



Mohamed Kaider University
Faculty of letters and languages
Department of foreign languages

MASTER THESIS

Letters and Foreign Languages

English Language

Sciences of the language

Submitted and Defended by:

Aya Bourafai

Investigating the Impact of L1 Linguistic Interference on EFL Learners'

Writing Skill

Case Study of Second Year LMD Students of English at Mohamed Khaider

University of Biskra

Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Master's degree in Sciences of Language

Board of Examiners

Chair: Dr. Slimani said

MCB

Mohamed Khaider University of Biskra

Supervisor: Mrs. Messaibi samira

MAA

Mohamed Kaider University of Biskra

Examiner: Mr. Aounali walid

MAA

Mohamed Khaider University of Biskra

June/2022

Dedications

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

My beloved parents, Nacer and Wassila for their incomparable love, sacrifices, encouragement, moral and financial support.

My dear siblings, Marwa and Mahmoud

My best friends, Imene and Abir.

Acknowledgements

I would like to thank Allah Who helped me finish this work. My sincere gratitude goes to;

Mrs. Messaibi Samira; my teacher and supervisor for her, comprehension, helpful suggestion, invaluable guidance and advices.

The members of the jury namely, Dr. Slimani Said and Mr. Aounali walid for being so kind to read and examine my study.

Teachers of written expression and second year students for their contribution in this work.

My beloved parents.

Abstract

Language interference is a phenomenon that has become more and more popular particularly, in the TEFL classroom. EFL tend to make use of their L1 as a tool to help them learn the target language because one of the goals of both teachers and learners is accomplishing an adequate level in English writing. However, most students face difficulties reaching this objective because they are likely to make different errors during the process of writing. The main goal of current study is to investigate the impact of the L1 linguistic interference on second year students writing skill at Mohamed Khaider university of Biskra. This investigation will be done by answering the research questions which aims at; identifying the type of impact that the mother tongue has on second year students' writing skill, figuring out the extent to which the L1 interference impacts second year EFL learners' writing skill and finding some strategies that would help second year EFL learners at Mohamed Kaider University reduce the influence of the L1 interference. In addition to confirming or rejecting the hypothesis which indicates that the mother tongue interference affects students' writing negatively. For that purpose, a descriptive study which focuses on the quantitative method was adopted. Data were gathered through students' questionnaires and teachers' interview in order to survey their opinions about the impact of the mother tongue on English writing. The results have shown that even though; second year EFL students are motivated and find the module of written expression interesting, they face many difficulties while writing and commit different types of errors. Most of the errors which occur in the learners' English written productions are mainly due to the interference of their mother tongue (Arabic). On the light of these results, the hypothesis which has been stated earlier is accepted.

Key words: Foreign language, mother tongue, native language, target language, language transfer, language Interference.

List of Tables

Table 01: Learners' Age.....	52
Table02: Learners' Gender.....	52
Table 03: Choice of English as a Specialty.....	52
Table 04: Reasons Behind Choosing English.....	53
Table 05: Learners' Level in English.....	53
Table 06: Learners' Motivation to Learn written expression.....	53
Table 07: Learners' Interest to Learn the Module of Written Expression.....	54
Table 8: Frequency of reading in FL.....	54
Table 9: Frequency of Practicing Writing in FL.....	54
Table 10: Learners' Level in English Production.....	54
Table 11: Writing Difficulties.....	55
Table 12: Kind of Difficulties.....	55
Table 13: Learners' Opinion on Writing Difficulties.....	56
Table 14: Learners' Opinion on the Term "Language Interference"	56
Table 15: the Frequency of Using the L1 by the Teacher.....	57
Table 16: Teachers' Permission to Use the L1 in the Classroom.....	57
Table 17: Reasons Behind L1 Interference.....	58
Table 18: Thinking in Arabic to Write English Production.....	58
Table 19: Learners' Reaction to Facing Obstacles in English Writing.....	59
Table 20: L1 Influence on English Written Production.....	59
Table 21: Types of Influence.....	59

List of Abbreviations

CA: Contrastive Analysis.

EA: Error Analysis

EFL: English as a foreign language

ESL: English as a second language

ELT: English language teaching

FL: Foreign Language.

FLT: Foreign language teaching

L1: First Language.

L2: second language

LMD: License/Masters/Doctorate.

SLA: Second language acquisition

TL: Target Language

TEFL: Teaching English as a foreign language

Vs: Versus

Table of content

Dedication.....	I
Acknowledgement.....	II
Abstract.....	III
List of abbreviations.....	IV
List of tables.....	VI
Table of content.....	VII
Introduction	1
Statement of the problem.....	1
Research questions.....	1
Research hypothesis.....	1
Research aims.....	2
Research methodology.....	2
1. Research method.....	2
2. Sample and population.....	3
3. Data gathering tools.....	3
Structure of the dissertation.....	3
Limitation of the study.....	3
Significance of the study.....	3
Chapter One: The Impact of L1 Interference	
Content	5
Introduction.....	7
1.1 Definitions.....	8
a. Native language.....	8
b. Second language.....	8
c. Second language acquisition.....	8

d. Foreign language.....	8
1.2 An overview of first language interference.....	9
1.2.1 Language transfer.....	9
1.2.2 Types of language transfer.....	10
a. Positive transfer.....	10
b. Negative transfer.....	11
c. Cross- linguistic transfer.....	11
d. Grammatical cultural transfer.....	12
1.3 Theories and views on language transfer.....	12
1.3.1 Behaviorist View of Transfer.....	13
1.3.2 Mentalist View of Transfer.....	13
1.3.3 Cognitive View of Transfer.....	14
1.4 Errors analysis approach.....	14
a. Sridhrar’s point of view on errors analysis.....	15
b. Errors analysis during the 1960’s.....	15
c. The theoretical and practical functions of errors analysis.....	15
d. The process of errors analysis.....	16
1.4.1 Justifications of errors analysis.....	16
1.4.2 Errors vs mistakes.....	16
1.4.3 Types of errors.....	17
a. Interlingual errors.....	17
b. Intralingual errors.....	18
1.4.4 Steps in conduction errors analysis.....	19
1.4.5 Sources of learners’ errors.....	20
1.5 Translation.....	21
1.5.1 Literal translation.....	21
1.5.1.1 Types of literal translation.....	22

a. Literal Translation of Meaning.....	22
b. Word-for-Word Translation.....	22
c. One-to-One Literal Translation.....	22
1.6 Contrastive analysis.....	23
1.6.1 Procedures of contrastive analysis.....	23
1.6.2 Levels of conducting comparison and contrast.....	24
1.6.3 Contrastive analysis and language teaching.....	24
1.7 The influence of language transfer on English writing.....	24
Conclusion.....	26

Chapter Two: Overview of Writing Skill

Content.....	28
Introduction.....	29
2.1 Definitions.....	30
2.1.1 Writing.....	30
2.1.2 Writing skill.....	30
2.2 Background of teaching writing.....	31
2.2.1 Teaching writing.....	31
2.2.2 Problems in teaching writing.....	33
2.2.3 Reasons for teaching writing.....	33
2.3 Writing difficulties.....	34
2.4 The process of writing.....	35
2.5 main Approaches to teach writing.....	36
2.5.1 The product approach.....	37
2.5.2 The process oriented approach.....	38
2.5.3 The genre approach.....	39
2.6 Common types of writing.....	39
2.6.1 Expository writing.....	40

2.6.2 Narrative writing.....	40
2.6.3 Persuasive writing.....	41
2.6.4 Descriptive writing.....	42
2.7 Factors affect writing skill.....	43
2.8 Effects of mother tongue on written English.....	44
2.9 strategies to reduce the impact of L1 interference	45
Conclusion	46

Chapter Three: Methodology and Results

Content.....	48
Introduction.....	49
3.1 Methodology.....	49
3.2 Research Instrument.....	50
3.3 Population.....	50
3.4 Students' Questionnaire.....	50
3.4.1 Results of Students' Questionnaire.....	59
3.5 Teachers' interview.....	59
3.5.1 Analysis of teachers' responses.....	59
3.5.2 Results of Teachers' interview.....	63
3.6 Interpretation and findings.....	65
Conclusion.....	66
General conclusion.....	67
Pedagogical implications.....	69
References.....	70
Appendices.....	75
Appendix 01: students' questionnaire.....	76
Appendix 02: teachers' interview.....	80
ملخص.....	83

Introduction

Learning a foreign language became progressively crucial lately because it allows us to communicate with people from all over the world; however people have difficulty acquiring foreign languages since they prefer to communicate in their native language but using one's native language to acquire a foreign language has caused various debates among language educators. In reality more extensive investigation has been carried out to address this problem. Many linguists and language experts have discovered that cultural differences between the target language and the students' native tongue are the main cause of these challenges and since students must be motivated to learn speaking and writing in the target language with the aim of developing their linguistic skills, learning a foreign language is considered to be a difficult task.

Statement of the Problem

The act of using the mother tongue in learning a foreign language has become more common among second year LMD students at the English Department of Mohamed Khaider university, since they are still beginners and they are not used to compose an academic and a well structured piece of writing by themselves whether in high school or even during the first year of university. Consequently some of EFL learners tend to apply the grammatical and lexical rules of their native language to decode and represent the foreign language, thinking that it may facilitate their learning. These learners are not aware that this language transfer can cause errors at the level of written production and worsen their writing skill.

Research questions

The present study sought to find persuasive answers to the following research questions;

- To what extent does L1 interference impact second year EFL learners' writing skill?
- How can second year EFL learners at Mohamed Kaider University reduce L1 interference?

Research hypothesis

Based on the research questions proposed above, this study suggested the following

hypothesis; first language interference have a negative impact on EFL learners' writing skill which results in low achievement of the EFL learners' writing performance.

Aims of the study

This research aims at:

- Explaining why students tend to use their mother tongue while performing writing tasks.
- Identifying the type of impact that L1 interference has on students' English written skill.
- Finding good strategies to avoid L1 interference and improve students' English writing production.

Research methodology

1. Research method

In order to achieve the previously mentioned aims, the current study is a descriptive one which focused on the quantitative method in order to provide the researcher with reliable and detailed information about students' writing proficiency and the type of impact that their mother language has on their writing skill. This study tried to describe the influence of the mother tongue on second year LMD students' English writing.

2. Data gathering tool

For the data collection tools, this research relied on a questionnaire for students and an interview for teachers as research instruments to collect and analyze data. The questionnaire provided detailed information about the reasons behind first language interference and the impact it has on their writing proficiency. On the other hand, teachers' interview is used to account for teachers' experiences with teaching the writing skill, in addition to their opinions about using the first language in English writing. Therefore, the interview is suitable for this research because it allowed the researcher to collect data about the subject matter for the aim of analyzing information and reaching relevant results that can help reduce the impact of the L1 interference.

3. Sample and population

The population of this thesis is made up of second year EFL students at Mohamed Kaider University. The sample was drawn randomly and it consisted of 30 second year LMD students out of population of total 255 students, in addition to five teachers of written expression.

Structure of the dissertation

This dissertation consists of the theoretical part and the practical one, the former part is divided into two chapters. The first one tackles the description of the writing skill; whereas the second one provides an overview about first language transfer and shows its impact on EFL learners' writing proficiency. Finally, Chapter three is entitled "Field of investigation" and it includes a description and an analysis of the outcomes resulted from both students' questionnaire and teachers' interview.

Limitation of the study

This study is limited to second year EFL students at the Department of English at Biskra University because they are still beginners whose mother tongue background is bigger than their target language background. Besides they are novices as regards of the production of a piece of writing.

Significance of the study

The importance of conducting this study was to make students realize that using their mother tongue may impact their performance in written tasks and to raise teachers' awareness in order to develop some strategies that help reduce the impact of the L1 inclusion.

Chapter One

The Impact of L1 Interference

Outline

Introduction	7
1.1 Definitions	8
a. Native language.....	8
b. Second language.....	8
c. Second language acquisition.....	8
d. Foreign language.....	8
1.2 An overview of first language interference	9
1.2.1 Language transfer	9
1.2.2 Types of language transfer	10
a. Positive transfer.....	10
b. Negative transfer.....	11
c. Cross- linguistic transfer.....	11
d. Grammatical cultural transfer.....	12
1.3 Theories and views on language transfer	12
1.3.1 Behaviorist View of Transfer	13
1.3.2 Mentalist View of Transfer	13
1.3.3 Cognitive View of Transfer	14
1.4 Errors analysis approach	14
a. Sridhrrar’s point of view on errors analysis.....	15
b. Errors analysis during the 1960’s.....	15
c. The theoretical and practical functions of errors analysis.....	15
d. The process of errors analysis.....	16
1.4.1 Justifications of errors analysis	16
1.4.2 Errors vs mistakes	16

The Impact of L1 Interference

1.4.3 Types of errors	17
a. Interlingual errors.....	17
b. Intralingual errors.....	18
1.4.4 Steps in conduction errors analysis	19
1.4.5 Sources of learners' errors	20
1.5 Translation	21
1.5.1 Literal translation	21
1.5.1.1 Types of literal translation	22
a. Literal Translation of Meaning.....	22
b. Word-for-Word Translation.....	22
c. One-to-One Literal Translation.....	22
1.6 Contrastive analysis	23
1.6.1 Procedures of contrastive analysis	23
1.6.2 Levels of conducting comparison and contrast	24
1.6.3 Contrastive analysis and language teaching	24
1.7 The influence of language transfer on English writing	24
Conclusion	26

Introduction

Writing is taken into account as one of the most complex and efficient skills in language teaching and learning because it presents EFL learners with many challenges. EFL learners can commit a lot of mistakes while writing in English and one of those mistakes is the inappropriate use of the foreign language' rules and structures. These committed mistakes by EFL learners are caused by many different reasons such as interlingual and intralingual errors which mean that those learners refer to their mother tongue by bringing its rules and applying them while writing in foreign language and this will push them towards language interference. Language transfer is considered as an important problem in FLT, therefore contrastive and errors analysis are used to define the causes of language transfer, reduce these causes and rise awareness about L1 interference in order to reach an effective communication in foreign language. This chapter will focus on language interference, type of language transfer, contrastive and errors analysis then it will highlight the main reasons for learners' interlingual and intralingual errors and will wrap up with a brief explanation of the Arabic language impact on English writing.

1.1 Definitions

a. Native language

Ellis (1994) defines Native language which is known also as mother tongue or L1 as the language that the child obtains since birth and it works as a base for the sociolinguistic identity of the members of society. Whereas Ashworth (1992) calls the mother tongue or the native language as a natural instrument that is used to communicate thoughts and it is acquired by individuals at early stages of their childhood. Native language is referred to by the American dictionary (1969) as the language that children attain from their parents and it is passed through generations.

b. Second language

Troika (2006) defined Second language as any language that a person learns apart from his or her mother tongue and officially adapted in multilingual communities. The term second language refers to the language which people learn that is different than their mother tongue and this language could be at school, work a, governmental institutions and formal documents.

c. Second language acquisition

Second Language Acquisition (SLA) is a process in which individuals or members of a particular speech community attain an additional language after establishing or mastering their native language as young children. This additional language that is called a second language (L2) is often referred to as the target language (TL), this target language represents the aim of the process of second/ foreign language learning. This process of acquiring a second language happens when a child starts going to school or if this child has parent who speak different languages so the child grow up bilingual. Troika (2006)

d. Foreign language

Foreign language is a language that the members of a speech community do not use on the regular. In other words, foreign language refers to any language that is not spoken by the natives or the people of who live in a particular region but it is needed for specific purposes, for example; travelling abroad, closing business deals and

applying for jobs offers, Hassa (2018). Therefore, foreign language is a language that is not spoken by the country or the area where the person who is learning it lives.

1.2 An Overview on first language interference

Cross meaning interference, L1 interference or linguistic interference are all equivalent terms which refer to first language transfer. Wringe was the first one who presented the term interference in 1989 when he referred to it as deviation cases from the rules of either language which occur in the speech or writing of bilinguals as a result of being experienced in more than one language. He suggested that transfer is included in both productive and receptive skills all together, which does not happen automatically and it can be either positive or negative. Skinner (1957) point out that when learners apply the rules and structures of their mother tongue to another language it leads to language transfer. As for both Thorndike and Pavlov they argue that learners past experiences influence their present learning process which means that these learners depend on their already existing knowledge of their first language in order to facilitate the second language learning process. In this sense, Pavlov stressed that if both L1 and L2 have similar structures, it will be helpful to use L1 habits to acquire a second language; however, if L1 and L2 are different in structure this create difficulties in second language acquisition.

1.2.1 Language transfer

For a long period of time Language transfer has been a key component in Applied Linguistics, Second Language Acquisition and Language Teaching. It refers to speakers or writers who apply knowledge from their own native language while learning a foreign language and when learners transfer elements from their mother tongue to the L2 or FL the transfer occurs naturally in the language learning program. Ellis (1994) describes transfer as the influence that the L1 learners exert over the acquisition of an L2. When native language habits are translated to foreign language it creates what is called habit formation by the behaviorists. Therefore, Lado (1957) says that Individuals tend to transfer the forms and meanings of their native language and culture to foreign language. Language transfer is defined by the Longman dictionary as “the effect of one language on the learning of another and since transfer

The Impact of L1 Interference

is viewed as taking something from situation X (first language) and applying it in Y situation (target language) it may impact the EFL learners' interlanguage aspects such as: discourse, syntax, morphology and phonology. Therefore to better establish the significance and the impact of language transfer, it is important to take a look into its various definitions.

The term transfer was first coined by Whitney (1881) as he referred to it as cross linguistic influences; however, Corder (1992) called this phenomenon "mother influence" because of how learners' mother tongue and their cultural experience influence and interfere with the production of second language. As for Odlin (1993) he defined language transfer as "the influence resulting from similarities and differences between the target language that has previously and perhaps imperfectly acquire". As for Fries (1945) and while he was comparing between L1 and L2 he claimed that L1 interference is one of the main issues that face EFL learners, whereas Brown (2000) points out that when learners reuse their exercised habits of the L1 and apply them on the L2 learning process it will cause transfer in the production of the target language and according to him transfer is the ability of extending what the learners have been learning in one context to a new context.

1.2.2 Types of transfer

Ellis (1994) represents different kinds of transfer by pointing out that transfer is the study of errors (negative transfer) and facilitations (positive transfer) because transfer is viewed as a general term for a number of different kinds of influences from languages other than the L2.

a. Positive transfer

Positive transfer takes a place when there are more similarities than differences between L1 and L2. In other words it occurs when L1 and L2 are structurally the same and when these two language share more common linguistics elements, the learning process becomes easier, (Lado, 1957). Therefore positive transfer occurs when a particular learning situation leads to a better performance in another learning situation, for example learning basic mathematics procedures should facilitate one's ability to balance a checkbook or learning principles of reinforcement should improve a teacher's ability to modify student behavior, Schmidt and young (1987).

b. Negative transfer

Negative transfer refers to the negative impact of L1 on the learning of foreign language because of the differences that exist between the two languages. This phenomenon happens when learners use the elements, rules and items of their first language which are different from those in the target language. Also sometimes learners tend to use the stylistic habits of L1. As a result sentences in the target language will be similar to the one in the first language which will lead learners to commit errors at the syntactic level, Sprouse and Harling (2017). For example; “He will not do marriage with her”

"لن يقوم بالزواج منها"

Negative transfer is referred to as interference by Weinreich (1971) who claims that if the linguistic features of L1 and L2 have the same forms then transfer is seen as positive and regarded as facilitator of target language learning process; however, the transfer is considered as negative if these linguistic features are dissimilar and the acquisition of L2 will be twisted or distorted and this is what Weinreich called it Language interference.

c. Cross-linguistic transfer

When language learners use their first language linguistic knowledge in order to control or have power over the learning of another language it refers to what is called cross linguistic transfer. The development of new theories on cross-linguistic transfer helped in providing a better understanding on how L1 plays a role in promoting the learning of foreign or a second language. In 1979 Cummins made a suggestion concerning the linguistic interdependence, where he claimed that the development of students' second language depends on L1 proficiency which means that the acquisition of both L1 and L2 is mutually dependent, Yang (2017).

d. Grammatical cultural transfer

Even though English and Arabic are different in terms of grammatical rules; however, students tend to use the structure of their first language to cover up their grammatical deficiency. Likewise, one can say that Arabic language has its unique grammar and syntax including nouns and adjectives and of course their use is different from English nouns and adjectives. Additionally, learners face difficulties in

The Impact of L1 Interference

using personal pronouns; for instance, they say "I thank him for his help" "اشكره
لمساعدتي "

Foreign language learners resort to some prepositions that have the same meaning in Arabic since they face difficulties in employing prepositions for example, "we sat on the table" instead of "we sat at the table". As for articles there are abstract words in English that do not take the article "the", whereas in Arabic it is not the case such as in "she is acquiring knowledge" "هي تكتسب المعرفة". The same error happens with the use of adjectives because the latter follow nouns in plural forms in Arabic language, so that learners find themselves committing another error based on their knowledge of the first language.

Although teachers try to guide their students to avoid using the cultural components of their first language in their English writings, many EFL students are used to think in Arabic and their cultural heritage imposes on them to resort to it when they feel that they cannot transmit the message due to their poor cultural background in English. As a result the interference of the first language culture apparent in their written production. Another problem hindering students is the imposition of some English teachers on them to think and write in English and at the same their poor background due to the lack of writing and reading in the target language. Thenceforth, they continue taking from their first language. Besides, writing itself is a challenging task not only in the target language but also in the mother tongue. This task needs much practice that most learners ignore its importance, Thybab (2016).

1.3 Theories view on language transfer

A brief overview is presented below to provide an explanation of theories and Views on language transfer in the 20th century which Ellis mainly classified into three categories: behaviorist, mentalist and cognitive views. Behaviorist looked at language transfer as a habit that is carried from L1 to L2 through imitation, conditioning and reinforcement; however, when foreign language differs from the first language it will result in negative transfer. As for mentalist they redefined language transfer by considering language as creative construction of linguistic rules. On the other hand cognitive linguists paid more attention to the role of the mind and the factors that influence language acquisition, Ellis (1994).

1.3.1 Behaviorist view on language transfer

Language transfer was viewed as a habit formation by behaviorists who claimed in the 1940's and 1950's that the level of difficulty in language learning depends on how much different or similar the first language and the target language. Behaviorists mainly paid their attention to how stimulus and response affect transfer, so according to them a positive transfer will take place when stimuli and responses are similar in both situations; however, when stimuli are similar and responses are different, negative transfer will occur. Ormord (as cited in Silva, 2008).

A positive transfer would take a place when two languages are identical, whereas a negative transfer appears when the two languages are dissimilar and this negative transfer would block the target language acquisition. Due to the view of behaviorists on language transfer, Lado coined the contrastive analysis hypothesis (CAH) in 1957 where he argues that the interference of the first is one of the main reasons why FL students face difficulties in learning the target language and commit language errors. Therefore it was likely possible to make a forecast and give an explanation of learners' language errors and difficulties by comparing and contrasting the similarities and differences between the mother tongue and the foreign language.

1.3.2 Mentalist view on language transfer

Conceptualism or psychologism are both terms used to describe or refer to the theory of mentalist which was originated by Chomsky in the early 1950's. This theory indicates that children are born with language acquisition device in their mind (natural language ability), so language speakers will eventually master the language and this mastery of language is determined by the rules of universal grammar (human brain poses natural grammar that help in acquiring a language). In addition, native language transfer was denied by Krashen, Dulay and Burt who believed that universal grammar is the only source language learning but they were criticized by Ellis because their claims lack experimental support. In the 1980's mentalists came to a realization about the limitation that they made so they decided to expand their study and make more exploration about the relationship between L1 transfer and universal grammar. Now mentalists are not in a position where they are completely rejecting the

transfer of the first language; nevertheless, they are still criticized for how their theory lacks empirical support, Ormord (as cited in Silva, 2008).

1.3.3 Cognitive view on language transfer

The pitfall of the mentalist view in the early 1970's led to the development of cognitive view which claimed that the cognitive system of learning different types of knowledge such as memory, perception and problem solving is the same system involved in language learning. "It is generally acknowledged that typological similarity or difference cannot on its own serve as a predictor for transfer, but interacts with other linguistic factors" Faerch and Kasper (as cited in khedadd, 2017).

During that time linguists paid attention to when and how language learners use their first language, as a consequence they came to realization about the factors that causes transfer. These are some factors as listed by Ellis (2004):

- Transfer happens at different linguistic levels for instance: phonology, discourse, morphology, syntax, semantic, pragmatics.
- Social factors such as the learning environment that has an impact on language transfer.
- One of the main factors leading to language transfer is the Markedness of certain languages.
- The core meaning of a certain word.
- Learners' perception of language distance between L1 and FL which refers to language distance and psycho-typology.

1.4 Errors analysis approach

One of the major and important topics in studying foreign language is Errors analysis, which is a type of linguistic analysis and a branch of applied linguistics. The first person who introduced Errors analysis and brought it into discussion was Stephen Pit Corder in the 1960's who supported the significance of investigating the errors committed by students in their written production. Errors analysis is a process of observing, analyzing, and classifying the deviations of the rules of Second Language and then to reveal the systems operated by a learner, What is error? what is error analysis? (2014). Crystal (as cited in Hasyim, 2002) points out that Errors analysis is

The Impact of L1 Interference

a method that is used in the interpreting of the inappropriate forms and structures of the target language, as well as in identifying, classifying errors which are produced by second or foreign language learners, to put in another way Errors analysis is a method or a technique of investigating the errors of EFL learners.

a. Sridhrar's point of view on errors analysis

Both teachers and syllabus designer share a high concern when it comes to the errors that students make while learning a target language. This concern as pointed out by Sridhar in 1981 who reflected on the way writers of educational grammars direct the attention towards the possible pitfalls in the target language and likely in the various lists of common errors for that reason competence in writing cannot be achieved without making an effort and facing some challenges to acquire a good vocabulary and in order to succeed in this task it is necessary to use special dictionaries, practice writing everyday and constant reading of well written books. Through the course of its long history English language has gained vast range of words that reveals its power and richness. Linguists began to be seriously interested in errors analysis after Sridhar (cited in Ibrahim, 2018) stated that the arrival of contrastive analysis and its claim to predict errors and explain them. Linguists came to a realization that mother tongue interference was one of the major causes committing errors but not the only one and despite the quite sophisticated nature of contrastive analysis and its strong claims; there are still some reasons or factors leading students to make errors that could neither be predicted nor explained.

b. Errors analysis during the 1960's

By the late 1960's Errors analysis developed into a more systematic research approach after it was a generalized collection of common errors and their linguistic classification. Influential articles by Corder (1974) provided the basis or the foundation for errors analysis approach which is now generally known as Corder's reported functions and these functions are both theoretical and practical.

c. The Theoretical and practical functions of errors analysis

The theoretical function should form part of the methodology of investigating the language learning process and it should provide a tool for the analyst to describe the

The Impact of L1 Interference

learners' knowledge of the target language at any particular moment during learning period. As for The practical function of errors analysis it should be taking into consideration by analyst when correcting since this function guides the appropriate remedial action. Errors analysis could help in determining the items of the target language in both course book and classroom and in what order they should be presented after identifying the areas where learners face difficulties. As well as helping in deciding the degree of emphasis, explanation and practice required in putting across various items in the target language and setting up remedial lessons and exercises, in addition to selecting items for testing the learners' proficiency.

d. The process of errors analysis

The Errors analysis process consists of collecting data, identifying errors, classifying those errors into categories; it also includes the identification of the areas of difficulty in the target language and the corrective drills. As the above described process or methodology represent the errors analysis in the traditional framework. However, Dusvkova (1969) presented more sophisticated investigations which include the two following steps:

- Analysis of the causes of errors, for instance mother tongue interference, overgeneralization, inconsistencies of the spelling system of the target language and so on.
- Determination of the degree of the trouble caused by the error or its seriousness, which constituted a step forward in the area of Errors analysis.

1.4.1 Justification for Errors Analysis

Corder (1981) suggests that there are two justifications for studying learners' errors:

- Its relevance to language teaching.
- The study of the language acquisition process.

1.4.2 Error vs Mistake

Producing incorrect things that are distinct from their original or ordinary forms can happen to any human being on the daily basis and presenting items that break the

The Impact of L1 Interference

standard language rules may occur through both Spoken and written text. Scholars such as; Corder, Ellis, Coulthard and Littlewood have divided this rule-breaking into two types; performance mistakes and competence errors. The former include all the rules that a language speaker or writer commit consciously under some circumstances. In other words mistakes are similar to a slip of the tongue which means that speakers/writers know the correct form and they know that they have broken the rule as well. In addition, mistakes are resulted from loss of rules, lack of attention, carelessness, tiredness and only related to the performance of the learners. Language learners are able to recognize and correct their mistakes. According to Ellis (1994), when learners are incapable to use their knowledge of rules of the target language mistakes may happen; so they apply other rules which are easier for them to access. On the other hand, the lack of knowledge about the foreign language's accurate rules is what causes an error. In this case learners create a range of non-standard rules by themselves and follow them since they have not mastered the rules of the target language yet. Furthermore, since learners' errors are systematic, language learners are likely to commit the same deviations time after time without realizing that those deviations are actually errors.

Another distinction between Errors and mistakes is that they are different in term of conduction. When it comes to errors, they happened when language speakers or writers do not have enough knowledge of the target language rules and structure, as for mistakes, they are the product of the slips of the tongue or the pen. Both of these terms are related to language interference and catch the attention of teachers and language experts. Brown (1994) argues that when learners learn new rules but face difficulties in using them that is when mistakes occur, whereas an error reflects the interlanguage competence of the learner and refers to a clear deviation from the adult grammar of a native speaker. Additionally, errors take place when the language learners have a weak background in all levels and when they are not able to distinguish between what is correct or incorrect in language use. According to errors analysts, errors are categorized into two groups.

1.4.3 Types of Errors

Since errors analysis seeks to contribute many sources of errors not only those related to L1 transfer, Errors analysis provide a wide range of explanation for errors.

The Impact of L1 Interference

Within the framework of errors analysis errors are considered to occur in two different types which are; interlingual and intralingual errors.

a. Interlingual errors

Errors analysts reveal a type of errors and referred to it as interlingual errors. These kinds of errors occur when transferring rules from the mother tongue and it is typically categorized to contain those errors that can attribute to native language. It has to do with the effect of language forms when two languages cross or overlap. This type of errors is also called interference errors because they are concerned only with negative influences of the first language and involves with the accurate pronunciation or the proper way of describing something. Corder (1981) pointed out that this type of errors occurs when the habits of learners' first language interfere or prevent them from acquiring the rules and structures of the target language. As for Chelli (as cited in Sari, 2016) he defined that interlingual errors are the consequence of that learners' first language transfer. Brown (1980) claimed that learners believing that the second language forms are similar to the native language lead many of them to commit errors in the second language. Al-Khresheh (2006) classified three reasons that cause interlingual errors as follows:

- **Literal Translation:** the errors take a place when learners translate the sentences, phrases or idiomatic expression word by word from their native language to the target language.
- **Transfer Error:** when language learners have a poor background about the rules of the target language, they will use the same rules they obtained in their native language which makes those learners produce errors in the target language learning process
- **Mother tongue Interference:** instead of transferring models of their first language the learners' attempt to discover the structure of the target language which can be cause for errors.

b. Intralingual errors

Since learners do not know the target language very well and face some challenges while using it they tend to make mistake in learning the target language, therefore

The Impact of L1 Interference

interference from the learners' native language cannot be seen as the only reason for committing errors. Keshavarz (as cited in Sari, 2016) said that rather than blaming it on language transfer, interlingual errors occurs when the learning of the target language is being damaged or incomplete, and this type of errors has to do with proper usage of grammar such as irregular verbs or the use of the proper articles. Another reasons could lead to the appearance of Intralingual are; learner's lack of awareness, their ignorance of the target language rules and the use of a limited knowledge to produce concepts and hypotheses about the target language. Richard (as cited in sari, 2016) referred to intralingual interference as items produced by learners and these item do not reflect the structure of mother tongue, but make a generalization based on a limited exposure to the target language. He also classifies the intralingual errors into four categories including over incomplete application of the rules, and false concept hypothesized or semantic errors, overgeneralization and ignorance of the restriction rules.

- **Overgeneralization:** when learners generalize a particular rules on the whole structure and create an unexpected structure on the basis of their experience of other structures in the target language, intralingual errors tale a place. For example; adding the plural "s" to irregular verbs, or the final "ed" in the past form.
- **Ignorance of Rule Restrictions:** in this type of errors the learners disobey the structure of the target language and fail to observe the restrictions of existing structures.
- **Incomplete Application of the Rules:** when learners completely fail to apply the rules they learned the stimulus sentence, intralingual errors occurs.
- **False Concept Hypothesized:** learners' flawed understanding of distinctions of the items of the target language leads to false conceptualization.

1.4.4 Steps in Analyzing Learners Errors

In conducting error analysis, the analysts need to follow a specific set of models. First of all, the researcher should collect a sample of learner language with which the analysis of errors will be carried out. Then, the next step is identifying the errors that are produced by the learners. After that, the errors identified have to be described in terms of their classification. Finally, the researcher has to explain the causes of the

committed errors and quantify their frequency occurrence. Corder (as cited in Ali, 2018) provided a further explanation for the previously mentioned steps.

- **Collection of Errors:** in this step analysts or teachers start to collect the data that are relevant and include errors committed by the language learners. Data can be written, spoken, general or specific.
- **Identification of Errors:** this is the second stage where existing errors in data are identified and separated from mistakes in general. Errors are distinguished from mistakes on the basis of their occurring frequency.
- **Description of Errors:** the description of errors involves putting the errors in unique groups such as grammatical errors which includes; Omission, Addition, Substitution, wrong transformation, wrong plural formation and use of wrong verb forms. To show where learners' have committed errors, this step provides a comparative process between the learners' incorrect sentence and correct statement.
- **Explanation of Errors:** The explanation of errors is concern with how and why learners commit errors. This explanation is done through investigating the reasons why the learners have diverged from the rules of the target language.
- **Correction of Errors:** this is the final step where the teachers correct the errors or the learners correct their errors by themselves following the instruction of the teacher, in other words when learners correct their errors by themselves the teacher works as guidance.

1.4.5 Sources of learners' errors

Selinker (as cited in Touchie, 1986) listed the following developmental and intralingual factors that are considered as sources of errors committed by learners while learning a second or a foreign language.

- **Simplification:** instead of complex and highly sophisticated forms, learners tend to choose more simple forms and structures. For example the use of simple present rather than the present perfect continuous.
- **Overgeneralization:** this error occurs when learners take a particular rule or form from one context and apply it in another context where it is not supposed to be applied. Examples of overgeneralization include the use of "goed" as the past

The Impact of L1 Interference

tense forms of “go”. Learners use both simplification and overgeneralization in order to overcome their lack of linguistic competence.

- **Faulty teaching:** one of the reasons learners commit errors is the negative influence of their teachers, which means that learners’ errors could be sometimes teacher-induced. For instance; the way of presenting the lecture, teaching materials or even the order of the teaching content; however, sometimes teachers also can be influenced by their learners’ errors in the course of long teaching.
- **Fossilization:** Some errors become quite challenging and hard to get rid of and can stick with the learners for a very long period if the correction is not provided immediately. Fossilization usually happened on the level of pronunciation.
- **Inadequate learning:** learners’ unawareness of rule restrictions or under differentiation and incomplete learning can cause them to commit errors. An example of learners’ ignorance is in the omission of the third person singular “s” in: He want.
- **Avoidance:** some learners tend to avoid some syntactic structures due to the fact they are difficult to construct. Consequently, these learners use simpler structures. For example Arab EFL learners are likely to avoid the passive voice.

1.5 Translation

Translation refers to a process in which main objective is to shift the meaning from the native language into the foreign language. This process can be categorized into the following: free, mechanical, literal and manual. Since it is considered as one the main causes of learners’ errors, this study will be focusing on literal translation, Mental translation and why you shouldn’t do it (2018).

1.5.1 Literal Translation

Literal translation refers to the transportation of the meaning of words, sentences and phrases from one language to another. For this whenever there is a communication between two languages in term of meaning and form, literal translation works. The literal translation has bad consequences, especially if it used between the languages which are dissimilar and like Arabic and English. Remarkably, literal translation could sometimes weaken, for the most part in the case of multi-word units like collocations and idioms. However, literal translation could work in rare case

The Impact of L1 Interference

like the case of multi-word units which can be exemplified. There are three ways in which this method could be applied: Word for Word Translation, One to One Literal Translation and Literal Translation of Meaning. The preferred of literal translation was one to one in which the fluency for target readers is quite important, Mental translation and why you shouldn't do it (2018).

1.5.1.1 Types of Literal Translation

a. Literal Translation of Meaning

This type of literal translation refers to the complete and accurate form of translation of meaning. This is why sometimes it is called Direct Translation. What is taken into consideration in this type of translation is; the figures of speech, word order as well as grammar. This method can be most sufficient among literal translations since it expresses different meanings in different texts, contexts and combination with other words, Mental translation and why you shouldn't do It (2018).

b. Word-for-Word Translation

In this type of literal translation words are translated individually. This is basically means that word for word translation is a technique that is based on using equivalent words in order to transfer the meaning of each and every word from the native language into the target language. This type of translation is a bit of uncertain way since it may disturb the meaning. Also, word for word translation is not taking into account as an appropriate translation practice because it tends to ignore the structural differences or words order, It also ignores the context of the target language. For example Arabic: "أكل علي الكعك" English: "ate Ali the cake" but the accurate translation it should be "Ali ate the cake" because in English language the verb comes after a noun Unlike Arabic language where the verb precedes the noun, the above word-for-word translation is incorrect, Mental translation and why you shouldn't do It (2018).

c. One-to-One Literal Translation

It is a more general and broad form of translation. In which each word or sentence is translated into identical word or sentence from the first language into the target language by keeping the same number, grammatical class and type of

The Impact of L1 Interference

language which means if there is a noun it will be translated into a noun, an adjective into an adjective and so on. It is the same for; proverbs, collocations, metaphors and idioms. For example; Arabic: *لسان طويل*, English: “long tongue” (but it actually means someone who is mean and abusive), Mental translation and why you shouldn't do It (2018).

1.6 Contrastive Analysis

Contrastive analysis as a concept was first coined by Robert Lado in 1957 as he explained that the teachers who compare between the native language of their learners and the target language to find the similarities and differences, have a higher chance in figuring out what are the problems that face their learners and can also teach the target language with the appropriate remedial work. (Lado cited in Silva, 2008). Contrastive analysis is a process that is based on comparing and contrasting between two languages systematically. In the former, both native and target language are compared in order to find the similarities they shared, whereas in the latter a contrast is made between the L1 and L2 to find out the differences between them. Furthermore, contrastive analysis bases its comparison and contrast either on a single aspect of language or many aspects. In addition to finding the similarities and differences, contrastive analysis can be useful in identifying the common features of particular languages and find the original families of these languages. However, in 1960 Chomsky criticized contrastive analysis' claims that the first language interference is not the only source of errors in learning a foreign language and by the end of the 1960's and the beginning of the 1970's contrastive analysis started to decline. Contrastive analysis has a psychological aspect that is based on behaviorist learning theory, and linguistic aspect which is based on structuralism, Ellis (as cited in Silva, 2008)

1.6.1 Procedure of Contrastive Analysis

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

- **Description:** providing a formal description of the two languages
- **Selection:** of certain items or aspects to compare and contrast such as the auxiliary system.

The Impact of L1 Interference

- **Comparison and contrast:** to identify the areas of similarities and differences.
- **Prediction:** to recognize which areas are expected to cause errors.

1.6.2 Levels of conducting a comparison and contrast

Trager (1949) indicates that there are two levels of conducting a comparison and a contrast in CA which are: micro linguistics level that deals with the abstract study of language systems like phonetics, syntax and morphology while ignoring the content and the meaning. Then there is the macro linguistics, which concern itself with meanings and language in use such as pragmatics, at this level the focus is on how human social systems and meaning function together.

1.6.3 Contrastive Analysis and Language Teaching

Contrastive analysis refers to a systematic comparison and contrast between the mother tongue and the target language in order to identify their similarities and especially differences which identify points of difficulties faced by learners that lead to interference. Krzeszowski (as cited in Johansson, 2008) suggested the following points which explain how CA can be used in language teaching to make the teaching materials more efficient. Describing and making a comparison between the source language and the target language.

- Predicting the points of difficulty based on the similarities and differences.
- Making a judgment after identifying the errors in order to provide a suitable feedback or a treatment.
- Developing teaching materials based on a scientific description of the similarities and differences between the elements first language and the target language in order to teach them properly

1.7 The Influence of Mother Tongue on English Writing

There is a general belief that when learning a second or a foreign language, the first language influences this process whether in writing or speaking. Given that the way of thinking diverse from one culture to another for example; Middle Eastern think differently from Westerns, the EFL teachers are the ones who suffer from this

The Impact of L1 Interference

problem because their job is to teach their learners how to be native like in speaking and writing and how to avoid first language inclusion at the same time. Also, since EFL teachers use writing as a method to test their learners' proficiency the impact of the mother tongue is shown in the written form. Rushidi (2009)

Moreover, EFL learners face many challenges in acquiring language skills, mainly writing skill due to the fact that there is a total difference between Arabic and English. It takes a lot of time and effort to become a competent EFL writer because writing is a complicated process, it is even more complicated to write in a foreign language. Recently language experts show more interest in studies related to writing, due to its importance in the both teaching and learning a language. Bazerman and Paradis (1991) both point out that when EFL learners think in their first language and then translate those thoughts or ideas literally into the target language causes them to commit errors.

EFL learners transfer many rules and structures from their mother tongue while writing in English because they feel trapped and the only way to continue with their writing tasks is to use their first language. Friedlander (as cited in Kheddabi, 2017) argue that whether it is good or bad, EFL writers will transfer strategies and skills from their first language to their second or foreign language. The rules and structures of composing a piece of writing differ since there is a difference in principles between languages and this difference leads to interference that results in poor written production. Blanchard (2004) describes writing in a foreign language as driving a car by saying that "just as the rules of driving differ from country to another, the conventions of writing may change from language to another." Kheddabi (2017)

It is important to distinguish between the linguistics errors and cultural variation between the first language speakers and the native speakers of the target language order to teach EFL learners writing in the most effective way. Because by understanding the difference, it will be easier for EFL teacher to instruct their learners on how to overcome and correct their linguistic errors in writing, how to think in English and avoid doing mental translation in order to improve their learning process and familiarize them with the language areas that may get in the way of their language learning, Ridha (2012)

Conclusion

This chapter offers helpful and brief ideas to be considered in order to carry out with this study because it explains how cross-linguistics influences EFL learners' productivity and how many EFL learners suffer to use the appropriate rules and structures of the foreign language. In addition, it shed light on the errors made by these learners that hinder them from mastering the writing skill. Linguists and researchers who show interest in this area or this field blamed the interference of the mother tongue for this failure because language transfer present a challenge in the teaching of foreign language for a long period of time. This chapter describe what transfer is all about, it identifies its types whether it is positive or negative, it also presents several theories of transfer that have been proposed by different views. Besides, this chapter differentiates between errors and mistakes, classifies two types of EFL learners' errors which are interlingual and intralingual. It also provides an insight into two important approaches in language transfer which are; errors analysis and contrastive analysis and explains mental translation in relation to interference. Furthermore, it wrap up with brief explanation regarding the influence of the mother tongue on English writing. The next chapter will be dedicated to writing skill in order to accomplish the purpose of this research since it is about the impact of L1 interference on EFL learners writing skill.

Chapter two

Writing Skill

Content

Introduction.....	29
2.1 Definitions.....	30
2.1.1 Writing.....	30
2.1.2 Writing skill.....	30
2.2 Background of teaching writing.....	31
2.2.1 Teaching writing.....	31
2.2.2 Problems in teaching writing.....	33
2.2.3 Reasons for teaching writing.....	33
2.3 Writing difficulties.....	34
2.4 The process of writing.....	35
2.5 main Approaches to teach writing.....	36
2.5.1 The process oriented approach.....	36
2.5.2 The product oriented approach.....	38
2.5.3 The genre approach.....	38
2.6 Common types of writing.....	39
2.6.1 Expository writing.....	40
2.6.2 Narrative writing.....	40
2.6.3 Persuasive writing.....	41
2.6.4 Descriptive writing.....	42
2.7 Factors affect writing skill.....	43
2.8 Effects of mother tongue on written English.....	44
2.9 Strategies to reduce the impact of L1 interference.....	45
Conclusion.....	46

Introduction

Mastering the four skills of the language is a requirement for learning any foreign language, therefore language teachers usually teach these language skills by following a systematic order which starts with listening, speaking, reading and then writing. Bacon (1605) asserts the significant of writing when he declares "writing makes an exact man" but even though the skill of writing holds an importance for language learners. It still represents them with some challenges especially if they are writing in a foreign language and not in their own native language. Moreover, writing is an essential instrument which enables learners to communicate with one another and express their thoughts, ideas and feelings in different written styles and forms. Writing cannot be acquired naturally in contrast to the other skills. Instead, it needs to be taught consciously and learnt through repetition and practicing, also while writing learners have different needs depending on their writing style, level, audience and purpose. Teaching writing has been a central element in the process of language learning and this interest led to the emergence of different approaches to develop and increase learners' level in writing and help teachers in choosing the most suitable one to present their lesson depending on their learners' needs. Therefore this chapter is willing to shed light on the writing in general while focusing on the main types of writing skill, the common approaches to teach writing in addition to the factors that affect writing and strategies to improve writing skill.

2.1 Definitions

2.1.1 Writing

Writing is used as an instrument to transfer messages from the writer to the reader. Hall (as cited in Helimi and Sellami, 2020) points out that writing are an aspirant and wordy skill, but a message comes through. As for Scholes and Comley (1985) they both referred to writing as a tool of communication and a way of collecting thoughts. White (1986) asserts that writing is a mean of thinking and not just public communication. McDonough and Shaw (1993) define writing as a private, individual and a solitary activity. Similarly, Gunn and Terasaki (1982) describe writing as a complicated language mode yet it is an essential component of the present world and that writing is efficient, enjoyable and necessary because it gives writers the pleasure and satisfaction of sending personal messages to readers, also in the composition of business application letters and resume, writing assumes profession and financial importance. From the researchers' opinions provided above, writing is generally viewed as a way of thinking, sending messages from the writer to the reader and a mean of communication that helps expressing ideas, attitudes and feelings.

2.1.2 Writing skill

Writing skills refer to essential and special abilities which make it easy to express messages and put ideas into meaningful words and which help writers and readers to cooperate together on an emotional and mental level. Different linguists provide various definitions for writing skill. Harmer (2007) refers to Writing skill as an essential part that needs to be acquired and developed because it is mainly used to practice language. To put it in another way, writing skill uses a series of symbols and letters to represent language in the form of texts. As for Elbow (1981) he views the writing skill as the ability of the writers to create and express by turning ideas into words. Writing is a product that is based on thinking, collecting, organizing then drafting ideas that require special skills before revising them at the end. All in all, writing skill refers is the writer's capacity of generating, organizing and putting ideas together, in addition to finding a way to express, communicate these ideas by turning them into words and sentences. The writer uses these productions to communicate something to the readers whether directly or indirectly and this skill works as a mean

Writing Skill

that helps learners express their minds through written language.

2.2 Background of Teaching Writing

In 1977 a movement called the writing across the curriculum defined writing as originating and creating a unique verbal construct that is graphically recorded, Emig (1977). Even though writing holds some importance of its own, language educators still ignored it and viewed it as “bête noire”. Hedge (2000) points out that writing entails different techniques and activities, some of these activities include: setting goals, generating ideas, organizing information, selecting appropriate language and making a draft which requires reading, reviewing, editing and revising. For foreign language writers the process of writing is a complex one and it is neither easy nor spontaneous and involves the outcome of structured, unified and systematic procedures. Davis and Widdowson (1974) identifies three vital main stages included in the process of writing which are: manipulating, structure and communication.

Broughton (1980) considered writing process to be both social and individual or more precisely public and private because even though writing is by nature a solitary act what makes it public is that is directed towards an audience. There are many reasons why foreign language teachers need to teach writing and some of these reasons are: providing students with efficient and appropriate ways to finish their writing tasks, answering essay quotation comments, writing different genres (letters, stories, and reports). It also raises students’ awareness of writing’s special conventions such as punctuations and paragraph structures.

2.2.1 Teaching writing

A review of the history of teaching second and foreign language revealed that teaching is an old profession, however; teaching writing in a second or a foreign language is something new that received less attention and it was not until 20 or 30 years ago that it started to gain popularity among language educators who made serious efforts to study foreign language writing. Classes of foreign language mainly focused on studying lexicon and grammar because at that time students were not expected to communicate neither orally nor in the written form they only learn foreign language in order to read literature and benefit from the academic development, (Richards and Rogers, 2001).

Writing Skill

In the 1950's, audio lingual method dominated the classes of EFL which main focus was to reach oral proficiency. As for writing it was known as the poorly understood and neglected skill, (Terry, 1989). The reason why writing was under looked as a skill and not given much attention is because teachers believed that language is most important in its oral form rather than its written one and they viewed writing as a mean of reinforcing and combining language patterns, (Fujieda, 2006). Consequently, when writing was first included in the curriculum of foreign language the emphasis was on the acquisition of language patterns and structures while ignoring the understanding of words.

During the 1960's, there was a need to provide a number of non native students with good writing skill in order to achieve success in their education. At this point the writing teachers noticed that the written production of L1 learners is different from the written production of L2 learners, so those teachers begun to develop teaching English language beyond the writing skill. Afterwards, non native students were provided by language training by introducing writing to English programs. Moreover; writing started to become largely valued in every discipline, gained importance and was considered fundamental in the context of foreign language teaching, (Teaching of writing, 1994).

In the late 1970's and the early 1980's, EFL learners need to write an extensive discourse in the target language increased so as a result the classes of teaching English as foreign language developed more writing activities which aspire to make learners participate more and richen their writing experience. Writing in EFL witnessed major changes as the focus shifted from the written product to discovering the meaning was (Zamel, 1982). At this point the process of writing was classified into three stages which are planning, formulating and revising; these stages can be found in the very recent EFL studies as well as first language teaching.

Teaching writing was abandoned in the classes of EFL teaching for many years because all the attention was directed towards speaking, however; writing started to rise into the surface and gain attention from the 1950s until the 1990s because writers started to realize the social goals of writing. Language instructors developed a number of approaches to teach writing at that time which facilitates the teachers' job of assessing the syllabus and giving learners feedback during the writing session,

Writing Skill

also it helps them decide which approach is more appropriate to apply to finish writing tasks inside and outside classroom.

2.2.2 Problems in Teaching Writing

For some learners, the writing skill is needed less in comparison to other skills. Many because they tend to believe that writing is not that important in their learning process and teachers are more likely not to focus on it because to them it is uninteresting and difficult to teach. As it is mentioned, the writing skill is difficult task to teach especially its grammatical, rhetorical, conceptual and judgmental elements. Iftani (2016) has identified a collection of necessary components that are needed in writing process which are:

- **Language use:** refers to learners being able to write sentences that are appropriate and grammatically correct.
- **Mechanical skill:** is the ability to use the proper rules of writing such as spelling and punctuation.
- **Treatment of content:** refers to learners' ability of deleting all the unnecessary details and being creative and able to expand their thoughts.
- **Stylistic skills:** having the ability to use language effectively by controlling sentences and paragraphs and manipulate them when it is needed
- **Judgment skills:** ability to write in a suitable way while having a particular audience and purpose in mind and being capable of selecting, organizing and ordering important information.

2.2.3 Reasons for Teaching Writing

For many EFL learners, learning to speak a foreign language can be achieved without the need to learn how to write in it because for those learners writing is the underused skill in which they are least proficient. According to Arnold and Harmer (1978), Writing is considered as an underrated skill which is not easy to acquire, however; it still serves a range of pedagogical purposes as listed below:

The introduction and practice of some forms of writing tasks enables EFL writers to benefit from different learning styles and need. For some learners, they find it safer to acquire a language by practicing through both reading and writing together because oral practice alone is not enough to achieve their goals in language learning

Writing Skill

for this type of students writing makes them feel relaxed and at ease since it works as an aid to retention.

Written work serves as a concrete proof that language learning process is witnessing development and that learners are making some progress. Even though writing is not the only guide of their achievement, but once again it fits a psychological need.

Learning a foreign language through the exposure to more than one medium seems to be more efficient than relying on only single medium alone especially if the skills are included appropriately. There are various chances for activities that can successfully integrate skills even at the elementary level.

Writing boosts the amount of language contact through practices that can be set out of the class. It also gives both learners and teacher a time to relax by providing tasks and activities which break the tension of oral work.

All in all, Writing is usually required for formal and informal testing. Even though oral tests should be used to assess learners oral skill, sometimes written tests can be used during the oral sessions due to different circumstances such as; time and number of participants. Also written tests may be suitable to use while performing oral tasks. For example, taking notes while listening.

2.3 Writing Difficulties

Writing is considered a difficult activity for most people, both in the mother tongue and in a foreign language. Byrne (1979) has identified three problems which make the writing a difficult process and these problems are: psychological, linguistic and cognitive although sometimes they can overlap to some extent.

- **Psychological difficulties:** unlike speaking that is a normal and natural tool of communication in which speakers are familiar with having someone who is present physically when we use language and getting some kind of feedback, Writing, on the other hand, is fundamentally an individual activity where writers are asked to write on their own, without given the opportunity to benefit from appropriate feedback or to interact this result in high stress level that makes act of writing difficult.

Writing Skill

- **Linguistic difficulties:** Oral communication is a process that is persistent through interaction apart from particular conditions like presenting a lecture where the participants help to keep it going. In contrast to speaking which is habitually a natural and spontaneous process where inaccurate and ungrammatical sentences may not be seen or pass unnoticed, writers face more pressure when it comes to the linguistic features of their written production because they need to pay attention and be aware of sentences structure, words order or connecting sentences. The latter is maintained through the process of interaction.
- **Cognitive difficulties:** human beings grow up learning how to speak and since they spend much time doing it, they tend to speak without much conscious thinking or effort. Usually people talk about things that are interesting and related to their social and professional life. On the other hand, writing is learnt through a collection of instructions which involve being competent in different writing styles and mastering some structures which are significant for efficient writing but may not be used in speech or rarely used. Moreover, writers should be aware of how to manage their thoughts in order to be understood by readers who may be absent or unknown to them as writers.

Finally, sometimes writing could be a task that is imposed on writers by different circumstances, as result it may cause psychological effects; also it may possibly cause problems concerning the content, what to say or even losing ideas and suffering from a writer block.

2.4The Process of Writing

Richards (2002) identified four fundamental stages involve in the process of teaching writing and these stages are: planning, drafting, editing final drafts.

- **Planning:** Richards (2002)) argues that before starting to write, qualified writers plan what they are going to write and decide what it is they are going to say. This process is known as planning which involve making either some jotted words or detailed notes, however; other writers primarily plan what they are going to write in their heads so they do not need to write down any notes.
- **Drafting:** Richards (2002) states that a draft refers to the first edition of a piece of writing. This step is often done based on the assumption that it will be adjust and

Writing Skill

modified later on. On their way to the final version, writers may produce few drafts and then the writing process proceeds into editing.

- **Editing:** editing refers to the process of concentration in order to correct, organize and modify a piece of writing. This process intends to create an accurate, reliable, precise and complete work, (Richards, 2002). The editing could either be done by the writer himself or it could be done through collaboration between the writer and the editor, (Reuters and Naobumi, n.d).
- **Monitoring:** is the procedure that help the writers responding to the requirements of the task by allowing them to move through processes. According to Flower and Hayes (1980) how the process of monitoring works is that after producing a draft, the writer starts to read in order to identify what is acceptable and what is not because sometimes when a piece of writing is vague and confusing it does not work well, so the writer tries to fix it by using alternative vocabulary, rewrite the introduction or even change the word order. Moreover; expert writers prioritize the meaning and structure over features such as grammatical proficiency or word order. Even though these two features are significant, they are often dealt with later in the process. During the process of monitoring writers usually receive some help from either the editors or the readers who read and check the written production carefully for a period of time in order to discover if there is something wrong about it and then comment and make suggestions which result in assisting the author to make the proper remedial reviews, (Flower and Hayes, 1980).
- **Final Version:** writers present their final version after editing their first draft and make the necessary changes. This final version could be different from what the writer has done during the processes of planning and first draft due to the changes that happened during the editing process. At this point the writers are now all set to send the written text to its intended audience. The process can be diagram as follows: Planning → drafting → editing → final draft, (Flower and Hayes, 1980).

2.5 Main approaches to teach writing

Foreign language teachers use different types of approaches to teach writing and these approaches depend on the EFL, their needs, style and learning objectives. Some of these approaches include; the product, process and genre approaches.

2.5.1 The Product Approach

Focused approach and prose model approach are both terms that refer to the product oriented approach which is based upon the final version of the learners' product. This approach prioritize classroom activities in which students are required to transform, copy and imitate texts and models provided by the teachers. For the most part, the product approach put its focus on the model texts and works on raising the learners' awareness of the texts. The product approach evaluates learners' work which involves both their strengths and weaknesses by analyzing their writing on other words; precision and accuracy are the fundamental interest and the center of this approach. Before learners reach their final draft, Product oriented approach aims at making them feels comfortable and familiar with the rules of writing through a model, (Nemouchi, 2010). Helping learners mastering the linguistic features of texts is what this approach mainly focuses on while ignoring the hidden meanings. Its attention is directed towards the accurate structure of language and form of texts. (Hyland, 2003)

Hyland (2003) listed four steps included in the product approach which are mentioned bellow:

- **Familiarization:** learners become acquainted with new vocabulary and particular grammar rules usually through a text.
- **Controlled writing:** using replacement tables, learners develop an ability to control and manipulate fixed patterns.
- **Guided writing:** learners copy model texts and then reproduce them.
- **Free writing:** using the patterns they already developed, learners start to write an essay letter, and so forth independently and with more freedom.

The steps listed above are significant and learners should follow them to achieve successful writing. In the first step teacher provide the learners with specific texts that will help them learn some new vocabulary and grammar. In addition, the second step is where learners are linked with the task by giving them an unfinished text, and ask them to apply the patterns they learned earlier to add the missing sentences. When it comes to the third step the teacher gives his learners a model then ask them to write a piece of writing through the imitation of their teacher's mode. Finally, learners start to have more and more freedom and control over what they write, (Hyland, 2003)

2.5.2 The Process Oriented Approach

Writing is a process which requires a sequence of steps that writers go through to reach the final product. As reaction to the domination of the process approach, the process approach start rising between the late 1960s and the early 1970s. Unlike the product approach which is concerned with the final product, the process approach is more focused on the steps that lead to the act of writing. The ultimate aim of this approach is meeting learners' needs for writing by making them conscious about the stages included in the process of writing and expands their control over the cognitive strategies involved in writing. Before starting to write the teacher needs to help his learners to develop practical strategies which are, collecting ideas, planning goals, drafting, organizing, revising and then writing. These strategies lay seem a bit difficult; however, learners need to apply them in order to produce a good piece of writing, (Brown, 1989)

As for Silva (1993), he talks about how learners need to select their topic first then collect information and generate ideas while and planning the structure and focusing on the procedure. In other words, if the learners want to communicate their ideas and express themselves successfully they should generate and plan their ideas, draft and redraft their papers while taking into account the audience and the purpose of writing.

Furthermore, instead of evaluating the learners, teachers should play the role of facilitators to guide learners and help them develop those strategies easily. For this reason, the process approach is considered supportive and encouraging approach that helps both teachers and learners to have more meaningful interaction and have a purpose in their mind while writing. Why do we write? And to whom do we write? Are the important questions to ask before start writing? Additionally, encouraging learner to start thinking and brainstorming ideas is also important because it makes them aware of how to start writing. Another essential point here that helps learners to learn new vocabulary and grammar is allowing a good period of time for the process as well as providing a feedback. The explanation provided above shows that the process writing is a way to create, learn and expand meaning, (Tsui, 1996).

2.5.3 The Genre Approach

Genre approach is a development and expansion of the product oriented approach. As the name suggests, genre approach mostly concerned with teaching writing types that learners need to master and have a control over so they can do well in particular situations. According to Patridge (2004) genre approach's definitive goal is to connect learners with a particular genre in order to succeed in a particular task or text. The Oxford dictionary (1991) uses the terms "style or kind" to refer to genre which means that each text expresses a purpose of its own. For example, writing genre may include newspapers, formal documents, legal documents and medical papers, (Harmer and Hedge, 2001).

Furthermore, learners start analyzing the lexical and grammatical characteristics of texts of particular genres that they have been supplied with by their teacher. After analyzing the characteristics they start to control them in order to construct their own texts that meet the conditions of each genre. To give an example, a teacher might ask his learners to write a complaining letter but before they start writing it he needs to provide them with a copy of this letter as reference so they become familiar with the vocabulary and grammatical structure associated with this genre. After that they will be able to use what they have seen to create their own equal texts. Harmer (as cited in Kheddabi, 2017) states that; "writing is conceived as a form of reproduction rather than as a creative act. At an early stage, students imitate certain genre to get control over its rules. Later at an advanced level, students are free to decide what to do with the data they have collected".

The genre approach mainly aspires to boost learners' awareness of the conventions of particular writing genre and it mirrors a particular purpose of a social situation and permits learners to consciously develop writing skills through imitating and analyzing every writing genre, (Badger and White, 2001)

2.6 Common types of writing

When writers focus on the purpose of their writing they will achieve a successful piece of writing whether they are writing notes, fiction, essays, articles, business materials, or letters. Even though there are numerous reasons why writers let their pen hit the paper, there are really only four main types of writing which are the most common among writers and every one of these types has its own aim that needs

Writing Skill

different writing skills and these types are: expository, narrative, persuasive and descriptive.

2.6.1 Expository writing

Expository writing refers to a style of writing that is based on that revealing facts and presents them accurately. To put it in another way, instead of entertaining or trying to convince the readers, this type of writing aims at providing a precise and factual explanation to keeps its readers educated. Expository writing includes the following: medical documents, a news report or government papers. The main objective of expository writing is providing facts in an objective manner to inform its reader and keep them update about the world around them, (Kramer, 2021).

According to Kramer (2021), here is what expository writing is about:

- Being factual
- Being presented in a systematic, organized and logical format
- Being Objective
- Being obvious about its intention and purpose

And here is what expository writing is not about:

- The writer' point of view
- convincing the readers attempting to shape their perspective and change their mind
- being biased
- presenting the content in unconventional way

2.6.2 Narrative writing

Narrative Writing refers to a type of writing that builds its foundation on storytelling by giving out what kind of obstacles that a particular character is facing or what that character is going through (adventures, problems, troubles and so on). Movies, jokes,

Writing Skill

fairytale and essays are all forms in which narrative writing can be presented. It consists of five elements which are: character, plot, setting, conflict, emotions and the core message. To tell a story using this type of writing, writers tend to use storyteller style, a point of view, put the events in a chronological order, (what is narrative writing, 2021).

Narrative writing covers the writer's intention, tone, voice, words choice and structure. Teacher can give his learners Narrative writing assignments such as personal stories to fiction or even stories that use a particular character from a book that learners love. For example, a student could pick one of the side characters in Harry Potter book series and uses his or her imagination to write a whole story about that character. As it is indicated above narrative writing includes multiple elements that are needed to deliver a good story, Kramer (2021):

- **A theme:** refers to the core message that the narrator wants to deliver
- **A main character:** the protagonist that need to be well defined by mentioning its personal qualities
- **Side characters:** not necessary for a story to have a side characters but if it does these character could be on the protagonist side or against him
- **A setting:** refers to time and place
- **narrative elements:** such as dialogue, description or action
- **Vocabulary:** words choice depends on what the writer wants to convey the reader

1.6.3 Persuasive writing

Persuasive writing refers to a type of writing that writers use as a method to compel the readers, change their mind and convince them to believe that the point view of the writers is the one that is correct and true. In this type of writing, writers could make a use of their logic, personal experience or manipulate emotions and impact the readers by using forceful manipulative and controlling speech. In contrast to other types of writing, Persuasive writing is built upon various strategies and methods because

Writing Skill

informing is not enough in persuasive writing, writers should be able to make the readers believe that their way of thinking is unsurpassed.

Persuasive writing tends to convince the reader to agree with the writers' opinions unlike other types of writing that only entertain or share information. Persuasive argumentative writing are related to some extent, since the two of them use logical argument to talk about serious problems and try to come up with a decisive declaration. The core difference between argumentative and persuasive writing is that argumentative writing deals with accurate facts while persuasive writing pays more attention to emotions and personal experience and appeal to emotions. Moreover, argumentative writing highlights both sides of the problem while the center attention of persuasive writing is the writer's opinion. Persuasive writing uses informal language and relaxed tone as for its method, this type of writing aims at constructing the relationship between both the writer and the reader that is friendly, personal and intimate, Konya (2021).

2.6.4 Descriptive writing

Descriptive writing is a type of writing that writers use to portray places, scenes and people in details and in the most precise way. The objective of descriptive writing is to throw the readers into the experience even though they were not there. When writers are trying to accomplish a successful piece of descriptive writing style, they tend to think of it as painting but instead of using colors they use words. Writers try to craft bright and colorful descriptions in order to help the reader truly imagine the subject in their minds, by using all the five senses; smell, sight, touch, taste and hearing. They also try to evoke the reader's mind and emotions that are difficult to capture with physical labels or captions by applying simile and metaphor. But using these techniques, writers lift up their writing and turn into other type of writing that readers relate to on a higher level, Kramer (2021).

According to Traffis (2021), descriptive writing is not just about adding beauty to the story but instead is more about:

- Making the readers feels like they are part of the scene being described.
- Setting up the tone of the story and it can also develop it or modify it

Writing Skill

- Describing something that was not expected or incorporate something that is surprising to get the readers' attention and keep them on their toes
- Giving the readers a chance to dive into the characters inner state.

Descriptive writing is a creative type of writing that is often used hand in hand with narrative writing to construct a particular scene and setting. It is based on getting the reader be emotionally involved describing a particular situation on a deeper level.

2.7 Factors Affecting Writing Skill

Writing is a difficult skill to attain in the mother language and it is even more difficult trying to attain it in a foreign language. Since EFL learners find it very hard to finish a piece of writing in the target language, foreign language teachers cannot expect their learners to be perfect or to be native like otherwise they will be having nonrealistic expectations.

Tom and Elis (1990) point out that foreign language learners could not write in English language accurately unless they mastered the structures that makes up the target language. However, sometimes learners are faced with factors that could influence their process of achieving proficient writing skill in the target language and some of these factors are:

- Over generalization of rules, learners lack of experience in addition to their little exposure to written work in the target language impact the their development of writing skill.
- The diversity inside the Classroom situation where there are a lot of individual differences such as age, gender, IQ level and cognitive development, all of these differences play a big role in writing performance.
- To be efficient in writing, learners have to do a lot of practice because the lack of practice can cause learners to forget lexical and grammatical items which results in errors.
- The environment also plays a role in learners' competence of the target language writing. In view of the study, learners are exposed to a society where their mother

Writing Skill

tongue is used the most unlike the target language where they only encounter in the classroom and rarely practice it or use outside.

Some errors in English writing reflect the heavy use of the mother tongue .If the learners are not careful these errors may become permanent and turn into a habit and part of their process of acquiring the writing skill. In order for effective writing to take a place there is a great need for motivation. Sometimes learners can be careless or do not pay much attention so they end up making unnecessary errors. Therefore, teachers should try as much as possible to develop better strategies of teaching which aim at making their learners competent writers.

2.8 Effects of Mother Tongue on Written English

It is quite difficult to separate the mother tongue from the foreign language. Therefore learners tend to transfer some linguistic structures of their mother tongue and translate them directly in written English because EFL learners are already familiar with their mother tongue. In view of this study, learners have a great grip of Arabic and in trying to teach them English problems are expected to arise.

The first language interference may not be the only reason why errors take place but still it should be treated with great care. The behaviorists such as; Pavlov, Skinner, Thorndike, and Watson say that since language acquisition is first habit formation, mother tongue interference ought to occur while learners are trying to learn new language. The lexical structures of English are quite different from those of the mother tongue and learners always try to make direct translations from those structures into English language. However, it should be known that there is a need to be familiar with a language and develop it despite the fear of interference and there must be factors that lead to development of mother tongue or any other language, (Venice, 2013).

Lennerberg (1967) argues that language whether the first or the foreign one, it does not develop in an emptiness or vacuum. The most extreme or innate view about language development assign an important role to the environmental factors while it is assumed that children have an innate capacity to acquire a language. It is also assumed that there exist at various basic factors which contribute to success of the first or second language. One of these factors is the accessibility of the learners to the

Writing Skill

social environment in which the language is used. In view of the study, the learners are sampled from their social environment where Arabic is most spoken. However foreign language learners only use the target language educational or occupational purposes in the future. Therefore, learners of English in this study use it in the classroom situation most of the time which is quite different from their immediate environment. It is therefore most likely that the learners will use Arabic more as compared to English and at the end this will affect their language writing. Watt (as cited in Vernice, 2013) indicates that lasting mistakes of errors occur due to some inborn issues in the new language transmission from mother tongue and exposure in the environment.

2.9 Strategies to reduce the impact of L1 interference

The complete avoidance of the impact that the L1 interference has on the writing skill is not possible; however, EFL learners could use some techniques and follow some strategies in order to diminish this impact. These strategies have been identified by Tavares (2017) and it includes the following:

- Exposing the students to the target language culture such as watching movies, listening to music may help.
- Making a comparison between the native language of the students and the target language using contrastive analysis.
- Reading authentic text more often.
- Keep a diary in English and practice writing daily.
- Teachers should analyze their students' errors and provide them with the proper remedial work.
- Keep an English- English dictionary.
- After writing ask the teacher for a feedback on your spelling, punctuation, grammar and sentences structure.

Writing Skill

- Introducing the students to into the linguistic and cultural settings of the target language

Conclusion

From the explanation provided above, writing is considered a task that is complex and difficult. Writing required both teachers and learners to have some essential information and knowledge that would strengthen and ease the learning process of the writing skill. Also learners should be aware of the basic academic principle of writing in order to be competent and master this skill. By being competent in writing, learners will be able to develop and progress the practical stage that shows their abilities and efforts. Moreover, the teacher has a significant role in escalating the level of his learners applying some strategies that help these learners to achieve a successful piece of writing. Furthermore, EFL teachers need to pay attention to the way they introduce the writing skill to their learners.

This chapter sheds light on writing as a skill by providing background information about the rise of teaching writing, why it is important to teach writing and why it is difficult to teach it. It also focuses on the steps involved in the process of writing, the main approaches used by teachers to teach writing and the common types of writing. At the end it provides the factors that affect the writing skill and how the mother tongue impacts writing in the English language.

Chapter Three

Methodology and Results

Content

Introduction	49
3.1 Methodology	49
3.2 Research Instrument	50
3.3 Population	50
3.4 Students' Questionnaire	50
3.5 Teachers' interview	59
3.5.1 Analysis of teachers' responses	59
3.5.2 Results of Teachers' interview	63
3.6 Interpretation and findings	65
Conclusion	66

Introduction

This dissertation focuses on studying the phenomenon of first language interference and how this interference could be a source of errors made by second year LMD students of English at Mohamed Khaider University while developing their writing skill. The two previous chapters dealt with the impact of L1 interference and writing skill. Now, like any research design the following step includes moving towards the practical part to make sure this thesis has more reliability and credibility. This dissertation is based on the quantitative method and this chapter is separated into two main parts; the first one provides a comprehensive explanation of the research methodology, research instruments, and population. As for the second one it is concerned with the analyzing the data collected through students' questionnaire and teachers' interview. The current study aspire to investigate what kind of impact that EFL learners' native language interference has on their English written production and explain why these learners tend to use their mother tongue while developing their writing skill. This chapter is presented as an empirical verification to show that first language interference might be a source of the problem that hinder second year LMD students of English from mastering writing skill in the target language in order to prove the hypothesis that indicates that L1 interference (Arabic) could have an impact on EFL learners writing skill.

3.1 Methodology

This study is a descriptive one that adopts the quantitative method in order to answer the research questions and accomplish the purpose of the research, this method was introduced through a questionnaire that was administered by hand to a sample that was selected randomly, which includes 30 second year LMD students of English, and an interview that was also handed by hand to 5 teachers of written expression. The nature of this topic justifies the choice of this method because this study entails a need for a description and analysis of the first language interference and its impact on the writing skill of EFL learners.

3.2 Research Instruments

Both teachers' and students' point of view is significant to this study that is why it is necessary to gather their opinions about the interference of the mother tongue on the written production of EFL learners. Their visions are very essential to the development of EFL classes where learners are aware of the interference of their mother tongue and competent enough when it comes to their writing skill. Therefore two research instruments were used; the first one is a questionnaire that is targeted towards second year LMD students of English and the second one is an interview that is addressed to teachers of written expression. These two tools are appropriate to collect accurate data that help in identifying the point of view of both teachers and students as well as confirming the hypothesis.

3.3 Population

In order to obtain the necessary information regarding the problem of mother tongue interference and its impact on the writing skill of second year students of English at Mohamed kheider university of Biskra, a group of 30 students were chosen out of a population of total 255 students during the academic year 2021/2022. The sample including 7 male and 23 female, aged between 18 to 25 years old, all of them are native Arabic speakers. The sample was based on the consideration that; the majority of second year students face the same difficulties of mother tongue interference in writing English compositions; most of them are weak in writing. Thus, the result can be as significant as possible. Furthermore, five teachers were drawn into the sample, all of them teach written expression for second year students. They are experienced teachers in tutoring written expression course; consequently, consulting their views and perspectives concerning the subject matter (the impact of the mother tongue on writing skill) could be of a great value to the this study.

3.4 Students' questionnaire

The design of this questionnaire was made according to the literature review provided in the two previous chapters of the present dissertation. The initial draft of the questionnaire was submitted first to an expert (the supervisor of this study) for piloting and in order to check its validity. Afterwards, the questionnaire was corrected and redesigned twice before it was handed over to the chosen sample. Finally, the last

Field of Investigation

correct version of the questionnaire was submitted to second year students by hand during a regular session of written expression. It consists of 21 questions; the majority of them are close-ended where students are asked to tick the correct answer. In addition, it also includes few open ended questions where the students are invited to give a justifications, alternatives or explanations. The students were incredibly helpful in this operation, they did not face any obstacles or difficulties understanding or answering the questions. The questionnaire is separated into three main sections as follow:

a. Background Information

This section includes group of questions concerning the background information, the first and second questions are about students' gender and age. Concerning the three last questions are about how these students ended up choosing English as a branch of study at the University, the purpose behind their choice, in addition to their opinions on their level in mastering English language.

b. Writing skill

This section seeks information about learning the writing skill. It includes nine questions to investigate some aspect of writing with the aim of extracting the students' view about the writing skill. Students were asked; how often do they read books, if they find the module of written expression interesting, their opinion about their English production, if they ever face difficulties while writing, how do they handle these difficulties and times of practicing writing.

c. The L1 interference

The last section consists of nine questions; it deals with the influence of the mother tongue on English writing. The first question aims at finding out if the students are familiar with the term "language interference". Furthermore, students were asked whether they think in Arabic when they write in English, or translate their ideas from Arabic to English. In addition to that, the last couple of questions intend to find out whether the students think that their mother tongue impacts their writing and if so what kind of impact is that.

Section one: Background information

Field of Investigation

Item 01: Would you please specify your gender?

Gender	Male	Female
Frequency	23%	77%

Table 01: Learners' Gender

It is observed that the majority of the informants are females. They are 23 that represent 77% from the whole population, whereas only 7 males participated in this study and represent 23% these rates indicate that the population is mostly composed of females especially in foreign language learning.

Item 02: Your age is between

Age	18_21	22_25	More than 25
Frequency	83%	17%	0%

Table 02: Learners' Age

The results of this questionnaire indicate that 83% of the second year students' age is between 18 and 21 years old, whereas only 17% of them are between 21 and 25 years old. This results show that the majority of learners are around the same age group.

Item 03: Whose choice was to learn English at university?

Options	Personal choice	Parents' choice	Imposed	Someone's recommendation
Percentage	87%	3%	7%	3%

Table 03: Choice of English as a specialty

When it comes to the purpose of why these students choose to study English, 87% of them choose English as their specialty by themselves because their desire to study this language (personal choice), 3 %was their parents' choice, 7% were imposed to choose English and the last 3% said they that English was someone's recommendation.

Item 04: If it was your choice, why did you decide to learn English?

Field of Investigation

Options	Apply for a job	Travel	Universal language	others
Frequency	50%	15%	35%	0%

Table 04: Reasons behind choosing English as specialty

26 students out of 30 who said that English was their own personal choice gave the purposes behind their choice; 50% said they are learning English in order to get a job, 35% because it is a universal language and 15% to travel around the world. These statistics show that the majority of students choose to learn English because they have a specific purpose in mind and not just randomly.

Item 05: How do you evaluate your English learning proficiency?

Level	Good	Average	Very good	Poor	Excellent
Frequency	67%	13%	10%	7%	3%

Table 05: Learners' level in English

Based on the results shown in the table above, it can be deduced that the students are motivated to learn English. It is noticed that 67% of the students believe that they have good level in English, 13% of them think that they have an average level, 10% said that they have a very good level, 7% believe that their level is poor, against just 3% who point out that their level is excellent.

Section two: Learners' view on writing skill

Item 06: Do you enjoy writing?

Options	Yes	No
Frequency	67%	33%

Table 06: Learners' motivation to learn written expression

The table shows that 67% of the students enjoy writing, in contrast to the 33% who indicate that they do not like or enjoy writing.

Item 07: Do you find the module of written expression interesting?

Field of Investigation

Options	Yes	No
Frequency	77%	23%

Table 07: Learners' interest in the module of written expression

The table shows that 77% of the students find the module written expression interesting. Meaning that, the students are aware of the importance of the writing skill. Whereas 23% point out that the module of the written expression is not interesting.

Item 08: How often do you read?

Frequency	Always	Rarely	Never
Frequency	13%	74%	13%

Table 08: frequency of reading in FL

This investigation is about the reading frequency among participants. From the results shown in table, 13% of the students always read books, and 74% of them do read but rarely; whereas 13% never read.

Item 09: How often do you practice writing?

Frequency	Daily	Sometimes	Never
Frequency	3%	87%	10%

Table 09: frequency of practicing writing in FL

The table above reveals that 87% of the participants indicate that they sometimes practice writing. On the other hand, 3% of them said that they practice writing daily unlike the 10% who pointed out that they never practice writing.

Item 10: What do you think are the frequent causes that may turn the learners into the source of the writing difficulties?

Level	Good	Average	Below average
Frequency	33%	60%	7%

Table 10: Learners' level in English written production

The responses of the informants revealed that 60% of them believe that their level of English written production is average, whereas 33% of them said that their level is good, as for the rest 7% they indicate that their level is below average.

Item 11: Do you face difficulties while writing in English?

Options	Yes	No
Frequency	77%	23%

Table 11: Writing difficulties

Students were asked if they ever face difficulties while they are writing in English, 77% of them said that they face difficulties, which is a significant result, as for the other 23% they indicates that they have no problem practicing writing because they do not face any difficulties. So it is noticed that most second year LMD students face some obstacles while writing in English due to these difficulties.

Item 12: If yes, what kind of difficulties do you usually face?

Options	Frequency
Inability to organize ideas	0%
Inability to think in English	70%
Lack of language competence	27%
Others	3%

Table 12: Kind of difficulties learners face when writing in FL

23 out of 30 students who indicate that they face writing difficulties point out few kinds of the challenges that they face while writing in English. The majority of them with a percentage of 70% said that they have problem thinking in English while 27% referred to the lack of language competence as one of these difficulties and only 3% gave other kinds of difficulties.

Item 13: What do you do when facing difficulties in writing?

Field of Investigation

Options	Frequency
Repeat the task multiple times	10%
Ask the teacher for an explanation in Arabic	10%
Use English_ English dictionary	57%
Use English_ Arabic dictionary	23%
Others	0%

Table 13: Learners' opinion on writing difficulties

The results show that a significant amount of the participants with a percentage of 57% use the English_ Arabic dictionary as reference when they do not understand certain words or expressions because maybe they are not familiar with these words. However 23% of them tend to use English_ English dictionary which shows that they are capable of dealing with L2. 10% of them rely on the teachers' explanation in their mother tongue (Arabic) and the last 10% prefer to repeat the task multiple times by themselves.

Section three: Learners' view on language interference

Item 14: in your opinion, what does the term "language transfer" refers to?

Options	a	b	c	d
Frequency	23%	27%	17%	33%

Table 14: learners' opinion on the term "Language interference"

In order to see if the Students are familiar with the term "Language interference", they were provided with various definitions (a, b, c, d) and asked to pick one of the choices that they believe define the term mentioned previously. 27% think that the term "language interference" refers to the use of the differences between L1 and L2, 23% of them believe it is the use of the similarities between the two language, whereas 17% refers to language interference as the application of knowledge from L1 to L2 as for the rest who represent 33% they said that all the definitions provided can refer to "language interference". These results show that there is a small amount of second year

Field of Investigation

students who are familiar with the expression “language interference”.

Item 15: How often does your teacher uses the first language while explaining or presenting a lesson?

frequency	Always	Sometimes	Rarely	Never
Frequency	10%	50%	40%	0%

Table 15: The frequency of using L1 by the teacher

The table above shows 50% of the students said that their teacher sometimes tends to use the first language inside the classroom in order to explain a lesson, whereas 40% indicate that that using L1 by their teacher happens rarely, only 10% point out that use of the first language always take a place while presenting a lesson by their teacher and 0% said it never happens. These outcomes demonstrate that using the Arabic language by English teachers while explaining or presenting a lesson to second year students is common act.

Item 16: Does your teacher encourage you to use the first language inside the classroom?

Options	Yes	No
Frequency	40%	60%

Table 16: Teachers’ permission to use L1 in the classroom

Students were asked if their teachers encourage them to use their first language (Arabic) in the classroom and 60% of them said no, meaning that these teachers are aware about the negative impact that the mother tongue may have on learning English as a foreign language. While 40% indicate that their teacher does encourage them to use the L1 inside the classroom perhaps because their teachers believe that the use of the mother tongue creates a relaxed and positive classroom environment.

Item 17: When you are writing in English, what do you think the reasons are behind the interference of your first language?

Field of Investigation

Reasons behind L1 interference	Frequency
Lack of vocabulary	37%
Lack of grammar rules	16%
The use of mother tongue inside the classroom	27%
All of the above	20%
Others	0%

Table 17: Reasons behind L1 interference

Second year students were asked if they can identify the causes that may lead to the first language interference by choosing from the reasons provided in this questionnaire or give their own reasons. 37% of the students indicate that the lack of vocabulary could be a reason for L1 interference, another reason that 27% referred to is the use of L1 in the classroom, lack of grammar rules was selected by 16% of the students while 20% of them point out that all the choices provided are reasons why L1 interference tend to occurs. So the lack of vocabulary and the use of L1 could be two major reasons why language interference takes a place.

Item 18: What do you do when you face some obstacles while writing in English?

Options	Frequency
Think in Arabic and write in English	67%
Think in English and write in English	33%

Table 18: Thinking in Arabic to write English production

The findings show that 67% of students think in Arabic when writing in English, because they expect that the use of this method could be beneficial to write a good composition. While 33 reported that they think in English, it means that the students are capable of expressing themselves in English without referring to their mother tongue.

Item 19: What do you do when you face some obstacles while writing in English?

Field of Investigation

Options	Frequency
Asking the teacher for explanation in L1	40%
Looking for explanation in L2	27%
Use the rules and structures of L1 as a reference	33%
Others	0%

Table 19: learners' reaction to facing obstacles in English writing

Students were asked what they would do if they ever face some obstacles while writing in English, 40% of them said they would prefer their teacher to provide an explanation in Arabic which shows that these students are more comfortable when their first language is involved in their learning process, on the other hand 33% of them would rather use the rules and structure of their L1 as reference, as for the rest 27% they choose to look for an explanation in L2 which illustrate that they are contented using the target language.

Item 20: Do you think that your first language influences your writing

Options	Yes	No
Frequency	77%	23%

Table 20: L1 influence on English written production

The table above reveals that 77% of the students believe that their mother tongue have an impact on their writing whereas 23% indicate that their first does not have any influence on their English writing.

Item 21: If yes, what kind of influence is it?

Type of influence	Positive influence	Negative influence
Frequency	17%	83%

Table 21: Type of influence

23 out of 30 students who indicate that their native language have an influence on their English written production were asked to specify if this influence is either positive

Field of Investigation

or negative. 83% of them point out that their mother tongue impedes their writing which is a significant result, while only 17% believe that their first language facilitate their writing maybe because of their lack of competence of the L2 rules and structures they would rather having their L1 involved.

3.4.1 Results of students' questionnaire

The results obtained throughout the analysis of the students' questionnaire demonstrate that the Population in foreign language learning is mostly composed of females. It is also noticed that nearly all of the participants are pleased by their level in English. Second year students are aware of the importance of the writing skill, in which they found the written expression module interesting which shows that they are motivated to learn. Moreover, the practice of reading and writing among second year students is a little bit overlooked and this could be a reason why the majority of them find difficulties when writing in English. By analyzing the data collected through this questionnaire it is observed that, 67% of students tend to think in Arabic when they write in English language and they refer to their mother tongue by either using English_ Arabic dictionaries or ask the teacher for explanation in their L1 in order to diminish the difficulties they encounter when it comes to developing their writing skill. Hence, the majority of second year students believe that their native language influence the way they write in the target language and that most of their errors are due to the impact of L1.

3.5 Teachers' Interview

In order to administer teachers' interview, 5 copies were given to teachers of written expression module who have adequate experience in order to supplement the results. (The five copies were administered to the teachers by hand). The main objective of the interview is to survey teachers' point of view about the impact of the mother tongue on English writing. The interview was designed in accordance with the literature review in first and second chapters of this dissertation. It consists of 14 open-ended questions where the teachers are invited to phrase their responses in form of statements and provide explanations and justifications (see appendix two).

3.5.1 Analysis of teachers' interview

Question one: What kind of degree do you hold?

Generally, the answers to this question show that the degree held by the five teachers is either a MA (magister/master) or a PhD (doctorate) degree in teaching English. Whereas 2 teachers have a PhD degree (doctorate) and the other three have a MA (magister) degree. Consequently, it helps to get common perceptions and views concerning the subject under investigation.

Question two: How long have you been teaching English?

Particularly, among the 5 teachers interviewed, some have been practicing teaching for no more than six to seven years, others have been teaching from ten to fifteen years while the rest have been teaching for over twenty year.

Question three: How long have you been teaching written expression?

When the instructors were asked about their year of experience in teaching written expression, the answers revealed that some of them are expert since they have been exerting teaching for ten years and more, whereas others are novice teachers who have been teaching written expression for only three or four years. The results obtained imply that the teachers' experience is important in the analysis of this interview.

Question four: Do you think the written expression program that you are dealing with is enough to improve the writing proficiency? If no, please explain why?

The responses indicate that all of the teachers are not satisfied with the written expression program that they are dealing with and believe that this current program is not enough to improve their students' writing level. Moreover, the reasons why they think that the program is not sufficient to enhance students' level in writing is the

students lack of vocabulary, their inability to express themselves properly, not having enough practical sessions and shortage of time. In addition, three of the teachers admitted that the program is not yet reached the level of higher education and it needs to be developed. Furthermore, some of the teachers point out that the module of written expression needs a lot of time because it is more practical than theoretical.

Field of Investigation

Clearly, the program needs to be reviewed in terms of content, approaches and time in order to be satisfactory for both teachers and students; also it should enable students to cover what they are rushing toward finishing it by any means.

Question five: Do you encourage your students to read?

The answers of the respondents reveal that the teachers encourage their students to read because they are aware of the importance of reading in enhancing the writing skill of their students. It is viewed that a good reader makes a good writer.

Question six: Do you allow your students to use Arabic in the classroom?

The responses provided by the teachers in this interview indicate that some of them allow their students to use their native language (Arabic) in the classroom; but only for limited occasions. On the other hand, there are few teachers who completely forbid the use of Arabic language inside the classroom.

Question seven: What type of approach do you follow in teaching the writing skill?

Being asked about the type of approach they use to teach writing skill, teachers' responses show that most of them rely on the same common approaches which are; process, product and genre approach. Their use of these approaches is either separate or combined. While other teachers point out that they do not focus on a particular approach, instead they tend to use random approaches depending on the teaching conditions, situations as well as their students' level and needs.

Question eight: Do your students find difficulties when writing in English?

The answers of the teachers show that all of them agree on the fact that their students find difficulties when writing. This declaration serves the objective of the dissertation.

Question nine: What are the most common problems you notice in your students' writing?

The obtained responses from the teachers reveal that the most common problems they notice in their students English writing are the following: Generating ideas, lack of vocabulary, using wrong grammatical structures, spelling, interference of the mother tongue, poor content and that the students tend to write the way they speak.

Field of Investigation

These problems that have been mentioned impact the improvement of students' writing. Therefore, they should be taken into consideration from students' part when writing and teachers' part when teaching.

Question ten: What do you think are the frequent causes that may turn the learners into the source of the writing difficulties?

The teachers provided various causes that may turn the students themselves into a source of difficulty while writing and some of the cases include; Lack of practice, non exposure to the culture of the target, neglecting reading, thinking in their L1, do not differentiate between speaking and writing, the use of the grammatical rules and structures of their native language (Arabic) as well as their indifference about the practice of language outside the classroom. Even though the teachers provided different reasons that make the students source of difficulty, the two most common causes repeated by all of the teachers are; the students' carelessness about reading and their neglect of practicing the target language outside the classroom.

Question eleven: Do you think that these errors caused by negative L1 transfer/interference?

Instructors agree on the same answer which is that one of the main causes of such a large number of errors made by students while writing in English is their L1 interference. However, they confirm that even though the L1 interference can be a reason behind these errors, it is not the sole cause considering that there are other factors which can lead students to commit errors.

Question twelve: If yes, what are the most frequent errors they make?

Instructors point out that the most frequent errors their students make are grammatical, lexical, and semantic. They notice that the most common errors that their students always commit include; structural and grammatical errors, literal translation, words order within the sentence and punctuation.

Question thirteen: According to your experience does the interference of students' mother tongue affect their development of writing skills? Please justify your answer

All teachers admit that the interference of the mother tongue affects the development of their students' writing skill. They explain that their students tendency to think in Arabic and their lack of exposure to the target language lead them to commit errors while writing. Some teachers justify their opinions with a few arguments, in which they mention that the structures of English are different from that of the mother tongue (Arabic), and the native language has a demerit on foreign language writing. Moreover, other teachers mention that the Students think in Arabic and write in English because of the lack of practice of reading and the absence of motivation. Furthermore, students are influenced badly by the mother tongue, so as result it make them incapable to express themselves in English.

Question fourteen: What are the solutions and strategies you can suggest to avoid the interference of the mother tongue when writing?

Avoiding the interference of the mother tongue completely is not possible because students could never be native like. However, teachers suggest few strategies to try to diminish or lessen the impact that the L1 has on their students writing skill. Their suggestion includes strategies such as; the extensive reading of authentic text since good a reader is a good writer and the more students read the more they acquire the language. Also watching English speaking movies during the sessions could help them to be exposed to the target language more. Moreover, instructors propose practicing writing every day, especially outside the classroom. Another strategy that has been mentioned by teachers to avoid the first language interference is to encourage students to express themselves in the English language only and avoid the use of the L1 unless it is extremely necessary. Furthermore, teachers recommend that second year students should develop their writing habit for their own good by writing as much as possible and not only when they are asked to finish a writing task. Finally, an additional strategy that the teacher put forward is more practice at home (homework, exercises and keeping a daily journal) with more feedback and guidance to help students increase their knowledge of the target language.

3.5.2 Results of teachers' interview

From the analysis and interpretation of the teachers' interview, the responses reveal that the majority of teachers believe that; the written expression program is not enough to improve the writing proficiency. Some said that the written expression module need a lot of time because it is more practical than theoretical. Others claim that the program should be satisfactory, and should enable the student to cover more content and practice more. While teaching most teachers of written expression tend to use three common approaches including; the product, the process and the genre approaches. Nevertheless, few of them admit that they would rather to use random approaches basing their choice on the teaching conditions and their students needs. The obtained answers imply that the instructors state that their students find many difficulties that hinder them from improving their writing skill. These difficulties are in terms of interference of L1, poor vocabulary, spelling, lack of content and generating ideas. The teachers declare that some of errors are made by second year student are due to language transfer, yet this transfer is not the only reason for these errors. Finally, all professors admit that the interference of the mother tongue affect their students' writing development. Since the second year students apply first language rules to learn the target language, teachers propose some strategies that may help with reducing this impact of the L1; these strategies involve more practice of reading and writing, watching movies, more exercises at home and keeping a journal.

3.6 Interpretation of the findings

Since the current study aims at investigating the impact of the mother tongue interference on the writing skill of second year LMD students at the English Department of Mohamed khaidier university. The results show that most of the learners tend to make a significant number of different types of errors while writing in English. Some of these errors occur because of the mother tongue interference (interlingual), whereas some other errors appear because of the overgeneralization and the different grammatical and structural rules between the L1 and the target language (intralingual).

Field of Investigation

From what has been explained and analyzed above, it turns out that students' low achievement in writing is due to the influence of their mother tongue interference, this influence is also one of the main causes that lead students to commit errors while writing; however it is not the only cause.

The analysis of different items in the students' questionnaire shows that second year students are facing a great problem to write correctly with the appropriate rules. Their weakness in English writing is due to the negative effects of L1, their neglect of reading and their lack of interest in writing as a skill. On the other hand, the analysis of teachers' interview analysis reveals that the instructors of written expression module have agreed on the same opinion which is that their students have difficulties in English writing. These difficulties are mainly due to the negative interference of the native language, students' lack of background knowledge in the subject, shortage of time and not enough practical session to perform more writing tasks.

Conclusion

The current chapter aims to test the hypothesis proposed earlier and reaches the comprehensive answers for the questions raised at the beginning of this dissertation. The students' questionnaire and the teachers' interview were used as suitable tools for this study. The outcomes resulted from the questionnaire and the interview reveals that second year LMD students commit different types of errors and struggle when it comes to writing in English due to the impact of their mother tongue interference. The analysis of the research instruments also show that writing in a foreign language is not an easy task since most of the learners face difficulties when it comes to grammar, syntax, semantic, and organization of ideas. Therefore, in order to reduce these errors, diminish the impact of the mother tongue and help students to be competent in their FL and improving their writing skill will, teachers of written expression made some suggestions such as; reading authentic texts in the foreign language and practicing writing more outside the classroom.

General Conclusion

Foreign language learning is influenced by the learners' mother tongue, EFL students seek to use their first language rules and structures as a facilitating tool to learn foreign language. This transfer would be reflected via speaking and writing. The latter is considered as the most complex and difficult skill to be mastered by EFL students. Second year students at Mohamed Khaider University commit a lot of errors while practicing the writing skill, these errors may be due to such reasons including the interlingual and the intralingual. The aims of this research were to analyze and identify the type of impact that the mother tongue has on writing in English as a foreign language, and to find some strategies in order to diminish this impact and improve second year writing skill. Moreover, to test the hypothesis which states that first language interference may have a negative impact on EFL learners' writing skill which results in low achievement of the EFL learners' writing performance and reach convincing answers to the research questions which aims at; recognizing the kind of impact that L1 interference has on second year EFL learners' writing skill, pointing out the level of impact that the L1 interference has on second year EFL learners' writing skill, as well as finding some good strategies that can help second year EFL learners at Mohamed Khaider University reduce the impact of the L1 interference.

The current dissertation is divided into three main chapters. The first and second chapters are theoretical ones. As for the third chapter is the practical one. The first chapter is devoted to describe the L1 interference in general. It provides an explanation for errors committed by EFL learners by pointing out some information about language interference, language transfer theories and views, and types of transfer. In addition, it deals with error analysis, literal translation, constructive analysis and the two main causes behind learners' errors, which are interlingual and intralingual. To conclude this chapter, it wraps up with a short explanation on how the interference of Arabic language impacts English writing. Moreover; the second chapter deals with the writing skill in general. It highlights the background of teaching writing, importance and difficulties of writing, types of writing and the different approaches to teaching writing, how the Arabic language impacts writing in English and mentions some strategies that help with reducing the impact of the native

language on the development of writing skill. Finally, the last chapter is concerned with the analysis and the interpretation of the data collected through the students' questionnaire and teachers' interview. It consists of two main parts; the first part deals with the description of the research methodology, research instruments, and population. Whereas the second part is concerned with the analysis of data which is gathered from the tools mentioned earlier and closed up with the findings and results.

According to what has been searched, all the research questions in this study were answered and the hypothesis which states that "first language interference may have a negative impact on EFL learners' writing skill" is accepted. Since the analysis of students' questionnaire and the teachers' interview revealed that one of the main reasons behind the errors found in second year students' English written production is the mother tongue interference. The descriptive method was adopted in this study, to provide a much more detailed and convincing results. According to the data collection, second year students at Mohamed khaidar university commit a number of errors of different types, the results obtained show that most of previous errors were caused by the negative interference of L1 (Arabic), because students usually go back to Arabic rules and structures to reduce their difficulties in writing. However, this negative interference is not the sole cause behind students' errors.

Additionally, the analysis of the students' questionnaire and the teachers' interview, show that that the mother tongue has a negative impact on second year students written production, this negative impact leads them to commit errors and these errors will eventually affect their writing skill negatively. The findings of this study also confirm that EFL learners have much dependency on their first language whenever they want to express their ideas and thoughts in writing. Improving the writing skill of foreign language students can be a difficult task which requires too much efforts and experience. Therefore, EFL teachers should try to use various teaching methods in order to smooth the progress of writing and make it possible for their students to write accurately. In fact, the full knowledge of the causes behind learners' errors enables teachers to work out more effective teaching techniques to deal with them and provide their students with the proper remedial work.

Pedagogical implications

First language interference continues to be a significant problem among EFL learners in general and second year LMD students of English at Mohamed Khaider University in particular. That is why it is important to carry out more studies and researches about this issue in order to raise the awareness of both EFL learners and teachers about the negative impact of L1 interference, and how this interference can lead to low achievement in the students writing performance. Also, this research provides EFL learners with recommendations which work as foundation that can help them improve their writing skill. Therefore, This current study suggests the following recommendations:

- Teacher should not allow the use of the first language inside the classroom.
- Reading authentic text, keeping a journal and using English- English dictionary, as way to reduce the impact of L1 interference.
- Teachers should use contrastive analysis as a method to teach their students the foreign language with the proper remedial work.
- EFL learners should be interested and motivated enough to use and practice the foreign language outside the classroom.
- Teachers should encourage their students to practice more writing because writing is more of practical than a theoretical skill.
- Teachers need to correct their students writing errors immediately so they can avoid fossilization.
- Learners need to identify the linguistic and cultural differences between their first language and the target language.

References

- Ali, A. (2018). Error Analysis. Retrieved from <https://www.slideshare.net/AhmedAli1815/error-analysis-120696665>
- Al-Khresheh, M. (2006). The Negative Interlingual Transfer of Arabic in the English writings of Jordanian EFL Learners
- Arnold, J., Harmer, J. (1978). Advanced writing skill
- Ashworth, M. (1992). The Influence of Mother Tongue on Learning English by Arab learners
- Bazerman, C., Paradis, J. (1991). Textual Dynamics: Historical & Contemporary Studies of (Rhetoric of the Human Sciences)
- Blanchard, k. (n.d). Speaking Secrets of the Masters: The Personal Techniques Used by 22 of the World's Top Professional Speakers
- Bacon, F. (1605). Of the Proficiency and Advancement of Learning, Divine and Human.
- Broughton, G. (1980). Teaching English as a second language
- Brown, H. D. (1980). Principles of Language Learning and Teaching
- Brown, H. D. (1994). Principles of Language Learning and Teaching
- Brown, H. D. (2000). Principles of Language Learning and Teaching
- Byrne, D. (1979). Teaching writing skill
- Colin, W. (1989). Effective Teaching of Modern Language
- Corder, S. P. (1981). Error analysis and interlanguage. Oxford university press
- Corder, S. P. (1992). A Role for Mother Tongue. Oxford university press
- Cummins, J. (1979). Cognitive/Academic Language Proficiency, Linguistic

- Davis, A., Widdowson, H. (1974). *The Teaching of Advanced Reading Skills in Foreign Language*
- Digeyasa, W. (2016). *Genre approach what and how to teach and to learn writing*
- Duskova, L. (1969). *On Sources of Errors in Foreign Language Learning*.
- Emig, T. (1974). *Writing as a model of learning*
- Elbow, P. (1981). *Writing with Power: Techniques for Mastering the Writing Process*.
- Ellis, M (2021). *Persuasive writing*. Retrieved from <https://www.grammarly.com/blog/persuasive-writing/>
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford university press
- Ellis, R. (1997). *Second language teaching Research and Language Teaching*. Oxford university press
- Ellis, R. (1997). *Second Language Acquisition*. Oxford university press
- Flower, L., Hayes, J. R. (1980). *Identifying the organization of writing processes*
- Fries, C. C. (1945). *Teaching and Learning English As a Foreign Language*. University of Michigan Press
- Fujieda, Y. (2006). *A Brief Overview of Key Issues in Second Language Writing Teaching and Research*
- Ghazwan, M., Saeed, M. (2021). *Mother Tongue Influence on English Writing: A Study with EFL Learners at the University of Bisha*. Retrieved from https://www.researchgate.net/publication/351428389_Mother_Tongue_Influence_on_English_Writing_A_Study_with_EFL_Learners_at_the_University_of_Bisha.
- Gunn, T., Terasaki, D. (1982) *Written Language Instruction : Theory and Remediation*.

- Harlig, K. B., Sprouse, R. A. (2017). Positive vs Negative Transfer. Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0084>
- Harmer, J. (2007). *The Practice of English Language Teaching*.
- Hasyim, S. (2002). *Error Analysis in The Teaching of English*
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press
- Helimi, H., Sellami, W. (2020). The role of intensive reading in developing EFL learners writing skill
- Ibrahim, A. I. (2018). The First Language Influence on the EFL Learners' Writing Performance: Errors Analysis and Remedial Perspective
- Iftani, E. (2016). Improving students writing skills through writing journal articles
- Johansson, S. (2008). *Contrastive Analysis and Learner Language: A Corpus Based Approach*
- Khaldoun, A., k (2008). *Approaches for teaching writing skill*
- Khedabi, N. C. (2017). The Effect of Mother Tongue Interference on EFL Learners' Written Production.
- Kramer, L. (2021). What is narrative writing?. Retrieved from <https://www.grammarly.com/blog/narrative-writing/>
- Lado, R. (1957). *Linguistics Across Cultures: Applied Linguistics and Language Teachers*. University of Michigan Press.
- Longman dictionary of applied linguistics. (1988)
- Mehboob, S. (2016). *Error Analysis: Causes of Errors*.
- Mental translation and why you shouldn't do it. (2018). Retrieved from <https://shaneschools.com/en/mental-translation-and-why-you-shouldnt-do-it/>

- McDonough, J., Shaw, C. (1993). *Materials and methods in ELT*
- Montague, N. (1995). *The influence of process approach on English as a second language*
- Nemouchi, I. (2010). *The influence of punctuation on writing and the difficulties students encounter while using either the comma or the semicolon*
- Odlin, T. (1993). *Language Transfer*. Cambridge University Press.
- Patridge, E. (2004). *A Dictionary of Slang and Unconve (BookFi)*
- Richards, J. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Pres
- Richards, J., Rodgers, T. (2001). *Approaches and methods in language teaching*
- Ridha, N. S. (2012). *The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study*
- Sari, E.M.P. (2015). *Intrlingual Errors and Intralingual Errors Found in English Narrative Text*
- Schmidt, R. A., Young, D. E. (1987). *Transfer of movement control in motor skill learning*
- Sholes, R., Colmey, N. (1985). *The practice of writing*
- Skinner, B. F. (1957). *Verbal behavior*
- Silva, N. S. (2008). *The Impact of Teaching English as a foreign language at Beginners level*
- Terry, R. (1989). *Teaching and Evaluating Writing as a Communicative Skill*
- The American Heritage Dictionary of the English Language. (n.d). Retrieved from <https://www.ahdictionary.com/>
- The compact oxford English dictionary. (1991). Oup Oxford

Thybab, R. A. (2016). Mother Tongue Interference in the Acquisition of English
Articles by L1 Arabic Students

Touchie, H. Y. (1986). Second Language Learning Errors

Traffic, C. (n.d). Learn the types of writing. Retrieved from
<https://www.grammarly.com/blog/types-of-writing/>

Troike, S. M. (2006). Introducing Second Language Acquisition. Cambridge
University Press.

Tsui, A., M. (1996). Learning how to teach ESL writing

Vernice, N. (2013). The influence of mother tongue on learner's performance in
written English at primary level

What does a foreign language mean? ((2014). Retrieved from
<https://www.definitions.net/definition/Foreign%20Language>

What is second language?. (2016). Retrieved from
<https://www.thoughtco.com/second-language-1691930>.

Whitman, R. L. (1970). Contrastive Analysis: Problems and Procedures.
Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-1770.1970.tb00476.x>

Whiteney, W. D. (1981). New Perspectives on Transfer in Second Language
Learning

What is error? What is error analysis?. (2014). Retrieved from
<https://talimenam.blogspot.com/2014/12/what-is-error-what-is-error-analysis.html>

White, F. (1986). The Writer's Art: A Practical Rhetoric and Handbook). Zamel,
V. (1982). Writing: the process of discovering meaning

Appendices

Appendix 01: Students' Questionnaire

Background information

Q1: Would you please specify your gender?

- Male
- Female

Q2: Your age is between

- 18-21
- 22-25
- more than 25

Q3: Whose choice was to learn English at university?

- Your choice
- Your parents' choice
- Imposed
- Someone's recommendation

Q4: If it was your own choice, why did you decide to learn English?

- To apply for jobs
- To travel
- Because it is a universal language and the most used one
- Others.....
-
-

Q5: How do you evaluate your English learning proficiency?

- Poor
- Average
- Good
- Very good
- Excellent

Learners' view on writing skill

Q6: Do you enjoy writing?

- Yes
- No

Q7: Do you find the module of written expression interesting?

- Yes
- No

Q8: How often do you read?

- Always
- Rarely
- Never

Q9: How often do you practice writing?

- Daily
- Sometimes
- Never

Q10: How is your level in English written production?

- Good
- Average
- Below average

Q11: Do you face difficulties while writing in English?

- Yes
- No

Q12: If yes, what kind of difficulties do you usually face?

- Inability to organize ideas
- Inability to think in English
- Lack of language competence

Others.....
.....

Q13: What do you do when facing difficulties in writing?

- Repeat the task multiple times
- Ask the teacher for explanation in Arabic
- Use English _ Arabic dictionary
- Use English_ English dictionary

Others.....
.....
.....

Learners' view on language interference

Q14: In your opinion what does the term “Language Interference” refer to?

- a. The use of the similarities between the first language and the target language in the process of learning a foreign language
- b. The use of the differences between the first language and the target language in the process of learning a foreign language
- c. The application of knowledge by language speakers and writers from their native language to the target language
- d. All of the above

Q15: How often does your teacher use the first language while explaining or presenting a lesson?

- Always
- Sometimes
- Rarely
- Never

Q16: Does your teacher encourage you to use the first language inside the classroom?

Yes

No

Q17: When you are writing in English, what do you think the reasons are behind the interference of your first language?

Lack of vocabulary

Lack of grammar rules

The use of mother tongue inside the classroom

All of the above

Others:.....

.....

.....

.....

Q18: What do you usually do when finishing a writing task in English?

Think in Arabic and write in English

Think in English and write in English

Q19: What do you do when you face some obstacles while writing in English?

Asking the teacher for explanation in L1

Looking for explanation in L2

Use the rules and structures of your first language as a reference

Others:.....

.....

Q20: Do you think that your first language influences your writing?

Yes

No

Q21: If yes, what kind of influence is it?

Facilitate your writing (a positive influence)

Impede your writing (a negative influence)

Appendix 02: Teachers' Interview

1. Degree (s) held:

BA (license)

Master (Magister)

PhD (Doctorate)

2. How long have you been teaching English? (Work experience)

.....

3. How long have you been teaching written expression?

.....

4. Do you think the written expression program you are dealing with is enough to improve the writing proficiency?

.....

If no, please explain why

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

5. Do you encourage your students to read?

.....

6. Do you allow your students to use Arabic in the classroom?

.....

7. What type of approach do you follow in teaching the writing skill?

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

8. Do your students find difficulties when writing in English?

.....
9. What are the most common writing problems you noticed in your students' writing?

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

10. What do you think are the frequent causes that may turn the learners into the source of the writing difficulties?

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

11. Do you think that these errors caused by negative L1 transfer/ interference

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

12. If yes, what are the most frequent errors they make?

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

13. According to your experience does the interference of students 'mother tongue affects their development of writing skills? Please justify your answer

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

14. What are the solutions and strategies you can suggest to avoid the interference of the mother tongue when writing?

.....

.....

.....

.....

.....

.....

.....

ملخص

أصبح تعلم اللغة الإنجليزية ضرورة لا بد منها في وقتنا الحالي و لكن عادة ما يواجه الطلاب بعض الصعوبات بسبب تهدف هذه الدراسة إلى فحص مدى تأثير اللغة الأم على تداخل اللغة الأم و التي تؤثر بشكل مباشر على الكفاءة اللغوية. الإنتاج الكتابي في اللغة الإنجليزية. تم اقتراح فرضية أن اللغة الأم لها تأثير سلبي على تطور القدرات الكتابية لطلبة السنة الثاني مما ينتج عنه أداء ضعيف في الإنتاج الكتابي الخاص بهم. تم اختيار بعض الطلبة من السنة الثانية ليسانس عشوائيا من اجل إجراء استبيان الذي يتضمن الإجابة عن واحد و عشرين سؤالا لمعرفة الأسباب وراء استخدامهم للغتهم الأم بينما يكتبون باللغة الإنجليزية. بالإضافة إلى مقابلة كتابية تم القيام بها مع أساتذة التعبير الكتابي حول رأيهم و موقفهم من استخدام اللغة الأم. بعد معاينة أجوبة الطلبة و الأساتذة فقد تم إثبات صحة الفرضية السابقة بحيث معظم الطلبة يعانون من ضعف قدراتهم الكتابية بسبب التأثير السلبي للتداخل اللغوي مع اللغة الأم.

