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Effect of the Mother Tongue Interference on the E.F.L Learner's Written Production

Case Study: First Year LMD Students of English at Ibn-Khaldun University of Tiaret

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Dedication

-To my lovely parents who dedicated their lives into making mine better and blessed. I am so grateful to them, because I couldn't be who I am without any of them.

-To my brothers and sisters who keep pushing me to be more confident and successful in my lifetime.

-To my friends who were stuck with me through the hard time and I am so grateful that we learned and we continue to learn from each other.

Amira

Dedication

I dedicate my dissertation work to;

*-My sympathetic father and thoughtful mother
whose love always strengthens my will,*

-My dear brothers: Mohamed, Hamza, Rayan,

-My lovely sisters: Kaouther ,Assala , Dounia , Chifaa,

*-My best friends: Chahrazed, Nadjat ,Ghania ,Hafidha , Bouchra,
and all people who know me.*

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Abstract

The present research work investigates the influence of the mother tongue interference on the EFL learners' written production. It aims at explaining how first-year EFL students at Ibn Khaldoun University of Tiaret produce their writings in English with instances of negative transfer and other language errors. The research attempts to answer the main question "to what extent can the mother tongue interference be a reason of EFL learners' writings? This study introduces the mother tongue, foreign language learning and language transfer. It highlights the writing skill and the common errors in EFL writing. In order to achieve the study's objective, a descriptive method has been adopted. Data are collected via two research instruments; a questionnaire for students and a questionnaire for teachers. The results have shown that first-year EFL learners commit different kinds of errors and the common ones are interlingual and intralingual.

Keywords: Mother tongue, language transfer, EFL learning, negative transfer, writing skill.

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List of Abbreviations

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

MT: Mother Tongue

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General Introduction

Most of English Learners face obstacles when it comes to learning English as a foreign language. Mother tongue interference means the effect of the learner's native language on the second language learning. It is commonly believed that the first language has an effect on the foreign language. Writing is considered as the most difficult skill to master. The influence of the native language is clearly shown in the written form.

Writing is a complex process; it is complicated to write in a foreign language. Many studies indicate that for EFL students, there tends to be interference from their first language in the process of writing in English, they are suffering from a serious problem while writing and using the target language English. To be a good language learner is to be good in writing but it is not compulsory to be talented, it is quite natural to commit mistakes, but what is important is to be aware of their occurrence and to work seriously to avoid their appearance. In this introduction, the main aim of this study is to show the interference of the mother tongue Arabic in the English writings of first year LMD students and explore the common grammatical errors in their writing production.

Many EFL learners struggle when their teachers ask them to write in the foreign language. They try to use their mother tongues to express their thoughts which may lead them to commit many errors. Additionally, students of English, first year students in particular, will benefit from the findings of the research to learn more about the different stages included in writing composition. This study will help to explore the main reasons behind these committed errors.

The present study seeks to find answers to the following research questions.

- 1- Is mother tongue interference the major reason for errors of EFL learner's writings?
- 2- What are the common errors do first year students of English at Ibn-Khaldun university encounter when writing in English?

In the light of the research questions, it is assumed that the low achievement of EFL learners, writing is due to the interference of their mother tongue which leads them to make errors in the written productions.

The main purpose of the study is to explore the common errors and mistakes students commit in writing short paragraphs, and identifying the main reasons behind committing errors in EFL learners' writings.

This study is based on two main research tools which are:

The questionnaires for data collection, this is devoted to the first year LMD students. The present study will be done through a descriptive work in which it tries to verify whether the students errors are due to the mother tongue interference.

The population, in this research, will be selected from a total member of first year LMD student's at Tiaret university ,the sample is about 50 students who are randomly chosen, also to avoid the interference of external factors in the findings of the research . A sample of both grammar and written expression will be also chosen concerning writing skill.

The research work includes a general introduction and three chapters. The general introduction is devoted to the aims of the research and a brief discussion of the subject.

The first chapter is a theoretical over view, it is about the first language interference and theories about language transfer and also errors analysis and some related approaches. The second chapter is devoted to the writing skill, its nature, definition and its importance. The last chapter is the field work; it analyses the data that is gathered via the different questions asked to both students and teachers.

Chapter One

**Concepts of Mother Tongue, Language Transfer
And Second Language**

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Theoretical Part

Section One

Section One

Relative Theory of Language Transfer

Introduction

Most of English learners face obstacles when learning English as a foreign language. Among these issues, the mother tongue interference and its effect on their second language learning. So, it is commonly believed that the first language has an impact on the foreign languages, especially in the written expression which is considered as the most difficult skill to master. The influence of the native language is clearly shown in the written form. In this introduction the purpose of the present study is to show the interference of the mother tongue Arabic in the English language written production of the first year LMD student of English at Tiaret University, and to discover the grammatical errors in their writings to check if they are influenced by their mother tongue "Arabic" or not.

The first section of chapter one tends to provide some key concepts of mother tongue, second language and language transfer. Moreover, it aims to provide the main types of language transfer as it also refer to the main factors that may affect the transfer.

The second section of the same research part identifies contrastive analysis and the notion of error analysis; which is the main procedure that the present study is based on like the origins classification sources and significance of errors. Finally, other possible factors having a relation with the subject may be discussed too.

1.1 Mother Tongue, Second and Foreign languages

The American Heritage Dictionary of the English language (Skiba, 2000) defines mother tongue as one's native language: this language is assumed to be one which is acquired during early childhood starting before the age of about three years. An online article entitled mother tongue defines first language (vernacular) as the language a person learns first and called a native speaker. According to the American Heritage Dictionary of the English language, second language is the language you learn after learning your mother tongue. According to an online article entitled "foreign language" it is a language not spoken in the native country of the person.

Richards C. John Platt and H Platt (1992) state that

" Foreign language is a language which is not a native language in a country a Foreign language is usually studied either for communication with foreigners who Speak the language or for reading printed materials in the language."(p.54)

The native language is usually the language which a person acquires in early childhood because it is spoken in the family and /or it is the language of the country where he or she is living.

1.2 Language Transfer

Transfer is a psychological item originated from behaviorist psychology which indicates that already knew knowledge or technical ability of the first language will influence the new knowledge or techniques.

In (1940-1950s, the field of linguistics was heavily influenced by behaviorism. Fries (1945) argued that L1 interference is a major problem for those who are learning a second language, according to Lado (1957), the importance of the native language is the major cause of lack of success in L2 learning. Chomsky (1965) also argued that children are born with a specific and innate capacity to learn language

According to Odlin (1989) "*transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.*" He claimed that the language transfer was a kind of "*cross – language implication*"

So linguistic interference refers to when learners rely on their native language knowledge in the process of learning a second language, many researchers say that linguistic interference is a major source of errors among foreign language learners.

1.3 Types of Transfer

Selinker (1983) distinguished between two major types of transfer: positive and negative transfer. Language transfer can be either positive or negative. Positive transfer occurs when two languages have similarities existing between them to lead to correct outcome, positive transfer refers to the processes where by L1 knowledge interferes with and, thus, negatively impacts L2 acquisition. Selinker used the term “*interlanguage*” to refer to the L2 Learners language, which he defined as a system between the learner’s L1 and L2 language.

According to him, L1 transfer plays an important role in the development of *interlanguage*.

Negative transfer occurs when L2 learners transfer structures from their native language which leads them to commit errors, there are two types of L1 interference which are: proactive inhibition and retroactive inhibition.

According to Odlin (1989), negative transfer may occur when the L1 form used in L2 productions is not a part of the L2 norm. According to him, the effects of L1 could be observed by studying learners with different native languages and by conducting learner comparisons.

The concept of interference was given by “Weinrick (1953) and Labov (1966) who claimed that the second language learner already possesses a set of habits while language transfer refers the learner trying to apply rules and forms of the first language to the second language. When first language habits are helpful and useful to acquire the second language habits “positive transfer” or this may facilitate if the mother tongue and target language are structurally different “negative transfer”, or interference.

Faerch and Kasper (1987) argued that transfer is a mental and a communicative process through which L2 Learners develop their interlanguage skills by activating and using their previous linguistics knowledge; these researchers distinguished three types of production transfer:

- 1- Strategic transfer where by the learner assigns focal attention to a communicative problem and its solution.
- 2- Subsidiary transfer which occurs when there is no focal awareness of the problem or transferred L1 knowledge.
- 3- Automatic transfer which takes place when the learners make use of an L1 in a highly automatized manner, which attention completely diverted to other aspects in the production process.

1-Contrastive Analysis Theory

Language transfer application in applied linguistics is by comparing the native language and the target; contrastive analysis borrowed the two notions in psychology, transfer and interference. The similar learning content of two languages leads to a positive transfer, while, in negative transfer, the different learning contents of two languages, the purpose of the contrastive analysis is that over comparing the difference between the learners target language and mother tongue in pronunciation , vocabulary, grammar and analyzing the origin.

Contrastive analysis theory caused many discords, the major criticism of the theory in the two aspects: ability in the prediction error and theoretical basis. Contrastive analysis theory is considered as a very important way, many studies have shown that transfer is a main type to learn new knowledge. The content, structure, condition of transfer can be learnt by contrastive analysis theory. All hopes that it can predict mistakes made by learners when they learn foreign languages and become the only floorings of writing textbooks.

2-Inter –language Theory

Inter- language theory is based on cognitive psychology, it reflects two different notions.

Firstly, it refers to the system of language structure which is constructed in the different stages of language development. Secondly, it refers to a series of progressive system of language learners in the process of foreign language acquisition called inter- language continuum. The system is between the mother tongue and the target language, this system has characteristics such as: systematic, openness, and incompleteness.

The study of inter- language overcome the defects of contrastive analysis and error analysis makes the content of second language acquisition be rich, it must hyped the development of foreign language teaching.

Causes of Language Transfer

Language transfer can take place because of many reasons, Weinereich distinguishes five factors. The first reason is the speaker bilingualism background. That is to say, bilingualism is considered as the major cause that can lead to transfer, bilingual learners manage to use words from one language in another. The second factor is the disloyalty to target language. In other words, learners apply the structure of L1 in the foreign language. The third reason is the limited vocabularies of target language mastered by a learner. That is to say, learners cannot find the adequate words in the target language because of the lack of vocabularies of that language. The forth factor is the needs of synonym, these needs lead students to interference,

they tend to use synonyms to not repeat the same words. The fifth reason is the style and prestige; this is about the use of alien words by the user of foreign language, and this usage lead to interference.

1.4 Levels of Transfer

Foreign languages learners are influenced by their mother tongues, transfer take place at all levels: phonology, syntax, lexis and pragmatics.

1-Phonological Transfer

It occurs in intonation, accent, and rhythm of the target language. According to Merriam Webster dictionary, phonology is: *«the study of science of speech sounds including especially the history and theory of sound changes in a language or in two or more related languages »*, Most of learners make mistakes when they pronounce in the target language (vowel, length, voiced and voiceless) .also, they make mistakes in word stress, in particular when there are differences between L1 and L2. These differences lead learners to delete the stress from many words.

2- Syntactical Transfer

Learners are influenced by their first language when it comes in words order or forming sentences in the foreign language. According to Merriam Webster Dictionary syntax is *“the way in which linguistic elements (as words) are put together to form constituents (as phrases or clauses)”*, Negative transfer can take place in the use of tenses, pronunciation, determiners.

3- Lexical Transfer

According to the Oxford Dictionary lexis is defined as *“ the level of language consisting of vocabulary , as opposed to grammar or syntax “* , vocabulary is considered as the major part in learning any foreign language , learners of foreign languages face difficulty because of the lack of vocabulary knowledge. Lexical transfer can have positive effect when words are similar in both languages. It also shows in literal translation, which is the transfer of L1 words to the target language structure.

4- Pragmatic Transfer

Pragmatics deals with conversational implicature, co-operative principle. According to kasper (1992) claimed that *“pragmatic transfer is interlanguage pragmatic shall refer to the influence exerted by learners pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information “(cited in Barron, 2001, p.36)*

That is to say, pragmatic transfer is the impact of learner’s pragmatic knowledge of their languages and cultures on their comprehension and production of L2 pragmatic knowledge.

Section Two

Contrastive Analysis

1.1 Contrastive Analysis

Contrastive Analysis is an SLA approach, it arises during the 1940s and 1960s, it was introduced by Charles Fries and then by Robert Lado, contrastive analysis involves predicting and explaining learner problems based on a comparison of L1 and L2 to determine structural similarities and differences. (Saville Troike, 2006, p.34)

It is believed that carrying out contrastive analysis as well as planning the fitting course outline and instruction materials, is a result of the efforts put in by Lane as cited by (Ammar & Nina, 2006). Contrastive analysis can be viewed in terms of three separate approaches: First, the purely linguistic approach that is to say C.A is nothing more than contrasting for the sake of contrasting, the second approach maintains that contrastive analysis is able to encompass all the errors which occur in SLA, the last one is contrastive analysis which has been relegated much too high a position in language learning. In the past, CA does not hold a legitimate position in the general scheme of language teaching.

AL-Khresheh (2016) says that contrastive analysis is the influence of the learners L1 on the acquisition of the L2. Another definition is given to contrastive analysis Gass and Larry (2001, 72) claims that contrastive analysis "is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learnt and what does not need to be learnt in SLA situation "That is to say, there are two positions of contrastive analysis "predictive& explanatory "and «strong& weak version".

James (2005) state that the strong version is able to diagnose the errors after they have been made, he does not believe in the two versions but claims that contrastive analysis is always predictive. So, contrastive analysis should be done prior to error analysis.

Contrastive analysis is based on habit formation; according to Wilkins (1974:197), "*we learnt what we do*". Here habit plays a necessary role in acquisition of the L1 and the learner must master his mother tongue over the imitation of adult utterances. So, contrastive analysis is the method of analyzing the structure of any languages to estimate the differential aspect of their system irrespective of their genetic affinity or level development. C.A also has a prognostic value i.e. to predict the errors difficulties faced by learners. It is a comparison of the native language with the target language made with the purpose of determining similarities and differences between the two; according to HAMP(196,139) "*...The juxtaposing of accounts of two languages and the extraction of certain observation of difficulty*". Selinker (1971,1)says that serious crisis of confidence, that is to say contrastive analysis is shown by the number of conference held in recent years . According to Wardaugh, all natural languages have a great deal in common the deep structures of both languages are very much alike , so that the differences

between the two languages are in fact superficial. According to Lado Fries (1945, 9), *“the most efficient materials are those based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the teacher.”*

According to Johanson (2007:1), contrastive analysis is *“the systematic comparison of two or more languages, with the aim of describing their similarities and differences»*. According to Fries (1945) Weinreich (1953) and Lado (1957) errors result from the transfer or from the interference of L1 in the second language.

Contrastive analysis was based on behaviorism, it had several defects, and for example, C.A is pedagogically beneficial only if all the learners in the class share the same first language. Maicusi et al (2000.p.169) maintains that *«interference takes place whenever there is a difference between a native language and target language”*. (Ibidp.170) They defined contrastive analysis as the knowledge of difficulties resulting from the difference between first language structures and target language ones which permits the development of efficient strategies to face error. Lado (1957) also, claimed that *“elements that are similar to learner’s native language will be simpler for him and those elements that are different will be difficult.”*(Quoted in Alam khan, 2011.p.107)

According to James (1998), contrastive analysis is divided into three phases:

- 1- Division of language into three units: phonology, grammar, lexis
- 2- Linguistic descriptive categories use, structure, class, system
- 3- A contrastive analysis uses description arrived at the same model of language (cited in Al Hassan, 2013, p.257)

1- The main goal of contrastive analysis is to increase efficiency in L2 teaching and testing. Error analysis has spread during the 1960s and 1970s; it is a very important area of applied linguistics. It is mainly associated with SPIT CORDER 1967 *Second language acquisition*, n.d. Corder 1967 regarded as the father of error analysis ,it has been defined by Brown 1980.p 160 as *“ the process to observe ,analyze, and classify the deviations of the rules of the second language then to reveal the systems operated by learner”*(quoted in Ridha, 2010,p.26) Another definition is given to error analysis Troike (2006,p.37), he stated that error analysis is an approach to the study of second language acquisition which focuses on or the creative ability of learners to construct language. Error analysis has several implications for the handling of learner’s errors in the classroom as fooling remedial measures.

2- To prepare a sequence of target language items in the classrooms and textbooks with the difficult items coming after the easier ones.

3- Making suggestions about the nature or strategies of second language learning employed by both first and second language learners. order (1981,p.14) claimed that error analysis has

relation with the investigation of the language of second language learners , also error analysis provides evidence for a much more complex view of the learning process in which learner is seen as an active participant in the formation of and revision of hypothesis regarding the rules of the target language.

The theory of error analysis consisted in analyzing the errors committed by learners and explaining the origin or causes of them and interference. According to Ali, 1996:1 *“error analysis is the examination of those errors committed by students in both the spoken and written medium.”* That is to say it is a type of linguistic analysis that focuses on the errors learners make.

Corder showed that errors were regarded as *“flaws” that should be eradicated, but he considered them as very important “devices” that learners use to learn, they are “indispensable.”*(Abi Samara, 2003)

According to Ricards and Sampson (1974, 15) *“at the level of pragmatic classroom experience, error analysis will continue to provide one means by which the teacher assesses learning and teaching and determines priorities for future efforts».* According to Corder (1974), error analysis has two objects: one theoretical and another applied. The theoretical object serves to *“elucidate what and how a learner learns when he studies a second language “and the applied object serves to “enable the learner to learn more efficiently by exploiting our knowledge of his dialect for pedagogical purposes.”* (2006, p.37)

Error analysis was alternative; contrastive analysis was unable to predict a great majority of errors, Dulay attacked the role of interference and habit formation in second language learning.

1.2 Definition of Errors

Many definitions are given to the term “errors”. According to Lennon (1991, p.182) error is “a linguistic form or combinations of forms which, in the same context and under similar condition of production, would, in all likelihood not be produced by the speakers “native speaker counter parts». Another definition is given by Norrish (1983/1987), he maintained errors as “ a systematic deviation , when a learner has not learnt and consistently gets it wrong” that is to say errors result from the learner’s lack of knowledge of the correct rules of the target language.

Researchers reached that errors are an essential part of the learning process , an error is not always something easy to spot , it can vary in a nature , error can cover a phoneme , a morpheme , a word , a phrase , a clause , a sentence or a paragraph.

According to Maicusi et al, (Ibid, p.169) behaviorists maintained that error is a barrier to language learning also as an index of ineffective teaching. Corder (1973, p293) assumed that

“errors are evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course. «Another definition is given to the word errors, according to Ellis (1997, p.17) errors are defined as gaps in a learner ‘knowledge, he supposed that they occur because the learner does not know what is correct. According to Corder (1981, p.10) he states that errors are systematic and they enable the researchers to assess the learner’s knowledge of the language at a given point during the learning process.

1.3 Definition of Mistakes

Many researchers have defined the term “mistake” in different terms. According to Corder (1967), a mistake refers to a performance error that it could be a random guess or a slip, it is considered as a miss to correctly use what has been learnt (cited in Ridha, 2010, p.25)

According to Ellis (1997, p.17) mistakes are related to a learner’s performance; they occur because the learner is unable to perform a known system. So, mistakes are not significant for the process of language learning mistake reflect occasional lapses in performance and they occur because the learner is unable to perform what they know.

According to the dictionary of language teaching and applied linguistics (1992), it is stated that a student makes mistakes when writing because of different factors like tiredness or lack of attention etc. Mistakes are lapses or slips of the tongue, native speakers make mistakes in speech and writing, they occur accidentally and the learner can correct them.

1.4 Difference between “error” and “mistake”

An error is that deviant language feature produced by students which even after bringing to the attention of the students remains in his linguistic output because he is unable to correct it, learners commit errors due to the lack of knowledge about the target language or due to incorrect hypothesis drawn about it . A mistake is a irregularity that is committed by students which when brought to either notice , may be duly corrected by them , mistake maybe caused due to factors such as temporary lapses of memory , confusion... etc.

Errors are produced as the learners do not have full command over the institutionalized language system , they reflect the deficiency in competence , mistake are usually corrected by the learner himself when his attention is drawn to them or as soon as he notices that he has made a mistake , but errors are of different kind.

According to Burt and Kiparsky (1968:1) says that “a goof is an error students tend to make in learning English as a second language for which no blame is implied “thus, errors divided into two groups: global and local errors. Error is taken as inevitable in the development of second language learning, error is an important means to assess the progress made by the learner.

1.5 Classification of Errors

Errors have been classified in different ways. Brawn (2000:220), in his analysis of Corder model, states that any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies , according to him , errors are classified either being “ overt” or “covert». Overt errors are defined as ungrammatical at the sentence level while covert errors are grammatically well-formed at the sentence level. According to Burt and Kiparsky (1974:73 in Lengo ,1955:24) he distinguishes between the two terms a “global” and “local” errors , a global error consists “ the overall structure of a sentence “ and a local errors impacts “ a particular constituent.”

According to Lennon (1991:82), errors have two dimensions «domain «and “extent”

Domain is” the rank of linguistic units from phoneme to discourse that must be taken as context in order for the error to be understood “, and Extent “is the rank of linguistic unit that would have to be deleted, replaced, supplied or reordered in order to repair the sentence. “ (In Brown, 2000:224)

Corder (1973:277) classified errors into four categories:

1-Omission of some required element.

2- Addition of some unnecessary or incorrect element.

3-Mis-ordering of elements.

4-Within each category levels of language can be considered: phonology, morphology, lexicon, grammar and discourse.

1.6 The origin of Error

According to Skiba (1997), errors considered as native language interference in the target language, another definition is given to error by Lott (1983:23) the origin of error has relation with mother tongue, Krashen (2003) state that language ability is developed in two independent ways. Firstly, language acquisition occurs in a natural non-threatening environment. Secondly, language learning occurs at school in an academic setting, errors occur in this type because learning is all about grammar and rules. Errors develop automatically as languages are acquired and learnt.

1.7 Sources of errors

It is important to fix the sources of errors, According to Brown (2000:224) there are two main sources of errors which are: interlingual and intralingual.

1- Interlingual (interference) Errors

The term “interlingual” was firstly introduced by Selinker (1972), he used this term to refer to the systematic knowledge of an L2 which is independent of both the learner’s L1 and the target language. (Abi samara, 2003:5)

Another definition is given by (Ibid) he defined the term “*interlingual*” as “*a generalization learned responses from one type of situation to another*”, there are two kinds of transfer: positive and negative, positive transfer evidenced to be justified because the two languages are similar in the structure, while negative transfer proves unjustified because the two languages are different in the structure. (Wilkins, 1972:1999)

This study forms to analyze the students errors that are assigned to first language interference, according to the dictionary of language teaching and applied linguistics (1992) defines the term “interlingual” errors as being the result of language transfer caused by the learner’s first language. In addition, interlingual errors have different levels such transfer of phonology, morphology, grammatical and lexical semantic elements of the native language into the target language.

A native language of learners plays a main role in learning a second language, errors due to the influence of the native language, interference is still acknowledged as an important factor in second language learning (cf. Jordens 1977; Keller –man 1979; Touchie 1983)

2- Intralingual(developmental) Errors

It is caused by the target language, according to Erdogan (2005:266) claims that “*intralingual errors occur as a result of learners attempt to build up concepts and hypotheses about the target language from their limited experience with it* “. Another definition is given by Richards (1974:6); he defined intralingual errors as items produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language. In this case, the second language develops hypothesis that corresponds neither to the mother tongue nor the target language. Intralingual errors contain some subcategories of errors which are:

1- Overgeneralization: refers to the cases where the learner creates a exotic structure of his knowledge of other structures in the target language. According to Ellis (1997, p.19) stated that learners over generalize forms that they found easy to learn. Abi Samara(2003) states that overgeneralization seems to be almost associated with redundancy reduction as it covers some instances where the L2 learners produce deviant structures based on their previous experience of some other linguistics structures in the TL. According to Richards (1974, p.175) says that there are two reasons of overgeneralization errors:

_ The learner’s creation of one deviant structure in place of two regular structures.

_ the result of L2 /FL learners attempts to decrease their linguistic burden.

According to Little Wood (1984,2002,p.25)“*they represent aspects of the same underlying learning strategy*”, he says that both overgeneralization and interlingual interference occur when the learner uses his /her previous knowledge about language in order to facilitate the learning process.

2- Ignorance of Rule Restrictions

It is closely related to the generalization, the application of rules with reference to the context where they do not apply, according to Richards (1974), ignorance of rule restrictions is the inability to validate the borders of present formations. For example: having learnt the sentence structure “Jhone came at school yesterday “which is correct, a learner might apply grammatical rule in a situation such as “Jhone has been came at school” which is wrong.

Misordering is a type of errors which are caused by ignorance of rule restrictions. Richards (1971) says that Misordering might be caused by some structure that combines complementary fundamentals.

3- Incomplete Application of Rules

Another cause of intralingual errors is incomplete application of rules; it occurs when a foreign language learner produces some structures, also called “failure to achieve complete knowledge of the L2 in which the learner finds that he/she can communicate felicitously. Richards (1974) says that FL learners tend to construct deviant forms in order to ease their learning. This type of intralingual interference of errors emphasizes the systematic difficulty such as formulating WH question for instance:

Teacher’s Question	Student’s Response
- What does he want to do?	- Hehave to do write the home work.

4- False Concept Hypothesized

One of the causes of intralingual errors is false concept hypothesized , According to AL Tamimi (2006,p.44) , it is something due to poor gradation of teaching items , the errors that results from false concepts hypothesized can be assigned to “ *classroom presentation , especially when excessive attention is paid to points of differences at the expense of realistic English* “ .

These four sources are quite similar to one another and can give us ideas about the ways in which such intralingual errors can perhaps occur.

1.8 Types of Errors

Many linguistics researchers distinguish between two types of errors which are: performance errors and competence errors.

Performance errors refer to errors made by learners when they are tired, this kind of errors can be overcome with little effort by the learner, while competence errors are more serious than performance ones since competence errors reflect inadequate learning.

CF. Gefen(1979) distinguishes between mistakes in performance and errors which reflect inadequate competence. Language learning errors involve all language components: the phonological, the morphological, the lexical, and the syntactic.

The term “performance” was introduced by Chomsky (1965) and he refers to the overt production of language (speech/ writing), while competence is the knowledge of what is grammatically correct, Chomsky considered Performance as the faulty representation of competence due to psychological restrictions.

1.8.1 Procedures (models) for Error Analysis

According to (Ellis & Barrkhuizen, 2005:51) *“error analysis is described as a set of procedures for identifying, describing and explaining learner’s errors “.*

There are five several stages:

1- Identification of Errors

It is important to compare learners’ sentences with the right form, it is a difficult step, and Ellis (1997:15) says that the first step in the analysis of learners is to identify them. In error identification, there must be a distinction between learner’s errors and learner’s mistakes; the learners can correct their errors by the help of their teachers.

2- Description of Errors

The second step is to describe and classify. According to Troike (2006:39), after identifying all the errors made by learners, the next step is to describe and classify them into types; Ellis (1994:54) suggested that description of errors is similar to identifying them by comparing the learner’s utterances with the redevelopment of those utterances in the target language.

Errors can be described to linguistic categories (wordorder, passive sentences ...etc.) or related to language levels (phonology, syntax, etc) or to specific linguistic elements such as verbs, preposition ...etc.

3- Explanation of Errors

The major step in error analysis models is that explaining the reasons that make those errors, Ellis (1994, p.57) states that *“this stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition”*.

There are two reasons for learners' errors which are: Interlingual errors that occur with negative transfer of the rules of learners' mother tongue to the target language rules. While, intralingual errors contain over- generalization, ignorance of rule restrictions, and incomplete application of rules.

4- Evaluation of Errors

Ellis (1997:19) claimed that since the aim of error analysis is to help learners learn a foreign language. So, it is important to evaluate errors, in this step teachers should give more attention to errors that appear to be serious and less attention to the others.

5- Error Correction

The teacher's role is to make his learners aware of their errors and become able to correct them. Erdogan (2005) maintained that the technique of error correction is not appearing the learners the correct form and showing it over a set of activities .contrariwise, the teacher should know the reason behind his learners errors to provide them with the adequate therapy. In addition, errors need to be corrected for instance: global errors need to be corrected more than local errors because global errors affect communication, whereas; the local errors do not (Erdogan, 2005)

Learners should discover the cause of their errors to avoid repeating them. According to (Erdogan, 2005), the teacher can put some codes to show the type of error for instance: “rw” for the sentences that should be rewritten.

1.8.2 Positive and Negative Opinions about “error”

Many researchers divided their opinions and theories into two different sides (positive or negative). According to Maicusi et al (2000, p168), an error indicates failure and prevents the progress of learning process; that is to say behaviorist researchers considered an error as a difficulty to language learning.

As contrary, the mentalistic approach assured that errors have importance; Chomsky confirmed that a human being does not learn mechanically but he has a mental access of knowledge through try and error. Richard considered error as something positive. For him, second language learners' errors are significant for the acquisition of a second language.

Corder believed that making errors is a part of learning process itself. (Cited in Troike 2006:38-39) Ellis (1997:15) stated that “it is possible that making errors may actually help

learners to learn when they self correct what they make”; Corder claimed that “*errors are a strategy used by both children acquiring their mother tongue and by grownups learning a second language*”.

Conclusion

To sum up, this chapter has shown that language transfer is an important issue to deal with in learning foreign languages, it can appear consciously or unconsciously to all foreign language learners.

Foreign language learners must be aware about the impact of their mother tongue in their learning of foreign languages, to master the target language and avoid errors in the same time. It has presented the basic theories which are related to second language learning: contrastive analysis and error analysis, interlanguage that constitutes three active branches of research in applied linguistics.

Chapter Two

Theoretical Issues on Writing Introduction

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Introduction

Learning to write is not merely learning to put down on paper the conventional symbols of the writing system that represents the utterances one has in mind, but it is also a purposeful selection and organization of ideas, facts and experiences. This chapter aims at presenting the process writing approach. It first gives a historical view of it. Then, it proposes a definition of writing and its nature. The chapter also shows the writing approach, and its importance as skill. The chapter closes with writing problems, causes, and influence of first language on writing in English.

2.1 The Nature of Writing

The nature of writing can be widely defined from several perspectives. They are in comparison with speaking, as a physical and mental activity, as a cognitive activity and a means of communication. These four perspectives will be explained more in the following discussions.

In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it. Although both writing and speaking are productive skills, those two skills are basically different in various ways. The differences lie on a number of dimensions including textual features, socio-cultural norms, pattern of use and cognitive process.

Writing is slightly different from speaking in terms of communication context. Speaking is always intended for face-to-face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive messages. In other words, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader.

The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language.

Here are lists of the characteristics that differentiate written language from spoken language as stated by Brown, 1994 (in Weigle: 2002).

- Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read reread as often as one likes.
- Production time: writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate and deliver their utterances within a few moments if they are to maintain a conversation.

- Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.
- Orthography, which carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc).
- Complexity, written tends to have characteristics by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- Formality: because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking.
- Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.

The nature of writing can also be defined as both physical and mental activity that is aimed to express and impress (Numan: 2003.88) It is categorized as the physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that enable a reader in understanding the ideas of the written work.

Writing is also seen as a cognitive activity. Hayes (in Weigle,2002) states that the process of writing involves three main cognitive activities, involving text interpretation, reflection and text production .The three cognitive processes are not only applied in the drafting process but also in the revising process. First cognitive activity of writing is text interpretation. It is the processor creating internal representations derived from linguistics and graphics input, while reflection is the process of creating new representation ideas from the existing in the process of text interpretation. Text production is the last process in which new written linguistics forms are produced.

In conclusion, writing is a productive skill that must be learnt and mastered by the English learners that involve the process of thinking, drafting, and revising. Writing is a means of communication that enables the students to synthesize the knowledge they have into an acceptable text that is appropriate with the English writing conventions, such as, using appropriate content, format, sentence structure , vocabulary, punctuation, spelling, letter formation .

2.2 What is writing?

Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

According to Nunan (2003:88) writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.

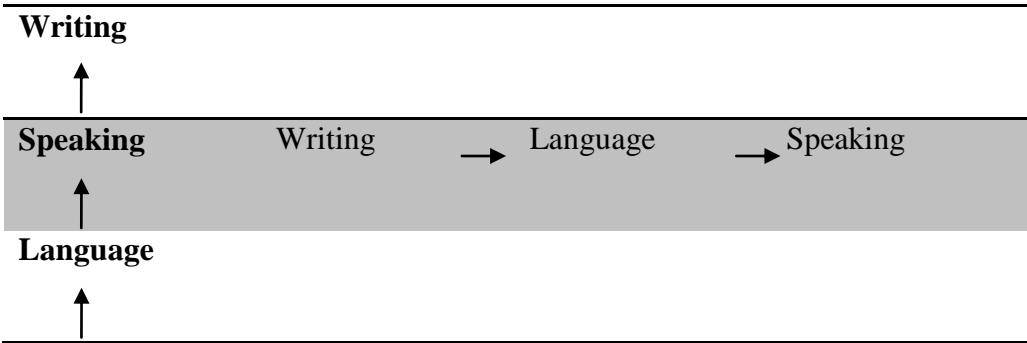
Its purpose is both to express and impress. Writers typically serve two masters (the writer and the reader): express means that the writer desires to express an idea or feeling. On the other hand writing is also impressing to the reader, who needs to have ideas expressed in certain ways.

It is both a process and a product .The process is writer imagines, organize, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. The product is ultimately, what the audience sees, whether it is an instructor or wider audience, is a product an essay, letter, story, or research report.

These contrasts may seem merely like clever or convenient ways to break down the large concept. In fact, they point to source of many conflicts and misunderstandings about writing and the teaching of writing.

Writing is a form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. This definition highlights the fact that writing is in principle the representation of language rather than a direct representation of thought and the fact that spoken language has a number of levels of structure, including sentences, words, syllables, and phonemes (the smallest units of speech used to distinguish one word or morpheme from another), any one of which a writing system can represent. Indeed the history of writing is in part a matter of the discovery and representation of these structural levels of spoken language in the attempt to construct an efficient, general writing system. Languages are systems of symbols; writing is a system for symbolizing these symbols. A writing system may be defined as any conventional system of marks or signs that represents the utterances of a language .Writing renders language visible ,while speech is ephemeral, writing is concrete and by comparison , permanent. Both speaking

and writing depend upon the underlying structures of language. Consequently writing cannot ordinarily be read by someone who is not familiar with the linguistic structure underlying the oral form of the language. Yet writing is not merely the transcription of speech, writing frequently involves the use of special forms of language, such as those involved in literary and scientific works that would not be produced orally. In any linguistic community the written language is a distinct and special dialect, usually there is more than one written dialect. Scholars account for these facts by suggesting that writing is related directly to language but not necessarily directly to speech .Consequently, spoken and written language may evolve somewhat distinctive forms and functions. These alternative relations may be depicted as follows:



It is the fact that writing is an expression of language rather than simply a way of transcribing speech that gives to writing, and hence to written language and to literacy, its special properties. As long as writing was seen merely as transcription, as it was by such pioneering linguists as Ferdinand de Saussure and Leonard Bloomfield earlier in the 20th century, its conceptual significance was seriously underestimated. Once writing was seen as providing a new medium for linguistic expression, its distinctness from speech was more clearly grasped. Writing is merely one, albeit the most important, means of communicating by visible signs, gestures such as a raised hand for greeting or a wink for intimate agreement are visible signs, but they are not writing in that they do not transcribe a linguistic form. Writing systems consequently fall into two large general classes, those that are based on some aspect of meaning structure, such as a word or a morpheme, and those that are based on some aspect of the sound system, such as the syllable or the phoneme.

2.3. Writing and Other Language Skills

2.3.1. Differences between writing and speaking

Even if writing and speaking are productive skills, they are so different. Writing is the most difficult skill; that is why our focus is on it. Consequently; O’Gardy et al. (1996:591) argue that:

Speaking and writing are different in both origin and Practice spoken language is acquired without specific Formal instruction, whereas writing must be taught and learnt through deliberate effort... there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not .

Raimes (1994:14) shares the same viewpoint and argues that we learn to speak our first language without any instruction, while most people are taught how to write in their L1, given the complexity writing represents for them. In contrast, speech and writing are considered by Robins (2000:95) as “two modes of linguistic communication”. However, Rings (1992:21) states that “spoken discourse not only utilizes different phonology ,morphology, syntax, lexicon, and speech among other elements, but also a different textual interactional structure from that found in formal written discourse”. Hence, speech and writing are different ways of using language. Understanding the difference between them is an important part of the teaching of writing.

Typical spoken discourse tends to be unplanned, informal, and directed to a limited number of listeners who are generally known to and interacting with the speaker, often providing immediate (verbal and /or nonverbal)feedback. Written texts, on the other hand, tend to be well-planned; Writers can polish their productions to meet communicative, esthetic and formal standards. The potential readers are generally not to present during the time the text is being composed, and may not even be known to the writer. As a consequence of the social situation and function, speaking is more likely to be about personal experiences while writing typically conveys more general descriptive and explanatory information.

Thus, speakers and listeners in a typical conversational situation tend to be more involved in their communication than writers and readers. According to Chafe (1979), this involvement is evidenced (in English) in, for instance, speakers self-references and references to their mental processes, use of direct quotes and historical present, use of colloquial expressions, monitoring devices (to control the information flow), evidential (comments on the source and validity of the information), vagueness, and hedges. All these features are more frequent in typical spoken than in typical written language. It is, however, questionable to what extent these differences are a function of modality itself and not of other factors that naturally co vary with modality.

Writing, especially literally works, used to be seen as the true form of language and was held as primary and spoken language as nothing more than an imperfect or reflection of it. Spoken language was not studied by linguists until the nineteenth century, when Grimm (1785-1863)

in Germany began to study speech and then Henry Sweet (1845-1912) in Britain started phonetics as a separate linguistic branch. Soon this trend of seeing speech as the true language flourished and has been dominating the whole field of linguistic study until today. From then on, writing has been treated as visual symbol system (Sapir, 1921), visible marks (Bloomfield, 1933), derivative of the face-to-face conversational norm (Fillmore, 1981), or simply artifact (Aronoff, 1985). In a word, writing is no longer primary in linguistic study.

Linguists are right from historically viewpoint because speech developed much earlier than writing. Individually, they are also right because human beings normally develop their speech earlier than they learn how to write. In addition, many humans who are able to communicate orally never learn to write. Judging from the value or function of the two forms of language, we cannot deny that speech is more widely used than writing that in this world there still exist some tribes in which only speech is used, that, in the society where both speech and writing are used, not everyone who can communicate orally can write, and even those who can write speak much more than they write (except, probably, for those professional writers or speech-disabled people).

Understanding these facts, as Chafe (1992) concluded that “writing and speaking each has its own validity” (p.257), more linguists have started comparing the linguistic features of the two forms of language. Educators have started observing how children develop their written language from speech.

Some researchers even treated learning writing as teaching a second (Neilson, 1979; Horning, 1987).

Speakers	Writers
<ol style="list-style-type: none"> 1. Speakers use their voices(pitch, rhythm, stress) and their bodies to communicate their message 2. Speakers have immediate audiences who nod, interrupt, question and comment 3. Speakers draw on their listeners reactions to know how or whether to continue 4. Speakers use pauses and intonation 	<ol style="list-style-type: none"> 1. Writers rely on the words on the page to express meaning and their ideas 2. Writers have a delayed response from audiences or none at all and have only on opportunity to convey their message, be interesting, informative 3. Writers are often solidarity in their process 4. Writers use punctuation

2.3.2 Connection between Writing and Reading

Although research into the relationship between reading and writing dates back to the 1930s, historically, most pedagogy has separated reading and writing (Nelson & Calfee, 1998) In the 1970s and 1980, an increasing number of researchers and practitioners pointed out the benefits of integrating reading and writing instruction (Durkin, 1988; Moffett & Wagner, 1983; Stauffer, 1980), and have continued to encourage their integration (Duke & Pressky, 2002; Hiebert, Pearson & Taylor, 1998; Shanahan, 1990). As educators have begun to incorporate findings about the benefits of reading and writing into curriculum (Shanahan, 1990) research continues. Today there is a large of educational research focused on the topic of reading and writing connections. Many volumes, chapters, and literature reviews are devoted to the topic (e.g, Heller, 1995; Irwin & Doyle, 1992; Langer, 1986, Nelson & Calfee, 1998; Shanahan, 1990, 2006; Stotsky, 1983; Tierney & Shanahan, 1996). However, although much has been learned about reading-writing connections, many areas remain to be more fully explored.

Reading and writing are connected, according to such views, because they depend on identical or similar knowledge representations, cognitive process, and contexts and contextual constraints. Therefore, we should expect reading and writing to be quite similar, their developments should parallel each other closely, and some type of pedagogical combination may be useful in making learning more efficient. This idea of common or shared knowledge or process has been explored for several decades, though often with the theory more implied than stated. Researchers sought correlations among measures of reading and writing, and these connections were often put forth as evidence that reading and writing could be taught better or that they reflected common cognitive resources underlying reading and writing. As the “cognitive revolution” proceeded, and the notion of active learners or active readers became more widely held, the metaphor of a reader composing a text in his/her mind encouraged greater attention to the cognitive and linguistic similarities of reading and writing (Tierney & Pearson, 1983) and to intensified efforts to pursue such correlations.

Moreover, both reading and writing are essential tools to build the forms and functions of the language. That is, students need to clearly understand of the two modes, to develop their level in the learned language. Writing and reading are two complementary and similar processes. Both writing and reading involve generating ideas, planning, drafting, and revising and so on. In their composing reading model Tierney and Pearson (1983:151) claims that:

Reading and writing involve similar, shared, linguistic, and cognitive elements. As readers read and writers compose, both plan, draft, align, revise, and monitor as they read and write.

Reading and writing rather than being private acts are social events. We usually perceive reading as a way of obtaining information with friends. In writing we also have the role of “dispensers of information” (Rupert and Brueggeman, 1986: 26) when we transmit our ideas.

The surface level involves the mechanical skills which students are required to master. In reading they focus attention on decoding and sub skills, while in writing they have to master punctuation, spelling, grammar , etc these mechanical similarities, however, do not go beyond the importance of deeper similarities which involve the transaction between reader and writer. Both skills entail composing: we have to reflect, reread, and make the message meaningful.

Recent research suggests that readers and writers share five kinds of knowledge when they compose:

- 1) Information knowledge: which includes world knowledge and concepts that a reader needs from the texts and from their own background of experience to comprehend the texts; and the information that the writer has, and uses the text to convey it. The information gained in reading benefits writing and, at the same time, writing gives and clarifies this information.
- 2) Structural knowledge: which has been traditionally taught through writing programs and comprises knowledge of structure of discourse and writing formulas (problem – solution frames, cohesion and coherence devices, etc.). Writers usually produce texts with structure and readers use this structure when they convey meaning. In this knowledge, however, it is difficult to assess the reading and writing effects as separate processes.
- 3) Transactional knowledge involves the conceptualization of a text as a medium of communication between author and reader and makes people consider the audience which also influences the writer’s topic choice and revision. On the other hand, readers make use of it by investigating and questioning the author’s purpose and style.
- 4) Aesthetic knowledge: which implies certain alliterate styles, interjection, length which echo in the readers and writers ears and affect their choices.
- 5) Process knowledge which makes readers and writers aware of their writing / reading process which helps them to make conscious decisions about revising and the strategy to use in rereading (Rubin and Hansen, 1984).

By uncovering these deeper similarities, many teachers and curriculum designers have posed a question: since reading and writing are so closely related, why don’t students receive instruction only in one or the other skill? The answer is that these two skills do not overlap each other, and they are *“at least as different as they are similar”*(Shanhan, 1988:637). If

these skills were identical there should not exist good readers who are poor writers and vice-versa. This apparent contradiction relies on the fact that reading and writing are commonly taught in different ways. Teachers do not take for granted that the combination of these two skills –one influencing the other- , gives a positive outcome in terms of overall improvement and content area acquisition (Shanahan, 1988, Tierney and leys, 1987; Thelen, 1982)

Finally, Manzo and Manzo (1995:113) describe the relationships between reading and writing as an interrelated treatment; they call this connection the “Two- way relationship between reading and writing” as it is illustrated in the following table:

Reading to write	Writing to read
<ol style="list-style-type: none"> 1. Reading increases the knowledge individuals have to write about. 2. Reading instills knowledge of linguistic pattern and form. 3. Reading builds vocabulary and familiarity with writer craft. 	<ol style="list-style-type: none"> 1. Understanding of subjects, making subsequent reading easier. 2. Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. 3. Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical reading.

Table 2. Reading and writing connection
(Manzo&Manzo,1995:113)

Accordingly, providing students with well-written models of many styles and genres in any topics (Linguistics, Literature, Civilization, and ect.) will enlarge the resources they use when they write. Moreover, teachers should place students into the writers’ roles and encourage them to read like a writer, in order to help them better write.

2.4. Second language writing

2.4.1-Differences between L1 and L2 writing

Since the 1980s, research in L2 writing has involved from the study of writing products to the processes of writing (Raimes, 1983). Among these processes, L1 use was identified as a salient strategy that students employ in writing assignments. L1 use is not considered a debilitating factor, but as a kind of compensatory strategy for the difficulties that L2 writers face in L2 composition (Manchon, Roca de Larios, &Murphy, 2007). Furthermore, Robert B

.Kaplan's study on the differences in discourse structures in different languages in 1996 is the beginning of the huge corpus of contrastive rhetoric studies. Then because of the development of text linguistics and discourse analysis during the 1980s (Enkvist, 1987; Leki ,1991,see Matsuda,1997).

“All of us who have tried to write something in a second language ...sense that the process of writing in an L2 is different from writing in our L1”(Raimes,1985, cited in Silva et al., in Kroll,2003:93). This quotation states clearly that there is a great difference between writing in second language and in one's own native language. According to Hedge (2005:7), foreign language learners are usually confused with the conventions of writing in their first language into English. Furthermore, Hyland and Hyland (2002:4) maintain that EFL students lack self-confidence in their L2 writing, as opposed to L1 writers who have self-confidence when they write in their native language.

Weigle (2002:36) explains that the limited knowledge of the second language that second language learners have impede their writing because they concentrate on language rather than content. According to (Silva 1993, cited in Weigle, 2002:36), writing in a second language is more constrained, more difficult, and less effective than first language writing. Foreign language students may not give importance to revise and edit a piece of writing as students who believe that their future success depends on the ability to master the conventions of English writing (Ferris, n.d.in Kroll, 2003:126). Here, Ferris compares learners who learn English just as an additional language which is not very necessary for their future with learners of English as their mother tongue and whose future achievements depend mainly on it. According to Myles (2002:1), the composing act may create many problems for second language students especially when they write in academic situations. He also added that writing in foreign language presents a great challenge to foreign language learners especially if they are asked to write a piece of writing because it requires more knowledge of a foreign language.

2.5. Writing Approaches

2.5.1. The Product Approach

This is the most widely and commonly used approach worldwide for teach writing. Many researchers have discussed the product approach and showed its characteristics. Pincas (1982), for example, contends that product approaches see writing as being primarily about linguistic knowledge, paying attention to the appropriate use of vocabulary, syntax and cohesive devices.

Hedge (1988) defines this approach as an approach to writing which examines “the features of written texts” (p.8). She explains that this approach may include the skills of “ getting the grammar right, having a range of vocabulary, punctuating meaningfully, using the conventions of layout correctly ,eg.in letters, spelling accurately, using a range of sentence structures, linking ideas and information across sentences to develop a topic, developing and organizing the content clearly and convincingly”(p8).

Hedge(1988) states that there is a possibility that this approach may include a list of the forms such as letters and essays, and the functions such as narrative and description of written texts as well as the practice of different features and organization of these different written texts but with focusing on one or a set of general skills “within the context of a whole text” (p.8)

Hyland (2003) indicates that writing, in this approach, may be looked upon as a logical and well-organized placement of words, clauses, and sentences according to rules of language. He says that this view of writing regards writing as a product of writer’s control over grammar and vocabulary. The ways of developing one’s skill of writing, Hyland (2003) explains, is through manipulating and imitating a given text through exercises such as filling the blanks, completing of sentences, transforming of tenses or personal pronouns and other activities.

Jordan (1997) also indicates that in the product approach the learner is provided with a model and different exercises are given to show its “important features” (p.165) The students are then asked to write “a similar or parallel text” (p.165). Tickoo (2003) makes it clear that the product approach gives attention to the product of a student’s writing without helping the learner to know “ the processes” which “ successful writers use” (p.63).In this approach, he explains, the learner learns the rules of grammar and how to use them.

2.5.2. The Genre Approach

In spite of the dominance of the process models, Hyland (2003) states that they have, for some time, come «under siege from more socially-oriented views of writing” that do not accept “their individualism” (p.17) Process approaches, he clarifies, have showed greater respect for individual writers and for the writing process itself, but there is little evidence to show their influence on the development of better writing in L2 contexts. The chief reason, Hyland explains, is that process approaches do not address how meanings are constructed socially and they do not look beyond the confines of the individual where purposes are guided, relationships are established and where writing is shaped. Genre –based pedagogies, take advantage of this deficiency giving clear and systematic explanations about how language functions in a social context.

Scholars in the field of genre, Hyon (1996) says, have pictured genres as “oral and written text types” described by “formal qualities and communicative purposes in a social context” (p.695). Nevertheless, a lot of discussions of genre, as explained by Kay and Dudley-Evans (1998), use “the definitions given by Swales (1990) or Martin (1984)” (p.308). For Martin et al (2003), genre is “a staged, goal-oriented social process” (p.7). It is “Social” in that people take part in genres with other people; “goal-oriented” since genres are used to have things done ; “ staged” since it consumes a few steps to achieve the goals wanted (pp. 7-8). Swales (1990) views genre in terms of the ‘moves’ that stand for the writer’s social purpose, and comprise ‘steps’ that are optional textual parts.

A genre comprises a class of communicative events, the members of which share a set of communicative purposes. These purposes are recognized by the expert of the parent discourse community and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains choice of content and style. (p.58)

Hyon (1996) observes that there are three broad, overlapping schools of genre theory. The first one is the “New rhetoric approach” , which explains “a body of North American scholarship” depending on different “ disciplines concerned with L1 teaching” such as “rhetoric”, first language “ composition studies», and “professional writing” (p.696)

The genre scholars of these areas mentioned above are different from those in “ESP” since they concentrated mainly on “the situational contexts” (p.696) of the genres rather than forms and focused on “the social purposes” (p.696), or actions, which are achieved by these genres within these situations (Devitt,1993; Schryer,1993). Thus, a number of scholars in the ‘New Rhetoric approach’ used «ethnographic” methods rather than “linguistic” ones “for analyzing texts” (p.696). They focused chiefly on “the rhetorical contexts” in which genres are used rather than “detailed analyses of text elements” (Schryer1993, p.201)

The second approach, as indicated by Hyon (1993), pays attention to the “linguistic features of different genres” (p.697) This approach, Hyland (2003) says, is “ linguistic” (p.21) since it views genre as “ a class of structured communicative events used by the members of discourse communities who share social purposes” (Swales, 1990,pp.45-47) These purposes, according to Swales (1990 :58), are the reasons behind a genre and help in shaping its structure and in choosing its content and style.

The third approach, Hyon (1993:696) continues to explain, is known as“ Systematic functional linguistics” (p.696) Hyland (2003) makes it clear, based on Christie and Martin

1997, that this approach puts emphasis on “the purposeful, interactive, and sequential” (p.21) features of varied genres and how language has a systematic relationship with context through examples of “lexico-grammatical and rhetorical features” (p.22). Thus, there are different approaches which define and analyze the spoken and written genres.

This approach consists of three important stages which as Cope and Kalantzis (1993:11) have noted:

Modeling: teachers give their students models of texts that they are supposed to produce others similar to them.

Construction: in this stage, both teachers and students think about the constructions of the new text depending on the knowledge taken from the model text.

Independent construction: the students are supposed to write their own production using the information extracted from the model text. Harmer(ibid)assumes that this approach is suitable for ESP students but it is also useful for general English students.

2.5.3 The Process Approach

In the mid-1970s, the process approach began to replace the product approach which identifies four stages in writing: (1) prewriting, (2) composing/drafting, (3) revising, and (4) editing (Tribble, 1996)these stages are recursive, or nonlinear, and can interact with each other throughout the writing process. For example, many writers return to prewriting activities during the stage of the revision process to develop a new idea or refine a viewpoint. The process approach emphasizes revision, and also feedback from others, so students may produce many drafts with much crossing out of sentences and moving around of paragraphs. The correction of spelling and punctuation is not of central importance at the early stages. According to Badge & White (2000), the process approach has been criticized because it views the process as the same for all writers, regardless of what is being written and who is doing the writing, and also because it gives insufficient importance to the purpose and social context of the piece of writing. However, the process approach is widely accepted and utilized because it allows students to understand the steps involved in writing, and it recognizes that what learners bring to the writing classroom contributes to the development of the writing skill.

2.5.3.1. Planning: Richards (2002:315) states that experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes, for others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as

the shopping list writer has thought-at some level consciousness-about what food is needed before writing it on the piece of paper. Richards et al (2002:315) say that when planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongst other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also choice of language-whether, for example, it is formal in tone. Thirdly, writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include. Planning is not a unitary stage, but a distinctive thinking process which writers use over and over again during writing (Zamel, 1982)

2.5.3.2. Drafting: The first version of a piece of writing is referred as a draft. This first 'go ' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing; a number of drafts may be produced on the way to the final version. Richards (2002:317)

2.5.3.3. Revising: Revising is a procedure for improving a work in progress; it is a series of strategies designed to rethink, and reevaluate the choices that have created a piece of writing. According to Mather and Jaffe (1899:507), students at the revising stage concentrate on the clarity of their message by reorganizing their ideas and providing their text with more effective vocabulary.

2.5.3.4. Editing: The earliest model by Flower & Hayes (1980:18) included two different reviewing processes: “We distinguish between Reviewing and Editing as two distinct modes of behaviour. On the one hand, Editing is triggered automatically and may occur in brief episodes interrupting other processes. Reviewing, on the other hand, is not a spur-of-the-moment activity but rather one in which the writer decides to devote a period of time to systematic examination and improvement of the text. It occurs typically when the writer has finished a translation process rather than as an interruption to that process”.

2.6. Writing as an Important Skill

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

and has an essential role in second language learning process (Chastain, 1988, as cited in Simin&Tavangar, 2009) This language skill assumed to be of great importance to academic success since it is the commonest assessment measure for academics to evaluate their students, and students' weak writing ability may put their academic success considerably at risk. (Tan, 2011) Therefore, most students, more or less proficient alike, see writing a difficult task that they have to struggle with in order to pass their exams. (Yavuz&Genc, 1998, as cited in Yavuz-Erkan&İflazoğlu-Saban, 2011) In addition, due to its active and productive nature, writing in a foreign language is really challenging for students. As Celce-Mercia (1991, as cited in Yavuz-Erkan&İflazoğlu-Saban, 2011) puts it, accurate and coherent expression of ideas in written form in a foreign or second language is a great accomplishment. Hence, for foreign language learners, writing is an intricate activity that necessitates a confident level of writing conventions, linguistic knowledge, grammar, and vocabulary and needs thinking strategies that let the language learners to express themselves proficiently in the other language (Yavuz-Erkan&İflazoğlu-Saban, 2011) However, in spite of all the stress laid on writing instruction, learners' writing lingers a regular grumble in both the first and second language educational environments (Tan, 2011)

Researcher	Focus on	Finding
Gay (2002)	Developing Dimensions of written Language	Writing has been associated with promoting students' critical thinking and learning skills
Suleiman (2000)	The process and product of writing	Writing skill improves reading comprehension ability and also restating what there is in students' mind and express them clearly
Hand,et al .(2007)	Examining the effect of multiple writing tasks on year 10 biology students' understandings of cell and molecular biology concepts	Using multiple forms of writing significantly supported effective student learning

Writing skill can be major criteria towards better academic position and greater educational success. However, this good advice will be lost if students do not believe the importance of writing skills in helping them achieve academic mastery. Thus it is very important for English

or any other language students to have a strong writing ability to show his/her inner information.

2.6.1. Motivation to write in English

Motivation is an essential element of successful language acquisition and is a dynamic process subject to continuous flux (Dörnyei, 2001) Williams and Burden (1997) suggest that each individual L2 learner's motivation is influenced by both external factors related to the socio-cultural and contextual background of the learner's attitudes towards the activity, its intrinsic interest, and the perceived relevance and value of the activity.

Motivation is also influenced by learners' sense of agency and feelings of mastery and control over the learning activity and their interest in it. According to Noels(2001), three psychological needs have to be met in order to enhance motivation : “ (1) a sense of competency achieved through seeking out and overcoming challenges; (2) autonomy; (3) relatedness__ being connected to an esteemed by other belonging to a larger social whole” (p54)

To increase intrinsic ESL motivation, Old father and West (1999) argue that “ a sense of self –worth” (p,16) and “ self-determination” (p,17) are essential, and learners need to be given “ ample opportunities for social interaction and self-expression”(p,16).Richards (1993) also mentions “personal causation,” “interest,” and “ enjoyment” as indispensable factors.

Learner need the knowledge of the foreign language system(grammar) in order to achieve a good English written product, they need to practice frequent linguistic activities to train themselves in writing . However, all these cannot lead towards success unless the learners show a desire to become skilled writers. These potential factors, may not work to help the learners to master writing, without his/her motivation.

2.7. Features of Effective Writing

In the 1883, edition of School Management and Methods of Instruction, J.V. Coombs states:
No thoughtful person will undertake a work of great importance without first making due preparation for its successful completion.

If a house is to build canal constructed, or science painted, it requires preparation. The artist first forms his ideal, secures his materials and then portrays on the canvas the wonderful image by harmoniously mingling the various colors with lights and shades. Without preparation and a well conceived plan he could have accomplished nothing.(p.11)

Although this quote is highly figurative, the message is clear. In order to find success in any endeavor, an individual must have the highest level of preparation. According to Coombs, the 'artist' secures the materials necessary for success. For writers, those materials include information, style and form. In educational writing, and academic writing in general, Stone and Bell (1972) note, " Writing takes place in an environment, in a context, and the writer who ignores the content is likely to end up speaking some sort of private language" (p.4) This brief comment of any writing endeavor is essential.

Although Stone and Bell previously noted that each writer must find his/her individual voice. (Speck and Jones 1998) defined the features as follows:

2.7.1. Focus: Focus is the topic/subject/thesis established by the writer in response to the writing task. The writer must clearly establish a focus as he/she fulfills the assignment of the prompt. If the writer retreats from the subject matter presented in the prompt or addresses it too broadly, the focus is weakened. Writers may effectively use an inductive organizational plan which does not actually identify the subject matter at the beginning and may not literally identify the subject matter at all. The presence, therefore, of a focus must be determined in light of the method of development chosen by the writer. If the reader is confused about the subject matter, the writer has not effectively established a focus.

2.7.2. Organization: Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

2.7.3. Support and Elaboration: Support and Elaboration form the extension and development of the topic/subject/thesis. The writer provides sufficient elaboration to present the ideas and events clearly. Two important concepts in determining whether details are supportive are the concepts of relatedness and sufficiency. To be supportive of the subject matter, details must be related to the focus of the response. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Supporting details should be relevant and clear. The writer must present his/her ideas with enough power and clarity to cause the support to be sufficient. Effective use of concrete, specific details strengthens the power of the response. Insufficiency is often characterized by undeveloped details, redundancy, and the repetitious paraphrasing of the same point. Sufficiency has less to do with amount than with the weight or power of the information that is provided.

2.7.4. Style: Style is the control of language that is appropriate to the purpose, audience, and context of the writing task. The writer's style is evident through word choice and sentence fluency. Skillful use of precise, purposeful vocabulary enhances the effectiveness of the composition through the use of appropriate words, phrases and descriptions that engage the audience. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task.

2.7.5. Conventions: Conventions involves correctness in sentence formation, usage, and mechanics. The writer has control of grammatical conventions that are appropriate to the writing task. Errors, if presents, do not impede the reader's understanding of the ideas conveyed.

2.8. Skilled Writers Vs Unskilled Writers

Skilled L2 writers seemed to understand the importance of taking into account the reader's expectations and handle their composing process accordingly (Brooks,1985; Hall,1990; Zamel: 1983), their unskilled counterparts did not use these expectations to generate or review their texts even when the wording of the task prompt explicitly specified purpose and audience (Arndt ,1987; Raimes,1985,1987). Over and above the issue of skill a number of factors have been adduced to account for these differences. On the one hand, writing task have a real purpose and audience, "more is needed just surface wording of the topic" (Raimes 1987;461), as the intellectual effort involved in thinking both about the substantive content of a text and its linguistic components while composing may not be activated when writing is conceived of as mere practice of language forms rather than as the conveyance of genuine information to other (Cumming ,1990)

On the other hand, task time seems to play a role .(Raimes,1985),speculated that the fact that Zamel's participants had been given unlimited time for course-related topics might have encouraged a discourse awareness which her own participants were far from showing when tackling their own time- compressed unprepared topic. Similarly , time limitations have been reported as affecting unskilled writer's behaviors by limiting the scope of the their revisions to superficial changes (Uzawa ,1996) or else by giving rise to anxiety, which often led to doubts about whether to correct their text or not (Porte ,1996 ;1997). Some authors have looked at reclusiveness as a specific characteristics of skill in writing, understood as flexibility in the management of the composing process according to task-specific sense of priorities (Morgane& Silva, 1988; Zamel, 1983) as the use of frequent alternatives between the intensive (writing/ editing) and the reflective (pausing/reading) modes (Pennington & So1993) or as a balanced interaction between planning, rehearsing, backtracking, revising,

editing, ect.(Silva, 1989; Raimes, 1987; Victori, 1995) Unskilled writers , in contrast , seem to limit themselves to adding more ideas to those already written (Reimes,1987; Skibniewski ,1988;Victori,1995), as reflected in their piecemeal use of pauses and re-readings (Zamel,1983) as almost the only means at their disposal to progress through the text ,with the result that they tend to fail in the effective coding of ideas (Pennington & So1993)

2.8.1. The Role of Extensive Writing

According to Harmer (2004; 39),learning to write could be very effective if learners have the chance to write for real audience. In other words, when students have ‘out of class activities’ that demand writing; this encourages them to practice writing, as (Ibid: 127) states that “the more students write, the better and more fluent they become as writers”, therefore, should not ask their students to write only in tests and exams; however, they must give them extensive practices outside the classroom to make them good writers.

2.9. Writing Problems

Writing is an important but difficult skill to acquire, a communication skill which is essential in today’s information society. The level of difficulty is significantly higher when a foreign language is involved. Differences in the language structures, the manner of expressing thoughts, writing styles and other culturally varying factors greatly affect the writing of foreign language learners (Benson & Heidish, 1995)

Writing then is a complex process that allows learners to explore thoughts and makes them visible and concrete. It encourages thinking and learning, because it motivates communication and makes ideas available for reflection. When ideas are written down, they can be examined, reconsidered, added, rearranged omitted and/or changed. Novice learners, however, need to practise writing that involves reproducing learned material in order to learn writing conventions of spelling, punctuation, and grammatical agreements.

Hadifield (1992) note three areas of difficulty for the learner in relation to the productive skill of writing. First, the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, learners suffer from linguistic difficulty in that language used in speech is not the same as writing. In some cases it is simpler- like a shopping list, in others it is more elaborate and formal like in an academic report. The difficulty is more evident for E.F.L learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper.

2.9.1 Causes of Writing Problems

Writing is the most difficult language skill for learners to master. Gomaa (2010) indicates that “student’s first language affects learning the target language”. This is why students make certain mistakes and repeat them. Here are some of the common mistakes she has experienced while teaching writing:

- a. **Run on sentences:** Run on sentences in Arabic are accepted. In Arabic we write endless sentences with no punctuation marks, and that is not accepted when we writing English.
- b. **Arabish:** When the students translate Arabic into English they sometimes use words causing misunderstanding and confusion. For example, a sentence like “Flu infection spreads by peace with hand” is grammatically correct but meaningless. The student means “Flu infection is caused by greetings and handshakes”. The words greetings and peace are of the same meaning in Arabic so the student wrote one instead of the other.
- c. **Punctuation:** several learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon, and the exclamation marks aren’t very commonly used in students’ writings
- d. **Writing Organization:** The circular stricter in the English essay (with the topic of sentence of the same idea in the conclusion) is foreign to Arabic essay where the conclusion has to bring something new.

According to Al-khsawneh (2010) the students identified that the teaching method and the environment are the main causes of their weakness in English. Their Weak qualification in English is either related to the lack of student motivation, or the teacher’s interest. Many learners use their mother tongue because of the isolated culture. Yet ,methods of teaching English included the medium of instructions, using Arabic in English classes, writing done in Arabic, teachers’ low proficiency in English, and lack of writing practice in educational institutions.

English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Rabab’ah (2003), clarified that students couldn’t give voice to their thoughts because lack the adequate stock of vocabulary.

2.9.1.1. Lack of Reading

Reading is considered as input and writing as output. Besides, reading also supplies more new information and provokes students in their writings. Furthermore, the necessity of selecting

information in the writing process, it is reasonable to consider the effectiveness of integration reading and writing instruction.

Bielby (1999, p.01) agreed and said, “By reading process we mean the way we make sense of print, translate the black marks on the page into meaning.” “Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse. Through it the reader is an active, problem-solving individual who coordinates a number of skills and strategies to facilitate comprehension.” (Silberstein, 1994, p.12)

As indicated by Tracy and Akande (2008) reading forms part of entertainment that plays a crucial role in human development and life skills. Students with poor reading habit get terrible scores in their examinations, get effortlessly distracted and eventually drop out from school. Rubin (2002) is of the view that students with poor reading habits have a higher opportunity of taking part in hostile social practices, such as delinquency, truancy and examination malpractices. While poor reading habit can be instrumental in the destruction of any individual who is tormented with it, good reading habit grows consistently and brings together a valuable personality. The acquisition of reading abilities does not affect or enhance confidence in language expressions, but in different subjects such as social studies, and science. A student who lacks reading ability does not do well in class activities and this deficiency is extended throughout his/her academic lifetime (Fosudo, 2010)

To sum up reading is a pre-condition for writing because it plays an important role in its development. One cannot improve writing if he does not read frequently.

2.9.1.2 Influence of First Language on Writing in English

Arapoff (1967) suggested that the second language learners should avoid topics related to firsthand experience because they may then translate from their first language into English. However, regardless of a language prescription, writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second language. Moha, and Lo (1985) Edelsky (1982) found that bilingual children who were unable to juggle constraints on their composing had greater difficulty in text production. One constraint on composing processes faced by ESL writers is language. If ESL writers retrieve information about a writing topic from memory in their first language and then have to translate into English before writing anything down, this act of translation can lead to an overload of their short-term memory and a diminishment in the quality of the content of their writing. Friedlander (1997) reported, “Writer does any of their work in their first language” (p.109) It means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in a incorrect way.

Mostly, students suffer when writing in the second language because second language writing involves more complex thinking skills. (Silva, 1993, p.66) stated that “L2 writing is strategically, rhetorically and linguistically unique in important ways from L1 writing.” Hyland (2003) identified some differences that distinguish L2 and L1 writing in the following aspects:

- I. Linguistic proficiencies and institutions about language
- II. Sense of audience and writer
- III. Preferences for ways of organizing texts
- IV. Writing processes

Numan (1989) pointed that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. He also agreed that “it is easier to learn to speak than to write no matter if it is a first or second language” (p.12)

Conclusion

In conclusion to this chapter, it can be said that learning to write is gaining grounds in importance, it is a skill that allows integration in social roles. Nevertheless it is the least easy skill to acquire in comparison to other skill. Writing cannot be acquired but through formal instruction, that is why teachers need to consider seriously the way they introduce this skill to learners. Teachers can guide learners through some stages of development, or they can select among the different orientations. Whatever approach is adopted, product, process, or genre, teachers have to respond to learners' writing. This response can be an assessment. Furthermore, writing in a foreign language is seen as challenging task for many foreign language learners. It requires the awareness of the learner about the conventions that control language writing which are totally different from those which characterize his/her first language writing. Besides, the student should practise second language writing intensively to be a skillful writer.

The Practical Aspect

Data Treatment and Analysis

Chapter Three

Data Treatment and Analysis

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3.1 Introduction

The present study deals with the phenomenon of native language interference as a cause of the common errors made by first year students of English at Ibn-Khaldoun university, opinions of students are very important to test the stated hypothesis .So, the adequate tool to investigate that is through addressing a questionnaire to learners, the broad aim of this questionnaire is to investigate how the mother tongue influences the production of this foreign language. In fact, the questionnaire of this research study is distributed to fifty students, in order to check how their mother tongue affects their production process.

3.2 Methodology

The present research work is a case study involving 50 first year students , and 09 teachers of grammar and written expression modules at Ibn- Khaldoun university English department , the main purpose behind this choice is to provide an in –depth understanding the influence of the mother tongue (Arabic) on E.F.L learners writing .in order to answer the research question, the quantitative and qualitative methods were introduced over questionnaire that represents 09 teachers of grammar and written expression , and 50 first year students .

3.3. Population

In order to gather the necessary information about the issue of first year students in the writing skill at the English department IbnKhaldoun university of Tiaret a group of 50 students were chosen randomly, the sample including 10 males and40females aged between 18 to 20years old(native Arabic speakers).

The sample was based on the consideration that: most of the first year students face the difficulties of mother tongue interference in writing English compositions and paragraphs; majority of them are weak in writing .Moreover, the teachers who contribute the sample equals 09 teachers, some of them teach written expression and the other teachers teach grammar .thus, consulting their opinions concerning the topic is of great value to the present work.

3.4 Research Instruments

It is important to gather teachers' and students' points of view about the interference of the mother tongue on English writing, their opinions are paramount to develop learning of writing to E.F.L classes'. Thus, the research instrument used is questionnaire addressed to both teachers and students; it is the adequate tool to know more information about the topic.

3.4.1 Students 'Questionnaire

Questionnaire mostly used by researchers, it is a useful data that contains different questions given to the informants, Students were very cooperative in this process, it contains 12 of questions; each one has its own purpose, some of them are multiple choices where the learners invited to tick the correct answer, the other questions are open ended questions where the students fill the space.

3.4.2Teachers' Questionnaire

The questionnaire aims at showing the different opinions of the teachers , to investigate the effect of the mother tongue on the EFL learners written production , this questionnaire is addressed to 09 teachers of written expression module , it aims at collecting information about

the sample , and teaching experience . In addition it attempts to collect data about the writing skill, and reveal the major reasons behind the weak level of the students writing.

3.5 Data Analysis

3.5.1 Analysis of the students ‘Questionnaire

1. Students’ Gender

It is observed that most of the respondents are females; they are 80% that represent 40 from the whole population while only 10 males participated in this study. So, the population is mostly composed of females.

Option	Number	Percentage
Male	10	20 %
Female	40	80 %
Total	50	100 %

Table1.Students’Gender

2. Students ‘Age

As all participants are first-year students, their age ranges from 18 to 20 as demonstrated in table 2.

Age	Number	Percentage
18 years	35	70 %
19 years	11	22 %
20 years	4	8%
Total	50	100 %

Table 2 Students’ Age

Q1. How often do you read books, magazines or any text in English?

From the results shown in the figure below, it is noticed that most of the students 56% read books from time to time, and 16% of the participants always read books, magazines. Others 14% of them often read it, while 10% of the participants rarely read books in English, the rest 4% they do not read.

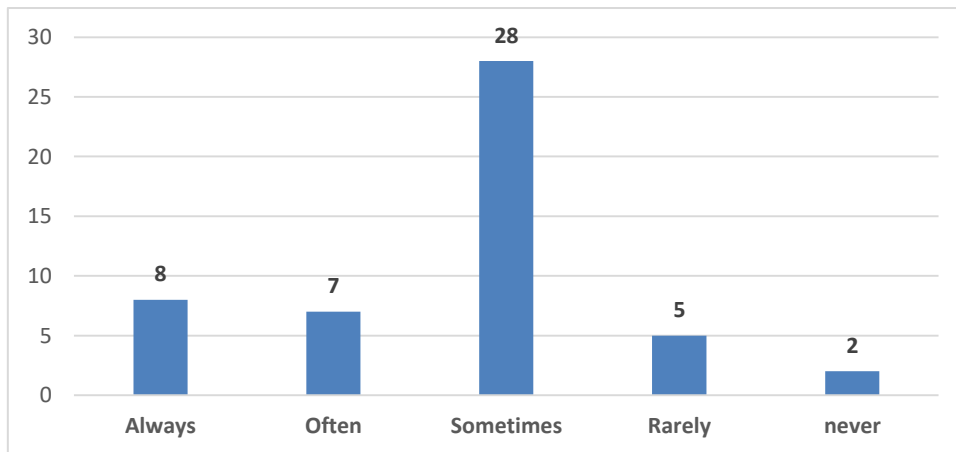


Figure 1 Frequency of Reading Texts in English

Q2. How often do you practise writing in English?

The results reveals that 36% of the participants indicate that they rarely practice writing, whereas 24% of them they sometimes practice writing, others 20% of them they often practice writing. While 8% of the informants always practise writing, the rest 12 %their writing is just for exams or competitions.

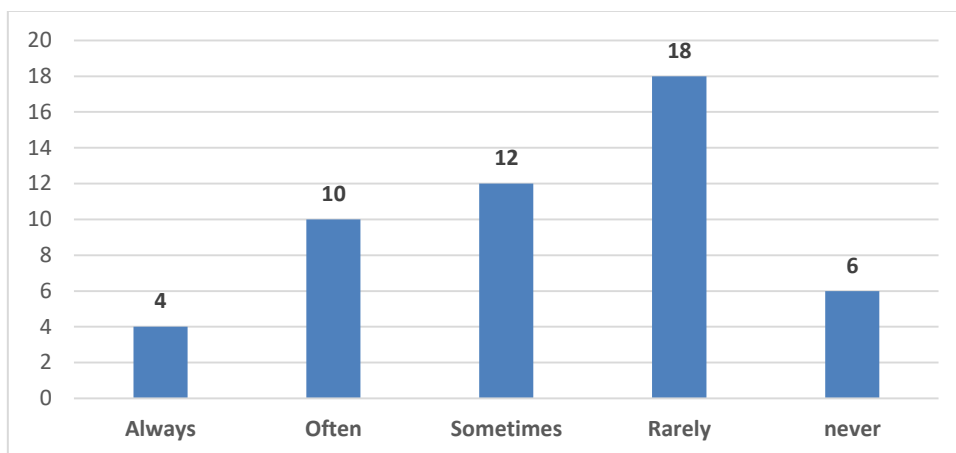


Figure 2 Frequency of Writing Practice

Q3. How do you find the module of writing?

According to the results, 32% of the participants consider the module of writing interesting, while 28% of the students consider it complicated. In addition, 22 %of them consider it easy .however 18% of the students consider the writing module as tough.

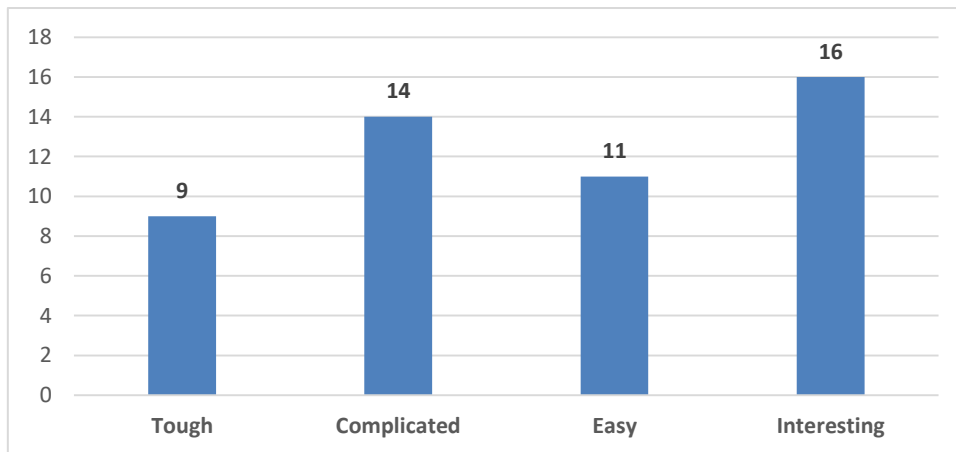


Figure 3:Anxiety Due to Making Mistakes in English Writing

Q4. How do you evaluate your English writing?

Based on the results shown in the figure below it is noticed that 34% of the participants have bad writing whereas 28% of them have an average writing others 18% of them have good writing the rest 12% of them indicate that their writing is poor while few of them 8 %have an excellent writing .

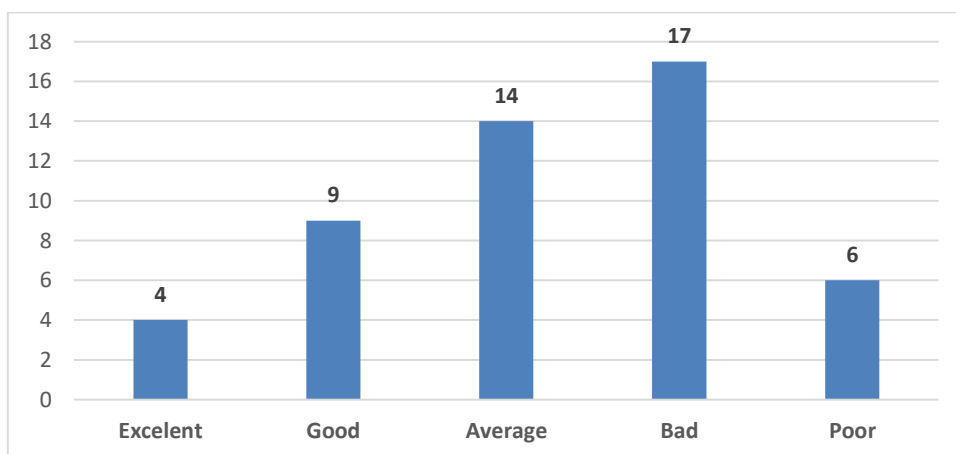


Figure 4 :Students' Writing Self-Evaluation

Q5. What are the main obstacles do you face in writing?

The finding below in the figure shows that most of the participants 24 %find obstacles in spelling when they write. While 18 %face difficulties in grammar. The other informants opted for the other choices with the same percentages 14%of them face obstacles in

vocabulary and 14% of them in coherence, the rest some of them 10 %face difficulties in cohesion while others face obstacles with flow of ideas.

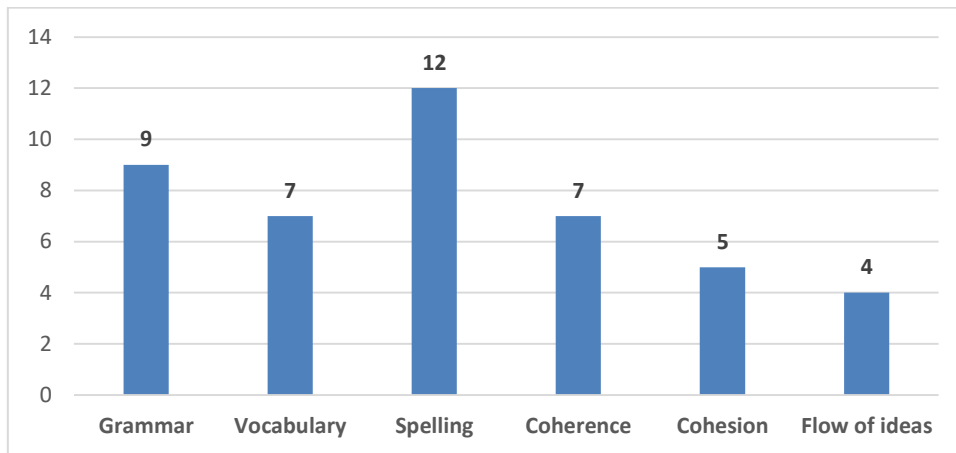


Figure 5: Obstacles faced by learners in writing

Q6. How often do you feel anxious when making mistakes in English writing?

The figure below reveals that 30% of the informants rarely feel anxious whereas 22 %of them feel often anxious the other participants opted for the other choices with the same percentage 18% of them always feel anxious and 18 %of the participants they feel anxious from time to time the rest 12 %of them they never feel anxious.

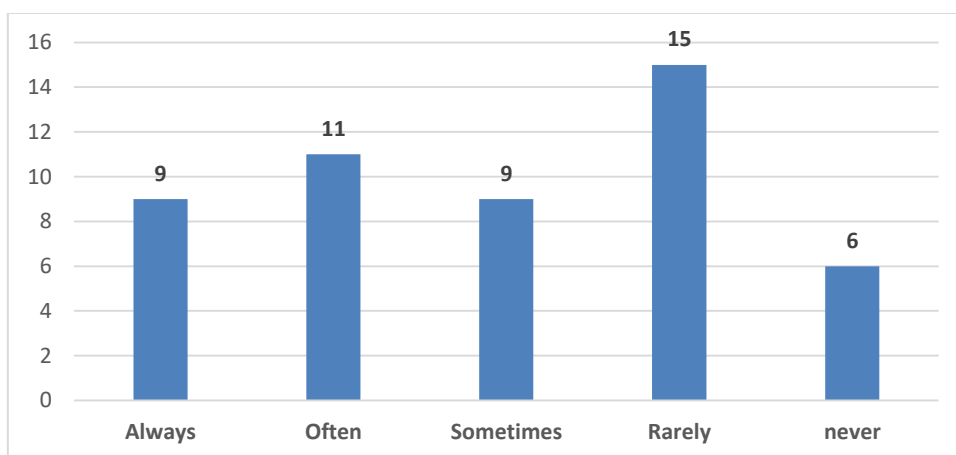


Figure 6:Anxieties Due to Making Mistakes in English Writing

Q7. When writing a composition in English, do you think in your mother tongue?

The finding below in the table shown that 60% of the informants think in English meaning that the students are able to express themselves in English , while 40% of the

students think in Arabic when writing in English because they believe it is an effective method to write a good composition.

Option	Number	Percentage
Yes	20	40 %
No	30	60 %
Total	50	100 %

Table 3: Thinking in MT while Writing

Q8. How often do you translate from your mother tongue to English when writing?

42% of students have chosen rarely while 30 % opted for sometimes 18% opted for always the rest 10% of them translate from their mother tongue into English so the student's mother tongue has an effect on writing production.

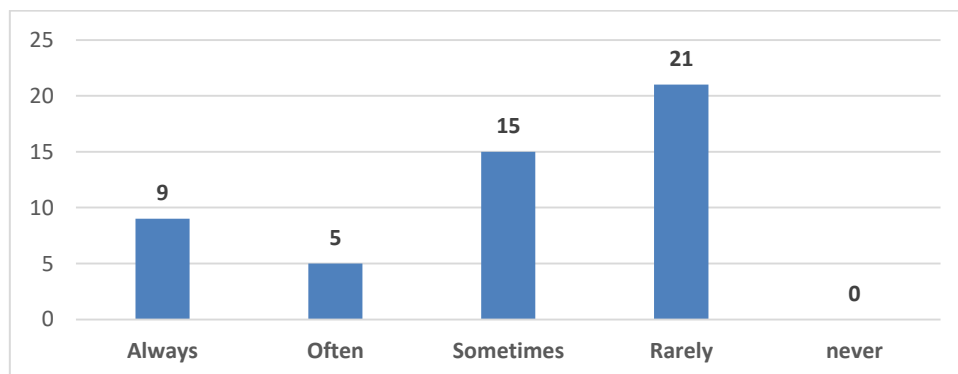


Figure 7 Frequency of Translating from MT to English

Q9. What kind(s) of mistakes do you usually make in the process of writing in English?

As shown in the figure below , 48 % of the students say that they make mistakes in their English because they have limited knowledge of English vocabulary , whereas 42 % of them they just translating from Arabic . others 34% of them they commit mistakes of guessing while 32% of the informants generating ideas in Arabic , 26% of them depending bilingual dictionaries the remaining respondents 20% of them committed mistakes in all of them.

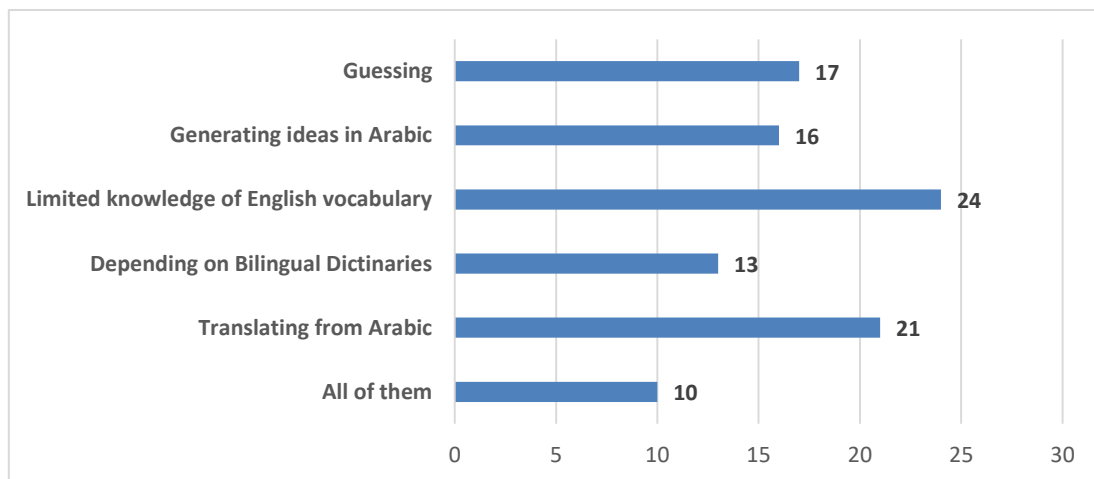


Figure 8: Kinds of Writing Mistakes Made by Students

Q10. What kind of remarks does your teacher of writing say about your final written products?

In this item, respondents opted for multiple choices. That is, one informant could choose more than one option. The most ticked option is ‘word choice’; 44% of students claimed that their teachers give them remarks about it. Moreover, 42% went for ‘wrong tense’ option and 38% chose ‘word order’. Among the common errors that teachers provide remarks on are ‘subject-verb agreement’ (36%), misuse of preposition (32%) and ‘wrong syntactic structure’ (28%). Although they were fewer informants who opted for other kinds of remarks, some students chose other options. In addition, 18% of informants claimed that their teachers give them remarks on all the provided kinds of errors.

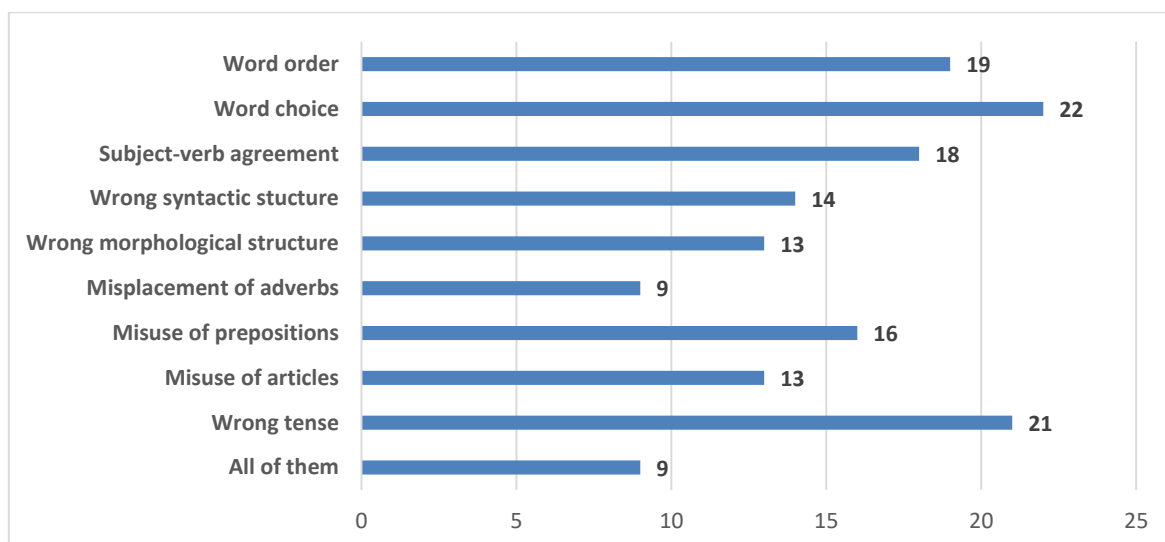


Figure 9: Kinds of Teachers’ Remarks on Students’ Writing

3.5.2 Analysis of the Teacher’s Questionnaire

Part one :

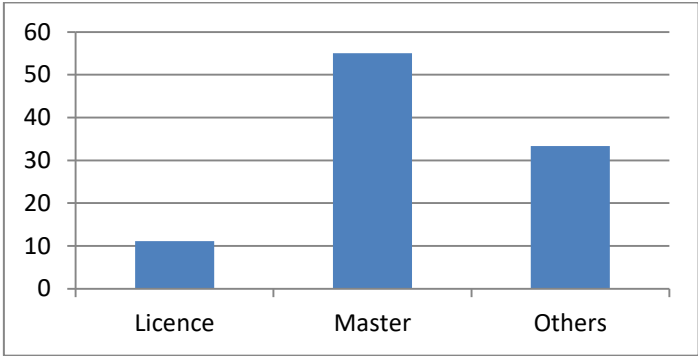


Figure1: Teacher’s Degree

The results reveals that 55% of teachers have master degree, while 11,1% have licence , and 3,5 have Phd or other degree.

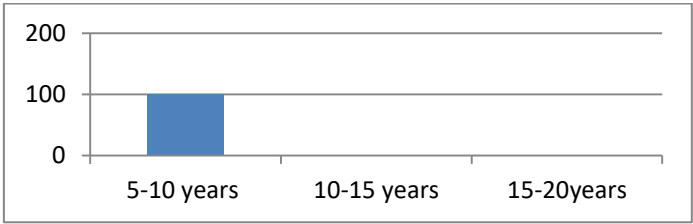


Figure2: Teacher’s experience

The results obtained show that all teachers have been teaching in university for five to ten years.

Part Two

Q1: How long you have been teaching written expression?

The data in the figure below shows that 22.2% of teachers have been teaching written expression for two or three years, while of 2, 5% teachers have been teaching for one year, and 11,1% have been teaching this module only for six months.

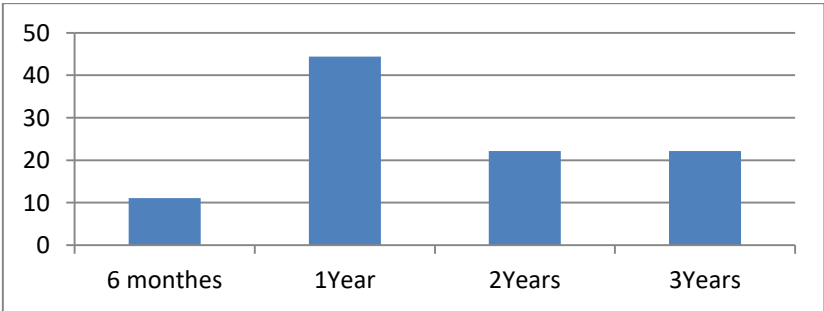


Figure 3:Frequency of teaching written expression

Q2: Do your students face difficulties when writing in English?

The results obtained show that 77, 8% of teachers say that their students face difficulties when they write in English, while 22,2 % their students do not have any problems.

Options	Number	Percentage
Yes	7	77,8%
No	2	22,2%
Total	9	100%

Table 1: Frequency of Writing in English Difficulties

Q3: Does the interference of learner’s mother tongue influence his development in writing English language?

All the teachers 100% agree that the interference of learner’s mother tongue influence his development in writing English language.

Options	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Table 2: Interference of the Mother tongue on Writing in English

Q4: What do you do when your students make errors in writing paragraphs?

The results reveal that 88, 9% of the teachers underline the errors in order to let the students realize their faults, while 33,3% of the teachers prefer to re –explain the lesson.

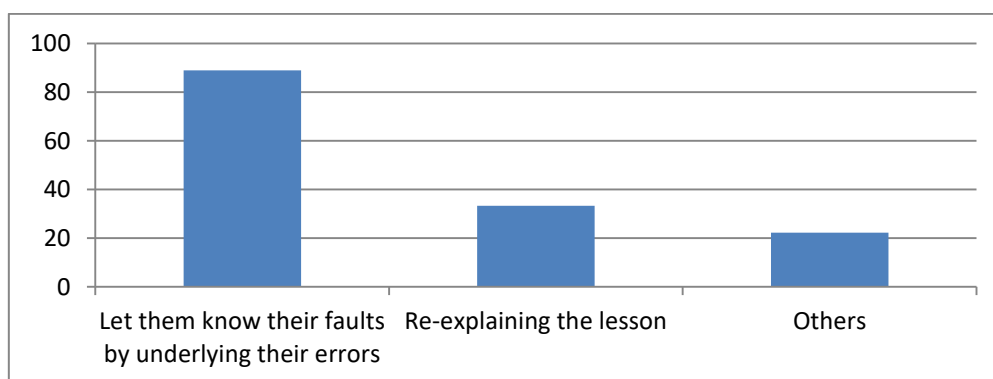


Figure4: Procedures to avoid Student’s Errors

Q5: What are the major reasons that lead students interfere from Arabic to English?

The results obtained show that the majority of teachers 88, 9 agree that the lack of reading books, or articles in English is one of the main reasons that lead students interfere

from Arabic to English, while 44, 4 % of them approve that the insufficient knowledge about the English language leads to the interference of the mother tongue.

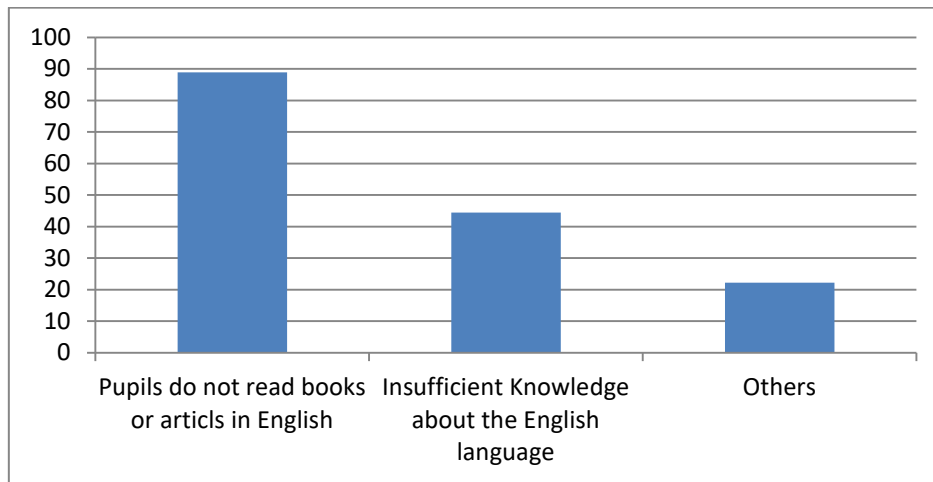


Figure5: Reasons that lead students interfere from Arabic to English

Q6: According to you, what are the solutions you can suggest to reduce the interference of the mother tongue when writing?

According to the results 88% of the teachers suggest the extensive reading in order to reduce the interference of the mother tongue, while 44, 4 % of them recommend the daily use of dictionary, moreover 22, 2% of teachers state that avoiding translation may reduce the interference of the mother tongue, and watching English TV channels may minimize the mother tongue interference according to 11, 1% of teachers.

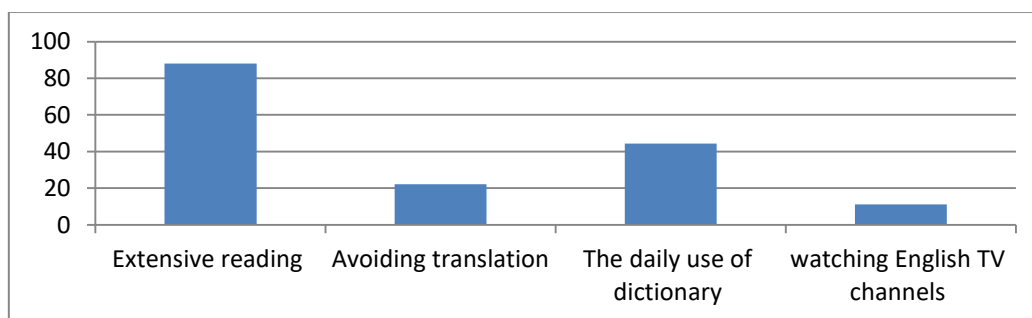


Figure6: Solutions to reduce the mother tongue Interference

Q7: Better writing Means

From the results shown in the figure above it is noticed that the majority of teachers 88, 9% consider coherence and cohesion one of the features of effective writing, while 77,

8% agree that correct grammar means better writing, and 33, 3% of teachers see that the use of specific vocabulary is what makes writing more effective.

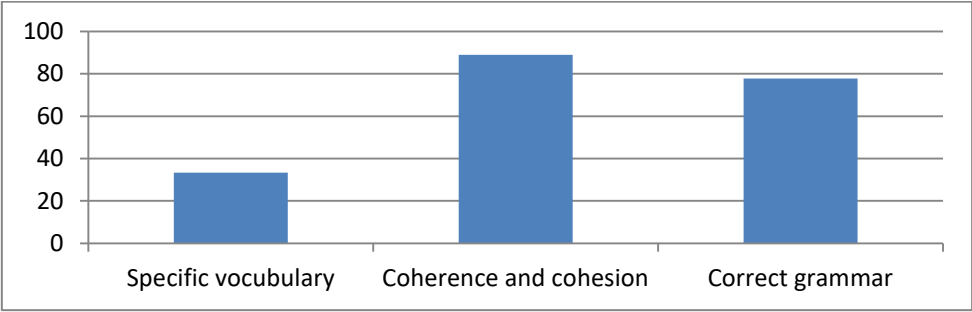


Figure7: Features of Effective Writing

Q8: Do you give activities to your students?

Table 03 displays that all the teachers 100% affirm that they give activities to their students, giving activities frequently will help students in writing i.e students should build the habit of practicing writing if they want to enhance their writing skill.

Options	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Table3: Giving Activities to the Students

Q9:Do your students make errors of different types in their essays?

All the teachers 100% confirm that their students make errors in their essays.

Options	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Table 4:Students Making Errors in their Essays

Q10: Do first year students make a lot of errors in their writings?

From the results shown in the table below it is noticed that 100% of the teachers affirm that their first year students make errors in their essays.

Options	Number	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Table 5: First Year Student’s making Errors in their Essays

Q11: What kind of errors?

Concerning this question 88, 9% of the teachers confirm that most first year students make numerous errors in word –order, while 77, 8% of the teachers said that the first year students have a misuse of connectors.

In addition to what figure 8 show 77, 8% of the teachers confirm that students have struggled with the wrong use of tenses.

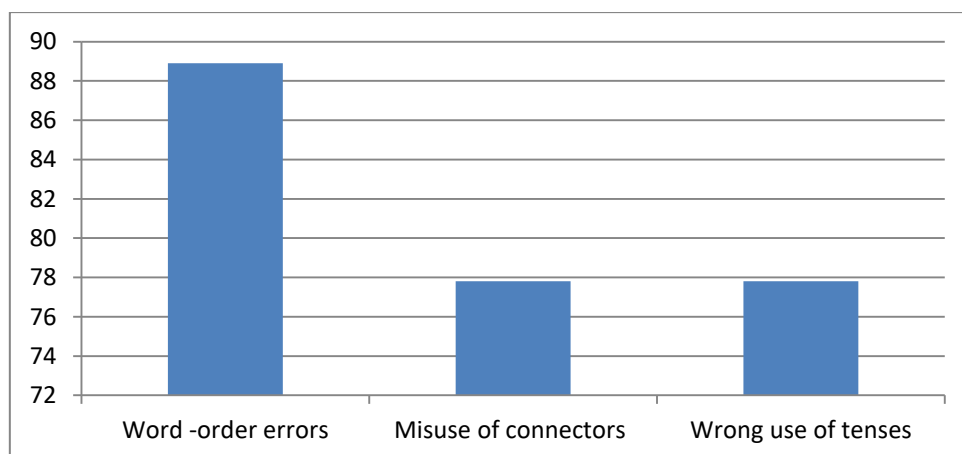


Figure8: Different kinds of Errors

Q12: Do you give consideration to error correction?

Most of the teachers 77, 8% give much more consideration to errors correction , while 22,2 they do not .

Options	Number	Percentage
Yes	7	77,8%
No	2	22,2%
Total	9	100%

Table 6: Teacher’s consideration to errors correction

Q13: How often do you correct them?

Concerning error correction 88, 9% of the teachers always correct their students errors , while the others 11,1% rarely correct the errors.

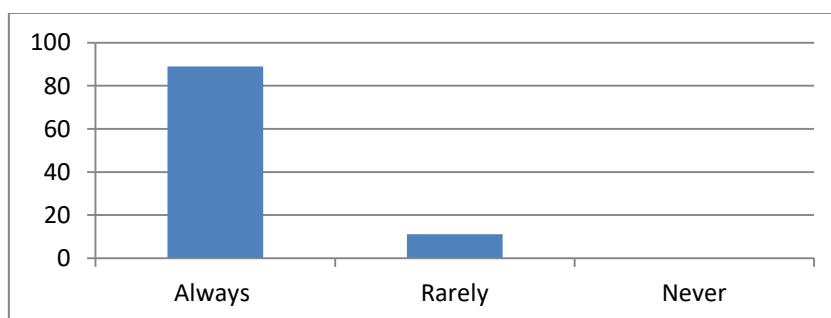


Figure9: Errors Correction

Q14: What would your recommendations be?

In this question 88, 9% of the teachers highly recommend students to take into account the guidelines on how to write, while 77, 8 % suggest reading because it help students to avoid mistakes, moreover 77, 8% of teachers propose to the students to ask the help of written expression teachers.

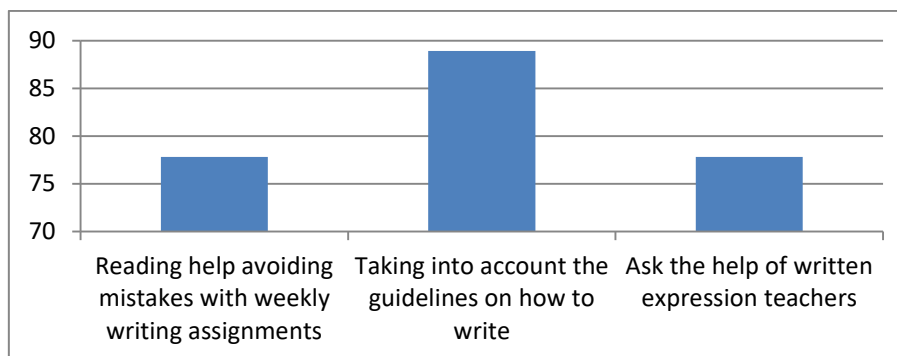


Figure 10: Teachers Recommendations

3.6 Findings and Discussions

3.6.1. Results of the Students' Questionnaire

The data gathered through the questionnaire have shown many results, the current study attempts to analyze the common errors made by first year students in their written production, these errors divided into two types « Interlingual » and « Intralingual ».

From what has been analyzed above, student's mother tongue interference is the major reason of their errors also their low achievement in writing, 34% of the student have bad writing and 18% of them have good writing meaning that students do use their mother tongue (Arabic) in their writings, although they read English books they face difficulties in writing especially vocabulary grammar and spelling thus the mother tongue has a great effect on E.F.L students because:

Students translate from their mother tongue into English in their English production also they use bilingual dictionaries.

3.6.2. Results of the Teachers' Questionnaire

The results reveal many facts about the writing skill as the most complex and difficult skill, our conclusion that all teachers of written expression module are not satisfied by their student's level s of writing. The teachers agree that the extensive reading and taking into account the guidelines of the effective writing. Concerning the students, the findings reveal that the majority of the teachers assume that the effects L1 Arabic interference, lack of reading results in students' poor performance in writing.

3.7 Suggestions

since the present study aimed at investigating the effect of mother tongue on English writing of first year students at Ibn-Khaldun university. Student are weak in writing due to the negative transfer of L1, this study represents the following suggestions:

- Reading considers as one of the important skills, the learners should read a lot (books, magazines, articles ...etc.) In order to improve their writing in the second language.
- Students must focus on monolingual dictionaries.
- Thinking in English is better for students in their written production.
- Teachers should give their students different activities to let them enjoying the written task.
- Students should reduce the using of the first language.
- Teachers must organize a study day for writing.

3.8 Conclusion

As it is mentioned in the introduction of this research work, learning a foreign language is a complex task, the questionnaires were addressed to both teachers and students, the results indicate the error analysis of students writing, it is noticed that the errors that have been made by first year learners are due to mother tongue interference

This chapter was divided into two parts; the first one dealt with the description of the research methodology, research instrument, and population. The second was devoted to the data collection and analysis of both students' and teachers' questionnaires, it concludes with the results that proved the problem of this study.

General Conclusion

The current conducted research highlights the effect of E F L learner's mother tongue interference in their English productions, this study deals with the first year L M D Students at Ibn-Khaldun University. The main aim of this research is to raise students' awareness towards the importance of the writing skill, also to show the influence of the mother tongue on acquiring the foreign language; two tools are used to collect data; teachers and students' questionnaire.

This study was divided into three main chapters, where the first and second chapters were devoted to the theoretical part (descriptive, literature review) whereas, the third chapter dealt with the practical part.

According to the data collection, first year students committed a lot of errors of different types; it was observed that interlingual and intralingual two main reasons behind student's errors, whereas, the results obtained showed that errors were caused by the negative interference of L 1, and affected the writing achievement negatively.

The first chapter was divided into two parts; the first part dealt with definitions of notions about mother tongue, second language and language transfer, whereas, the second part was about error analysis and contrastive analysis.

The second chapter dealt with the theoretical issues having a relation with the writing skill and its approaches as well as a description of the impact of the first language on writing. Finally, the third chapter dealt with data that were gathered from teachers and students' questionnaires. It was devoted to the description of research methodology, population, and data analysis. Moreover, the chapter discussed the major results.

The analysis showed that students must be pushed to correct their errors to master the writing skill; the mother tongue can influence the foreign language learning in both production and comprehension of a second language. So, in order to reduce committing errors, learners have to be conscious about this impact.

To sum up, the hypotheses of our research have been confirmed, but we leave it open for further researchers.

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Questionnaire

Teacher's Questionnaire

The present study is intended to collect data about the effect of the mother tongue interference on E.F.L learners' written production; I would appreciate it if you take your time to tick the appropriate answer. Thank you

Part One: Personal Information

- Degree:
License
- Master
- Others

*How long have you been teaching English at university?

- 5-10
- 10-15
- 15-20

Part Two: Information about the Topic

1- How long have you been teaching written expression?

.....
.....

2- Do your students face difficulties when writing in English? Yes No

3- Does the interference of learner's mother tongue influence his development in writing English language? Yes No

4- What do you do when your students make errors in writing a paragraph?

- Let them know their faults by underlying their errors
- Re- explaining the lesson
- Others

5- What are the major reasons that lead students to interfere from Arabic to English?

- Pupils do not read books or articles in English
- Insufficient knowledge about the English language
- Others

6- According to you, what are the solutions you can suggest to reduce the interference of the mother tongue when writing?

.....
.....

.....
.....
7- Better writing means:

- specific vocabulary
- Coherence and cohesion
- Correct grammar

8- Do you give activities to your students?

- Yes
- No

9- Do your students make errors of different types in their essays?

- Yes
- No

10- Do first year students make a lot of errors in their writings?

- *Yes
- * No

11- What kind of errors?

- Word- order errors
- Misuse of connectors
- Wrong use of tenses

12- Do you give consideration to error correction?

- Yes
- No

13- How often do you correct them?

- always
- rarely
- never

14- What would your recommendations be?
.....
.....
.....
.....

Thank you for your cooperation