People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Mohammed saddik Ben Yahia, Jijel

Faculty of Letters and Foreign Languages

Department of Letters and English

Investigating the Effect of Modern Standard Arabic on

English Foreign Language Learners' Writing: An Analysis

Study of Grammatical Errors

The Case of first Year License Students of English at Mohammed Saddik

Ben Yahia University, Jijel

Dissertation Submitted in Partial Fulfillment of the Requirements for a Master

Degree in Didactic

Submitted by:

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2018

Running Head: THE EFFECT OF MODERN STANDARD ARABIC ON EFL LEARNERS'

WRITING

Investigating the Effect of Modern Standard Arabic on English Foreign Language Learners'

Writing production: An Analysis Study of Grammatical Errors

Boutaina Herrak

Madiha Madi

Dedication

In the name of Allah, most merciful, most compassionate

To our beloved parents

For their devotion to our education

And

To our dear brothers and sisters for their support,

Help and

Patience

To all my family

We dedicate

This work

Acknowledgment

First, we would like to acknowledge our supervisor Dr. Fateh Bounar without whose

assistance, patience, and guidance, this work could not have been completed.

We would like to extend our deep gratitude to the broad of examiners of our dissertation Dr.

Azzadine Fanit and Mr Benhables for their acceptance to examine this piece of research.

We would like to express our special thanks to Mr Kerdoun Ahcen who helped us through

providing us with references of this work.

Our sincere gratitude is offered to Mr Boukezoula Mohammed, Mr Naili Radwan, and Mr

Boukhentach Sliman for their help.

Our extreme gratitude is also extended to the teachers of written expression Mrs Naghiz Safia

and Mrs Hadji Sabrina who provided us with their students` written productions to do this

work.

Finally, we would like to show our deep appreciation to our friends Ines, Asma, Manal,

Mounir, and Rima, for their help and support.

Abstract

The present study aims at investigating and determming through error analysis the interference of Modern Standard Arabic in the first year LMD students' writing at the department of English Jijel- University. To achieve the ultimate aim, a questionnaire is administrated to 7 teachers of written expression at the department of English, through which teachers' attitudes towards the effect of Standard Arabic (mother tongue) on their learners' written production will be presented. Additionally, forty paragraphs were collected for an error analysis written by first year students, as well as are analyzing to expose the main common errors types. This research attempts to shed light on the main grammatical errors committed by EFL learners 'in their writing performance and finding out the main reasons behind these errors. The finding obtained in this study reveals that a lot of different grammatical errors was found and classified into various categories and these errors are due to mother tongue interference (inter-language). On the light of these results, the earlier hypothesis is confirmed that that students' awareness about the interference of the standard Arabic (mother tongue), may help them to write effectively with less grammatical errors.

List of Abbreviations and Symbols

%: Percentage

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

ESL: English as Second Language Second Language

FL: Foreign Language

L1: First Language

L2/ SL: Second Language

LMD: License, Master, Doctorate

MSA: Modern Standard Arabic

N: Number

TL: Target Language

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General Introduction

Acquiring a second or a foreign language is a valuable process like any other processes; it requires an integration of both productive and receptive skills. Writing is one of the productive skills that is more important than ever; today more communication takes place in the written mode rather than oral one, especially in academic studies and researches. However, writing or learning to write is not an easy task, but it is a high complex process that requires an amount of efforts and both of syntactic and semantic knowledge. Nunan (1989) acknowledges that "It is easier to learn to speak than to write no matter if it is a first or second language" (p. 12). Thus, writing effectively becomes the dream of any EFL and ESL learner, but they encounter a variety of difficulties, such as the problem of mother tongue interference. More specifically, FL learners base their writing production in a foreign language on their mother tongue's (Standard Arabic) rules and structures, this leads to a high occurrence of grammatical errors in writing that is why EFL learners produce a jumbled piece of writing. In other words, communication between the two language systems is basically based on negative transfer rather than positive.

1. Statement of the Problem

Writing is a highly difficult language skill even the native language, it is not a matter of combining words and symbols. Rather than, it involves mastering other language skills and transferring new items in the target language. Furthermore, when students write they struggle with a variety of problems; they cannot produce a neat piece of writing empty of errors. The mother tongue interference is one of these problems; EFL learners believe that there are similar rules and structures in the L1 (Standard Arabic) for each sentence in English. They tend to think in Arabic and translate their ideas into English. Thus, they create serious grammatical errors in writing in English due to this transfer.

2. Aims of the Study

During the process of learning a foreign language, EFL Learners' confronted many problems especially with their Standard Arabic interference. Therefore, this study aims at investigating to what extent the interference of the mother tongue affects the students' writing performance, as well as, identifying the main reasons behind first year LMD students' grammatical errors in their written production .

3. Research questions

This study tries to answer a number of related questions:

- Is the Modern Standard Arabic interference (mother tongue) the major cause for errors on EFL learners' written production?

- What are the most frequent grammatical errors in learners' writing?

- What are the main reasons behind these grammatical errors?

4. Hypothesis

In the light of what it has been said previously, the hypothesis on which the present study is based runs as follow:

- If the First EFL students do not make L1 interference (Standard Arabic); therefore, they will write effectively with less grammatical errors.

5. Research Methodology

In the present research, the target population is first year English students at Mohamed Seddik Ben Yahya University. In order to test our hypothesis and achieve the aim of our research, a quantitative and a qualitative analysis of collected data are carried out. First and foremost, a questionnaire is administrated to seven (7) teachers of written expression at the Department of English at Jijel University. The teachers' questionnaire aims at collecting opinions about teachers' attitudes towards the effect of the mother tongue. Since, this study is an error analysis study of learners' errors; the researchers will analyze students written products (paragraphs) and verify whether these errors are due to mother tongue interference.

6. Structure of the Study

The present research divided into two main parts, the first part is about the review of literature composed of two chapters, the first chapter is devoted to the writing skill and its importance, the second chapter deals with language transfer issue and some related approaches (contrastive analysis and error analysis). The second part is purely concerned with analyzing and interpreting data gathered from both teachers' questionnaire and an analysis of students' paragraphs.

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Chapter One: Writing Skill

Introduction

   Learning English requires an integration of the four skills: listening, speaking, reading and writing. The latter has a unique position in language teaching, since its acquisition involves knowledge and a practice of other three language skills. It also demands considerable efforts and practice. Therefore, writing is regarded as a complex skill in language production for both native and non-native speakers. In this chapter, definitions of writing are provided, the main approaches to teaching it are explained, and the different purposes of EFL writing are discussed. Last but not least, some types of writing that learners must process are touched upon. Finally, the chapter sheds light on the possible factors behind EFL students' poor writing.

1.1. Definitions of Writing

   In Encarta Dictionary writing is defined as"…words in symbols written down as a means of communication". (as quoted in Ous Kourt, 2008). More precisely, writing is the use of graphic codes and symbols to express meanings. As what Widdowson (2001) claims "writing is the use of visual medium to manifest the graph logical and the grammatical system of language" (p. 56). That is to say, writing in one sense is the production of sentences as instances of usages. Collins (2003), on his own part, sees that "writing is a group of letters and symbols linked together to form a piece of communication." This means that, writing is a vital means of communication, a system of symbols, codes, letters and words that carry meaning in different contexts of interaction. However, writing is far more complex than transforming symbols and codes; it is a difficult and a complex skill (Tribble, 1997). By contrast, writing is regarded as a physical and mental process; when we write we use both

mental and physical efforts and we are doing an act of discovering. Nunan (1989) also points out that "writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously." (P. 36). In addition to that, Brown (2001) claims that "writing is a thinking process…writing represents what we think" (p. 336). If students do not know how to express themselves in writing, they will not be able to communicate with others, so learning how to write is a valuable asset in foreign language communication. Moreover, writing is defined as the ability to master the system of language such as using grammar rules and vocabulary. In this respect, Lado (2000) states that "we mean by writing in a foreign language the ability to use structure, lexical items, and their conventional representation in an ordinary-matter of writing". Otherwise, writing is regarded as means for expressing power, a person who with a good writing skill or competent in writing is always victorious and triumphant at expressing himself. In the same vein, Mc Arthur, Graham, & Fitzgerald (2008, p. 1) point out that "although writing is not this explosive, it is one of the human kind's powerful tool, but they are sometimes confused about the source of power."

Based on the definitions above, writing is not merely writing down sums of symbols and combining letters and rather than this, it is a basic skill and a means of communication through which learners will express their ideas and communicate. However, it is complex cognitive process that requires an amount of skills, efforts and a careful concentration and it necessitates an intellectual level and discipline.

1.2. Second Language Writing

The ability to write effectively in second or foreign language is increasingly becoming important in our global community and a condition for educational success.

There is a large difference between writing in a foreign language and in one's own native. Dullay et al… (1982) argue that the structures of the first language varies from those of second language, and that can be a source of errors in writing.

Moreover, both EFL and ESL learners encounter some social and cognitive problems that are related to second language acquisition. These difficulties are assumed to affect the quality of the output, through restricting students' abilities to express their ideas and causing a disability to transfer L1 writing strategies to L2 writing situations. According to Hayes (2001) "L2 texts are often of lower quality than L1texts; not only in terms of language use, but also in terms of content and organization". However, Weigle (2002, p. 37) notes that "second language writers are not fluent and quick as native speakers". Also, Silva (1993) reports that writing in second language is more constrained, difficult and less effective than the first language writing. He adds that "second writers plan less, revise for content less, and write less fluently and accurately than first language writers"(cited in weigle, 2002, p. 36) . Unlike Silva, Canal and Swain (cited in Nation, 2009) maintains that L2writing activity requires the writer to have a set of competencies classified as follows:

- Grammatical competence: knowledge about the language system (grammar, vocabulary).

- Discourse competence: knowledge of genre and rhetorical patterns.

- Sociolinguistic competence: the ability to use language appropriately in different social contexts.

- Strategic competence: the ability to use a set of communicative strategies.

Therefore, the difference between languages is also demonstrated by Kaplan (1972) who argues that "each language and each culture has a paragraph order unique itself". (Cited in Mohan and Lo, 1985).

In a review of some studies comparing L1 and L2writing, Kaplan (1972) finds out that students of English use more nominalization and pronouns in their writing. As well as, he maintains that western people especially English speakers "use a predominately linear

paragraph organization in expository texts" (as cited in Noor, 2001, p. 256). In this respect, Stapilton (2002, p. 18) goes on to claim that Arabic learners have elaborated introductions, but less conclusions. While, English writing is deductive, he also claims that Arabic classic articles, Romance and oriented language exhibit rhetorical patterns that are very different from those used in English.

1.3. The Importance of Writing

Learning a foreign language entails learners to write. Accordingly, Hyland (2003, p. 69) "writing is one of the main ways that we create a coherent social reality through engaging with others". Whereas, Alexander (2008) points out that strong writing skill may enhance students' chances for success. Differently, Harmer, (2004, p. 31-33) asserts that writing is important because of a lot of reasons, one among which is that writing encourages students to focus on accurate, perfect language use because they are writing what comes to their minds: "When writing, students frequently have more time to think than they do in oral activities." On the other hand, Writing is frequently useful as preparation for some other activities. Writing is also used in question and answer activities; it helps students to explore their ideas, feelings and thoughts in a written form.

Mc Arthur et all, (2008, p. 11) acknowledges that writing is an effective communicative skill for expressing ideas, thoughts and feelings. It is an essential factor of language and it has an enormous power to influence and persuade others. As well as, they stress that "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system".

1.4. The Main Approaches for Teaching Writing

Some theorists and researchers have proposed various approaches for teaching writing, since this latter is regarded as very difficult skill to master for both learners and teachers. For instance, Hyland (2003) states that these approaches as a "complementary and overlapping perspectives, representing potentially compatible means of understanding the complex reality of writing" (p. 2). So, these approaches are classified as follows:

1.4.1. The Product Approach

As the title indicates, this approach focuses on the final result of the learning process, through mastering the system of language and the imitating the teachers' model; learners are asked to imitate already prescribed texts, models or exemplars to construct sentences and develop paragraphs (Harmer 2001, p. 157). In this respect, Zamel (1992, p. 32) maintains that learning by imitating is really appropriate and relevant. However, Still, Badger and White go on to claim that in this approach priority is given to "language structure" rather than the "meaning". Similarly, Pincas (1982) claims that writing in this approach is about linguistics knowledge, and the use of vocabulary and syntax appropriately. Furthermore, Hyland (2003, p. 3) points out that learning to write in this approach require four main stages: familiarization, controlled writing, guided writing, and free writing.

1.4.1.1. The Familiarization Stage

Learners read the model text, for example an essay provided by the teacher and the learner regards it as an ideal, the purpose here, is to make students aware of some features of a certain text.

1.4.1.2. The Controlled Writing

Learners will manage certain patterns and genres, usually in isolation. Hence, students in this stage are asked to link between certain paragraphs, conclusions, and stating thesis statements, based on the example in the first stage.

1.4.1.3. Guided Writing

It is an important stage, where students are asked to imitate a model texts and teachers' focus should be on the way learners develop and organize their ideas in a piece of writing rather than the ideas themselves.

1.4.1.4. Free Writing

Learners use the patterns they have developed; it is based on teachers' model to write an essay or a paragraph. This approach has been criticized, because it ignores the actual processes used by students or writers. It requires constant error correction, and this may affect the students' motivation, self- esteem and reduces learners' creativity. It considers language as "basically a process of mechanical habit formation" Richard and Rodgers (2001, p. 57).

1.4.2. The Process Approach

The claim here is that this approach comes as a reaction to the product approach. Thus, the teaching of writing has shifted from focusing on the written product to emphasize the writing process. According to Badger and White (2000) in the process approach, the teacher primarily facilitates the learner's writing, and provides an input. Whereas, Hyland (2003, p. 10) states that "The process approach to writing teaching emphasizes the writer as an independent producer of the texts, but it goes further to address the issues of what teachers should do to perform a task". In addition to that, Silva (1993) reports that "this approach calls for providing a positive, encouraging, and collaborative workshop environment within which

students, with ample time and minimal interference, can work through their composing progress." (Cited in Sadek, 2007, p. 232)

Previously, we found out that writing is a complex process, so writing effectively requires some stages that facilitate and improve the writing skill. In this respect, Blanchard and Root (2004) maintain that the process of writing involves three main steps classified as follows:

1.4.2.1. Planning (pre-writing)

This step contains meaningful activities that help students to activate their schemata about the topic. According to White and Arndt (1991, p. 3) "…writers rarely know at the outset exactly what is they are going to write, because many ideas are only revealed during the act of writing itself". In addition, Blanchard and Root (2003, p. 11) argue that the "pre-writing" stage is the hardest part of the writing process. They also claim that "pre-writing is a way to warm up your brain, just as you warm up your car's engine before you drive."

In fact, experienced writers are those who plan what they are going to write. Hedge (2005) asserts that in the first place writers have to consider the "purpose" of their writing, think of the "audience" they are writing for, and finally they have to consider the "content structure" of a piece of writing.

1.4.2.2. Drafting

It is the second phase in writing where the formal writing begins. According to Harmer (2004, p. 5) the writer may produce many drafts until he produces the final piece of writing. However, Starkey (2006) acknowledge that "It is the student initial trial to write his/her ideas in the form of paragraphs". While, Hedge (2005, p. 217) believes that good writers focus on the meaning and the organization of ideas. That is to say, the writer's focus

should be developing meaning, using ideas that are gathered in prewriting strategies, and concentrate on getting the right content.

1.4.2.3. Editing

It is the last part where the writer or student reads and tries to identify what is not clear or ambiguous. According to Johnson (2008) good writers are those who edit their writing by checking, discussing and evaluating grammar, spelling, and punctuation. Also, he asserts that it is too necessary for the writers to edit their writing to produce a well, meaningful piece of writing (p. 80).

1.4.3. The Genre Approach

This approach is regarded as "an extension of the product approach" Badger and White, (2000, p. 155). According to them, this approach emphasizes the social context and the purpose in which a written work is produced.

Unlike previous approaches, writing in this approach involves using language and its social functions to achieve some purposes. In the same scope, Harmer (2001) acknowledges that "a genre approach is especially appropriate for students of English for specific purposes" (p. 257). From another view Hyland (2003, p. 18) asserts that the central belief here is that we do not write for nothing, but we write for a purpose. However, Badger and White, (2000) argue that in this approach the writer has his own purpose, and writing varies with the social context in which a piece of writing is produced, because texts are almost related to those social contexts. While, Cope and Kalantzis, (1993, p. 11) maintain that the genre approach consists of three phases:

1.4.3.1. Modeling

Teachers provide the learner with a model text, and ask them to produce a written text as the given model.

1.4.3.2. Construction

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

1.4.3.3. Independent Construction

Here, the students are supposed to write through using information excerpted from the previous model (text).

1.5. Types of Writing

According to Hedge (2005, p. 86) there are six major categories of writing, they are classified as follows:

1.5.1. Personal Writing

It refers to writing for one self, it includes, memories as well as, diaries and journals. These writing activities are mainly used in the first language.

1.5.2. Study Writing

It is for "academic" or "educational purposes", and it includes all those tasks, activities that learners should perform, for instance writing notes or summaries for themselves or writing essays, reports and reviews.

1.5.3. Public Writing

It is writing for public, organizations and institutions. There are usually certain procedures to follow and it includes such activities as writing letters of enquiry and application.

1.5.4. Creative Writing

It can include writing poems, stories, rhymes and all of which can be individually or shared with others, it helps in developing learners' personality and raise their creativity and building self-esteem. This type of writing is successful with adult in English language classes.

1.5.5. Social Writing

It refers to any piece of writing that aims to establish and maintain social relationships with family and friends, for example personal letters, invitations, and personal emails. It is very helpful, for EFL learners who need to learn about writings' forms and functions.

1.5.6. Institutional Writing

It is related to occupational roles of writing; for example, agendas, minutes, memos. EFL learners in more specialized groups can usually draw up specifications of their own needs in writing and provide authentic material.

1.7. Factors behind Students' Poor Writing

There are many factors behind students' poor writing production that can be came from teachers or students themselves.

1.7.1. Lack of Adequate Techniques for Teaching Writing

Teaching writing is a very difficult and a complex process in the sense that teacher is responsible for making it easy to his learners. Unfortunately, most of the teachers focus on teaching content rather than on the complex process involved writing. The question "what" is regarded as a hidden problem for both teacher and learner and make teachers lose the main techniques for teaching writing, for that some researchers as Raimes (1983) suggests seven questions for teachers to ask before class.

How can writing help my students to learn their second or foreign language?

How can I find enough topics?

How can I help to make the subject matter meaningful?

Who will read what my students write?

How are the students going to work together in the classroom?

How much time should I give my students for their writing?

What do I do about errors?

1.7.2. Teacher as a Source of De-motivation (External Factors)

In fact, there is a great interaction between teachers and their learners, each one influences on the other either positively or negatively. Hence, teachers must be characterized by some features which make them competent teachers. Harmer (2007) maintains that "the main task of the teacher is to motivate and provoke students". In other words, the external motivation is very important for students to produce a good piece of writing. However, demotivated teachers create uncomfortable atmosphere that make learners anxious and do not feel at ease to write.

1.7.3. Lack of Motivation to Write (Internal Motivation)

Internal motivation is very important because it is a desire that comes from the learners themselves; this desire makes them challenge all the problems that they encounter. Bascolo and Hidi (2005) claim that "there are two main questions that language skill teacher frequently pose to writing. First, why are students so often not motivated to write? .Second, how can their motivation to write be increased? This means that learners do not try even to motivate themselves to do such task."

1.7.4. Lack of Reading

A famous proverb says that "good readers are good writers". However, poor readers are poor writers. According to Esterhold (1997) "better writers tend to be better readers, better writers read more than poorer reader". Reading is a common issue that most learners neglect; they do not read even though reading makes writing perfect and creates good writers, these tow skills are interrelated. Byrne (1991) argues that "reading of course can be a goal in itself and in any case is likely to be more important one than writing, but the two skills can and should be developed in close collaboration." In this respect, Menzo (1995, p. 113) describes the relationships between reading and writing as an "interrelated treatment".

1.7.5. **The Influence of the First Language on Writing in English**

Many foreign language learners cannot write in second language without referring to their first language. Friedlander (1997) states "writers do any of their work in their first language." They transfer from their mother tongue because they are incapable to write without it. He adds that "writers will transfer writing abilities and strategies, whether good or deficient from their first language to their second or third language." On the other hand, Blanchard and Root (2004) claim that writing conventions differs from one language to another because each language has its own rules and principles, this interference leads to learner's bad writing production, for that they describe it as driving a car for instance if you drive in another country you may notice that some rules of the road may be different as writing conventions that may change from one language to another.

Conclusion

To conclude, writing is gist to pick. In other words, it is so important and a valued ability for developing learners' communicative competences. However, writing is a hard copy; it is considered as the most complicated skill for EFL learners to master. This chapter provided some common approaches that are proposed by different views, then, writings' types and purposes that are related to writing are presented, in addition it reviewed some difficulties that EFL learners encounter in their writing and its significance as medium of communication. Finally, the chapter highlights some differences that may exist between L1and L2 writing.

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Chapter Two: Theoretical Approaches to Language Transfer

Introduction

Teaching and learning a foreign language is considered as a complex process of trial and error for both teachers and learners due to many reasons such as the difference between languages (a foreign language and native language). This difference restrains learners' comprehension and application of some grammatical rules and structures. Therefore, these difficulties are represented in a number of grammatical errors in students' writing. Many studies have shown that when the learners are unable to apply the appropriate rules and structures of the foreign language in their speech or writing, they often tend to refer to their first language system. More specifically, they use language 'transfer or interference'. This chapter deals with some definitions of the key words, Standard Arabic, foreign language and second language. In addition to that, it attempts to discuss language transfer as central issue through two main approaches, contrastive analysis as a predictor of errors, and error analysis is an important way for analyzing learners' errors. Then, the chapter provides certain sources behind EFL learner's errors. Finally, this chapter sheds light on some grammatical differences between Arabic and English.

2.1. Definition of the Key Words

2.1.1. Modern Standard Arabic

Modern Standard Arabic is also known as Literary or Standard Arabic is shared by educated speakers throughout the Arab world. It is used for written or oral communication such as broadcast news, courtroom language and university lectures, it generally the language of mass media (television, radio, newspaper). Thus, Simon and Schuster's (2012, p. 1) state that "…all Arabic children learn Modern Standard Arabic in school and because most Arabs have exposure to MSA through religious practices, and certain work -related or social situation.

2.1.2. Foreign Language

Linguistics considers the foreign language (Hence forth FL) as the language that is not used in the surrounding society. Richard, C. John Platt and H. Platt (1994, p. 54) define FL as "Foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language". Similarly, Troike (2006) asserts that foreign language "Is one not widely used in the learners' immediate for social context which might be used for future travel or other cross- cultural communication situations in school, but with no immediate or necessary practical application".

2.1.2. Second Language

Second language refers to the language which acquired after the first language. For that Ashworth (1992) claims that the second language is a language acquired by a person in addition to his/her mother tongue. In the same line, Troike (2006) viewed that "the additional language is called a second language L2; even though it may actually be the third, fourth, or tenth to be acquired." (P. 2). Furthermore, Longman Dictionary of Language Teaching Applied Linguistics (1972) describes SL as "a language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education and administration". That is to say, second language is the additional, official, and social language that a person acquired after his/her first language.

2.2. Language Transfer

In Longman Dictionary of Language Teaching and Applied linguistics (1988) defines language transfer as "the effect of one language on the learning of another."

2.2.1. Definition of Transfer

In the light of many studies and researches about language transfer, the latter has gained a great focus from the part of many researchers (Lado 1957; Corder 1975; Ellis 1994; Selinker 1972). Ellis (1965) defines transfer as "the hypothesis that the learning of task A will affect the subsequent learning of task B". In other words, the learning of a foreign will be affected by the native (mother) languages in which there are some elements in one language learning to the incorporation with the elements of the other one. In this respect, behaviorists view transfer as a "habit formation". It means that, native language habit can be transferred to foreign language. However, Oldlin (1989, p. 7) disagree with behaviorist view which sees the habit formation as a cause of transfer. He does not relate the word transfer to interference, this latter as he said is only contain negative and positive one is ignored. He says "transfer is the influence resulting from similarities and differences between the target language and the other languages that has been previously (and perhaps) imperfectly acquired". Language transfer is also named by different terms as language mixing, linguistic interference, cross- meaning, and language interference.

2.2.3. Types of Transfer

2.2.3.1. Positive Transfer

Positive transfer also known as facilitation; transfer results in something correct, it occurs when knowledge of a native language facilitates the learning of a target language. Yule (2006, p. 167) states that "if the first language and the second language have similar features (e.g. marking plural at the ends of nouns), then, the learner may be able to benefit from the positive transfer of the L1 knowledge to L2". In the same scope, Oldlin (1989) claims that the less differences between the first language and the second language they are, the more positive and helpful the native language will be. For instance, English and French have a

language amount of common vocabulary that may lead the learners of the two languages to positively from their mother tongue.

2.2.3.2. Negative Transfer

Negative transfer for some linguists refers to "language interference", occurs when learners make errors. Troike (2006, p. 200) defines language interference as "the inappropriate influence of an L1 structure or rule on L2 use". In the same line, Yule (2006, p. 168) points out that negative transfer is "transferring a first language feature which is really different from the second language (e.g. putting the adjective after the noun) results in negative transfer and it may make the second language expression difficult to understand". From the definition above, Corder (1971, p. 112) asserts that if the two languages have features in correspondence, there will be positive transfer or facilitation. However, where the two systems are not in correspondence, the cases of negative interference or negative transfer will occur.

2.3. Contrastive Analysis (CA)

2.3.1. Brief History of Contrastive Analysis

Contrastive analysis is an approach related to second language acquisition studies that is emerged during the 1940s' and 1960s'. It was first initiated by the American linguist Charles Fries (1945) and then expanded by Robert Lado in his « *Linguistics across culture* » book in 1957. He claims that there is an effect on L1 transferred on second language acquisition. For that, he (1957) states that "those elements are similar to the learners native language will be simple for him, and those areas that are different will be difficult." (Cited in Troike, 2006). In other words, if the elements of the native language are similar to those in the foreign language, it will be easy to be learned, whereas if those elements are different, it will

be difficult. Furthermore, contrastive analysis hypothesis was heavily influenced by structuralism and behaviorism theories.

Accordingly, structuralism theory believed that two languages can be differentiated in term of their structure, since language is a set of structure in which elements interact. Nevertheless, behaviorism theory viewed the human being as an organism capable of a wide repertoire of behaviors and this latter depend on three critical elements; stimulus, response and repetition.

2.3.2. Definition of Contrastive Analysis

Contrastive analysis is a systematic comparison of two or more languages, with the aim of finding their similarities and differences in order to overcome the problems that learners may face. Lado (1975) defines CA as "In the comparison between the native and the foreign language ties the key to ease or difficulty in foreign language learning." (p. 12). It means that, those elements that are similar to his/her first or native language will be simple for him, while those elements that are different will be difficult. In the same vein, The Longman Dictionary of Language Teaching and Applied Linguistics (2010) defines contrastive analysis as:

> The comparison of the linguistic system of two languages, for example the sound system or the grammatical system. Contrastive Analysis was developed and practiced 1950s and 1960s, as an application of structural linguistics to language teaching. It tries to explain the differences between two languages from a semantic, syntactic and phonological view. The difference between two languages determine the difficulty in learning a second language. (p. 12)

That is to say, similarities facilitate learning while differences hinder it. CA is based on the following assumptions:

a- The main difficulties in learning a new language are caused by interference from the first language.

b- These difficulties can be predicted by Contrastive Analysis

c-The difficulties are mainly due to differences between L1 and L2.

d- Teaching materials can make use of contrastive analysis to reduce the effects of interference.

2.3.3. Different Versions of Contrastive Analysis

According to Wardhaugh (1970) there are two major version of contrastive analysis:

2.3.3.1. Strong Version

The strong version of contrastive analysis claims that all L2 errors can be predicted by identifying the differences between the target language and the learners' first language (Ellis, 1985). In the same direction, Lee (1968, p.180) in his notes, stipulates that "The prime cause or even the sole cause of difficulty and error in foreign language learning is interference coming from the learners' native language." This means that, the strong version of CA is focused on the predictions about learning the target language and comparing the native language with the foreign language.

2.3.3.2. Weak Version

The weak form emerged as a reaction to the criticism of the strong version of CA. Many supporters of this version state that the linguistic differences between L1 and L2 lead to the explanation of L2 learning problems. Schachter (1979) demonstrates that "learners of language A are found by the process of errors analysis to make recurring errors in a particular

construction in their attempts to learn language B, the investigations make an analysis of the construction in A, in order to discover why the errors occur." Unlike the strong form, having a predictive power (priori analysis of SL and TL), the weak form of contrastive analysis focuses on the explanation of errors made by learner through comparing the two languages (posterior analysis).

2.3.3.3. A Moderate Version

Oller and Ziahosseiny (1970) proposed a moderate version of contrastive analysis hypothesis based on their study of spelling errors on the dictation section of the UCLA placement test in English as a second language. Since, they found that the strong version was too strong while the weak form was too weak for the learner; they proposed the latter as a mixture between the other two versions and are summarized as follows:

> The categorization of abstract and concrete patterns according to their   perceived similarities and differences is the basis for learning; therefore, wherever patterns are minimally distinct in form or meaning in one or more   system, confusion may result (p.186).

2.3.4. The Objectives of Contrastive Analysis

The goal of contrastive analysis was primarily pedagogical in nature to increase efficiency in L2 teaching and learning. It attempts to find out similarities and differences between languages in order to identify what makes these languages near to each other and which makes them far from each other. Lado (1957) provides a summary of the objective of CA as follows:

The results of such comparison have proved of fundamental value for the preparation of teaching materials, test and language learning experiments. Foreign language teachers who understand this field will acquire insights and tools for evaluating the language and culture content of text-books and test, supplementing the materials in use, preparing new materials and tests, and diagnosing students' difficulties accurately (p. 2).

2.3.5. Criticism of Contrastive Analysis

Although Contrastive Analysis gained a great importance in language teaching and learning during the 1950s' and the 1960s', it has been criticized by several scholars working in applied linguistics. Abbas (1995) points out that CA focuses only on one type of errors called "interference". However, EFL learners' performance may affect not only by interference with their native language but also with overgeneralization (to write= writed), the kind of learning and communication strategies. Similarly, Gradman (1973) confirms that Contrastive Analysis is only able to predict some of the errors students will make, not all of the errors. For him interference is not enough, the problem of poor teaching, false analogy, and poor materials must also be taken into consideration.

 Another criticism of CA was provided by Corder (1967) who states that it focused more on studying competing language systems, rather than the learner, subsequent studies focused on the performance of the actual learner. Furthermore, predicting the problems without the strategies on how to master them does not make contrastive analysis reliable, especially when it compares two languages without having adequate and enough knowledge in both of them.

2.4. Error Analysis (EA)

2.4.1. Brief History of Error analysis

Error analysis(Hence forth EA) emerged in the 1960s by Stephen Pit Corder and his colleagues as an alternative of contrastive analysis that failed to predict, analyze and explain the majority of errors that are made by learners. In the sense that EA comes as an alternative of CA, Keshavarz (1999) acknowledges that "Error analysis emerged on account of the shortcoming of contrastive analysis, which was the favored way of describing learners' language in the 1950s and 1960s."(p. 11). Otherwise, EA flourished in the1970 and 1980s'as an essential aspect of applied linguistics and language teaching. This approach is regarded as an important way for investigating second language acquisition and it is closely related to error treatment, through providing some strategies for both researchers and teachers. One of the main contributions of EA is that it finds out that error occurrence is almost due to language interference.

2.4.2. Definitions of Error Analysis

In Longman Dictionary of Language Teaching and Applied Linguistics Error Analysis is defined as "the study and analysis of errors made by second language learners." EA is also described as "a set of procedures for identifying, describing and explaining learners' errors." (Ellis, 2005, p. 51).The term "Error Analysis" refers to errors, its causes and precautions that both EFL and ESL learners made. In this context, Jiang (2009, p.116) claims that EA enables teachers to find out different sources of L2 errors through some pedagogical strategies.

According to Corder (1967) EA is serves as a valid evidence for teachers to come up with solutions to the problems that EFL learners face in their learning process, it also provides student with a strong supports to find out the rules of the target language. He adds too "a learner error is significant in that he provides evidence how language is acquired". That is to say, errors are not a sign of inevitability, but they are a necessary feature of learning, and sign

of student's progress, without errors improvement cannot occur. In this respect Corder (1967) maintains that errors are significant in three ways: they serve for pedagogic purpose; by showing the teacher what learners have mastered. For research purpose; by providing evidence about how languages are learned. They serve a learning purpose; help learners to discover the rules of language and obtaining feedback. More precisely, this approach supplies researcher, teachers and learners with some procedures to overcome, minimize and diagnose learners' errors and make them aware of the difficulties students may encounter. That is why, Sharma (1980) states that "Error analysis can thus provide a strong support to remedial teaching."

On the other hand, Richard (1972) asserts that "the field of error analysis may be defined as dealing with the differences between the way people learning a language speak, and the way adult native speakers of language use the language" (p. 12).

2.4.3. Objectives of Error Analysis

In order to teach a language it is necessary to understand the process that goes on the mind of the learner. Error analysis is a part of this process. Corder (1973) states that EA aims to find out what will happen when the learners learn language. Accordingly, Richard et all, (2002) the primary aims of EA are to identify and analyze types and reasons behind committing such errors. Furthermore, Error analysis tends to evaluate, correct errors produced by foreign language learners and provides solutions to the problems that learners encounter in their progress.

2.4.4. Steps of Error Analysis

When conducting an EA study, there are five essential steps, as stated by Pit Corder (1973) and Ellis and Barkhuizen (2005).

2.4.4.1. Data Collection

In this procedure, the first step to carry out is to collect the data of the learners' language in order to gather a list of errors. Learner's errors are affected by certain factors. The latter is relevant for collecting the data. In this respect, Ellis (1994) acknowledges that "collecting a well-defined sample of learner language so that clear statement can be made regarding what kinds of errors the learners produce and under what conditions". Therefore, when collecting the data should take into account the purpose of the study or the aim, answering the research questions, and regarding learners' L1 and background (Ellis and Barkhuizen, 2005).

Factors when collecting sample of learner's language Ellis (1994, 58).

Factors	Description
Language	
-Medium	-Learner's production can be oral or written.
-Genre	-Learner production may take the form of conversation.
-Content	-The topic of learner's communication.
Learner	
-Level	-It can be: elementary, intermediate, or advanced.
-Mother tongue	-It refers to learner's L1.
-Language learning experience	-This may be in classroom, naturalistic setting, or a mixture.

2.4.4.2. Identification of Errors

The first step before analyzing learners' errors is to identify these errors in the sample then, compare them to what is grammatically correct. According to Ellis (1997) "to identify errors we have to compare the sentences learners produce with what seem to be "correct" sentences in the target language which corresponds with them"(p. 17). For example, Johns

says: my father was watching movie. However, identifying the exact error is viewed as a complex step, but it is not difficult to see that that the correct sentence should be: my father was watching a movie. Therefore, Corder (1971) points out that such these sentences can be ill formed and grammatically incorrect in terms of the TL.

2.4.4.3. Description of Errors

According to Ellis (1997, p. 18) when all the errors are identified they can be described. In addition, he points out (2008, p. 50) that "the description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language or, more recently, with a baseline corpus of native- speaker language". So the description of errors is mainly similar to its identification through comparing learners' utterances with others in the target language. In this respect, Ellis and Barkhuizen (2005, p. 61) demonstrate some principles to identify the way learners' utterances differ from the target -language utterances.

Errors of Omission

It occurs when the learner omits a word or an item. For example, the baby happy.

Errors of Addition

When the learner adds a word to another word which grammatically incorrect e.g. I have writed a letter.

Misinformation

The learners use one grammatical form instead of the other; he uses the wrong structure, the wrong form of morpheme .For instance, the wrong use of prepositions, e.g. the baby was crying to his mother.

Misordering

When the learner uses a word in an utterance in the wrong order; he places a morpheme incorrectly e.g. He plays all time her sister.

2.4.4.4. Explanation of Errors

Ellis (1997) points out that "the identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur" (p. 18). That is to say, the most important step in error analysis, after describing and identifying learners' errors is that which factor has affected learners to make those errors. Moreover, many researchers attempt to find out the reasons behind errors occurrence and explain them, taking into account into account different factors to classify those errors. According to Ellis (1997, p. 19) these factors are classified as follows:

Transfer Errors

This factor reflects learners' use of L1 knowledge; when the learner uses his/her mother tongue to create some expressions and create new rules, this causes different errors.

Overgeneralization Errors

It occurs when the learner applies grammatical rules and structures in incorrectly where it should not be applied, this overuse leads to errors. For example, when learners dealing with regular and irregular verbs: we 'goed' instead of we'went'. Ellis (1994) claims that "learners over generalize forms that they find easy to learn and process". (P. 19)

2.4.4.5. Evaluation of Errors

According to Ellis (1997) since the purpose of error analysis is to consolidate learning a FL correctly, this necessitates an evaluation of errors. He adds too, error evaluation

concentrates on the effects of errors on the person. In this step the teacher should give more importance to errors that affect on learner's communication and comprehension such as global errors. Therefore, Ellis (2008, p. 56) argues that this stage focuses on three main elements, who the "addresses" or the judges will be, what are the errors they will judge, and how they will judge them.

2.4.4.6. Correction of Errors

It is crucial to point out that the correction of errors is an interesting part of error analysis. It is necessary to correct errors especially if these errors affect on learners' performance. Therefore, the teacher requires identifying both sources and types of errors and their significance. He also, needs to provide his learners with feedback, without de-motivating them, make them aware of the reasons behind their errors, and gives them an opportunity for self correction. On the other hand, learners need to find out their errors, correct themselves and avoid repeating them. According to Erdogan (2005) errors should be corrected particularly global errors because it restricts communication rather than local errors do.

2.4.5. Classification of Errors

Errors have been classified differently. According to Corder (1971) errors can be classified either "**overt**" or "**cover**t". Overt errors are those that are grammatically incorrect at the level of the sentence, while covert errors are well-formed and grammatical, but do not express the intended meaning within the context. On the other hand, Ellis (1997) distinguishes between "**global**" and **"local**" errors. Global errors "violate the overall structure of a sentence and for this reason may make it difficult to process". In addition, Erdogan (2005, p. 264) maintains that "global errors hinder communication". This means that, this type of errors restrains the comprehension of the message and creates a miscommunication. However, local

errors as what Ellis (1997, p. 20) states "affect only a single constituent in the sentence". The message here is understood, and they do not prevent the intended meaning of the speaker.

2.4.6. Difference between Mistakes and Errors

Before studying errors, it is necessary to make a distinction between two terms "**errors"** and "**mistakes**". For that, Brown (1980, p. 165) insists that" it is crucial to make a distinction between mistakes and errors because they are technically two very different phenomena ". This view go in parallel of what Corder (1967) defines mistake as "a performance error that is either random guess or slip in that it is a failure to utilize a known system correctly" while error refers to "a noticeable deviation from the adult grammar of native speaker reflects the competence of the learner ". He makes a distinction between errors (at the level of competence) and mistakes (at the level of performance). Another differentiation is made by Dictionary of Language Teaching and Applied Linguistics (1992) and by Richard, and Schmidt (2002), state that "a learner makes mistakes when writing or speaking because of lack of attention, carelessness, or some other aspects of performance. Thus, mistakes can be self corrected when attention is called." Whereas, an error is defined as "the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning." That is to say, errors occur because of the learner's incomplete knowledge and the inability to figure out what is correct.

2.4.7. Sources of Errors

Investigating the causes of errors that both EFL and ESL learners make when they are learning, is one of the main interests of error analysis. Richard (1971) in his study collects learners from different language backgrounds (Japanese, Chinese, Polish, French, Tagalog, Burmese, Indian, and West Africa). Based on this, he finds out that errors occur due to two main causes which are:

2.4.7.1. Inter-lingual (interference) Errors

These errors are caused by the impact of the native language or mother tongue interference with the target language learning. Previous studies have shown that this source of errors occurs in both second language and foreign language. Therefore, these errors are defined by Sachachter and Celce- Murcia (1977) as "those caused by the influence of the learners' mother tongue on production of the target in presumably those areas where languages clearly differ." (p. 443). When learners use their mother tongue (Standard Arabic) rules and structures as a means to learn another language (SL or FL) they will produce a piece of writing with a low level, that contains a full certain errors, these are called: inter-lingual errors. In the sense that the mother tongue transfer leads to errors, Dullay (1982) asserts that "L2 errors are often the result of learners' relying on carrying out word-for word translation of native language surface structures"(p. 163). On the other hand, Zobl (1980) argues that inter-lingual errors are characterized by certain features that are:

-Learners use their mother tongue to hypothesis about the target language.

-Learners are unable to distinguish between L1and L2 rules and structures.

- Learners errors are due to L1 habits.

Moreover, inter-lingual errors have different levels such as the transfer of grammatical and lexical utterances of the native language into the target language. So this transfer leads learners to commit errors in learning process.

2.4.7.2. Intra-lingual (developmental) Errors

These errors are caused by the interference of the target language itself. More specifically, learners misuse different rules, items and strategies that they already recognized in MSA. Thus, intra-lingual errors are resulted from negative transfer or interference of the target language. In addition, Erdogan (2005) adds "intra-lingual errors occur as a result of learners'

attempt to build up concepts and hypotheses about the target language from their limited experience with it". (p. 266). In other words, errors occurred when learners are not really acquire the knowledge and attempt to build up a hypothesis on the basis of their limited experience. On the Other hand, Richard (1971) believes that the foreign language itself is one source behind these errors:

> Many of the learners' errors came from the strategies that they use in language acquisition and reciprocal interference of the target language items. Error analysis would allow teachers to figure out what areas should be focused on and what kind of attention is need in L2 classroom. So language teachers can be better able to develop curriculum and select materials that can facilitate L2 learning process (p. 208).

According to Richard (1971) Intra-lingual errors reflect some characteristics which are classified as follow:

Overgeralization

It is one of the main reasons that lead to intra-lingual errors. It occurs when the learner creates a wrong structure on the basis of his knowledge of other structures in the target language. Richard (1971) defines it as "the use of previously available strategies in a new situation" (p. 174). Both EFL and ESL learners use overgeneralization as a relied strategy that guides them and helps them to learn and acquire a language. Simply, it refers to learners' extension of rules and structures in the TL situations where it should not be applied. For example, the learner writes: 'I can speaks French', instead of 'I can speak French'. Furthermore, it is defined by Ellis (1994) as those which "arise when the learner creates a deviant structure on the basis of other structures in the target language" (p. 59).

Ignorance of Rule Restriction

It is almost related to overgeneralization, when the learner fails to observe the existing structures he will apply them inappropriately in different contexts. In this respect, Richard (1974) asserts that "this is again a type of generalization of transfer, since the learner is making use of previously acquired rule in a new situation" (p. 175). For example, the learner learns this sentence structure 'they celebrated at home yesterday', it is correct; after that, he may use this rule and form and apply it in different situations, such as 'they eated at a restaurant'; which is definitely wrong.

Incomplete Application of Rules

This type of intra-lingual error occurs as a result of learner's failure to achieve a complete knowledge; he fails to apply a fully developed structure and rule that he acquired previously to produce well-formed sentences. For example, FL learner might produce such this sentence: 'where you will spend your holiday?' instead of saying: 'where will you spend your holiday?'

According to Richard (1974) incomplete application of rules refers to "occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances" (p. 177).

False Concepts Hypothesized

It occurs due to insufficient understanding of differences in the target language. Accordingly, Al- Tamimi (2006) argues that this type of intra-lingual errors is a result of "poor gradation of teaching items" (p. 44). For example, FL learner might use the form 'did or was' as mark of the past tense; therefore she/he produces such this: 'I did visited England'. In short, the above sources of intra-lingual errors are similar and related to each other, more specifically; they show the occurrence of intra-lingual errors.

2.4.4.8. Criticism of Error Analysis

Error Analysis might have a favor, but it has not escaped criticism of many language researchers and theorists. According to Jiang (2009) "during the 1970s, error analysis was criticized in that it only presents a partial picture of what a learner produces of the L2 ;it was unable to see the whole picture of learners' language because it restricts errors." (p. 118). Therefore, EA failed to cover all the learners' errors and restricts the whole picture of learner's language. In other words, EA ignores the correct part of sentence and focuses mainly on incorrect utterances. In addition, Schachter and Celci Murcia (1977) acknowledge that learners may "resort to Avoidance". That is to say, when foreign language learners encounter a difficulty to use some grammatical structures they avoided them since the focus of this approach is on errors.

Moreover, Ellis (2008) asserts that Error analysis focuses simply on the learners' errors at one single period of time; he also, maintains that it is limited in a way that "data were collected at a single point in time". Hence, this produces a very inert view of L2 acquisition.

Despite the above weaknesses, EA has made a constitutive contribution to SLA research and it plays a notable role in investigating, identifying, and describing learner's errors. As well as, it helps to make errors acceptable and regards them as a significant feature of learning and progress. In other words, EA provides a valid evidence for helping both EFL and ESL teachers and researchers to manage students' errors in the classroom successfully. Accordingly, Jiang (2009) says that "a means to empower L2 teachers in that their errors feedback can be made more effective and beneficial to L2 learners" (p. 116).

2.5. Some Grammatical Differences between Arabic and English

Grammar is regarded as an important aspect of any language, hence foreign language learners should develop a strong base of the target language grammar in order to use it

correctly in their writing .Whereas, Arab EFL learners often face problems in learning most of grammatical aspects of English. Thus, it is very important to identify some grammatical differences between Arabic and English.

2.5.1. Prepositions

Prepositions are considered to be the most difficult among Arab EFL learners because of the differences existed between Arabic and English prepositional system. They pose a great difficulty for an EFL learner, since there are various prepositions in English that have the same function. Essberger (2000) notices differences between Arabic and English and states that " the number of prepositions in Arabic is limited , for instance min (from), ila (to), an (about) , alla (on, over), ba, bi (by, with) , la, li (of ,for) and fi (in, into). Consequently, when students are not sure which preposition to use in a certain sentence, they often try to translate it into Arabic and give its equivalence when writing in English. Hence, learners may use "for" instead of "on" and "in" instead of "at" (Al Hassan, 2013, p. 259). Furthermore, Scott and Tucker (1974, p. 85) say that "an Arabic preposition may be translated by several English prepositions while an English usage may have several Arabic translation." Thus, may lead EFL learners to make such errors:

I mean in this example instead of I mean by this example

2.5.2. Agreement

Scott and Tucker (1974, p. 83) state that verbs in Arabic agree with their subjects in person, number, and gender. Thus, first year EFL learners make such errors in their writing production. However, adjectives or adverbs agreeing with the nouns they modify are other kinds of agreement errors that learners may face. For instance, in English few adjectives agree with the noun they modify, as "this- these" and "that- those". However, other adjectives are

used to modify singular nouns as well as plural nouns. Nevertheless, in Arabic the case is different. As a result, this type of error occurs in students writing, for example:

Internet help us in many things instead of internet helps us in many things.

2.5.3. Articles

In English there are two main types of articles ; the definite article " the ", and the indefinite articles "a" , and " an ". Whereas, Arabic has one definite article "Al" that is equivalent to "The" in English. Diab (1996, p. 74) claims that in English abstract words referring to ideas, concepts , attributes or qualities that belong to everybody or everything are used without the definite article "The " . Nevertheless, in Arabic such abstract words are preceded by a definite article "Al" that is similar to "The" in English. Thus, the misuse of articles occurs in students' writing for instance, the marriage instead of marriage. On the other hand, Kinneavy and Warriner (1993, p. 607) demonstrate that abstract words become specific when they are preceded by the articles "the". It means that, they indicate a possession of certain person, group, or an object. The usual way of expressing this possession is by a phrase starting with "of", "to" or "for". For example, Tom studied the culture of English. In contrast, Arabic does not use an article before abstract terms when they used to refer to the possession of a specific person or object (cited in Diab 1996).

2.5.4. Tenses

There are clear differences between Arabic and English, leading to several errors which are made by EFL learners. Ali (2007) states that, in Arabic there are only two tenses: the perfect (only the past) and the imperfect (the non- past, simple present and simple future). Whereas, English has many tenses by conjoining these two tenses with aspects (perfective and progressive). The term past progressive is used to indicate "imperfect" for example: I was talking (imperfect) when you arrived (perfect). It means that, the perfect aspect tends to be

realized by a past tense form, and the imperfect aspect tends to be realized by a present / future tense. As a result, EFL learners cannot produce progressive and perfect tenses easily, they use simple present instead. For instance, I write my lesson now instead of I'm writing my lesson now.

I did not see you since last year instead of I have not seen you since last year.

2.5.5. Word Order

Word order differs from one language to another one. Kinneavy and Warriner (1993, p. 606) claim that in English, for instance adjectives usually precede the nouns. However, in Arabic adjectives and adverbs follow the nouns or the verbs they modify (cited in Diab, 1996, p.80). Hence, this difference in word order rules lead Arab learners commit errors such as: There are many tasks difficult instead of there are many difficult tasks.

2.5.6. Singular vs. Plural Forms

According to Diab (1996, p. 77) in English there are some words have the same form either singular or plural. Whereas, there are some words which are singular in nature but they end with "s" of plural form. This complexity in number lead EFL learners to refer to Arabic translation to identify whether a word in English is singular or plural. For instance, the word "News" which is a plural word in Arabic but a singular word ends with "s" of plural form in English. Thus, students are confused with such forms and use them incorrectly.

2.5.7. Coordination

Coordination is considered as a part of speech that connects two or more words and phrases, it's known as conjuncts. For that Diab (1996,p. 81) demonstrates that in English, commas are used to separate items in a series through the use of the conjunction "and" just before the last word. Whereas, in Arabic the conjunction "Wa" that is equivalent to "and" in English precedes each item in a series. Consequently, EFL learners use the conjunction "and"

with each item in a series, as in their native language (Arabic). Thus, they will make them commit errors of misuse of connectors. As in the following example:

I like drawing and singing and travelling. Instead of I like drawing, singing and travelling.

Conclusion

      To conclude, language transfer has been a central issue in many fields of the study especially in applied linguistics and second language acquisition. It came as a main idea in language teaching and learning through contrastive analysis approach during the 1940s' and 1950s' and error analysis approach. Contrastive analysis approach focuses on identifying the similarities and the differences between a native language and a foreign language because it believed that language transfer comes either from the similarities between the languages or from the differences between them. In addition it emphasizes on the prediction of problems as a base for learning the ways to overcome those problems. However, error analysis approach plays a fundamental role in language teaching; it used to analyze learners' error, through a set of procedures to be followed and insists on the significance of errors. Furthermore, one of the main contributions of error analysis is that it investigates the causes of errors and classified them into inter-lingual and intra-lingual errors. These two approaches shared common objectives of gaining insights into the nature of language learning in relation to learning English as a foreign language.

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Chapter three: Data Interpretation and Analysis

Introduction

The previous chapters were dedicated to the literature review concerning the interference of Modern Standard Arabic and writing skill issue. The present chapter aims at investigating the effect of MDS on EFL learners' writing production. Accordingly, this section will be devoted for the analysis and discussion of the findings obtained from teachers' questionnaire and students' test ends with some recommendations and limitations.

Section one: Analysis of Teachers Questionnaire

3.1.1. The Teachers Questionnaire

This section is devoted to the analysis of teachers questionnaire.

3.1.2. Administration of the Questionnaire

The questionnaire was administered to seven (7) English teachers in the department of English at the University of Mohamed Seddik Ben Yah, during the academic year of 2017-2018. Written expression teachers were chosen among others because they are more understanding of the importance and development of the writing skill. All the seven questionnaires were returned.

3.1.3. Description of the Questionnaire

The teacher questionnaire mainly aims at investigating the impact of the Modern Standard Arabic interference in the EFL learners' writing production. A fourteen item questionnaire was designed to gather opinions and ideas of written expression teachers which would be helpful in our study. The questionnaire is divided into three sections: background

information, teaching writing skill, and students' errors as a result of Standard Arabic interference.

3.1.3. Analysis of the Questionnaire

Section One: General Information

Q1. Gender:

Table 01

Teachers' Gender

Gender	N	%
Male	2	28.57%
Female	5	71.42%
Total	7	100%

The above table shows that more than the half of the teachers are females (71.42%) and (28.57%) are males, this reveals the belief that females have more contribution than males.

Q2. Degree (s) Held:

Table 02

Teachers' Degree

Degree	N	%
License (BA)	0	0%
Master (MA)	2	28.57%
Magister	4	57.14%
PhD	1	14.28%

The table two (2) above is representative of the degree that EFL teachers hold; the held results show that (57.14%) of the teachers holds the magister degree, (28.57%) hold the master degree, and (14.28%) holds the PhD. whereas, none of the chosen sample holds the license degree.

Q3. Work experience

Table 03

Teaching Experience

Options	N	%
1 – 4 years	4	57.14 %
8 years	2	28.57 %
13 years	1	14.28%
Total	7	100%

This question aims at assessing the teachers' experience in teaching English. The majority of the sample is experienced teachers with the percentage (57.14%). While (28.57%) of them have eight (8) years of experience and only (14.28 %) of the respondents who have been teaching for 13 years.

Section two: Writing Skill

Q04. How would you describe your students' level in writing?

Table 4

The Teachers' Description of the Students' Level

Options	N	%
Poor writers	3	42.85%
Average writers	5	71.42%
Good writers	0	0 %
Very good writers	0	0 %
Total	7	100%

The aim of this question is to describe the students' levels according to their teachers' view. The findings presented in the table four (4) above show that the majority of teachers (85.71%) consider their students as average writers, while (42.85%) of the informants rate them as poor writers. These results indicate that students in the department of English still in need for much efforts in order to enhance their writing. Also, they should not underestimate the importance of mastering this skill.

Q05. Do you think that time allocated to written expression is:

Table 5

Teachers' Attitudes towards Time Allocated to Written Expression

Options	N	%
Very sufficient	0	0%
Sufficient	6	85.71%
Insufficient	1	14.28 %
Total	7	100%

Teaching English language skills normally needs sufficient time to cover most aspects related to writing skill. Hence, this question seeks to test whether the time allocated to written expression is enough to enhance their writing ability or not. According to the table five (5), the majority of respondents six (6) representing (85.71 %) reported that time provided to written expression is sufficient. While one (1) respondent representing (14.28%) said that the time to written expression is insufficient.

Q06. What are the most common problems you encounter in your students' writing?

Table 6

Teachers' Perceptions of the Most Encounter Problematic Areas in Students' Writing

Options	N	%
Grammar mistakes	0	0%
Interference of the mother tongue	0	0%
Unity and coherence problems	0	0%
Poor vocabulary	0	0%
Poor organization of ideas	0	0%
Mechanics	0	
All of them	1	14.28%
a +b +d +f	4	57.14%
a +b +f	2	28.57%
Total	7	100%

The aim of this question is to specify more the students' writing problems. The table six (6) above indicates that (57.14%) of teachers reported that the most observed problematic areas in students' writing were grammatical and mechanics errors in addition to the lack of vocabulary and the interference of the mother tongue. Another category of teachers two (2) representing (28.57%) argue that the most problematic areas were grammar mistakes, poor organization and the interference of the mother tongue. While the remaining minority one (1) teacher representing (14.28%) choose all the above options.

Q7. Which aspects do you focus on mostly when you correct your students' writing?

Table 7

Areas of the Students

Options	N	%
Grammar	4	57.14 %
Vocabulary	0	0%
Content	0	0%
Organization	0	0%
Unity and Coherence	0	0%
b +d +e	3	42.85%
Total	7	100%

This question is intended to elicit teachers' opinions concerning the aspects that mostly focus on when they correct their students' writing. Responding to this question the majority of teachers four (4) representing (57.14%) focus mostly on grammar when they correct their students' writing. On the other hand, three (3) informants representing (42.85%) believed that vocabulary, organization, unity and coherence are very important elements in writing.

Q08. Do your students keep repeating the same errors?

Table 8

Teachers' Opinions towards Students' Who Keep Repeating the Same Errors

Options	N	%
Yes	7	100%
No	0	0%
Total	7	100%

Based on the data above, all the teachers 100% chose "yes". That is to say, all of them agree that their students keep repeating the same errors.

Justifications

The respondents' answers are subjected to the fact that students keep repeating the same errors due to "the mother tongue interference (learners try to implicate the mother tongue rules on the FL)"

"Lack of practice and knowledge"

"Lack of concentration"

"Lack of reading to enrich their vocabulary"

"Inability to memorize information and rules"

"The unimportance of skill in students' view"

"No revision"

Section Three: Students' Errors as a Result of Standard Arabic Interference

Q09. Do you think that the interference of Standard Arabic is the major cause for errors in EFL learners' writing?

Table9

Modern Standard Arabic is the Major Cause for Learners' Errors in English

Options	N	%
Yes	4	57.14%
No	3	42.85%
Total	7	100%

The aim behind this question is to diagnose whether the interference of Standard Arabic is the major cause behind EFL learners' writing or not. The table nine (9) reveals that (57.14%) of respondents choose the option "Yes". They agree that Standard Arabic

interference is the major cause for errors. However, three (3) others teachers representing (42.85%) select "No", they reported that the negative transfer has a great influence on students' writing, but it is not the only the cause for their errors.

Justifications

Accordingly, teachers' justifications related to standard Arabic interference are classified as follow:

- Teachers who select "Yes" claim that "the interference of Standard Arabic is the major cause for errors in EFL learners' writing because it leads to many other mistakes such as: grammar, sentence structure, vocabulary and word order."

- "Students seem to think in Arabic and write in English"

- "most of the students try to translate what is in the L2 using the L1 rules, knowing that languages structures are not the same."

- Whereas, the teachers who answered "No" reported that:

"It could be said that the interference of the mother tongue is a possible cause for errors in EFL learners' writing but it is not the major one. Students are suffering from more prominent, issues such as: lack of vocabulary and mechanical organization."

"Writing skill is not just a stylistic task, it is also a question of organization, structure, coherence …etc. But, I can say that as far as writing style is concerned (choice of words, choice of sentence structure), interference of L1 is the major cause indeed."

"Lack of knowledge of the different steps of writing."

Q10. Do first year EFL students make a lot of grammatical errors in their writing?

Table 10

Teachers' Attitudes towards the Amount of Errors Committed by First Year Students

Options	N	%
Yes	7	100%
No	0	0%
Total	0	0%

Results obtained from the table ten (10) show that all the representative sample (100%) confirm that there is a number of grammatical errors in first year students' writing. This means that the majority of students are unable to produce an organized and error-free piece of writing.

Q11. What kind of grammatical errors do they make?

Table 11

Types of Errors

Options	N	%
Misuse of prepositions	1	14.28%
Misuse of articles	0	0%
Word order errors	0	0%
Wrong use of tense	0	0%
Wrong use of singular and plural forms	0	0%
Misuse of connectors	0	0%
a+ b+ c+ d	3	42.85%
a+ b +e + f	2	28.57%
a+ b +e	1	14.28%
Total	7	100%

As the table eleven indicates, there are various responses concerning types of errors students tend to commit during their writing. First, (42.85%) of the respondents opted for misuse of prepositions, misuse of articles, word order errors and wrong use of tenses, followed by (28.57%) for (a +b +e +f), also (14.28%) for each , misuse of prepositions, misuse of articles, word order errors as well as wrong use of singular and plural forms. However, some teachers add that there are other types of grammatical errors as subject- verb agreement, modal auxiliaries followed by verbs, conditional, sentence structure, subordination and coordination. From the results above, it can be noticed that these errors may cause obstacles for learners and prevent them from being good writers. Hence, teachers have to

correct such types of errors as possible as they can in order to develop competent writers due to the fact that all language areas need to be further improved.

Q12. Do you think that these errors recur because of?

Table 12

Reasons of Making Errors

Options	N	%
Modern Standard Arabic	0	0%
Lack of reading	0	0%
Lack of motivation	0	0%
Lack of practice	0	0%
a+ b+ d	5	71.42%
b+ d	2	28.57%
Total	7	100%

This question is designed to elicit teachers' views concerning the main reasons behind students' errors. The obtained results show that the majority of teachers (71.42%) stated that the source of such a large number of errors is due to Modern Standard Arabic interference, lack of reading and lack of practice. On the other hand, the rest numbers of respondents (28.57%) argue that the main reasons behind first year errors are lack of reading and lack of practice. Others teachers specify that non mastering grammatical rules, insufficient knowledge about phrases, clauses and sentences followed by a lack of concentration may affect their students' performance.

Q13. Do you give much importance to error correction?

Table13

The Importance of Error Correction

Options	N	%
Yes	7	100%
No	0	0%
Total	7	100%

Findings obtained from the table thirteen (13) reveal that all the respondents 100% share the same opinions and believes about the importance of error correction since it helps them to improve their learning.

Q14. Do you prefer the errors to be corrected by:

Table 14

Teachers' Preference to Correct Errors

Options	N	%
The learner himself	5	71.42%
His/her classmate	0	0%
The teacher	2	28.57%
Total	7	100%

The results obtained from the table above clearly show that the majority of teachers (71.42%) prefer the error to be corrected by students' themselves because self correction would help them to internalize the correct rule, this would improve their writing skill. However, the remaining respondents (28.57%) reported that the errors should be corrected by

the teacher. Consequently, error correction is done for the sake of improving their language, and not in order to determine their weaknesses.

3.1.4. Discussion of the Results

The aim of this questionnaire is to determine the extent to which Modern Standard Arabic affects students' writing performance. The results of teacher questionnaire reveal that most of teachers view their students' writing level to be average. However, other respondents consider them as poor writers. That is to say, teachers of written expression are not satisfied by their students' levels of writing. From the analysis of the teachers' answers, it can be realized that grammar and the interference of the mother tongue are absolutely the most common problems in students' writing. In addition, more than the half of the teachers ranks grammar to be the most focus area when they correct their students' writing production followed by vocabulary and unity and coherence. Moreover, the highest percentage of teachers enrolled in this study believed that their students' keep repeating the same errors due to mother tongue interference, lack of practice, knowledge, concentration and the inability to memorize information and rules.

Concerning teachers' attitudes towards students' errors as a result of Standard Arabic interference, the majority of teachers consider that the interference of the mother tongue as the major cause for errors in EFL learners' writing. For instance, it leads them to make grammatical errors including different types such as: articles, prepositions, agreement, and word order errors. On the other hand, some teachers said that the interference of the mother tongue is a possible cause for errors in EFL learners' writing, but it is not the only cause. There are others prominent issues such as: lack of vocabulary, mechanical organization and lack of knowledge of different steps of writing. Moreover, when asked about the main reasons behind these errors; a considerable number of teachers respond that they are lack of practice, Modern Standard Arabic and lack of reading. However, only few teachers opted lack of

reading and lack of practice as a result of students' errors. Concerning error correction, all the respondents share the same opinions and believe about the importance of error correction since it helps them to improve their learning. Finally, the majority of study sample prefer the error to be corrected by students' themselves because it would help them to internalize the correct rule, this would improve their writing skill. Nevertheless, the remaining respondents said that errors should be corrected by the teacher.

Section Two: The Students' Test

3.2.1. Administration of the Written Test

The participants of this study are first year LMD students of English at the Department of English at the University of Jijel. They are selected for the purpose of analyzing their errors since they learnt about how to write paragraphs and they are able to write them. They are chosen to find out whether they refer to their Standard Arabic when writing in English or not.

3.2.2. Data Collection Procedure

First year LMD students in this study are asked to write short paragraphs about different topics by their teacher during regular writing classes. These topics were about: traveling, memorable event, dream job, description of someone or place, benefits of internet, relationships on facebook, does money make happiness. Since, the ultimate aim of this study is to investigate to what extent the Standard Arabic affects first year EFL learners' writings. The researchers are tend to confirm the results comprised in the analysis of the teachers questionnaire, hence forty paragraphs were selected randomly and analyzed carefully.

3.2.3. Data Analysis

The data are analyses quantitatively using descriptive statistics with frequency and percentage. Grammatical errors are classified following Ellis Road study (1997). The types of

grammatical errors used by learners due to the mother tongue interference are provided then; the number of errors are calculated and converted to percentage %. In addition, examples for each type of grammatical errors are provided by identifying and explaining them. Finally, their possible corrections were provided.

3.2.4. Analysis of the Written Test

Table 15

Total Number of First Year Students' Grammatical Errors

Types of grammatical errors	Frequency of errors	%
Articles	72	27.27%
Agreement	68	25.75%
Prepositions	44	16.66 %
Tenses	31	11.74 %
Coordination	29	10.98 %
Singular vs. Plural forms	12	4.54 %
Word Order	8	3.03%
Total	264	100%

The results obtained in the table fifteen (15) above, show that first year students at the Department of English at Jijel University make a lot of interference errors. However, the most common type of error which is the cornerstone of this study is grammatical errors. The total number of these errors is 246 errors counted in forty (40) short paragraphs which are classified as follows: articles (72), agreement (68), prepositions (44), tenses (31), coordination (29), singular vs. plural forms (19) and word order (8). It clear from the frequency of grammatical errors that the articles are the most frequent errors in students' writing, followed

by agreement errors. Then, in the third place come prepositions as well as wrong use of tenses followed by coordination, singular and plural forms and the least frequent ones are word order.

Table 16

Articles Errors

Error classification	Error identification	Error Correction	%
Articles	1. Love is **a** feeling and emotion….	1. Love is **the** feeling and…	27.27%
	2**. The** Globalization left a big…	2. Globalization left a big………………….	
	3. I visited many places such as museum, zoo and cinema.	3. I visited many places such as **the** museum, **the** zoo, and **the** cinema.	
	4. … To study my best language in university.	4. … to study my best language in **the** university	

The table sixteen (16) above clearly shows that the misuse of articles was found to be the most grammatical error type in first year students' writing. It comprised (72) errors of the total with frequency rate of (27.27%). First year students are quite confused with the use of definite and the indefinite articles since, in English abstracts words that may refer to ideas, concepts or attributes are used without the definite article "the". However, in Arabic, such abstracts words are preceded by a definite article "Al" that is equivalent to "The" in English

(Diab, 1996: 74). Consequently, the omission and the addition of these articles can mainly explain due to mother tongue interference.

Table 17

Agreement Errors

Error Classification	Error identification	Error Correction	Percentage %
Agreement	1….traveling **make** you another person…	1…. traveling **makes** you another person…	25.75%
	2. Travel **help** us to forget**….. it relieve** to discover new places…	2. Travel **helps** us to forget**… it relieves** to discover new places….	
	3….**each one have** a dream……	3…. **each one has** a dream…	
	4...actually **this differences** due to…	4.… actually **these differences** due to…	

According to Scott and Tucker (1974, p.83) Arabic verbs agree with their subjects in person, number ad gender. From the table above, Arabs students make a lot of agreement errors in their writing, because of mother tongue interference. First year students most of the time do not know exactly when to add the "s" of singular. They usually add the "s" of the third person singular when the subject is plural and omit it when the subject is singular as in the examples (1) and (2). Another kind of agreement error is adjectives that agree with the nouns they modify. For instance, in English few adjectives agree in number with the nouns they modify, as "that- those" and "this – these" .Other adjectives are used to modify singular

and plural nouns. Whereas, in Arabic adjectives agree in number with the nouns they modify. This is an evidence of mother tongue interference.

Table 18

Prepositions Errors

Error Classification	Error Identification	Error Correction	%
Prepositions	1. Travelling allows us to discover new places and friends **in the same time.**	1. Travelling allows us to discover new places and friends **at the same time.**	16.66%
	2. Nadia is famous **by** her punctuality…	2. Nadia is famous **for** her punctuality…	
	3.…To celebrate **in** this occasion.	3… To celebrate this occasion.	
	4. I was alone **in** home.	4. I was alone **at** home.	

Data obtained from the table seventeen (17) above reveals that prepositions pose a great difficulty for students. Prepositions errors recorded 44 errors with frequency of (16.66 %). EFL learners usually find themselves unable to choose the appropriate preposition since there are various prepositions in English that have the same function , such as the preposition "in" ," at" and "on". Hence, they often refer to Arabic, giving a literal translation to that preposition as in the examples above.

Table 19

Verb Tense and Form Errors

Error Classification	Error Identification	Error Correction	%
Tense Verb and Form	1. ...More features **were added** ….	1. …More features **are added** …	11.74%
	2. …One of the most beautiful films that **I watch**.	2. …One of the most beautiful films that I **have watched.**	
	3. I never **has** a difficult experience…	3. I never **had** a difficult experience…	
	4. …it **is** the day of the final results…	4. …it **was** the day of the final results…	

Using the appropriate verb tense and form is considered one of the problem that first year students face in their writing. The results obtained in the table eighteen (18) reveals that the verb tense and form error is the fourth category of the most common grammatical errors. It comprised 31 errors with frequency of (11.74%). These errors occurred because of the complexity of English tenses in comparison to Arabic tenses. While Arabic has only three (present, simple and future) tenses, English has fourteen. First year students committed more errors in misusing the simple past tense, present perfect tense, and present simple tense as the examples above.

Table20

Coordination Errors

Error classification	Error Identification	Error Correction	%
Coordination	1. … doing some rules **and** laws necessary **and** important **and** helpful… 2. ...it is China Icon **and** a symbol of pride **and** resistance **and** creativity **and** beautiful ancient architecture... 3. … She is very beautiful **and** charming girl **and** she is taller **and** has straight hair **and** brown eyes… 4. ….. life in the country side is… large spaces **and** pure air **and** the beautiful nature….	1. … doing some rules **and** laws that are necessary, important **and** helpful…. 2. ...it is China Icon **and** a symbol of pride, resistance, creativity, **and** beautiful ancient architecture... 3. …She is very beautiful **and** charming girl. She is taller, she has straight hair **and** brown eyes… 4. …. Life in the country side is … large spaces, pure air **and** the beautiful nature….	10.98%

According to the table nineteen (19), coordination error comprised 29 errors of the total number of errors with frequency rate of (29.18%). It has been said in the second chapter that in English, commas are used to separate items in a series and the coordinate conjunction "and" is used just before the last word. Whereas, first year students used "and" to linked each

item in a series with the other as in their native language (Arabic) since the conjunction "wa"

is equivalent to "and" in English. As a result, this kind of errors mainly occurred because of

mother tongue interference.

Table 21

Singular vs. Plural Errors

Error Classification	Error Identification	Error Correction	%
Singular vs. Plural	1. When you travel you discover new **place**.	1. When you travel you discover new **places**.	4.54%
	2. Internet helps us to get more **informations…**	2. Internet helps us to get more information….	
	3. …these **bad news break** my heart because….	3. …this bad **news breaks** my heart because…	
	4. …. my mother always helps me and gives me many **advices** to succeed in my life…..	4….. my mother always helps me and gives me **a piece of advices** to succeed in my life…..	

Making singular and plural forms is regarded as one of the problems that EFL students'

face in their writing. This type of error was repeated (12) times in students' paragraph, that is

to say, it constitutes (4.54%) of all the grammatical errors. The results obtained in the table

above clearly show that first year students confuse in plural form of words. They claim that all

the plural nouns end with "s". For instance, the word "information" is a plural word in Arabic

but the students add "s" to the word because they think that information is a singular noun. In addition, the word "news" in the example (3) ends with "s" of the plural form. Since it is a plural word in Arabic, students think that it is a plural word in English. However, it is singular. They tend to use literary translation to express their ideas.

Table 22

Word Order Errors

Error Classification	Error identification	Error Correction	%
Word order	1. **Every person almost** has a dream, my dream is to be famous and…	1. **Almost every person** has a dream, my dream is to be famous and…	3.03%
	2. I'm very happy **this in year** …	2. **This year**, I'm very happy….	
	3. My mother is a **wifehouse** , she spent her time to give us all thing….	3. My mother is a **housewife**; she spent her time to give us all thing….	

Word order recorded less significantly concerning errors with total number of 8 and frequency rate of (3.03%). Based on results from table twenty one (21) first year students' are still influenced by Arabic word order system. They tend to make the adjective follow the noun according to Arabic word order. Whereas, in English the adjective should precedes the noun. In addition, a common mistake occurs in students' paragraphs is the use of adverbs as an adverb that modifies an adjective or another adverb generally precedes that adjective or adverb. Nevertheless, in Arabic, it is not the case.

3.2.5. Discussion of the Results

Generally, results of written test reveals that the total number of students' grammatical errors was 264. Accordingly, it is sobering to be realized that first year LMD students at the department of English university of Jijel, face many difficulties when it comes to writing process. In fact, it was clearly show from the analysis of the test that some grammatical errors occur more than other in students' paragraphs. These errors were classified into seven categories. Articles errors were the commonest type of grammatical errors made by participants with total frequency of (27.27%). In addition, students make (25.75%) of agreement errors in their writing followed by prepositions errors (16.66%), wrong use of tenses (11.74 %) and misuse of coordination (10.98%). Last but not least, students make (4.54%) of singular and plural forms and (3.03%) of word order errors. Based on the obtained results the sources of these errors are varied. That is to say, it can be caused by inter-lingual errors or intra-lingual errors. Whereas, the finding of the paragraphs analysis clearly show that the main reason behind committing such errors as well as low achievement in their writing is due to the negative transfer of the learners' mother tongue.

All in all, the findings of the present study clearly show that first year students are influenced by their native language. They tend to think in Arabic and apply its rules when writing in English. This issue led them to make errors and mistakes especially grammatical errors. We can then, say that our hypothesis which stated that "If the first EFL students do not make Modern Standard Arabic interference (mother tongue) therefore, they will write effectively with less grammatical errors" is confirmed.

Conclusion

The present chapter has described the research instruments used for conducting this study; teacher questionnaire and students' writing test. Additionally, it provides an analysis with discussion of the obtained results. The findings clearly show that first year students' errors could be attributed to Standard Arabic transfer. Because of the differences between the Arabic and English grammatical systems, a lot of EFL learners' face difficulties while learning the correct use of grammar. Therefore, the main reason of such difficulties is based on the degree of difference between the two (Arabic and English) grammatical systems. Consequently, teachers should help learners to overcome such problems and should lead them to avoid most of mother tongue interference errors.

General Conclusion

The current conducted study highlights the influence of Modern Standard Arabic on EFL learners' writing in English. The aims of this study are to check whether students' mother tongue (MSA) affects their writing or not, as well as to find out the main reasons behind these errors. According to the data gathered from the first year EFL students using the teacher questionnaire and an analysis of students' written work about 40 paragraphs, a number of different grammatical errors were found, and classified into eight categories, which are: subject-verb agreement, prepositions, articles, singular and plural forms, verb tense and form, coordination, and word order. After analyzing these errors, it has been found that these errors are made due to two main reasons: inter-lingual reasons (Modern Standard Arabic interference) and intra-lingual reasons (overgeneralization, incomplete rules, and complex application…). Consequently, the attained results have shown that students' low fulfillment in writing is due to mother tongue (MSA) interference. More precisely, the grammatical errors that were found in students' short paragraphs affect on students writing production negatively, because it makes the message incomprehensible. Therefore, the students will be poor writers.

The present research is divided into three chapters; the first chapter discusses some issues about the writing skill, its importance, approaches and so forth. The second chapter provides two main approaches for language transfer and learners' errors (contrastive analysis and error analysis). However, the third chapter is about the field work. It deals with an analysis and interpretation of teacher questionnaire and students' paragraphs.

To conclude, the findings of the present study show that all the research questions are answered, and the hypothesis which states that "If the first EFL students do not make L1 (Modern Standard Arabic) interference; therefore they will write effectively with less grammatical errors." can be confirmed, because the analysis of students short paragraphs and teacher questionnaire reveal that Modern Standard Arabic is one of the main reasons behind student's grammatical errors in writing in English.

Pedagogical Recommendations

The present conducted study attempts to shed light on the influence of Modern Standard Arabic interference on EFL learners' writing production. Therefore, the current study presents the following recommendations:

Teacher should be aware of the areas of expected difficulty resulting from Modern Standard Arabic transfer in order to help their students' to overcome such problems and should lead them to avoid most of mother tongue interference errors.

Teacher should consider error analysis as an effective way to identify and diagnose students' problems in foreign language learning.

Teacher should encourage learning books for learners in order to enrich their vocabulary and improve their writing performance.

Teacher should highlight the grammatical differences that exist between English and Arabic to make students aware of these differences.

Student should pay attention to the interference of the MSA in their written production and they should accumulate knowledge about word usage.

Student should be motivated to read different works in English language because reading a lot enable them to be familiar with FR vocabulary with the correct use of English rules in their writing.

Since students who keep shy and fear of making errors in classroom, they should correct their errors themselves to master the art of writing easily.

Limitations of the Study

During the preparation of this study, the researchers confronted a number of difficulties. First, time constrains was the major faced problem, especially when it comes to the practical part practically the analysis the written test which was very time consuming. Second, lack of primary sources at the library of the English Department University of Mohammed Seddik Ben Yahia- Jijel was another difficulty that has been faced when conducting this piece of research. Third, the researchers would have involved more teachers and students by fear of not assigning the work in time, the number was restricted and therefore the generalization of the findings might be limited.

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APPENDECIES

Appendix I: Teacher Questionnaire

Dear teacher,

This questionnaire designed for the purpose of gathering information about the interference of Standard Arabic on EFL learners' writing production, with a focus on some common grammatical errors. We would be much grateful if you answered the following questions:

Section One: General Information

1/ Gender: Male ☐   Female ☐

2/ Degree(s) held: - BA (License)   ☐

-Master   ☐

- Magister   ☐

- PhD   ☐

3/ Work Experience ☐ year/s

Section Two: The Writing Skill

4/ How would you describe your students' level in writing?

a. Poor writers   ☐

b. Average Writers   ☐

c. Good writers   ☐

d. Very good writers   ☐

5 / Do you think that time allocated to written expression is:

a. Very sufficient   ☐

c. Sufficient   ☐

d. Insufficient   ☐

6/ what are the most common problems you encounter in your students' writing?

a. Grammar mistakes ☐

b. Interference of the mother tongue ☐

c. Unity and coherence problems ☐

d. Poor vocabulary ☐

e. Poor organization of ideas ☐

f. Mechanics ☐

7/ which aspects do you focus on mostly when you correct your students' writing?

a. Grammar

b. Vocabulary ☐

c. Content ☐

d. Organization ☐

e. Unity and Coherence ☐

8/ Do your students keep repeating the same errors?

Yes ☐   No ☐

- If "yes", Why?

……………………………………………………………………………..

……………………………………………………………………………..

………………………………………………………………………………

………………………………………………………………………………

Section Three: Students' Errors as a Result of Standard Arabic Interference

9/ Do you think that the interference of Standard Arabic is the major cause for errors in EFL

learners' writing?

Yes ☐   No ☐

THE EFFECT OF MODERN STANDARD ARABIC ON EFL LEARNERS' WRITING

Please, justify your answer.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………………….......

10/ Do first year EFL students make a lot of grammatical errors in their writing ?

Yes ☐   No ☐

11/ what kind of grammatical errors do they make?

a. Misuse of prepositions   ☐

b. Word order errors   ☐

c. Misuse of articles   ☐

d. Wrong use of tense   ☐

e. Wrong use of singular and plural forms   ☐

f. Misuse of connectors   ☐

Other……………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………

12/ Do you think that these errors recur because of:

Standard Arabic interference ☐

a. Lack of reading   ☐

b. Lack of motivation   ☐

c. Lack of practice   ☐

Others……………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………

………………………………

13/ Do you give much importance to error correction?

Yes ☐   No   ☐

14/ Do you prefer the errors to be correct by:

a. The learner himself/herself   ☐

b. His/her classmates   ☐

c. The teacher   ☐

Appendix II: Students' Written Test

Many personnes like to be happy in their life, but for some these happiness don't completed without travel. First of all, travel help us to forget our problems that can faced in our life and keep our minds content. Seconde, travel relieve to discover new places in difrent countries. Third, it's the good way to know more about the cultures of the other towns and acquire knowledge Knowledge. Finally. the humen being Must be happy and.

My mother is a wifeho
she is my idol, my mothe
always told me when ive
something we must work
for success in life - to day
is very difficult of me bu
the others is easy, why?
Success is study we shoul
hard and shall ensure mo
and fight all the most di
conditions in life for real
dream of success.
all peopl believe the su
easy, but these moral
wrong, when we went
realize living in life we
be fight all the obstac
which facing it in life

Self esteem and Body image.

Self esteem is about how we rate
ourselves internally, in oder words how
much you appreciate and like youself
and Body image is how you see
youself externaly weather in Bad
or positive way.

In today's life, people suffer
a lot from those two issues and
this is Because the media and
society have affected us in the
way we see ourselves. Teenagers
now have unrealistic image of
whom they want to be, obviously
because of magazines, they show
us how we should look like
how we should wear our cloths.
they think the ideal body is to be
skinny, tall beautiful, but this
is completely fals, everyone is
perfect the way his is. And
never forget that nobody is perfect.

This life obliges us to walk on straight line and doing some rules and some laws necessary and important, with these rules life should be alright, would be ok, we should practise and do it with correct way, every things in our life require a system which every body, all of us should be concern. like that we can avoid several obstacles and troubles, in last five years, there are a big changes. For example what we were before and now-days. For example, Education become less important as it was before. All that because the globalization, it made the most of people to depend on it. the globalization left a large effects on the people's mind. even though it helps us for many things, it makes the life a bite easier, but it doesn't mean it good or perfect solution, changing

Definition paragraph.

"Cell phone"

A Cell phone, is one of the most popular things that is used nowadays, because. of the benifits and the service of this machine. Cell phone is used to talk with friends and family, also used to play Games and Check the internet, in order to use facebook and twitter and so on, moreover; is used to listen to musique

Cellphone, is a very good way to spend your time, study, talk and for intertiement (time- Consuming).

entertainment

& Traveling is the best way for all the people in the world and for every one want spend good time and sweet holiday.

So, first, I think when you visit some places you will find another Culture in this Contries and you will know another Civilisation about them and I am sure you will like it, because it's very funny and it's let you to learn and know more things about the others.

Second, I can say we can traveling by different way for example; traveling by ~~thing~~ Sea, by air and by land.

The great wall of china is the longest in the
It is a series of fortifications with integra
for surveillance, fortresses for command po
towers for communication. It is made of grey
bricks, tamped earth, wood and other mater
It looks like a gigantic dragon. It win
and down across grasslands and mountains.
It is China Icon and a symbol of pr
resistance, and creativity and beatiful ancie
architecture.

A lot of people suffering from The problem of
all in   , but a few people They break The
for example, in our country The majority of people
for many reasons. first of all, They Do not have The cult
and travelling and Discovering places. Second and Th
is That a lot of Them They Don't have money. on
a few people are planning to it and They preparing
to not to face The hassle of potential. finally trave
That people Should try it.

2017

The day of 25 july was a great day for all of the students who had passed the bac-exam. It was the day of the final results. I spend all the night before thinking about how the result will be and how I ~~~~. I woke up at 3:00 a.m. started remembring all what had happened in the whole year and how did I prepare for the exams. Sometimes I ~~~~ that I do my best but some ~~~~ ~~~~ I blaim myself and said ~~~~ I did ~~~~ I stay at that situation till it left half an hour ~~~~ publshing the ~~~~ All my family was waiting with interest but the problem ~~~~ was in ~~~~ that all ~~~~ things come to my head at the last minutes. I lost all my hope for being successful and I was just waiting for my brother to call me and say "you are not at the list?". But suddenly and without any feeling I took the phone and write my passing word and without expectation ~~~~ saw th mark. ~~~~ That was the most wonderful moment in my life where I wished all my friends are succeded.

Traveling =

Traveling is a good thing [for] us. First of all, the traveling [i]s the best way for relax an[d] for who like adventures; For example: ~~Sime Chine~~ CHine is a beautiful country and ho[w] many ~~places~~ nice places, we visit it ~~for~~ they can feel the enjoyment. Second, the majority of ~~peop~~ doctors advi[se] people to travel, because the traveling help us, specially they have diseases or physical[ly] problems. In addition, the traveling allows us to disca[ver] new places in the same tim[e] ~~acio~~ acquire our knowledge. In conclusion, ~~th~~ although is a good way for us, can't al[l] people travel.

02 - 04 - 2018

Topic = Describe a friend.

    I usually make friends easily but "Nada" is the only one my best friend and in the same time my cousin. She is a verry beautiful and charming girl. She is taller than me and has straight brown hair and deep chestnut brown eyes. Like most teenegers she pays a lot of attention to her apperance. I really do admire her because she has several qualities in her character; She is sociable and reliable intellectual and ponctual, ambitias cheerfull and helpfull. She is smilling all the time; Furthmore, my cousin spend most of her time in reading books; this why she is a verry intellectual in various fields. Beside that, Nada is known by her punctuality and her

Travelling is actually an adventure
in which you discover the whole world. Last
Summer, I travelled by plane to Algiers with
my sweety family in where my grandparents
live. We spent great times together.
I ate plante of delicious dishes and
at the same time I knew the traditionalfood
of that place. I had visited many places
such as Makkem Shahid, Museum, Zoo and
Cinema. we took a lot of photos together
in order to remember these amazing
days full of love and comfort. Actually,
if you search for away to refresh
your soul and became a new person,
have a trip with someone you live to
a place you adore.

Résumé

L'étude actuelle est dans le but de montrer les erreurs qui ont fait à cause d'utiliser la langue maternelle « l'Arabe » dans l'écriture en langue anglaise chez les étudiants en première année anglais de l'université de Jijel. Pour cela on va insister de relever l'influence de la langue arabe à l'écriture en langue anglaise. Et pour avoir ce objective nous avons adopté de montrer les points de vue de sept profs de CCE, ce dernier est une source des informations surtout qui concerne leurs opinions sur l'influence de la langue maternelle à leurs écritures ou bien leurs productions écrites. En plus de ça, la collection de quarante productions écrites exemplaires des étudiants en première année anglais pour les analyser. L'objective de ce dernier est de découvrir les erreurs grammaticaux commises par les étudiants de la langue anglaise comme une deuxième langue étrangère et de monter les causes principales de ces erreurs. Les résultats de cette étude ont montré que les étudiants en première année font plusieurs erreurs grammaticales qui ont classé de plusieurs catégories ; l'influence négative de la langue arabe est la principale de faire ces erreurs. A la lumière de ces résultats on confirmera l'hypothèse qu'est déjà mentionnée. Elle indique que la bonne compréhension du chevauchement de la langue Arab et aussi sa influence négative sur leur paragraphes aider à améliorer et diminuer ces fautes.

ملخص

تهدف الدراسة الحالية إلى إبراز وتسليط الضوء على الأخطاء الناتجة عن تداخل اللغة الأم "العربية" في الكتابة باللغة الانجليزية لدى طلاب السنة الأولى لغة انجليزية بجامعة جيجل. و في هدا الصدد يتم التركيز بشكل رئيسي على تأثير اللغة العربية عند الكتابة باللغة الانجليزية. و لتحقيق هدا الغرض اعتمدنا على استبيان وجه ل 7 أساتذة التعبير الكتابي و الذي يشكل مصدر للمعلومات بخصوص أراء ووجهات نضرهم اتجاه تأثير اللغة الأم على كتاباتهم. بالإضافة إلى جمع 40 عينة كتابية من طلاب اللغة انجليزية من اجل التحليل. والهدف من هدا الأخير هو الكشف عن أهم الأخطاء النحوية المرتكبة من قبل متعلمي اللغة الانجليزية كاللغة أجنبية ثانية مع تحديد أهم الأسباب المترتبة عن هده الأخطاء . و قد أظهرت نتائج هده الدراسة أن طلاب السنة الأولى يرتكبون العديد من الأخطاء النحوية و التي بدورها صنفت إلى عدة أنواع مختلفة بحيث يعتبر التدخل السلبي للغة العربية عاملا أساسيا لارتكاب هده الأخطاء. على ضوء هده النتائج يتم التأكيد على الفرضية المعلنة سابقا بان الفهم الجيد للتداخل اللغة العربية وتأثيرها السلبي على كتاباتهم سيساعدهم على تحسينها والتقليل من هده الأخطاء.