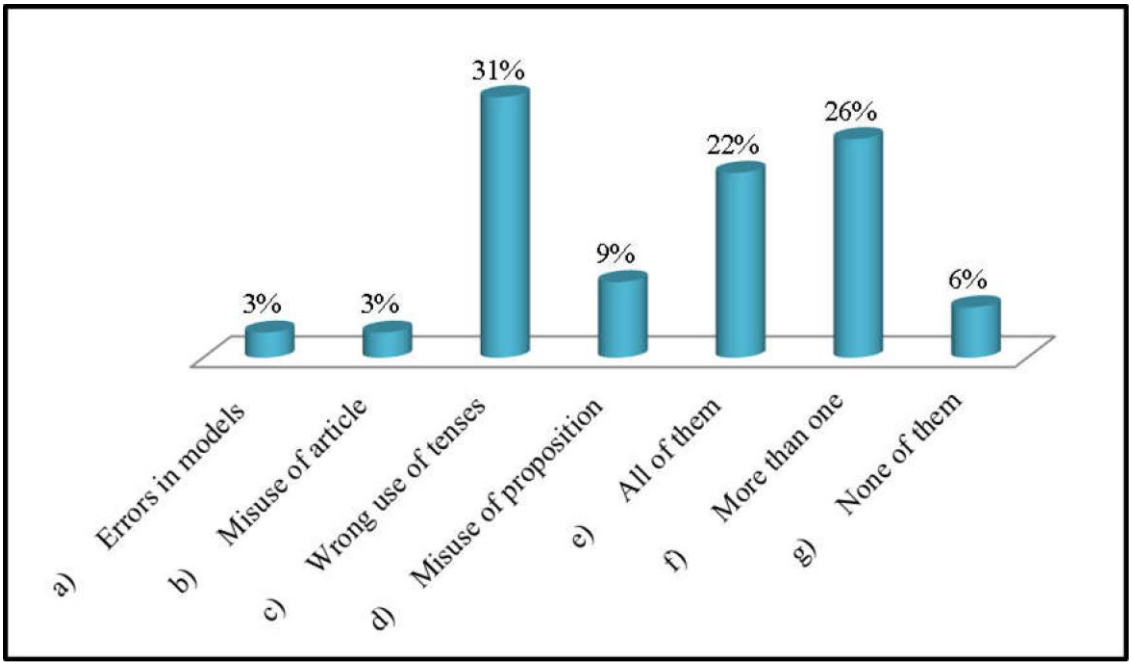
Section Three: Students Grammatical Errors

Item 8. What kind of grammatical errors do you make while writing?

Table 8.8 The types of grammatical errors that students make when writing

Option	Number	Percentage
a) Errors in models	1	3%
b) Misuse of article	1	3%
c) Wrong use of tenses	11	31%
d) Misuse of proposition	3	9%
e) All of them	8	22%
f) More than one	9	26%
g) None of them	2	6%
Total	**35**	**100%**

Figure 8.8 Types of grammatical errors that students make when writing



Others:

- Word order
- Forgetting some letters sometimes
- Wrong use of punctuation
- Subject – verb agreement

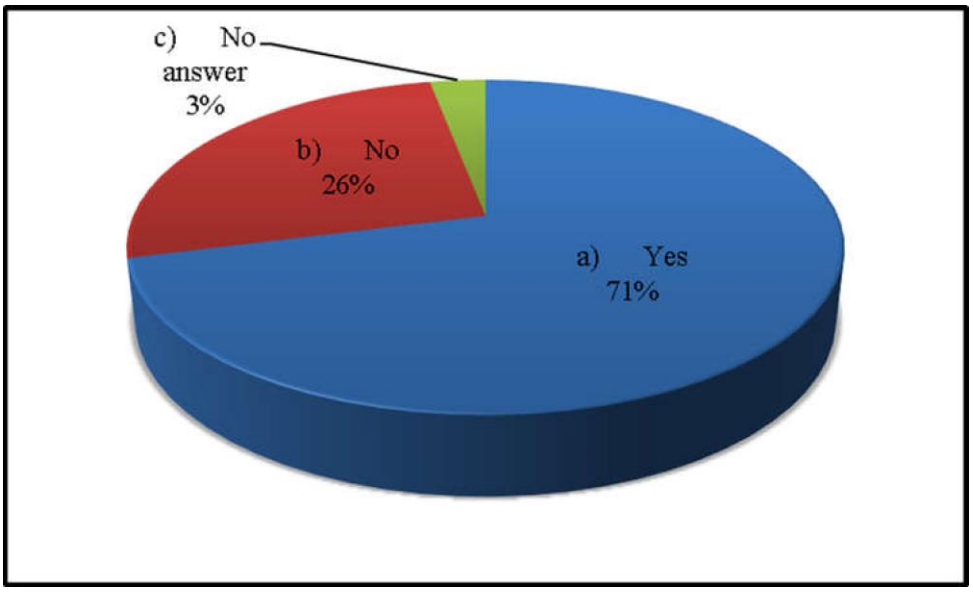
The finding reported that 31% of learners misuse of tenses and 26 % chose more than one type of grammatical errors . All of the kinds of grammatical errors doing by 22 % of learners . 9 % of them face problems with misuse of articles , and 6% of learners do not face problems with those types of grammatical errors may be grammar do not consider a problem for them when writing . 3 % of them make errors in models , also 3 % misuse of articles .Then , they find problems with other types like : word order , subject-verb agreement , and misuse of punctuation .

Item 9. Does your teacher encourage and correct your grammatical errors?

Table 9.9 Students' responses about whether their teacher encourages them and correct their grammatical errors or not

Option	Number	Percentage
a) Yes	25	71%
b) No	9	26%
c) No answer	1	3%
Total	**35**	**100%**

Figure 9.9 Students' responses about whether their teacher encourages them and correct their grammatical errors or not.



If yes how?

- By writing the wrong word and tries to pronounce it
- By explaining them then give me the chance to correct them by myself
- Do practice in class
- By practices in class
- She gives us a lot of exercise and corrects our work
- Sometimes in oral expression my teacher corrects my errors
- By correcting the meaning that I want to express
- Whenever we make a mistake, our teacher guides us
- By reading the paragraphs of my own and select my faults in the paragraphs
- She tells me where is my mistake and corrects it for me
- Explaining again the grammatical rules
- She repeats the explanation and assigns exercises inside the class and at home
- If they liked the paragraph, they admit that they did
- By giving us the correct answers

71 % of learners answer yes the teachers encourage and correct their grammatical errors by justifying : teachers try explain again , give them the chance to self – correction , doing practice in class , giving exercises and

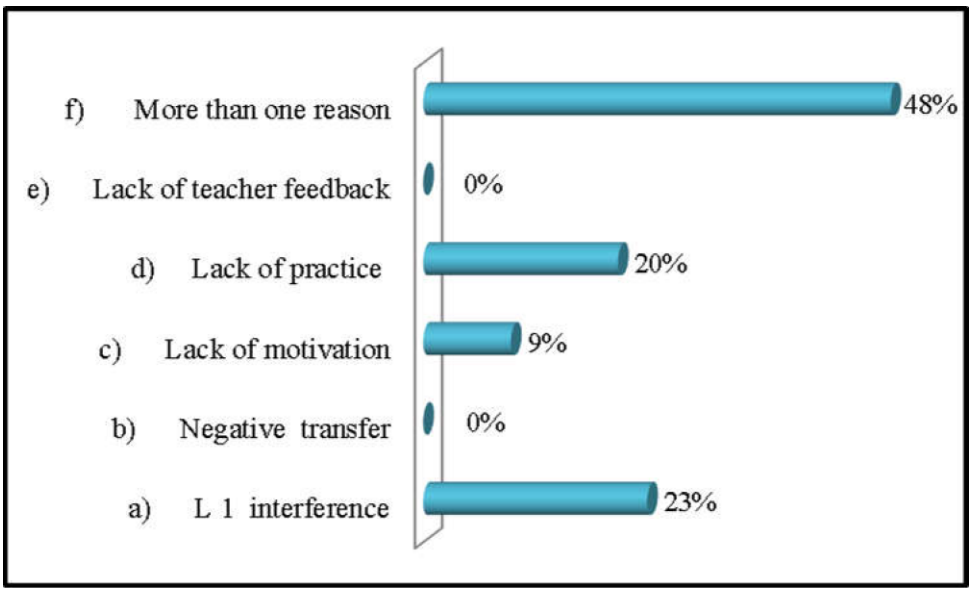
correct it , and they guide them …..etc may be teachers are using the appropriate method when learners do not repeat such those errors again , so they can avoid those errors . And no answer giving by 3 % learners may be they do not understand question.

Item 10. These errors are due to:

Table 10.10 Causes of students' grammatical errors

Option	Number	Percentage
a) L 1 interference	8	23%
b) Negative transfer	0	0%
c) Lack of motivation	3	9%
d) Lack of practice	7	20%
e) Lack of teacher feedback	0	0%
f) More than one reason	17	48%
Total	**35**	**100%**

Figure 10.10 Causes of students' grammatical errors



Others

- Lack of reading

The results of the major causes behind learners ' grammatical errors , we find 48 % of learners chose more than one answer ; it includes L1 interference, and lack of practice . 23 % of them face problems with mother tongue interference , 20 % of learners do not make practice in writing for that they commit errors when they write . Also , 9 % of them do not motivate to write either by teachers , friends , and parents . Then no one of learners makes errors because of lack of teacher feedback and negative transfer may be they do not understand what negative transfer means . Also , they add another cause of errors which is lack of reading .

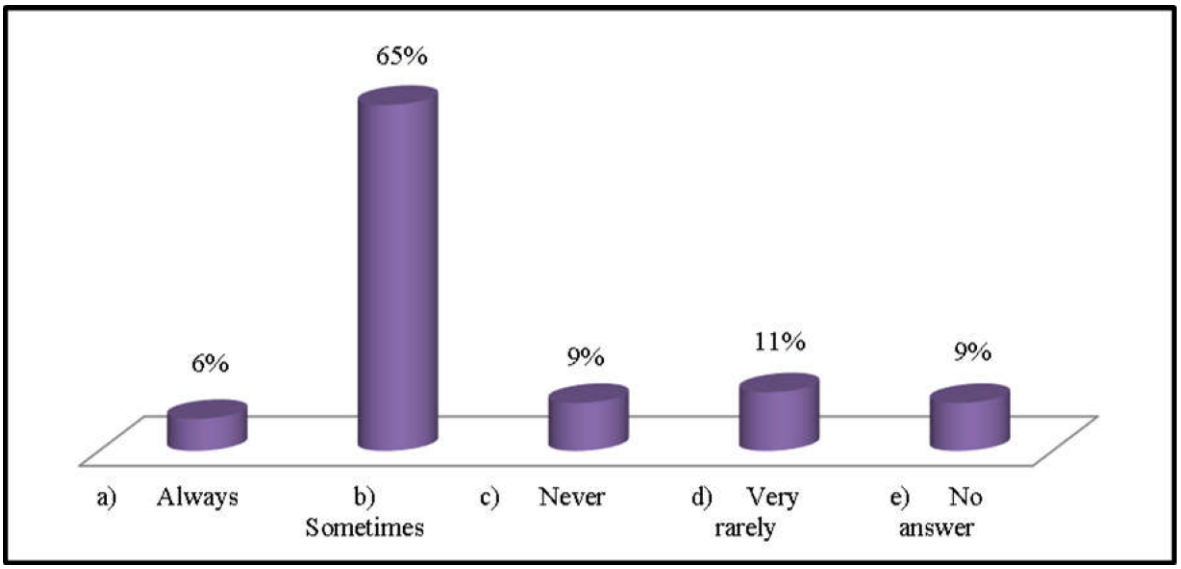
Section Four: Mother Tongue Interference

Item 11. How often do you rely on your mother tongue when writing in English?

Table 11. 11 Frequency of students' dependence on their first language when writing

Option	Number	Percentage
a) Always	2	6%
b) Sometimes	23	65%
c) Never	3	9%
d) Very rarely	4	11%
e) No answer	3	9%
Total	**35**	**100%**

Figure 11.11 Frequency of students' dependence on their first language when writing



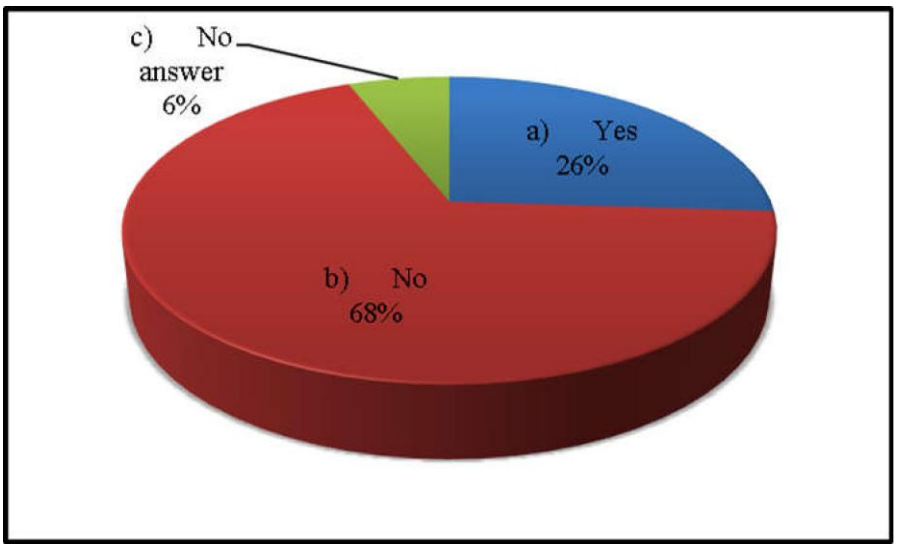
65 % of Second -year learners stated that they are sometimes rely on the mother tongue when writing English may be in planning and thinking … while 11 % of them opted for very rarely ; it is natural because anyone of English students and even teachers are rarely rely on L 1 . 9 % of good learners which never rely on mother tongue . What is noticed that 6 % of them are always rely on their mother tongue because they face problems when they write L 2/ TL . No answer giving by 9 % of learners may be they do not understand the question .

Item 12. Do you believe that the use of the mother tongue (Arabic) helps in writing English?

Table 12 .12 Students' responses about whether the use of the mother tongue (Arabic) helps them when writing in English

Option	Number	Percentage
a) Yes	9	26%
b) No	24	68%
c) No answer	2	6%
Total	**35**	**100%**

Figure 12.12 Students' responses about whether the use of the mother tongue (Arabic) helps them when writing in English.



If yes justify your answer

- It allows you to understand
- As an Arab, we tend to have good vocabulary and then translate into English to use it; however it doesn't always work
- Not 100%, but it may help me to find some great ideas then translate them
- Yes, by translating the idea from Arabic to English
- Because they help you to organize your ideas
- I generally think in Arabic then I translate my ideas into English
- Because when I know the meaning of words in Arabic, I can easily remember the words
- Yes, because if we choose an idea in Arabic and then we translate it in a good way, it is going to work very well

The finding shows the majority of learners 68% believe that the use of mother tongue does not help in writing English because they can write in L 2 / T L without referring to L 1. While 26 % of them report that mother

tongue helps in writing English by justifying : it allows to understand , chose ideas in Arabic and translate it English ….etc .

Item 13. What are the solution and the strategies you can suggest to avoid the interference of the mother tongue when writing in English?

Learners give different suggestions in order to avoid L 1 interference which are :

- Learning more vocabulary, collecting information in English and watching native speakers
- Getting more exposed to English language and culture
- Creating another module (Arabic-English) to teach students how they can think in English and how they translate normal Arabic words through their mental process. I guess it is so helpful
- Avoid translation from Arabic to English and enrich your vocabulary
- I think that the solutions to these problems are: first, the practice of writing. Whenever you write, the mother tongue interference will decrease. Second, the Arabic grammar rules effects in the style of writing
- To practice a lot and always reading books and novels in English of course. Watching movies and listening all the time to develop our vocabulary in the English language
- In my thinking, to avoid the use of the mother tongue in writing English, we should: read a lot of articles or magazines to have more ideas and information. And try to express our ideas using English words and do not translate them

- My solution is perhaps to encourage reading and its sessions. Also, I think writing more paragraphs at written expression is good
- We should read a lot
- I suggest reading more books to earn more vocabulary and more information
- Reading a lot and practicing grammar
- By applying, asking, researching and acquiring new words that I did not understand
- Watching native people having conversation with each other and reading books is very useful too
- Readings a lot, listening to records of native speakers, writing short stories
- Try to begin your day with second language
- Thinking in English as a first step and develop our English vocabulary
- Expend our vocabulary, and try always to think in English
- Reading enough books in English and watching films to enrich your vocabulary
- I suggest that we must read books and use English language in our daily life in order to learn more vocabulary, more information and more words that can help us to avoid the mother tongue when we write in English
- Do not rely on your mother tongue and translate because English and Arabic are totally different in terms of rules, order, proverbs, etc. think and write in English; once you write in English, forget that you can speak in Arabic . Expend your vocabulary by reading and listening more to English

- To avoid the interference of the mother tongue when writing in English, you should store your mind with a lot of English vocabulary. This last can help you to find the English synonyms and opposites easily in order to continue your writing and grammar plays an important role in writing. When you use this vocabulary, you will not need any help from your mother tongue.

. Analyzing of written text

The researcher asks the learners to write paragraphs about different topics , and the teacher suggests to give a paragraph written by second year learners as practice . From two groups I take only 10 students because a huge absences of learners . This absentees refer to spread of Corona virus , and the topic of learners are about : Simba' Movie , Storm , Rainy Day , Describing my room , The emergency room of the hospital , Sunny day at the beach , The storm , narrating the story under title let's go , two others descriptive paragraphs without titles . From the analysis of those paragraphs . I collected a lot of errors . I have classified them as follows :

Table 13 . Types of grammatical errors

Type of Errors	Sub-type of	Identification of	Errors correction

	Errors	Errors	
Grammar	Subject verb agreement	1-……like that a cooker make mistakes in salt setting . 2- It break and reassure me. 3- when he come their. 4-There are no moon no stars shinning my inner. 5- The light door which increase the joy to my life . 6-Everyone switch off the light and go to hit the sack. 7- After it get wet . 8-It give me some sort of comfort . 9- There was restaurants and pizza shops available. 10- This last one are an air phenomenon.	1- ….likes that a cooker make**s** mistakes in salt setting. 2- It break**s** and reassure**s** me. 3- when he come**s** their. 4- There **is** no moon no stars shinning mu inner. 5- The light door which increase**s** the joy to my life 6- Everyone switch**es** off the light and go**es** to hit the sack. 7-After it get**s** wet. 8- It give**s** me sort of comfort . 9- There **were** restaurants and pizza shops available. 10- This last one **is** an air phenomenon.

		11- This last one are an air phenomenon . 12- Clouds begins to accumulate together and become darker.	11- - This last one **is** an air phenomenon . 12- Clouds begin to accumulate together and become darker.
Grammar	Proposition	1-you feel that the sky is near from you. 2-When you are getting close from the sea. 3-He was jealous from him. 4-He found the 2 wolves waiting him.	1-you feel that the sky is near **to** you . 2- When you are getting close **to** the sea. 3- He was jealous **of** him. 4- He found the 2 wolves

		5-People live in fear from storms. 6- I fall in negativity . 7-which is divided to different parts. 8-The vision differs for what we are above.	waiting **for** him. 5- People live in fear **of** storms. 6-- I fall **into** negativity. **7-** which is divided **into** different parts. **8-** The vision differs **from** what we are above.
Grammar	Tenses	1-At the first , he tried to murder him , but he failed . After that the king become a father and ……. 2- …… this uncle take the opportunity to break the king ….. 3-He told him a wrong story about the forbidden	1- At the first , he tried to murder him , but he failed . After that the king **became** a father and ……. 2-…… this uncle **took** the opportunity to break the king …….. 3- He told him a wrong

		zone and that whoever goes their will be a hero . 4-……. He understood what is going on . 5- Simba was shocked and his uncle start blaming him……. 6- The uncle got the governance and he make all animals in pain . 7- ….Simba heard about his kingdom and the pain they live in , so he come back to his uncle ……	story about the forbidden zone and that whoever goes their **would** be a hero . 4-……. He understood what **was** going on . 5- - Simba was shocked and his uncle start**ed** blaming him……. 6- The uncle got the governance and he **made** all animals in pain . 7-- ….Simba heard about his kingdom and the pain they live in , so he **came** back to his uncle ……
Grammar	Articles	1- I wake up with the sound of a soft melodies. 2- It seems like a gold	1-- I wake up with the sound of soft melodies. 2-- It seems like gold

		when the sun rays shine…	when the sun rays shine…
		3- Storm is a violent phenomena in which there is a heavy rain.	3- **The** Storm is a violent phenomena in which there is a heavy rain.
		4-….. if you are ever caught in storm.	4--….. if you are ever caught in **the** storm.
		5-He told him wrong story about the forbidden zone.	5- He told him **a** wrong story about the forbidden zone.
		6- The storm is a thing that can not be expected most of time.	6- The storm is a thing that can not be expected most of **the** time.
		7- The emergency room of the hospital is dark and scary place also it is large space.	7- The emergency room of the hospital is **a** dark and scary place also it is **a** large space.
		8- The E . R is very noisy place.	8- The E . R is **a** very noisy place.

		9-Which creates soft melody that warms me . 10- I needed to find place to wait for my …. 11- Rainy days give us relief and joy from usual hot . 12- I want to wash my body under rain waters to get out all horrible thing from it . 13- I asked for hamburger.	9- Which creates **a** soft melody that warms me . 10-- I needed to find **a** place to wait for my ….. 11-- Rainy days give us relief and joy from **the** usual hot . 12-- I want to wash my body under rain waters to get out all **the** horrible thing from it. . 13- - I asked for **a** hamburger.

3 .3 . Results and Discussion

Table 14 . Learners' grammatical errors .

Types of grammatical errors	**Frequency**	**Percentage**
Articles	13	32,5 %
Subject –verb agreement	12	30 %

Tenses	7	17,5 %
Proposition	8	20 %
Total	40	100 %

After the analysis of Second year learners' writing production . We find the huge numbers of grammatical errors made by them , and these errors refer to different reasons one of them is the mother tongue interference . And we have a lot of types of grammatical errors . I take only four types which are the main : articles , subject – verb agreement , tenses , and proposition. While in learners' answer of questionnaire they add another types like : misuse of models , word order, wrong use of punctuation , and forgetting some letters . Those grammatical errors make learners' writing very bad ; therefore They think those errors are due to : L 1 interference, lack of reading , and lack of practice .Also , the teachers are help and encourage them to correct those errors .

Conclusion

To conclude what have done in this chapter , the questionnaire and document analysis are the suitable tools in testing the hypothesis . The results of questionnaire are learners make different types of grammatical errors , and the occurrence of those errors refer different reasons : lack of practice , L1 interference …etc . In the analysis the writing production , the results appear that second year EFL learners commit a lot of grammatical errors in writing skill . In order to avoid grammatical errors during writing production , they give a different suggestions for example : more practice of reading and writing in

learning L 2 / T L without referring to L 1 (interference) . At the end learners will be confident from their writing in learning L 2 for that their witting will be developed by the time .

Conclusion

General Conclusion

The main aim of this research is to check whether second year EFL learners at the department of English , university of BISKRA influence on their mother tongue (Arabic) during writing English or No .Our research is divided into three chapter ; the first chapter was about issues in writing English , the second chapter was the grammatical impact of L 1 interference on target language (English) , and the third one is field work in order to collect data two tools are used which are : questionnaires , and analysis of written paragraphs by identifying and classifying the major type of grammatical errors made by learners in their (10) paragraphs . The results of questionnaire reports that writing is very interesting for most of them . Then , grammar considers a problem for the majority of second year EFL learners and those errors in grammar occurs because of different problems one of them is the mother tongue interference alhought they know it can help them in writing English .

According to what has been done in this research questions and hypothesis " If EFL learners rely on Mother Tongue while writing English , this may lead to the appearance of grammatical errors in their writing production " can be accepted from the results of the questionnaire and the analysis of paragraphs we find different grammatical errors . In the end , our research will be beneficial for learners and their writing will improve when they do not make a negative transfer from Arabic and when they do not resort to their mother tongue during writing English.

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Appendices

Appendices

Appendix 01 : Students' Questionnaires .

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

A Questionnaire for students

Topic: **The Role of Mother Tongue Interference on The occurrence of Grammatical Errors in EFL Learners Writing Production.**

This questionnaires is designed for second year LMD students of University of Biskra . The main goal is to identify the major reasons behind making grammatical errors while writing . So , I will be thankful if you answer the questionnaire seriously either by ticking the appropriate box or making full sentences whenever it is necessary.

Thank you in advance for your cooperation and the time devoted to answer the questionnaire .

Section one : General Information

1- Gender Male ☐ Female ☐

2 – The choice of studying English :

Personal choice ☐

☐

Imposed

3 - In your opinion , the written expression module is :

Interesting ☐ less interesting ☐ very interesting ☐

4- How do your level in writing ?

Weak ☐ Average ☐ Good ☐ Very good ☐

Section Two: Students writing Difficulties

1 – Do you have some difficulties while writing English ?

a) Yes ☐ b) No ☐

- If yes , what are those difficulties ?

……
……
……

2 – Do you think that your writing problems are due to :

a) Grammar ☐ b) Vocabulary ☐

c) Teacher Role ☐ d) Lack of motivation to write ☐

e) All of them ☐

-Others?…….

3 - In your opinion, good writing is :

- Correct grammar ☐
- Precise vocabulary ☐
- Informative ideas ☐
- All of them ☐

Others:……
…

Section Three: Students Grammatical Errors

1 - What kind of grammatical errors do you make while writing ?

- Errors in models ☐
- Misuse of article ☐
- Wrong use of tenses ☐
- Misuse of proposition ☐
- All of them ☐

- Others:

……

2– Does your teacher encourage and correct your grammatical errors ?

Yes ☐ No ☐

If yes how ?

……
…

3 - These errors are due to:

- L 1 interference . ☐
- Negative transfer ☐
- Lack of motivation ☐

- Lack of practice ☐
- Lack of teacher feedback ☐

-Others ……

Section Four: Mother Tongue Interference

1 – How often do you rely on your mother tongue when writing in English?

Always ☐
Sometimes ☐
Never ☐
Very rarely ☐

2- Do you believe that the use of the mother tongue (Arabic) helps in writing English?

a) Yes ☐ b) No ☐

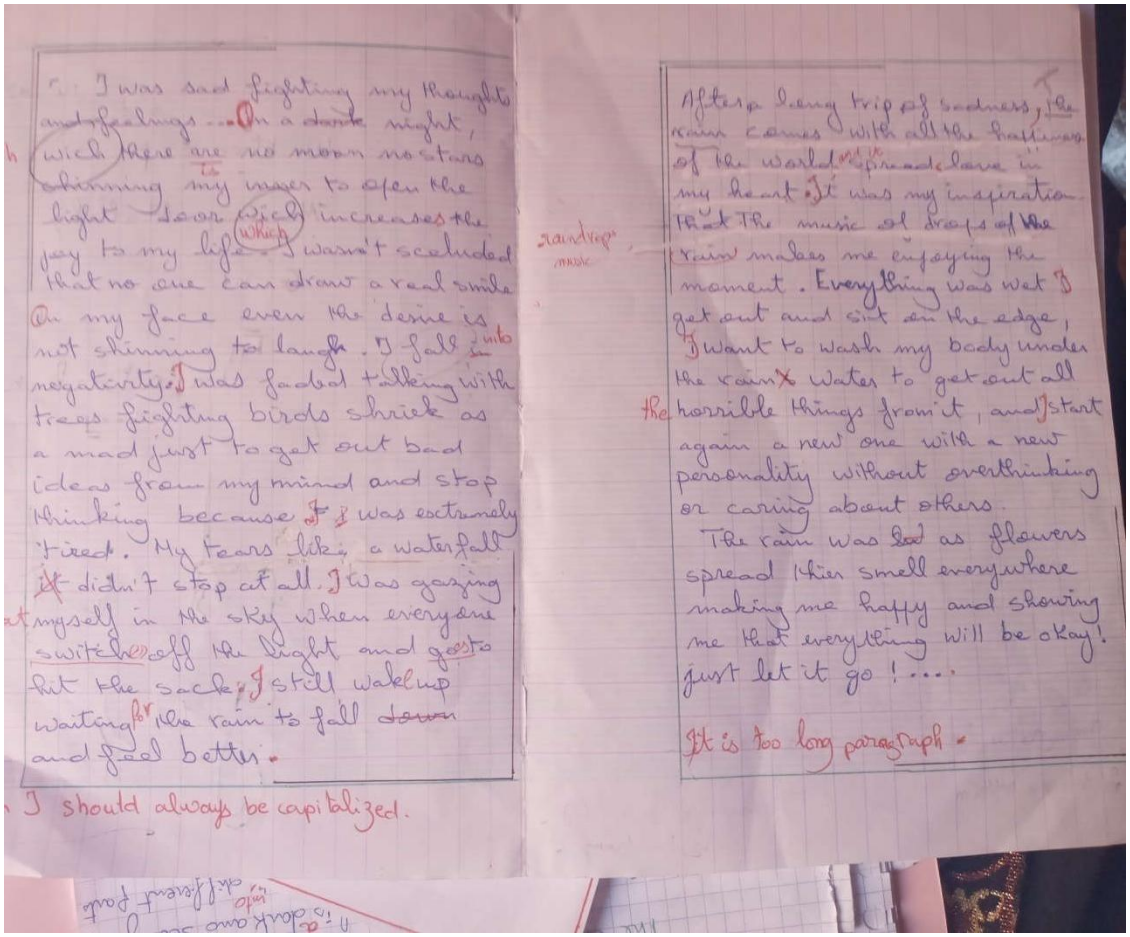
- If yes justify your answer

……
……

3- What are the solution and the strategies you can suggest to avoid the interference of the mother tongue when writing in English?

Appendices

Appendix 02 : Some samples students' essays .



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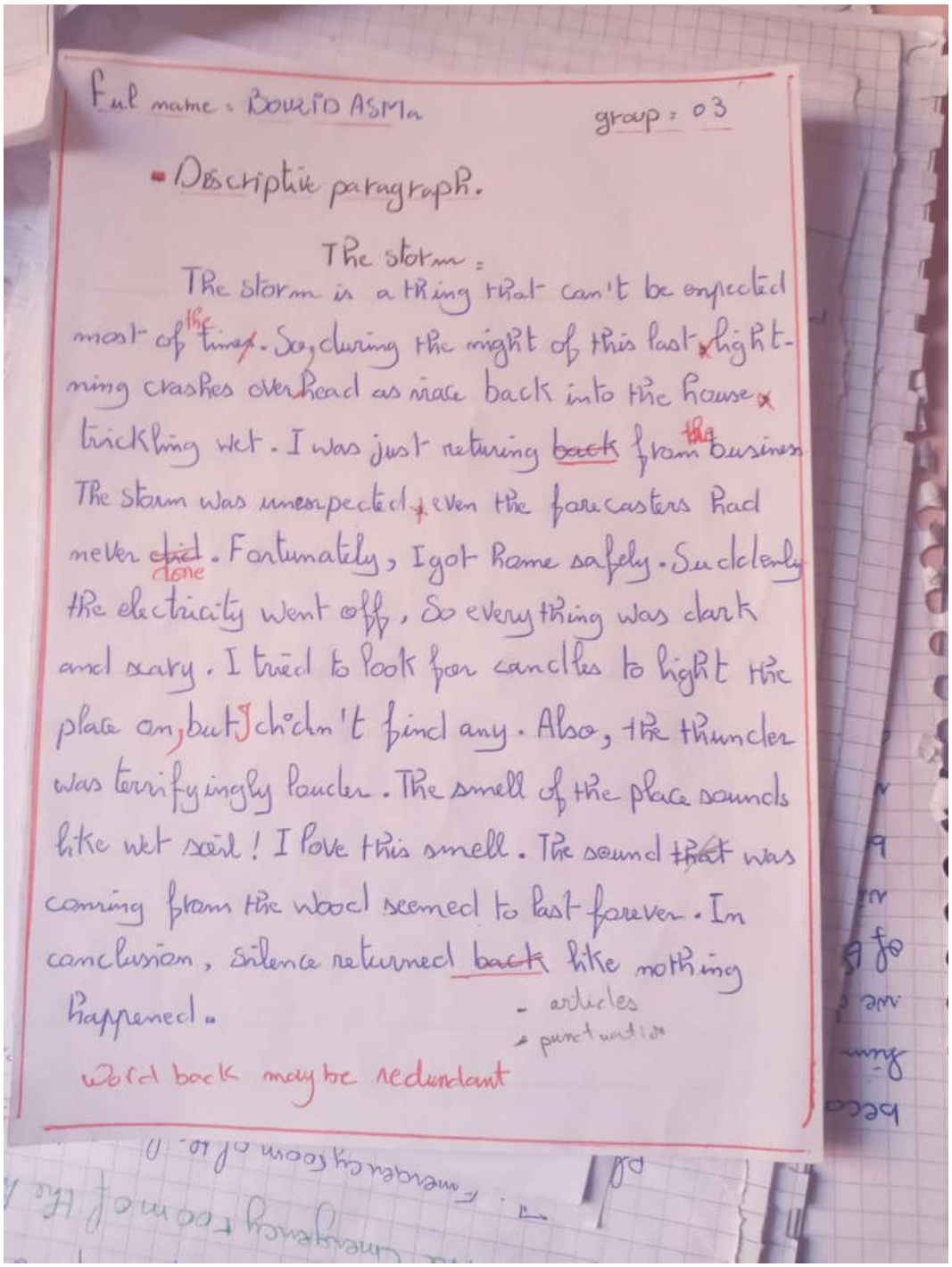


Ful name : BOUZID ASMA group : 03

- Descriptive paragraph.

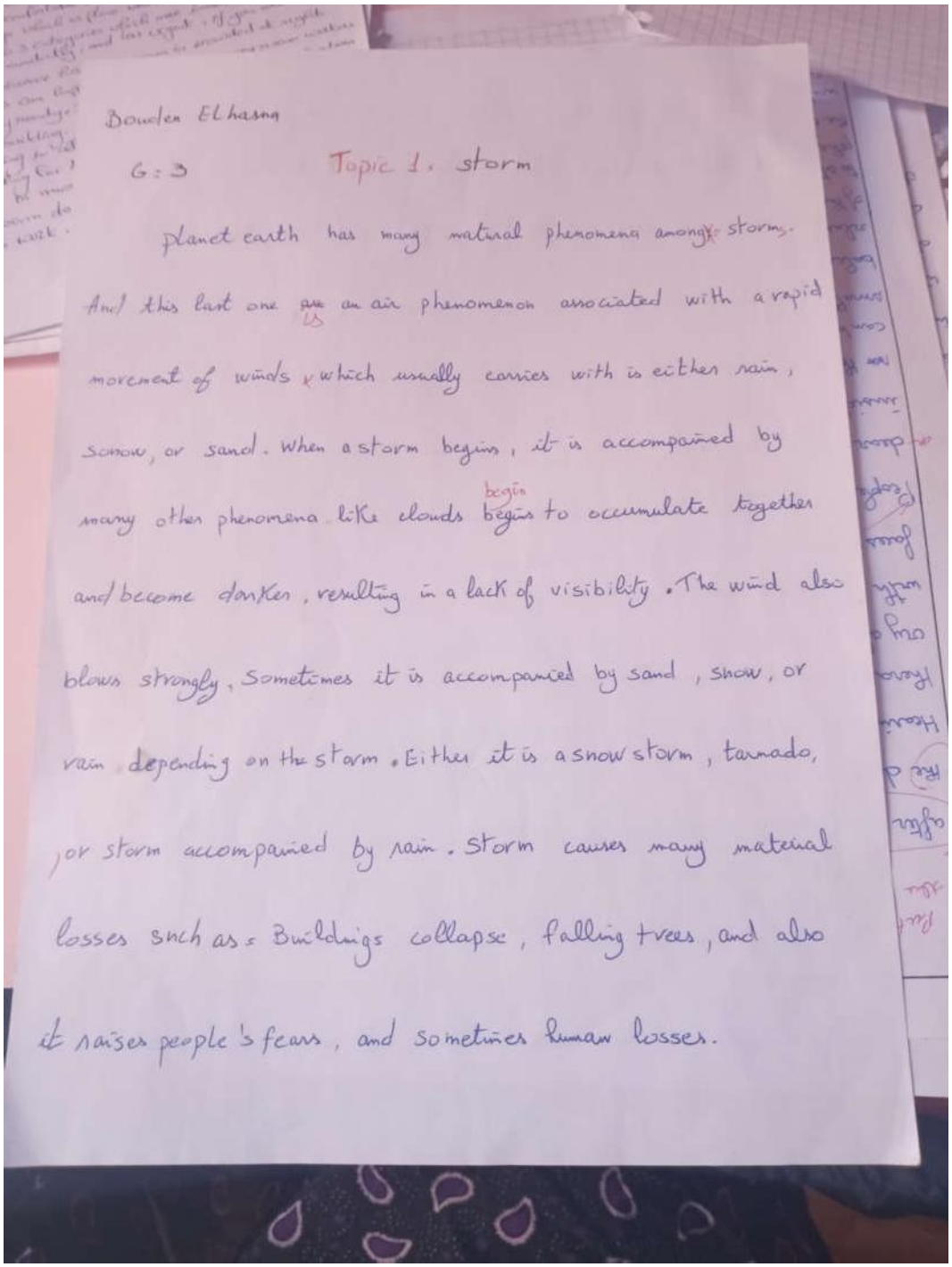
The storm :

The storm is a thing that can't be expected most of the time. So, during the night of this last lightning crashes overhead as race back into the house trickling wet. I was just returing back from the business. The storm was unexpected even the forecasters had never did done. Fortunately, I got home safely. Suddenly the electricity went off, So everything was dark and scary. I tried to look for candles to light the place on, but I didn't find any. Also, the thunder was terrifyingly louder. The smell of the place sounds like wet soil ! I love this smell. The sound that was coming from the wood seemed to last forever. In conclusion, Silence returned back like nothing happened.

- articles
- punctuation

Word back may be redundant

Appendices

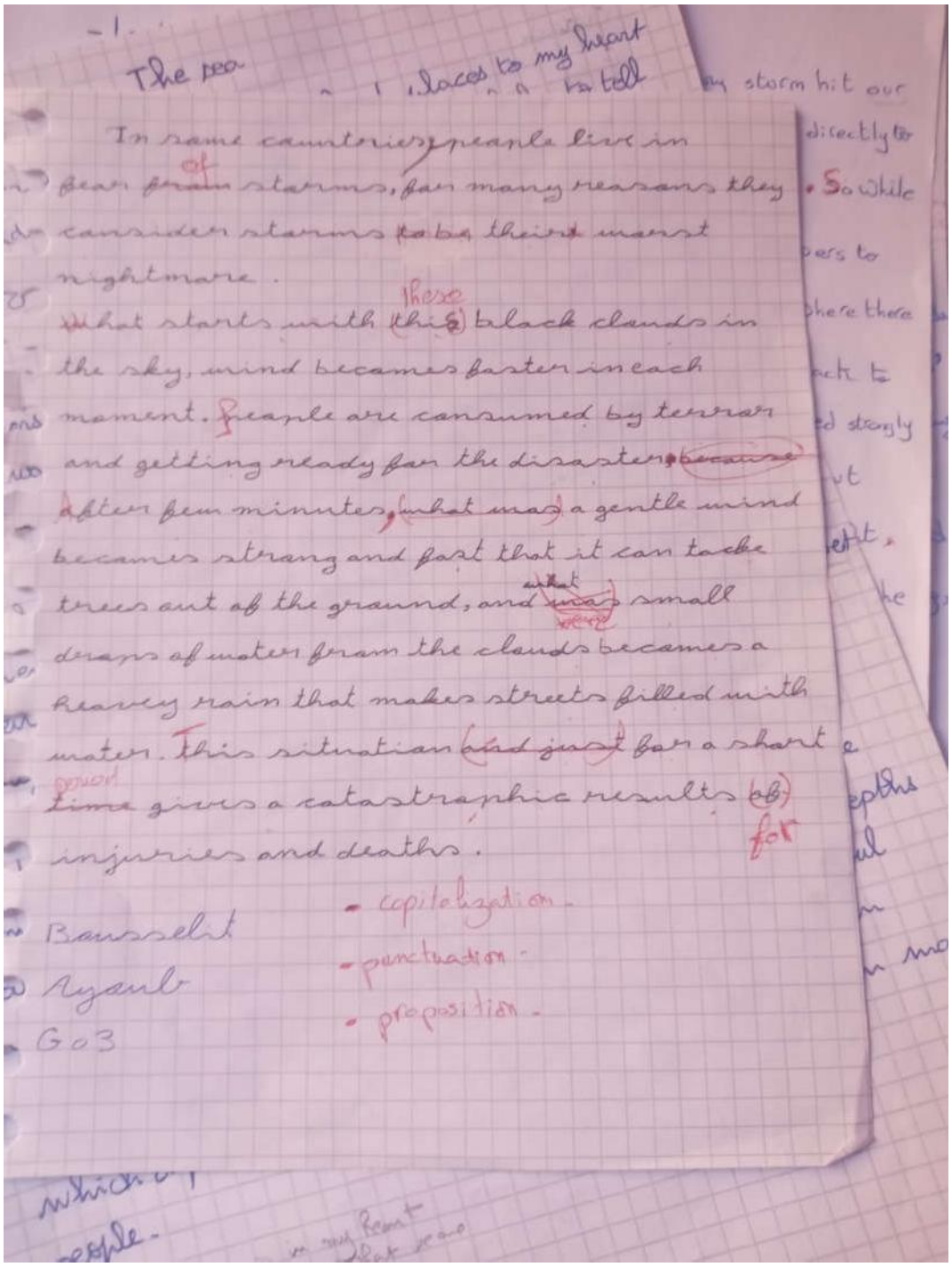


Bouden Elhasna

G: 3

Topic 1. storm

planet earth has many natural phenomena among storms. And this last one ~~are~~ is an air phenomenon associated with a rapid movement of winds which usually carries with is either rain, sonow, or sand. When a storm begins, it is accompained by many other phenomena like clouds begins to occumulate together and become darker, resulting in a lack of visibility. The wind also blows strongly, Sometimes it is accompanied by sand, snow, or rain depending on the storm. Either it is a snow storm, tarnado, or storm accompained by rain. Storm causes many material losses such as: Buildings collapse, falling trees, and also it raises people's fears, and sometimes human losses.



-1.

The sea

In some countries people live in fear ~~from~~ of storms, for many reasons they consider storms ~~to be~~ their worst nightmare.

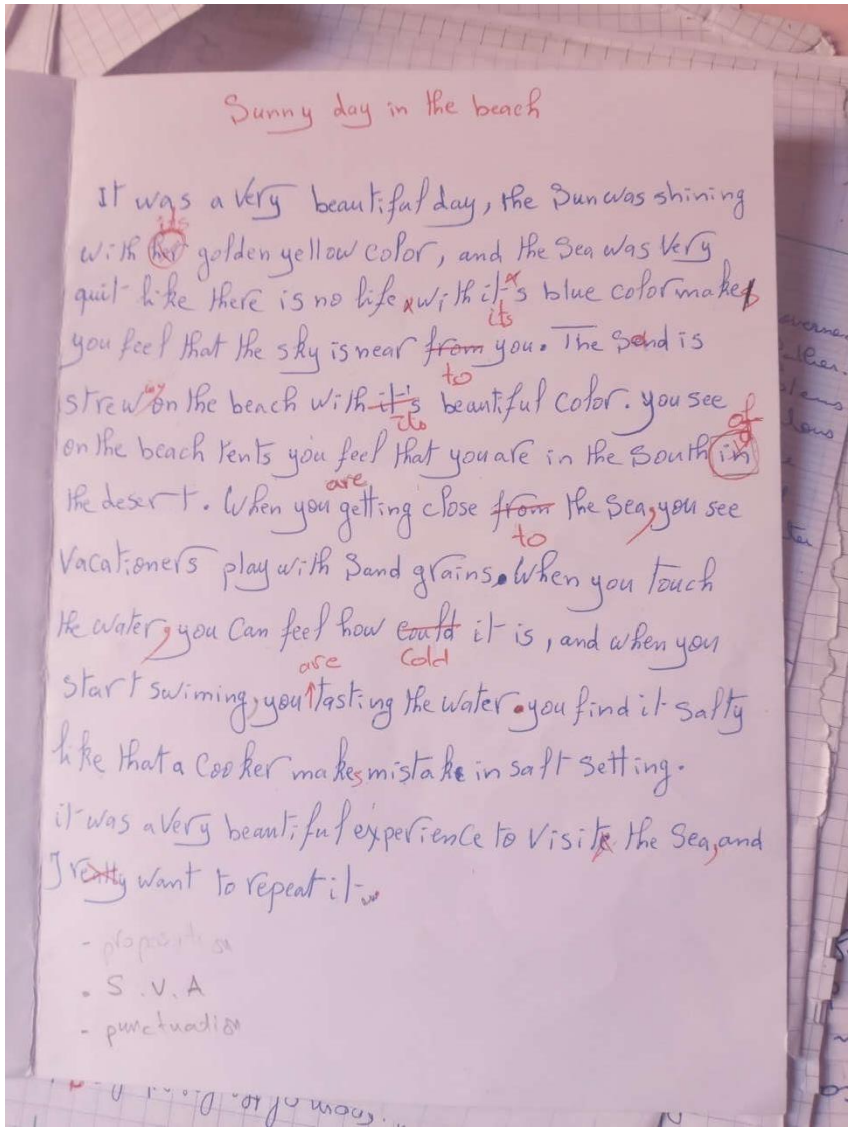
What starts with ~~this~~ these black clouds in the sky, wind becomes faster in each moment. People are consumed by terror and getting ready for the disaster, ~~because~~ After few minutes, ~~what was~~ a gentle wind becomes strong and fast that it can tacke trees out of the ground, and ~~was~~ what were small drops of water from the clouds becomes a heavey rain that makes streets filled with water. This situation ~~and just~~ for a short ~~time~~ period gives a catastrophic results ~~of~~ for injuries and deaths.

Bousselit
Ayoub
Go3

- capitalization.
- punctuation.
- proposition.

Appendices

Appendices

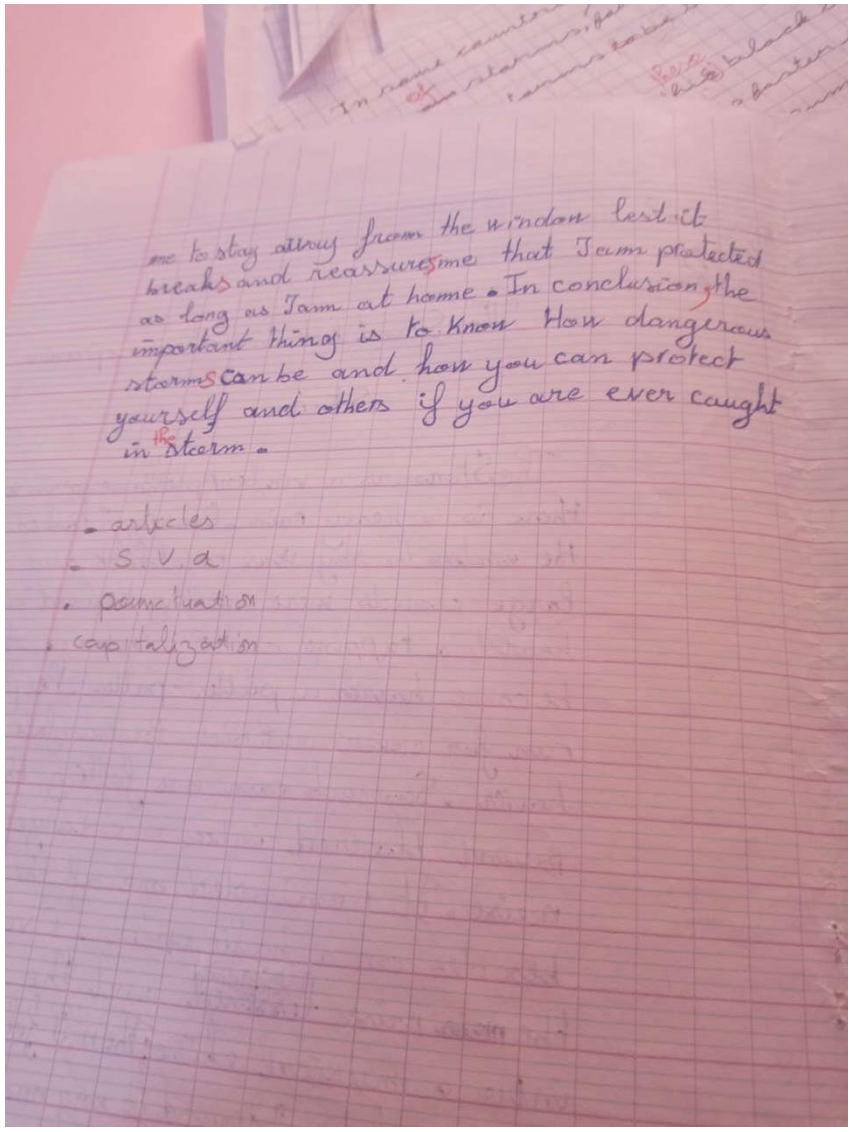


Sunny day in the beach

It was a very beautiful day, the Sun was shining with her golden yellow color, and the Sea was very quit like there is no life with it's blue color make you feel that the sky is near from you. The Sand is strew on the beach with it's beautiful color. you see on the beach tents you feel that you are in the South in the desert. When you are getting close from the Sea, you see Vacationers play with Sand grains. When you touch the water, you can feel how cauld it is, and when you start swiming, you are tasting the water. you find it salty like that a Cooker make mistake in salt setting.

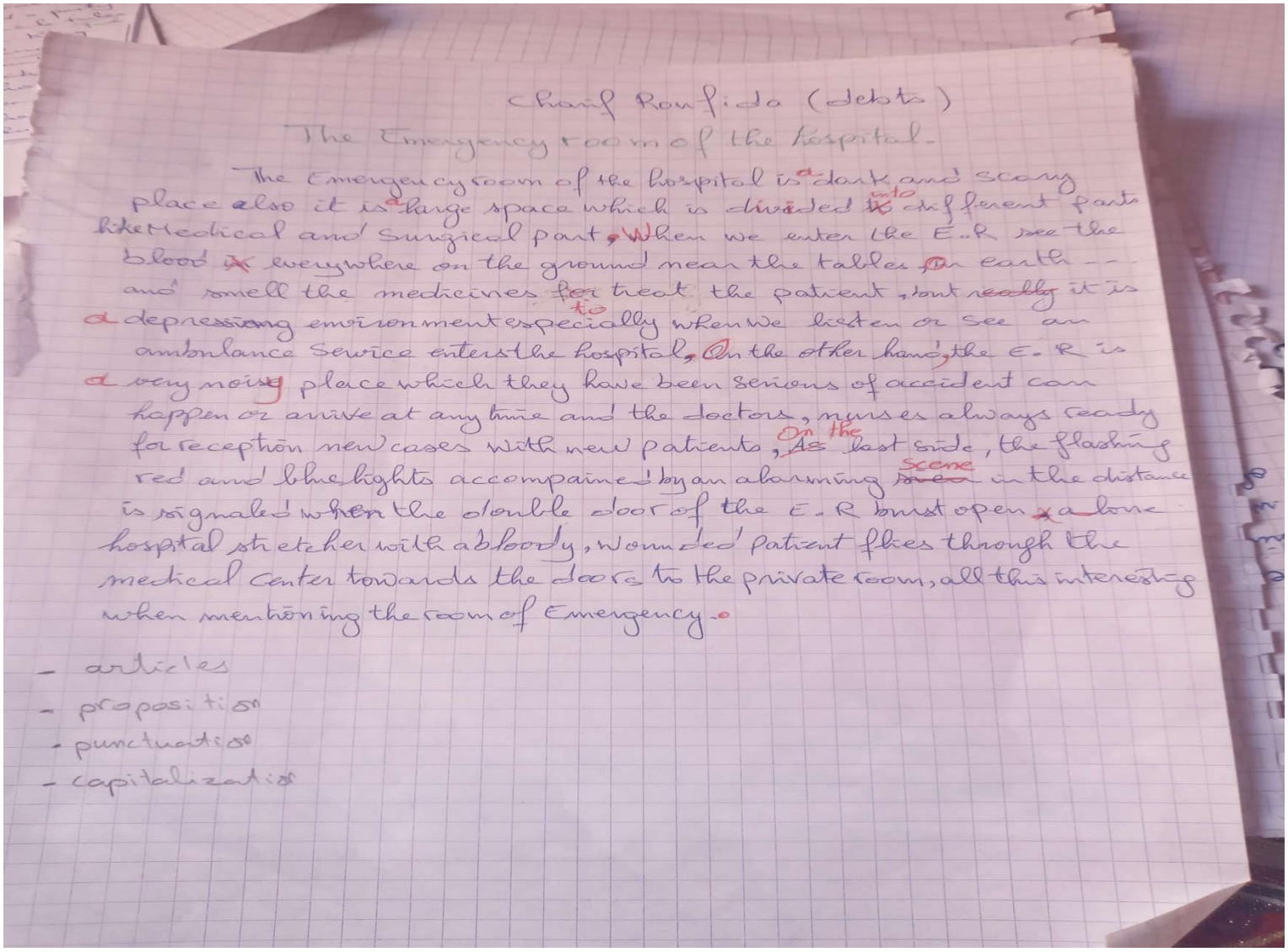
it was a very beautiful experience to visit the Sea, and I really want to repeat it.

- S.V.A
- punctuation



me to stay away from the window lest it breaks and reassure me that I am protected as long as I am at home. In conclusion, the important thing is to know how dangerous storms can be and how you can protect yourself and others if you are ever caught in the storm.

- articles
- S V d
- punctuation
- capitalization

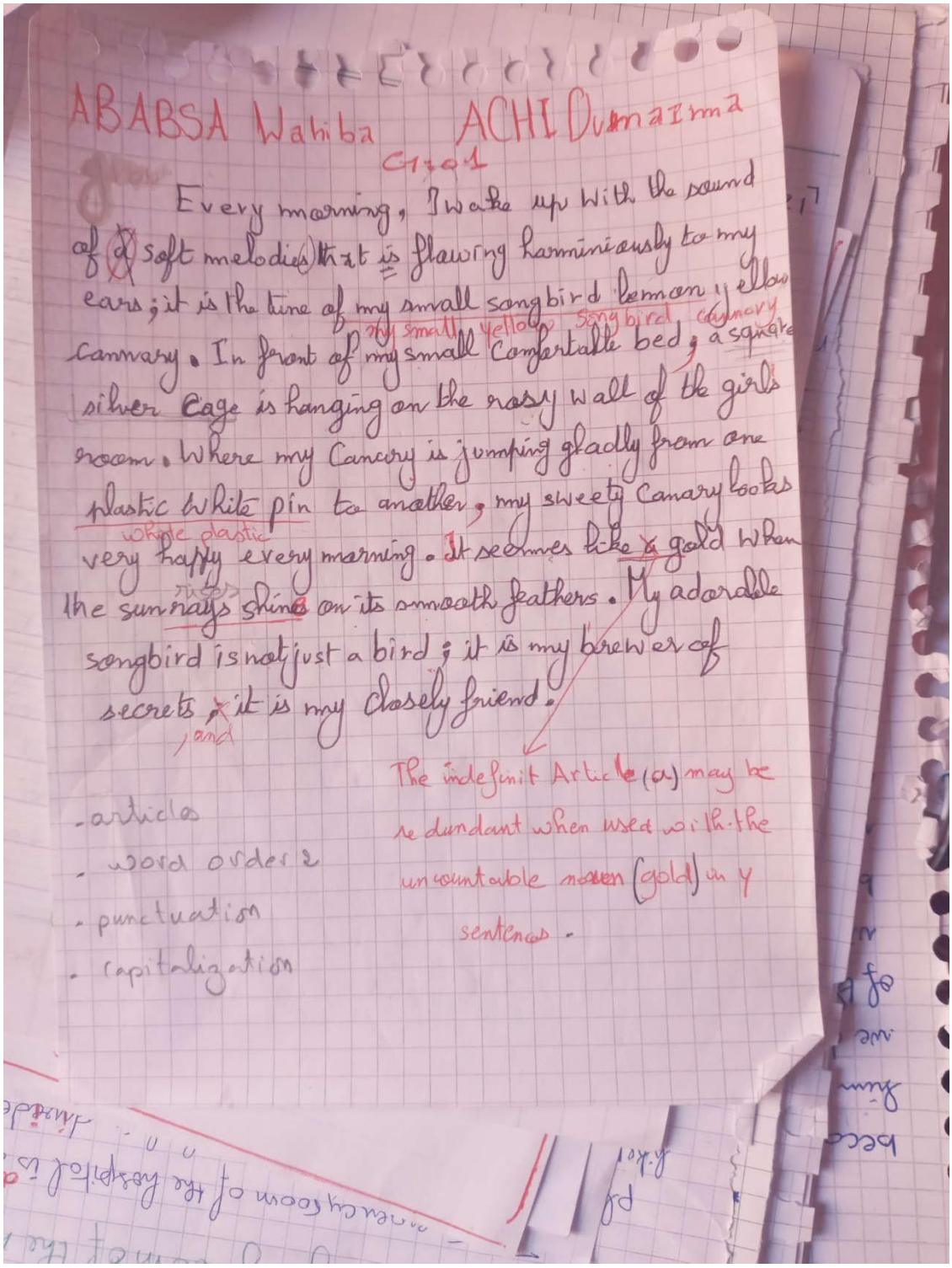


Charif Roufida (debts)

The Emergency room of the hospital.

The Emergency room of the hospital is a dark and scary place also it is a large space which is divided into different parts like Medical and Surgical part, When we enter the E.R see the blood everywhere on the ground near the tables, on earth -- and smell the medicines to treat the patient, but it is a depressing environment especially when we listen or see an ambulance service enters the hospital, On the other hand, the E.R is a very noisy place which they have been serious of accident can happen or arrive at any time and the doctors, nurses always ready for reception new cases with new patients, On the last side, the flashing red and blue lights accompained by an alarming scene in the distance is signaled when the double door of the E.R burst open a lone hospital stretcher with a bloody, wounded patient flies through the medical center towards the doors to the private room, all this interesting when mentioning the room of Emergency.

- articles
- proposition
- punctuation
- capitalization



ABABSA Wahiba ACHI Oumaima

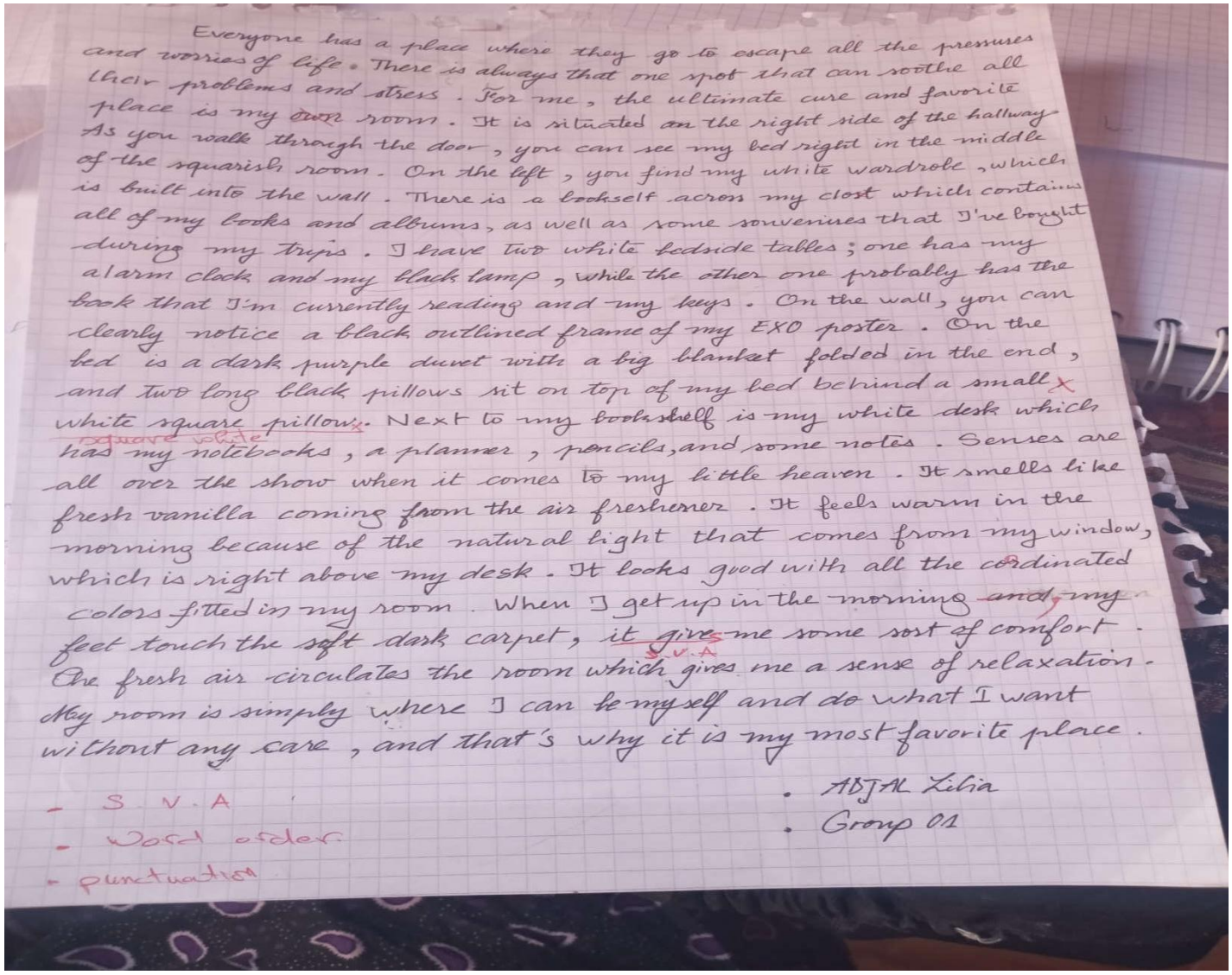
G1:Gr1

Every morning, I wake up with the sound of soft melodies that is flowing harmoniously to my ears; it is the tune of my small songbird lemon yellow canary. In front of my small Confortable bed, a square silver cage is hanging on the rosy wall of the girls room. Where my Cancary is jumping gladly from one plastic white pin to another, my sweety Canary looks very happy every morning. It seemes like a gold when the sunrays shine on its smooth feathers. My adorable songbird is not just a bird; it is my brewer of secrets and it is my closely friend.

- articles
- word order
- punctuation
- capitalization

The indefinit Article (a) may be redundant when used with the uncountable noun (gold) in y sentence.

Appendices



Everyone has a place where they go to escape all the pressures and worries of life. There is always that one spot that can soothe all their problems and stress. For me, the ultimate cure and favorite place is my ~~own~~ room. It is situated on the right side of the hallway. As you walk through the door, you can see my bed right in the middle of the squarish room. On the left, you find my white wardrobe, which is built into the wall. There is a bookself across my clost which contains all of my books and albums, as well as some souvenirs that I've bought during my trips. I have two white bedside tables; one has my alarm clock and my black lamp, while the other one probably has the book that I'm currently reading and my keys. On the wall, you can clearly notice a black outlined frame of my EXO poster. On the bed is a dark purple duvet with a big blanket folded in the end, and two long black pillows sit on top of my bed behind a small white square pillow. Next to my bookshelf is my white desk which has my notebooks, a planner, pencils, and some notes. Senses are all over the show when it comes to my little heaven. It smells like fresh vanilla coming from the air freshener. It feels warm in the morning because of the natural light that comes from my window, which is right above my desk. It looks good with all the cordinated colors fitted in my room. When I get up in the morning ~~and~~, my feet touch the soft dark carpet, it gives me some sort of comfort. The fresh air circulates the room which gives me a sense of relaxation. My room is simply where I can be myself and do what I want without any care, and that's why it is my most favorite place.

- ADJAL Lilia
- Group 01

- S.V.A
- Word order
- punctuation

الملخص

من خلال هذه الدراسة والتي تهدف بأن اللغة الأم لها تأثير في ظهور الأخطاء القوا عدية في الكتابة و خصوصا لدى طلاب السنة الثانية قسم اللغة الانجليزية جامعة محمد خيضر بسكر ة لوقوعهم في العديد من الأخطاء كحروف الجر و و الأخطاء الكتابية وعدم استعمال الأزمنة الصحيحة . و لتأكيد او إبطال الفرضية القائلة " إذا اعتمد طلبة سنة الثانية لغة انجليزية على اللغة الأم في كتابة اللغة الانجليزية هذا سيؤدي حتما إلى ظهور العديد من الأخطاء القوا عدية في منتوجهم الكتابي ". فعند تحليلنا ل 10 فقرات و 35 استبيان لطلبة سنة ثانية قسم اللغة الانجليزية وجدنا أنهم يواجهون مشاكل خاصة في قواعد الكتابة باللغة الثانية مما أدى إلى لجوئهم للغتهم الأم . و لذلك يتوجب على طلبة تطوير قدراتهم في كتابة اللغة الثانية (الانجليزية) وعدم اللجوء السلبي للغة الأم.

Résumé

A travers cette étude , qui vise à ce que la langue maternelle provoque l' émergence d' erreurs d' écriture en grammar ,notamment chez les étudiants de deuxième année du Département d' Anglais , Université Mohammed khider , Biskra , car ils commettent de nombreuses erreurs telles que les prépositions st les fautes d'orthographe et ne pas utiliser les temps corrects .

Et de confirmer ou d'infirmer l'hypothése que « si les étudents de deuxiéme année d' anglais dépendent pour écrire l'anglais , cela conduira inévitablement à l' émergence de nombreuses erreurs en grammar dans leur produit écrit ».

Langue seconde , ce qui les amenés à recourir à leur langue maternelle , et donc les éléves doivent développer leurs capacités à écrire la langue seconde (Anglais) et ne pas recourir passivement à la langue maternelle .