Native Language Interference in Writing

The Case Study of Third year Learners of English, Mohammed Seddik - Ben Yahia University, Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Language Science

Presented by: **Supervised by :**

Zeyneb BOUBAZINE   Dr. Samia AZIEB

Widad AMIRA

Board of Examiners

President: Mrs. Ilhem MELLIT……………………………………………..Jijel University

Supervisor: Dr. Samia AZIEB……………………………………………….Jijel University

Examiner: Dr. Fateh BOUNAR………………………….........................Jijel University

Academic Year : 2019/2020

Dedication

I dedicate this simple work:

To my beloved mother "DAOUIA" who encouraged me and prayed for me. Thank you mom for your never ending love and sacrifice.

To my dead father "AMAR" (May Allah accept him in paradise).

To my sisters "Saaida , Chafika ,Wafa , and Ilham " you were always the source of my motivation and support .

To my brothers "Nabil, Abd EL Karim, Abd EL Hadi ,and Fateh " I appreciate your everlasting love, support, and encouragement.

To my family in law

To my fiancé "Khaled" who always supports me, and motivates me

To my friends "Zeyneb, Fati, Hanan, Assia, Houda, and samia"

Widad

Dedication

This work is dedicated to:

The memory of "my father"

To "my mother" for her incomparable love, encouragement, moral and financial support

To my kindest uncle "Nacer "

To my dearest aunt "Rahima"

To my lovely sisters " Meriem , Maria , Bessma , and Niama "

To My dear brother "Choaib "

To my best friends " Hanan , Aya , Bouchra, and Zeyneb "

Zeyneb

Acknowledgments

First and foremost, we must acknowledge our limitless thank to Allah, the Ever – Magnificent; the Ever – Thankful, for his help and bless. We are sure that this arduous task would have never been completed without his guidance.

We are very grateful for our supervisor Dr. SAMIA Azieb for her patience, comprehension, helpful suggestions, invaluable guidance and pieces of advice from the beginning till the completion of the present research work.

We would like to express our thanks to Dr. FATEH Bounar and Miss. ILHEM Mellit for taking the trouble to examine this work.

Our deep appreciation also goes to all the research participants for their contribution in this work.

Last but not least, deepest thanks go to our families and friends for their wholehearted support throughout our entire life and particularly through the process of pursuing the master degree.

Abstract

This study explores the influence of native language interference on Algerian EFL third year students' writing at the Department of English, University of Mohammed Seddik Ben Yahia, Jijel. Therefore, this study revolves around the basic assumption that native language(Arabic) interference is the main source of errors in Algerian EFL learners' written production. To this end, a questionnaire was handed to 06 teachers of written expression in the English department at Jijel University to ask them about the main causes and the different types of errors committed by their third year EFL students. In addition, 34 third year EFL students in the same department were asked to write paragraphs about certain topics so as to uncover the main types of errors that they made. The analysis of the data at the researcher's disposal disclosed that third year EFL student's commit two different types of errors namely intrelingual errors and intralingual errors. The most of the errors that appeared in the learners' productions were mainly due to the native language (Arabic) interference. That is, the research assumption was confirmed. These gained insights into native language interference open the door to further research attempts and suggestions in the field of error analysis so as to help students overcome their difficulties in writing, and to help teachers in teaching the writing skill.

List of Abbreviations

EFL : English as a Foreign Language

L1 : First Language

L2 : Second Language

NL : Native Language

FL : Foreign Language

CAH : Contrastive Analysis Hypothesis

LAD : Language Acquisition Device

UG : Universal Grammar

SLA : Second Language Acquisition

IT : Interlanguage

CA : Contrastive Analysis

EA : Error Analysis

TL : Target Language

ESP : English for Specific Purposes

List of Tables

List of Figures

Table of Content

General Introduction

1.Statement of the Problem

2.Aim of the Study

3.Reaserch Questions

4.Research Hypothesis

5.Methodology of Research

6.Significance of the Study

7.Structure of the Dissertation

Introduction

Acquiring a new language is considered as a complex process. Learners of foreign languages face difficulties in mastering English , due to the differences between their native language and any other languages. According to Nunan (2001) " foreign language learners find difficulties in learning English because it is absent in their daily communication"(P.306).

As a matter of fact , there have been many debates between experts of language teaching about the effect of the native language on learning a foreign language . They confirmed that learners find a lot of obstacles in learning and applying foreign language rules. Thus , it is believed that they use their native language in learning a foreign language to reduce this difficulty . This language transfer leads them to commit different errors in their second language speaking and writing activities. In fact, native language interference is one of the major factors that affect the second language, especially in writing which is considered as a very important skill in learning and teaching English.

Native language interference is also known as L1 interference or transfer. It is the effect of language learners' first language on their production of the language they are learning . Such an effect can be on any aspects of language including grammar , vocabulary , accent , and spelling. Most of the committed errors occur at the level of vocabulary and grammar since the learners do not have a strong background. A good example is students' difficulties in the use of prepositions, such as at, in , on ,and between…ect . Therefore , one of the writing errors that is common among students is the inclusion of the mother tongue . Although , it is not the only reason(Ellis,2008,PP.47-48).

1. Statement of the Problem

During the foreign language process, EFL learners resort to their native language as a source for them to improve their skills ; writing, speaking, listening , and reading. In this study, the light is shed on the writing skill to reveal the level of the impact of students native language on their English writing. The best way for investigating the level of achievement of foreign language is to ask them to speak or to write in the target language. It has been noticed that the most common errors are found in writing activities . Accordingly this study goes through the analysis of students' writing productions. The emphasis is on identifying and analyzing the errors that are committed by third year Algerian EFL learners at Mohemmd Saddik Ben Yahia university.

2.Aim of the Study

The main aim of this study is to identify and analyze the impact of the native language interference on Algerian EFL learners' writing. That is , highlighting the errors that are made by EFL learners' at Mohemed Sadik Ben Yahia university , and checking whether or not they are influenced by their native language (Arabic) when they write in English .More specifically , to try to help students become skillful English writers by identifying the causes and sources of errors.

3.Research Questions:

For the sake of efficiency in handling the matter at hand , the present research work raises the following questions :

1- Does the native language affect Algerian third year EFL learners' writing ?

2- Which types of errors are committed by Algerian third year EFL learners ?

4.Hypothesis of the Study

To answer the above mentioned questions , the following hypothesis is formulated : Native language interference is the main source of errors in Algerian EFL learners written productions.

5.Methodology of Research

The current study is based on two research tools which are a questionnaire administered to 06 teachers of written expression and written short paragraphs for 34 third year students at the university of Mohamed Sadik Ben Yahia.

6.Significance of the Study

Learning a foreign or a second language is considered as a complex process which needs a long time to make the learner skillful in that language . During the learning process of foreign language, learners go through developmental stages to be fluent and accurate in English language, especially the later has emerged as an international language . Many EFL learners face a lot of problems when their teachers ask them to speak or to write in that foreign language, because they are not competent in it . They try to apply the main rules of their native language in learning that foreign language . Thus, the application of first language rules leads foreign language learners to commit many errors . For that reason, it is important to know the main types of errors that EFL learners make in their writing. Knowing the most serious errors made by EFL learners makes the teachers give more attention to them and take them into consideration for enhancing the writing skill of EFL students at Mohamed Sadik Ben Yahia University.

7.Structure of the Dissertation

The present study is basically divided into two main chapters. The first chapter, in two sections, mirrors a theoretical framework. The first section is about first language interference and theories about language transfer . Then, it deals with interlanguage theory, contrastive analysis, and error analysis. The second section however, focuses on the writing skill, and it represents more details about its approaches , and the factors behind students' poor writing. The second chapter , on the other hand, is divided into two sections that are devoted mainly to the methodology of research and data analysis and discussion respectively .

Chapter One: The Influence of Native Language on Second Language Writing

Introduction

Section One : Concepts of Interference and Error Analysis

1.1. Native Language, Second Language and Foreign Language

1.1.1. Native Language

1.1.2. Second Language

1.1.3. 1.1.3.Foreign Language

1.2. Language Transfer

1.2.1. Types of Transfer

1.2.1.1. Positive Transfer

1. 2.1.2. Negative Transfer

1.2.2. Theories of Language Transfer

1.2.2.1. The Behaviorist View of Transfer

1.2.2.2. The Mentalist View of Transfer

1.2.2.3. The Cognitivist View of Transfer

1.3.The Concept of Interlanguage

1.3.1. Definition of Interlanguage

1.3.2.The Characteristics of Interlanguage

1.4. Contrastive Analysis, Errors, and Error Analysis

1.4.1. Contrastive Analysis

1.4.2. The Versions of the Contrastive Analysis Hypothesis

1.4.2.1. The Strong Version

1.4.2.2. The Weak Version

Section Two: Theoretical Issues of Writing

1.1.The Nature of Writing

1.2.Definition of Writing

1.3.Writing with other Skills

1.3.1.The Differences between Writing and Speaking

1.3.2.The Connection between Writing and Reading

1.4.The Approaches of Writing

1.4.1.The Product Approach

1.4.2.The Genre Approach

1.4.3.The Process Approach

1.4.3.1. Planning

1.4.3.2. Drafting

1.4.3.3. Revising

 1.4.3.4. Editing

1.5. Factors behind Students' Poor Writing

1.5.1.Lack of Motivation

1.5.2. Lack of Reading

1.5.3. Influence of First Language on Writing in English

1.6.Reasons for Writing

1.7.The Differences between L1 and L2 writing

Conclusion

Introduction

Mastering a foreign language is considered as a difficult process. The learners are supposed to master the four language skills. Unluckily, most of them face a lot of problems, particularly in writing. As a matter of fact, writing in English is a complex process for learners of English as a foreign language (EFL). They make errors in writing, because most of them are unable to use the foreign language forms and structures appropriately. This may be due to the difference between the native language and the target language systems. The result is native language interference. This means that they go back to their first language, bring its own rules, and apply them when they write in English. Native language interference has been an important issue in foreign language teaching research. Linguists suggest contrastive and error analysis as approaches to find out the causes of the difficulties that learners face and try to decrease them. Hence, awareness about the existence of native language interference in the learning process is an essential aspect that can contribute to an effective communication in a foreign language.

This chapter is divided into two sections. The first section puts special emphasis on defining some key concepts including, native language, foreign language, second language, and language transfer. Then, it deals with interlanguage theory, contrastive analysis, and error analysis. The second section, however, focuses on the writing skill, and it represents more details about its approaches, and the factors behind students' poor writing. Then, the chapter concludes with the differences between L1 and L2 writing.

Section One: Concepts of Interference and Error Analysis

1.1. Native Language, Second Language and Foreign Language

1.1.1. Native Language

The term 'Native Language' refers to the language that a person acquires in early childhood, because it is spoken in the family and / or it is the language of the region where the child lives. According to Trioke (2006), the native language is also known as "a first language, primary language, and mother tongue" (P .4). The researcher also stated that " when you are still a very young child , you begin acquiring at least one language what linguistics call your First language (L1) probably without thinking much about it , and with very little conscious effort or awareness " (Trioke,2006, P.4).

1.1.2. Second Language

A second language is the language which is acquired after the first language. It is defined by Gass (2013) as "any language learned after the L1 has been learned regardless of whether it is the second, third, fourth or fifth language" (P.4). In a similar vein, Troike (2006) stated that a "Second language is an official or society dominant language needed for education, employment and the basic purposes. It is often acquired by minority group members or immigrants who speak other languages natively." According to Long Man Dictionary, a second language is a language that you speak in addition to the language you learned as a child.(P.4)

1.1.3. Foreign Language

It is popular belief that foreign language is generally differentiated from second language in that former refers to the learning of a nonnative language in the

environment of ones' native language . (Gass, 2013. PP. 4-5). Troike (2006), defined foreign language as "one not widely used in the learners immediate social context which might be used for future travel or the cross-cultural communication situations in school, but with no immediate or necessary any practical application."(P.4)

1.2. Language Transfer

Language transfer has been a fundamental element in applied linguistics, second language acquisition, and language teaching for more than a century. It is also known as L1 interference. It refers to speakers or writers applying knowledge from one language to another. Longman Dictionary of language teaching and applied linguistics (1988) defines language transfer as "The effect of one language on the learning of another". It is clear that transfer is taking something from situation X and putting it in situation Y where the context is different.

Ellis (1997) defines transfer as "the influence that the learner's L1 exerts over the acquisition of an L2; the learner's L1 is one of the sources in learner language. This influence is referred to as negative transfer. However in some cases, the learner's L1 can facilitate L2 acquisition" (P.51). In the Behaviorist view, transfer is "a habit formation". It means that transfer from the native language was, thus considered as a form of influence of L1 habit on L2 learning.

In 1975, Lado (as cited in Gass & Selinker 1994, P.1) claimed that:

Individuals tend to transfer the forms and meaning, and the distribution of

forms and meaning of their native language and culture to the foreign language

and culture both productively when attempting to grasp and understand the

language and the culture as practiced by natives.

On the other hand, Kohn (1986, P.22) stated that:

> As a learning process, transfer supports the learner's selection and remodeling of input structures as he progresses in the development of his interlanguage knowledge; as production process, transfer is involved in learner's retrieval of this knowledge and in his efforts to bridge linguistically those gaps in his knowledge which cannot be stepped by avoidance.

In a similar vein, Krashen (1983) considers transfer as "the result of falling back on old knowledge, the L1 rules when new knowledge is taking" (P.60). Also, Corder (1974, P.130) notes that "many errors bear a strong resemblance characteristic of the mother tongue , indeed many erroneous utterances read like word to word Translation". This observation has led to the widely accepted theory of transfer which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue.

1.2.1. Types of Transfer

Odlin (1989) is of the opinion that "transfer is the influence resulting from similarities and differences between the native language and another language that has been previously (and perhaps imperfectly) acquired" (P.27). He states that there are two types of transfer: similarities lead to positive transfer and differences lead to negative transfer.

1.2.1.1. Positive Transfer

Cortes (2005, P.4) believes that positive transfer "occurs when those similarities in the mother tongue and the target language can facilitate the learning." It means that positive transfer happens when the native language and the target language have similar forms. Similarly, Allen and Corder (1975) maintain that "positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voiceless stops in a second language if the language also has also aspirated voiceless stops" (P.26). Thus, preceding language knowledge can be very helpful in learning a new language. One of the most important studies that support this idea is the test that was given to Spanish students in which they had to put the meaning of certain English words that they were not supposed to know. Students did well with the words that had identical spelling. Nonetheless, they did not answer or answered incorrectly those words that they were not supposed to know, and whose spellings were not similar to any words in their NL. For example:

English words	**Students' answers**
Public	Público
Telephone	Teléfono
Important	Importante
Dizzy	…………….
Land	……………..
Scream	……………...

(Torrijos, 2009, P.152)

Moreover, Troike (2006, P.35) claims that positive transfer is also called ' facilitating', and it occurs when two languages (the mother tongue and the target language) contain the same structure (the plural morpheme S in both Spanish and English). In other words, in positive transfer, the first language helps learning the second language, the learner can simply transfer (positively) a sound, a structure or lexical items from the native language to the target language.

1.2.1.2. Negative Transfer

Negative transfer refers to the interference of the first language. Specifically, the use of native language rules will lead to errors in the target language. Troike (2006, P. 200) defines language interference as the inappropriate influence of an L1 structure or rule on FL use. Importantly, the term language interference and negative transfer are often used interchangeably. Following this line of thought, Cortes (2005, P. 4) refers to negative transfer as "the negative influence that the knowledge of the first language has on the learning of the target language due to the differences existing between both languages." It means that the learner uses his first language knowledge to facilitate learning a second language. Odlin (1989) indicates that negative transfer is important because when it occurs, "we can study learners with different native language and compare them to find out the effect of L1 in learning a second language". It can be said that the impact of the mother tongue is the main aspect that leads to the negative transfer.

1.2.2 Theories of Language Transfer

Language transfer could be discussed with a special reference to three views namely: the Behaviorist view, the Mentalist view and Cognitivist view (Ellis, 1994, P.297-300).

1.2.2.1. The Behaviorist View of Transfer

Language transfer was minimized to habit formation in the behaviorist view. It was actually considered as a process of stimuli- responses. The theory influenced language learning and teaching research in 1940s and 1950s. Behaviorism and structuralism believed of the idea that the difficulties in language learning depended on how much the target language was similar or different from the native language . Positive transfer from the native language would promote SLA, if two languages were similar or identical. Negative transfer from the native language would hinder the acquisition of the target language , if they were different.(Lu, 2010, P. 5)

Under this belief , Lado (1957, P.23) put forward the theory of contrastive Analysis Hypothesis (CAH). He believed that language errors and learning difficulties were mainly or completely a result of the interference of the native language. By comparing and contrasting the similarities and differences of two languages, as well as setting up the hierarchy of difficulty, it was possible to predict and explain learners' errors and learning difficulties.

Behaviorist view of transfer was fixed to overt correspondences between L1 and L2 syntactic structures. The degree of transfer was vastly based on the similarities or differences between the native and target languages. Although behaviorists affirm that the native language played an important role in FL learning, they exaggerated L1 influences and ignored other factors that hinder FL learning, such as learners' individual differences. Therefore, it was not surprising that the behaviorist view was challenged by the mentalist view.

1.2.2.2. The Mentalist View of Transfer

In the early 1950s, Chomsky put forward the theory of Mentalism. It is also called Conceptualism or Psychologism (Lu,2010, P.6). The theory revolves around the idea that humans are born with a Language Acquisition Device (LAD) in which they have Universal Grammar (UG). The latter consists of principles and parameters. Principles are universal while parameters are language specific (Lu ,2010, P. 6) .According to Dulay and Burt's study(1974a) , it tries to determine whether the syntactic errors children while learning a second language are due to native language interference or to the developmental cognitive strategies as has been found in first language acquisition. They believed that "children did not rely on language transfer or comparison with their L1 to construct their L2, but depended on their ability to construct their L2 as an independent system. This conclusion severely attacked CAH" (P.130)

Besides, Dulay and Krashen (1982) completely denied native language transfer and believed that language learning ability depends only on universal Grammar (UG). Ellis (2000) stated that their conclusion was without empirical support. Currently, the mentalists are no longer in a position totally denying native language transfer.

1.2.2.3. The Cognitivist View of Transfer

In the late 1970s , the drawbacks of the mentalist view encouraged the development of the cognitive view, which believed that language learning involved the same cognitive system as learning other types of knowledge ; perception, memory, problem-solving, information processing… , etc (Kellerman , 1977, P. 58). In the cognitive view, " It is generally acknowledged that typological similarity or difference cannot on its own serve as a predictor for transfer , but interacts with other (linguistics) factors" (Fareh & Kasper , 1987, P. 121). During that period, linguists tended to concentrate on

how and when language learners would use their native language. Second language acquisition researchers introduced factors that caused language transfer. Particularly, Ellis (1997, P.33) listed six kinds of factors that would cause language transfer:

1- Transfer happens at different linguistic levels namely, phonology, syntax, discourse, pragmatics, etc…

2- Social factors have an impact on language transfer, for example, the influence of learning environment.

3- Markedness of a certain language.

4- Prototypicality: the core meaning and the periphery meaning of a certain word.

5- Language distance and psychotopology, namely, learners' perceptions of language.

6- Some developmental factors that limit interlangauge development.

1.3. The Concept of Interlanguage

1.3.1. Definition of Interlanguage

The concept of 'interlanguage' has been principle to the development of the field of research on second language acquisition (SLA) and continues to exert a strong influence on both the development of SLA theory and the nature of the central issues in that field. The term interlanguage (IL) was coined by the American linguist Selinker (1972) to refer to the linguistic system evidenced when an adult second language learner attempts to express meanings in the language being learned. The interlanguage is viewed as a separate linguistic system, clearly different from both the learner's 'native language' (NL) and the 'target language' (TL) being learned, but linked to both NL and TL by interlingual identifications in the perception of the learner. Consider the following quotation:

"This set of utterances for most learners of a second language is not identical to the

hypothesized corresponding set of utterances which would have been produced by

the native speaker of the TL had he attempted to express the same meaning as the

learner. Since we can observe that these two sets of utterances are not identical …

one would be completely justified in hypothesizing" . The existence of a separate

linguistic system …. This linguistic system we will call 'interlanguage' (IL)."

(Selinker, 1972, P. 214) .

In a similar vein, Ellis (1997) stated that "when the learners learn the target
language, they build their own system of language which is different from their L1"
(P.33). Thus, interlanguage is a language created by learners of a second language
which is between the target language and learner's first language. In other words, an
interlanguage is an emerging linguistic system that has been developed by a learner of a
second language who has not become fully proficient yet but is only approximating the
target language: preserving some features of their first language in speaking or writing
the target language and creating innovations.

1.3.2. The Characteristics of Interlanguage

According to (Troike, 2006) ,the existing literature on interlanguage has disclosed that
the latter has the following characteristics:

   a- Systematic: at any particular point or stage of development, the interlanguage
   (IL) is governed by rules which constitute the learners' internal grammar. These
   rules are discoverable by analyzing the language that is used by the learners at
   that time and what he or she can produce and interpret correctly as well as errors
   that are made.

   b- Dynamic: the system of rules which learners have in their minds changes
   frequently, or is in a state of flux, resulting in a succession of interim grammars.

Selinker (1992, P. 226) views this change not as a steady progression along a continuum, but a discontinuous progression "from stable plateau to stable plateau".

c- Variable: although the IL is systematic, differences in context result in different patterns of language use.

d- Reduced system both in form and function: the characteristics of reduced form refer to the less complex grammatical structures that typically occur in an interlanguage compared to the target language (e.g. Omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an interlanguage (especially if the learner is still in contact with members of the L1 speech community). (PP. 43-44)

1.4. Contrastive Analysis, Errors, and Error Analysis

1.4.1. Contrastive Analysis

Contrastive analysis is a discipline within contrastive linguistics which seeks to compare between two or more languages, paying attention to similarities and differences between languages being compared . It was first suggested by Whorf (1941) as contrastive linguistics, a comparative study which emphasizes on linguistic differences. The publication of Lado's book 'Linguistics Across Cultures' in (1957) was the start of modern applied contrastive linguistics. Lado (1957) said that "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (P.2). Contrastive analysis was rooted in the practical need to reach L2 in the most efficient way possible. In 1945, Fries wrote: "the most efficient materials are those that are based upon a scientific description of the

language to be learned carefully compared with a parallel description of the native language of the learner" (P.9).

As a matter of fact, Contrastive analysis in SLA is used as method of explaining why some features of a target language (TL) were more difficult to acquire than others. The Contrastive Analysis Hypothesis (CAH) is an extension of the notion of CA. It attributed to predict errors to a contrastive analysis of two languages, a predict ability that practitioners associated with the degree of similarity between the systems. Gass and Selinker (1994, P .97) claimed that "there were two positions that developed with regard to the CAH framework. These were known as the priori versus the posteriori

1.4.2. The Versions of the Contrastive Analysis Hypothesis

1.4.2.1. The Strong Version

The strong version view claims that all learners' errors are predicted by identifying the differences between the target language and first language. It is priori-predictive and negative transfer is the only source of errors. Contrastive analysts assumed that the comparison between languages occurs before learning (before errors happened), focusing on the differences, predicting the errors the students may commit in the future and look for solutions and suitable materials to solve them . The supporters of this version believe that the mother tongue (negative transfer) is the only source of errors (Gass& Selinker, 1994, P. 97).

Lee gives more support to this line of reasoning (1968, P.186):

> ➤ That the prime cause, or even the sole cause of difficulty and errors in foreign language learning is interference from the learners' native language.

> ➤ The results of comparison between the languages are needed to predict the difficulties and errors which will occur.

1.4.2.2. The Weak Version

Wardhaugh (1970) stated that "the weak version requires of the linguist only to use the best linguistic knowledge available to account for observed difficulties in second language learning" (P.126). Accordingly, the weak version begins with an analysis of learners' repeated errors. It is posteriori analysis of errors and explanatory power of other sources of errors .The followers of the weak form heavily criticized the strong version, believing that there are many sources for errors and not only negative transfer like" slip of tongue" . In the weak version, we start by teaching the target language, and then taking the errors made by students . This comparison between the mother tongue and target language aimed to explain errors. Errors must be identified by analyzing a corpus of learner language.

1. 4.3. Criticism of Contrastive Analysis

Contrastive Analysis was criticized by the supporters of EA who thought that it focuses more on the differences between L1 and L2 and ignore the factors which may affect the second language learners' performance such as their learning and communication strategies. The opponents of CA believed that should not be used because many errors predicated by CA were not observed in learners' language. Moreover, some errors are made by students irrespective of their NL. Hence, CA could not predict learning difficulties.

The weakness of CA was pointed out by Browselow (1983, P.298) who stated that "the failure to predict errors from an examination of the linguistic systems of the first

and second languages by no means constitutes sufficient grounds for abandoning the contrastive analysis hypothesis altogether". Similarly, Ellis (1994, P.308) maintained that "it was not surprising to see contrastive analysis lose ground to error analysis in 1970s".

1.5. Error Analysis

1.5.1. The Origins of Error Analysis

Because of the failure of CA in identifying second language learners' errors, researchers began to look for another approach which was both theoretical and practical. This approach is called Error analysis (EA). Basically, the latter is a type of linguistic analysis that emphasizes on errors made by learners. It is a process based on the analysis of learners' errors with one clear objective: finding proper and effective teaching methods and remedial actions. It is a multidimensional and a multifaceted process which comprises much than simply analyzing learners' errors.

Brown (1980, as cited in Hasyim, 2002, P.43) defined EA as "the process to observe, analyze and classify the deviations of the rules of the second language and then to reveal the systems by learner". It is also referred to as "the study of linguistic ignorance which investigates what people do not know and how they attempted to cope with their ignorance" (James, 1998, PP.62-63). In addition, Richard (1971 b) defines EA as "dealing with the differences between the way people learning a language speak, and the way adult native speakers of the language use" (P.12). At this juncture, it should be noted that EA should be distinguished from performance analysis in the sense that performance analysis is the study of the whole performance data (Corder, 1975, P.207). All in all, EA is an investigation tool of those errors committed by students while producing a second language in its oral and written forms. Corder focused attention on

errors from the perspective of language processing and language acquisition. It was a reaction against CA. It showed that the latter was unable to predict the majority of errors.

1.5.2. Definition of Errors

Various definitions are presented by researchers in order to get an appropriate meaningful meaning of errors. According to Corder (1967), errors are systematic and they result from learners' lack of second language knowledge (as cited in Troike, 2006, P.39). Also, Norrish (1987,P.7) describes errors as " a systematic deviation, when a learner has not learnt something and consistently gets it wrong " . Hence, it is obvious from these two definitions that the key word is "systematic deviation" which can be interpreted as the deviation which happens repeatedly. The existence of errors points out the students' inability to use appropriate grammatical structures, semantic items, and other linguistic units. It typically occurs when one is acquiring another language at a particular stage of learning. Errors are studied in order to find out something about the learning process and about strategies employed by human beings who are learning another language (Lungu, 2003, P.323).

1.5.3. Distinction between Error and Mistake

Many researchers distinguished between error and mistake and claimed that they are not the same. The first attempt to distinguish error from mistake was done by Corder (1973). He maintained that errors reflect gaps in the learner's target language. Thus, he points out that "errors of performance (mistakes) will be characteristically unsystematic and errors of competence (errors), systematic" (1974, P. 24). Consequently, the learner is unable to correct his errors by himself (self-correction). In contrast, mistakes are usually slips and lapses in performance and they could be self-corrected.

James (1998) states that an error is "a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly" (P.83). According to the Dictionary of Language Teaching and Applied Linguistics (1992), "a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. These mistakes can be self- corrected when attention is called." (Richards & Shmidt, 2002, P.184).

Kiporsky (1972) characterized error making as "a productive phenomenon during the language learning process. In this study, it is assumed that a single instance of a deviation is insufficient to establish that there exists regularity or a set of rules in the learners' interlanguage. It may be a performance. Mistakes can talk about the learners' rules only when we observe the same error occurring regularly". (as cited in Seah, 1981, PP. 12-13).

1.5.4. Sources of Errors

In error analysis, it is necessary to identify the sources behind learners' errors. As Brown (2004, P.224) mentioned that there are two main sources of errors namely; Interlingual Errors and Intralingual Errors.

1.5.4.1. Interlingual Errors

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. These are errors that are related to the first language interference. Interlingual transfer is considered as a major reason for second language learners' errors. In a similar vein, Richard and Sampson (1974, P.5) suggested that language transfer is the first factor that influences second language learners' system. In addition,

Ellis (1997, P.51) declared that "L1 transfer refers to the influence that learners L1 exert over the acquisition of an L2". Interlingual errors mostly appear when learners try to apply rules from what they have learnt in their first language into the second language. As a matter of fact, many researchers consider the difference between the mother tongue and the target language as the main cause of interference: "interference was believed to take place whenever the habits of the native language differed from those of the target language" (Ellis, 1994, P. 47).

1.5.4.2. Intralingual Errors

Interference from the learner's own language is not the only reason for committing errors. According to Erdogan (2005, P.266), "Intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it". These errors are common in the speech of second language learners and they are often analyzed to see what sort of strategies is being used by the learners. According to Richard and Sampson (1974, P.6) , intralingual interference refers to " items produced by the learner which reflect not the structure of the mother tongue but generalization based on partial exposure of the target language". Ellis also (1997, P.19) claimed that "Some errors seem to be universal, reflecting learners attempts to make the task of learning and using the L2 simpler". Richard (1974, P.174) stated that intralingual errors involve many types and causes which are: overgeneralization, ignorance of rules restriction, incomplete application of rules and false concept of hypothesis.

1.5.4.2.1. Overgeneralization

Overgeneralization refers to the instances where the learner creates a deviant structure on the basis of his experience with the target language. It is associated with

redundancy reduction. It may occur for instance with items which are contrasted in the grammar of the language but which do not carry significant and obvious contrast for the learner. Ellis (1997, P.19) claimed that learners overgeneralize forms that they find easy to learn and process for example , the use of "ed" in the past tense forms even for irregular verbs such as " speaked" instead of "spoke" .

1.5.4.2.2. Ignorance of Rules Restriction

Closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures. It means the failure to consider the restrictions that govern an existing structure. In other words, the application of rules in inappropriate contexts. (Richard, 1974, P.175).

1.5.4.2.3 Incomplete Application of Rules

According to Richard (1974), incomplete application of f rules is , " the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances". (P.177). An example of that is the systematic difficulty in the use of questions:

Teacher question   Student response

Do you play much?   Yes, I play much.

1. 5.4.2.4. False Concepts of Hypothesis

False concepts of hypothesis is due to the poor gradation of teaching items .Some developmental errors result from faulty comprehension of the target language rules.

1.6. Procedures of Error Analysis

The procedures for analyzing learners' errors include, as stated by Corder (1974), many steps which are: collection of a sample of learners' language, identification, description, explanation, and evaluation of errors (P.126).

1.6.1. Collection of a Sample of Learners' Language

In the choice of data collection methods, researchers are different from each other. In fact, learners' errors are influenced by a group of essential factors. Ellis (2008, P.49) argue that these factors are significant in " collecting a well- defined sample of learners language , so that clear statements can be made regarding what kinds of errors the learners produce and under what conditions".

Table1:

Factors to Consider when Collecting Samples of Learner Language

Factors	Description
A. Language	....
Medium	Learner production can be oral or written
Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc.
Content	The topic the learner is communicating about
B. Learner	....
Level	Elementary, intermediate, or advanced
Mother tongue	The learner's L1
Language learning experience	This may be classroom or naturalistic or a mixture of the two.

1.6.2. Identification of Errors

According to Troike (2006, P.39), this step in the analysis requires the determination of elements in the sample of learners language which deviate from the target Language in some way. In other words, it is the way of identifying the errors by underlining the errors and using symbols as a code in correcting errors . As a matter of the fact, identifying the exact errors that learners make is regarded as a difficult step. In error identification, there should be a distinction between learners' errors and learners' mistakes as it was previously clarified (Corder, as cited in Ellis (2008) , P.51).

1.6.3. Description of Errors

This stage of error analysis occurs after the identification step. The errors can be categorized into groups which are stated according to their origin and presence. Troike (2006) stated that "for purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc). General linguistic category (auxiliary system, passive sentences, negative constructions), or more specific linguistics elements (articles, prepositions, verb forms)" (P.39). Corder (1974) made a framework for   describing errors. He distinguishes three types of errors according to their systematicity:

1-   Presystematic errors occur when the learner is unaware of the existence of a particular rule in the target language, these are random.

2-   Systematic errors occur when the learners have discovered a rule but it is the wrong one.

3-   Postsystematic errors occur when the learner knows the correct target language rule but uses it inconsistently (as cited in Ellis, 2008, P .56).

1.6.4. Explanation of Errors

The eventual objective of error analysis is the explanation of errors. Therefore, this stage is considered as the most essential part for EA research. Troike (2006, P.39) claims that:

> Accounting for the way an error was made is the most important step in
> trying to understand the process of SLA. The most likely causes of
> learners L2 errors are, interlingual (between languages) factors, resulting
> from negative transfer or interference from L1 and intralingual (within
> language) factors not attributable to cross-linguistic influence.

Clearly, interlingual errors are caused by the impact of the native language. On the other hand, intralingual reasons include overgeneralization, ignorance of rule restrictions, and incomplete application of rules.

1.6.5. Evaluation of Errors

According to Ellis (2008,P.56), since the main aim of error analysis is to help learners learn a foreign language, it is essential to evaluate errors .Some errors are regarded to be more serious than others because they may totally affect what someone says. Evaluating errors means that teachers should give more attention to errors that appear to be serious and affect communication, and less attention to the others which have little effect on learners' learning an L2.

Section Two: Theoretical Issues of Writing

1.1. The Nature of Writing

In foreign language learning, there are two main types of skills: the productive skills (speaking and writing) and receptive skills (reading and listening). Many studies confirmed that language production is difficult, Harmer (2001) confirmed that " there many reasons why students faced a lot of problems in language production, especially with tasks at the communicative end of the communication continuum. One of the suggestions he proposed that the teachers can overcome such problems with developing speaking and writing habits" (P.251) .Relating to its difficulty as a productive skill, Tribble (1997) claimed that "writing is a difficult skill to acquire" (P. 65). A similar point is indicated by Grabe and Kaplan (1996) who quoted that "probably half of the world's population does not know how to write adequately and effectively "(P.87).

Also, writing is considered as a dynamic process which allows writers to work with words and ideas no matter if these are right or wrong. This idea is supported by Zamel

(1992, P. 473) who described writing as a "meaning-making, purposeful, evolving, recursive, dialogic, tentative, fluid, exploratory process". Another important point is that writing is a process of discovery, i.e., a way to help learners to learn or to discover how to compose a piece of writing.

According to White and Arndt (1991), "writing is also a problem-solving activity developing in progress"(P.11). It means that acquiring writing does not come naturally or automatically, but via cognitive efforts, training, instruction and practice. Even though it is a problem-solving, writing includes processes such as generating ideas, a voice to write, planning, goal-setting, monitoring and evaluating what is to be written and what has been written as well as the right language used by the writer. Considering these factors, we may conclude that writing is indeed a difficult issue given the multiple demands it makes on writers.

Furthermore, the nature of writing can be related to the nature of writers themselves such as learners or people in general. Also, in some instance, learners are precautionary to their thoughts; and consequently, they prefer to keep them hidden in their minds, and many superb ideas and observations are never shown because their fear of creating will not lead them to express their ideas. Correspondingly for those writers, "writing is nothing more than thought on paper" (Stark, 2005, P. 8).

1.2. Definition of Writing

Writing is the process of applying symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in readable form. In this regard, Byrne (1988, P.1) maintained that:

Writing is often related with making use of graphic symbols, which is the base of speech. However, production of any written work requires not only

using these symbols, but also devising sentences and ordering them in a cohesive way. The activity of writing itself is not expected to be accomplished stimulus of the moment, unless what we would be writing about is decided in our minds beforehand. It is also likely that this activity recurred many times by drafting and revising before its completion.

Of course, the meaning of writing does not stop on the boundaries of graphic symbols, nonetheless, these symbols can be arranged to be a form of communication .Writing is a method of expression and communication which allows learners to communicate ideas, feelings, and different attitudes in a written mode. Writing can be an individual, a personnel, and social endeavor. As it is stated by Miller (2001, cited in Richards & Renanya,2003, P.25) "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with people".

Moreover, writing is a whole process which goes through different steps. It is not merely limited to expressing thoughts via written symbols, but also a tool of learning as it is described by Kate and Guy (2003): "writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are"(P.1480). According to Widdowson (2001), "writing is the use of visual medium to manifest the graphlogical and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usages" (P. 62). Hence, students must dominate the graphic system of language, its grammatical structure, and select the suitable vocabulary (mechanisms of writing) associated to the subject matter. They fail to do so for writing is the most difficult and complex skill, and also because it is an act of discovery. Also Crystal (1999, P. 214) who declared that " writing is an interpretation to the oral performance written down on a piece of paper .It is not just a

graphic penitential or capacity of the language , however , it is a creative process . Moreover it is an artistic act of exploration and discovery as well".

Bell and Burnbay (as cited in Nunan, 1998, P.36) asserted that "writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level including control of content , spelling and letter formation, and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text". In other words, writers need to master most of the rules and structures of writing . A similar definition was given by Kellog (2008) who clarifies that writing is a "major cognitive challenge, because it is a test of memory, language, and thinking ability .In the writing process, the writers must go through stages in order to complete something in its final form ".

1.3. Writing with other Skills

1.3.1. The Differences between Writing and Speaking

Although both speaking and writing are productive skills, they are basically different in various ways. Therefore, O'Grady et al claimed that:

Speaking and writing are different in both origin and practice. Spoken
language is acquired without specific formal instruction, whereas writing
must be taught and learnt through deliberate effort . . . there are many people
who are unable to write. While spoken language comes naturally to human
beings, writing does not .(1996, P. 591).

Rings (1992) stated that "spoken discourse does not only utilize different phonology, morphology ,syntax, lexicon ,and speech among other elements, but also a different textual interactional structure from that found in formal written discourse" (P.21). In other words, writing is considerably different from speaking in terms of communication

context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message.

Brown (1994, as cited in Weigle, 2002, PP.16-17)   provides the following characteristics that ordinarily differentiate between written language and spoken language:

Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one can.

Production Time: writers generally have more time to plan , review and revise their words before they are finalized , while speakers must plan , formulate and deliver their utterances within a few minutes if they are to maintain a conversation .

Distance between the writer and the reader in both time and space, which eliminates much of shared contact and thus necessitates greater explicitness on the part of the writer.

Orthography which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress information, pitch, volume, pausing, etc.).

Complexity: written language tends to be characterized by longer clauses and more subordinates, while spoken language tends to have shorter clauses connected by coordinators as well as more redundancy (e.g. repetition of nouns and verbs).

Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.

Vocabulary: written texts tend to contain a wider variety of words, and lower frequency words than oral texts.

Apparently, speaking is so different from writing. Yet they remain two modes of language, particularly, communication and they share one characteristic which is arbitrariness. Also, writing is equated to speaking for both are concerned with conveying information.

1.3.2. The Connection between Writing and Reading

For many years, reading and writing were (and sometimes are still) taught separately. Writing and reading are two different skills**, i.e.,** the former is productive, whereas the latter is receptive. However, they are interconnected since they guide to the same objective: learning. Writing involves the encoding of a message of some kind; that is, we translate our thoughts into language**.** Reading has to do with the decoding or the interpretation of this message. Hyland (2003) stated that "writing, together with reading, is a central aspect of literacy" (P.17).

Fitzgerald and Shanahan (2000) considered writing and reading as two complementary and similar processes in that they include similar cognitive processes that are involved in making meaning: "Reading and writing are connected, because they depend on identical or similar knowledge representations, cognitive processes and contexts and contextual constraints."(cited in Moran , 2014 , P.191)

According to Graham (2017), there are four insights into the connection between reading and writing:

1. We combine reading and writing for functional purposes because they draw upon similar knowledge bases. Our background knowledge helps us interpret what we are reading and also informs what we write. If students read about a topic before they write about it, this gives them information that they can then use when writing.

2. When students write about a text they are reading, whether that be a responding to questions, taking notes, or summarizing the material, this also helps them to better understand and retain the material they are reading.

3. Reading and writing instruction does not need to be kept separate. When combined, there are positive effects both in terms of students learning to write and in terms of students learning to read.

4. Reading and writing are both acts of communication. As students become skilled readers, they notice more than just the content of the text. Readers potentially observe sentence and paragraph structures, variations in pacing, and recurring themes. These observations cause the reader to employ metacognitive skills and try to get inside the writer's head. Similarly, to write effectively, a writer must consider the perspective and needs of the reader. (P.1)

1.4. The Approaches of Writing

1.4.1. The Product Approach

This approach focuses on the final results of writing, and considers linguistic knowledge, syntax, vocabulary and cohesive devises as basic features of the writing product. Gabrieltos (2002) asserted that "a product approach is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage" (P.5). According to Pinacs (1982) (as cited in Richard & Goodith, 2000, P.153), the product approach has four stages namely familiarization, controlled writing, guided writing and free writing:

Stage one: familiarization is to make learners aware of certain features of a particular text. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student

reads a story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these technique.

Stage two: the controlled writing section, the learners practice the skills with increasing freedom. So, following the example in the first stage, students here are asked to make practice on linkers between paragraphs, writing introductions, stating thesis statements, writing conclusions and so on.

Stage three: the guided writing section. This is the most important stage where the ideas are organized. Teachers who prefer this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage four: the free writing, Students choose from the choice of comparable writing tasks. To show what they can be competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the written product.

1.4.2. The Genre Approach

The genre approach emphasizes on developing the students' awareness of reoccurring textual structures. The teacher's active involvement, through explicit explanation of the contextual dimension, can scaffold for students the distinctive use of the language appropriate to the various genres (Henry & Roseberry, 1998). The essential idea behind genre writing is that writing is considered as a purposeful act and focuses on the analysis of the contextual situation in which writing takes place. This approach is especially suitable for students of English for Specific Purposes (ESP). In spite of that, the use of it in any English classroom is helpful as well. What is necessary

for students to take into consideration while writing in particular genre is the topic, style, the context and the reader. (Harmer, 2001, PP.258-259).

Swales (1981) explain the importance of identification of Genre (as cited in Tuffs, 1993, P.706) in the following quotation:

…… it is only within genres that viable correlation between cognitive, rhetorical, and linguistic features can be established, for it is only within genres that language is sufficiently conventionalized and the range of communicative purpose sufficiently narrow for us to hope to establish between function and form.

Teachers may differentiate the use of genre in their class as reports, and letters of apology and research articles to make variation in learners' written production. The teacher plays the role of the motivator in this approach, as encouraging the students to write. Clearly, the genre approach contains different kinds of writing and each kind has a purpose which may affect the writer and the way he expresses his ideas.

Richard and Goodith (2000, P.156) declares that the Genre Approach consists of three important stages which are:

Modeling: a model of a particular genre is introduced and analyzed.

Construction: learners carry out exercises which manipulate relevant language forms. Teachers are also a part of this instruction.

Independent Construction: in this stage, the learners produce a short text. They are supposed to write their own production.

1.4.3.The Process Approach

The process approach comes as a reaction to the product approach which emphasizes on the process and the fluency of writing. In this regard, Harmer (2001) says that "the process approach requires learners to reflect upon the procedure itself to

produce a satisfactory written work"(258). In this approach, as opposed to finishing a work in a limited amount of time, the learner is encouraged to follow several steps before yielding the final product. Many learners think that the key to good English production is mastering the rules of grammar, but what about other features of writing? In this respect, the learners often run towards more grammatical practice and resort to forget about practicing the particular rules of writing like, drafting, revising, editing … etc.

Following similar lines of inquiry, Kroll (2001) states that "the process approach is considered as an umbrella in which the students and the writers engage through a cyclical approach rather than a single-shot approach . They are not expected to produce an organize piece of writing , without going through stages of planning , drafting, revision , and editing. (cited in Karmul, 2010.P.79).

The process of writing   passes through four stages namely : planning, drafting, revising , and editing.

1.4.3.1. Planning

In the process of writing, planning is an important stage. At this stage, skilled writers plan what they are going to write before beginning to write or type. They try and decide what it is that they are going to produce. For some writers, few words are enough to start writing (to guide him/her), while there are those who may not actually write down any preparatory notes, because they may do all their planning in their heads , but they will have planned (Harmer, 2004,P.4).

According to Richard (2002, P.316), planning is also known as pre- writing as any activity in the classroom that encouraged the student to write. They exchange ideas into note form and judge quality and advantages of these ideas. The teachers can facilitate

this phase by starting discussion or debates or producing a text about a specific topic. They may also formulate an outline; with the help of it, students can easily prepare a structure for the text to be written. In addition to this, it really helps the writers to imagine the way ideas turn into points, by applying patterns of organizations such as cause-effect, problem-solution and likewise. In addition, there are activities and techniques concerning this step. Raimes (1983) lists some of the most well-known of these: brainstorming, discussion, reading, debate, and lists making.

1.4.3.2. Drafting

Richard (2002, P.317) clarifies that "in the drafting stage, the writers do not focus on the fluency of writing and are not preoccupied with the grammatical accuracy or the neatness of the draft…We can refer to the first version of a piece of writing as a draft (Harmer,2004,P.5). In this stage, the writer has previously decided what to write, and start to specify what to include and exclude as well as make primary decisions about how ideas will be organized. It can be also called composing. Tribble (1996) claims that there is not necessarily a fine line between pre-writing and composing, making it possible to go back and forth between these two stages. Therefore, this stage should not be considered as an isolated one from the others. He also confirms that: "Successful composing only happens after a writer has built up an extensive experience of written texts, has developed a range of skills as a writer, and has then done work in specific preparation for the text in hand". So, the focus in this stage is on content and meaning rather than on mechanics and conventions.

1.4.3.3. Revising

The revising stage is considered as a procedure for improving a work progress; large changes happen in this stage, entire sections may be added or deleted, the focus of

the piece may change, and supporting evidence may be elaborated on or even added or removed completely. Revising includes much more than just fixing the spelling mistakes. This stage is often a good opportunity for writers to get a second opinion on their work. Richard (2002, P.317) believes that the revising stage is done to improve the global content and the organization of ideas so that the writer's intent is made clearer to the reader.

1.4.3.4. Editing

The focus in this stage is on the pure mechanics of the piece; the writer should make sure that he/she has used all the right words and proofread his/her text to find mistakes in grammar , capitalization, and punctuation ….. ect. Editing is the step in which the writer checks his writing in terms of relevance of ideas and grammar correctness. After all, the writer is now ready to send the written text to its intended audience (Harmer, 2004, P.5).

1.5. Factors behind Students' Poor Writing

The sources behind EFL learners' writing difficulties are said to be lack of motivation, lack of reading, and the impact of students' first language on the target language. (Belkhir ,2017, P.82)

1.5.1.Lack of Motivation

Motivation is necessary in every needed success, as Harmer (2006a) says:

People involved in language teaching often say that students who

really want to learn will succeed whatever circumstances in which they study

they succeed despite using methods which experts consider unsatisfactory.

in the phase of such a phenomenon, it seems reasonable to suggest that the

motivation that students bring to class is the biggest simple factor affecting

their success" (P.3).

This means that motivation plays an important role in the achievement and the learners' motivation makes the mission easier and more pleasant for both teachers and learners. Byrne (1988) confirms that writing difficulties are linked to three categories of problems; psychological, linguistic, and cognitive problems (p.4). Accordingly to Bascolo and Hidi (2008), "there are two main questions that language skill teachers frequently pose to writing. First, why are students so often not motivated to write? Second, how can their motivation to write be increased?" (P.7) . Harmer (2006a) affirms that there are several factors that deny students from writing. First, fear of failure, which means that they feel that they are not able to achieve their goals particularly in contexts where they are asked to reflect their knowledge about the language and their abilities in putting this knowledge in different frameworks. Second, the fear from committing mistakes is another reason that makes the students afraid of asking questions or participating.

That is why most of EFL students do not feel comfortable when dealing with the structure of the essay or any piece of writing that they are suppose to do. As a result, failure comes into play. Furthermore, there are some learners who do not have self confidence to show their productions; they intentionally hide their weaknesses and often do not finish on purpose because they are completely pessimistic and feel failure in advance. In order to get rid of this phenomenon, teachers should encourage students to write and teach them that making mistakes is a good way to learn.

1.5.2. Lack of Reading

It is commonly believed that better readers are better writers, and better writers are more likely to language exposure than poorer readers. In addition to this, Raims (1994, P.60) affirms on the importance of reading by saying that "the more our students read,

the more they become familiar with the vocabulary, idioms, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language". In the same vein, Kroll (1997) claims that "it is reading that gives the writer the feel for the look and texture of reader based prose" (P.48).

1.5.3. Influence of First Language on Writing in English

Besides, the lack of both reading and interest in writing, students face another problem that prevents them from writing correctly. Most of the students declared that in the construction phase, the first language is activated in their minds instead of thinking in the target language. Frieddlander (1977 , P.109) confirmed that "writers do any of their work in their first language". They find themselves transferring a lot of things from their mother tongue; they feel that they are incapable to write without it. He also shows that "writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language". Any language has its own rules and principles and they differ from one language to another and these differences lead to interference which makes learners produce errors in their written production. As it quoted by Balanchard and Root (2004, P.1), " writing remains a difficult skill to acquire and each language has its own writing conventions that the writers need to learn without interfering with other language or languages".

1.6. Reasons for Writing

There are many reasons that lead learners to write both in and outside the classroom. Hedge (2005, P.9) has asked many English teachers from around the world about the reasons why they ask students to write in and outside the classroom. Their answers are as follows:

➢ For pedagogic purposes, helping learners learn the system of the language.

➢ For assessment purposes, evaluating learners' progress and proficiency.

➢ For real purposes, to see students' needs to reach their goal of learning.

➢ For humanistic purposes, developing learners' self-experience.

➢ For classroom management purposes, to make students calm when they start writing.

➢ For acquisitional purposes, making students learn more about the language in a conscious way.

➢ For educational purposes, developing intellectual thinking, self-esteem, and self-confidence.

In addition, teachers usually ask their students to write because they know very well that writing as an activity requires time which could be necessary for them to think about their ideas and their organization appropriately more than speaking activities. According to Harmer (1998), "writing gives students more thinking time than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing" (P.112).

1.7. The Differences between L1 and L2 Writing

In learning a foreign language, writing is considered as an important skill. It involves the development of an idea, the capture of mental representations of knowledge, and experience with subjects. The students must learn the graphic system of language, its grammatical structures and select the appropriate vocabulary related to the subject matter. But they fail to do so for writing is the most difficult and complicated skill.

Moreover, writing in a foreign language is the ability to use language and its graphic representation productively in an ordinary writing situation. "We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional

representation in ordinary matter-of-fact writing" (Lado, 2000,P. 248). Similarly, Richard (2000) confirmed that:

> There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generation and organization ideas, but also in translating these ideas into readable text, the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level of spelling, punctuation, word choice,... and so on .

Also, Hedge (2005) argued that "foreign language learners are usually confused with the conventions of writing in their first language into English" (P.7). Moreover, Hyland and Hyland (2006, P. 4) emphasized the idea that "EFL students lack self-confidence in their L2 writing, as opposed to L1 writers who have self-confidence when they write in their native language". According to Silva (1993), writing in a second language is more constrained, more difficult, and less effective than first language writing. He also added that "second language writers plan less, revise for content less, and write less fluently and accurately than first language writers" (as cited in Weigle, 2002,P.36). For that, Weigle (2002) confirms that second language writers are not fluent and quick as native speakers (P.37). Byrne (1988) considered writing as a difficult activity for most people, both in the mother tongue and in a foreign language (P.4).

Conclusion

This chapter presents several theories of transfer, and it examines the basic theories which are related to second language learning. These are interlangauge, contrastive analysis, and error analysis. It provides also the main idea about the role of the two approaches (contrastive analysis and error analysis) in analyzing the sources of

errors and the procedures for doing that. Most of these errors can be found in the written production of EFL learners, because writing (a productive skill) is considered as a complex process. Writing cannot be acquired but it is learnt through formal instructions. Therefore, the EFL learners need to be aware of the writing's mechanism, in order to achieve success in their writing. Certainly, the teacher's role is essential in increasing the student's level. The EFL teachers need to know the efficient approaches, which positively affect the learning process. Even if EFL learners mastered writing process, they failed to write in the foreign language. This could be linked to certain factors like lack of motivation, lack of reading, and influence of first language on writing in English.

Chapter two : Data Analysis and Results

Introduction

Section One : Methodology

2.1.Research Assumption

2.2.Data Gathering Instrument

2.3. Population and Sampling

2.4.Description of the Research Tools

2.4.1.Description of Teachers' Questionnaire

2.4.2.Discription of Students' Short Paragraphs

2.5.Administration of Teachers' Questionnaire

2.6.Administration of Students' Short Paragraphs

Section Two : Data Analysis and Results

2.1.Data Analysis of Teachers' Questionnaire

2.2.Discussion of Teachers' Questionnaire Results

2.3.Analysis of Students' Short Paragraphs

2.4 Summary of the Findings

Conclusion

Limitations of the Study

Recommendations and Suggestions for Future Research

General Conclusion

Bibliography

Appendices

Introduction

The present chapter deals mainly with the research methodology which aims at investigating the influence of the L1 on EFL learners' writing . It is divided into two sections. The first section begins with highlighting research assumption. Then , it deals with data gathering instrument . Moreover, it moves to population and sampling , and the description and administration of the research tools which are a questionnaire for the teachers , and students' short paragraphs. In the second section, the collected data are analyzed and the outcomes are explained to approve or disprove the hypothesis of the effect of the native language on Algerian EFL learners English writing.

Section One: Methodology

2.1. Research Assumption

At this juncture, it is necessary to restate the research assumption . Hence , the assumption of this research claims that : " native language interference is the main source of errors in Algerian EFL learners' written production ".

2.2. Data Gathering Instrument

In order to achieve the aim of the study , the triangulation was adopted . Hence , a questionnaire was administered to 06 written expression teachers in the English department at Jijel university . Moreover, 34 Algerian third year EFL learners at the same university were requested to write short paragraphs which may reflect their L1 influence on their writing .

2.3.Population and Sampling

In order to obtain the necessary information regarding the problem of third year students in the writing skill at the English department university Mohamed Sadik Ben Yahia at Jijel , a sample of 34 students from a population of 304 students were chosen randomly during the academic year 2019/2020. Furthermore, a questionnaire was administered to a sample of 06 teachers written expression from a population of 28 teachers .

2.4. Description of the Research Tools

2.4.1. Description of the Teachers Questionnaire

The questionnaire consists of fifteen questions (15) divided into two sections. The types of questions are close-ended questions (1,2,3,4,6,9,10,12,13,14,15) , and open-ended which are (5,7,8).

The first section entitled the writing skill, and consists of seven (7) items . It tries to get the teachers' opinion about the writing skill (Q1-Q4). Q1 is to question teachers if their students find difficulties in writing. Q2 seeks for understanding what good writing is. Q3 is designed to see which approach is used to teach writing with respect to the chosen .Then, Q4 is designed to whether or not teachers give assignments to their students. Q5 seeks to determine the most common errors that are found in students' compositions. Q6 is about examining if the informants provide their students with feedback and how the students react . Finally, Q7, the teachers are asked about the problems they face when teaching the writing skill.

The second section deals with students' errors as a result of L1 interference. It includes eight (8) questions which are related to students' errors ; if they make errors in their writing or not (Q8). Q9 is to question teachers if these errors are caused by L1 interference and if yes , what are the most frequent errors they make ?(Q10). Q11 is devoted asking our informants

according to their experience , does the interference of mother tongue affect their development of writing with the justifications. Questions (12,13,14) are designed to see whether teachers give more importance to errors correction or not and how many times they correct them in addition to their preferred way of correction. Finally,Q15 is designed to give more freedom and space to our respondents where they can add any comments and suggestions that best fit our study.

2.4.2. Description of Students' Short Paragraphs

The test is a kind of free writing task (short paragraphs). Third year students are asked to write paragraphs in three (03) different topics which are what are the qualities of a good teacher? is a working women a good mother ? and what is the role of the internet in modern life ?, in their written expression session from 11:00 to 12:30 . We requested their teachers to give us the needed time. This test was helpful to get more data about students errors , to identify and analyze the types of errors that students commit in their written productions.

2.5. Administration of Teachers' Questionnaire

In order to administer teachers' questionnaire , six (06) copies were given to teachers of written expression at Jijel university .The main objective of the questionnaire is to survey teachers' point of view about the impact of the native language on English writing. The questionnaire was designed in correspondence with the literature review, in the first chapter of this dissertation. The respondents are asked to provide explanations and options.

2.6. Administration of Students' Short Paragraphs

Since the eventual objective of this research is to identify , describe , and investigate the impact of native language (Arabic) on Algerian third year EFL learners' short paragraphs at Jijel university, the research tend to confirm the results by collecting 34 samples (short

paragraphs) of 34 students among different groups of third year students of English. The students have been given different topics to write about as writing task or a homework outside the classroom .These topics are about ; what are the qualities of a good teacher?, is a working women a good mother ?, and what is the role of the internet in modern life?.

Section Two: Data Analysis and Results

2.1. Data Analysis of Teachers' Questionnaire

Section one: The Writing Skill

1-Do your students find difficulties when writing in English?

Table 2

Writing Difficulties

Options	Subjects	Percentage
a.Yes	06	100%
b.No	00	00%
Total	06	100%
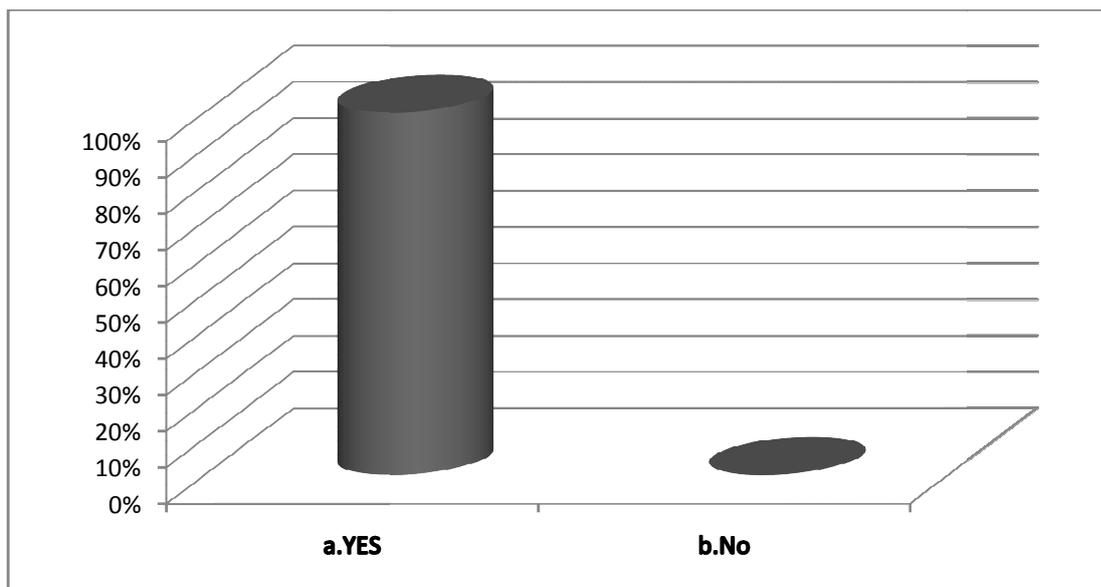
Figure 1: Writing Difficulties

The data in table 2 show that all the respondents (100%) agreed on the fact that their students find difficulties when writing . This declaration serves the objective of this study

2- What does Good writing means ?

Table 3

Good Writing

Options	Subjects	Percentage
a.Correct grammar	02	14%
b.Good ideas	02	14%
c.Specific vocabulary	00	00%
d.Spelling/punctuation	02	14%
e.Clarity, coherence,and cohesion	02	14%
f. All of them	04	28%
g.Others	02	14%
Total	14	100%
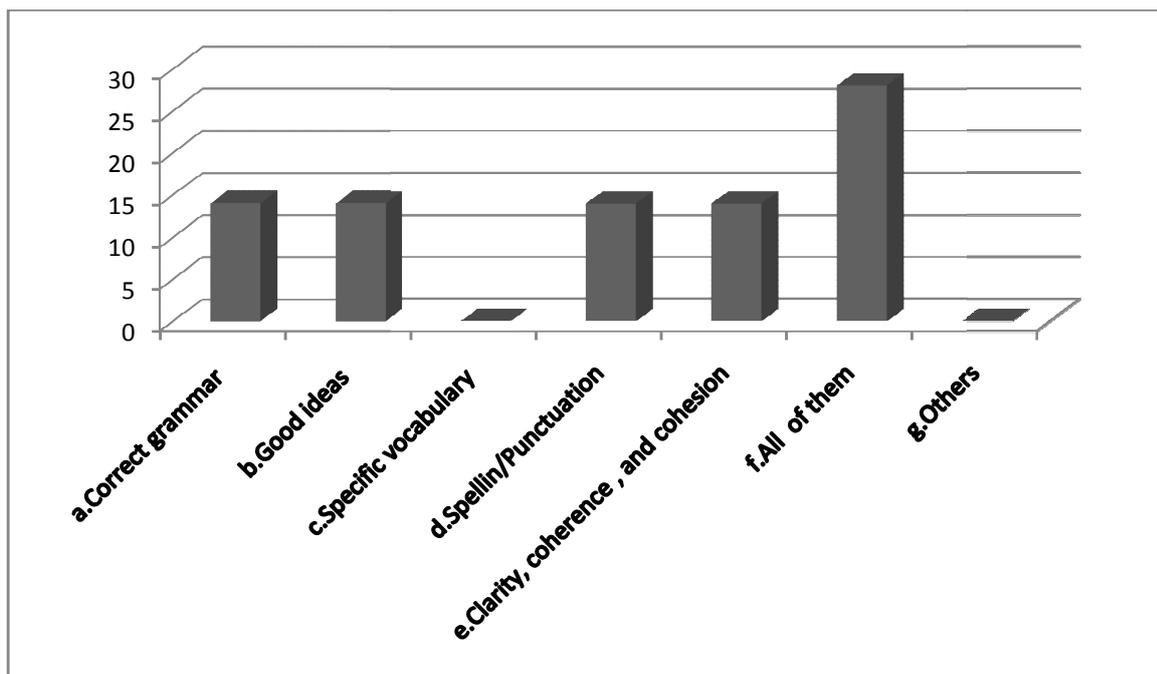
Figure 2: Good Writing

From table 3, 04 teachers (28%) admitted that good writing means; correct grammar, good ideas, specific vocabulary, punctuation, clarity, coherence , and cohesion . According to them, all these aspects constitute a good piece of writing . While two of them believed that good writing is all these aspects without specific vocabulary, and they added that a good piece of writing included good style and avoiding explaining the same point . i.e. avoiding repeating.

3-Which approach do you use to teach writing?

Table 4

Approaches Used to Teach Writing

Options	Subjects	Percentage
a.Product approach	02	33%
b.Process approach	02	33%
c. Both	02	33%
d.Others	00	00%
Total	06	100%
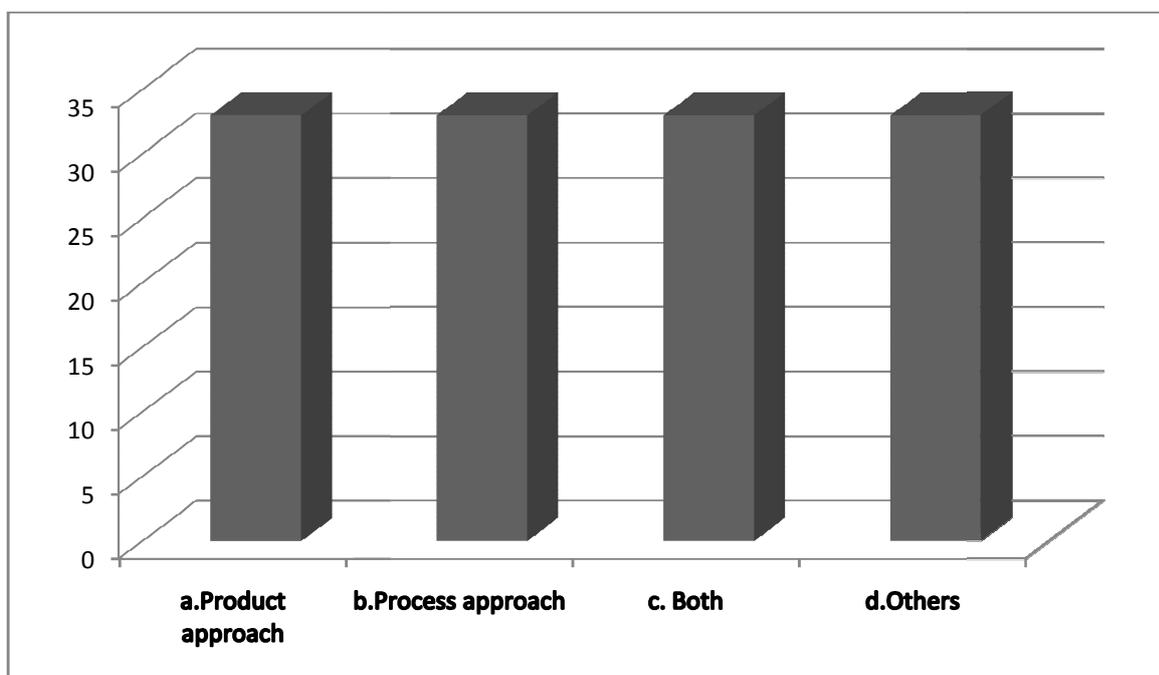
Figure 3: Approaches Used to Teach Writing

In teaching the writing skill, different approaches are used; the product and the process approaches. Their use either separately or mixed depends on the teaching conditions, situations and use. Appropriately, the analysis of the results reveals that 33 % of the teachers used the product approach and 33 % of them used the process approach. Whereas 33 % of all the teachers preferred to use both approaches

4-Do you give assignments to your students?

Table 5

Assignments Frequency

Options	Subjects	Percentage
a.Yes	02	33%
b.No	04	66%
Total	06	100%

Table 5 displays that all the teachers 100% gave assignment to their students because giving assignment to students will help them to be better writers.
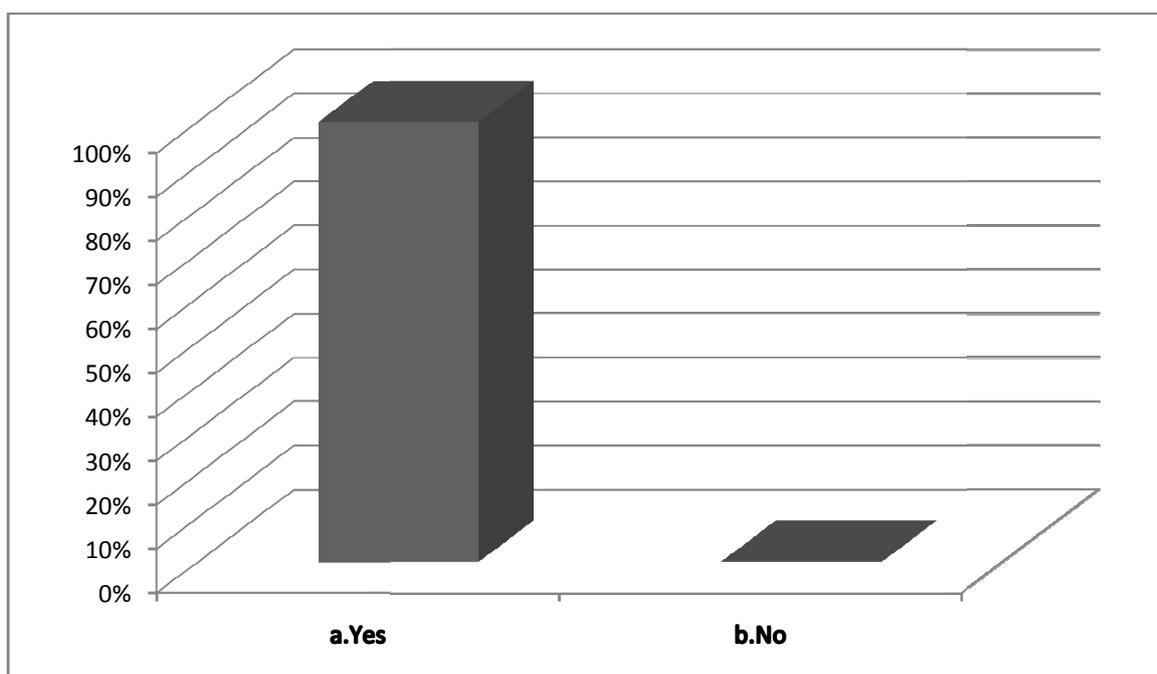
Figure 4: Assignments Frequency

5-What are the most common writing problems that you noticed in your students' writing compositions ?

Table 6

Reasons behind Students' Writing Problems

Options	Subjects	Percentage
a.Grammar mistakes	05	23%
b.Interference of the mother tongue	05	23%
c.Poor vocabulary	03	14%
d.Poor content/ideas	04	19%
e.Poor organization	04	19%
f.Mechanics	00	00%
Total	21	100%
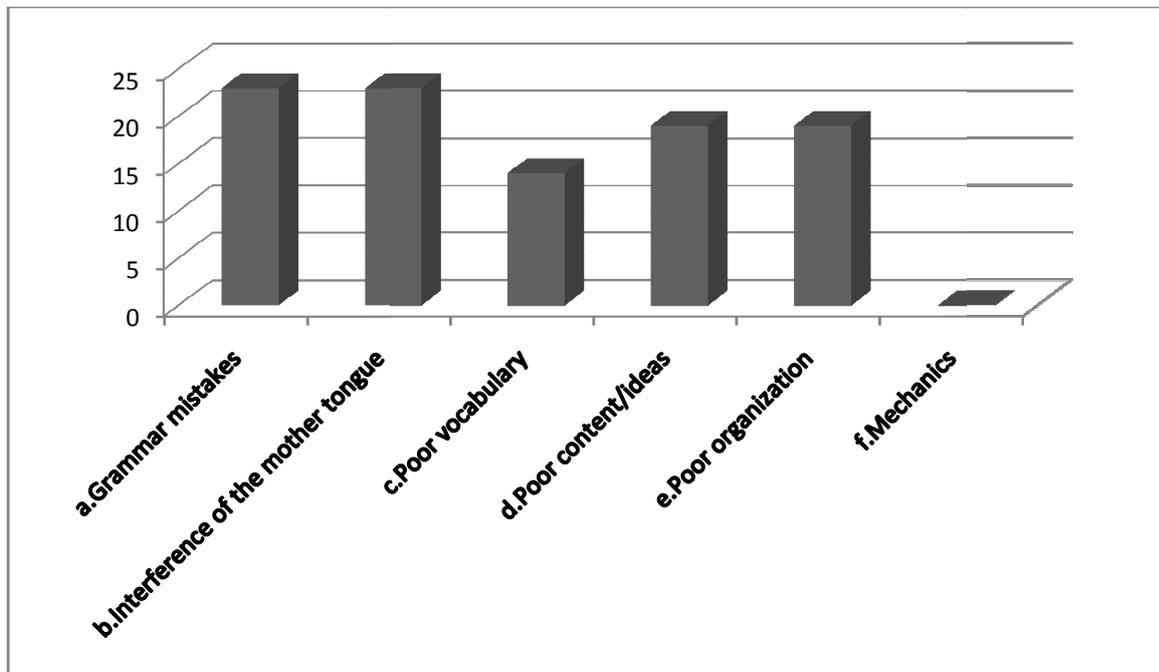
Figure 5: Reasons behind Students' Writing Problems

The obtained results imply that 84 % of the teachers agreed that the factors mentioned below , grammar errors, interference of mother tongue , poor content/ ideas , and poor organization of ideas are the most common writing problems that they have noticed in their students' writing. In addition to that, 14 % of the teachers claimed that poor vocabulary errors occurred in students' writing. These aspects have a great effect on students' improvement of writing and teachers should be aware of them and take them into account when teaching.

6-Do you provide students with feedback concerning their errors?

Table 7

Teachers' Responses about Providing Feedback Concerning Students' Errors

Options	Subjects	Percentage
a.Yes	06	100%
b.No	00	00%
Total	06	100%
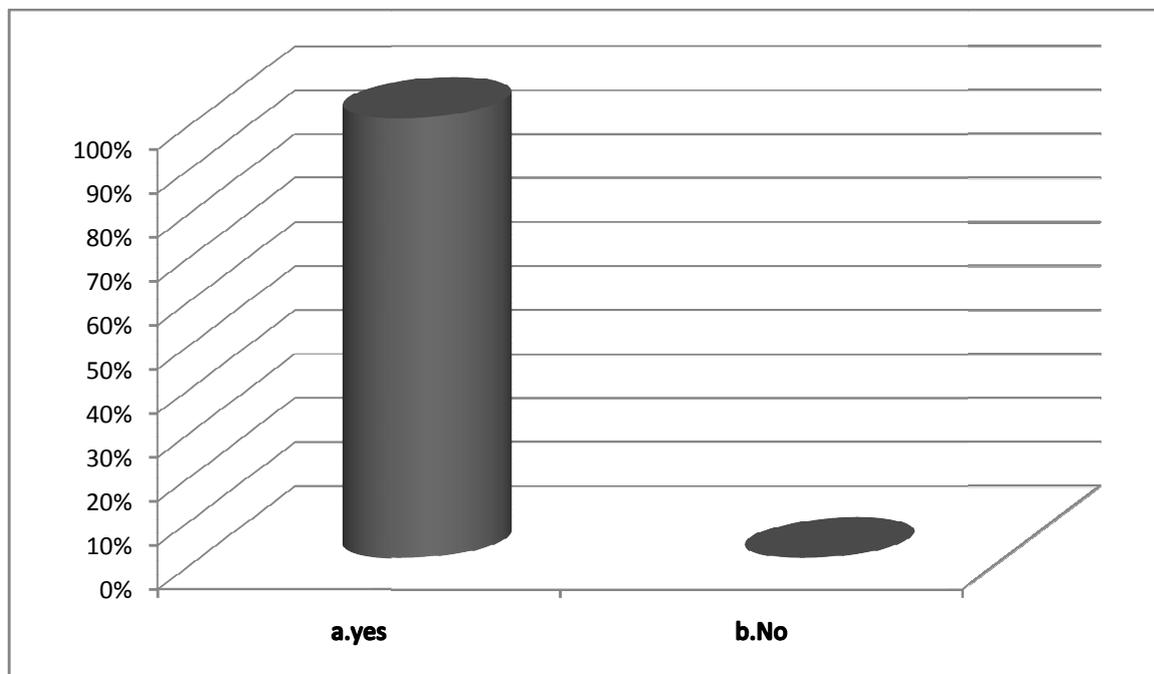
Figure 6: Teachers' Responses about Providing Feedback Concerning Students' Errors

All of the teachers (100%) answered positively. They confirmed that providing students with feedback is considered as a very helpful way. For them, feedback should be a balance between support , reinforcement , challenges , and criticism. And best feedback highlights areas for improvement and gives specific suggestions for changes. Even most of the students take the feedback into consideration because it helps them, but there are other students who do not like when being corrected and blame the teachers by being the possible cause for their poor writing performance.

7-What problems do you face when teaching the writing skill?

Table 8

Teachers' Problems in Teaching the Writing Skill

Options	Subjects	Percentage
03 Teachers out of 06	Grammar	42%
03 Teachers out of 06	Vocabulary	28%
02 Teachers out of 06	L1 interference	28%
Total	03	100%
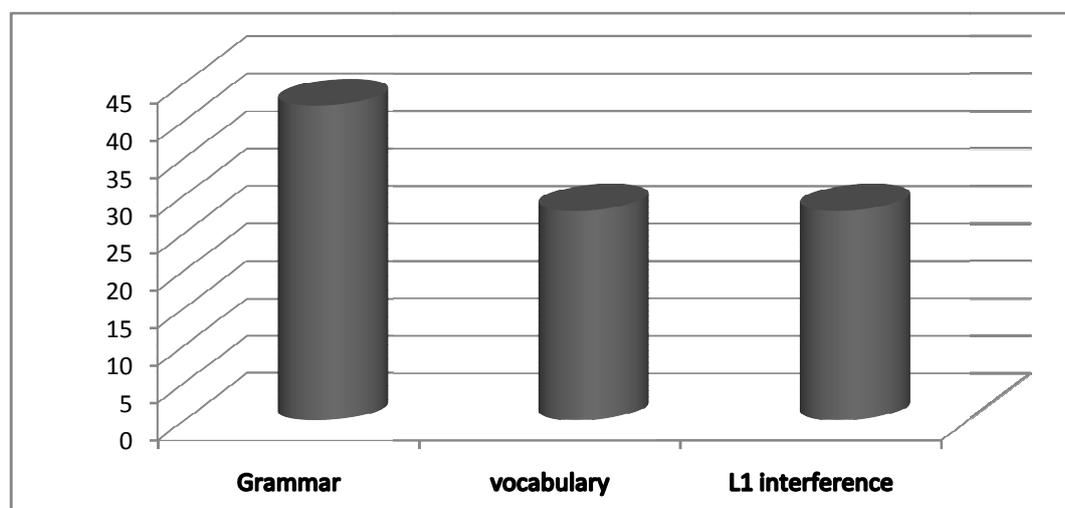
Figure 7: Teachers' Problems in Teaching the Writing Skill

The aim behind asking this question is that we want to know if there are other problems that hamper the teachers of written expression besides known ones. For that, we have received a number of answers and explanations. The teachers' points of view talk about the same problems which affect the process of teaching written expression. From teachers responds, 42% of them think that poor grammar is the most problem that face them in teaching writing .Also ,28% of teacher think that poor vocabulary is one of the problems that they faced. 28% of teachers faced the problem of interference of native language (L1).

Section two: Students 'Errors as a Result of L1 Interference

8-Do your students make a lot of errors in their writing?

Table 9

Students' Errors in Their Writing

Options	Subjects	Percentage
a.Yes	06	100%
b.No	00	00%
Total	06	100%
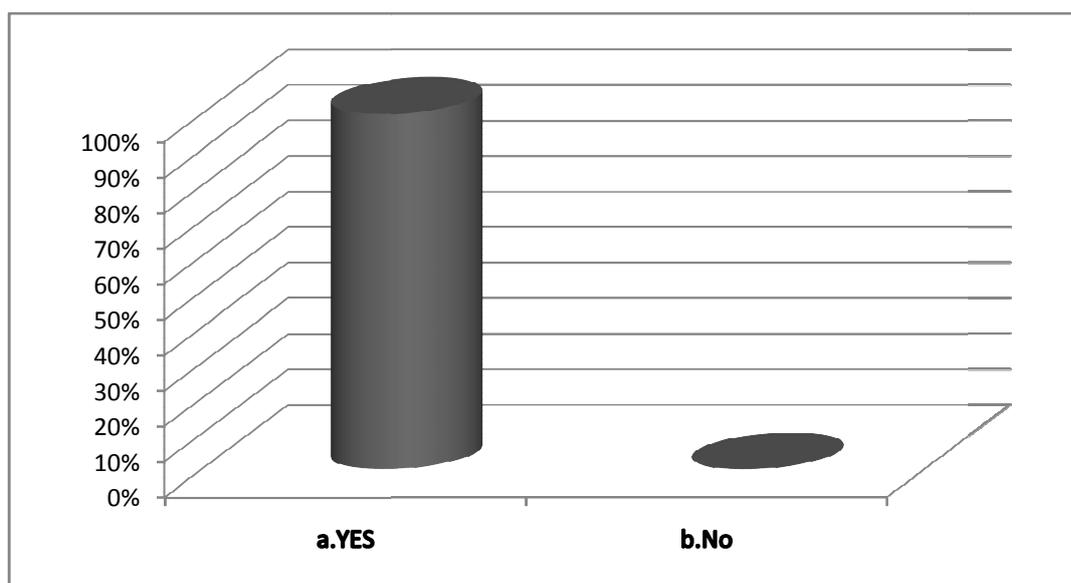
Figure 8: Students 'Errors in Their Writing

According to this question, all the teachers (100%) answered positively, confirming that most third year students make numerous errors in their writings. This constitutes a real problem for a large number of students, unable to produce an organize, clear and error-free piece of writing.

9-Do you think these errors are caused by L1 interference

Table 10

Students 'Errors Caused by L1

Options	Subjects	Percentage
a.Yes	02	33%
b.No	04	66%
Total	06	100%
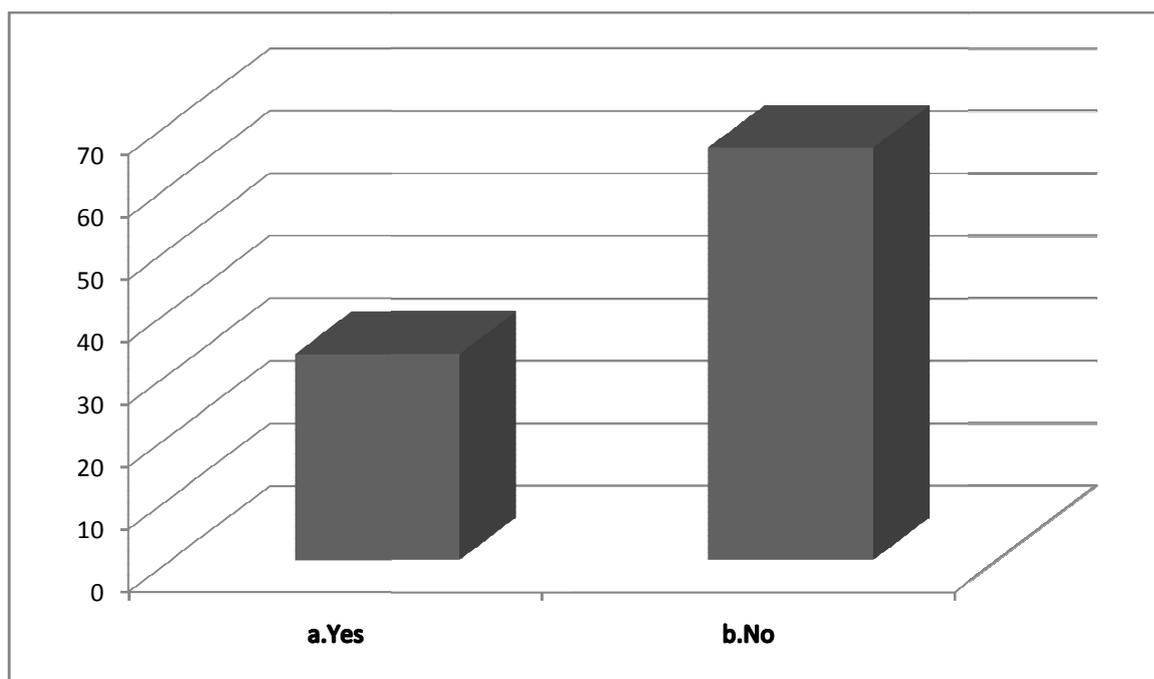
Figure 9: Students 'Errors Caused by L1

It can be observed that (33%) of instructors agree on the same answer that the main cause of errors made by students is due to L1 interference. While (66%) of them disagree on this point, they think that there are other factors behind these errors.

10-If yes, the most frequent errors they make are:

Table 11

Errors' Frequency

Options	Subjects	Percentage
a.Grammatical	01	25%
b.Lexical	00	00%
c.Symantic	01	25%
d.Syntactic	01	25%
e.Punctuation	01	25%
Total	04	100%
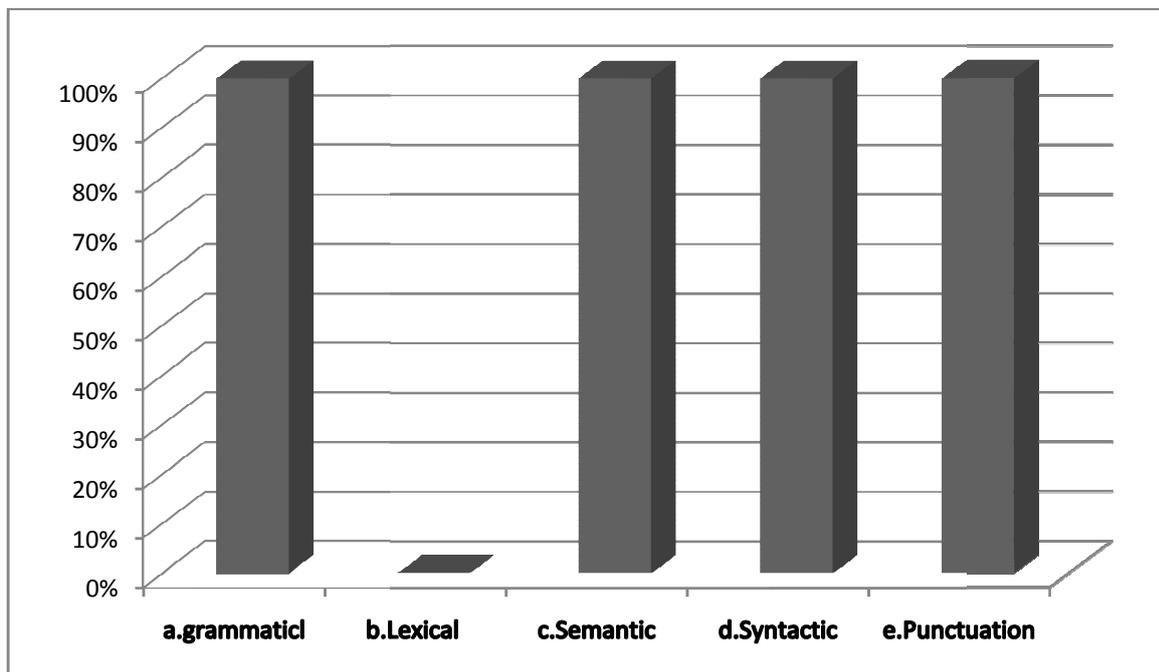
Figure 10: Errors' Frequency

   It shows that most teachers agreed that the most frequent errors made students are, grammatical, syntactic, and punctuation , while some teachers said the opposite that the errors committed by students are due to the L1 Interference .

11-According to your experience , does the interference of students' mother tongue affect their development of writing skill ?

-Teachers' opinion about L1 interference

All the teachers confirmed that the interference of native language affect their students'
writing developments. The teachers take into consideration the fact that third year students
face typically interference errors in the learning process, and they gave examples of errors
made by students when they attempt to write in a foreign language (word for word translation
from their native language) . The teachers justified their opinions with some arguments in
which they mention that the structure of English is different from that of the mother tongue,
especially in grammar rules an vocabulary items , and the resort to their mother tongue affects
their writing negatively and this causes a lot of mistakes .Furthermore , the students
influenced badly by the mother tongue , thus it makes them incapable to express themselves
in English.

12-Do you give much importance to error correction?

Table 12

The Importance of Error Correction

Options	Subjects	Percentage
a.Yes	06	100%
b.No	00	00%
Total	06	100%
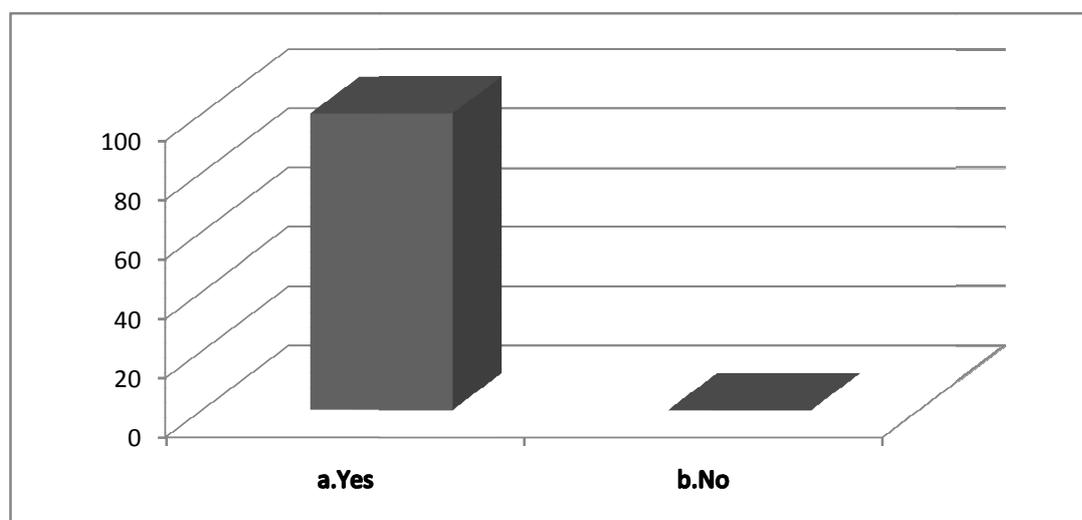
Figure 11 : The Importance of Error Correction

All of the teacher (100%) gave more importance to error correction .

13-How often do you correct them ?

Table.13

Errors' Correction

Options	Subjects	Percentage
a.Always	05	83%
b.Often	01	16%
c.Rarely	00	00%
d.Never	00	00%
Total	06	100%

Concerning error correction, 83% of teachers select answer **a** .i.e. they always correct their students' assignments. While the other 16% goes to answer **b.** which means that teachers often correct the assignments .
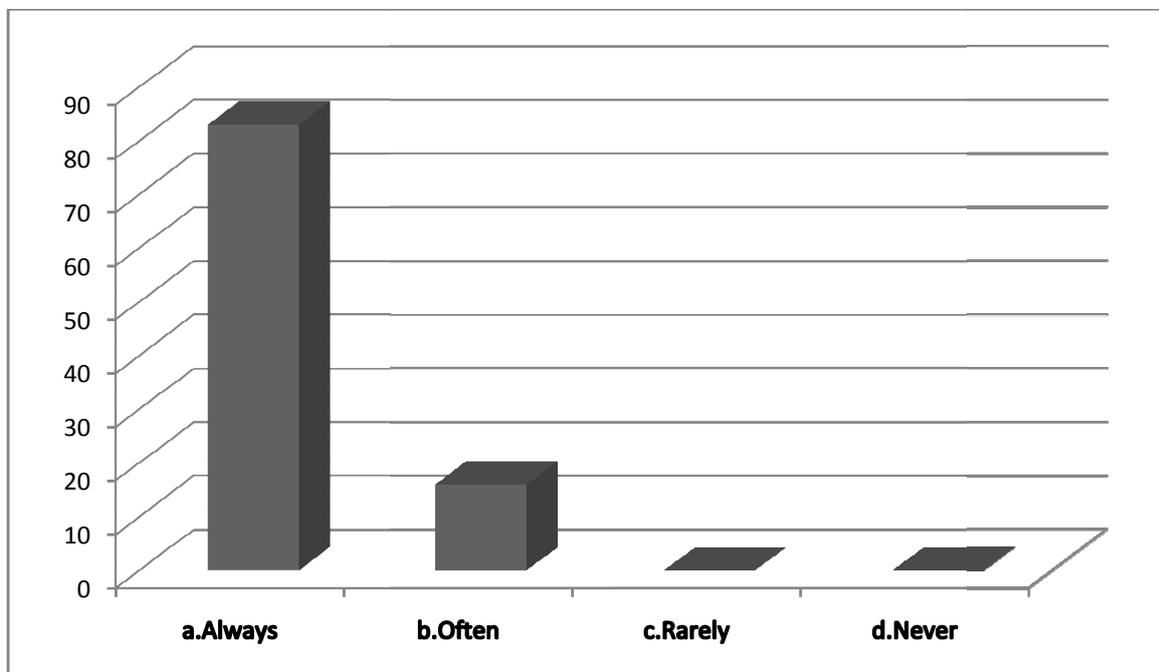
Figure 12 : Errors' Correction

14-Do you prefer the errors to be corrected by :

Table14

Teachers' Attitude about Who Should Correct Errors

Options	Types	Percentage
a.The learner himself /herself	03	42%
b.His/ her classmate	02	28%
c.The teacher	02	28%
Total	07	100%
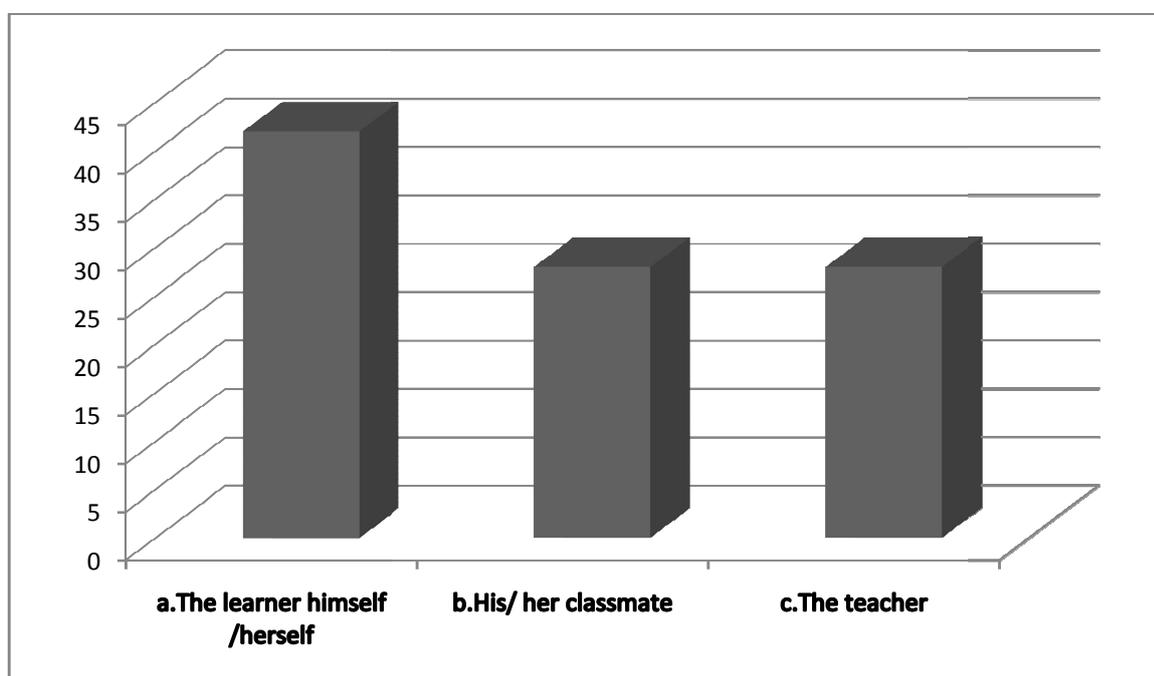
Figure 13: Teachers' Attitude about Who Should Correct Errors

Some of the teachers (42%) preferred students errors to be corrected by the learner him / her self , because self correction would help them to get the correct rule and this will improve their writing skill . While (28%) of teachers preferred errors to be corrected by his / her classmate while there are students who refuse to be corrected by their classmate . In addition (28%) of teachers preferred to be corrected by the teachers because the teacher should improve and develop a good knowledge of his students and make them comfortable

and believe that error correction is done for the sake of improving their language , and not in order to show their weaknesses .

15-Further comments and suggestions.

All the teachers did not take this question into consideration and answer it. Only a teacher who believed that the teachers should collaborate with the learners in doing correction., and should give much time to feedback and also teach them writing techniques.

2.2. Discussion of the Teachers' Questionnaire Results

From the analysis and interpretation of the teacher questionnaire , the results admit many facts about the writing skill as the most complex and difficult skill . The teacher' questionnaire showed that most of third year students find difficulties when writing in English. According to teachers' answers , good writing means , correct grammar , good ideas , specific vocabulary , spelling , punctuation , clarity , coherence and cohesion , all of them agree that a good piece of writing should contain all of these aspect .

In the field of teaching, there are teachers who use both of the two approaches : the product and the process and others used them separately . Their use depends on the teaching conditions and situations. In order to check the students' level, (100%) of teachers give assignments to their students . The obtained results show that professors state that their students find many complications that hinder their writing . These difficulties are in terms of interference of the mother tongue , grammar mistakes , poor vocabulary, and poor organization of ideas. The instructions affirms that the errors made by third year students are due to the interference (language transfer) ,and all of the EFL learners rely on their native language when writing in English , and it is necessary to provide students with feedback in order to reduce making a lot of errors., and the correction of the errors is very important in

helping students to avoid   making the same errors .Finally, all the teachers admit that the

interference of the native language affect their students development in writing .

2.3. Analysis of Students' Short Paragraphs

The analysis of third year students' short paragraphs affirms that; they make a significant

number of errors when they write. The main purpose of this study is to identify the effect of

the native language that occur in third year students' written productions, and find out which

level Algerian learners have complexity   using English. This section shows the results which

aim to give an answer to the research question. The written paragraphs were clearly analyzed

to find the errors and their sources. The obtained results are presented, summarized, classified

and tabulated.

Table 15

Types of Students' Errors

Types of errors	Frequency	Percentage
Punctantion	45	16.42 %
Spelling	43	15.69 %
Capitalization	42	15.32 %
Articles	38	13.86 %
Verb tense and form	25	9.12 %
Singular/plural forms	20	7.29 %
The Interference of L1	12	4.37 %
Auxiliaries	12	4.37 %
Prepositions	11	4.01 %
Repetition	10	3.64 %
Subject -verb agreement	7	2.55 %
Word order	7	2.55%
Total	274	100%
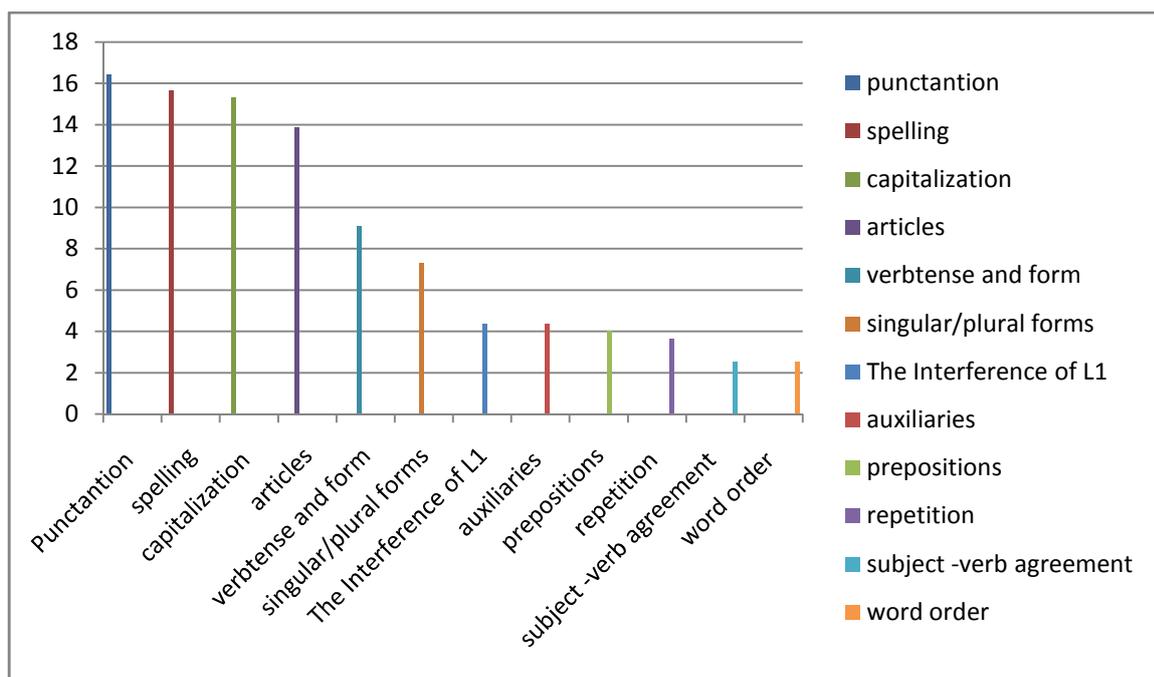
Figure 14: Total Number of Third Year Students' Errors

In the analysis of students' short paragraphs , many errors are formed of different types . The total number of these errors is 274 errors counted in thirty four (34) short paragraphs . These errors include different types which are errors of punctuation, spelling, capitalization, articles, verb tense and form , singular/ plural forms, the interference of L1, auxiliaries , prepositions, repetition, subject-verb agreement, and word order.

The data presented in the table show that errors in punctuation and spelling are the main errors that students commit with a percentage of 16% and 15%. This is because the difference between the English system and the Arabic one . In the second place comes capitalization errors 15.32%. The errors in articles with a percentage of 13%. Verb tense and form constitute of 9%. And singular/plural forms with 7%, then the interference of L1 and auxiliaries have the same percentage with 4% and preposition errors with 4% . While repetition errors are presented with 3.64%. Finally, subject-verb agreement and word order have the same percentage 2.55%.

The discussion of the analysis of each type of errors are shown in this section . Moreover , examples of each type of errors are given with the correction to clarify the types of these committed errors.

2.3.1. Types of Errors

2.3.1.1. Punctuation

Punctuation errors are ranked first. They constitute (16.61%) of the whole number of errors . In this case, when third year students write a sentence , they do not use a full stop to end a sentence ,writing long sentences without using a full stop sounds achievable to them .They also frequently use a comma instead of full stop at the end of sentences . A full stop is used to indicate that the idea of a sentence is completed, nonetheless the use of comma is to connect two full sentences . Punctuation marks give meaning to words as pauses and change in tone of speech.

 Examples :

1-, in short ……

-. In short ……

2-…in people's life because most of them…..

-… . In people's life . Because

3-…To be both ,it is certainly…..

-….to be both . It is certainly……

4-…..It is possible finally

-….. , it is possible . Finally

5-The most important tools Because……

-The most important tool , because ….

2.3.1.2. Spelling

   Spelling errors contribute to major errors in third year students short paragraphs .They constitute (16.16%) of the whole number of errors . Students face many difficulties when they write , especially in spelling . They cannot express their ideas , because they cannot spell words correctly . Spelling errors may prove that third year students do not have the knowledge of the relationship between sounds , written symbols and faulty pronunciation because the difference between Arabic and English systems .

Example :

1- Bisiness

- Business

2-Inflauenced

- influenced

3- the holl

 -Whole .

4-contries ..

-countries

5-familly

-family

2.3.1.3. Capitalization

In this study, we found that most of third year students did not write capital letters at the beginning of a sentence, and wherever a sentence is the beginning of a new paragraph . This kind of errors due to the native language (Arabic) interference . In contrast to English , Arabic does not include capital letters . Hence, third year EFL students are still influenced by their native language (Arabic) and to use capital letters in English writing . This kind of errors represents (15 %) of all the errors. Some of examples are given below :

1-.it is easier for you ….

-. It is easier for you …

2-.she needs to work….

-. She needs to work ….

3-today , the internet ….

-Today, the internet……

2.3.1.4. Articles Errors

The misuse of articles are ranked the fourth type of errors, after capitalization in third year students' writing . It constitutes(13%)of the entire percentage of errors . This type of errors is divided into two sub- categories which are omission and addition of articles. The addition of the definite article " the" occur with 29 errors (10.66%), out of the total number of article errors which the omission of the indefinite articles (a- an) appeared with 7 errors (2.57%) . The major reason that leads to the occurrence of this type of errors is the native language (Arabic) interference because the students are confused with the use of definite and indefinite articles . They add the definite article " the " where it is

not appropriate ; however , they omitted the indefinite article "a" and " an" where they are appropriate. They used the definite article " the " with abstract nouns (1, 2, 3**,** and 4) examples . However , they did not use the indefinite articles "a" and "an" before the nouns which need them. These examples (5,6,7,8) are a case in point :

Examples : (addition of the article " the")

1-Many people think that the working women…..

-………………..think that working …..

2- she has not the enough time ….

-……..not enough time

3-…..it helps us to look for the information,

-…………………for information.

4- Today, internet is one ………

- Today, the internet is one…..

Examples: (omission of the articles " a" and "an")

5-We live in a time advanced .

-We live in an advanced time .

6- The Internet play important role .

-The internet plays an important .

7-A working women is good mother .

- Working women is a good mother .

2.3.1.5. Verb Tense and Form Errors

   Using the appropriate verb tense and form is the most difficult area for third year students . They have made 25 errors (9 %) in their short paragraphs . These errors in verb tense and form occur because of the complexity of English tenses comparing to Arabic ones . Some cases show that when they put the verbs in the infinitive form , they conjugate the verb .

   Example :

1- She needs to spends time…..

-She needs to spend time……

2-She knows how to organizes…....

-She knows how to organize …..

3-They need to grew up…….

-They need to grow up……

4- The internet play …….

-The internet plays ………

2.3.1.6. Singular / Plural Forms Errors

   It is noticed that singular and plural forms are measured as one of the difficulties that third year students face in their writing in English . They constitute (7%) of all errors. Most of third year students are confused between singular and plural rules in English (the

incomprehensibility of the rules). However, there is another reason for this kind of errors which is interlingual transfer (native language interference).

 Example :

1-by knowing the student behaviors.

-By knowing the students behavior.

2-Internet is one of the most important tool.

-Internet is one of the most important tools.

3- …the student ….their level.

-The students ….. their levels.

4-…and in a few minute.

-….and in a few minutes.

5-Where there are student .

-Where there are students.

6-Social and economic development….

-Social and economic developments…..

2.3.1.7. The Interference of L1

   This kind of errors represents (4%) of all errors. Third year students, when they write in English , tend to translate from Arabic to English (word for word translation) . This could be attributed to the difference between Arabic and English systems.

Examples :

1-Today, internet is the most powerful tool in the world.

- Today, the internet is one of the most powerful tools throughout the world.

2-A good teacher is the light of his students. So he must be shining enough for them.

-A good teacher enlighten his students.

3-People have the ability to link to other people and place in fast and speed.

-People could keep in touch , could connect easily with each other .

2.3.1.8. Prepositions Errors

   The analysis of third year students' short paragraphs contains 11 errors .English prepositions are difficult for EFL learners because they usually relate them to their own native language prepositional system .The difficulty is caused by the difference in number, meaning and usage of the prepositions in the NL and EFl languages. Neither Arabic nor English prepositions can stand by themselves . They get their meaning through their usage in contexts . The main problem for the learners is that not every Arabic preposition has a definite equivalent in English and vice versa .

The following examples illustrate clearly what has been said :

Examples :

1-She does in the home.

-She does at home .

2-You search to the books .

-You look for the books.

3-In the end ……….

-At the end …………

4-According internet ……..

-According to the internet ……

5-It is considered the follower …..

-It is considered as the …….

6-Use it a bed thing …

-Use it in bad thing ….

2.3.1.9. Auxiliary Errors

Another difficulty for third year students is the use of auxiliaries in an appropriate way . The misuse of auxiliaries occurs with (4%) (12 errors) from all the errors . Students do not use the appropriate auxiliaries. Especially in progressive and perfect tenses **(** 1, 2) examples . They do not use the auxiliary in an appropriate place. These errors appeared in students short paragraphs because of absence of auxiliaries such as "be" "do" examples in Arabic . So , interlingual transfer is the cause for this kind of errors .

1-Good classroom management considered the ….

-Good classroom management is considered ……

2-…… must be listen to the students .

- ……..must listen to the students.

3- She has not enough time …..

-She does not have time …

2.3.1.10. Repetition Errors

   The results of this study have shown that third year students tend to repeat the subjects in the same sentence (examples 1,2) . They are not familiar with the usage of the pronouns in appropriate positions, and most of them do not use the relative pronouns . Third year students' writing are influenced by their native language system (Arabic) . They followed the rules of Arabic language ; for example (الانترنت هو وسيلة اتصال). Another reason , why students keep repeating the same subjects is because they expect teachers not to understand what they mean . So, they repeat the words to make teachers focus on those ideas (examples 3,4) . This kind of errors represents 3% (10 errors) of all errors .

 Examples :

1-Internet it is one of the most important means .

-Internet is one of the most important means .

2-Internet it may have advantages…

-Internet may have advantages….

3-Today, e-mail is unlike traditional e-mail that take a lot of time …

- Today's e-mail which is not like the traditional one …

4-And it is very useful in our life ….from it, also it provides us….., in addition to this it help………

2.3.1.11. Subject -Verb Agreement Errors

Subject-verb-agreement constitute (2%) of the whole number of errors . Third year students most of the time do not know exactly when to add the singular "s'' . They usually add the "s'' of third person singular when the subject is plural (examples 1,2) and omit it when the subject is singular , consider examples (4,5, and 6) below . These errors in subject-verb agreement are possible because of overgeneralization of rules. Third year students are confused with "s" plural and "s" of third person singular . Consequently, they tend to add "s" to the verb when the subject is plural (they) and omit the "s" when the subject is singular (he ,she ,it) . This kind of errors does not belong to the interlingual transfer ,because the verb in Arabic should agree with its subject .

Examples:

1-If you wants to know .

-If you want to know .

2-Students who knows.

-Student who know

3- It facilitate searching.

-It facilitates searching .

4-The internet provide enjoy all games .

-The internet provides ………..

5-It require specific qualities .

-It requires …………

2.3.1.12. Word Order Errors

The analysis of third year students short paragraphs reveals that they still have a problem in word order because of the different constituents of the sentence in the NL and TL . Word order errors constitute (2%) of all errors . The first examples below show that third year students are still influenced by Arabic word order system . They tend to make the adjective follows the noun according to Arabic word order system . However ,the adjective should precede the noun in English , and other examples show they ordered the sentence according to Arabic rules. This kind of errors occurs in third year students writing because of Arabic interference .

Examples :

1-We live in time advanced.

-We live in an advanced time.

 2- Today internet is important in our life.

-The internet is important in our life today.

- 3-Getting information is probably the biggest advantage is offering by internet .

-Probably, getting information is the biggest advantage offering by internet.

4-clear objectives for lessons , effective discipline ,skills , good classroom management skill, should a great teacher have .

-A great teacher should have clear objective for lessons, effective disciplines, and good classroom management skills.

2.3.2. Causes of Third Year Students' Errors

  According to the obtained results, students" errors are caused by two main reasons which are interlingual (Arabic) transfer and intralingual transfer.

2.3.2.1. Errors Caused by Interlingual Transfer

Table 16

Total Number of Interlingual Errors

Types of errors	Frequency	Percentage
Ponctuation	45	21.42%
Spelling	43	20.47 %
Capitalization	42	20 %
Articles	38	18.09 %
Verb tense and form	0	00 %
Singular/plural forms	0	00 %
The Interference of L1	12	5.71%
Auxiliaries	0	0 %
Prepositions	12	5.71%
Repetition	10	4.76 %
Subject -verb agreement	0	00 %
Word order	7	3.33%
Total	210	100%
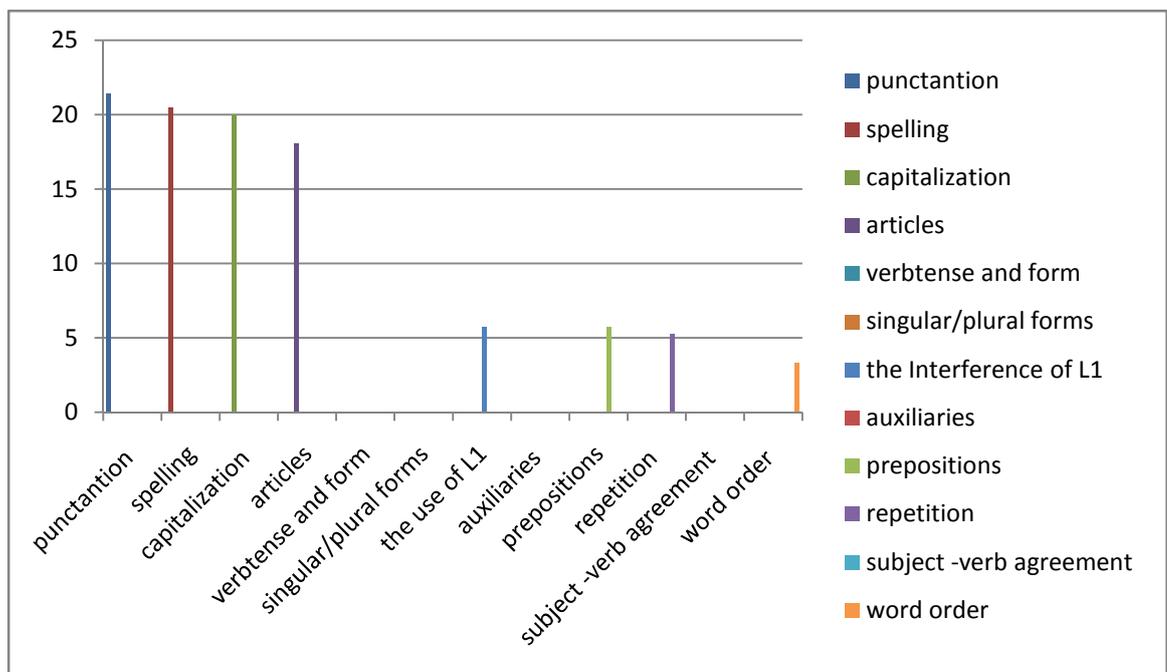
Figure 15: Errors Caused by Interlingual Transfer.

According to table 16 and figure 15 , errors caused by interlingual transfer are 210 errors of the total number of errors. The high percentage is with 21.42% which represents punctuation errors (45 errors) . Errors of spelling are 43 errors with 29 %. Than capitalization errors with 20% (42errors) . Errors of articles with 18% (38 errors) . The interference of L1 and preposition errors have the same percentage 5% (12 errors) . Repetition errors   (10 errors) which constitutes 4% out of the total number of errors caused by interlingual transfer . Moreover, errors counted by word order are7 errors (3 %).

2.3.2.2. Errors Caused by Intralingual Transfer

Table 17

Errors caused by Intralingual Transfer.

Types of errors	Frequency	Percentage
Punctantion	0	00 %
Spelling	0	00 %
Capitalization	0	00 %
Articles	0	00 %
Verb tense and form	25	40%
Singular/plural forms	20	32%
The Interference of L1	0	00 %
Auxiliaries	12	19%
Prepositions	0	00%
Repetition	0	00%
Subject -verb agreement	7	11%
Word order	0	00%
Total	64	100%
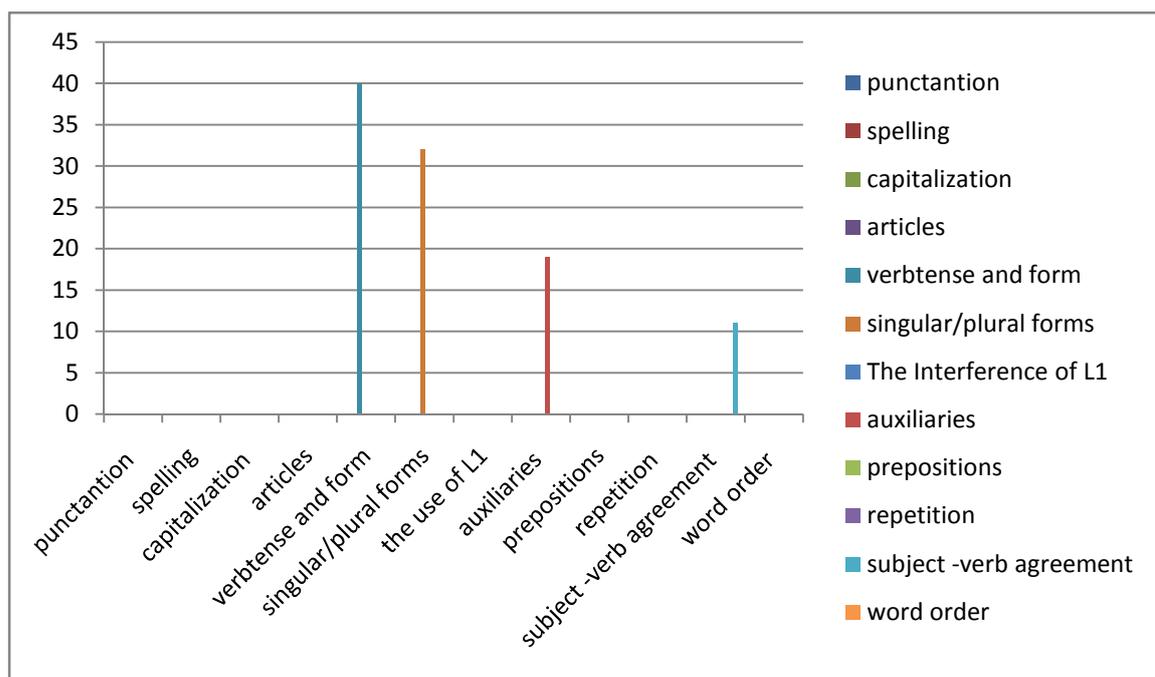
Figure 16: Errors caused by Intralingual Transfer.

Table 17 and Figure 16 show that errors caused by intralingual transfer are 64 errors out of all the types of errors , which are verb tense and form, singular/plural forms , auxiliaries, and subject-verb agreement. The high percentage which is 40% (25 errors) was counted to verb tense and form errors. Singular/plural forms errors constitute 32% (20 errors) while auxiliaries errors consist of 19% (12 errors). The last type of the errors in intralingual errors represented 11% (7 errors).

2.3.2.3. Interlingual vs Intralingual Transfer Errors

The results obtained from the analysis show that there are two major reasons for third year students' errors in English writing. These are interlingual transfer (interference from Arabic) and intralingual transfer (overgeneralization, incomplete application of rules, and false concepts hypothesis) . However errors caused by native language interference represent the high percentage that is 77% than errors caused by intraligual transfer constitute 27% out of the total number of errors.
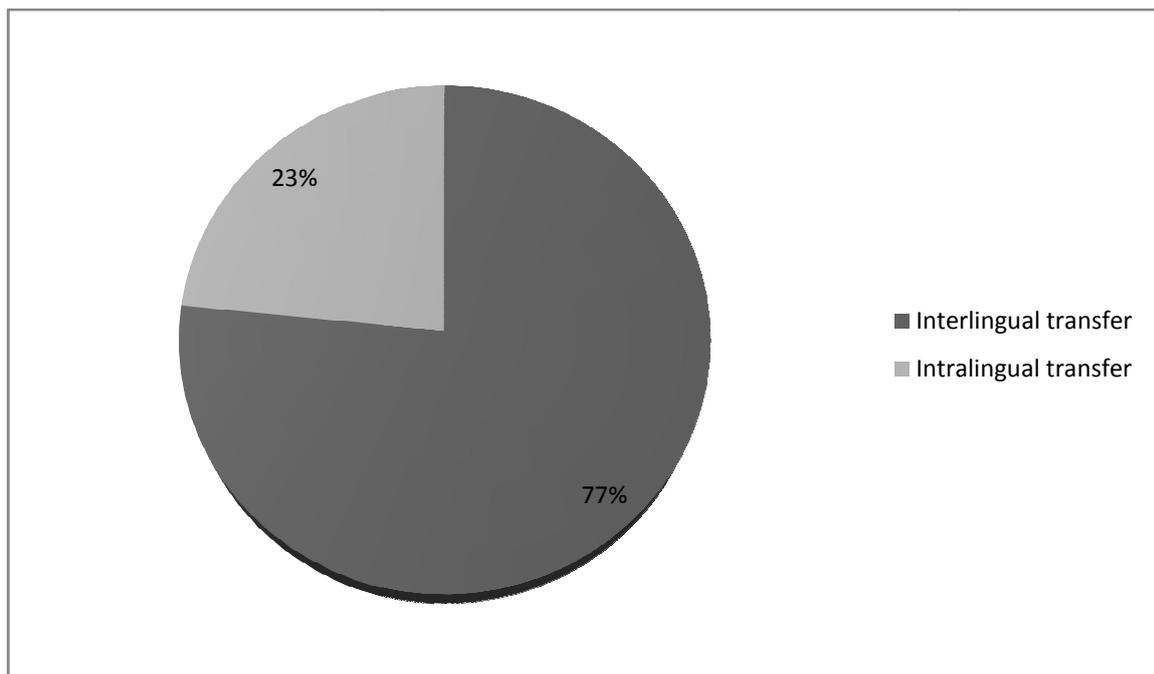
Figure 17: Interlingual vs. Intralingual Transfer Errors.

2.4.Summary of the findings :

The study attempts to discuss and analyze the common errors committed by Algerian third year students in their written production . This current study shows that a high number of students made a significant number of errors categorized in different types of errors . The results of this study revealed that most of the students errors occur in punctuation ,spelling , capitalization , articles, verb tense and form , singular / plural forms, the interference of L1, auxiliaries, prepositions, repetition, subject-verb agreement , and word order .These errors are a results of the interference (interlingual transfer) and intralingual transfer.

Interlingual errors were 210 errors   while intralingual were only 64 errors in third year students' written productions . Therefore , according to previous results and what has been explained before native language interference is the main cause behind third year students errors . This finding goes hand in hand with the research questions; Does the native language affect Algerian third year EFL learners' writing ? Which types of errors are committed by Algerian third year EFL learners ? .

Conclusion

This chapter proves that third year learners make a lot of errors of different types in their writing productions . According to the findings , these errors are of two types named interlingual errors , and intralingual errors due to lack of practice , poor vocabulary and poor grammar . Therefore , it is important to raise learners' awareness about the difference between the native language (Arabic) and the foreign language (English) structures . Also, it is very necessary for students to practice more the rules of English in order to internalize them , and to be able to use them correctly in their productive skills especially the writing skill .

Limitations of the Study

In actual facts, we found many difficulties and limitations all long the process of conducting this piece of research . First when we request from (80) third year students to write short paragraphs most of them refused and only (34) students are accepted to write because they were in the exams period. In addition , a time constraint is another problem that we faced when conducting this research .

Recommendations and Suggestions for Future Research

Another study with a larger sample of students is recommended so as to get more insights about the types and causes of errors that they make . The current study presents the following recommendations and suggestions:

- It is recommended that policy makers should give more importance to the point that writing production should be given the first place in syllabus designing and the time allotted for its teaching. As a matter of fact, it helps teachers to cater for the learners' problems in writing .

- Teachers' feedback should be accomplished more often and any error made should be corrected by the teacher without any intimidation as it will enhance a proper evaluation of learners' performance or progress in English language.

- The teachers should give more importance to the reading skill because it is a helpful way to enrich students vocabulary .

- Students will be more familiar with English if their teachers gives more practice and encourage them to write more and more either in class or at home.

- When teaching writing, we must look for ways to help students learn how to express themselves, and how to organize their ideas . We must show them how to make their writing more interesting .

General Conclusion

Acquiring a new skill is considered as a complex process for EFL learners . The writing skill is the most complicated and difficult skill to be mastered by third year students at Mohammed Saddik Ben Yahia university. They commit a lot of errors while practicing writing. The main aim of this study is to identify and analyze the influence of the native language interference on Algerian EFL learners writing.

The present study has been carried out by investigating both a teachers' questionnaire and students' short paragraphs. The following research questions were asked. Does the native language affect Algerian third year EFL learners' writing ? Which types of errors are committed by Algerian third year EFL learners ? For answering these questions a hypothesis was introduced ;   native language is the main source of errors in Algerian EFL learners written productions .

The current study has been framed within two chapters . The first chapter was devoted to the theoretical part which was divided into two sections ; the first one presents definitions of main concepts like native language , foreign language , second language and language transfer and its theories . Then it touched upon the interlanguage theory , contrastive analysis and error analysis .The second section aimed at shedding light on the writing skill and gave attention to its approaches and the relationship between writing and the other skills , and the factors behind students' poor writing . This section ended with a distinction between L1 and L2 .

Chapter two is the practical part of the research. It was divided into two sections ; the first one was concerned with the description of the research methodology, research assumption , data gathering instruments , and population and sampling . The second section was about the analysis and discussion of the results obtained from the teachers' questionnaire and students'

writing productions . The results were positive about the use of L1 interference in writing in English .

  The present study concluded by proving that Algerian EFL learners depended much more on their native language , when they want to express their ideas and thoughts but they do not know how to write them in English . This latter, leads learners to use interlingual strategies; which is in this case is Arabic, to facilitate learning. Such strategies help in case of perceived linguistic similarities and lead to problems in case of differences. However, this study is not useful only for learners in helping them improving their writing skill by knowing the main reasons behind these committed errors, rather; it raises the teachers awareness in their understanding of the sources of errors and the importance of errors .

Bibliography

Bibliography …………………………………………..……………………………………………….

Abi Samra, N. (2003). *An Analysis of Errors in Arabic Speakers English Writing.* PP.1-48.

   Retrieved from :   http://abisamra03.tripod.com/nada/languageacq-erroranalysis.html

Balanchard, K & Root, C. (2004). Reading to Write : From Paragraph to Essay (2nd ed). New York

   .Longaman .

Belkhir, A.& Benyalls, R. (2017). Identifying EFL Learners Essay writing difficulties and

   Sources: A Move towards solutions. *International Journal of Learning, Teaching and*

   Educational Research. Telemcen University. PP.80-88

Boscolo, P. & Hidi, S.(Eds.). (2008). *Writing and motivation*. The Guilford Press.

Byrne, D.(1988). *Teaching writing skills*. London, Longman.

Corder, S.P. (1975**) .***Error Analysis , Interlanguage, and Second Language Acquisition*. Cambridge

   University Press for the English – Teaching Information Center.

Corder , S.P . (1981*). Error Analysis and Interlanguage*. Oxford University Press .PDF .

Corder , S.P. (1974). "Errors Analysis " in J. Allen & S.P Corder (Eds). The Edinburgh Course in

   Applied Linguistics,3.Oxford : Oxford University press.

Corder, S.P. (1973). *Introducing Applied Linguistics*. Penguin Books.

Cortes, N. (2005). Negative Transfer when learning Spanish as a foreign language. Complutense

   University of Madrid. Interlinguistica.

Crystal, D .(1999) . The Cambridge Encyclopedia of Language. Cambridge: University Press.

Cunning Worth, A. (1987**).** Evaluation and Selecting EFL Materials. London: Heinemann

   Education book.

Dulay, H & Burt, M. (1974). Errors and Strategies in Child Second Language acquisition. TESOL

   Quarterly, 8(2). 129-136.

Bibliography ………………………………………..………………………………….

Erdogan, V. (2005). Contribution of Error Analysis to Foreign Language Teaching. Vol. No. 2. Retrieved from:

:https://www.academia.edu/15638613/The_Role_of_Error_Analysis_in_Teaching_and_Learning_of_Second_and_Foreign_Language

Ellis, R .(1985) . Understanding second language acquisition. Oxford University Press .Oxford applied linguistics.

Ellis,R. (1997) . Second Language Acquisition.Oxford. University Press.

Ellis. R. (2008). The Study of Second Language Acquisition. (2nd). Oxford: Oxford University Press.

Freidlander, A. (1997). Composing in English: effects of a first language on writing in English as a second language. In B. Karoll (ed.), *Second language writing: Research insight for the classroom* (pp. 109-125). Cambridge: Cambridge University Press.

Fries, C.C. (1945). Teaching and Learning English as a Second Language. Ann Arbor: University of Michigan Press.

James, C. (1998).*Errors in Language Learning and Use*. London: Longman.

John, k**. (**1986). "The analysis of Transfer ".In E. Kellermn &M. Sharwood Smith (eds)   . *Cross linguistic influence in second language acquisitionand performance.* Oxford: Pergamon, 21-34.

Harmer J. (1998). *How to Teach English.* Longman

Harmer, J. (2001).The practice of English Language teaching (3rd ed). London: Longman.

Harmer,J.(2004).*How to Teach Writing.* UK: Pearson Education: longman.

Harmer, J.(2007*). How to Teach English*. Pearson Education Limited.

Hedge, T. (2005). *Writing.* Oxford: Oxford University Press.

Bibliography ……………………………………..………………………………………….

Hyland, K. (2003). Second Language Writing. Cambridge University Press.

Hyland, K & Hyland, F.(2006). *Feedback in second language writing*: Contexts and Issues . Cambridge University Press.

Hysyim ,S.(2002). Error Analysis in the Teaching of English. Vol.4, No.1.42-50. Retrieved from : http://pushit2.petra.ac.id/ejournal/index.php/ing/article/viewFile/15485/15477.

Gabrieltos, C. (2002). EFL Writing product and press. Retrieved from:

https://www.academia.edu/13907872/Gabrielatos_C._2002_._EFL_writing_Product_and_ process._ERIC_ED476839.

Gass, M. & Selinker,L.(1994). Langauge Transfer in Language Learning . John Benjamins. Publishing Company .

Gass, M. & Jennifer, B. (2013). Second Language Acquisition (4th   ed) . In Introductory Course. UK. Rutledge Press.

Grabe, W., & Kaplan, B.(1996). *Theory and practice of writing*. London & New York: Longman.

Graham, S . (2017). The reading and writing connection with Steven Graham. Retrieved from ; https://www.turnitin.com/blog/the-reading-and-writing-connection-with-steve-graham.

Kamrul, Md. (2010). Approaches to writing in EFL/ESL context: Balancing Product and Process in Writing Class at Tertiary Level. Journal of NELTA. Vol . 15. 1-2.

Kate, W & Guy, J. (Ed). (2003). Advanced Learners Dictionary. Cambridge: Cambridge University Press.

Kellerman, E. (1997). Towards a characterization of the strategies of transfer in second language learning. Interlanguagr studies Bulletin, 2(1). 58-146

Kroll, B. (Ed.). (1997). *Second language writing: Research insights for the classroom.* (6th ed.). Cambridge: Cambridge University Press.

Krashen, S.& Terrell, T. (1983) . The Natural approach. Oxford: Pergamon: Alemany Press.

Bibliography ……………………………..…………………………………………….

Lado, R. (1957). Linguistic Across Cultures. Ann Arbor: University of Michigan Press.

Lado,R. (2000). Language Testing: Writing in Foreign Language. (3rd ed). Longman.

Larsen. D & Michael. H. Long. (1991). An Introduction to Second Language Acquisition Research. Pearson Education.

Lee, W. (1968). Thought on contrastive linguistic in the context of language teaching. *Contrastive linguistics and its pedagogical implication*. Washington: Georgetown University Press. 185-194.

Lu, L. (2010). Language Transfer: From Topic Prominence to Subject Prominence. Leeds University Press.

Lungu, I. (2003). A Linguistic Approach to Error Analysis in Teaching English as a Second Language. Ovidius University Annals of Philosophy.Vol.XIV, No.323-328.

Moran, R. & Billen, M. (2014). The Reading and Writing Connection: Merging Two Reciprocal Content Areas. Georgia Educational Researcher. Tennessee University Press.

Norrish, J. (1987).*Language Learning and Their Errors*. London: Macmillan Publisher LTD.

Nunan, D. (1998). Language teaching methodology. London. Prentice Hall. (Process) 1925. Article

Nunan, D. (2001). Causes of English spelling errors made by Thai foreign language learners. ARECLS, 10.

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

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

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

Richards, J. C. (1974). Error analysis: Perspectives on Second Language acquisition (Applied linguistics and language). London: Longman.

Richard, B. &Goodith , W. (2000). A process Genre approach to teaching writing. Article in ELT journal. Oxford University press.

Richard, J. C (1971). Error Analysis and Second Language Strategies. *Language Science*, 17,12.22.

Richards, J. C., & Renandya, W. A.(2003). *Methodology in language teaching: An anthology of current practice* Cambridge: CambridgeUniversity Press.

Richards, Jack,C.& Richard Schmidt.(2002).Longman Dictionary of Language Teaching and Applied Linguistics.(3rd Ed.).

Rings, L. (1992). Authentic Spoken Texts as Examples of Language Variation: Grammatical, situational and Cultural Teaching Models. IRAL.

Robinett & Schachter. (1967) . Second Language Learning. Contrastive Analysis and Related Aspect. United State Of America.

Scovel , T . (2001). Learning New Languages: A guide to Second Language Acquisition. TE. SOL Quarterly, 27, 665 .77.

Seah, H. (1981). Contrastive Analysis and Interlanguage in relation to adult Chinese speakers Learning English as a Second Language. Simon Frasey University. Canada Press.

Selinker, L. (1972).*Interlanguage*. In Robinett, W. B. And Schachter, J. 1983. Second Language Learning: Contrastive Analysis, Error Analysis and Related Aspects. USA: The University of Michigan Press.

Stark, R. (2005). *Writing skills: Success in twenty minutes a day*. (3rd ed.) Learning Express, LLC, New York.

Torriigos, M M . (2009) ." Effect of cross- linguistic influences on second language acquisition: A corpus-based study of semantic transfer in written production". Revista de linguistiica y lenguas Applicadas, 4, 147-159.

Tribble, C. (1997). *Writing*. Oxford: Oxford University Press.

Troike, M. (2006).*Introducing Second Language Acquisition*.Uk: Cambridge University Press.

Tuffs, R. (1993). A genre approach to writing in the Second language classroom. The use of direct mail letters. In Revue belge de philologie et d'histoire. Language et literatures- moderne.

Wardhaugh, R.(1970). The Contrastive Analysis Hypothesis. Teachers of English to speakers of other languages Quarterly, 4(2).123-130.

Weigle, S. C. (2002). Assessing *Writing*. Cambridge: Cambridge University Press.

Widdowson, H. G. (2001). Teaching a Language as a Communication. (12th ed). Oxford: Oxford University press.

White, R., & Arndt, V.(1991). *Process writing*. London & New York: Longman.

Zamel, V. (1992). Writing one's way into reading. *TESOL Quarterly*, 20, 43-55.

Appendices

<center>**Appendix A**</center>

<center>**Teachers' Questionnaire**</center>

Dear teachers,

Your willingness to fill in this questionnaire will furnish me with the necessary data to bring my Master's dissertation to an end. It deals with the effects of the EFL learners' mother tongue on their writings.

Taking the trouble to complete this questionnaire is of paramount importance; your answers will be treated in the strictest confidence whereby they will be used only for the purpose of research. Therefore, you are kindly requested to fill in this questionnaire either by ticking the appropriate box or by making full statements.

<center>**Thank you for your cooperation.**</center>

Section One: The Writing Skill

1- Do your students find difficulties when writing in English?
   a. Yes ☐
   b. No ☐

2- Good writing means: (you can tick more than one box)

   a- Correct Grammar ☐
   b- Good Ideas ☐
   c- Specific Vocabulary ☐

   d- Spelling/ Punctuation ☐

   e- Clarity, coherence, and cohesion ☐
   f- All of them ☐

   g- Others, please specify…………………………………………………………………….........
…………………………………………………………………………………………..………
…………………………………………………………………………………………………
………………………………………………………………………………………………….

3- Which approach do you use to teach writing?

a- The product approach ☐

b- The process approach ☐

c- Both ☐

Others, please specify………………………………………………………………..........
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

4- Do you give assignments to your students?
   a- Yes ☐
   b- No ☐

5- What are the most common writing problems that you noticed in your students' compositions?

   a- Grammar mistakes ☐

   b- Interference of the mother tongue ☐

   c- Poor vocabulary ☐

   d- Poor content/ideas ☐

   e- Poor organization of ideas ☐

   f- Mechanics ☐

6. Do you provide your students with feedback concerning their errors?

   a. Yes ☐

   b. No ☐

- If 'Yes', how do they react?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

7. What problems do you face in teaching the writing skill?

……
……
……
……
……
……

Section Two: Students' Errors as a Result of L1 Interference

8- Do third year students make a lot of errors in their writings?

   a- Yes   ☐

   b- No   ☐

9-Do you think that these errors are caused by L1 interference?

   a- Yes   ☐

   b- No   ☐

10-If yes, the most frequent errors they make are:

                                 ☐
   a- Grammatical
   b- Lexical   ☐
   c- Semantic   ☐
   d- Syntactic   ☐
   e- Punctuation   ☐

11- According to your experience, does the interference of students'mother tongue affect

their development of the writing skills? Justify your answer

……
……
……
……

12-Do you give much importance to error correction?

   a- Yes   ☐
   b- No   ☐

13-How often do you correct them?
   a- Always   ☐
   b- Often   ☐
   c- Rarely   ☐
   d- Never   ☐

14-Do you prefer the errors to be corrected by:

    a- The learner himself/ herself   ☐

    b- His/ her classmate   ☐

    c- The teacher   ☐

15-Further comments and suggestions……………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

THANK YOU

Appendix B

maudi
maissa
up 07
:)

Topic N° 2:

Many people think that the working woman can not be a good mother, because she has not enough time to spend in her house with her family, that she spend the majority of her time working and comes to the house tired. However, in fact the working woman can be a good mother if she knows how to organize her time between her family and her wants. She needs to work honestly and in the same time she needs to spend time with her children, because they need to feel the love of their mother, they need to grow up with her which which can teach them and advise them. In short they need to build their personality with their mother.

What are the qualities of a
good teacher?

The qualities of a good teacher for
me personally should have the ability
to develop relationship with their
students and he / she has to be patient, caring
and also kind personality. A great
teacher is one a student remembers
him forever. Clear objectives for lessons,
and effective discipline skills,
Good classroom managment skills
should a great teacher have,

The internet is very important because
it is the limitless space where people
have (ocess to pretty much
(infinite amounts of information)
The internet is (where) a large amount
of knowledge comes from. There
are. The internet innovated our
daily life. possible use of the
internet makes our lives easy
and simple. The internet provides us
useful data, information, and
knowledge for the personal, social
and economic development.

3 Year

Résumé

Cette étude explore l'impact de l'ingérence de la langue maternelle sur la production …
étudiants Algériens de 3eme année anglais langue étrangère au département de l' Université
Mohammed Saddik Ben Yahia de Jijel . Par conséquent , une telle étude s'articule autour de
l'hypothèse de base selon laquelle ; l'interférence de la langue maternelle est la principale
source d'erreurs dans la production écrite des étudiants d'Anglais , langue étrangère . En ce
cas, un questionnaire remis à 06 enseignements en expression écrite au département d'
anglais de l'Université de Jijel pour les interroger sur les causes principales et les différents
types d'erreurs commises par leurs étudiants de 3eme année. En outre, il a été demandé à 34
étudiants EFL de troisième année du même département décrire des paragraphes sur certain
sujets afin de découvrir les principaux types d'erreurs qu'ils commettaient. L'analyse des
données à la disposition du chercheur a révélé que les étudiants de troisième année anglais
étrangère commettaient deux types d'erreurs différents ; les erreurs internes et externes .

Cependant , la plupart des erreurs apparues au niveau des production écrites des étudiants
étaient principalement dues à l'interférence de la langue maternelle (l'Arabe). C'est-à-dire
que l'hypothèse de la recherche est confirmée .Celles à ont permis de mieux comprendre les
interférences de la langue maternelle et courent la porte à d'autres tentatives de recherche et
suggestions dans le domaine de l'analyse des erreurs afin de donner un aide pour les étudiants
pour surmonter leurs difficultés d'écriture et en même temps un aide pour les enseignements
pour enseigner l'expression écrite .

ملخص

تتمحور هذه الدراسة حول البحث في تأثير تدخل اللغة الأم على طريقة تعبير طلبة السنة الثالثة في قسم تعليم الانجليزية كلغة أجنبية بجامعة محمد الصديق بن يحيى بجيجل. تدور هذه الدراسة حول فرضية أساسية تتمثل في أن تدخل اللغة الأم هي المصدر الرئيسي للأخطاء الواردة في التعبير الكتابي لمتعلمي اللغة الانجليزية كلغة أجنبية. ولهذا تم توزيع استبيان لستة أساتذة في التعبير الكتابي بقسم اللغة الانجليزية بذات الجامعة، وهذا بغرض معرفة الأسباب الرئيسية لهذه الأخطاء وكذا مختلف أنواع الأخطاء المرتكبة من طرف الطلبة بالإضافة إلى هذا، طلب من أربعة و ثلاثين طالبا من نفس القسم كتابة فقرات حول مواضيع معينة وهذا من اجل اكتشاف أهم أنواع الأخطاء التي يرتكبونها. وقد كشف تحليل البيانات الموجودة بحوزة الباحث أن طلبة السنة الثالثة بقسم تعليم اللغة الانجليزية كلغة أجنبية يرتكبون نوعين مختلفين من الأخطاء وهي: أخطاء ضمن اللغة الواحدة وأخطاء بين اللغتين. ومع ذلك فان اغلب الأخطاء التي ظهرت في تعبيرات الطلبة كانت أساسا بسبب تدخل اللغة الأم (العربية). وفي الأخير تم تأكيد فرضية هذا البحث، كما أن هذه الأفكار المعمقة و المكتسبة حول تدخل اللغة الأم تفتح الأبواب لمزيد من الدراسات و الأبحاث و الاقتراحات في مجال تحليل الأخطاء وذلك لمساعدة الطلبة في التغلب على الصعوبات التي يواجهونها في الكتابة وأيضا في مساعدة الأساتذة في تدريس مهارة الكتابة .