

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA**

**FACULTY OF LETTERS AND
LANGUAGES
DEPARTMENT OF ENGLISH**



**DOMAIN: FOREIGN
LANGUAGES
STREAM: ENGLISH
LANGUAGE
OPTION: LINGUISTICS**

**The Influence of Mother Tongue on EFL learners' Written Productions
The Case of Third Year EFL Students at Mohammed Boudiaf M'sila
University**

**Dissertation Submitted to the Department of English in Partial fulfillment of
the Requirements for the Degree of Master**

By:

**Mr Fellak Chihab Kateb Eddin
Mr Nouibat Hamza**

2018/2019

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA**

**FACULTY OF LETTERS AND
LANGUAGES
DEPARTMENT OF ENGLISH**



**DOMAIN: FOREIGN
LANGUAGES
STREAM: ENGLISH
LANGUAGE
OPTION: LINGUISTICS**

**The Influence of Mother Tongue on EFL learners' Written Productions
The Case of Third Year EFL Students at Mohammed Boudiaf M'sila
University**

**Dissertation Submitted to the Department of English in Partial fulfillment of
the Requirements for the Degree of Master**

By:

**Mr Fellak Chihab Kateb Eddin
Mr Nouibat Hamza**

**Under the Supervision of:
Mrs Zine Amal**

2018/2019

Acknowledgements

Firstly, we wish to acknowledge the great debt we owe to our supervisor Mrs.Zine Amal. We are extremely thankful for her valuable knowledge, unmeasured support and precious guidance.

We would like to thank with sincere emotions all our teachers for their expertise and academic assistance.

Thanks are required for the department of English. Also, the finest words expressing our profound gratitude are particularly granted to our dear parents, our marvellous brothers and sisters for their love, help and patience.

We also want to show our deepest gratitude to all our friends for their continuous encouragement and support.

Dedication

Firstly and foremost, I would give my undeniable thanks to the most graceful and most compassionate the almighty (Allah), for providing me with a lot of blessings.

I dedicate this work;

To my beloved mother (FELLAK Leila) who patiently tolerated all my misgivings with a smile and stood by me in times of despair. Her prayers, moral support and kind words were of great inspiration during my piece of research. To you Mum, I dedicate this humble work,

To my father (FELLAK Alaoua) to whom I forever remain indebted. My father who was there for me and provided assistance when needed. The fruit of this work would not be possible without your upbringing; You taught me to trust myself to achieve what I wish. I am proud to be your son and lucky to live with you. Thanks Dad.

To all my Dear Sisters, Cheima, Djihad, Aya and Israe. No word in any language would represent your favour on me or express my feelings towards you.

To all my teachers who always push me to hold on and never to give up.

To all my friends in Berhoum

To my best friend Hamza who has always standed by me. He deserves my gratitude, apologies, and respect.

To my future wife

To my classmates

To all those who kept encouraging me throughout these months. I do not have the words to fully express to any of them how I appreciated their incredibly generous support that helped me getting through this phase of my life.

Dedication

*In the Name of God, Most Gracious, Most Merciful, All the Praise is
due to God alone, the Sustainer of all the worlds*

To my mother HafidiDjamila , the symbol of love and sacrifice, who always pushes me to hold on and never to give up ,The adorable person in my life, The one who never hesitates in helping, advising me or even showing me what is right and what is wrong in life until the moments I'm writing these words. Thanks mum; you are the best in my eyes

This thesis is dedicated to my father Abed El Hafid who educated me on the principles of life. I love you.

This work is dedicated to the memory of my favorite and beloved uncle MOHAMED who did not live enough to see my achievement

I would like to dedicate this work to my dear lovely sister Fatima Zahra. Also, I would like to dedicate this work to my dearest brothers Mohamed ,Ossama , Ali , Ayman and Houssam eddine who supported me, who shared the hard moments with me and encouraged me to go further.

My dedication goes to my best friend who has been always present for help and has made many sacrifices for me .He deserves my gratitude, apologies and respect

To our dear supervisor Mrs. Amel Zine for her huge efforts, lasting assistance, supportive guidance and continuous patience .She followed the progress of our dissertation so generously and step by step without any hesitation.

To all my friends mainly :L'eghouini Badro and Tahar Cherif

To my future wife Salsabil Hadroug. I love you.

To all my teachers

Abstract

The present work attempts to investigate and study the first language influence on EFL students' writing at the English Language Department of Mohamed Boudiaf University of M'sila. This research seeks to find the difficulties that students encounter when they are learning the FL, mainly in writing. To this end, One of the main goals of teachers and students is to accomplish a satisfactory level in writing in English. However, many students are incapable to write adequately because they have difficulties owing to the first language interference. Hence the main purpose is to recognize if students' difficulties in writing are due to L1 interference. This research has been carried through a questionnaire administered to ten (10) teachers in the English division at M'sila University to ask them about the main causes and the different types of errors committed by third year EFL students. In addition, twenty-five (25) paragraphs written by third year students were analyzed to determine the main errors. The data analysis revealed that third year EFL students commit different types of errors mainly because of mother tongue (Arabic) interference and lack of practice. Furthermore, it has been noticed that third year students rely basically on their mother tongue (Arabic) compared to English when it comes to writing. So, students should be taught how to think in the target language to avoid negative transfer. The findings recommend that the decrease of making transfer helps students to produce a good piece of writing. The more learners' linguistic competence is high the more they write well and vice versa. Obviously, the findings would guide us to suggest recommendations that may help students to improve their level in writing.

Résumé

Notre travail sert à étudier l'influence de la langue maternelle sur l'écriture des étudiants du ELE au département de langue anglaise de l'Université de Mohamed Boudiaf de M'sila. L'objectif principal des enseignants et des élèves est d'atteindre un niveau satisfaisant d'écriture en anglais. Cependant, de nombreux étudiants sont incapables d'atteindre cet objectif car ils rencontrent des difficultés en raison de l'interférence de la langue maternelle. Le but principal est donc de connaître si les difficultés d'écriture des élèves sont dues à une interférence de N1. Notre recherche a été effectuée par le biais d'un questionnaire adressé à dix (10) enseignants de la langue anglaise de l'Université de M'sila. Ce questionnaire traite les causes principales et les différents types d'erreurs commises par les étudiants de troisième année de EFL. De plus, vingt-cinq (25) paragraphes rédigés par des étudiants de troisième année ont été analysés pour déterminer les principales erreurs. L'analyse du questionnaire de l'enseignant et de ses écrits révèle que les étudiants de troisième année de EFL commettent différents types d'erreurs, principalement en raison de leur interférence dans la langue maternelle (arabe) et de leur manque de pratique. En outre, il a été remarqué que les étudiants de troisième année s'appuient essentiellement sur leur langue maternelle (l'arabe) par rapport à l'anglais pour l'écriture. Les résultats indiquent que la diminution des transferts aide les étudiants à produire un bon texte. Plus les compétences linguistiques des apprenants sont élevées, plus ils écrivent bien, et l'inverse. De toute évidence, les résultats nous guideraient dans la suggestion de recommandations pouvant aider les étudiants à améliorer leur niveau d'écriture.

مُلخَص

يحاول العمل الحالي دراسة تأثير اللغة الأم على مهارة الكتابة لطلاب اللغة الإنجليزية بجامعة محمد بوضياف في المسيلة. هذا البحث يسعى لإيجاد الصعوبات التي يواجهها التلاميذ عند تعلمهم للغة الأجنبية. الهدف الرئيسي للأساتذة والطلاب هو تحقيق مستوى مرض في الكتابة باللغة الإنجليزية. ومع ذلك ، فإن العديد من الطلاب غير قادرين على الكتابة بكفاءة لأنهم يواجهون صعوبات بسبب تدخل اللغة الأم. وبالتالي فإن الغرض الرئيسي هو التعرف على ما إذا كانت صعوبات الطلاب في الكتابة ناتجة عن تدخل اللغة الأم. تم إجراء هذا البحث من خلال استبيان سلم إلى عشرة (10) مدرسين في قسم اللغة الإنجليزية بجامعة المسيلة للبحث عن الأسباب الرئيسية وأنواع الأخطاء المختلفة التي يرتكبها طلاب السنة الثالثة في اللغة الإنجليزية. علاوة على ذلك ، تم تحليل خمسة وعشرين (25) فقرة كتبها طلاب السنة الثالثة لتحديد الأخطاء الرئيسية. يكشف تحليل استبيان المدرسين وكتابات الطلاب أن طلاب اللغة الإنجليزية كلغة أجنبية في السنة الثالثة يرتكبون أنواعًا مختلفة من الأخطاء يرجع معظمها إلى تأثير تدخل اللغة الأم. علاوة على ذلك ، فقد لوحظ أن طلاب السنة الثالثة يعتمدون بشكل أساسي على لغتهم الأم (العربية) مقارنة باللغة الإنجليزية عندما يتعلق الأمر بالكتابة. لذلك يجب تدريس الطلبة كيفية التفكير باللغة المستهدفة. تشير النتائج إلى أنه كلما كانت الكفاءة اللغوية للمتعلمين عالية ، تحسنت كتابتهم بشكل جيد والعكس صحيح. من الواضح أن النتائج ستوجهنا إلى اقتراح توصيات قد تساعد الطلاب على تحسين مستواهم في الكتابة.

Table of Contents

Acknowledgment	I
Dedication	II
Dedication	III
Abstract	IV
Table of Contents	VII
List of Tables	XI
List of Figures	XII
List of Abbreviations	XIII
General Introduction	1
Chapter One: Mother tongue influence on students' writing skill	
1.1 Introduction	5
1.2 Section one: Language Transfer.....	6
1.2.1 Contrastive Analysis Approach	6
1.2.1.1 The main focus of Contrastive Analysis	7
1.2.1.2 Contrastive Analysis Objectives	8
1.2.1.3 Criticism of Contrastive Analysis	8
1.2.1.4 From Contrastive Analysis to Error analysis	9
1.2.1.5 Error Analysis Approach	9
1.2.1.5.1 Definition of Errors	9
1.2.1.5.2 Definition of Error Analysis	10
1.2.1.5.3 Definition of Mistakes	11
1.2.1.5.4 Sources of Mistakes	11
1.2.1.5.5 Models of Error Analysis	11
1.2.1.5.6 Error Analysis Criticism	12
1.2.1.5.7 Reasons for Errors	12

1.2.1.5.7.1 Intralingual Errors	13
1.2.1.5.7.2 Interlingual (interference) Errors	13
1.2.1.5.7.3 Language Transfer	14
1.2.1.5.7.3.1 Positive transfer	14
1.2.1.5.7.3.2 Negative Transfer	14
1.2.1.5.7.4 Avoidance	14
1.2.1.5.7.5 Over-Use	15
1.2.1.5.7.6 Overgeneralisation	15
1.2.1.5.8 Error Analysis procedures	15
1.2.1.5.8.1 Identification of Errors	15
1.2.1.5.8.2 Description of Errors	15
1.2.1.5.8.3 Explanation of Errors.....	16
1.2.1.5.8.4 Evaluation of Errors.....	16
1.2.1.5.8.5 Error Correction	16
1.3 Section two: Writing skills.....	17
1.3.1 Definition of Writing Skill	17
1.3.2 The Nature of Writing	18
1.3.3 Aspects of writing	18
1.3.4 The Basic Rules of Writing	19
1.3.4.1 Clarity	19
1.3.4.2 Coherence	19
1.3.4.3 Brevity and Simplicity	20
1.3.5 The Interrelation of Writing and Reading	20
1.3.6 Approaches to Teaching Writing	21
1.3.6.1 The Controlled – to Free Writing Approach	21
1.3.6.2 The Free-Writing Approach	22
1.3.6.4 The Product - Oriented Approach	22
1.3.6.4 The Process Approach	22
1.3.6.5 The Genre Approach	22
1.3.7 The Stages of the Writing Process	23
1.3.7.1 Pre-writing stage	23
1.3.7.2 Drafting/ Writing Stage	23

1.3.7.3 Revising Stage	24
1.3.7.4 The Editing / Proof Reading Stage	24
1.3.7.5 Publishing stage	24
1.3.8 The Importance of the Writing Skill	25
1.3.9 Learners' Major Difficulties in the Writing Skill	25
1.3.9.1 Grammar	26
1.3.9.2 Vocabulary	27
1.3.9.3 Spelling	28
1.3.9.4 Punctuation	29
1.3.9.5 Interference of the Native Language	29
1.3.10 Factors Behind Students' Poor Writing	30
1.3.10.1 Lack of adequate Technique to teach writing	30
1.3.10.1 Teacher as a Source of Demotivation (external motivation)	30
1.3.10.3 Lack of Motivation to Write (internal motivation)	31
1.3.10.4 Lack of Reading	31
1.3.10.5 The Influence of First Language on Writing in English	32
1.3.11 Conclusion	32

Chapter 2: Research Methodology

2.1 Introduction	35
2.2 Setting and Participants	35
2.3 The Research Method	36
2.4 Data Gathering Tools	37
2.4.1 Population and Sampling	37
2.4.1.1 The Questionnaire	38
2.4.1.1.1 The Teachers' Questionnaire	39
2.4.1.1.1.1 Description of Teachers' Questionnaire	39
2.4.1.2 Validity of the Questionnaires	41
2.5 Corpus	41
2.6 Data Analysis Frame	42
2.7 Conclusion	43

Chapter 3: Data Analysis and Interpretation of the Results

3.1 Introduction	45
------------------------	----

3.2 Corpus Analysis.....	45
3.2.1 Types of Students' Errors	45
3.3 Description of the Questionnaire	53
3.3.1 Section One: Personal Information	53
3.3.2 Section Two: Writing Skill	55
3.3.3 Section Three: Causes of Students' Errors	58
3.3.4 Section Four: Teachers' Error Correction	62
3.4 Interpretation of the Results	67
3.5 Conclusion	67
General Conclusion	68
Bibliography	71
Appendix	76

List of tables:

Table 01 : Types of students' errors

Table 02 : General statistics of errors

Table 03 : Statistics of errors

Table 04 : Teachers' degree

Table 05 : Teachers' experience

Table 06 : Teachers experience in teaching written expression module

Table 07 : The efficiency of the content of written expression module

Table 08 : The time allotted to the written expression module

Table 09 : The characteristics of aspects of good writing

Table 10 : Teachers' perceptions about their students' level in writing

Table 11 : Errors is a part of FL/L2 acquisition

Table 12 : Reasons of errors

Table 13 : The different reasons that lead learners to commit errors

Table 14 : Sources of learners' errors

Table 15 : Frequency of students' errors

Table 16 : Approach of written error correction

Table 17 : Ways of responding to students' errors

Table 18 : Difficulties when correcting students' written works

Table 19 : Benefits of error correction

List of figures:

Figure 1: Teachers' Degree

Figure 2: Teacher's Experience

Figure 3: Teachers' experience in Teaching Written Expression module

Figure 4: The Efficiency of the content of Written Expression module

Figure 5: The time allotted to the Written Expression module

Figure 6: The Characteristics of Aspects of good Writing

Figure 7: Teachers' Perceptions about their Students' Level in Writing

Figure 8: Errors is a part of FL/L2 acquisition

Figure 9: Reasons of Errors

Figure 10: Sources of Learners' Errors

Figure 11: Frequency of Student's Errors

Figure 12: Approach of Written Error Correction

Figure 13: Ways of responding to Students' Errors

Figure 14: Difficulties when correcting students' written works

Figure 15: Benefits of error correction

List of Abbreviations

L1: First Language

L2: Second Language

FL: Foreign Language

TL: Target Language

SLA: Second Language Acquisition

EA: Error Analysis

CA: Contrastive Analysis

EFL: English as a Foreign Language

General introduction

Writing has largely attracted the attention of researchers as being a crucial skill that contributes in learning any language, and without which further education may be largely impossible (Shangarfana, & Mamipour 2011). The process of writing, as it seems to most people, is a difficult one to carry, takes a lot of time and requires excessive attention. A considerable number of researchers tackled the point of the importance of this skill; Bacon (1605) claims that writing is very important when he writes “writing makes an exact man”. Lado (1983, p.61) relates writing with foreign language in terms of mastering vocabulary, structures, and their conventional representations. He says “we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing”. Achili as she writes in his thesis, writing is the most needed skill in different academic fields; Therefore, we see it as an essential means of communication. The mastery of the graphological, rhetorical resources, and the grammatical of the foreign language is the proficient level that makes written production remains the most practical means (2007, p.32). It is also seen as a very complex skill than other skills (reading, speaking, and listening). It is considered as a central skill in the field of applied linguistics for the reason that it plays a key role in cultural, social, professional, and academic context (Ouskourt, 2008). Many researchers have made many investigations concerning FL learning. Ulijin and Strother believe that language usage contains in itself writing as an active skill (1995).

Bacha states that writing English is an important point in the students’ academic study as it helps them in different ways: describing objects taking notes, writing essays, and answering written questions... (2002, p.62). Learners face a lot of problems when they are writing in a second language for that they refer to their first language in order to write easily. Fries claims that Foreign Language learners face a great problem which is L1 interference(1945,p.31). Lado(1957) believes that the lack of success in learning a Foreign Language is caused by L1. In the 1950’s, behaviorist learning theory states that L1 is systematically influenced on second language learning this is what makes L2 as a habit formation. This theory gives a clear image about the relationship between first language and second language learning. It believes that positive transfer takes place when both languages have the same linguistic aspects; On the other hand, negative transfer takes place when there are differences between L1 and L2 (Laurent &Philippe, 2007) . Gluth assumes that first language plays a great role in foreign language learning; it may improve or hinder Foreign language learning. L1 is considered as a

facilitator if the learners take similar elements from L1 to L2, and if they take elements which are different, L1 is directly considered as an obstacle i.e. L1 is a hindrance (2003, p.32). In other words, the previous habit may hinder or enhance the new one Chelli (2013, p.14). Lado believes that the differences between L1 and L2 may contribute to or hinder the L2 learning and the four skills influenced by L1 this is what was discussed in his proposed theory contrastive theory (1957).

Contrastive analysis is a theory that emerged in the 1960s and early 1970s; it states that each language has its own features related to the historical improvement of the language and its dialect and their respective genealogies (cited in Alshayben's thesis). Howatt and Widdonson assume that applied linguistics use this analysis in order to give clear and understandable image of different languages with their similar and different sentence structure (2004, p.42). It is quoted in Temime's thesis that contrastive analysis had no empirical basis for that error analysis has emerged. The focus of EA is on the L2 learners' errors to analyze them, and search about their sources'.

The above mentioned studies can, to some extent, reveal many facts regarding the influence of mother tongue on EFL learners' writing production. Yet, none has provided ways to get rid of writing errors and to minimize the L1 interference. Therefore, through this study we seek to contribute to third year students at the department of English, M'sila University by finding solutions to overcome writing errors and to minimize the L1 interference.

Statement of the problem

During the process of learning a foreign language, learners meet diverse difficulties to use the target language such as fossilization, overgeneralization, negative transfer and code switching. These difficulties are credited to the interference of mother tongue and other reasons, mainly teaching and learning problems. In addition learners can have obstacles in the syntax, grammar and semantic of the foreign language. The whole structure of the sentence of the TL is different from the L1; that's the reason why learners face some difficulties and commit errors.

EFL students at M'sila University, the Department of English seem to have difficulties when writing in English. The Arabic language, as the mother tongue, tend to cause problems to M'sila EFL students when writing. These difficulties call for a valid and well made study in order to help the students overcome it. Our research is so needed as it allows us to discover the most important linguistic aspects that are transferred from the mother tongue while the students are writing in English as a Foreign language and to clarify how they are transferred. Most importantly, contributing to EFL students at M'sila University by providing

clear explanation of the difficulties they are facing and how to avoid them so that they perform better when writing

Research questions

In this research we seek to answer the following question:

- 1) What difficulties are encountered by EFL students when writing?
- 2) What are the reasons behind students' poor writing achievement?
- 3) Do EFL students face difficulties in writing due to their L1 interference?

Hypothesis

- EFL students' errors in writing may be attributed to L1 negative transfer.

Aims of the study

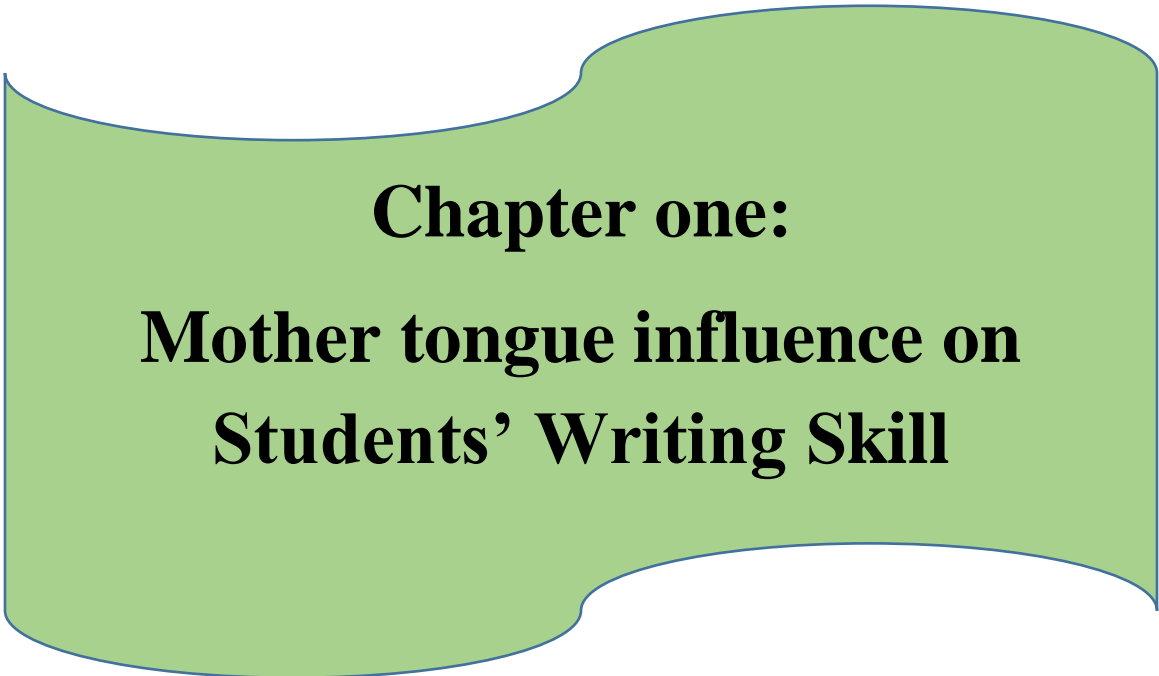
Any research must be containing some exact points that should be reached. Our study aims at:

- Find out the obstacles the learners face during the process of learning the target language.
- Find solutions that can make English learners gain proficient level in the TL.
- Improve the process of teaching and learning by identifying the mother tongue effect on FL acquisition and analyzing it in order to improve the level of the students.
- Overcome writing errors and to minimize the L1 interference.

Significance of the study

This research is directly presented for those who write in the target language especially for the third year EFL University Students of M'sila. The current study is an endeavor to raise both students' and teachers' awareness on language transfer and how L1 can impact FL acquisition mainly in terms of structure and meaning. Our study attempts to provide recommendations to avoid the issue of language transfer.

We strongly believe that once students are aware of such L1 interference, they will be ready to deal with the issue and write better. The study will also contribute to teachers in which it will help them learn more about the areas of weaknesses and main causes of their students' errors.



Chapter one:
Mother tongue influence on
Students' Writing Skill

1.1 Introduction

EFL students encounter difficulties when learning English. This process of learning is regarded as a difficult task for both teachers and learners. On the one hand, the teacher should use different strategies to make his/her learners achieve the proficiency and competency in the target language. On the other hand, it requires an intensive practice of the foreign language rules as to the learner. Practicing the target language rules helps the learner enhance his productive skills such as writing and speaking and become an effective foreign language learner.

In learning a foreign language, learners face some difficulties to learn and apply rules to some aspects of the language, mainly the rules that are related to the grammatical aspect. These difficulties are characterized in a number of grammatical errors which occur in their writing style. Additionally, these difficulties are supposed to be the result of divergences that exist between learner's mother tongue and the target language. Many studies have revealed that when learners feel unable to use the correct grammatical rules of the target language in their writing or speech, they generally be likely to return to their native language rules. Almost all of the previous researchers believe that first language has interference in second language acquisition. For example, Karim and Nassaji (Department of English Language and Literature, Golestan University, Gorgan, Iran 2013) investigated the first language transfer in L2 writing, and they found that when second language learners write in L2, their L1 has an effect on their writing. Fatemi, Sobhani and Abolhassan (2012) investigated the differences in consonant clusters orally in the first and second language, and pointed out if the structures of first and second language were different, learners have difficulty in L2 pronunciation because they faced to unfamiliar phonological rules, but Lord (2008) did the converse study; he investigated the different effects that L2 acquisition has on L1. He pointed out that learners who become a member of bilingual communities lose their L1. This is what is called language transfer or mother tongue interference which is assumed to be the main cause of foreign language learners' errors.

Arab learners face enormous difficulties in learning English. These difficulties are attributed the evident difference between the linguistic systems of Arabic and English. According to Old in (1989, p.42), "transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired." Due to the differences between the Arabic and English grammatical systems, such problems arise. It has been noticed that when Arab EFL learners face a problem in using a grammatical rule in their writing in English, they choose to use their previous knowledge of Arabic language and apply it in their writing style. The transfer of Arabic knowledge into English writing that may lead EFL learners to commit a

number of grammatical errors which are the concern of this study.

The topic of language transfer has been studied by two main approaches which are the contrastive analysis and error analysis approaches. That is why; this chapter illustrates the definition of each approach and its associated areas. First, we will explore language transfer errors by the contrastive analysis approach as well to some differences between English and Arabic grammatical rules. Second, it deals with error analysis approach since it is the concern of this study. In other words, this chapter main focus is on finding out the reasons of FL learners' errors and explaining the different procedures that should be followed by FL teachers and researchers when dealing with these errors.

1.2 Section one: Language Transfer

1.2.1 Contrastive Analysis Approach

Longman Dictionary of Language Teaching and Applied Linguistics (1988) defines contrastive analysis as the comparison of the linguistic systems of the two languages; for example, the sound system or the grammatical system. Contrastive analysis was developed and practiced in the 1950s and 1960s, as an Application of structural linguistics to language teaching, and 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 practiced by contrastive analysis.
- c. Teaching materials can make use of contrastive analysis reduce the effects of interference.

It is an approach to the study of second language acquisition. It focuses on determining the similarities between L1 and L2 in order to predict and explain learner problems. It was heavily influenced by structuralism and behaviorism (1940s, 1950s). Lado's *Linguistics Across Culture* is the basic work that opened the way for contrastive analysis hypothesis. The claim of this hypothesis that there is an effect of L1 transferred on second language acquisition. Lado claims that "those elements are similar to the learner's native language will be simple for him, and those areas that are different will be difficult" Trike (2006,p.14) .Contrastive analysis has two main versions, the weak and the strong versions:

- a) The strong version knowing the linguistic differences between L1 and L2 helps in predicting the problem of L2 learning. Banathy, Trager and Waddle (1966, p.81) gave a good explanation for this idea;Students can be equated with the differences between structure of the student's native language and culture and that of the target language and culture, the task of the linguist, the cultural

anthropologist and the sociologist is to identify these differences. The task of the writer of a foreign language teaching program is to develop materials which will be based on a statement of these differences, the task of the foreign language teacher is to be aware of these differences and to be prepared to deal with them ; the task of the student is to learn them.

In the time where structural linguistics and behavioral psychology take place in the study of language learning, contrastive analysis was prevalent (Larsen-Freeman and Long, 1991) Contrastive analysis "advocates" that by comparing two languages, the preparation of L2 instructional materials will be more efficient, and learner's behavior and difficulties will be predicted through C.A. As many researchers thought, pedagogy takes its usefulness and effectiveness through the care of both similarities and differences between L1 and L2. So, contrastive analysis built its basic depending on these different arguments.

b) The weak version

The supporters of this version state that the linguistic differences between L1 and L2 leads to the explanation of L2 learning problems. Schachter (1971) says 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 language A, in order to discover why the errors occur."

1.2.1.1 The main Focus of Contrastive Analysis

Following ideas in structuralism linguistics, the main focus of contrastive analysis is on the description, comparison and the surface forms of L1 and L2. The contrasting of L1 and L2 is started by phonology, morphology, syntax with the lexicon, and discourse. Fries clearly makes this priority, he says: "In learning a new language ... the chief problem is not at first that of learning vocabulary items. It is, first, the mastery of the sound system... It is; second, the mastery of the features of arrangement that constitute the structure of the language" Fries (1945,p.28). Contrastive analysis was more successful in phonology than in other areas of language, and declined in the 1970s as interference replaced by other explanations of learning difficulties. In recent years, contrastive analysis has been applied to other areas of language; for example, the discourse systems. But in 1970s, contrastive analysis lost its credibility in different levels, even it give no much attention to pedagogy as it once did before.

1.2.1.2 Contrastive Analysis Objectives

The goal of contrastive analysis was primarily pedagogical in nature to increase efficiency in L2 teaching and testing.

Contrastive analysis attempts to find what is similar and difference between languages; we can say that it make a scan for two languages to identify what makes these languages near to each other and what makes them far from each other. Also, it explains the findings and from them, it predicts what learners can face when learning a second language as Lado (1957, p.86) states that “[...] the comparison of any two languages and cultures to discover and describe the problems that the speaker of the languages will have in learning the other”. He states in his book preface, *Language across Culture* that:

The plane of the book rests on the assumption that can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the students.

It is beneficial for language teaching because it develops the teaching course materials as Lado (1957, p.43) stated “The results of such comparisons 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 language and culture content of text-books and tests supplementing the materials in use, preparing new materials and tests and diagnosing students’ difficulties accurately.

1.2.1.3 Criticism of contrastive analysis

According to Abbas (1995, p.46), contrastive analysis is criticized in one point which is considered as a weak point that it focuses only on one type of error called „interference“. Numbers of researchers feel that this only emphasis of CA makes it careless to predict other errors that learner often make. In contrast there are many applied linguists who did not neglect the contrastive ability and no one cannot “deny” that contrastive analysis may have some capabilities in particular domains. The case of adverbial positions, both English and Arabic learners are able to reach more than one place to accommodate the mentioned adverbial in the sentence. This kind of free-position, teachers are able to predict that Arabic learners will not have much difficulty with adverbial.

1.2.1.4 From Contrastive Analysis to Error Analysis

Error analysis (EA) is an alternative approach that comes due to CA criticism. In fact Corder is the originator of error analysis, and he is recognized as the father of error analysis; in his Article the Significance of Learner Error (1967), he paved the way to error analysis in linguistics studies to spot the sources of errors. Such approach has two functions: the first function is theoretical, which has its place in methodology and describe the learner's knowledge of the foreign language, and it also helps the researcher to detect the relation between the knowledge and the teaching that learners have been receiving. The practical part of EA is to overcome the mismatch between the knowledge of the learner and the demands of the situation. Error analysis revealed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language. Although error analysis is still used to investigate specific questions in SLA.

1.2.1.5 Error Analysis Approach

The main concern of this approach is L2 learners' errors. It focuses on reasons and types of these errors with the explanation of the different procedures that should be followed in error analysis.

1.2.1.5.1 Definition of Errors

Several definitions are given to the concept "error". According to Corder (1967, p.82), errors are systematic and they result from learners' lack of second language knowledge Troike(2006, p.39). Ellis (1997, p.17) defined errors as gaps in a learner's knowledge. He assumed that they occur because the learner does not know what is correct. In his book "Introducing Applied Linguistics", Corder (1973, p.283) wrote that "errors are a result of partial knowledge because the teaching-learning process extends over time". This definition means that the learner cannot process all the information at once because the learning process needs too much time to be covered. Moreover, teachers could not grant their learners with all the information they need at a limited number of sessions.

Another definition of error is given by Corder (1981, p.10), in which he stated that errors are systematic and they enable the teachers or the researchers to assess the learners' knowledge of the language at a given point during the learning process. Norish (1987, p.7) defined errors as "a systematic deviation when a learner has not learnt something and consistently gets it wrong, quoted in Ridha(2010,p.25). According to Gass and Selinker (1994, p.68), errors are "red flags" that provide evidence of the learner's knowledge of the foreign language Al-Hassan (2013, p.258).

It is essential to differentiate between the term mistake and error. Several scholars have defined the term mistake in different terms; however, all the definitions have the same meaning. According to Corder (1967, p.10), a mistake refers to a performance error that it could be arbitrary guess or a slip. It is well thought-out as a failure to correctly use what has been learnt Ridha (2010, p.25). Another definition for mistake is put in *The Dictionary of Language Teaching and Applied Linguistics* (1992) in which it is declared that a learner makes mistakes when writing or speaking because of different factors such as lack of attention, carelessness and tiredness, etc. Consequently, learners can correct their mistakes themselves when attention is called Ridha (2010, p.25). In the same way, James (1998, p.32) defined a mistake which can be self corrected while an error cannot (cited in Al-Hassan, 2013, p.256). According to Ellis (1997, p.17), mistakes are related to a learner's performance; they happen because the learner is unable to perform a known system.

According to Ellis (1997, p.17), there are two ways to make a distinction between learners' errors and learners' mistakes. The first way is to check the learner's performance consistency. If s/he sometimes uses the correct form and makes one wrong, it is a mistake. On the other hand, if he always uses the form incorrectly, it is an error. The second way is asking the learner to try to correct his own unexpected utterances. When the learner is unable to, the deviations are errors. However, when he is able and successful, the deviant utterances are mistakes. However, according to Corder (1981, p.10), to decide between learner's mistake and error is difficult. It needs a much more complicated study and analysis to be realized.

1.2.1.5.2 Definition of Error Analysis

Error analysis has widely spread in the 1960's and 1970's. It is mainly associated with S. Pit Corder (1967) ("second Language Acquisition",n.d.). It came to replace contrastive analysis approach. Error analysis has been defined by Corder (1973, p.275) as a comparative processing which the utterances in the learner's mother tongue are compared with those in the target language. So, it is considered as a specific case of contrastive analysis. One more definition is given to error analysis in which Troike (2006, p.37) claims that error analysis is an approach to the study of second language acquisition which focuses on the creative ability of learners to construct language. Also, its main concern is the learners' errors in second language learning. Brown (1980, p.160) defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second language then to reveal the systems operated by a learner" Ridha(2010,p.26).

Error analysis concerns error treatment in language teaching and it deals only with learner's

productive skills (writing and speaking) and not with learner's receptive skills (reading and listening) ("Second Language Acquisition",n.d.). It can also be defined, as Corder (1974, p.32) states, as a type of linguistic analysis that focuses on the errors made in the target language by L2 learners AlamKhan(2011,p.105). Corder (1981, p.14) also claims that error analysis is related to the investigation of the language of second language learners.

1.2.1.5.3 Definition of Mistakes

The term mistake refers to types of random mistakes like: hesitation, slips of the tongue, confusion...etc as Richards and Schmidt (2002) put in the dictionary of Language teaching and applied linguistics: "A learner makes mistakes when writing or speaking because of lack of attention ,fatigue or, carelessness or some other aspects of performance thus mistakes can be self corrected when attention is called" ,i.e., mistakes reflect Chomsky's performance.

1.2.1.5.4 Sources of Errors

EA as an approach of applied linguistics that stresses the errors that L2 learners make in order to analyze them and investigate their sources .In fact EA started with the identification of errors, according to Richards (1974,p.61) the classification of errors can be attributed to one of the possible origins:

Those resulting from interlingual sources as Corder (1971,p.24) stated:"Those attributed to the native language ,there are interlingual errors when the learner's L1 habits (patterns ,systems or rules) interfere or prevent him/her to some extent from acquiring the patterns and rules of second language". Or that resulting from intralingual sources as Richards (1970:06) refers to it as:"Items produced by the learner which reflects not the structure of the mother tongue, but generalization based on special exposure to the target language". i.e., it is of relation to the target language itself which is the main concern of EA, in fact scholars in EA considered errors as a device that the learner uses in order to learn the foreign language, in this respect Gass and Selinker (1994) define errors as "Red flags" that provide evidence of learner's knowledge of the second language.

1.2.1.5.5 Models of Error Analysis

Several models have been adopted by EA, the following one is done by Corder (1974, p.33): 1- Data collection, 2- description of errors, 3- explanation of errors .Brown (1994, p.207-211) and Ellis (1995, p.51-52) elaborated on this model .Ellis (199, p.15-28) and Hubbard et al (1996, p.135-141) gave a practical advice and provided clear examples of how to identify and analyze learner's errors. The first step requires the selection of a corpus of language Followed by the classification of errors. The next step comes after giving a grammatical analysis

of each error requires an explanation of different types of errors. Thus EA is regarded as a diagnostic since it could explain the learner's state of language at a given point through the learning process and predictive because it can enlighten the course organizers to reorient language materials on the basis of the learner's existing problems as Corder (1975,p.22) pointed out:

Errors present feedback, they allow the teacher to have knowledge about the effectiveness of his teaching, and gives him/her an idea about what parts of the syllabus S/he has been following have been adequately learned or taught and need further attention, they enable him/her to come to a decision whether S/he can move on the next item on the syllabus or whether S/he must devote more time to the item S/he has been working on.

1.2.1.5.6 Error Analysis Criticism

EA as an approach which has many merits, yet it has not escaped criticism at the hands of certain linguists because of the weaknesses in methodological procedures as Ellis (2008) indicated, as well as it focuses on intralingual errors and disregards the language transfer theory. In the same time, many researchers stated that CA needs to be carried out because not all CA hypotheses are incorrect and they recommended that teachers should accompany CA with EA. In this respect, Fisiak (1981,p..64) Said: "Error analysis as a part of applied linguistics cannot replace contrastive analysis but only supplements it"

Ellis (1996, p.11) emphasizes the importance of exploring transfer and he argues that any SLA/FL learning theory is not complete if it does not include transfer.

1.2.1.5.7 Reasons for Errors

Speaking of error analysis study, it is necessary to determine the reasons behind learners' errors. According to a number of studies that have been prepared on this issue, there are two main reasons for learners' errors which are:

1.2.1.5.7.1 Interlingual (interference) Errors

Those errors are termed "interlingual" because they are the product of language interference; interlingual means between languages. Interlingual transfer is considered as a major reason for L2 learners' errors. The Dictionary of Language Teaching and Applied Linguistics (1992) defines interlingual errors as a consequence of language transfer which is caused by the learner's mother tongue Erdogan (2005,p.18). According to Corder (1981, p.87), the term interlanguage was first introduced by the linguist Larry Selinker (1969, p.32) and it refers to a linguistic system which is independent of the learner's mother tongue and of the second language. Besides, he stated

interlanguage system as the product of a psycholinguistic process of interaction between the linguistic system of the mother tongue and of the target language. Richard and Sampson (1974, p. 5) claimed that language transfer is the first factor that influences L2 learners' system. It is well thought-out as a major reason for learners' errors in L2 learning.

Furthermore, Ellis (1997, p.51) claimed that "L1 transfer refers to the influence that the learner's L1 exerts over the acquisition of an L2". Language transfer, more often, occurs when learners try to apply rules as of what they have learnt in their L1 into the L2 ("Second Language Acquisition",n.d.). Selinker (1972, p.82) argued that the acquisition and the transfer of the syntactic knowledge of a L2 are two interconnected processes because the learner applies L1 rules to construct L2 utterances Kormos (2006, p.100). That indicates that the grammar in interlanguage system that the learner creates is determined by the sophistication of his previous acquired knowledge Corder (1981, p.74).

Transfer is composed of two types: positive and negative. Troike (2006,p.35) explained that positive transfer takes place when the mother tongue and the target language have the same structure for example, the plural morpheme "s" in both English and Spanish. According to Odlin (1989, p. 27), transfer results from similarities and differences between any language that has been previously acquired and the target language. He also stated that the native language influence can be supportive if there are few differences between the two languages. Accordingly, he claimed that "native speakers of Spanish have a tremendous advantages over native speakers of Arabic in the acquisition of vocabulary" *ibid*(1986 ,p. 26). In this quotation, Odlin explained the similarity between Spanish and English vocabulary which could be of great help for Spanish learners of English and vice versa. However, the huge difference between Arabic and English vocabulary will make the task of learning the foreign language more difficult.

The second type of transfer is the negative transfer (interference) which is defined by Lado (1964, p.106) and by Corder (1971, p.36) as "the negative influence of the mother tongue (L1) on the performance of the target language learner". Language interference, according to Troike (2006, p.35), is the inappropriate use of L1 structures in learning L2.

Many researchers consider that the difference between the mother tongue and the target language is the main cause of interference as it was stated by Ellis (1994,p. 47) "interference was believed to take place whenever the habits of the native language differed from those of the target language".

1.2.1.5.7.2 Intralingual Errors

Intralingual means within language. Intralingual errors refer to incomplete learning or overgeneralization of the target language rules Troike (2006,p. 39). According to Richard and

Sampson (1974, p.6), “intralingual interference refers to items produced by the learner which reflect not the structure of the mother tongue but generalization based on partial exposure to the target language”. Additionally, he stated that developmental errors illustrate the attempts of the learner to build up hypotheses about the foreign language S/he is learning from his/her narrow experience. Similarly, Ellis (1997, p.19) maintained that “some errors seem to be universal, reflecting learners’ attempts to make the task of learning and using the L2 simpler”.

1.2.1.5.7.3 Language Transfer

Different types of transfer are stated in the definition given by Ellis (1994,p.34) in which he said: “transfer is to be seen as a general cover term for a number of different kinds of influence from the language other than L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language norms and over-use”.

1.2.1.5.7.3.1 Positive Transfer

It is the transfer of skill X that facilitates the learning process or has positive influence on the command of a skill Y because of the similarities between both languages as:, the same rhetorical conventions, the same alphabetical system, the same linguistic features and so on Hellen and Corder maintain that “positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voiceless stops in a second language if the language also has aspirated voiceless stops”. Hence, previous knowledge can be very helpful in learning a new language for example: in French, the verb: *découvrir*:/dekuvrir/: has the same meaning as the verb: *discover*:/dɪskʌvə/: in English. Also, the adjective *évocateur*:/evokatœr/: in French has the same meaning as the adjective: *evocative*:/ɪ'vɒkətɪv/ in English And in Arabic, the noun: *الكيمياء*:/ælkimjæʔ/: has the same meaning as the noun; *alchemy*:/'ælkəmi/ in English. Also, the noun: *ليمون*:/lemu:n/ in Arabic has the same meaning as the noun : *Lemon*:/lɜmən/ in English.

1.2.1.5.7.3.2 Negative Transfer

According to Richard (1992, p.82),” making an error and using wrongly the rules of L2 is due to the application of L1 on L2”. That means if the learner refers back to his FL or any other language learned before, the result of such occurrence would be a deviation from the target language norm which has a negative influence on learning the target language.

1.2.1.5.7.4 Avoidance

Avoidance is a cognitive strategy that takes place in the absence of some structures in the target language; consequently, L2/FL learners avoid using certain structures that are very different

from their L1 or any language learned formerly. In a study, Schachter (1974, p.62) found that Chinese and Japanese students committed fewer errors in English relative clauses than did Persians and Arab students; it was thought that English relative clauses were less difficult for the Chinese and Japanese students than for Arab students and Persians students because the placement of relative clauses in Chinese and Japanese differs so much from their placement in English language.

1.2.1.5.7.5 Over-Use

Learners may reveal a preference of certain grammatical structures, words and discourse types in L2/FL as a result of the avoidance of certain difficult structures. For example Arab EFL learners over-use simple present and simple past since those tenses are found in Arabic language as well, while they avoid using tenses which do not exist in their mother tongue like: the continuous and perfect tenses.

1.2.1.5.7.6 Overgeneralization

Overgeneralization refers to the instances where the learner tends to create a deviant structure of his knowledge of other structures in the target language. It may occur when the learner tries to reduce the difficulties he faces in applying the rules of the foreign language. Ellis (1997, p.19) stated that learners overgeneralize forms that they find easy to learn and process for example, the use of “ed” in past tense forms even for irregular verb such as “writed” instead of “written”.

1.2.1.5.8 Error Analysis procedures

The procedures for analyzing student’ errors include, as stated by Ellis (1994, 1997), many kinds which are: identification, description, explanation, and evaluation of errors.

1.2.1.5.8.1 Identification of Errors

According to Ellis (1997, p. 15), identify errors in the analysis of learners’ errors is the first point. To identify errors, it is central to compare learners’ sentences with the correct forms in the foreign language. However, identifying the precise errors that learners make is regarded as a difficult step. In error identification, there should be a distinction between students’ errors and student’ mistakes as it was explained previously.

1.2.1.5.8.2 Description of Errors

Troike (2006, p. 39) and Ellis (1997, p. 18) stated that after identifying all the errors made by learners, the next point is to describe and classify them into types. Errors can be delineated as related to language levels (morphology, syntax, phonology), to general linguistic categories

(negative constructions, word order, passive sentences, etc), or to specific linguistic elements (, verbs, propositions, articles ...). Ellis (1994, p.41) maintained that description of errors is similar to identifying them by comparing the learners' utterances with the reconstruction of those utterances in the language being learned.

1.2.1.5.8.3 Explanation of Errors

The central point in error analysis procedures, after describing and identifying learners' errors, is that explaining the reasons that make those errors take place. It was mentioned before that there are two main reasons for learners' errors which are interlingual and intralingual reasons. Interlingual refers to negative transfer of the rules of learners' mother tongue to the target language rules, and intralingual reasons include overgeneralization, ignorance of rule restrictions, and incomplete application of rules. According to Ellis (1994, p. 57), "this stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition".

1.2.1.5.8.4 Evaluation of Errors

According to Ellis (1997, p.19), since the principle of error analysis is to help learners learn a foreign language, it is basic to evaluate errors .Certain errors are considered to be more serious than others because they may totally affect what someone says. Evaluating errors means that teachers should give more attention to errors that seem to be serious and affect communication, and less attention to the others which have little effect on learners' learning an L2.

1.2.1.5.8.5 Error Correction

EA is interested in how teachers deal with their students' errors and the importance of error correction to both learners and teachers. According to Maicusi et al., (2000, p.172), when the teacher traces an error, s/he corrects it automatically and considers the students' hesitation like s/he is requesting help .However, late correction of errors gives learners the chance of self-correction.

Teacher's task is to make his/her students aware of their errors and to be able to correct them by themselves. In addition, learners should identify the causes of their errors to avoid repeating them. However, when the teacher corrects his/her learners' errors, s/he will make them dependent on correction by others and will prevent them of developing autonomous learning.

According to Erdogan(2005,p.21), the method of error correction is not only presenting the learners the correct form and showing it through a set of activities. In contrast, the teacher should be aware of the reasons behind his/her learners' errors to help them with the appropriate solution.

Errors should be corrected regarding their effect on learners' productions. Thus, certain errors should be corrected more than others such as global errors need to be corrected more than local errors because the former type affects on the learners communication while the latter one does not. Erdogan (2005,p.63).

In written products, the teacher should put marks that identify the error and give learners the opportunity to find the correct form themselves instead of providing them the correct one. The teacher can use some symbols to show the kind of the error such as "rw" for the sentences that should be rewritten, "sp" for a spelling mistake, etc Erdogan(2005,p.14).

1.3 Section two: Writing Skills

1.3.1 Definition of Writing Skill

Writing is a productive skill that involves the production of a language rather than receiving it. Moreover, it is a way in which one can express his feelings, mood or whatever he wants to express in a written form. According to The Oxford Dictionary (2008) "writing is producing something in written form so that people can read, perform, or use it, etc." It involves considering two main goals that are; accuracy, and communicating a message. This is what Spratt, Pulverness and Williams (2005, p.26) argued when they say:

“ Very simply, we can say that writing involves communicating a message (something to say) by making signs on page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together communicate that message.”

Furthermore, Broughton (1980, p.16) has argued that it is central to consider writing not only as the product of an individual but also as a social and cultural act, i.e., he viewed writing process as both a social and individual activity. He states:

“When we write, unlike when we talk, we are engaged in an activity which is usually as the same both private and public. It is private because the act of composition is by nature solitary, but it is public in that most writing is intended for an audience.”

1.3.2 The Nature of Writing

Writing is a crucial means of communication. It is the skill that is most needed in educational settings where learners jot down written records of lectures and assemble for written assignments, written outlines and reports, and sit for written exams in all most their modules. In spite of its importance, writing has been a disregarded area of English language teaching for several years. Furthermore, most teachers may agree that the focus of the language study has tended to give a stress to the spoken language and not to the written one. Along these lines, Brooks and Grundy (2001, p.1) claims that:

“The study of language in the 20th century has tended to concentrate on spoken language, many linguists from Saussure through to Chomsky, for what seemed like good reasons at the time, neglecting the written mode in favor of the spoken. This, however; contributed to the fact that writing was for a long time a neglected area in language teaching.”

Which means that linguists in 20th century was avoiding the teaching of writing and they were favoring speaking more than writing. Moreover, writing skill is a skill-based, and like any skill it gets better with practice because it aids students to think of ideas and how to express them.

1.3.3 Aspects of Writing

According to Spratt, Pulverness and Williams (2005, p.26), writing involves two sub skills: Accuracy and having a message. Accuracy means using right forms of language. Writing accurately also includes spelling correctly, writing legibly, forming letters correctly, punctuating correctly, choosing the right vocabulary, using correct layouts, using grammar correctly, joining sentences correctly and using paragraphs correctly. Writing is not related to accuracy only, but also about having a message and communicating it to other people effectively. To deal with this, students need to have well organized ideas, and express them in a suitable style. Additionally, a good writing delivers a meaning to the readers. It is like a bridge that communicates the message to others.

Meanwhile, Brown (2001, p.357) states that there are many constituent parts that should be considered by students in writing. He states at least six aspects of writing:

1. Content: Is related to the ideas, the development of ideas through personal experience, illustration, facts and opinions.
2. Organization: Deals with effectiveness of introduction, logical sequence of ideas, conclusion, and the length of the writing.

3. Discourse: Consists of topic sentences, paragraph unity transitions and structure.
4. Syntax: Is related to the sentence structure or word order.
5. Vocabulary: Refers to the word choice or diction in writing.
6. Mechanics: Contain spelling, punctuation, effectiveness, and appearance.

From the statements above, we can deduce that students can improve their writing skill by having a good understanding of those aspects which are the prior knowledge to start writing.

1.3.4 The basic Rules of Writing

Writing is a current instrument of self-expression and communication. Good writing requires specific criteria like clarity, simplicity, coherence and brevity.

1.3.4.1 Clarity

It is the basic regulation in writing and we cannot communicate without it. Clarity means avoiding ambiguous words and sentences that may convey more than one meaning or multiple interpretations. The key to attaining clarity is to shorten the sentences and make them direct to the point. According to Starkey (2004, p.12-9), In order to achieve clarity in writing, the learner should:

1. Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation.
2. Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjective and adverbs.
3. be concise, this means the writer should getting exactly to the point without, and worthless repetition or wordiness and unnecessary spinning around.
4. Word choice, the writer should choose the right words according to Kane (2000) and Starkey (2004), there are two aspects the learner should consider while choosing the words to be used denotation which is the literal meaning of the word and connotation which is the implied meaning of the word.

1.3.4.2 Coherence

Coherence is an essential part in academic writing. Harmer (2004, p.25) argues that “Readers can understand the writer’s purpose and writer’s line of thoughts only if a text is coherent”. He adds “coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction” (Harmer, 2004, p.25). That means sequencing information and connecting ideas directly lead to coherence in the writer's piece production. Shannon (2011) recognizes that “coherent writing can lead readers to move smoothly from one idea to another”, and that is achieved through:

1. **Organizational Structure:** To achieve coherence, writers need to order the ideas and plan the written material.
2. **Paragraph Unity:** Reached by focusing on one main idea.
3. **Sentence Cohesion:** It refers to the linkage between sentences for example the use of transition words and phrases

1.3.4.3 Brevity and Simplicity

It is vital to carry the maximum information with minimum words, for example, instead of expressing one idea in five sentences, it is better to state it in one significant sentence. All this affirms that brevity is a necessary rule because it saves the reader's time and patience, and helps to make successful communication; In addition, some writers within their piece of writing tend to show their powerful style through using haughty words which may not be comprehensible to the reader since any piece of writing's goal is to express a particular thought or idea, it is useful being as simple as possible as the old saying goes: "write to express, not to impress".

In addition to all these basic rules of writing, each writer should take into account some agreements of writing. For example, the sentence should begin with capital letters and ends with full stop punctuation Starkey (2004, p.73).

1.3.5 The Interrelation of Writing and Reading

Writing is not an isolated skill. The four skills work together to improve the development of one another: speaking, listening, reading and writing. Listening and reading are the receptive skills and speaking and writing are the productive skills. According to Johnson (2008, p.19), language skills boost each other. Writing and reading are two features of mastery. The former encompasses the encoding of the message, while the latter includes its decoding or interpretation. In other words, writing is productive skill, whereas reading is receptive. Then, regardless of their different features, the two skills complement each other. Reading is to recognize and comprehend written language; Writing means to plan and create language so that it can be read. Stotsky (2007, p. 9) has advanced that "Better writers tend to be better readers...and better readers tend to produce more systematically mature writing than poorer readers".

Good writers should bear in mind their reader's needs, knowledge, and expectations so that they can produce readable texts. Heffernan and Lincoln (1990, p.50) state that "all good writers think about their reader, just as all good speakers think about their listeners".

Furthermore, all this makes it clear that reading is a crucial aspect in writing as it gives the chance to enhance and enrich grammatical structures, vocabulary and verbal features of texts. Reading,

then, is pre-condition for writing because it plays a key role in the development of the latter. One cannot progress his writing unless he reads a lot. Whatever the case, the two skills go hand in hand, and one can't deal with the first without manipulating the second.

1.3.6 Approaches to Teaching Writing

Numerous approaches have appeared to enhance practice in writing skill. Applying one approach relies on what we want our learner to do: whether we want them to focus on the product of writing or its process, or whether we want to inspire creative writing.

1.3.6.1 The Controlled – to Free Writing Approach

In the 1950's and early 1960's, The dominance of the Audio – Lingual Method on second language writing led to the rise of this approach which sees writing as a product made from the writer's mastery of structural and lexical knowledge. According to Hyland (2003, p.32), writing was seen as an addition of grammar and means of emphasizing language patterns over guided masterpieces in which students are provided with under size texts and are asked to make grammatical variations such as transforming plural to singular, questions to statements, phrases to clauses and present to past. Such a kind of exercises is helpful for students to reach accuracy and avoiding errors.

Hyland (2003, p.38) defensibly added that this approach sought at preparing students to write frequently and giving them the chance to create their own productions without mistakes because their writings are completely controlled. This approach is made up of four main stages:

1. Familiarization: Certain grammar and vocabulary are being taught to the learners through text.
2. Controlled writing: Learners manipulate fixed patterns often from substitution table.
3. Guided writing: In here, student imitates model texts.
4. Free writing: In this stage, learners use the patterns they have developed to write an essay, letter... etc. (Hyland, 2003, p.3-4)

It is only after reaching an intermediate level of proficiency that the students are being allowed to try some free composition in which they show their own ideas. The shift from controlled to free writing happens frequently as the teacher's supervision reduces from the first to the last stage. It is clear that accuracy is the key emphasis of this approach which stresses the structural aspect of language and neglected its communicative one. (Hyland, 2003, p.3-4)

1.3.6.2 The Free-Writing Approach

This approach is based on the idea that when students are allowed to write without limits, their ability in writing will be enlarged. Hence, this approach boosts students to write as much as possible and as swiftly as possible without worrying about grammar and spelling mistakes because the emphasis is on fluency and content not on form and accuracy. “In this way, students feel that they are actually writing; not only performing exercise of some kind; they write what they want to write and consequently writing is an enjoyable experience.” (Byrne, 1988, p.22)

Once the ideas are expressed on a paper, teachers can interfere to respond to these ideas without making formal correction. In this approach, teachers see their roles simply to provide students with the space to make their meanings. Hence, they try to avoid executing their views, offering models, or suggesting responses to topics beforehand. Weigle (2002, p.26). Consequently, it is all about students to select their own topics and write about them.

1.3.6.3 The Product - Oriented Approach

This approach deals with the final version of the writing process, It is based on the activities which entail from the student to be absorbed in imitating and transforming modeled texts; furthermore, the imitation of a model is viewed fundamental. The product –oriented approach focuses on the accurate use of form; the role of the model is important in the sense that it leads students to reach the final point in their writing production. The model then comes first and displays a completed text as White (1988, p. 6) claims “what the model does not demonstrate is how the original arrived at that particular product. In other words, it gives no indication of the process.”

1.3.6.4 The Process Approach

The process approach was initiated to replace the product approach in the mid-1970’s. So, the process approach came as a response to the shortcomings of the product approach. This approach identifies four stages in writing: (1) pre-writing, (2) drafting, (3) revising, and (4) editing (Teribble, 1996, p37). On the other hand, this approach shifts from emphasis on teaching writing as a product to focusing on the different stages that the writer goes through; generating ideas, drafting, evaluating (revising), proof reading, and finally polishing it. Terrible (1996, p. 37) suggests that the process approach highlights “writing activities which move learners from the generation of ideas and the collection of data to the “publication” of a finished text.”

1.3.6.5 The Genre Approach

White and Badger (2000) claim that “the genre approach is an extension of the product approach. The former focuses on linguistic knowledge whereas the latter approach is concerned

with the social context.” They add that the genre approach has a link with some kinds of writing letters and articles, which they are linked with different situations”. (Painter, 1989, p21) states that: “Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.”

The Genre Approach considers language as practical because it appears in the social context; thus, it will be shaped according to that context as well as it cannot be understood outside it.

1.3.7 The Stages of the Writing Process

Writing is a process composed of a number of stages. Even though there is no complete convention on the exact number of these stages, researchers recognize that the following are the most recursive ones.

1.3.7.1. Pre-Writing Stage

Pre-writing is the first writing stage in which the writer produces ideas and gathers information about the topic. The writer writes down all ideas that come to his mind. The main principle behind this stage is to keep the ideas drift smoothly and freely without worrying about organization, appropriateness, spelling and grammar because the focus is on quantity not quality. This step is excessively productive that is why it permits writing as much ideas as possible in short time. Pre-writing activities may include reading, thinking, drawing, listening to tapes and records, interviews, discussion, etc. This phase can be done alone or in a group.

1.3.7.2 Drafting/ Writing Stage

This stage is labeled differently; “composing” (Hedge 1988), “drafting” (White and Arndt 1991), or “creating and developing” (Harris, 1993). It is the third stage in the writing process, where the writer jots down his thoughts and opinions based up on the pre-writing stage that he has used. Brown (1989, p.14) says that: “The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording”.

In the drafting stage, the writer shifts from thinking about writing to practicing it. Moreover, learners should not typically worry if some sections of their plan do not fit too well, because no one gets it right from the first time, so they have just to keep their writing flow. Furthermore, during this stage, students should concentrate on putting their ideas on paper, organize them logically, and develop the topic with plenty detail regarding the purpose as well as the audience.

1.3.7.3 Revising Stage

In the revising stage, the writer outbreaks the great issues of content and organization. when starting this stage there are some basic questions that should be asked: “Is my argument expressed through a clear set of points or does my reader have to make conceptual leaps in order to follow me?”, “Are any sections repetitious and can they be missed out?”, and “Do I need to any sentences?” (Hedge, 2000, p. 306). Concerning organization, she also adds that the writer may ask the following questions: “Is the thesis statement clearly stated?’, 'Do I need more minor supports?’, and “Do I have a concluding paragraph?” Revision may then involve additions, deletions, modifications in sentence structure, and rearrangement of ideas.

It is a central writing phase which helps to enhance the overall quality of writing. This can be better done with the help of peer response and teachers' feedback. Hedge (1988, p.23, as cited in Tribble, 1996, p. 115) considers revising as the stage which distinguishes good writers from poor writers when she says “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.”

1.3.7.4 The Editing / Proof Reading Stage

In this stage, the writer goes for a last check to correct his draft. The writer should take into account that the agreements of English writing are accurate. In short, students should check the following: spelling, grammar, mechanics, and neatness. This is what Mather and Juffer (1899, p.507) have tackled in the editing step, the students' proofread and correct errors in punctuation, capitalization, spelling, and usage. Hedge (2005, p.23) expresses her view about revision and editing as follows: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.” By “getting the content right”, Hedge here means revision while the rest is editing.

1.3.7.5 Publishing stage

In the last stage of the writing process in which the writing is delivered to its intended audience, Sommers and Collins (1984, as cited in Nemouchi, 2008) additionally to other investigators have found that students get much motivation and produce better achievement when their work is published for a larger audience than the teacher and classmates who are among the potential audiences for students' written work. However, one should bear in mind that these stages are not occurring in a linear sequence rather they are dynamic and recursive.

1.3.8 The Importance of the Writing Skill

Generally, there are two basic ways to communicate with people, either with writing or with speaking. Concerning writing, it is so significant since it is used in higher education and in work field. This shows that, if learners do not know how to express themselves in writing, they will not be able to communicate properly with their classmates and teachers. Also, Bjork and Raisanen (1997, p.6) determine the part of writing as a thinking tool and a tool for learners to enlarge their knowledge. They state:

“We highlight the importance of writing in all university curricula not only because of its immediate practical implication, i.e. as an isolated skill or ability, because we believe that it has been seen from broader perspective. Writing is a thinking tool; it is a tool for language development, for critical thinking and extension for learning in all disciplines.”

Which means that the importance of writing encompasses different aspects and it is not only for instant functional implication. Besides, writing is required for professional communication such as memos, proposals, introductory interviews, reports, applications, e-mails, and more are essential for academic learner or successful graduation. Also, in academic setting, writing is the most important for educational achievement (Harmer, 2001, p.3). According to him, “we need to remember that most of the exams depend on how students write in order to measure their knowledge”.

Furthermore; writing is a crucial element of communication in society as Hyland (2002, p.69) states that "writing is one of the main ways that [helps us] create a coherent social reality through engaging with others both personally and professionally. Hence, the ability to write well allows individuals from different cultures and backgrounds to communicate".

1.3.9 Learners' Major Difficulties in the Writing Skill

Writing is a hard task for most of English- language students than the other skills. It is too difficult even in their first language. As mentioned in Hedge (2005, p.7) that the English poet Strachey enlightens the difficulties that he qualified in writing: “first, I write one sentence. Then, I write another. That’s how I write. And so I go on. But I have a feeling that writing ought to be like running through a field.” Consequently, a big question that all of us may ask is: “why writing is difficult” ,or “what can I do to write”. According to Seely (1998), the main reasons for learners' major problems in writing are those related to grammar, spelling, punctuation, vocabulary, and native language interference. Writing is also highlighted as one of the most difficult skills to master McIntyre and Gardner (as cited in Huwari & Al-Khasawneh, 2013). This issue may be traced back to the stages of writing, planning, drafting, editing and publishing (Harmer, 2004) as well as to the

components of a good piece of writing (Raimes, 1983) which students need to take into account while composing in English. In addition, “Students do not write very often and most of what they write is classroom-bound” (Adas & Bakir, 2013, p. 254). This assumption is applicable in many settings where ESLs and EFLs are hindered with composition; where “they have to put into practice all the strategies and techniques that have been taught to them in their composition courses” (Aragón, Baires & Rodriguez, 2013, p. 13).

1.3.9.1 Grammar

Grammar is viewed as the corner stone for foreign language learning. It is defined as:

A group of rules that determine how language functions, and describe things in a useful way. It can be categorized into: Syntax that explains the way we organize words to generate sentences. Second, morphology which deals with the change of words to fit into sentences. Grammar has two approaches: the traditional grammar, and the modern descriptive grammar. (Seely, 1998, p.159-160) Which means that grammar is the most essential thing in writing in the target language because it contains many aspects.

For many people, learning English grammar is seen as the most difficult part. Seely (1998) suggests that most learners have the idea that grammar seems too difficult or even impossible to grasp because of the way it has been introduced to them in schools, or later in their lives. He states the main difficulties in grammar that may hinder learners' achievement in writing as follows:

- **The Sentence:** Seely (1998, p.161) thinks that there is no simple and clear definition to the sentence, due to many people who speak English have got a very good grasping of what a sentence is. However; problems happen when it comes to writing. Generally, when students write a sentence that they are suspicious about, and ask for advice about how it would be correct. More precisely, the big problems in a sentence that may inhibit learners' achievement in writing are:
- **The Verb:** The sentence with no finite verb is not a sentence because the reader is left waiting for something to happen, and simply we cannot precisely know what the writer meant. Likewise, another possible problem concerning the verb is the lack of subject-verb argument.
- **The Object:** concerning the object, the shared problem is when some pronouns change according to whether the word is the subject or the object of the sentence.
- **Adverbials:** Learners may encounter a trouble where to place the adverbials. “... There is not much choice about where you put them in the sentence. Adverbials can pop up anywhere.” (Seely, 1998, p.161).

- **Coordinating Conjunction:** Seely (1998, p.161) says that “the purpose of using the coordinating conjunction either with two clauses or with two phrases. If this does not happen, errors will occur”.
- **Word Order:** In English, the meaning of the sentence is usually carried through the order of its words.

1.3.9.2 Vocabulary:

In some ways, the capacity to write successfully is about having a fine amount of vocabulary. When students have learned to decipher items, they may be capable to read and pronounce numerous words that are unfamiliar to them. They may even be able to know the exact meanings of unfamiliar words only by examining the context in which those words are used. Yet, a student does not have the luxury of scrutinizing the context in which a word is used; he/she is generating the context. Therefore, the writer have to be able to naturally recall words that are infamous not only by sight, but that are understood well enough to use correctly. Writing depends on the capacity to appeal upon words to describe an event (Corona, Spangenberg, & Venet, 1989, p.18).

When students are armed with vocabulary, this will have a direct influence upon the quality and the accuracy of their writing. As Ediger (1999, p.01) notes, “Variety in selecting words to convey accurate meanings is necessary in speaking and writing, the outgoes of the language arts”. Corona, Spangenberg, and Venet (1998, p.26) agree: “At any level, written communication is more effective when a depth of vocabulary and command of language is evident”

According to Papadopopoulo (2012), vocabulary is central for acquiring and improving a language, and it is known as a crucial factor for attainment in college and achievement in society. New studies also show that the function of vocabulary is in three aspects of writing performance: (a) shaping teachers’ perception of writing quality; (b) predicting students’ overall writing performance, and (c) enhancing the quality of students’ written compositions. Vocabulary promotes academic writing successfully according to its choice. This is stated by Corson (2001, p.178) “for writers with academic purposes, it is essential to gain productive written control of Graeco--Latin vocabulary of English in order to be recognized as a member of the academic writing community”.

Seely (1998: 185-186) organizes the English vocabulary as follows:

- **Active Vocabulary:** Encompasses all the words that we are familiar with, and we use in our daily life confidently; especially when doing more serious writing.

- **Passive Vocabulary:** Includes the words that can be grasped when reading, but we do not remember them most of time when writing, although we understand them well enough in reading texts. □
- **Vocabulary in the Process of Moving from being Passive to being Active (or vice versa):** It contains words that we use after a deep thinking, or sometimes even checking their correct meaning in a dictionary. □
- **Vocabulary that is beginning to enter the Passive Vocabulary:** Which includes words that we have seen before, but their meaning is not clear.
- **Vocabulary that we have never dealt before:** Includes words that we have never come across before.

Additionally, Tosuncuoğlu (1973, p.136) argues that “any language has its own difficulties concerning words’ mastery”. His claim is that learning the words of a foreign language is a difficult task to do because every word has its meaning, form and usage, hence; each of these aspects of the words has its trouble spots. Indeed, foreign learners need to distinguish between a common core vocabulary which are acknowledged to all persons of that speech community, and specialized vocabularies which are known just to certain members. Another distinction is that concrete words are less difficult to learn than abstract ones.

Furthermore, Seely (1998, p.150) says that “English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries”. Besides to this, foreign language learners find a difficulty in understanding English vocabulary because of the richness and the variation of this language.

1.3.9.3 Spelling

According to Seely (1998, p.209), the problem with English spelling is because of its linguistic history. It mainly deals with the sound-symbol. In other words, English language letters do not have a direct relation with their sounds, and this problem cannot be solved if we don’t use a series of conventions. These rules advanced over a period of time when vocabulary and pronunciation of English were also developing. He also claims that “There are over forty sounds in English (...) and we only have the same twenty-six letters in the alphabet. So we have to combine letters in different ways to represent “the missing sound” (Seely, 1998, p.209). Another reason is that many words have been derived from other languages, and the original spelling was kept within plenty of them, but their pronunciation changed.

1.3.9.4 Punctuation

Seely (1998, p.226) sees punctuation as a group of conventions that ease reading the written English. It is essential to emphasize that the rules of punctuation are conventions agreed upon, and they are used for decoration and separation of a text into sections that the reader's eye and brain can assimilate.

He also states that "punctuation marks are changing over time". In addition, some areas of punctuation are simple and clear; however, other points are much more a matter of opinion and style such as: semicolon and commas. According to him, "punctuating well is a combination of knowing a number of fixed "rules", and applying a series of rather looser conventions to your own writing style".

1.3.9.5 Interference of the Native Language

When learning a new language, learners must take into account that there will be several factors that may affect this process. One of these factors is mother tongue interference. Interference or language transfer is an essential cognitive element which is associated to writing error, and it can be defined as the influence resulting from similarities and differences among the target language and any other language which has been previously learned. According to McLaughlin (1988, as cited in Bhela, 1999, p.2), "transfer errors occur because of the learner's paucity to the necessary information in the second language". Moreover, Daulay (1982) defines interference as "The automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language".

Further, interference can be seen as the transfer of certain linguistic elements of one language to another. Those linguistic forms may contain grammatical, lexical, phonological and orthographical rules. Consequently, most learners think that the linguistic forms of their native language can be used to help them when writing in another language. Nevertheless, this may create problem. In support of this point, Beardsmore (1982, p.3) suggests that "many of the difficulties in a second language learner has with the vocabulary, phonology and grammar of L2 are results of the interference of habits from the learner's native language".

The previous elements of L1 are used within the context of L2 resulting errors in L1, as the structures of the two languages differ. Another definition is given by Lott (1983) "Errors in the learner's foreign language can be traced back to the mother tongue". To solve this problem, Shen (1988, as cited in Weigle, 2002, p.37) talks of the need of changing one's own identity so as to write fine in the target language. "In order to write good English, I knew that I had to be myself, which actually meant not to be my Chinese self. It meant that I had to create an English self and be that self".

Now, we learn the position of writing as a skill with its own conventions and characteristics. We also entirely identify learning the struggle to write well in any language, even in our mother tongue. Hence, the foreign language learner must do a lot of practice so that he produces a correct, coherent, extended and unified piece of writing. Hedge (2005, p.7) says:

“Effective writing requires a number of things: a high degree of organization in the development of information, ideas or argument; a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis, and a careful choice of vocabulary, grammatical patterns and sentence structures to create a style which is appropriate to the subject matter and the eventual readers.” It means that the effective writing demands organized ideas, the correct choice of the vocabulary in addition to the clarity and correct grammar.

1.3.10 Factors behind students’ poor writing

There are several factors that make learners produce poor piece of writing; they can come from teachers or students themselves.

1.3.10.1 Lack of adequate technique to teach writing

In fact, teaching writing is really hard and any teacher is responsible for making it less difficult to his learners. Unfortunately, most teachers search to find “what” to teach in writing and neglect the important question which is “how” to teach it. The question of “what” is a hidden problem for teachers and learners because it makes the teachers lose the main techniques of teaching writing. For that, teachers should ask seven questions as it is suggested by Raimes:

1. “How can writing help my students learn their second or foreign language?”
2. How can I find enough topics?
3. How can I help to make the subject matter meaningful?
4. Who will read what my students write?
5. How are the students going to work together in the classroom?
6. How much time should I give my students for their writing?
7. What do I do about errors?”

1.3.10.2 Teacher as a source of demotivation (external motivation)

It is known that there is a great interaction between teachers and their learners; Each has influence on the other negatively or positively. In this case, teachers must possess some features that make them effective teachers. The external motivation is essential for learners to produce a good piece of writing; as Harmer (2007, p.121) says that “the main task of the teacher is to motivate and provoke the students.” In contrast, demotivated teachers create uncomfortable atmosphere that

do not make the learners feel at ease to write. Nowadays, we find that teachers do not encourage their students to write and if they do, they say it just with words and not from their hearts.

1.3.10.3 Lack of motivation to write (internal motivation)

This type of motivation is the most important because it is a desire that comes from the learners themselves; this desire makes them challenge all the problems that they face; as Harmer (2006,p.93) says: People involved in language teaching often say that students who really want to learn will succeed even if their ways of studying are simple. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation bring to class is the biggest simple factor affecting their success. What we have noticed in our learners is that they do not even try to motivate themselves to do such task; this case makes us raise several questions. According to Bascolo and Hidi (2008,p.77) “there are two main questions that language skill teachers frequently pose to writing. First, why are students so often not motivated to write? Second, how can their motivation to write be increased?”

1.3.10.4 Lack of reading

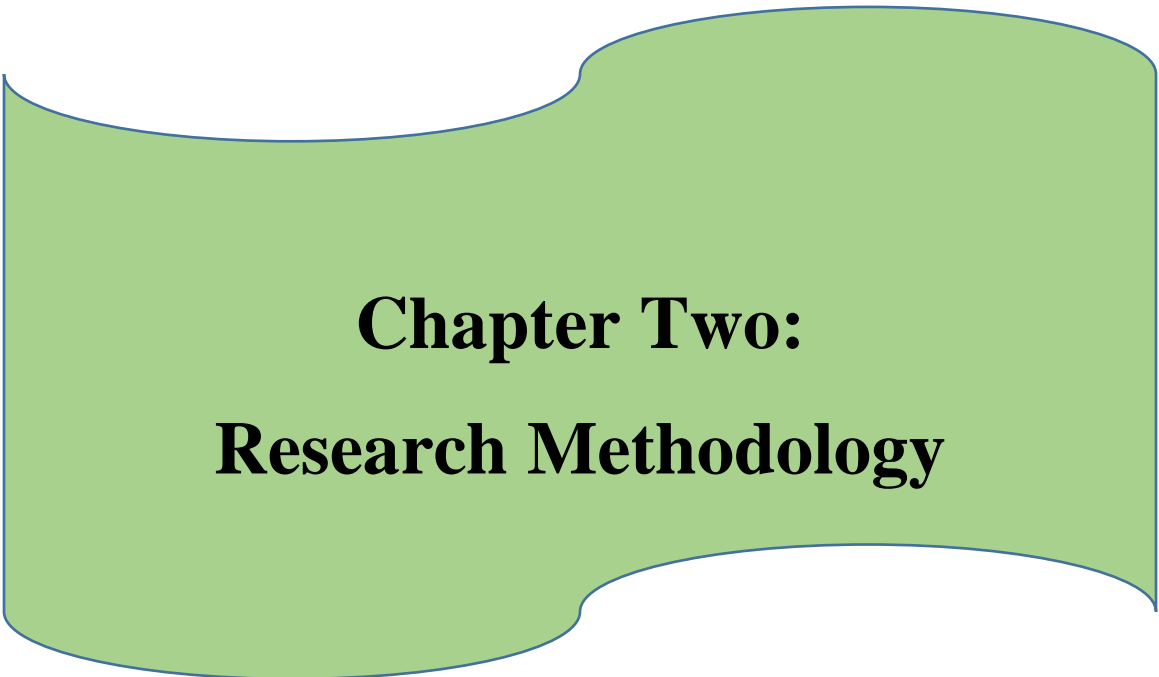
A famous proverb says that “good readers are good writers”. Eisterhold (1997,p.123) states that “better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer reader.” This is the biggest problem that our learners suffer from; they do not read although they know that reading makes them perfect in writing, they are interrelated skills. Byrne (1991,p.101) reported that “reading, of course, can be the goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration.” Reading is a bridge towards writing; it facilitates learners“ Reading is a key to better writing as Raimes (1994,p.46) says “the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational follow, and cultural assumptions of native speakers of the language.” this means that writing goes hand in hand with reading.

1.3.10.5 The influence of first language on writing in English

When you ask any learners if they can write in second language without referring to their first language, they directly respond with “no” because they are dealing with new language. Friedlander (1997,p.62) argues that “writers do any of their work in their first language.” They transfer a lot of things from their mother tongue; they feel that they are incapable to write without it. Friedlander (1997, p.66) says that “writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language.” writing convention is different from one language to another because each language has its own rules and principles; This difference leads to interference which makes learners write poorly. Blanchard and Root describe writing conventions as driving a car, they say: “It is like driving a car, if you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules of driving differ from country to another, the conventions of writing may change from language to another”.

1.3.11 Conclusion

Language transfer has always been a focal matter in many fields of study, especially in second language acquisition and applied linguistics. It comes as a major idea in language teaching and learning by contrastive analysis approach. The worry of this approach is to clarify the differences and the similarities between a native language and a foreign language because it is believed that language transfer results either from the similarity between L1 and L2 or from the difference between them. In other words, transfer can be positive or negative. In negative transfer (interference), according to contrastive analysis approach, the second language learning process affects negatively because it is the result of the difference between the linguistic structures of L1 and L2. The grammatical differences between Arabic as a mother tongue and English as a foreign language reveal that Arab EFL learners in general commit a number of grammatical errors especially in writing due to these differences. Writing deals with how we can organize our ideas to convey exact meaning. From what has been previously stated, we come to an end that the mastery of writing is very hard that demands a lot of practice. Thus, both teachers and learners must be familiar with the basic techniques that makes the process of the writing skill easier and fundamental. One way to achieve this is to look at writing as process that involves various steps rather than product.



Chapter Two:
Research Methodology

Chapter two: Research Methodology

2.1 Introduction

2.2. Setting and Participants

2.3. The Research Method

2.4. Data Gathering Tools

2.4.1. The Questionnaire

2.4.1.1. The Teachers' Questionnaire

2.4.1.1.2. Description of the Teachers' Questionnaire

2.4.1.2. The Validity of the Questionnaires

2.4.1.2.1 Corpus

2.4.1.3. Data Analysis Frame

2.4.2 Conclusion

.

2.1 Introduction

The present study aims at studying the influence of first language on EFL learners' writing. It targets third year university students at the Department of English, university of M'sila. This part will present the methodological framework of the current research in which it aims at answering the research questions. It starts with describing the research participants and setting where the present study was held. Then, it moves to provide information about the research method, sampling design, data gathering tools and data analysis frame.

2.2 Setting and Participants

It is well known that the continuity progress and the progress of almost every study are directly related to research as asserted by Kothari (1990,p.1) that "Research is an art of scientific investigation". Before starting the research procedures, a researcher should well select the setting of research. This research study took place at Mohamed Boudiaf University during the academic year of 2018/2019. Like the other Algerian universities, M'sila University uses the LMD system. The LMD system is made of Licence consisting of six semesters, Master consisting of four semesters and doctorate consisting of six semesters.

In the current study, the population consisted of one hundred forty (140) third year English students at M'sila University and thirty (30) teachers as the whole number of English teachers in the academic year 2018-2019. The sample chosen from the whole population of teachers was composed of ten (10) teachers representing (33%) with different teaching experiences, while the students' sample consisted of twenty five (25) students representing (18%) from the whole population of one hundred forty (140).

We have chosen third year students as a sample of this study since those students are more likely to be active and excited about achieving a good level in writing as they are more aware of the importance of writing since they are likely to finish their further studies.

2.3 The Research Method

According to Kothari (1990,p.2), the term research refers to “The systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem” . So, research is an organized process that is based on scientific application in order to find answers to questions.

The research methodology is conducted through both descriptive and analytic methods .This study is based on a mixed method by combining quantitative and qualitative research methods. Bhawna and Gobind (2015, p.50) define a mixed methods approach as “A procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem”. We have used a questionnaire as a quantitative tool and the analysis of the written expression as a qualitative tool.

The descriptive method seems to be suitable for educational studies for the reason that it provides the researcher with significant information to describe the characteristics of a certain phenomenon as Marczyk, DeMatteo, and Festinger (2005, p.16-17) demonstrated that “Descriptive research is useful because it can provide important information regarding the average member of a group. Specifically, by gathering data on large enough groups of people, a researcher can describe the average member or the average performance of a member, of the particular group being studied”. Consequently, the descriptive research is a useful method since it helps the researcher to determine the frequency with which something occurs. It helps the researcher to describe the characteristics of certain groups and to determine relationships between variables.

The descriptive method is classified into two types namely the cross-sectional study and the longitudinal study as Cohen, Manion and Marrison (2000, p.174-175) claims that a longitudinal study is an investigation that includes a fixed sample of elements that are measured repeatedly over time, while a cross-sectional study involves a sample of elements of interest that are measured at a single point in time. In the present research work, the researchers make use of a cross-sectional study as it helps them to give a clear description about EFL learners' and teachers' attitudes towards the use of authentic texts in written expression sessions and in assessing writing as well.

A corpus study of a given text is very necessary because it will allow correct patterns to be found by comparing data using quantitative techniques. Aarts [1988] supports this idea and claims that

“Only linguists who use corpus data themselves will know that a corpus yields a much greater variety of constructions than one can either find in the literature or think up oneself.”

Using corpora, the great quantity and variety of constructions may be accessed and visualised as a whole and, as Sinclair [1991: 100] states,

“language looks rather different when you look at a lot of it at once.”

The main aim behind implementing this means was to have a closer look at students' actual level, and attempting to determine the common errors in their written works.

2.4 Data Gathering Tools

A questionnaire is designed for EFL teachers at Mohamed Boudiaf University of M'sila and an analysis of written texts.

2.4.1 Population and sampling

Our population is third year students. The sample is one group of third year students besides ten (10) EFL teachers at Mohamed Boudiaf University of M'sila.

Data gathering seems to be a necessary stage for the progression of research studies. Singh (2006, p.212) argued that the basic goal of data gathering is to verify the hypotheses, to provide a strong basis for the research study, to provide the researcher with a correct and clear direction and answer to the research investigation. In this study, instruments for gathering data

are a questionnaire for the teachers and analysis of written expressions of third year students. The questionnaire aims at investigating the causes of students' errors in the writings of third year students of English at the Department of Foreign Languages at Mohamed Boudiaf University of M'sila. Also, the analysis of written expressions of the students allows us to have a clear evidence of that influence.

2.4.1.1 The Questionnaire

'*Surveying*' is the process by which the researcher collects information through a questionnaire (O'Leary 2014, p.62). A '*questionnaire*' is the means for collecting the primary data (Cohen, 2013, p.101). '*Primary data*' by extension is data that would not otherwise exist if it was not for the research process and is collected through both questionnaires and interviews. (O'Leary, 2014, p.68). The study is carried out by making a questionnaire for the EFL teachers and analysis of written expressions for the EFL students both at the level of Department of English, university of M'sila. These tools will help us answer the questions related to our hypothesis.

A questionnaire is a research instrument consisting of a series of questions for the goal of gathering data from informants. Questionnaires can be regarded as a kind of written interview. They offer a reasonably cheap, quick and efficient way of getting large amounts of information from a large sample of people. Data can be collected relatively rapidly because it is not essential for the researcher to be present when the questionnaire was completed. Questionnaires can be an effective means of measuring the attitudes, behavior, opinions, preferences and intentions of relatively large numbers of subjects more quickly than other methods. It is structured by closed questions. The options are restricted to as few as two (e.g. 'no' or 'yes', 'female' or 'male'), or include quite complex lists of alternatives from which the participants can choose.

The participant provides information which can be easily converted into quantitative data (e.g. count the number of 'no' or 'yes' answers). Recently, a great majority of research studies were based either on qualitative or quantitative research methods (Bryman, 2006, p.103). It is well-known that qualitative and quantitative research methodologies are now being used in different areas of discipline or fields. They are typically used by researchers in gathering information. Quantitative research is perhaps the simplest to identify and define. The data produced are always numerical, and they are analysed using statistical and mathematical methods. Quantitative research is very functional for making generalizations about populations. Conversely, "qualitative research provides researchers with rich and in-depth data about informants' viewpoints" (Johnson & Christensen, 2004, p.410). Qualitative Research is initially exploratory research. It is used to get an understanding of underlying motivations, purposes, and points of view. It or aids to enhance ideas or hypotheses for potential quantitative research or offers insights into the problem.

2.4.1.1.1 Teachers' Questionnaire

With the aim of checking teachers' views concerning the influence of mother tongue on EFL students' writing productions, the teachers' questionnaire was distributed to ten (10) teachers in M'sila University, the department of English.

2.4.1.1.1.1 Description of Teachers' Questionnaire

Teachers' questionnaire consists of seventeen (17) questions divided into four sections. The first section, consists of two (02) questions, is about "personal information"; The second section, is about "writing skill". It contains four (04) questions; The third section is about "causes of students errors" and consists of four (04) questions; The fourth section deals with "teachers' error correction" and consists of seven (07) questions. The questionnaire includes close-ended where teachers are asked to answer with yes or no or to select the appropriate answer from the provided options. This questionnaire includes also some open-ended questions.

Section One: Personal information

Questions 1_2: The two questions deal with the teachers' degree and teaching experience.

This section aims confirming the validity of the questionnaire.

Section Two: Writing skill

The first two questions are about teachers' beliefs regarding the sufficiency of written expression to improve students' writing proficiency. The third and the fourth ones are about what good writing is and teachers' satisfaction regarding their students' written productions. This section aims at having a clear idea concerning both teachers' view to the effectiveness of written expression and whether they are satisfied with the students' written productions or not.

Section Three: Causes of Students' errors

The four questions deal with teachers' views of the main reasons of errors and whether these errors are part of the learning process or not. In addition, they investigate teachers' view of whether negative transfer is the only reason for students' errors or there are other causes. The aim of this section is to learn from teachers about main causes of students' errors to help answer the research questions and hypothesis.

Section four: Teachers' error correction

The seven questions deal with teachers' responses to their students' errors in terms of the methods they use and students' attitudes towards the feedback provided by the teacher. The aim of this section is to know how teachers deal with students' errors so that it contributes to drawing the conclusion.

2.4.1.2 Validity of the Questionnaires

Validity is a necessary concept in any research work which is viewed as a crucial key to effective research. Cohen (2000, p. 105) defined validity as “An important key to effective research. If a piece research is invalid then it is worthless”. Accordingly, validity is a vital and functional concept in the methodology of research.

To ensure validity of the questionnaires, we have to pre-test the questionnaire. First, a pilot study of the teachers’ questionnaire was distributed on 11 Mai 2019 to ten (10) teachers with a long experience in teaching written expression module. They provided the researchers with valuable remarks concerning the form and the content of the questionnaire. After having many comments, we reformulated many questions using clearer words.

2.5 Corpus

Corpus Linguistics is one of the fastest rising language teaching methods in modern applied linguistics. Corpus Linguistics is the study of language using naturally occurring language samples. It employs particular software programs on a computer to analyze variety of aspects of language. Thus, it contributes to obtaining and analysing data quantitatively and qualitatively rather than relying on mere theoretical studies of language. Consequently, Third year students were asked to write free topics. We have taken (30) minutes from the whole session and the total number of informants was (25). So that, (25) papers were analysed. The students wrote about: « Jordan and UEA », « USA and UK », « methods of communication in the past and now », « two series », « two friends », children in the past and now », « Dreamland vs 54 Club », « two teachers intellectual evaluation vs physical evaluation », and others . From the analysis of these paragraphs we discovered many mistakes/errors.

The Corpus Approach (Biber, Conrad, & Reppen, 1998, p.4) is comprised of four major characteristics:

- It is empirical, analyzing the actual patterns of language use in natural texts.
- It utilizes large and principled collection of natural texts as the basis for analysis.
- It makes extensive use of computers for analysis.

□ it depends on both quantitative and qualitative analytical techniques.

The key to this characteristic of the Corpus Approach is valid language. The idea that corpora are principled has been mentioned but not what language a corpus is comprised of. Corpora are composed from fiction, textbooks, nonfiction, magazines, academic papers, world newspapers, literature, telephone conversations at home or work, cell business meetings phone conversations, phone conversations, class lectures, radio broadcasts, and TV shows, among other communication acts. Briefly, any real-life situation in which any linguistic communication takes place can form a corpus.

This quality of the Corpus Approach refers to the corpus itself. You may work with a spoken corpus, written corpus, and academic spoken corpus, etc.

Third year students were asked to write free topics. We have taken 30 minutes from the whole session and the total number of informants was 25. So that, 25 papers were analyzed. The students wrote about: « Jordan and UEA », « USA and UK », « methods of communication in the past and now », « two series », « two friends », children in the past and now », « Dreamland vs 54 Club », « two teachers intellectual evaluation vs physical evaluation » , and others . From the analysis of these paragraphs we discovered many mistakes/errors.

2.6 Data Analysis Frame

According to Singh (2006, p.223), “Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation”. Thus, data analysis requires organizing and classifying the data into simpler parts and subgroups to be analyzed in order to find answers to the research questions and to verify the hypotheses.

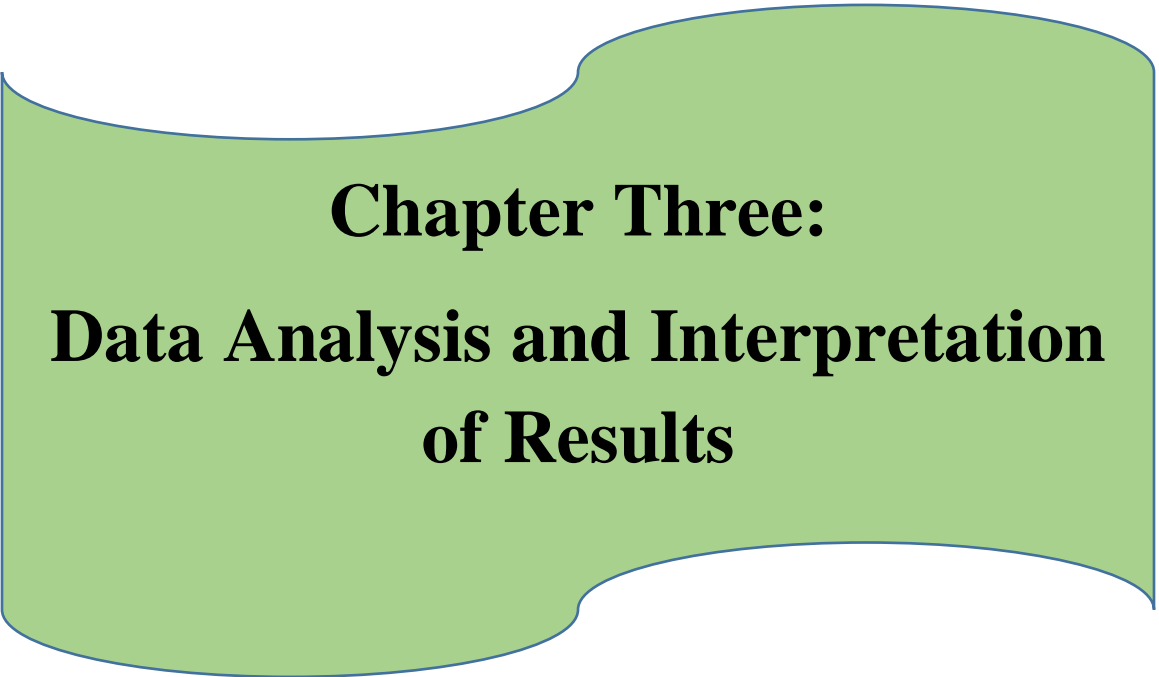
Furthermore, Marczyk (2005, p.17) reported that the selection of approaches to be used during the research process basically depends on the method of research and the field of research. As the present research study yields one questionnaire designed for teachers and analysis of student’s written productions as means to reach our goal which is investigating the influence of first language on EFL learners writing production, the quantitative and qualitative research and statistics seem to be the basic tools of measurement and research. That is, the researchers gathered and analyzed data using the mixed-approach.

Since the present research work seeks objectivity, reliability, and validity, statistics are established through the use of Microsoft Office Excel. It was used to compute the results and present them in graphics and sectors for an easier understanding to the research results.

The questionnaire was carried out using quantitative method and the analysis of students' paragraphs was carried out using qualitative method. After gathering all the needed data related to both the questionnaire and students' paragraphs, we analyzed each of them quantitatively and qualitatively following the statistical analysis specifically, frequency and percentage. The results of the two tools were represented in a form of tables and charts followed by discussions and explanations.

2.7 Conclusion

The purpose of the study is to check whether the students' mother tongue « Arabic » influences their writing or not. Thus, this part has been devoted to describe the methodological design. This part, then, provided a brief description of the research participants. Furthermore, it explained the choice of the method, the data gathering tools and data analysis frame. The next section will be devoted to the findings and discussions of the results.



**Chapter Three:
Data Analysis and Interpretation
of Results**

3.1 Introduction

As the main goal of the present work is to identify the errors that EFL students commit in their written paragraphs, this chapter serves an evidence to prove the existing problems, and to support the hypotheses that students have difficulties and make errors because of negative transfer and first language interference. We designed a questionnaire for teachers to help us survey their point of view about this problem and the second tool of our research is the analysis of students' written productions. We collected and analysed students' paragraphs.

3.2 Corpus Analysis:

We have set third year students to write short paragraphs about topics they choose. We have taken 30 minutes from the whole session and the total number of informants was 25. So that, 25 papers were analysed. The students wrote about: « Jordan and UEA », « USA and UK », « methods of communication in the past and now », « two series », « two friends », children in the past and now », « Dreamland vs 54 Club », « two teachers intellectual evaluation vs physical evaluation » , and others . From the analysis of these paragraphs we discovered many mistakes/errors; we have classified them as follow:

3.2.1 Types of Students' Errors

Types of errors	Incorrect form	Correct form
Grammatical errors	a) Agreement	
	1-Weunderstands	1-weunderstand
	2-Thisdifferences	2-thesedifferences
	3- The UAE embrace...	3-the UAE embraces.....
	4- Dreamland havegood service	4- dreamland hasgood service
	5-Dreamland have deliciousplats	5-dreamland hasdelicious plats
	Whereas 54 club have the worstplats	whereas 54 club has the worstplats
	6-Cellphonehave...	6-cellphonehas...
	7-Cellphones has...	7-cellphones have
	8-A student learn...	8-a student learns
	9- Wemakes	9- wemake
	10-Thosespeaks...	10-thosespeak...
	11-Thisdifferences	11-thesedifferences

	<p>13-My older sister differ... 14- My sister prefer... 15-One striking difference between them impress... 16-My math teacher willingly answer... 17-He even create... 18-My math teacher often tell us... 19-He never forgive... 20- When someone graduate 21-Literature teacher tries his best to make lesson simple and give as... 22-He help... 23-He punish 24-She never practice.. 25- This differences... 26-He forgive..... 27-We make... 28-The two generation 29- My English teacher always enter 30- Everybody wait</p> <p>b) Misuse of “to be”</p> <p>1- When he presenting 2- Linguistics teacher is willingly answers... 3- While my literature teacher is easily forgives... 4-They are symbol of... 5-Miss Hamouma so young and calm 6-Mr Bouazid an old man 7-Miss Hamouma a good in her look 8-Riyadh larger than Jeddah 9-This called 10-The important thing in eating meat that it must be halal 11-They are still the greatest and the coolest mothers</p>	<p>13-my older sister differs 14- My sister prefers 15- One striking difference between them impresses... 16-My math teacher willingly answers 17-He even creates 18-My math teacher often tells us 19-He never forgives 20-When someone graduates 21- Literature teacher tries his best to make lesson simple and gives us... 22-He helps... 23-He punishes 24-She never practices 25- These differences 26-He forgives 27-We make 28-The two generations 29- My English teacher always enters 30- Everybody waits</p> <p>1- When he is presenting 2- Linguistics teacher willingly answers... 3- While my literature teacher easily forgives.. 4-They are symbol of 5-Miss Hamouma is so young and calm 6-Mr Bouazid is an old man 7-Miss Hamouma has a nice look 8-Riyadh is larger than Jeddah 9-This is called 10-The important thing in eating is meat that it must be halal 11-They are still the greatest...</p>
--	---	---

	<p>12- Sarah is talkative and active and not quite</p> <p>13- Linguistics teacher is willingly answers</p> <p>14- Literature teacher is easily forgives...</p> <p>15- They symbols</p> <p>16- He presenting</p> <p>17- The student is attends...</p> <p>c) <u>Articles</u></p> <p>1-To makes lesson simple</p> <p>2- A linguistics</p> <p>3-In the intellectual evaluation</p> <p>4-Another rules</p> <p>5-Ms. A is humble teacher</p> <p>6-Ms. A is lovely teacher</p> <p>7- ... can better determine your location in an emergency.</p> <p>d) <u>Conjunctions</u></p> <p>1-Each one of them has different life skills and talent and carrier</p> <p>e) <u>Prepositions</u></p> <p>1- rich with</p> <p>2-research on something</p> <p>3- sitting in the chair</p> <p>4- while on Ms. B</p> <p>5- both of them are straight on work</p> <p>6-on contrast</p> <p>7-he writes to us on e-mail</p> <p>8-the world contains of hundreds of languages</p> <p>f) <u>Pronouns</u></p> <p>1-Mr Bouazid he always makes me angry because he don't give you free space to express about what you don't understand</p>	<p>12-Sarah is talkative, active and she is not quite</p> <p>13-Linguistics teacher willingly answers</p> <p>14-Literature teacher easily forgives</p> <p>15-They are symbols</p> <p>16- He is presenting</p> <p>17-The student attends...</p> <p>1-To make the lesson simple</p> <p>2-Linguistics</p> <p>3-In intellectual evaluation</p> <p>4- other rules</p> <p>5-Ms. A is a humble teacher</p> <p>6-Ms. A is a lovely teacher</p> <p>7- You can better...</p> <p>1-...Different life skills, talent, and carrier</p> <p>Rich of</p> <p>2-Research for</p> <p>3- ...on the chair</p> <p>4-while for Ms.B</p> <p>5-Both of them are straight in work</p> <p>6-In contrast</p> <p>7-In e-mail</p> <p>8-The world contains hundreds of languages</p> <p>Mr Bouazid always makes me angry....</p>
--	---	---

<p>2- Syntax</p>	<p>2-He was the third son in his family and was shorter.</p> <p>3-Then we decide each one we willbuy</p> <p>4-Women in England which they can drive anything</p> <p>5-Riyadh, although a more developed city has feweractivities</p> <p>6-So, its time to eat</p> <p>7- but its alright</p> <p>8-the student is the person that receives the information..</p> <p>9-to contact other people that are faraway</p> <p>10-This year’s teacher is calm mature young lady which separate work from personal matters</p> <p>11-He can easily forgive you for ourmistakes</p>	<p>2-He was the third son in his family and hewas..</p> <p>3-Then we decide each one willbuy...</p> <p>4-Women in England who can driveanything</p> <p>5-Riyadh, although more developed city has fewer activities</p> <p>6-So, it’s time to eat</p> <p>7-But it’s alright</p> <p>8-The student is the person who receives the information</p> <p>9-To contact other people who are far away</p> <p>10-This year’s teacher is calm mature young lady who separates work from personalmatters</p> <p>11-He can easily forgive us for ourmistakes</p>
	<p>a) Sentence structure Another thing which these two teachers are differfrom Children are not at all interested</p> <p>b) Word order</p> <p>1-My oralteachers 2-My linguistics teacher 3-My grammar teacher 4- My oralteacher 5-The English teacher 6- My French teacher</p>	<p>These two teachers differ in...</p> <p>Children are not interested atall</p> <p>1-My teachers oforal 2-My teacher of linguistics 3-My teacher of grammar 4- My teacher oforal 5-Teacher ofEnglish 6-My teacher ofFrench</p>

<p>3-Lexis</p>	<p>a) Word choice</p> <p>1-Miss Hamouma is the great teacher that I ever seen.</p> <p>2-Pig'smeat</p> <p>3-The service are not polite</p> <p>4-Dreamland have deliciousplats</p> <p>5-This year's teacher is a calm mature young ladywhich...</p> <p>6-That what makes special sense and extra energy...</p> <p>7-He can easily forgive our mistakes and reminds us to not repeatit..</p> <p>8-The person that receives...</p> <p>9-In addition to listen to music...</p> <p>10-She does not help any one of herscholars</p>	<p>1-Miss Hamouma is the best I have ever seen</p> <p>2-Pig'spork</p> <p>3-The waiters are not polite</p> <p>4- Dreamland has delicious Meals</p> <p>5-This year's teacher is a calm mature young lady who..</p> <p>6-That gives aspecial sense and extraenergy...</p> <p>7-... to not repeat them ..</p> <p>8-The person who receives...</p> <p>9-In addition to listening to music</p> <p>10-She does not help any one of herstudents.</p>
----------------	---	--

<p>4- Semantic errors</p>	<p>Ideas</p> <p>1-For the allyears 2-With her cooperation, she became beautiful forothers. 3-Another thing which these two teachers are differentfrom... 4-Everybody waits for the last minute toleave 5-Landline phone is a device which we connect to output of our homes andbusinesses. 6-So that Lateness becomes his hobbit. 7-but some situations may make the difference between them such aswork. 8-He writes to us on email all what we need. 9-... to feel the competition between each other. 10-The world contains of hundreds oflanguages. 11-When you ask for plat they say there is not. 12-Cristianity is the majority inEngland. 13-Saudi Arabia speaks the Arabiclanguage 14-... and rich with a lot of expressions and synonyms for the only word. 15-Women inEngland which they can drive anything they want. 16-Jeddah, on the other hand, has the red sea to theirs side. 17-He killed the option of askingquestions.</p>	<p>1-During the all years 2- Because of her cooperation, she became beautiful to others 3-These two teachers are different in... 4-Everybody waits for the end of thelecture 5-Landline phone is a device which is beneficial in our businesse 6-After all this lateness becomes a habit forhim 7-They are different in their works 8-He sends to us what we need on e-mail 9-So we bring something new to feel the competition between each other. 10-In all over the world there are hundreds of languages 11-When you order a meal, they respond that is unavailable. 12-Christianity is the main religion in England 13-Arabic is the mother tongue for Saudi Arabia. 14-Arabic is known by its richness because one word may have many synonyms or expressions that refer to it. 15-English women arefree to drive. 16-On the other hand, Jeddah stretches along the banks of the redsea. 17-He gave no chance to ask aquestion</p>
----------------------------------	--	--

<p>5- Substance</p>	<p>a) Capitalization</p> <p>1-the British monarch (newstce) 2-he comes late (new stce) 3-in other hand (new stce) 4-teenagers in the new generation (newstce) 5-in the past (new stce) 6-they keep (new stce) 7-people... (new stce) 8- people (newstce) 9-he even (new stce) 10- english 11-On the other hand (newstce) 12-he never (new stce) 13- when you call(new stce) 14-for example (new stce) 15- he killed (new stce) 16-she has (new stce) 17- finally (new stce) 18-they charge (new stce) 19- there is (new stce) 20- the bill (new stce) 21- they (new stce) 22-there are (first word in the text) 23-they were (new stce) 24- they respected(new stce) 25- therefore (new stce) 26- whereas (new stce) 27- however new stce) 28- they are (new stce) 29- the last (new stce) 30- however (new stce)</p> <p>b)Spelling</p> <p>1- Anlike 2-Wheras 3-Oneces 4-specially Paragraphe Emirate cristianity</p>	<p>1-The British monarch 2- He comes late 3-In the otherhand 4-Teenagers in the new generation 5-In the past 6- Theykeep 7-People... 8-People 9-Heeven 10-English 11-On the otherhand 12-Henever 13-When you call 14- Forexample 15-Hekilled 16Shehas 17-Finally 18-Theycharge 19-Thereis 20-Thebill 21-They 22-Thereare 23-Theywere 24-Theyrespected 25-Therefore 26-Whereas 27-However 28-Theyare 29-Thelast 30- However</p> <p>Unlike Whereas Ounces Especially Paragraph Emirates Christianity</p>
----------------------------	--	---

Table 1: Types of students' errors

After the analysis of third year students' writing productions, we found that the majority make more errors when writing at the syntactic level, at semantic level and at lexical level. According to these data, some error types occur more than others in students' paragraphs especially article, subject-verb agreement, and capitalization errors which constitute the high percentages. Furthermore, the results reveal that the grammatical errors in students' paragraphs were caused by two significant reasons which are negative transfer and Arabic interference as shown in the above table.

It is clear that students unconsciously generate ideas in L1 and try to find the equivalent word in English. As a result, this proves that students' poor writing achievement is back to L1 negative transfer.

Type of error		Frequency of the errors		Percentage (%)	
Grammar	Preposition	77	09	47.26%	11.69
	Article		07		9.10
	Pronouns		13		16.89
	Agreement		30		38.96
	Conjunction		01		1.29
	Misuse of "to be"		17		22.07
Syntax	Sentence structure	08	02	4.90%	25
	Word order		06		75
Lexis	Word choice	11	11	6.74%	100
Substance	Capitalization	47	38	28.83%	80.85
	Spelling		09		19.15
Semantics	Ideas	20	20	12.27%	100
Total		163			100%

Table: General statistics of errors

Types	Number	%
Grammar	77	47.26%
Syntax	08	4.90%
Lexis	11	6.74%
Substance	47	28.83%
Semantics	20	12.27%
Total	163	100

Table 3 :Statistics of errors

3.3 Description of the questionnaire :

The questionnaire consists of 17 questions which are designed for teachers at the Department of English, university of M'sila. The main purpose is to prospect the teachers' point of view about the influence of the mother tongue on the writing of EFL students. The questions are divided into four sections which are interrelated. These sections are as follows:

The first section contains two questions which are about the personal information that aims to know their degree as such. Section two, entitled « Writing skill », contains four questions that are about the teachers' point of view of the level and the skills of their students when they write, The third section entitled « Causes of students errors », contains four questions ; in this section, we would like to prospect the main reasons that make students commit errors. The final section entitled « Teachers error correction », contains eight questions which are about the teachers' ways and strategies of error correction, feedback, and its benefits.

3.3.1 Section One: Personal information

Q1. Please, specify your degree:

Options	N°	(%)
BA	0	0
MA	8	80
PHD	2	20
Total	10	100

Table 04 : teachers' degree

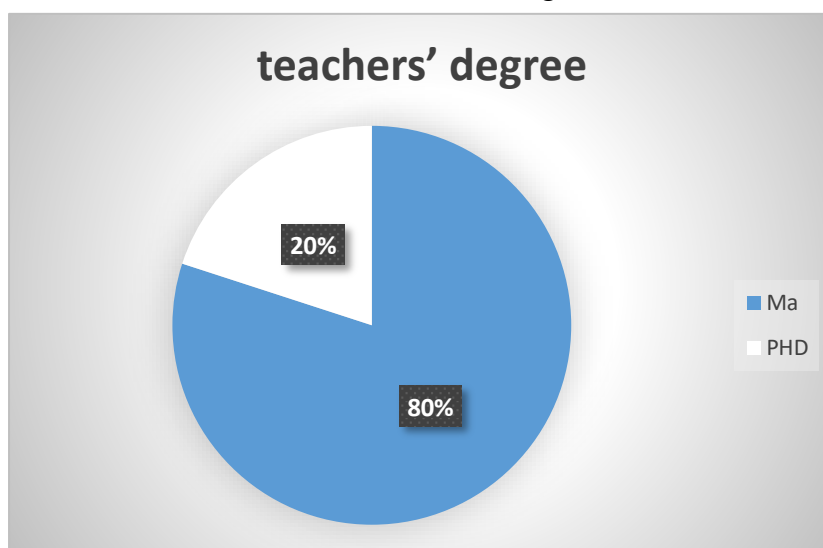


Figure 1 : Teachers' Degree

In this question, respondents were asked about their degree. The results are organized in the table above. We notice that most of our teachers have the MA (Magister/Master) degree in teaching English. Thus, it helps to get a common perceptions and views concerning the subject under investigation.

Q2. A-Teacher's Experience in teaching English:

Options	N°	(%)
Less than 5 years	3	30
More than 5 years	7	70
Total	10	100

Table 05: Teachers' experience

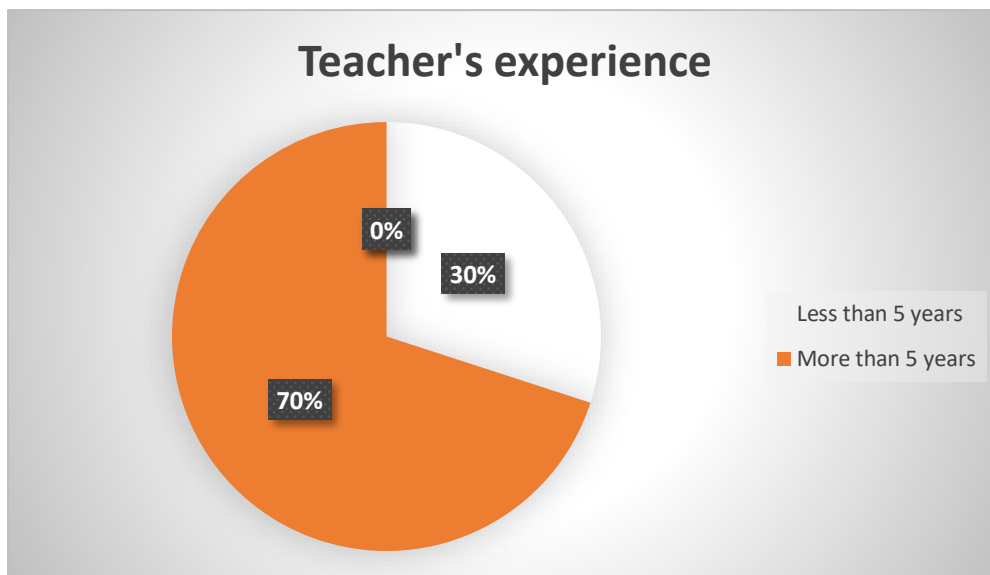


Figure 2 : Teacher's Experience

Among the 10 teachers questioned, some have been teaching for less than five 5 years who are novice teachers, they are (30%). However, (70%) of those teachers have been teaching English more than 5 years; this will greatly contribute to the aim of our research.

B- Teacher's experience in teaching writing :

Options	N°	(%)
Less than 3 years	3	30
More than 3 years	7	70
Total	10	100

Table 06 : Teachers' experience in teaching written expression module

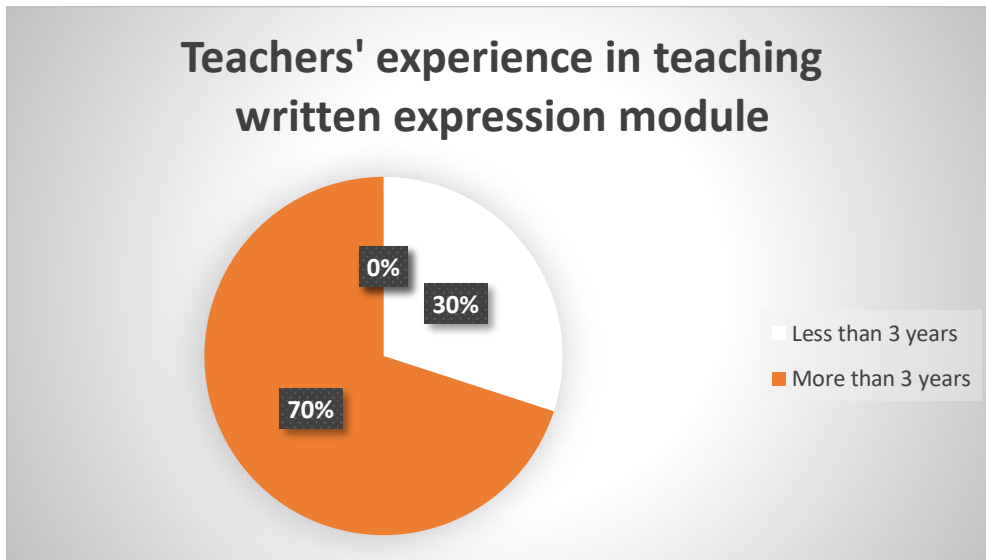


Figure 3 :Teachers' experience in teaching written expression module

Not all of the teachers are teaching written expression module, yet they all ask students to write depending on the activity. some of them have been teaching for less than 3 years they make (30%). However, (70%) of them have been exerting teaching more than 3 years and they are expert teachers who can help us solve our problem

3.3.2 Section Two: Writing skill

Q3 –Teacher’s opinion about the efficiency of the content of written expression module

Options	N°	(%)
yes	4	40
No	6	60
Total	10	100

Table 07 : The efficiency of the content of written expression module

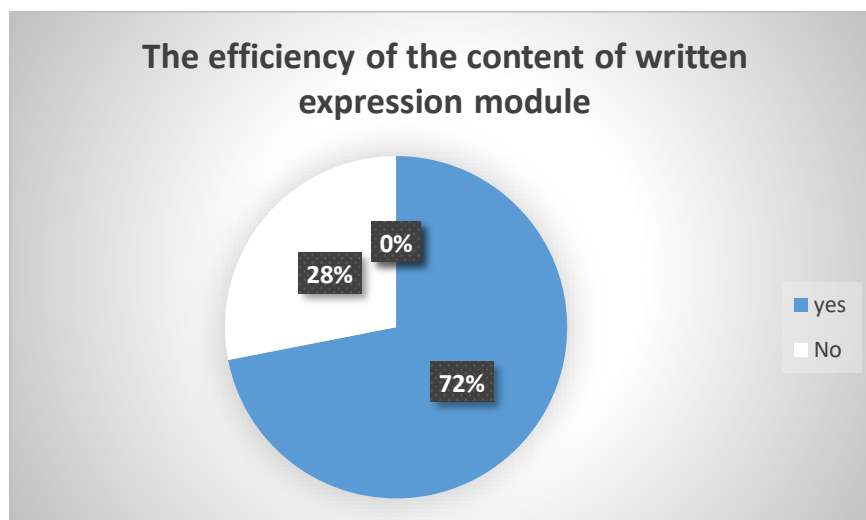


Figure 4 : The efficiency of the content of written expression module

For the content of written expression the majority of teachers (60%) believed that there were some aspects which need to be added; however, (40%) of the teachers affirmed that the content was sufficient and it tackled exactly what students needed.

Q 4- Do you think that giving more time to the written expression module would allow students to improve their skill?

Options	N°	(%)
yes	10	100
No	0	0
Total	10	100

Table 08 : The time allotted to the written expression module

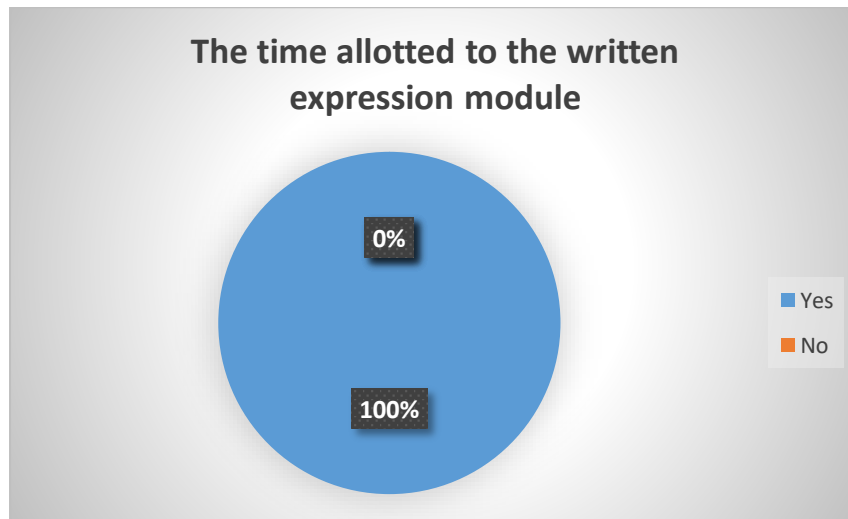


Figure 5 : The time allotted to the written expression module

For giving more time to the written expression module, all of the 10 teachers (100%) affirmed that it would certainly allow students to practice in the classroom which made them progress their level.

Q 5- Do you think that good writing is:

Options	N°	(%)
Good ideas	0	00
Correct grammar	0	00
Cohesion and coherence	0	00
Rich vocabulary	0	00
All these	10	100
Total	10	100

Table 09: The characteristics of aspects of good writing

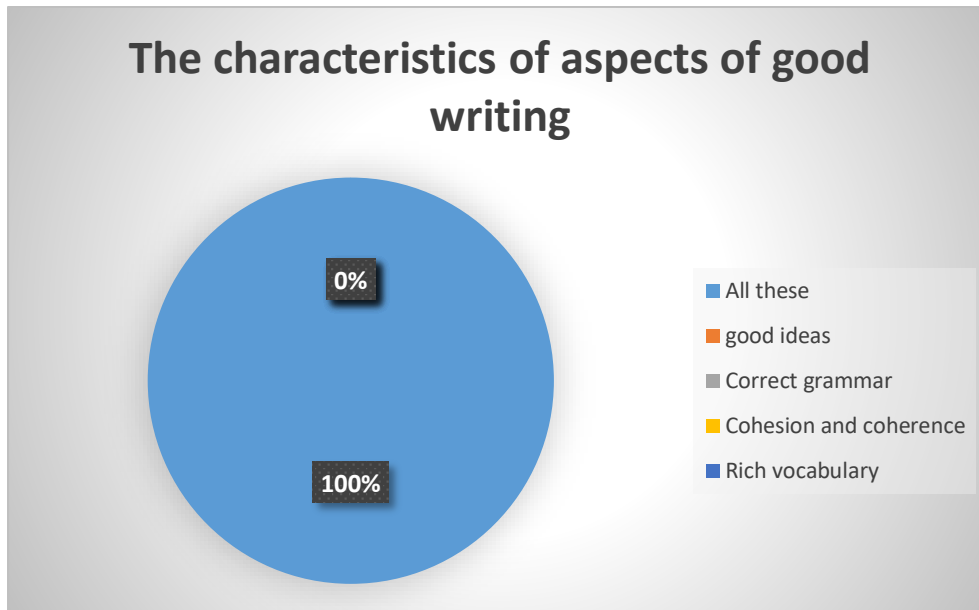


Figure 6 : The characteristics of aspects of good writing

All of the teachers (100%) claimed that good writing means good ideas, correct grammar, cohesion and coherence enrich vocabulary. According to that, all these aspects represented a good piece of writing. For that reason, these aspects could not work separately; they must be integrated.

Q 6 - Are you satisfied with your students' level of writing?

Options	N°	(%)
Yes	3	30
No	7	70
Total	10	100

Table 10 : Teachers' perceptions about their students' level in writing

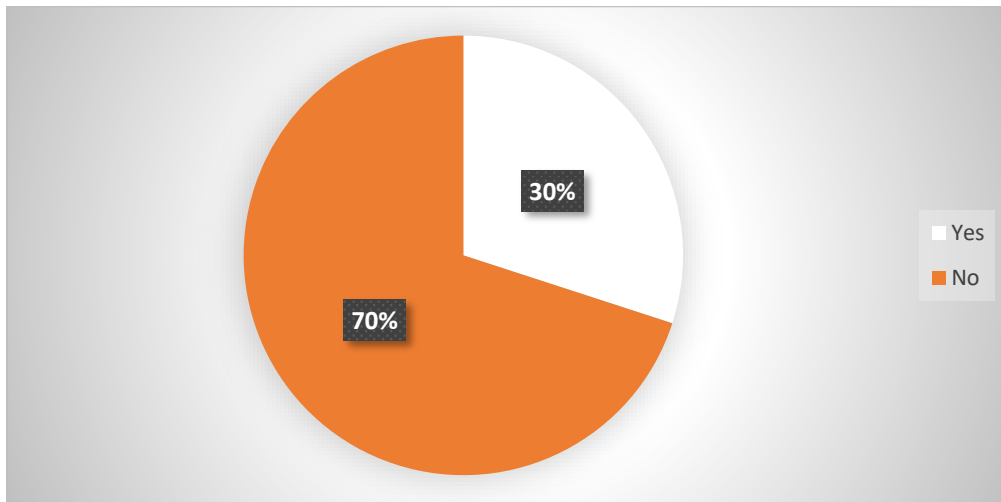


Figure 7 : Teachers' perceptions about their students' level in writing

The table showed that the majority of teachers (70%) weren't satisfied with their students' level in writing for different reasons. The teachers who stated that they were not satisfied with the level of their students they presented the following reasons:

- Students were not doing their best to enhance their level
- they were passive and relied on the teacher
- they needed more practice and time

3.3.3 Section Three: Causes of Students' errors

Q7-Do you think that making errors is a part of FL/L2 acquisition?

Options	N°	(%)
Agree	10	100
Disagree	0	0
Total	10	100

Table 11 : Errors making a part of FL/L2 acquisition

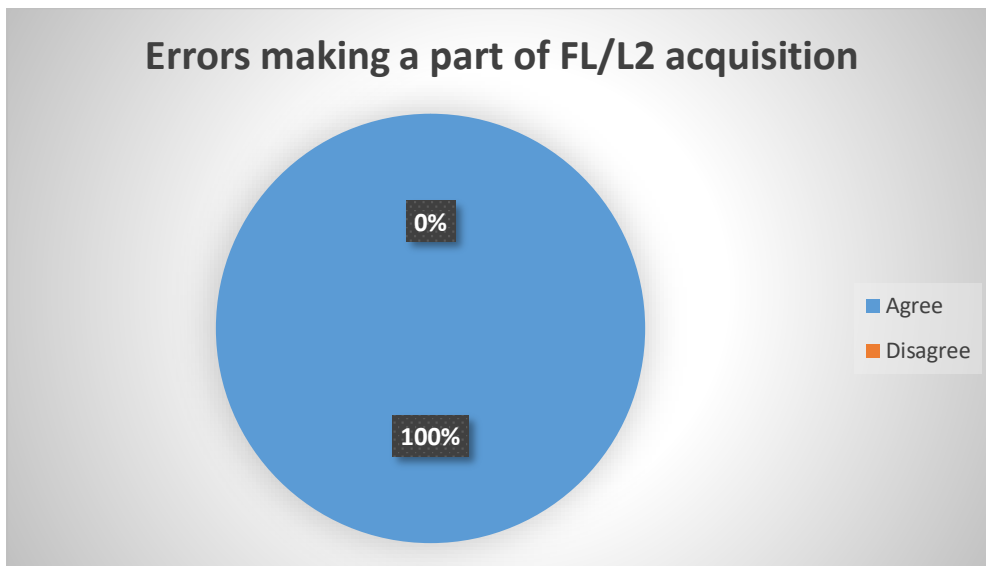


Figure 8 : Errors making a part of FL/L2 acquisition

All of the 10 teachers (100%) affirmed that making errors is a part of FL/L2 acquisition because it is a foreign language and through mistakes students may improve their skills.

Q8-Do errors in L2 acquisition result only from negative transfer of the native Language ?

Options	N°	(%)
Yes	4	40
No	6	60
Total	10	100

Table 12 : Reasons of errors.

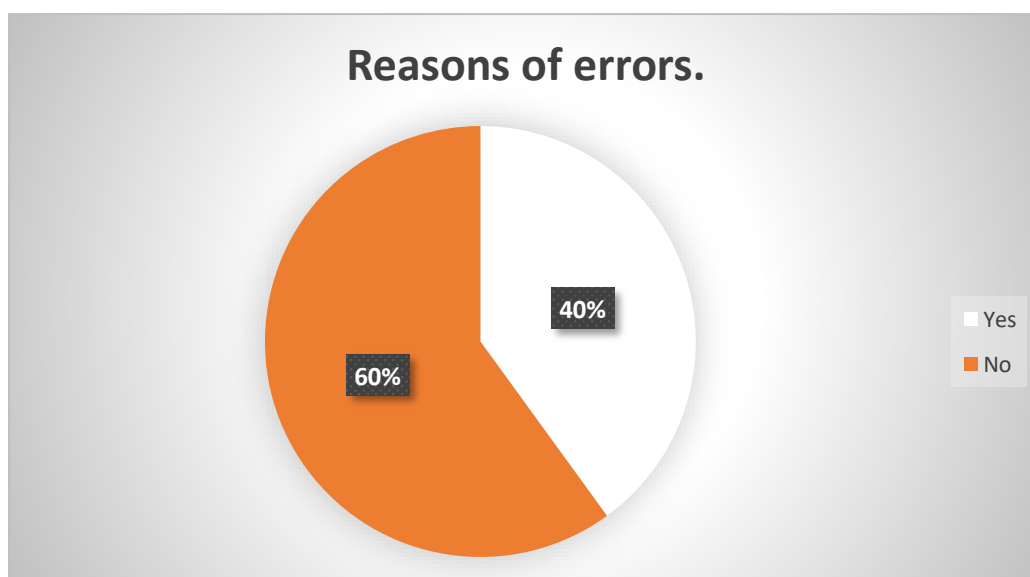


Figure 9 : Reasons of errors

As shown in table 09, the majority of teachers (60%) admitted that errors in L2 acquisition resulted not only from negative transfer but also from students' poor linguistic background, Arabic thinking and lack of practice however, the other teachers (40%) declared that the lack of attention in class, lack of teachers feedback and other problems lead to the negative transfer.

Q9-Respond to the following statements by ticking the right box:

1-strongly disagree ,2-disagree, 3-agree, 4-srongly agree

statements	Strongly disagree	Disagree	Agree	Strongly agree
A- Interference happens when L1 and L2 are highly distinct in structure and system.	10%	30%	50%	10%
B- Interference occurs only in the areas of grammar, lexis and pronunciation.	20%	60%	20%	00%
C- Insufficient exposure to the target language could rise errors.	10%	20%	20%	50%
D- Overgeneralization leads learners to create deviant structures.	00%	20%	50%	30%
E- The teacher may not be a good model of language with regard to the way he speaks, writes, or teaches the language(i.e. some teachers can be a source of errors).	00%	10%	80%	10%
F- The teaching material which lacks organization may lead to errors.	00%	20%	50%	30%
J- Error analysis does not reveal to us all learners' problem areas.	00%	10%	70%	20%

Table 13 : The different reasons that lead learners to commit errors

Half of the informants (50%) agreed with the idea that interference took place when L1 and L2 were highly distinct in structure and system. (60%) of the teachers disagreed with the claim that interference occurred only in the areas of grammar, lexis and pronunciation. (50%) strongly agreed that insufficient exposure to the target language could give rise to errors. (50%) agreed that overgeneralization lead learners to create deviant structures. (50%) agreed with the idea that teachers can be a source of errors. (50%) agreed that the teaching material that lacked organization may lead to errors. The majority of teachers (70%) also agreed with the claim that error analysis did not reveal to us all learners' problem areas.

Q10-In your opinion, which one of the following is the main source of learners' errors?

Options	N°	(%)
Foreign language difficulty	2	20
First language interference	2	20
Students linguistics competence	6	60
Total	10	100

Table 14: Sources of learners' errors

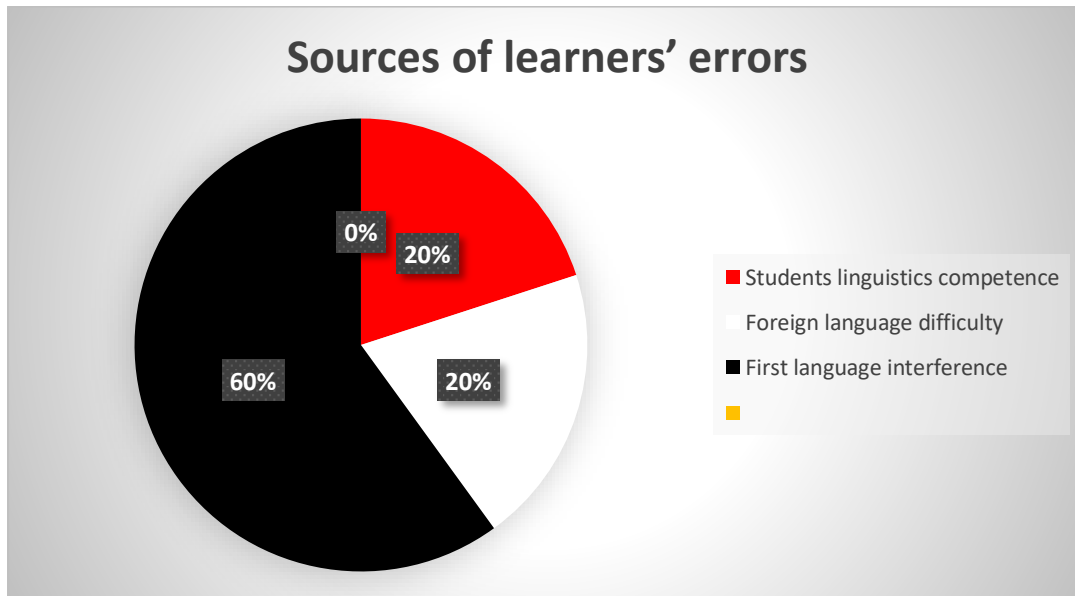


Figure 10 : Sources of learners' errors

The answers collected show that the majority of teachers (60%) claimed that the main source of learners' errors is the L1 interference. However (20%) of them answered that the main source is students linguistics competence, while the rest of them (20%) claim that the main source of learners' errors is foreign language difficulty.

3.3.4 Section four: Teachers' Feedback to Students Productions

Q11-Do you find errors when correcting your students' written works?

Options	N°	(%)
Always	10	100
Sometimes	0	0
Rarely	0	0
Total	10	100

Table 15 : Frequency of students' errors

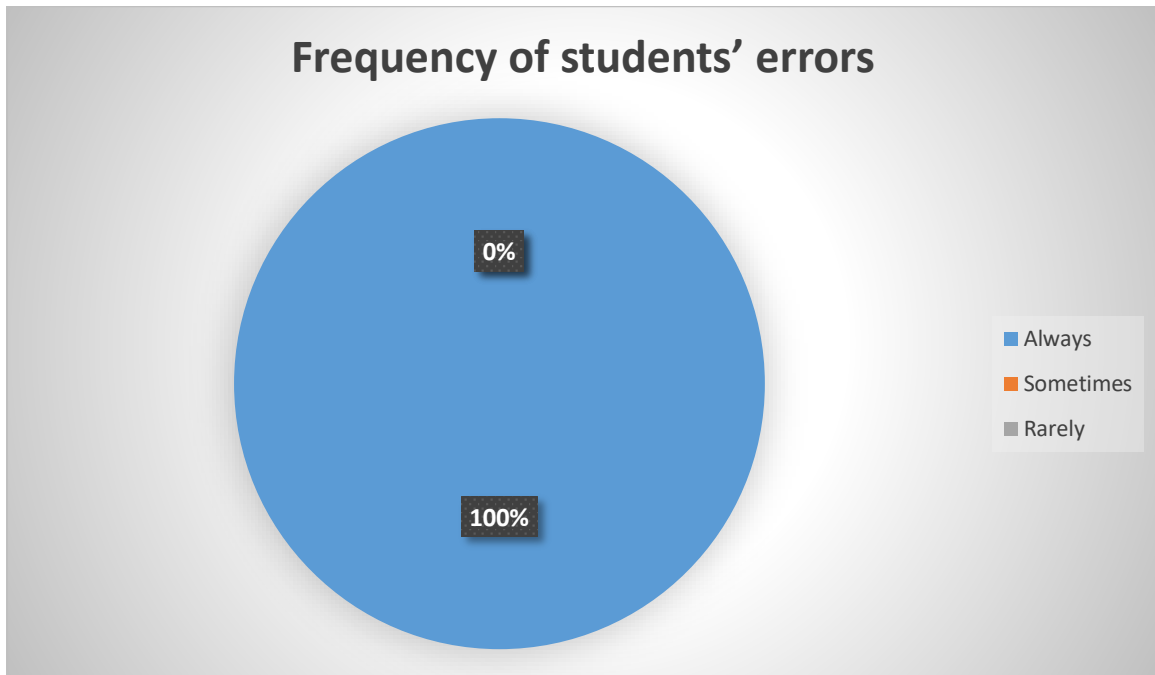


Figure 11 : Frequency of student's errors

The answers revealed that all the teachers (100%) affirmed that they always find errors.

Q12-What techniques do you use in providing feedback?

Options	N°	(%)
Explicit written error correction	8	80
Implicit written error correction	2	20
Total	10	100

Table 16 : Approach of written error correction

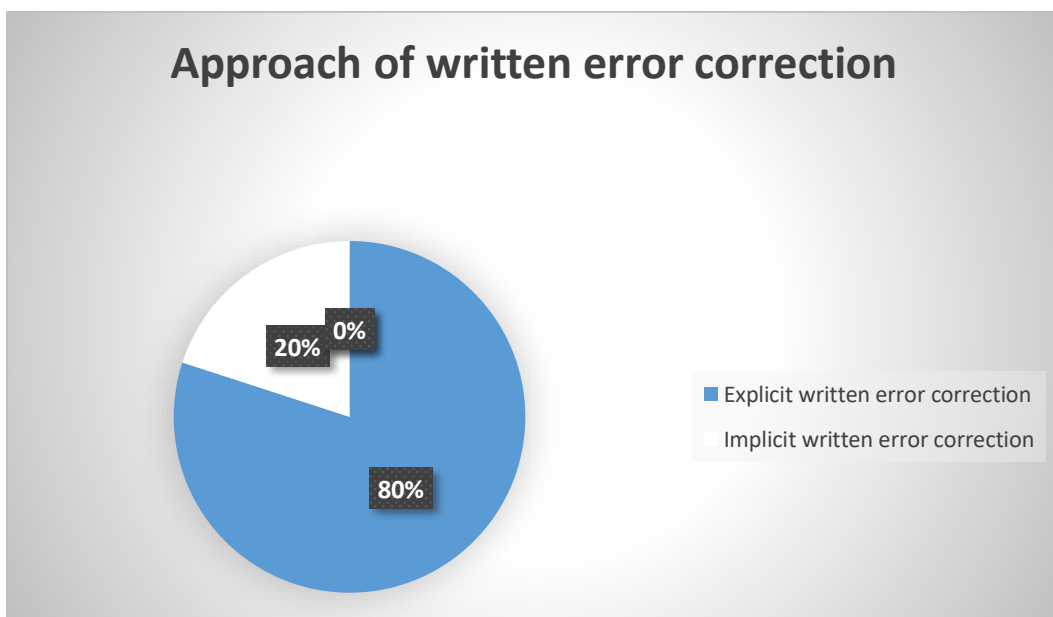


Figure 12 : Approach of written error correction

According to the data displayed in the table, the majority of teachers (80%) claimed that the approach or method of written error correction they used in providing feedback was the explicit written error correction method. However, (20%) of them used the implicit written error correction method.

Q13-How do you respond to your students' errors when correcting their copies?

Options	Frequency	(%)
A- By underlining them and then commenting at the end of the essay	10	28.6
B- Using some correction symbols	6	17
C- Crossing the errors and Correcting them	8	23
D- Writing questions, imperatives and exclamations	6	17
E- Writing comments after each error	5	14.4
Total	35	100

Table 17 : Ways of responding to students' errors

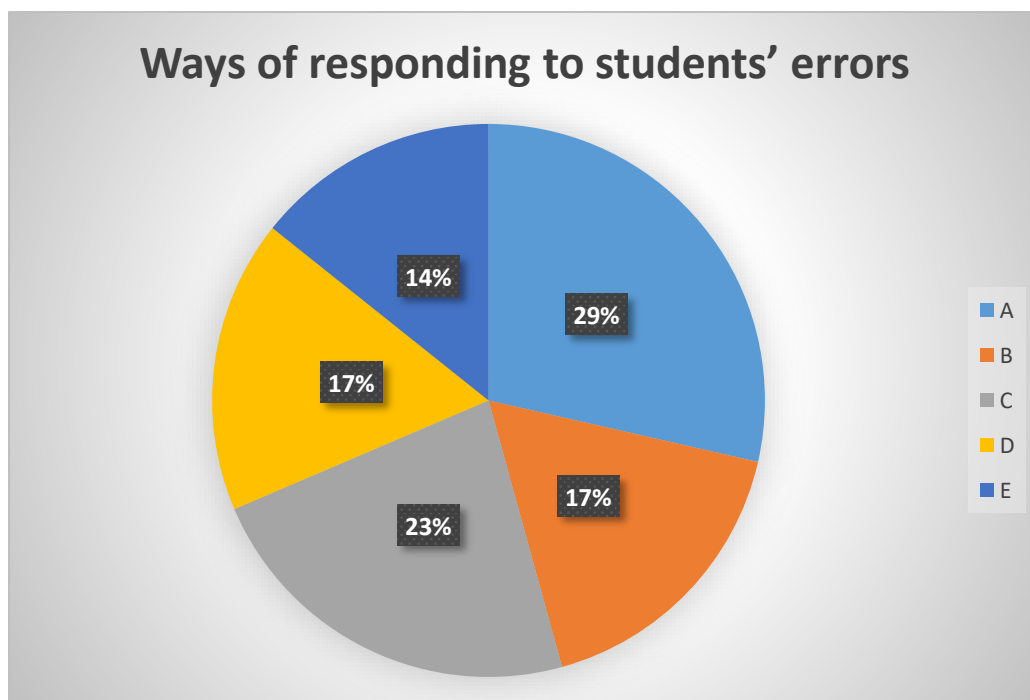


Figure 13 : ways of responding to students' errors

According to the results shown in the table above, the majority of the teachers (28.6%) responded to their students' errors when correcting their copies by underlining them and then commenting at the end of the essay. Whereas, (23%) of the teachers highlighted the errors and corrected them. (17%) of the participants responded to their students' errors by using some correction symbols, and the same percentage of them they write questions, imperatives and exclamations. while (14.4%) of them wrote comments after each error.

Q 14-According to you what is an effective corrective feedback?

In this question teachers ensured that effective corrective feedback is the one which showed clearly the students 'weaknesses and why to correct them implicitly or explicitly, and the one that made students learn from their errors perform better and show new aspects of FL.

Q15-What difficulties do you have when correcting your students' written works?

Options	Frequency	(%)
A- It takes a lot of time and effort	7	25
B- There are too many papers to mark	6	21.4
C- Students make too many mistakes	5	17.9
D- Students are not motivated to receive comments but rather they care more about the mark	6	21.4
A+B+C+D	4	14.3
Total	28	100

Table 18 : Difficulties when correcting students' written works

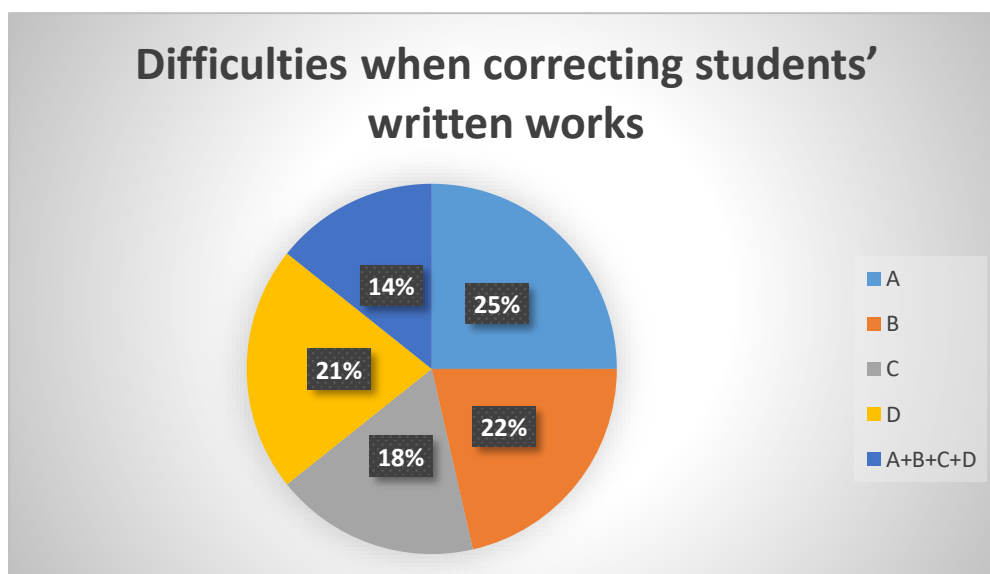


Figure 14 : Difficulties when correcting students' written works

According to the results shown in table 15, the majority of the teachers (25%) claimed that correcting their students' written works took a lot of time and efforts, whereas. (21.4%) of teachers responded that there were too many papers to mark which made it difficult. The same number of teachers (21.4%) responded that students were not motivated to receive comments but they cared more about the mark. (17,9%) reported that they had difficulties when correcting their students' written works because students made too many mistakes. Finally (14,3%) of the respondents ticked all the choices.

Q16-Do your students benefit from your error correction?

Options	N°	(%)
Yes	7	70
No	3	30
Total	10	100

Table 19 : Benefits of error correction

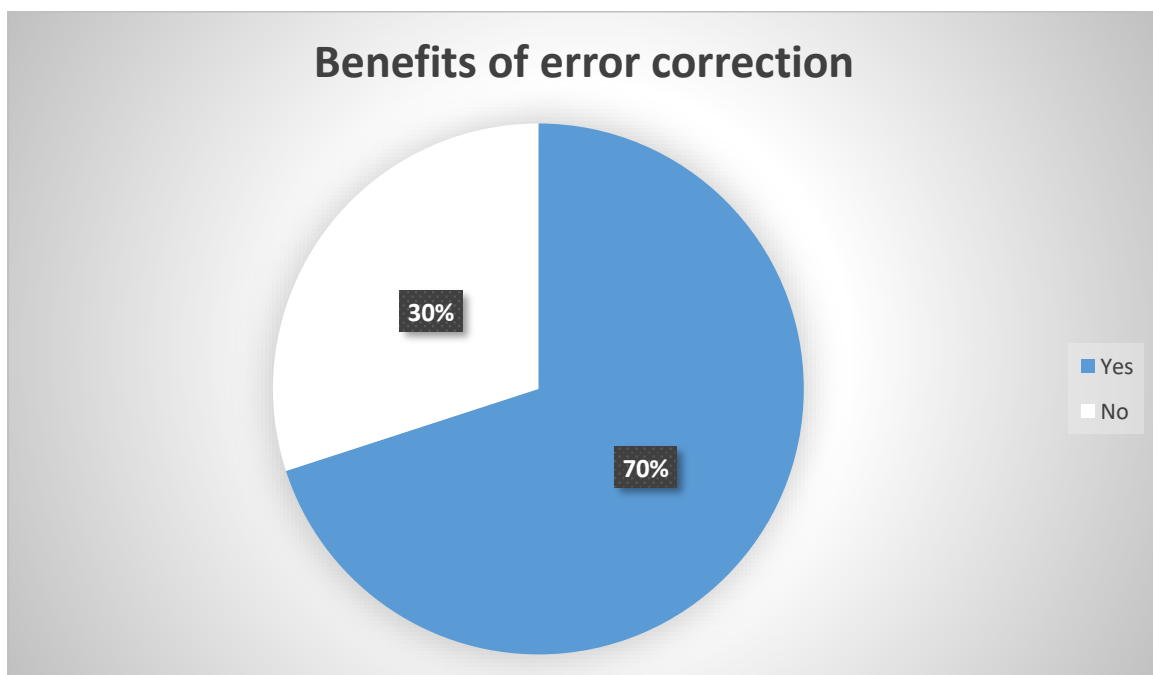


Figure 15 : Benefits of error correction

The majority of the teachers (70%) affirmed that their students benefited from the error correction. However,(30%) of them who answered “no” thought that their students didn't benefit from the error correction.

Explaining why :

Teachers who answered « yes » justify their answers saying that:

Many students do not repeat the committed mistakes in their coming assignment.

They understand more.

It helps students identify their weaknesses.

However, teachers who answered “no” agree that :

They don't even read their remarks.

Many students do not give much attention to error correction.

Q17- In your opinion, what are the solutions that enable students to avoid L1 interference while writing in the foreign language?

To avoid L1 interference while writing in FL, Teachers suggest some solutions such as:

- 1- students need to read to learn more vocabulary,
- 2- reading allows them to look for grammar and how sentences are structured to develop their writing and to forget their mother tongue by using FL as the first system of reference,
- 3- they also need to practice writing in FL to avoid L1 interference.

3.4 Interpretation of the Results

The analysis of students' written productions allowed us to conclude that students are facing great problems to write correctly. In fact, learners are competent in some basic rules of the foreign language, but their knowledge in the foreign language has some flaws. These types of flaws in learning the foreign language are due to the negative effects of L1 and to the lack of practice in writing during their education at school. In addition to that, the Interlingual errors such as, the false concepts and incomplete application of rules, is another source of students' errors in writing which mainly affects their written productions. Furthermore, after the analysis of the students' written productions we could come to the conclusion that L1 negative transfer is the main cause of the errors such as: sentence structure, word order, word choice syntax, and semantics.

However, the teachers' questionnaire analysis demonstrates that teachers of English, especially those who are teaching written expression module, have different educational background and have different English teaching experiences. However, they agree on the same opinions, perspectives, and responses towards the different items within the questionnaire. The majority of teachers claim that their students have difficulties in writing in English. These difficulties are mainly due to the

negative interference of the native language, and the lack of practice. Therefore, they think that they should be aware of the L1 interference and its negative effect of EFL students' writings. Moreover, students should give more practice to their learners in order to decrease errors on their students' written paragraphs.

3.5 Suggestions for further research

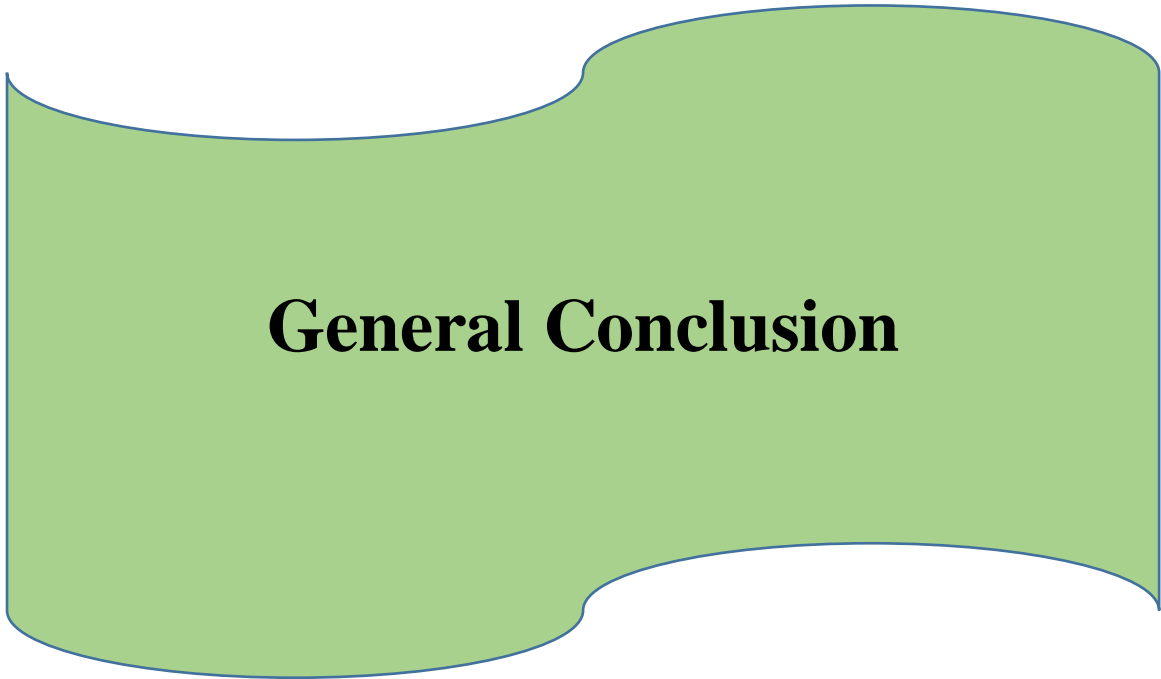
As a matter of fact, every research ends with both a result and a question. After conducting the present research and collecting results, several suggestions are proposed for future researchers interested in writing. First, results of this study cannot be largely generalized, thus future research should conduct a study on a large population in the Department of English at the University of M'sila. In addition, it is suggested that future research in the area of writing should be examined in association with several variables such as: the amount of reading students practice, the type of activities they exercise and the use of technologies such as internet to develop students' writing skills.

3.6 Limitations of the Study

In conducting this research, there exist several limitations which cause the results to be less accurate. These limitations are generally related to time, for the limited period given may not be sufficient to investigate students' writing difficulties. Another limitation is related to teachers' willingness to answer the questionnaire. In addition to students' reluctance in submitting their essays to be analysed. More importantly, other limitations to this study are linked to the problem of generalization, for this study focused on investigating writing difficulties existing in the sample of study, therefore generalization of the findings to the entire population is not valid.

3.7 Conclusion

The main purpose of this chapter is to test our hypotheses and reach the comprehensive answers for the question we have raised at the beginning of the present research. We have used the analysis of the students' errors and teachers' questionnaire as tools for this research situation. The results reveal that many errors are made by third year learners in different areas. Numerous errors have been recorded in the use of tenses, prepositions, punctuations, and spellings. The majority of errors are due to negative interference of Arabic language. Students should be aware of the difference between Arabic and English language as they need to be exposed more to the appropriate structure with more practice in order to be able to write correctly.



General conclusion :

The current study aims at checking whether the students' mother language « Arabic » influences their writing or not. We have chosen the writing skill because it is the difficult one among other skills; Undeniably, many Foreign Language English teachers agree on the importance and obligation of possessing a good writing skill. Patently, in order to help learners produce a fine piece of writing, it was essential to identify the different types of errors related to the writing skill.

Taking into account the previous concern, three questions were formulated in an attempt to obtain a reliable answer:

- 1) What difficulties are encountered by EFL students when writing?
- 2) What are the reasons behind students' poor writing achievement?
- 3) Do EFL students face difficulties in writing due to their L1 interference?

Using a data collection instrument, a questionnaire and an analysis of corpus, the following hypothesis was investigated:

- EFL students' errors in writing may be attributed to L1 negative transfer

Improving students' writing skill is a challenging task especially in the case of foreign learners. The complexity of writing as a cognitive process requires profound considerations to the rules, and careful use of the target language. During writing composition, students generally hesitate to write, for they strive to find the proper words, struggle with the grammar of the language, or they may find punctuation difficult. The present descriptive study identified several students' writing difficulties, and the common errors they commit. The corpus analysis of students' written productions which reported the documentation of several writing difficulties confirmed that students make errors during writing composition. Third year EFL students at M'sila University commit a number of errors of different types. The types of grammatical errors found in third year students' paragraphs belong to the following types: subject-verb agreement, prepositions, conjunctions, word order and capitalization. It has been revealed that there are two main reasons for these errors which are intralingual reasons and interlingual reasons « Arabic interference ». However, the results obtained have shown that most of the previous errors were

General Conclusion

caused by the negative interference « Arabic transfer » because when students find difficulty to apply English in their writing, they usually rely on their first language Arabic.

According to the results obtained from the questionnaire, teachers declared that students' difficulties result from Arabic thinking, lack of practice, students' poor linguistic background...etc. These reasons affect students' writing and hinder their process of improving their writing skill. EFL learners "fall back" on the first language when they need to produce (write) in English because of the lack of competence in the target language.

Most errors that were found in students' paragraphs are due to L1 interference as shown in (table1). As an example we take a sentence from the table " Miss Hamouma is the great teacher that I ever seen". This sentence lacks word choice. So, we correct this sentence as follows " Miss Hamouma is the best I have ever seen". These errors affect negatively their writing because they prevent the message to be comprehended by the reader. Moreover, they give a bad impression on the student's level either to the teacher or other readers. Therefore, the student will not be proficient in his/her writing and s/he will get weak marks in tests and exams.

According to the above discussed, all of the research questions in this study were answered and the hypothesis which states that "if EFL learners are influenced by their mother tongue (Arabic) background and transfer its rules to write in English, they will commit a number of grammatical errors in their writing" can be accepted because the analysis of students' essays revealed that the main reason for students' grammatical errors is the mother tongue (Arabic) influence.

Writing skill is very interesting skill to be improved; for that, we have suggested some points for learners and teachers to develop this skill:

- FL students should be exposed to as much reading as possible in the context before engaging in writing activities.
- Grammar errors are the bane of any language learners' existence. They're usually a result of inaccurate incomplete or incomplete studying. Thus, To avoid grammar errors, it's essential that students to study not only grammar rules but also exceptions to these rules The only way to remember and learn these rules is through careful study.

General Conclusion

- to avoid L1 interference in FL learning is a full immersion into the FL culture and rules of conversation. Of course there're basic rules of conversation which we believe are universal. Yet, every language has its own cultural specific rules in conversation. Another way to avoid L1 interference is to wisely raise learners' awareness of the cultural specific norms.
- materials, teachers, writers and course designers have to be aware of the factors involved and make learners aware of them.
- Teachers may depend on error analysis as an efficient strategy to identify the weaknesses of their students to decrease students' problems in foreign language learning.
- Teachers should explain to their students the differences between L1 and L2 grammar in order to avoid L1 interference.
- Teachers have to choose the fitting method of teaching to make it easy for students when they are teaching the writing skill.
- The enthusiasm of learners in learning the foreign language and the responsibility of the teachers leads to avoid the first language interference and produce a good piece of writing.



Bibliography

- 1- Alam khan, I.(2011). *Role of Applied Linguistics in the Teaching of English in Saudi Arabia*.*International Journal of English Linguistics*. Vol.1, No.1, pp 105-114.
- 2- Al-Hassan, A.(2013). *The Effects of Arabic on English Writing of Petra University Students*. *Journal of Modern Education Review*. Vol.3,No. 3,pp.256-263.
- 3- Al-Sibai, D.M. (2004). *The Decline of Contrastive Analysis Pedagogy*. Retrieved from:
<http://www.academia.edu/5149075/05-Decline-of-Contrastive-Anlysis-2.pdf>.
- 4 Bjork, L., & Raisanen, C (1997). *Academic writing: A university writing course*. Lund: Student litterateur.
- 5- Brooks, A., & Grundy. P. (2001). *Writing for Study Purposes*. Cambridge: Cambridge University Press.
- 6- Broughton, A. (1980). *Teaching English as a Foreign Language*. London: University of London Institute of Education.
- 7- Brown, K. (1989). *Writing Matters: Writing Skill and Strategies for Students of English*. UK: Cambridge University Press.
- 8- *Contrastive Analysis between English and Arabic Prepositions*. (n.d.) Retrieved from:
<http://www.academia.edu/5277824/contrastive-analysis-between-English-and-Arabic-prepositions>.
- 9- Corder, S.P. (1973). *Introducing Applied Linguistics*. Penguin Books.
. (1981). *Error Analysis and interlanguage*. Oxford University Press. pdf.

- 10-** Diab, N. (1996). *The Transfer of Arabic In the English Writing of Lebanese Students. The ESP, Sao Paulo. Vol. 18, No. 1, pp.71-83. Retrieved from: <http://revistas.pucsp.br/index.php/esp/article/.../7297>.*
- 11-** Ellis, R. (1994). *The Study of Second Language Acquisition. Oxford University Press.pdf*.
 ---. (1997). *Second language Acquisition. Oxford University Press.*
- 12-** Erdogan, V.(2005). *Contribution of Error Analysis to Foreign Language Teaching. Vol. 1, No. 2 .Retrieved from: [http://www.turkofoni.org/ Files/ contribution-of-error- analysis-to-foreign-language-teaching-vac-de-erdo-an-mers-n-un-200.pdf](http://www.turkofoni.org/Files/contribution-of-error-analysis-to-foreign-language-teaching-vac-de-erdo-an-mers-n-un-200.pdf).*
- 13-** Jain, M.P.(n.d.). *Error Analysis: source, cause, and significance. In Richard, J. C.(Ed.),(1974). Error Analysis: Perspectives on Second Language Acquisition. London:Longman. pp. 189-215.*
- 14** Hedge, T. (1988). *Writing. Oxford: Oxford University Press.*
- 15-** Hedge, T. (2005). *Writing. Oxford: Oxford University Press.*
- 16-** Hefferman, J. A.W., & Lincoln, J. E. (1990). *Writing: A college handbook (3rd ed.). New York, NY : Norton.*
- 17-** Hyland, K. (2002). *Directives: Arguments and engagement in academic writing. Applied Linguistics. 23 (2) : 215-239.*
- 18-** Hyland, K. (2003). *Second language writing. Cambridge: Cambridge University Press.*
- 19-** Hyland, K., & Hyland, F. (Eds), (2006) . *Feedback in Second Language Writing: Contexts and Issues. Cambridge University Press.*

- 20- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. USA: Rowman & Littlefield Education.
- 21- Kormos, J. (2006). *Speech Production and Second Language Acquisition*.
Lawrence
Erlbaum Associates, Inc.pdf.
- 22- Maicusi, T. et al. (2000). *The Error in the Second Language Acquisition*. pp.
168.173.Retrieved from:<http://dspace.uah.es/dspace/bit stream/handle/10017/953/The error in the second language acquisition.pdf>.
- 23- Odlin, T. (1989). *Language Transfer: Cross-Linguistics Influence in Language Learning*. Cambridge University Press.
- 24- Oshima, A., & Hogue, A. (2007). *Introduction to Academic writing*. Pearson Education, Inc.pdf
- 25- Richard, J.C.(n.d.).A Non-Contrastive Approach to Error Analysis. In Richard, J.C.(Ed), (1974).*Error Analysis: Perspectives on Second Language Acquisition*. Longman. pp172-188.
- 26- Richard, J.C. & Sampson, G. P. (n.d.). *The Study of Learner English*. In Richard, J.C.(Ed),(1974).*Error Analysis: Perspectives on Second Language Acquisition*. Longman. pp 3-18.
- 27- Ridha, N.S.(2012). *The Effects of EFL Learners' Mother Tongue on Their Writing in English: an Error Analysis Study*. *Journal of the College of Arts*. Retrieved from: <http://www.iasj.net/iasj? Func=Fulltext & ald= 58267.pdf>.

28- *Second Language Acquisition*(n.d.). *David's English Teaching World*. Retrieved from: <http://Carmenalexe80.files.wordpress.com/2013/01/a-brief-history-of-sla.pdf>.

29- Selinker, L. (1972). *Inter-language*. *IRAL* 10

30- Troike, M.S.(2006). *Introducing Second Language Acquisition*. Cambridge University Press.pdf.

A green, wavy-edged shape with a blue outline, resembling a stylized banner or a piece of paper with irregular, curved edges. The shape is filled with a solid light green color. In the center of this shape, the word "Appendix" is written in a bold, black, serif font.

Appendix

Teachers' Questionnaire

Dear teachers,

This questionnaire aims at collecting data in order to investigate the causes of students' errors in **the** writings of **third year students** of English at the Department of Foreign Languages at Mohamed Boudiaf University of M'sila. Your co-operation to respond to this questionnaire will be of great help to accomplish the aims of this study. We will be so grateful for your aid.

Thank you in advance for your time and for your collaboration

Section One: Personal information

1. Please, specify your degree:

a. BA (Licence)

b. Master

c. Magister

d. Doctorate

2. your experience in teaching :

a-Work experience in teaching English:

b-Work experience in teaching the written expression module:

Section Two : Writing skill

1-Do you believe that the content of written expression you are teaching is sufficient to improve students' writing proficiency?

- Yes b. No

Please explain your choice :
.....

2- Do you think that giving more time to the written expression module would allow students to improve their skill

- a. Yes b. No

If yes, how ?
.....

3- Do you think that good writing is :

- a. Good ideas
- b. Correct grammar
- c. Cohesion and coherence
- d. Rich vocabulary
- e. All these

4- Are you satisfied with your students' level of writing ?

- a. Yes b. No

Explain :
.....

Section Three : Causes of Students' errors

1-do you think that making errors is a part of **FL/L2** acquisition?

- a. Agree b. Disagree

If **you** agree, why ?
.....
.....

2-Do errors in L2 acquisition result only from negative transfer of the native Language ?

- a. Yes b. No

If no, **name** other sources **which may cause** students' error in **FL/L2** production ?

.....

3-Respond to the following statements by ticking the right box:

1- strongly disagree, 2- disagree, 3- agree, 4- strongly agree

Statements	1	2	3	4
1-Interference happens when L1 and FL/L2 are highly distinct in structure and system.				
2-Interference occurs only in the areas of grammar, lexis and pronunciation.				
3-Insufficient exposure to the target language could give rise to errors.				
4- Overgeneralization leads learners to create deviant structures.				
5- The teacher may not be a good model of language with regard to the way he speaks, writes, or teaches the language (i.e. some teachers can be a source of errors).				
6-The teaching material which lacks organization may lead to errors.				
7-Error analysis does not reveal to us all learners' problem areas.				

4-In your opinion, which one of the following is the main source of learners' errors ?

- a- Foreign language difficulty
- b- First language interference
- c- Students linguistic competence
- d- Others

.....

Section four : Teachers' error correction

1-Do you find errors when correcting your students' written works?

- a. Always
- b. Sometimes
- c. Rarely

2-Which approach or method of written error correction do you use in providing feedback?

- a. Explicit written error correction
- b. Implicit written error correction

3-How do you respond to your students' errors when correcting their copies?

- a. By underlining them and then commenting at the end of the essay
- b. Using some correction symbols
- c. Crossing the errors and Correcting them
- d. Writing questions,imperatives and exclamations
- e. Writing comments after each error
- f. Others; please, specify.....

4-According to you what is an effective **corrective** feedback?

.....
.....

5-What difficulties do you have when correcting your students' written works?

- a. It takes a lot of time and effort
- b. There are too many papers to mark
- c. Students make too many mistakes
- d. Students are not motivated to receive comments but rather they care more about the mark.
- e. Others, please specify :

.....

6-Do your students benefit from your **error correction**?

- a. Yes b. No

Explain,please :.....
.....
.....

7- Do you have some solutions to enable students avoid L1 interference while writing in the foreign language?

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

Thank you for your cooperation