MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOHAMED EL BACHIR ELIBRAHIMI

BORDJ BOU-ARRERIDJ

FACULTY OF LETTERS AND LANGUAGES

DEPARTEMENT OF LETTERS AND FOREIGN LANGUAGES

END OF STUDIES' DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the

Master's Degree

Specialty: Didactics

Theme

The Effect of Mother Tongue Interference on EFL Learners' Writing . The Case of First Year Learners at Mohamed El Bachir El Ibrahimi University.

Submitted by:	**Supervised by:**
Tiet Louiza	Dr. Douadi Fatima
Laieb Nabila	

Jury Members:

Dr. Bouherar Salim	LPB (University of BBA)	President
Dr. Douadi Fatima	LPB (University of BBA)	Supervisor
Miss. Rouabah Rima	APA (University of BBA)	Examiner

Academic year: 2021/2022

DECLARATION

We hereby solemnly declare that the work we are going to present in this dissertation

The Effect of Mother Tongue Interference on EFL Learners' writing. The case of First Year Learners at Bourdj Bou Arreridj University.

is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi University Bourdj Bou Arreridj, Algeria.

Date:

Mrs. Tiet Louiza

Mrs. Laieb Nabila

I

In the name of Allah, the merciful the most compassionate

"Lord! inspire me and bestow upon me the power and ability that I may be grateful for Your Favors which You have bestowed on me and on my parents, and that I may do righteous good deeds that will please You, and admit me by Your mercy among Your righteous slaves."

Anaml -19-

DEDICATION

I would like to thank Allah who helped me to finish this work.

I dedicate this work:

- ❖ *To my beloved mother and father "**Lezhari & Dehimet Rahima**" who stood by me in times of despair. Their prayers, moral support. The fruit of this work would not be possible without your upbringing; you taught me that I am more than what I do think, and to trust myself to achieve all what I wish. I want to tell you I did it and I will do more.*

- ❖ *To my dear sister "**Hadjer**" and brothers "**Ammar & Abd Erahmane**" who encouraged me to do more and more.*

- ❖ *To my dear Husband "**Mecheri Youcef**" who helped me to accomplish my study, my husband's family. My brother-in-law "**Mecheri Zakaria**", who played a crucial role in this work.*

- ❖ *My dearest teacher "**Miss. Rouabah. R**" for her invaluable help and all my teachers.*

- ❖ *A special thank for my best friends; "**Balkis, Massouda, Asma, Nadjet, Halima, Ahlam, Lamia, Latifa, Zahra, Meriem,** and all my friends for their moral support.*

- ❖ *My sweetheart "**Madjda**".*

*A special thanks to my sister in blood, my soul "**Nabila**".*

Louiza

DEDICATION

I thank Allah, the Almighty, for everything.

❖ *To my beloved parents* **"Ibrahim & Laieb Malika"** *who motivated and encouraged me all the way long. Their support and constant love have sustained me throughout my life. Thank you for your never-ending love, sacrifice, devotion and your energy. Without you I would not be the person I am today. All the merit returns to you Mom & Dad. I love you, thank you for everything. This work is dedicated to you.*

❖ *To my brothers and sisters who believed in my success:* **Ridha, Moussa, Sabrina, Hamza, Afef,** *and* **Yassin.** *Thank you for being a source of encouragement and inspiration.*

❖ *To my family ':* **Abd-Elrahman, Zahra Assil, Taouba, Ammar, Tasnim, Okba and Mouhamed Baraa.**

❖ *To my soulmate:* **Tiet Louiza.**

❖ *Special thanks to my husband:* **Bouhafs Mabrouk** *for his emotional support and caring.*

❖ *To the adorable and amazing supervisor in the world:* **Dr. Douadi Fatima.** *Who had been there whenever needed. Thank you for your support that you have always given to us. Thank you for everything. I do love you!*

Endless millions of thanks to you all!

Nabila

Acknowledgment

Most sincere gratitude goes to:

❖ Dr. Douadi Fatima; our teacher and supervisor for her comprehension, patience, helpful suggestions, guidance, advice and support.

❖ Our jury members:

   Presedent: Dr. Bouherar Salim

   Examiner: Miss. Rouabah Rima

who accepted to read and evaluate this work.

❖ First year students and teachers for their contribution in this work.

<div align="right">Thank you All.</div>

Abstract

The current research aims at shedding light on the effect of interfering the first language in developing English writing competence of first year English students at the University of Mohammed El Bachir El Ibrahimi. This study aims to identify the challenges that learners have when learning the English language, mainly in writing. One of the key goals of both teachers and students in this regard is to achieve a satisfactory level of writing in English. Many students, on the other hand, are unable to write well due to difficulties in writing caused by mother tongue interference. Therefore, the aim of this study is to find out whether students' problems and difficulties are caused by their mother tongue interference. In order to fulfill the aim of the study, this research was conducted through a qualitative method for the semi-structured interview with 3 written expression teachers at the University of Mohammed El Bachir El Ibrahimi, to ask them about the way they use to identify learners' writing level, the essential causes and different types of errors made by1st year learners, ended with some suggestions to prevent this type of problem. In Addition to that, the quantitative method was applied through the two (02) practical tests to explore the influence of mother tongue (Arabic) on grammatical components cloistered and analyzed through70 paragraphs about any accident that happened to students in the past, and 15 sentences to be translated from Arabic (mother tongue) to English (target language) written by 1st year EFL learners at Mohammed El Bachir El Ibrahimi University. Results showed that 1st year students do rely on their mother tongue (Arabic) more than using English in writing; this was illustrated by different types of errors committed during their writing process. This problem affects learners' writing level as well as their linguistic competence. The findings show that the more learners use L1 in their writing, the more they commit errors and this will affect their writing performance. Thus, learners' level would   not   develop

Abstract in Arabic

يهدف البحث الحالي إلى تسليط الضوء على تأثير تداخل اللغة الأولى في تطوير كفاءة الكتابة باللغة الإنجليزية لطلاب السنة الأولى شعبة اللغة الإنجليزية بجامعة محمد البشير الإبراهيمي. تهدف هذه الدراسة إلى تحديد التحديات التي يواجهها المتعلمون اثناء تعلم اللغة الإنجليزية ، وخاصة في الكتابة. أحد الأهداف الرئيسية لكل من المعلمين والطلاب في هذا الصدد هو تحقيق مستوى مرض من الكتابة باللغة الإنجليزية. من ناحية أخرى ، لا يستطيع العديد من الطلاب الكتابة بشكل جيد بسبب الصعوبات الناجمة عن تداخل اللغة الأم. لذلك ، فإن الهدف من هذه الدراسة هو معرفة ما إذا كانت مشاكل الطلاب وصعوباتهم ناتجة عن تداخل لغتهم الأم. من أجل تحقيق هدف الدراسة ، تم إجراء هذا البحث من خلال طريقة نوعية للمقابلة المنظمة مع 3 من أساتذة التعبير الكتابي شعبة لغة انجليزية في جامعة محمد البشير الإبراهيمي ، لمعرفة الطريقة التي يستخدمونها لتحديد مستوى الكتابة لدى المتعلمين ، والأسباب الأساسية وأنواع الأخطاء المختلفة التي يرتكبها متعلمو السنة الأولى، وانتهت هذه المقابلة ببعض الاقتراحات لمنع الوقوع في هذا النوع من المشاكل . بالإضافة إلى ذلك ، تم تطبيق الأسلوب الكمي لاستكشاف تأثير اللغة الأم (العربية) على المكونات النحوية المنعزلة وتحليلها من خلال 70 فقرة حول أي حادث وقع لهم في الماضي ، و 15 جمل ليتم ترجمتها من العربية (اللغة الأم) إلى الإنجليزية (اللغة المستهدفة) التي كتبها طلاب السنة اولى لغة إنجليزية شعبة الآداب اللغات الأجنبية بجامعة محمد البشير الإبراهيمي. أظهرت النتائج أن طلاب السنة اولى يعتمدون على لغتهم الأم (العربية) أكثر من استخدام اللغة الإنجليزية في الكتابة ؛ وقد تجلى ذلك في أنواع مختلفة من الأخطاء التي ارتكبت أثناء عملية الكتابة. تؤثر هذه المشكلة على مستوى كتابة الطلبة وكذلك كفاءاتهم اللغوية. كما تظهر النتائج أنه كلما زاد اعتماد الطلبة في كتاباتهم على استخدام اللغة الأم ، كلما كانت انتاجاتهم الكتابية مليئة بالأخطاء مما يؤثر بشكل سلبي على كفاءة الطلاب الكتابية ، وبالتالي ، لن يتطور مستوى الطلبة التعليمي و الانتاجي

List of abbreviations:

L1: First Language

MT: Mother Tongue

L2: Second Language

FL: Foreign Language

TL: Target Language

EFL: English as a ForeignLanguage

List of Tables

Sentences:

Paragraphs:

Table of Contents

<u>Chapitre I : Language Transfer and Writing Skill</u>

ChapterII: Research Design, Findings and Discussion

Part One: the Description of the Methodology

Introduction

Acquiring a new language is considered a complex process that needs more focus and practice to achieve a high level. Writing is the last complex skill to be taught; after teaching students some of the other skills starting with listening, speaking then reading. This skill shows that learners made numerous errors and mistakes related to the mother language. This issue prompted a growing corpus of study on EFL learners' mistakes and errors, with the premise that there are disparities between the two languages (the native language and the foreign language) that make it difficult for learners to acquire and apply target language norms/ rules . Mother tongue interference or language transfer as it is referred from Macht (1998, p 355) in Robert Wetzrke (2004, p 4) means the effect of the learner's native language (L1) on second/ foreign language(L2) learning, in another word, it refers to writers or speakers applying knowledge from their mother language (L1) to a second/ foreign language (L2). It is commonly believed that the first language (L1) has an effect on the target (L2) language especially when it comes to the writing skill. Many recent studies such as:(Avanika.S.et al (2009). Interference of first language in the acquisition of second language, Nada Salih A. Ridha (2012) The effect EFL learners' Mother Tongue on their Writings in English, Abu Ras. R (2015) Challenges Face Arab Students in Writing Well-Developed Paragraphs in English) focused on the writing skill because it is very important in academic studies. Writing correct pieces of writing in a simple way which are syntactically proper semantically and culturally appropriate has been the teachers' dream since they are the ones that are affected by this issue; mother language interference. In addition to that, the teachers' task is to teach learners how to think using the target language as its native users do. The influence of the native language interference is clearly shown in the learners' written form, structure and rules applying.

In the light of this study, the main aim of this study is to show the interference of mother tongue (Arabic) in the target language (English) writings of first year licence students, to explore the grammatical errors in their writing production, to find out whether they are influenced or not by their mother language, and to develop some ideas as solutions to reduce this problem. This study highlights one of the serious problems that 1st year LMD learners face in second language learning, to enable them to avoid such errors, and develop correct pieces of writing.

Introduction

1. Statement of the Problem

Writing is typically the most difficult and challenging skill faced by English language learners when acquiring the language. It is also the last skill to be taught after learners have acquired some facility in the other three language skills i.e., listening, speaking and reading. However, when it comes to writing in L2 or a foreign language, learners are totally confused as they now have to unlearn as it were, many previously learnt skill sets and re-learn some new ones. Here we cannot overlook the occasional overlapping, acceptance, rejection or any other complex relationship between the rules of L1 and L2.

A noticeable number of 1st year EFL learners at the University of Mohamed Elbachir El-Ibrahimi have poor writing skills, especially at the level of writing structures which means that they have some basic rules of writing but their production is not correct as it was expected. This research is made because we have remarked that most of the students use their mother tongue uncontrollably in writing, thinking that it will facilitate their learning and developing their writings in a well-structured form and content ignoring that both languages differ in several rules and structures which led to such problem.

No one can neglect his/ her mother language either in thinking or writing because it is the language that has developed with us, as well as it is used in our daily life. Acquiring new language does not mean to stop using one's mother language, rather just respect the rules, forms, and structures of the target language, also using the target language during thinking, explaining, understanding and writing is the best way to develop it, trying to avoid using mother language in those items will help to produce a clear correct and simple sentence, paragraphs and even essays.

2. Significance of the Study

Learning language is always a difficult process especially when it comes to learning a second language (L2) for it reflects the complexity of learning a language which is the other language rather than the mother language (MT) of a person. The fact that the English language became an international language pushed many nations and countries to include it as foreign / second language in the curriculum of the educational levels. Many EFL students face difficulties during the learning of the foreign language, mainly in writing. For

instance, when their teachers ask them to write in foreign language and because they are not skillful in it, they try to use their mother language to express their thoughts which may lead them to commit many errors that affect their writing productions. To this end, this study is significant as it highlighted a serious problem that the majority of EFL learners encounter during the beginning of their learning process.

Needless to say, this study plays a key role in helping to identify the common types of errors that are made during the learning process which paved the way for learners to avoid such problems in their future studies. In addition, conducting such study help EFL teachers to become more familiar with the concept of language interference in which they create strategies and criteria to stop or at least reduce those problems for better writing productions, as well as it will facilitate both teaching-learning processes.

This study is delivered for both teachers who are working to eliminate such problem; mother language interference, and aimed to get rid of this problem, find correct written productions, and for students who are suffering from this dilemma, hoping to acquire the target language without interfering with their mother language and develop their performance.

3. Aim of the Study

The present study deals with the learners' mother tongue interference in their written products with the purpose of:

    A. Exploring the effect of using language transfer in their written products.
    B. Identifying the main errors committed by EFL learners at BBA University.

4. Research Questions

Having considered the relevant and significant research and debates associated with the area, it will be valuable to conduct research into the following questions:

    A. What are the results of mother language interference in EFL learners' written products?
    B. How does mother language interference affect students' writing?

5. Structure of the Dissertation

The present research is basically divided into an introduction and two main chapters. The introduction will be devoted to the dependent variable which is Learner's writing. It includes explanations, illustrations, and definitions (for example what is writing skill). Moreover, it contains presentations and quotations from previous studies. Chapter one addressed independent variables, this chapter talks about mother tongue interference, it covers terms that have relation to the independent variable such as writing in mother tongue and in foreign language. Chapter two concerns the empirical or the practical part which includes the data analysis and results of students' short paragraphs, sentences and the teachers' interview. Chapter four concludes the work and summarizes the level of achievement of aims and objectives.

1. What is Language ?

Language is a gift from God that distinguishes us as human beings from animals. Language refers to a collection of words strung together in sentences, paragraphs but each word has its separate meaning. According to Block & Trager: "… Language is a system of arbitrary vocal symbols by means of which a social group operates' ', language helps people to express their ideas, fillings, and insights, creating the communication process that makes the world unique. Language is a system for expressing ideas or feelings via the use of standardized signs, sounds, gestures, or markings with predetermined meanings.

Section One : Writing Skill

1.1 The Nature of Writing Skill

Writing is an important basic skill that students should master in their language learning process. Writing is the last skill to be taught to learners after learning; listening, speaking and reading, it is a medium of communication that represents language through the inscription of signs and symbols. According to Harmer. J. (2001:79) writing is a kind of communication that allows people to convey their feelings in a written format. Based on what have been mentioned in Merriam Webster dictionary (1828), "writing is the act or art of forming visible letters or characters, that is to say letters or characters that serve as visible signs of ideas, words, thoughts, or symbols used to clearly communicate with others".

1.2 Writing as an Important Skill

Over the years, writing was considered as an important part of communication. Good writing skill allows communicating any message with clarity and easing to a larger audience, it also has helped individuals to inform, collaborate and alert others. According to Staya Brink (2010), writing is very important since it is a life skill; individuals need writing in their daily life whether is it formal or informal situations, it is personal, as it represents individuals when they are absent in space and time, it also helps to communicate a larger audience in different time and place. Writing is an essential part in the individuals' life that helps to better communicate and understand each other either in the same or different time and place.

1.3 Forms of Writing

1.3.1 The Concept of Paragraph

1.3.1.1 Definition

Paragraph is a portion of a set of sentences that deals with one topic, denoted by a new line and indentation. The major concept is normally presented first, followed by evidence to support the main idea and then a concluding one. Paragraph is a set of sentences that offer coherence and organization to the piece of work. Paragraph has been defined through time by some experts. Balley (2003, p.32) states that a paragraph is a collection of related sentences that deal with one topic or idea. Oshima & Hogue(2006,p.2), state that a paragraph is a group of related sentences discussing no more than one main idea. A paragraph consists of more than one sentence; however, one sentence can be considered as a paragraph if it has a complete idea or meaning. According to the definition of the word paragraph in Oxford Learner's' Dictionary (2022):" Paragraph is a section of a piece of writing, usually consisting of several sentences dealing with a single subject".Cambridge Advanced Learners." Dictionary & Thesaurus (2022) defines paragraph as: "Paragraph is a short part of a text that begins on a new line and consists of one or more sentences dealing with a single idea."

1.3.1.2 Paragraph Length

Paragraph length differs from topic to another, from a level to another, some experts decide the length of a paragraph by words, sentences and lines. According to Master class staff, the average paragraph is about 200 words, and there is not a hard & fast rule about how long a paragraph should be. The length of paragraphs is taught by a variety of educators. They might say that a paragraph should be between "100 and 200" words long, or "five to six" sentences long. An excellent paragraph , on the other hand , should not be assessed by the number of characters, words, or phrases. The true measure should be ideas. Dorothy (2005, p. 5) claims that a paragraph is a group of five to ten sentences that stand to give information about a topic. Some sentences stand to give explanation or information about the given topic. Stephen Bailey in his book *The Essentials of academic writing for international students* stated that the length of paragraphs varies significantly according to text type, but should not be less than four or five sentences. Stephen Bailey (2015, p.87) in his book" The Essentials of academic writing for international students "stated that the

length of paragraphs varies significantly according to text type. But should normally be no less than four or five sentences.

1.3.1.3   Paragraph Structural Components

According to Stephen Bailey (2015) a paragraph is a group of sentences that deal with a single topic. It is made up of a topic sentence, the developing details, and a concluding sentence.   The topic sentence expresses the main point of the paragraph, it is typically the first sentence. The purpose of the topic sentence is to state the main point and give the paragraph a sense of direction. The developing details cover the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph. Finally, the concluding sentence is the ending line of the paragraph. It must summarize the main idea of the paragraph.

The best way to illustrate a paragraph component and how it is structured is like a sandwich. The topic sentence is the top layer of bread, the concluding sentence is the bottom layer, and all the developing details in-between are the meat and other goods of the sandwich, to make a good sandwich depends on the goods that the one choses, so does the choice and the organization of the sentences in a paragraph.

1.3.1.4   Paragraph Coherence and Cohesion

Raúl Damacio Tovares, Alla, V. Tovares, (2010, p.133) mentioned in the book "*How to write about the media Today* "that both coherence and cohesion help readers to make sense of the text. While cohesion refers to smooth transitions between individual sentences, coherence is understood as linking larger parts of text, such as paragraphs, into a unified whole of a well-organized paper. They added that Williams (2007 , p. 80) compares cohesive sentences to neatly fitting pieces of a jigsaw puzzle and a coherent paper to a picture put together out of these pieces. It is the responsibility of the writer to make his or her ideas clear to the reader.

1.3.2   The Concept of Sentence
1.3.2.1   Definition

Sentence is a part of a paragraph structure; it is a set of words that contain a subject (the topic of the sentence) and a predicate (to tell what is said about the topic). Many definitions are provided to the term "sentence", these definitions are used to have a better

description to the term "sentence". Oxford Learners dictionary (2022) defines a sentence as " a set of words expressing a statement, a question or an order, usually containing a subject and a verb. In written English sentences begin with a capital letter and end with a full stop/period (.), a question mark(?) Or an explanation mark (!)". While the dictionary of (Merriam-Webster dictionary since 1828) states that "Sentence can be a word, clause, or phrase or a group of clauses or phrases forming a syntactic unit which expresses an assertion, a question, a command, a wish, an exclamation, or the performance of an action, that I writing usually begins with a capital letter and concludes with appropriate end punctuation, and that in speaking is distinguished by characteristic patterns of stress, pitch, and pauses". .Dilin Liu in his book "Describing and exploring Grammar and vocabulary in ELT ": key Theories and Effective practices (2013, p.103) defined a sentence as a group of words that expresses a complete thought and can stand structurally alone.

1.3.2.2   Sentence Structural Components

The arrangement of words, phrases, and clauses in a sentence is known as a sentence structure in the English grammar. Richard Hiley (1863) divided sentences into two kinds. First, a simple sentence that has only one subject and one personal verb like "Jack wrote the lesson". Moreover, compound sentences that consist of two or more simple sentences, connected either 1, by conjunctions (and, also, but...) ;2, by connectives (so, that, such...), 3)by relatives , or 4) by changing a verb into a participle. Based on Richard Hiley's book (1863), every sentence consists of two parts; the subject and the predicate. The subject is that of which we speak; the predicate is something asserted respecting the subject. Thus, in the sentence, "Jack has written the lesson"; "Jack" is the subject, "has written the lesson" is the predicate. The subject and predicate combined to form a sentence.

According to Dilin Liu (2013), there are three types of sentence structure: simple, compound, and complex. Dilin Liu (2013) agrees that a simple sentence involves only one finite clause: a structure that is composed minimally of a subject and a predicate (a complete verb phrase). A compound sentence contains two (or more) independent clauses connected by a coordinating conjunction. While one independent (or main) clause and one or more dependent (subordinate) clauses are joined by subordinate conjunctions to formulate a complex sentence.

Richarz Nordquist (2020) added something new and different to what is mentioned above, in which he claims that there are four basic sentence structures in English; a simple sentence that has just one independent clause. A compound sentence is made up of at least two independent clauses. Whereas an independent clause and at least one dependent clause form a complex sentence . A compound-complex sentence; is a sentence with two or more independent clauses and at least one dependent clause. Every word in a sentence serves a specific purpose within the structure of the particular sentence.

1.4 Writing Problems

Writing is a complex process and it can be acquired in later stages of learning. Writing is a productive skill and a difficult skill to acquire for the L2learners. Nuan (1989, p. 294) claims that "Writing is an extremely difficult cognitive activity which requires the learner to have control over various factors". Rivers claimed that Writing in the language becomes a complicated activity because Writing involves meaningful segments of language: words, sentence, grammar, and how to transfer those segments in written forms.

Writing skill is considered as an important and difficult skill to acquire. In Today's information and communication society Writing becomes an essential skill for the students and for the professionals. "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 and Heidish, 1995).

Hadifield (1992) also identified three areas of difficulties for learners when it comes to the productive skill of writing. First, learners have linguistic challenges since the vocabulary used in conversation differs from that used in writing. It might be as simple as grocery list, or it can be more comprehensive and official, such as in an academic report. The problem is exacerbated for EFL students who are unfamiliar with the discourse patterns seen in specific forms of writing. Second, unlike speaking, the writer cannot advise the reader because the audience is not there at the time of writing. The final challenge is cognitive, which is concerned with the ability to organize thoughts on paper.

1.4.1 Causes of Writing Problems

1.4.1.1 Lack of Practice

According to Davies (1998, p. 25), writing is essentially a creative process and good writers must learn to communicate their ideas clearly to an unseen audience. This takes a lot of practice. Grab and Kalpan (1996, p. 6) believe that writing does not come naturally but rather gained through continuous effort and much practice. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. He also adds that the best ways to learn any skill would be to practice it. To become a good driver, the best way is to drive. Similarly, to become a proficient writer, the best way is again to write a lot. Furthermore, Hedge (1988, p. 11) states that "My own experience tells me that in order to become a good writer; a student needs to write a lot"

1.4.1.2 Teacher's Feedback

Zamel (1985, p. 79) states that the teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. Similarly, Byme (1988, p.29) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing . This might help student writers to appreciate receiving comments and use them in their revision.

1.4.1.3 Lack Learner's Motivation

According to Zamel (1997) the writing class should take into account the learner's purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants. Davies (1998, p.25) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested.

1.4.1.4 Inadequate Time

Hedge (1988:11) states that the idea of time needs to be given attention because writing activities by nature have different stages which need sample time. Learners need time for gathering ideas, organizing their ideas, writing drafts, proofreading and rewriting.

- According to Al-khasawneh (2010), the learners identified the setting and teaching technique as the primary causes of their English difficulties. Their low English proficiency is due to either a lack of student motivation or a lack of interest on the part of the teacher. In addition, because of the isolated lifestyle, many students speak in their mother tongue.

- When the students read their wor aloud, they were unable to tell if what they read or wrote was correct or incorrect. Kakul Agha et al.,2002.

  Furthermore, many teachers believe that a student's first language has an impact on their target language learning. As a result, learners make mistakes that they repeat. Because writing has always been one of the most difficult skills to master, and learning how to write has always been one of the most difficult skills.

1.4.1.5   Lack of Reading

We've heard teachers always say: **"Reading is essential if you're going to be a writer"** and fellow writers and books on writing. Heck, you've even heard it from me. Reading is a great way to get ideas.(Sarah Rhea Werner 2015). Some reports by Krachen (1984,as cited in Harmer 2006, p. 224) compared classes that did more reading than writing, allowing the conclusion that the reading group showed more progress than the writing ones in the writing test. That is, even if the two skills are separated, for reading is a passive activity while writing is a productive one, they are nonetheless complementary and can be closely developed. Raimes (1994, p. 36) reported **"The more our students read, the more they become familiar with the vocabulary, idioms, sentence patterns, organizational flow, and cultural assumptions of the native speaker of the language"**. In other words, reading is a precondition for writing because it plays an important role in its development. One cannot enhance writing if he does not read frequently.

In any case the two skills go simultaneously, and one cannot   function without manipulating the second

1.4.2   Causes of Writing Difficulties

Like all learning problems, difficulties in writing can be devastating to students' learning. The basic point that makes writing difficult is the use of language aspects in writing like punctuation, spelling, grammatical, vocabulary and others. These difficulties

are shown in the form of errors. Learners may make different errors that can be classified as follow:

1.4.2.1   Interlingual (Interference) Errors

Richards (1971) refers to these types of errors as 'Interlanguage Errors" which are normally caused by the interference of the learner's mother tongue over the target language. The term "Interlingual errors" used by Selinker (1988) who stated Weinreich (1953, p. 7) in linguistic interaction situations, the interferences as " identifications" employed by users. The mental schema under which the learner's ideas are arranged, influence the different aspects of language production. Corder (1981) calls this mental schema a habit. Brown (1980, p. 173, 181) defines Interlingual transfer as a negative influence of the mother tongue of a learner.

In the context of non-native language acquisition or use, the influence of a learner's native language on non-native language acquisition or use is considered as transfer. Any two languages diverge in some aspects but converge in others. Transfer is of two kinds: negative and positive; when the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation.

1.4.2.2   Intralingual (Developmental) Errors

Another typical source of errors that can affect written performance of a learner is known as intralingual or developmental errors. Richards (1971) defines that these types of errors demonstrate some general characteristics of language acquisition but reflect a certain level of language competence. This idea denotes that even when the learner makes errors, there is some type of cognitive process going on in his head. On the other hand, according to Mahmoud (2011) these originate from the learner's language incapacity. This view is away from Richard's, as the focus is more on weaknesses from the part of the learner regarding commanding grammar aspects. Similarly, for Touchie (1986) competence errors are more serious because they reflect inadequate learning. Blurt and Kiparsky (1974) as cited in Touchie (1986), defines developmental errors as those that "interfere with

communication and disrupts the meaning of utterances" However, research has also demonstrated that "it might be difficult to differentiate performance deviations from those that are due to the lack of competence in the language as an error may turn out to be a vocabulary error and vice versa, and an error could be interlingual or intralingual" (Mahmoud, 2011, p.32).

According to Ellis (1994, p 59) intralingual are also often further subdivided. Thus, Richards (1971) distinguishes the following:

Overgeneralization Errors: occur when the learner builds a deviant structure based on other structures in the target language. It generally involves the creation of one deviant in place of two target language structures for example , « He can dance » where English allows « He can dance» Or « He sdances ».

Ignorance of Rule Restriction: occurs when rules are applied in situations where they do not apply. (E. g: He made me rest) by extending the pattern present in the majority of verbs that take infinitival complements (E. g: He asked/wanted/invited me to go).

Incomplete Application of Rules: involves a failure to fully develop a structure. Thus, learners of L2 have been observed to use declarative sentence structure in question (E. g :You like to paint? » instead of interrogative word order (E. g: " Do you like to paint ? ». This form of intralingual error corresponds to what is also known as a transitional competency error. Richards (1971).

False Concept Hypothesized: i.e. ,the student does not properly understand a distinction in the target language, such as the use of "were" as a past tense of marker in "One day, they were played", the learner's comprehension is impaired.

Section Two: Mother Tongue and Language Transfer

1.5 The English Language Acquisitions

Language acquisition refers to the process by which people acquire the capacity to perceive and comprehend language, so they will be able to use words and produce sentences to communicate. There are two types of language acquisition mentioned by Susan M. Gass& Larry Selinker (2001, p. 5); the first is native language acquisition that refers to the first language learnt by children, the second type is second language acquisition which means" learning another language after the native language have been learned", the acquisition of second language does not mean to acquire just one language after the native one , but rather, it can be even third, fourth, or more in addition to the first one. English language acquisition is the same as second language acquisition for Algerian learners; it has to do with learning a new language, rules, items, words, and other elements. English language acquisition is a very important discipline since English language has become an international language that most people around the word learn it aiming at spreading the development in all fields. Today, the English language is learned and taught as the second language by thousands of people from different places in the world, but they have the same goal which is to comprehend and communicate with others.

1.6 Communication for Learners

Communication is very important in the learning process. Through communication learners can express their ideas, thoughts, and share information with each other. Within the new technology and the developments and the inventions that are emerging very quickly, learners started to communicate with others, making scientific conferences, this pushes learners to acquire more than one language; learners communicate through texts, social media, and emails which is increasingly important. Using these techniques means more messages that lead to commit mistakes and errors which mean more possibility for misunderstanding. English language is now the common language of navigation such as in the phones, the computers, air traffic controllers, and being the language of scientific research; most of the scientific conferences, journal articles, research are in English. All these factors required learners to acquire English as a second language and some at a very young age. Strong communication in English for both native speakers and ESOL speakers involves four modes: listening, speaking, reading, and writing. People have different

aptitudes for these skills; one can be a fluent speaker but has bad writing skill which is very important in communication. Dr. Dullien, Program Director of the English language and Pathway Programs at National University mentions in the article of *How to Improve Your Communication Skills in English* (2022):"You have to make the language a part of your life and a part of you", she encourages English learners to set their cell phones to English rather than setting it to their mother language, this will make English language really exists in learners' daily life , and to communicate with others as much as possible so that they will be skillful in communication. Communication is very important for learners; it helps developing, sharing, and exchanging different things, but language is the only means to achieve these goals, also communication itself helps developing language.

1.7 Foreign Language and Mother Tongue Transfer

Learning a foreign language means receiving new vocabulary, rules, sentence structures, and many other elements that differentiate it from some of the learners' mother languages. The same case can be used for Arabic learners when learning English. At first, they will acquire some new knowledge, but when it comes to using this language to communicate or produce some written products , learners start having difficulties that may be using wrong rules by overgeneralization, lack of knowledge about the foreign language, incomplete rules, or using their mother tongue which generally ends with errors and wrong answers in their writings.

Learners may face struggles during the learning process. Some of those problems can be using their mother tongue in acquiring a second language. This struggle can be called language interference; it can take place in the learners' productive skills; speaking, but most obvious in writing where learners start combining the first language rules and knowledge with the ones of the second or foreign language. Mother tongue interference refers to the influence of the mother language of the learner on his/her acquisition of a second language or the language the learner is aiming to learn. Interference is the employment of a different language system in another part of language, which is considered a mistake or error since it deviates from the target language standards. Interference is caused by the overlap of the mother-tongue and the second language rules, knowledge. This interference leads to the appearance of errors and mistakes in the learners' written products. In addition to that, the research studies of Bhela (1999), AlBaldawi&Saidat (2011)and Anisa (2011), declared that learners depend on the from and

meaning of the MT(Arabic) through over generalizing the grammatical rules to fill in the structure of sentences that they ignore in FL(English); as consequence of these ignorance of rules and the mistakes and errors that the author or the teacher found in their pieces writing were the imperative utterances, verb placement (in Arabic v+s+o, in English s+v+o), the wrong use of personal pronouns , verb and number agreements adding non-necessary preposition .In addition to that using word for word translation to communicate themselves in FL (English).

This issue can show that mother language appears or is used when the learners face new rules or information that they don't know in the target language they are aiming to learn, thus they tend to use their mother language background and rules which may make the written production full of errors and mistakes.

1.8 Types of Transfer

Transfer refers to the impact of the native language on the acquisition or use of a non-native language. Oldin (1989) has suggested a definition of transfer:" Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" This transfer can be positive, negative, and cross-linguistic. Each type has its own characters.

1.8.1 Positive Transfer

Positive transfer or facilitation occurs when the native language's impact leads to immediate or rapid acquisition or usage of the target language. According to Noor, Hashim H. (1994, p 97-106), transfer can be positive or effective "if any MT skills facilitate the learning of skills or parts belonging to FL" for the similarities they could show. Transfer can be positive if the learner respects both languages' structure and uses only the similarities between the two languages which will make the learning process easy. Positive transfer always focuses on the similarities that can be used for effective learning and avoiding the differences.

1.8.2   Negative Transfer

Transfer is not always effective in acquiring a new language, it can be negative, also known as language transfer. Based on what Noor, Hashim H. (1994, p 97-106) have

explained about transfer and its negative side, it can take place: "when it impedes the learning or has a negative influence over the FL", because of the differences in skill

To illustrate this, Oldin (1989.pp.27) pointed out that" transfer resides in the influence of similarities and differences between the MT and FL that has been previously acquired. That is to say, if the transfer or translation of a skill in the MT disturbs the learning of a skill in the FL; the learning process will be struggled by several problems, and it may hurt the learners' performance.

Negative transfer is divided into four types: substitution, underdifferentiation, simplification, and calques. Substitution occurs when learners use the sounds of their mother language in the target language, this was explained more by RalicaRangelova (2022) when she states that "Absence of some sounds in L1 forces learners to opt for similar sound because they struggle with replicating the original sound". This type is caused by the differences between the two languages. The second type is underdifferentiation which means the inability to distinguish between two or more elements, words, expressions, and others in a language that is not the learner's mother tongue. The third type is simplification refers to the reduction of the second/ foreign language linguistic structure that leads to producing incorrect sentences either spoken or written. The fourth type is calques because it is the reason for wrong structures for sentences or pieces of writing such as subject verb disagreement in Arabic sentence structure is (verb+subject+object)t but in English it is (subject+verb+object). The negative transfer may cause problems in the learning of second/foreign languages.

1.8.3 Cross-linguistic Transfer

Cross-linguistic transfer refers to using the linguistic knowledge of the learner's mother language to impose the learning of a second or foreign language they are aiming to learn. It refers to the different ways in which one language can affect another language within an individual user. This type of transfer was defined by Man Yang, North Cooc& Li Sheng (2017), in which they worked on: An investigation of cross-linguistic transfer between Chinese and English, where they found that the difference between the languages has an impact on the learners' performance. Cross linguistic transfer is somehow similar to the positive transfer; however, cross-linguistic transfer focuses on selecting only the linguistic knowledge of the learners´ mother tongue and using them during the learning process.

The three types have an impact on the learning process, they also may control the learners' way of acquiring that language, both positive and cross-linguistic transfer help for better language acquiring since the first focuses on the similarities between L1 and L2, the second focuses on the linguistic knowledge of learners' L1 to facilitate the learning process, while negative transfer obstructs that learning; the more differences between the two languages the more negative effects.

1.9 Factors Affecting Transfer

Transfer has been affected by many factors. These factors are selected to be seven according to Aisong Yi (2012): linguistic factors, psycholinguistic factors, sociolinguistic factors, Socio-psychological factors, Individual difference, Developmental factors, and frequency of input.

1.9.1 Linguistic Factors
1.9.1.1 Language Distance

For decades, it has been remarked that the linguistic differences between mother tongue and L2 will cause difficulties in L2 acquisition. Lado (1957) has suggested the CAH (contrastive analysis hypothesis) in which the prediction of both negative and positive transfer in the L2 learning process are generally based on the comparison between the two languages (similarities and differences). Recently, Ellis (1994, p. 338) has found that" language distance can affect L2 learning both positively and negatively", it expresses that an objective view toward the differences between the two languages has been formed. In addition, many experts such as Ringbom (1978) and Sjoholm (1976) have determined that acquiring lexis can be facilitated if the two languages are related by. Generally, the idea is that languages of distant origins, like Arabic and English do not share several features and structures because they are developed from the same roots or origins.

1.9.1.2 Language Universal: Markedness

According to Ellis (1994) the degree of "markedness" is responsible for the process of transferability of different features. Ellis related markedness to the idea that some structures are" special" or "less natural" or "less basic" than others, this term is the state of standing out as divergent in comparison to a regular or common form.

1.9.2 Psycholinguistic Factors

Psycholinguistic factors are not influenced by the speaker, rather they deal with the human faculty of speech in general, Ellis (1994) states some current definitions of this term that psycholinguistic L1 Effects, so any discussion of L1transfer without addressing the psychological aspect if it is incomplete. This discussion would lead to the two psycholinguistic factors: Prototypicality and Psychotypology. Ellis (1994, p. 327) concludes that "we do not know to what extent learners' judgments about what can be done accurately reflect what they actually do when using L2". That is to say translatability does not mean transferability.

1.9.3 Scio-linguistic Factors

It is used in a general sense to incorporate all social factors that affect language, both the static characteristics of an individual or of a group and the dynamics of human interaction. There are three types of socio-linguistic transfer: socio-linguistic rule transfer, pragmatic transfer, and socially-motivated transfer.

1.9.4 Socio-psychological Factors

The socio-psychological factors are strategic factors, which incorporate both learning and communication aspects. Among these factors, three socio-psychological factors appear: group solidarity, foreigner role, and finally marking origin. Those factors led to this result: L2 speakers influenced by these factors tend to transfer in a conscious manner, while under the influence of the previous factors like language universal and psychotypology, speakers tend to transfer in a subconscious manner.

1.9.5 Individual Difference in Terms of Personality

The previous discussions on L& transfer focused on the collective level rather than the individual level. This factor is based more on focusing on the behavior of the individual than the group. Aisong LI(2012) stated that many scholars remarked that the L2acquisition differs from one individual to another even if there are some kinds of transfer that are likely in the second language performance of most learners.

1.9.6   Developmental Factors

At the very beginning, the acquisition of L2was considered as a restricting process with L2 features replacing that of L1. This was stated by Corder (1978) who states that negative transfer is more significant and evident at the first stages. These factors were supported by Ellis (1994); he noted that not all errors in the beginning of interlanguage are caused by transfer, but some of them are intralingual and they are found in the L1acquisition, and some other errors are related to L1 influence. The important thing here is that these developmental factors show that development starts with errors, but these errors are not the end, rather they are the beginning for developing the L2acquisition and learners' skills.

1.9.7   Frequency of Input

Frequency of input has been discussed by many experts, Ellis (1994, p. 271) is one of those who said that the frequency hypothesis has to deal with the relationship between input and accuracy and justified the reason of hypothesis which is dependent on the idea that the order of both of accuracy and acquisition are equal.

The Influence of First Language on Writing in English

In addition to the lack of both reading and writing, learners encounter additional difficulty that affects their ability to write appropriately. ESL teachers have traditionally highlighted the importance of ESL writers thinking and writing totally in English. The belief is that if ESL writers do any of their work in their first language, this use of L1 will inhibit acquisition of second language (L2) and will interfere with the generation of L2 structures and vocabulary from the L1 in an incorrect way. For instance, Arapoff (1972) suggested that "students should avoid topics related to first-hand experience because they may then translate from their first language into English".(Alexander Friedlander 1990). In other words, writing is a skill that can be learned, practiced, and mastered but it remains the most difficult skill to be mastered even for native speakers.

Generally, foreign language teachers emphasize the need and importance for EFL writers to think and write as much as possible in English. Friedlander (1990) stated that in another study, Jones and Tetore (1987) looked at ESL writers generating texts in their L1 and L2; they found that these ESL writers transferred both good and weak writing skills from their first language to English. This transfer was independent of language proficiency

which affected only the quantity of planning. They noted that weaker writers' failure to use writing strategies in English was based on their failure to use these strategies in their first language.

Many EFL learners consider writing in a foreign language as a difficult task. It requires the learner to be aware of the conventions that govern foreign language writing which are totally different from those which characterized his/her first language writing

Section Three: EFL Writing Problems

1.10.1 Writing Problems for EFL Learners

Writing is the most important, why not fundamental productive skill for undergraduate students to master, because it is a thinking tool used for learning all disciplines, learners have to develop the writing skill to be able to express their critical thinking, communicate, and practice language. However, undergraduate students face many difficulties in employing or using this language. Many studies were conducted in different universities around the world.

A study has been conducted in an Indonesian University by Rostanti, T. WidyaNovia, N. La Ode, S. (2019) to look at issues with Indonesian EFL learners' writing skill, including their ability, problem, and reason for their difficulties. The results show that some of the EFL students faced problems in writing aspects including: content, organization, vocabulary, grammar, and mechanics. In addition to the personal reasons for these problems, they also are caused by limited knowledge of writing which most of the time leads to mother tongue interference, thus this shows that the two languages differ from each other.

Another study was done in Saudi Arabia University by Mohammed Ilyas, E. and Aaeem, A, (2015) who tackled the debate about what has been known as Arabicized English, in which the authors come across this term which have been resulted from "a process of being nativized", this term refers to using Arabic language to facilitate or to acquire directly the English language. The term "nativisation" refers to the Arabic language to facilitate or acquire the English language directly. In this situation, "Arabization of English" is the process of converting rules, structures, grammar, syntax,

and other elements from their native language to English, inevitably resulting in blunders and errors.

In the research studies of Bhela (1999), AlBaldawi & Saidat,(2011)and Anisa (2011), declared that learners depend on the from and meaning of the MT(Arabic) through over generalizing the grammatical rules to fill in the structure of sentences that they ignore in FL(English); as consequence of these ignorance of rules and the mistakes and errors that the author or the teacher found in their pieces writing were the imperative utterances, verb placement (in Arabic v+s+o in English s+v+o), the wrong use of personal pronouns , verb and number agreements adding non-necessary preposition .In addition to that using word for word translation to communicate themselves in FL (English). This issue can show that the mother language appears or is used when the learners face new rules or information that they don't know in the target language, thus they tend to use their mother language background and rules which will make the written production full of errors and mistakes.

Dr. Ghaleb Rababah concentrates his main research interests on second language acquisition and communication strategies. In 2002, he published an important research paper that discusses the problems of Arab learners of English in general, as well as, focuses on the problems specific to Arab World University English language graduate, with a special center on the Jordanian situation, he also came up with the causes of the learners' problems with his personal view. He concluded that Arab learners of English find problems in the productive skills (speaking and writing), in a specific case, learners in Jordan, learn English using their mother language which is Arabic. They cannot learn English as a target language with teachers whose mother language is Arabic or through natural interaction in the target language, unless they "encounter native speakers of English", which is rare because English tourists don't always come to the country. He illustrates this issue by other studies; Harrison, Prator and Tucker (1975), Abbad (1988) and Wahba (1998). Abdul Haq (1982, p.1)states that" one of the linguistic areas in which students in the secondary cycle commit errors is in the writing skill", in this statement Abdul Haq sheds light on the most difficult productive skill that most of learners struggle when practicing, and commit errors, Abdul Haq view's was supported by Zunghoul (1984, p. 4), the researcher claims that EFL learners in Jordan "commit serious lexical errors while communicating in English ".Dr. Ghalebadds (2002,p. 2) that since Arabic is the language of their daily life it is quite difficult to use English. In contrast, in the United

Arab Emirates, people use English in their daily lives because they are living in a "multilingual nature of the residents". The fact that mother language influences the acquisition of the target language has existed for many decades. Egyptians' learners also face this problem, although Egypt was under British colonialism, they struggled in acquiring English in both speaking and writing. Wahba (1998, p. 36) presented these problems as follows:" Egyptian students face certain problems related to pronunciation. Some of these problems are related to stress, others are related to intonation. However, most of those problems can be attributed to the differences in pronunciation between English and Arabic". (Wahba, 1998, p. 36)

Writing in a second language is "a complex , challenging , and difficult process" (Alsamadani,2010)since the writer is expected to write the correct pieces of writing in a simple way and which are syntactically proper, semantically and culturally appropriate . EFL learners face many problems in writing sentences, paragraphs and developing ideas since learners' mother tongue and English linguistic and orthographic system differ, that made their English performance struggled, sometimes contain many errors; there are numerous of examples, such as: learners tend to write long sentences with coordinating conjunctions (Alkhatib, 2010; Oshima & Houge as cited in Almehamadi, 2012, p.68-76) repeat themselves and argue by exposition and elaboration(Johnson as cited in Almehmadi (2012, p. 68-76). They often talk around the topic and repeat phrases stating the main points (Dwek as cited in Almehmadi, 2010) they also tend to transfer their first modes and patterns of thinking in their first language (Arabic). Repetition is presented by writing more synonyms in the same sentence (Johnson as cited in Almehmadi, 2012, p. 68-76); for example: they use the coordinating conjunctions "and" and "as" which are closer to "wa" and "fa" in the mother language, Arabic. This presents one of the differences between the two languages; the English language does not allow for many synonyms coordinated with "and" or "as", rather in Arabic; one sentence may contain more than three or four synonyms, adjectives.

1.10.2 Algerian Learners' Writing Problems / Difficulties

English has been taught for the first time as a foreign language in Algeria for the fourth grade in the middle schools by the end of the 70s. The Algerian government gave a big importance to this language, and became obligatory for all learners without any exception. EFL learners became aware about the importance of learning this language and how it

helps in further studies abroad, communication,…etc. Hamdi (1990, p. 13) supports the importance of learning such language, he declares that "the Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs." He adds that this can happen if they only try to shift from French to English as a subject in the educational curriculum, or by increasing the number of EFL learners in the English department at the universities.

However, students till now don't master these language skills as some do in French, for that some studies were conducted to find out the reason for this failure. Some studies concluded that mother tongue interference is one of them; this was in a study done by master student Khedad Nesrine Chaima (2017) at the University of Mostaganem, the outcomes show that EFL learners commit various types of errors; she claims that the learners' writing problems are affected by interlingual and intralingual. She adds that most of the produced errors are caused by mother tongue interference. Algerian EFL learners use the Arabic language as a background to learn English that leads them to produce more and more errors in their written products. Another study was conducted by Dr, GHOUNANE, N (2018), this research ends with some important points:

- The EFL learners have writing weaknesses caused by their bad language proficiency, this means that they may don't have a correct background when start acquiring the target language.
- EFL learners don't understand the differences between the two languages (Mother tongue & Foreign language). They tend to use rules and structures taken from Arabic language and use it in their written productions of English even if they are different because they don't compare the two languages into differences and similarities.

  Ben Aissa, S (2018) stated that EFL learners in secondary schools have difficulties in writing. Among those difficulties they face are: using spelling, nouns, the correct tenses, pronouns, vocabulary, adverbs, and sentence structure. All the above difficulties are closely common to that for undergraduate EFL learners. Having struggles in using those elements will absolutely lead to a huge number of different errors committed by learners, and thus, the pieces of writing will be useless.

- EFL learners encounter difficulties in writing since the English language is not their mother language, it is a new language with new grammar, vocabulary, syntax semantics, and others. The EFL learners' weaknesses in producing well-structured sentences, correct grammar, and well-formed pieces of writing pushed them to use their mother tongue hoping that it will facilitate their productive skill of writing. This process is called mother tongue interference. The previous studies show that almost all EFL learners face the same problem, but the gap is whether they face the common errors while interfering with their mother tongue.

1.10.3 The Mastery of Writing Skill and Mother Tongue Interference

Writing is a very important skill among the other language skills; listening, speaking, and reading. Through writing, we can communicate with others, carry out transactions, and even tell what we feel. When learners are able to handle and control almost all the language rules and elements, they will be able to write well-structured pieces of writing which are syntactically proper, semantically and culturally appropriate. Having all these characteristics help learners to master the writing skill. However, when they don't have enough language baggage and limited knowledge about the foreign language, the process of writing skill will be somehow difficult. As a solution to avoid this problem, learners tend to use their mother tongue to fill what is missing in their pieces of writing thinking that they have solved the problem and made correct pieces of writing. The problem of having lack knowledge about the language; rules, vocabulary, grammar,…ect lead to the appearance of mother tongue interference. This interference has an impact on the learners' writing skill; it affects the coherence, cohesion of the written products, as well as the meaning of the content; sometimes the meaning differs from the one learner's aim to express. A study was conducted by Dr. Nadia GHOUNANE (2018)about "The Effect of the Mother Tongue on Learning Writing Skills for EFL Students"; she found that students have writing weaknesses and difficulties that are caused by their bad language mastery, as she added that learners do not differentiate between their mother language aspects and the language they are learning aspects; both of them are different, thus learners commit errors unconsciously . Another study by Tamiro, O. Tigist, Z. and Ketema, J (2015); the results of this study were presented as follows;

- Negative mother tongue interference causes many grammatical, spelling, and word order errors.

- The most common kind of transfer was spelling, structure, preposition, doubling of subjects, plural formation and synonyms.
- The majority of grammatical errors were caused by negative interference of the mother tongue on L2 learning.

The results showed that learners can't avoid their mother tongue knowledge in developing L2 written performance. Moreover, in February 2021, Prashana Kumaran ,N and Pramela, K investigated the mother tongue interference in English writing among Tamil school students, this study was built on the EFL learners' essays where the results reveal that learners' L2 writings are based on grammar, direct translation of the Tamil language , vocabulary and spelling. The Tamil learners relate both languages during the L2 learning or producing which affect their learning level as well as, their developmental process, researchers' findings of their study suggest to minimize this interference through the differences and similarities of both languages which may facilitate the learning process as it may separate the languages interference to practice each language individually.

The ability of mastering two languages is often unbalanced deviation. In mastering a foreign language or second language, learners cannot be separated from the influence of their mother language on the performance of learners.

Conclusion

Many experts and researchers found that there are many reasons that affect students' learning of any target language in general, English in specific. Concerning that the writing skill is the difficult process in learning any language since it contains many rules to prove this skill; many difficulties that would affect the quality of the written production, as well as the learners' level of acquiring the language. Many of them agree that among many reasons the first reason for these challenges is the use of students' mother tongue during their writing activities; the negative interference of learners'L1. This issue is universal, even Arabic Algerian learners face this problem during their English learning process. In addition to that, the use of learners' L1 in writing English pieces of writing has factors and results, as well as effects which control their learning and developing level.

Chapter Two : Research Design, Findings and Discussion

Part One: Description of the Methodology

2.1 Introduction

The present study deals with the investigation of the effect of mother tongue interference for First year students of English at Bou Bourdj Arreridj University. The previous chapters presented the most known problem faced by EFL learners in different countries and universities; mother tongue interference, the common types of errors committed due to this phenomenon. The coming step of the research that will give it more credibility is the practical part. This chapter will discuss the results mentioned in the chapters above. In addition to that, the organization of this work depends on the mixed method.

This chapter is divided into two main parts. The first part is concerned with providing details on the description of the methodology, data analysis procedures, population and sampling. The second part is concerned with discussing the data analysis capitulated by the practical tests addressed to EFL learners; the analysis of students' sentences and paragraphs, and the interview directed to written expression teachers. This chapter aims at: identifying the errors made by learners, and classifying them based on the language categories; grammar, syntax, lexical, semantics and substance.

2.2 Methodology

The current research work is a case study that involves 140 first year EFL learners (4 groups) among the whole number of learners, and 4 teachers of the written expression module in the English department at the University of Mohammed El Bachir El Ibrahimi of Bourdj Bou Arreridj. This study aims to highlight the effect of interference of the first language in developing the English writing competence of EFL learners. To fulfill the objective of this study and answer the questions, a mixed method design is employed. The qualitative method was presented through a semi-structured interview addressed to written expression teachers; the number of teachers chosen is 4; the number of teachers was limited since our university does not contain may written expression teachers, in addition to that, just 3 teachers accepted to make an interview with us , whereas the others refused even to answer the questions in a written form. The quantitative method for the two practical tests is applied for 140 EFL learners at the University of Mohamed El Bachir El I

brahimi, the first test is applied to explore the influence of mother tongue and (Arabic) on grammatical components cloistered and analyzed through 15 sentences for each learner to translate from Arabic (mother tongue) to English (target language); the number of learners involved in this test is 70. Another70 students were given a paragraph test where they were asked write about an accident

2.3 Research Instrument

It is very important to gather the teachers' opinions about mother tongue interference in English writing. The teachers' experience in teaching writing and dealing with mother tongue interference are very assumptive to develop the teaching-learning process of writing to EFL modules. A semi-structured interview addressed for EFL written expression teachers to recognize how they perceive mother tongue use in their students' writings. Also The Practical tests (corpus learners) were delivered to students into two forms; the first one asked learners to translate 15 sentence from Arabic to English to show that their understanding of Arabic meaning and structure of sentences are the same in their English Writing, this test has limited learners' thinking an guides them to one single idea especially when the ideas are provided in the learners' mother language (Arabic) , the second test was a task to write a short paragraph of about 10 lines about any accident that happened to them in the past, this test has no control over learners' thinking or ideas to be expressed in, rather there was just one idea to develop it, this will show how students think when they receive an instruction written in the target language(English).The two tests may deliberate the influence of mother tongue interference on the learners' EFL writing. Both practical tests were designed in the form of sentences and paragraphs. This type of writing has been chosen because 1st year learners did not tackle yet with the form of essays. Those Tools help to collect data about errors made by EFL students and classify them.

2.4 Population and Sampling

In the sake of gathering the necessary information about the problem that 1st year EFL learners face in the writing skill at the English department, university of Mohammed El

Bachir El Ibrahimi, 4 groups of 140 learners were selected during the academic year of 2021-2022. The sample includes 35 learners in each group (G 01, G 02, G 04, G 07), the sample was based on the belief that most of them face common struggles in mother tongue interference in EFL writing productions (sentences and paragraphs); the majority are weak and struggled in writing. As a result, the findings can be very significant. Moreover, the sample of written expression teachers was 4, most of them are experienced in teaching written expression lessons; they teach all license levels (1st, 2nd, and 3rd year) which means their views, perspectives and experiences toward the phenomenon (the effect of mother tongue interference on EFL writing) are to value the current work.

Part Two: Research Findings and Discussion

Section One: The Practical Tests of 1st Year Students

2.5 Corpus of Students

The first step to analyze errors is to divide them into categories and subcategories based on Corder, (1974); Richard, (1974); James, (1998); Selinker, (1972), in Richard, 1974; by Jack .C. Richards, (1974) from the titled book " *Error Analysis"* "and some categories were divided based on the book of "Basic English Grammar for English Language Learners (2007):

- **Grammatical:** determiners, verbs and tenses, adjectives, adverbs.
- **Syntax:** coordination, sentence structure, pronouns, word order.
- **Lexical:** word choice.
- **Semantics and substance:** punctuation, capitalization, spelling

Sentences

Sentences were designed for EFL learners. This test was addressed to ask students to translate the given sentences from their mother tongue (Arabic) to the target language (English). The corpus consists of 15 sentences for each student of two groups with simple structure that can be understood by learners. This work was directed for two groups of 35 learners. The aim of using Arabic sentences is to limit learners' thinking about the ideas we want them to talk about. EFL learners were very collaborative in this test; almost all of

them answered the question in the class without using their phones or any tool of translation, some did not answer some sentences, maybe they didn't know the right answer. They took just a half hour for each group to do the work. This test was delivered to analyze the errors committed by mother tongue interference

a) Samples of Negative Mother Tongue Interference Errors

The following errors are committed by the transfer of the mother tongue system to the target language. The following section is devoted to the analysis of grammatical errors.

2.5.1 Grammar
2.5.1.1 Determiners
2.5.1.1.1 Articles

The words "a", "an " and "the" belong to determiners. The articles "a" and "an" are called indefinite articles. They are used with singular nouns to talk about any single person or thing. The word "the " is called the definite article. It is used before a noun when talking about a certain person or thing. The article "the " is used when we are thinking about a specific thing, and it is clear in the situation which person or thing is meant. These articles cannot be used with abstract words that refer to ideas, attributes, or qualities that belong to everything or everyone. However, in Arabic language, the abstract words are defined by the article" ال ", the equivalence of "the " in English. Some errors are caused by the misuse of the article "the". This kind of error is repeated more than fifteen (15) times in students' written sentences i.e. it constitutes 5% of the grammatical errors. It is found that some students add the articles to words that don't need an article, omit the use of articles where articles need to be added, or use an article rather than the other. The misuse of articles can be explained by the two raisons; the first one is the ignorance of the English grammatical rules, the second one is the use of the grammatical rules of their mother tongue. This would be illustrated by the following sentences.

Examples:

- The childhood is the best period in our life because we play and learn and enjoy and we get our rights.
- the childhood is the best period in our life
- the Childlabour is disregarded by the government.

- childhood <u>is best</u> period in our life while we plays, and learning, and listen, and enjoy, and…….

The omission of the article "the" in the above sentence shows that the students use their mother tongue in writing.

➡ Childhood is the best time where we play, study, enjoy and have rights.

The meaning given in Arabic

"الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع و نتمتع بحقوقنا،

- <u>The work of kids</u> is a crime overshadowed by the government.
- <u>The child labor</u> is unethical behavior.

  The article "the" should not be added to the abstract nouns.

➡ Child labor is a crime authority are overlooking on.

The Arabic version   " تشغيل الأطفال هو جريمة تغفل الحكومة عنها "

Another error took place in this sentence which is the omission of the article "a"

- Kids work <u>is crime</u> government does not care about.
- the Childlabour <u>is disregarded</u> by the government.

➡Child labour is a crime authority are overlooking on.

- The muslims have good beliefs.

  The word "muslims" is an abstract word, so the article "the "must not be added.

➡ Muslims have sound beliefs.

2.5.1.1.2 Demonstrative Determiners

The words "this" and "that" are used to tell which thing or person is meant by the speaker. The articles "this" and "these" are used to point people or things near the speaker. The articles "that" and "those" are used to point people or thing(s) farther from the speaker. This type of error was repeated twenty (20) times i.e it constitutes 6% of all grammatical errors. Some students do not differentiate the demonstrative determiners in both singular/ plural form; some used "these" instead of "this/that", while others used "this" instead of "that". This error is also caused by two reasons, first incomprehensibility of rules, second; learners' mother tongue interference.

Examples:

- <u>These</u> man is broke
- <u>This</u> is man broken
- <u>These</u> man broking
- <u>This</u> guy is broken
- <u>This</u> man are broken
- <u>This</u> men is broken
- <u>This</u> men is broked
- <u>This</u> man is Kasse

The use of those demonstrative determiners is not correct; there is no agreement between the determiner and the subject (determiner (singular)+ subject (plural)+ verb (singular). As well as, the work is to be pointed out because it is not near the speaker.

➡ That man is depressed

The Arabic version " ذلك الرجل محطم"

- That hard work

The use of the determiner "that" to point something farther from the speaker, while the correct determiner is "this".

➡ This job breaks the back.

The meaning in Arabic "هذاالعمل مجهد"

2.5.1.1.3 Possessive Determiners

The words "my, your, his, her, our, their" are called possessive determiners or possessive adjectives. Use this word before nouns to say who something belongs to. Some learners fail to use these determiners i.e. this type of errors is nineteen (19) times which means 6% of the total grammatical errors.

Examples:

- Ibrahim passed her final exam with successes.

The possessive determiner "her" is used for the feminine noun and name, not for masculine. The masculine noun and name are to be replaced by the determiner" his".

- Ibrahim do their exam by……

The noun Ibrahim must be replaced by "his" both "their ".

- Ibrahim pass your final exam successfully.

- Ibrahim passed your finally exam with excellent mark.
- Ibrahim passed him exam greate.

The noun Ibrahim is replaced by the possessive determiner "your" and "him "instead of "his".

➡️Ibrahem passed his final exam brilliantly.

- Thank you for you call, I will recall you
- Thanks for you call, I will you calling a nother nearly

The second "you" should be "your" as a possessive determiner

➡️ Thanks for calling, I will speak with you again soon.

2.5.2   Verbs and Tenses

Marking verbs and tenses forms is considered one of the main difficulties that first year students face in their writing in English. The misuse of the simple present tense is repeated more than forty-eight (48) times; it constitutes 15%of the total grammatical errors; some of the students used the simple past, others don't use the correct rule of this tense. The misuse of the verb "to be" is repeated more than nineteen (19) times; it introduces 6% of the total grammatical errors made by students. The omission of the copula is remarked in students' written productions, it is repeated more eleven (11) times which introduces 3% of the total grammatical errors. The modal verbs also repeated nineteen (19) times; it represents 6% of the total errors. The simple past tense is repeated more than fifty-one (51) times; it introduces 16% of the total errors. The subject-verb agreement takes the lion's share; it is repeated seventy-five (75) times representing 22%of the total grammatical errors. Adjectives are repeated twenty- three (23) times representing 7% of the total errors. Adverbs are repeated twenty-eight (28) times, it represents 8% of the total grammatical errors made by students. These types of errors are caused by two reasons, first incomprehensibility of rules, second; learners' mother tongue interference.

2.5.2.1 Simple Present

Simple present tense is used for things in general or things that happen repeatedly. When we think means "believe" or have an opinion, this situation requires a simple present. (Raymond, M.2004. Unit 3; English Grammar in Use). Verbs always end with the stem of the verb (I, you, we, you, they + stem of the verb), ('he/she, it+ stem+ s).

The following sentence contains the infinitive of the verb "to look" is written without "s" which means writing a stem without the "to" and no tense is indicated:

- I think it <u>look</u> fantastic.

he verb "to look" is conjugated in the simple past, which is totally wrong:

- I think that he <u>looked</u> amazing.
- Childhood <u>was </u>the best period....
- Childlabour <u>was</u> ....

The use of tenses that have no relation to the meaning given in the sentence has changed the meaning from giving an opinion about an actual situation, to give an opinion about a past situation.

➡ I think it looks great.

The meaning given to students is: " أعتقد أنه يبدو رائعا"

➡ Childhood is the best time where we play, study, enjoy and have rights.

The meaning given to students is:

الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا

- I not get waiting more

The verb written in the sentence was not conjugated in the simple present.

➡ I can't wait more.

The meaning given to students is: لا أستطيع الإنتظار أكثر

2.5.2.2 The Verb "to be "

The words "am, is, are" are the present simple of the verb "to be". It is not an action verb; it is an auxiliary or helping verb. The word "am" is used with "I", "is" with singular nouns and (he/she, it), "are" is used with plural nouns and (you, we, they).

- That work hard
- That man broken.

The absence of the auxiliary "to be" makes the sentence meaningless; each sentence must contain at least one verb or an auxiliary.

This work is hard.   / This job breaks the back.

The meaning provided in Arabic   " هذا العملمجهد"

➡ That man is broken. / That man is depressed.

- I think so been awesome.

"Been" is the past participle of be. We only use it in the perfect tense. In general, we use the perfect tense when we want to focus on the present results of things that have been done in the past.

➡ I think it sounds great.

The meaning given in Arabic   "أعتقد أنه يبدو رائعا"

2.5.2.3 Omission of the Copula

Null copula is the omission of a form of the verb "to be". This may change the sentence form or make it meaningless because every sentence needs a verb or an auxiliary.

● That hard word

➡ This work is hard.

● This work very hard

➡ This work is very hard

● That man broken

➡ That man is broken. / That man is depressed.

The meaning given in Arabic   " ذلك الرجل محطم "

The auxiliary" to be" is omitted. The form of this sentence is mainly the same as the idea provided in Arabic, because in Arabic there are no auxiliaries.

➡ This job breaks the back.

The meaning given in Arabic "هذاالعمل مجهد"

2.5.2.4 Modal Verbs

Modal verbs are can, could, may, might, should, would, will, shall, must. They differ from main verbs in several ways: They are followed by the infinitive without" to".

● I can not waiting more

The verb "can" be always used with the stem of the verb.

➡ I can't wait more.

● Must end this phenomen......

Modal verbs always come after the subject and before the main verb (expect for questions).

➡ This phenomenon must be ended.

● ...must to take down....

With model verbs, use infinitive form of the main verb without "to".

2.5.2.5 Simple Past

Simple past is used to talk about things that happened in the past, stories, and past events. Some verbs are regular that have the same ending "ed". Other verbs are irregular; each verb has its own conjugation (E.g.: eat_ ate, write_wrote). The following sentence shows that some of learners don't have enough knowledge about the past simple of irregular verbs.

Examples:

- The fighter break the bones of hid enemy

The verb "break" is neither in the past nor in the present tense or any other tenses.

- The brouker brouk his enemy's bones.

The verb" brouk" is not the past tense of "to break", the student just used his/ her spelling of the verb and wrote it.

- The boxer brokes bones of his partner

The verb "brokes" is a combination of the past tense + the present tense.

- The boxer human broken bones of his opponent

- The carate broken the   his

The word in this sentence "broken" is the past participial of the verb "to break" which is not the correct tense for this sentence.

- The whistler is his opponent

The above sentence does not contain a verb, it is formulated with the auxiliary "to be" in the present, and that changed the meaning of the sentence completely.

- The boxer brook the bones of opponent

In this sentence, the verb "to break" is written "brook" maybe because they have almost the same spelling. All those sentences are written according to the learners' mother tongue.

- The Whistler pull down his opponent...

The word "pull down "is an adjective not a verb. If we conjugate it according to the given sentence which is the past, we say "pulled down ".

- The Whistler pull down his opponent...

    The word "pull down "is an adjective not a verb. If we conjugate it according to the given sentence which is the past, we say "pulled down ".

- The Whistler smash his opponent's bones.

The word "Smash" is neither in the past nor in the present tense, it is the stem of the verb "to smash".

➡️The whistler broke his opponents' bones.

The meaning given to students is   "هشم المصارع عظام خصمه "

● Ibrahim pass the final exam perfectly

The verb "pass" is not in the simple past, it is a stem without "to".

● Ibrahim to passed his final exam....

To conjugate a verb, we need first to omit "to", keep the stem then add the endings of the appropriate tense.

● Ibrahim have passé his final exam

The verb "to pass" in this sentence is written in French "passé", it is clear that the student does not know the verb.

● Ibrahim had passed his exam seriously

The given sentence needs a simple tense which is the simple past not the past perfect.

● Ibrahim passes his final exam successfully

Both verbs' "lives" and "passes" are in the simple present which is not the correct tense of the sentences.

● Ibrahim past his final exam.

The word "past" is an odd word, which means, "past" has no relation with the meaning of the sentence; the learner uses his/her spelling in writing the verb "passed".

➡️   Ibrahem passed his final exam brilliantly.

The meaning given in Arabic   "اجتاز إبراهيم امتحانه النهائي بتألق "

2.5.2.6 Subject-Verb Agreement

When you write a sentence, you must make sure that the subject and the verb agree.

Subject (singular nouns, he, she, it) ➡️   singular verb.

Subject (I) ➡️   singular verb.

Subject (plural nouns, we, they, you) ➡️   plural verb.

The following sentences did not fit the above rules:

● Ibrahim get his last exam

The verb "get" does not agree with the subject "Ibrahim", the "s" of the singular noun of the present tense (gets).

- ibrahime <u>do</u> the final exam welle.

The verb "to do" does not agree with the subject "Ibrahem", "do" is for the subject" I" and for the plural nouns; "Ibrahem" is a singular noun

➡ Ibrahem passed his final exam brilliantly.

The meaning given in Arabic ‏"اجتاز إبراهيم امتحانه النهائي بتألق "

- muslims <u>has</u> inmamorible mathes.
- Muslims <u>has</u> strong beliefs.
- Muslims has established beliefs.

"moslims" is a plural noun that needs the plural form of the verb "to have". In both sentences the verb "to have" is written "has", thus there is no subject-verb agreement.

➡ Muslims have sound beliefs.

The meaning given in Arabic ‏"لدى المسلمين معتقدات راسخة "

- I think it look amazing

The verb "look" does not agree with the subject "it", the "s" of the singular noun of the present tense.

2.5.3 Adjectives

An adjective is a describing word. It tells more about a noun (p. 52), it gives some details about something or someone. Adjectives can be numerous in one Arabic sentence as they can be synonyms, but English sentences do not contain more than one adjective (no synonym adjectives). This example illustrates the mother tongue interfere:

- Thanks for your <u>benifint and helpful</u> advice.
- Thak you for your <u>useful and attentional</u> advice.
- Thank you for your <u>benifitial and helpful</u> advice.
- Thank you for your <u>useful and clever</u> pieace of advice

All the above sentences contain two synonym adjectives which are not correct, as well as the use of "and", this will be tackled in another sub-category.

- Thank you for your <u>helpful deep</u> advice.
- Thank you for your <u>attention benefit</u> advice.
- Thank you for your beneficial important advice.

All these sentences are written with two synonym adjectives .

➡Thank you for your sound advice.

The Arabic version is   "شكرا على نصيحتك المفيدة النبيهة "

2.5.4   Adverbs

An adverb is a word that describes a verb, it tells about an action, or the way something is done. Most adverbs end in "**ly".**

- Ibrahim passed his final exam with elegant

The word" elegant" is an adjective not an adverb.

- Ibrahim passed his final exame greatful.
- Ibrahim passed his exam successful.

The words "greatful", "successful" are adjectives not adverbs.

- Ibrahim do his exam with greater.

The word "greater" is an adjective not an adverb.

- Ibrahim passed his final exam with successes

The word" successes" is a noun not an adverb.

- Ibrahim passed his Final exam with successfully

The adverb" successfully" doesn't require "with".

- Ibrahim passed his final exam successedly.

The word "successedly" is not classified as a noun, adjective, or adverb.

- Ibrahim did his final exam by intilegent
- Ibrahim did his final test by brilliant
- Ibrahim pass his final exam perfect
- Ibrahim spend his final exam by sparkling

The words" intelligent" and "brilliant"," perfect", and "sparkling" are adjectives, while the sentence needs an adverb.

➡️   Ibrahem passed his final exam brilliantly.

The meaning given in Arabic   "اجتاز إبراهيم امتحانه النهائي بتألق   "

Chapter Two : Research Design, Findings and Discussion

The following table shows the results of all the grammatical errors committed by EFL learners and describes percentage of each category.

	Types of errors	Frequency	Percentage %
Grammar	Articles	15	5%
	Demonstrative Determiners	20	6%
	Possessive Determiners	19	6%
	Simple Present	48	15%
	The verb "to be"	19	6%
	Omission of the Copula	11	3%
	Modal verbs	19	6%
	Simple Past	51	16%
	Subject-verb agreement	75	22%
	Adjectives	23	7%
	Adjectives	23	7%
	TOTAL	**328**	**100%**

Table 1.1 Grammatical Errors Types

The data presented in table 1.1 "**Grammar errors type**", the total frequency of making errors in grammar is 328 times." **Subject-verb agreement**" does have the highest percentage; it presents 22% of the total errors. The misuse of the "**simple past** "comes in the second class presenting 16%; some students did not use the correct rules of the past tense in the given sentences. This table also represents the errors of using "**the simple present**", it constitutes 15%; some students deviated from the target language rules. Moreover, the misuse of "**adverbs**" is introduced by 8%, adjectives constitute 7% of the total errors. While each of the following: "the verb "to be", "modal verbs", "demonstrative determiners", "possessive determiners" introduces 6% of the total of students' grammatical errors. Only 3% present the omission of the copula in the written production of students.

2.6 Syntax

According to M. Rajamanickam (2004, p, 365) Syntax is a branch of linguistics that deals with the grammatical arrangement of words and morphemes in the sentence of a language. It is the totality of facts about the grammatical arrangement of words in a language. Syntax studies the rules for combining words and morphemes into phrases and sentences.

2.6.1 Coordination

It "refers to the process of putting two or more ideas of equal value together. They could be written as separate sentences and would still make sense. The main coordinators are: "and", "but", "so", and "or"." Julio Grimenez (2018, p. 143). The coordinator "and" is used to connect more than two words or sentences together, items and series are related to each other by commas, and the coordinate conjunction "and" is added before the last one. This type of error is repeated forty-four (44) times i.e it constitutes 5% of the total syntactic errors.

Examples:

The following sentence contains more than two items, these items were related to each other by "and".

- Childhood is the best periode in our life because. in it we play and learn and having fan and our rights.

- Childhood is the best period in our lives, where we play and learn and enjoy and enjoy our rights.

The items provided in the sentence were connected with the coordinator" and" which is similar to the mother tongue (Arabic) rules that allows the repetition when necessary.

➡️ Childhood is the best time where we play, study, enjoy, and have rights.

The meaning given in Arabic

"الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا"

2.6.2 Sentence Structure

A sentence is a group of words that expresses a complete thought. A sentence must have a subject and a verb, but it may not have an object. There are two types of sentence structure: S+V+O or O+V+S. It also consists of four types of sentences, but the focused type in this test is the declarative sentence. The sentence that makes a statement begins with a capital and ends with a period. This type of error is repeated more than seven hundred and twenty-six (726) times; it represents 79% of the total syntactic erro

Examples:

- i think so been awesome and wonderful

➡️ I think that it seems fantastic.

42

- i think looks great

    ➡ I think it looks great.

    • it seems great

    ➡ I think it sounds great.

    • please don't go back in your promise

    ➡ Please, don't break your promise.

- the moslims have truth traditions

    ➡ Muslims have sound beliefs.

The meaning given in Arabic   "لدى المسلمين معتقدات راسخة"

- Please, don't forget your promise

    ➡ Please, don't break your promise.

- thank you for your calling I will speak with you on another time soon

    ➡Thanks for your call; I will call you soon.

The meaning given in Arabic   "شكرا لاتصالكسوف اتكلم معك مرة أخرى قريبا"

The syntactic errors made by learners took a valuable part in their performance. These errors may affect both the learner as a producer and the receiver (the teacher, or any reader); the syntactic sub-categories are very important in building clear, organized, and correct pieces of writing.

2.6.3 Pronouns

The pronoun "it" is used when someone refers to an object or an animal, it does not have an equivalent in Arabic since both "**he**" and "it" refer to "**howa**". The following examples, students replace the pronoun "**it**" by "**he**". This type of error is repeated forty-eight (48) times, it represents 5% of the total syntactic errors.

Examples:

- I think <u>he</u> looks wonderful
- I think he looks great

➡️ I thinkitsoundsgreat

The Arabic version is "أعتقد أنه يبدو رائعا "

When students use their mother tongue in writing English sentences, such errors appear inevitably.

- The boxer break the oses of <u>her</u> advisair.

The pronoun "her" refers to a singular feminine noun such as a woman, girl, and female animal. The pronoun "her" is used for the masculine noun "(the opponent of the whistler) which is incorrect.

- yes, <u>it</u> lived there for about ten years

➡️ Yes, she lived there for about ten years.

2.6.4 Word Order

"The basic linear constituents in English are Noun Phrase-Verb phrases (or NP /VP) and their typical grammatical functions are Subject-Verb-Object (or SVO). The use of word order patterns such as (SVO) or (VOS) to talk about different "types" of languages is part of a more general area of study known as language typology". George Yule (2020, p. 101) This type of errors is repeated one hundred and six (106) times, it introduces 11% of the total errors made by students.

Examples:

- The whistler is his opponent

The general word order is S+V+O, this sentence contains just S+ aux +O, because of the absence of the verb, the meaning of the sentence is ambiguous (what did the whistler do to his opponent?)

➡️ The whistler broke his opponent's bones.

The meaning given in Arabic "هشم المصارع عظام خصمه "

- Thank you for your call, I will contact very soon
- Thank you for your call, I will back call you soon.

- Thank you for your call, I will back call you soon.

This sentence has two clauses; the first one is clear in meaning and grammatically correct. The second clause does not contain an object which makes it a little ambiguous (I will call who?)

➡️Thanks for calling. I'll speak with you again soon.

The meaning given in Arabic   " شكرا لاتصالكسوف اتكلم معك مرة أخرى قريبا "

- This work is very hardly

The word order of this sentence is S+ V+ O, the above sentence contains of S+ V+ Adv +Adv

➡️   This job breaks the back.

The meaning given in Arabic   " هذا العملمجهد "

- must eradicate this damage for protect the right of children
- Should be attac for this phenomen for protect right children

The word order of those sentences is: modal v+ V+O+P+V+O

A declarative sentence never begins with a modal verb.

➡️ This phenomenon must be eradicated to protect the rights of children.

The meaning given in Arabic   " يجب القضاء على هذه الآفةلحماية حقوق الأطفال "

- This work hardly

The word order of this sentence is S+ Adv. There must be S+V+Adj in this case.

➡️   This job breaks the back.

The meaning given in Arabic   " هذا العملمجهد "

- I not get waiting you

the order of the sentence is S+NOT+V+O

➡️ I can't wait for you.

- The man broken

The order of the above sentence is O+ADJ. There must be a verb in this sentence. The man is broken.

- This is man broken.

The subject always comes after the demonstrative determiners.

➡️ That man is broken/ depressed.

The meaning given in Arabic   " ذلك الرجل محطم "

Chapter Two : Research Design, Findings and Discussion

The following table summarizes the syntactic errors committed by EFL learners, and describes the percentage of each category.

	Types of Errors	Frequency	Percentage%
	Coordination	**44**	**5%**
	Sentence structure	**726**	**79%**
Syntax	Pronouns	**48**	**5%**
	Word order	**106**	**11%**
	Total	**924**	**100%**

Table1.2. Syntax Errors Type

The above table 1.2 on "**Syntax errors type**"demonstrates that 924 errors were made, which has been classified as follows: 79% is introduced for "**the sentence structure**"; most students don't respect the rules of writing a correct sentence syntactically. "**Word order**" marks 11% of the total errors, which causes a wrong form or meaning in the sentence. 5% for each of "**coordination**" and "**pronouns**".

2.7 Lexical

Lexical means the study of words and meanings; this term refers to the sense of a word as it appears in a sentence in dictionaries or as an individual word. It is clear that we are familiar with words and that occurs when we try to find the right word for the right situation, or that fit our meaning in a sentence. However, our familiarity with words does not mean that it is easy to say what a word is. This category aims at comprehending "the various forms of items which are closely related by meaning". Sometimes we use words that we think are the best to describe our ideas, feelings, thoughts, or opinions, but they are not because the use of words needs more concentration on the whole meaning of the sentence, not just the word. Word choice is very important in writing; when a learner starts writing, he/she has to choose the words that express his/her ideas and decide how to collect and organize them into sentences, paragraphs, and other types. The next step is to revise the work; the learner will start thinking whether the chosen words really capture the meaning he/she is looking for. Some EFL learners did not respect word choice for their sentences. This type of error is repeated thirty-four (34) times in students' written production.

Examples:

- Childhood is the best in our life Because in it we play and learn and having fun and our Rights.

The use of the word "because" and "in it" did not fit the idea that the learner wants to express.

The word "having" is an "ing" verb, while the other verbs are not (play, learn). The sentence words are almost the same as the idea given in Arabic.

➡️Childhood is the best time where we play, study, enjoy and have rights.

The meaning given in Arabic " الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع و نتمتعبحقوقنا"

We must destroy this phenomenon to protect children's rights

- it's must be eliminated to protect human rights
- we must cut this phenomenon to protect child's rights
- We must beat this crime to protect children right
- This must be destroyed to protect children rights
- We must spend about this phenomenon to protect child rights
- We must fight this phenomenon to protect rights of child
- This phenomenon must be vanished to protect children rights
- Must eradicate this damage for protect the right of children.
- We must <u>keep</u> this phenomen to protect the rights of children.

The words "destroy", "beat", "spend", "fight", "vanish"," keep" are used to express the idea of eradicating the phenomenon

➡️This phenomenon must be eradicated to protect children's rights.

- The <u>musuliman</u> has <u>good</u> beliefs.
- There are <u>great</u> beliefs for muslims
- The moslims has <u>immomarible mathes</u>
- the muslims have strong <u>traditions.</u>
- The muslims <u>planting</u> belives.
- Muslims have <u>thinks don't change.</u>

The word "mosulman" is a French word used in an English sentence the words "good", "great", and "planting" are used to express the idea of strong, fixed, or sound. While the words "mathes" and "traditions" has nothing to do with the meaning expressed before. The

word "immemorable" is a wrong word (memorable). While the phrase "thinks don't change" is used to express the meaning in the learner mother tongue.

➡ Muslims have sound beliefs.

The meaning given in Arabic   "لدى المسلمين معتقدات راسخة "

- letting children work is a crime that the government don't look for it.
- Child labor is a crime the government <u>are not give the attention for her.</u>
- Child labor is a crime, the government <u>ignores</u> it
- the work of child is <u>criminal.</u>
- Child labour is a crime the government don't see.
- Child labour was a criminal the government not attended to it.

They refer to "child labor" by the sentence "letting child work", which is incorrect.

The expressions; "don't look for it", "do not give attention to her", ignores it" do not provide the same meaning of overlooking.

The two verbs "don't see" and "not attended "are right words in the wrong place or for wrong meaning.

➡ Child labor is a crime that authorities are overlooking on.

The meaning given in Arabic   "تشغيل الأطفال هو جريمة تغفل الحكومة عنها "

- The fighter cross his <u>enemies boats</u>
- The boxer <u>knacked out</u> his opponent.
- The boxer broke the bones of his enemie
- The <u>Mossara Kasse</u> the <u>oses</u> of the enemes
- The <u>carate</u> broken the   of his
- The boxer brokes the opponent of his partner
- The boxer <u>destroyed</u> the bones of his opponent
- The <u>fighter</u> break the bones of his enemy
- The <u>fighter</u> break his <u>enemy</u> bones.
- The gladiator destroy the bones of his adversary

The verbs "cross", "knacked", "destroyed" are used to express the idea of "broke", they nearly have the same meaning, but they are not appropriate for this sentence.

The word "enemy" is used to refer to war not in meaning of opponent; challenging.

The word "crate" is chosen to express the meaning of "whistler", however both sports are different and each word means a specific sport.

The word "boats" does not have any relation with the meaning of the word "bones".

The words "Mossara", "Kasse" and "" oses" are not English vocabularies, they are a mix of French and Arabic.

➡ The whistler broke his opponent's bones.

The meaninggiven in Arabic "هشم المصارع عظام خصمه"

- Thank you for your calling I will talk with you
- Thank you for your phone, I will phone you again.

The words "talk" and "phone" are used to express the action of calling. Bothwords are inappropriate.

➡ Thanks for calling. I'll speak with you again soon.

The meaning provided in Arabic "شكرا لاتصالك، سوف اتكلم معك مرة أخرى قريبا"

- Throw waste and re-manufacting
- Throw the rubbish and reduce them
- Get rid of rubbish and make recicle
- Trowing rabishe and recyclable
- To get rid of the garbage and recycling
- Letting the truch and recreating
- Throw the rubbish and repited it
- throw rabishs and reform them
- tossing garbage and recycling
- letting away the trache and recicle it
- ending the waste and recicle
- recycle the rubbish

All the sentences above contain words that are not appropriate to be used in this situation

➡ Waste Disposal and Recycling.

The meaning provided in Arabic   "   ''التخلص من النفايات وإعادة التصنيع

- Yes, she builds there for about ten years.

The verb "build" does not contain the meaning of living, this may refer to literary translation.

- Don't fail your promise.

The verb "fail" is used to express the meaning of to break or to forget.

➡Please, don't break your promise.

The meaning provided in Arabic   " رجاءا لا تخلف بوعدك"

The below table summarizes the lexical errors made by students and describes the percentage of the word choice category.

	Types of Errors	Frequency	Percentage%
Lexical	Word Choice	34	100%
	Total	**34**	**100%**

Table1.3. Lexical Errors Type

The table of "lexical "represents the word choice errors made by EFL students which is 34%. This type of errors affects the meaning of sentences; sometimes students use words thinking that they are correct or the idea is clear, but in fact the idea provided in their mind using the mother tongue is correct, while the target language's written production contains another meaning. Thus, the meaning changes and errors appear in students' products.

2.8 Semantic and Substance

2.8.1 Punctuation

According to P. C Wren (2019, p.74) A Punctuation mark is a mark, or sign, used in writing to separate sentences and their elements and to clarify meaning. There are rules of punctuation that have to be followed; at the same time there are also punctuation conventions that may follow. The most common punctuation marks in English are: 1/ Full stop (.), 2/ Comma (,), 3/ Semicolon (;) 4/Colon (:), 5/ Question mark (?), 6/ Exclamation

mark (!), 7/Quotation marks or inverted commas ('`). Students have a serious problem with this sub-category as it is repeated four hundred and seventeen (417) times, it introduces 46% of the total semantic errors.

Examples:

- please don't miss your promise

The " comma" is used after "please" to emphasize the meaning of the sentence. The omission of the comma made the sentence less emphasized.

- This work is hard
- I am so busy
- Yes, she lived there since about ten years
- I can't wait more

Full stop is usually placed at the end of a sentence.

- Yes, she lived there for about ten years.

A comma must be added after the introductory word "Yes" at the beginning of the sentence.

      ➡ Yes, she lived there since about ten years.

- Childhood is the best moment in our lives where we play and learn and enjoy with our rights.
- Childhood is the best period in our lives that we learn and play and have fun and have rights.

When we have a list of three or more items, commas should separate each element of the list. In other words, in the above sentences we must omit the repeated word "and"(except the last one) and put commas instead.

2.8.2   Capitalization

The misuse of capitalization h**as** a serious impact on students' work. This type of error is repeated more than three hundred and nine (309) times; it constitutes 34% of the total semantic errors.

The capital letter is also called upper-case or sometimes just a capital. Capitals are used for:

2.8.2.1 The first Letter of a Sentence

capitalization was not used since the Arabic language does not contain capitalization; these are some examples:

- <u>this</u> work is hard

    ➡ This work is hard.

The sentence in the native language   " هذا العملمجهد ‘‘

- <u>yes</u>, she lived there since about teen years

The meaning given in Arabic ‘‘ نعم ،إنها عاشت هناك منذ نحو عشر سنوات "

- <u>moslims</u> have a Strong Belives

    ➡ Muslims have sound beliefs.

The Arabic version is   " لدى المسلمين معتقدات راسخة "

The first letter in the above sentence was written with small letters, rather, both letters in the words "strong" and "believes" were written with capital which is wrong.

2.8.2.2 The Pronoun "I"

It has an equivalent in Arabic which is" Ana", the examples are evidence for this error

Examples:
- Thank you for your calling, <u>i</u> will talk with you at soon
- Thanks for your call, <u>im</u> gonna talk to you soon

    ➡Thanks for calling. I'll speak with you again soon.

The Arabic version is ‘‘ شكرا لاتصالك، سوف اتكلم معك مرة أخرى قريبا "

- I think <u>he</u> looks cool

    ➡I think it sounds cool

    The Arabic version is   ‘أعتقد أنه يبدو رائعا

2.8.2.3 Names of People
- <u>ibrahim</u> passed his exam Brightly

    ➡Ibrahem passed his final exam brilliantly.

    The Arabic version is ‘ اجتاز إبراهيم امتحانه النهائي بتألق ’ The

In general, capital letters are written for the first letter in a sentence, the word "I", names of people, mountains, lakes, rivers, seas, festivals, holidays, days, months (Seaton. A, Y. H. Mew 2007, p. 13, 14, 15, 16, 17, 18), while verbs and the rest of the sentence are written in small letters. However, in Arabic, pieces of writing do not contain capital letters; all letters are written in the same size. The use of mother tongue interference leads students to neglect the rules of the target language.

2.8.3 Spelling

Spelling is the correct order of the letters in a word, as it can be the ability to spell words in the correct way. Collin English Dictionary (2022); which means the ability to write the letters of a word in a correct way. The spelling error is repeated more than one hundred and seventy-eight (178) times, it introduces 20% of the total substance errors.

Examples:

Here are some of the spelling errors made by students:

- that <u>mean</u> is broken

That man is depressed

- Yes, she lived there since <u>tene</u> years ago.
- Yes, she <u>leaved</u> at since 10 years ago.

⟶ Yes, she lived there for about ten years.

- Please, keep <u>yor promiss</u>

⟶ Please, don't break your promise.

- I <u>cant waite</u> more.

⟶ I can't wait more.

- Thank you for your call, I will talk you <u>nerlly</u>

⟶ Thanks for calling. I'll speak with you again soon.

- I thing that are amazing

⟶ I think it sounds great.

- <u>Ibrahime</u> do the finale test <u>welle</u>
- Ibrahim passed him exam <u>greate</u>

⟶ Ibrahem passed his final exam brilliantly.

- The boxer brook the bones of opponent

⟶ The whistler broke his opponent's bones.

- Thanks for your <u>utille conseil</u>

- Thanks for your helpable advice

  ➡ Thank you for your sound advice.

- childhood is the best moment in our life when we play and learn and <u>injoy</u> and entertainment by our rights.

  ➡ Childhood is the best time where we play, study, enjoy and have rights.

- child labor is a<u> cream</u> that the government ignore.

  ➡ Child labour is a crime the authorities are overlooking on.

- <u>Thenk</u> you for your useful advice.

  ➡ Thank you for your sound advice.

- <u>Pless,</u> don't break your promise

  ➡ Please, don't break your promise.

- We <u>mast iradecate</u> this crime for protect children

- We mast iradycate this crime for protect children

  ➡ This phenomenon must be eradicated to protect children's rights.

The following table lists the semantics and substance errors committed by EFL students and the percentage of each category.

	Type of Errors	Frequency	Percentage %
	Punctuation	**417**	**46%**
	Capitalization	**309**	**34%**
Semantics &Substance	Spelling	178	20%
	Total	**904**	**100%**

Table1.4 Semantic Errors Type.

Semantic and substance errors are represented in table 1.4. This table contains four types of errors ordered as follows: punctuation represents 46% of errors made by students. Capitalization introduces 34% of the total error. Finally, spelling errors present 20% of the total semantic and substance errors.

Paragraphs

A paragraph was designed for EFL learners, they were asked to write a short paragraph about any accident that happened in the past. This test was directed to be done using only the English language; not the same as the test of sentences. The question was as simple as possible to be understood by all learners. The corpus is a paragraph of ten (10) lines. This task was directed for two groups of 35 learners. The aim of this test is to give learners a chance to produce their own thinking and make it readable, understandable, and correct; learners were controlled by the first idea but the content is their own production. EFL learners were very collaborative; some wrote a paragraph of 10 lines, some did less and some wrote more. EFL learners of both the other two groups spent half an hour doing the task, without using any tool.

The analysis of first year student's short paragraphs reveals that they make a significant number of errors of different types during their writing practices which is the first aim of the research: **Identifying the main errors committed by EFL learners at Bourdj Bou Arreridj University.**

 Below are sample recorded errors from the different erroneous linguistic aspects explored

Types of Errors:

2.9 Grammar

2.9.1   Determiners

2.9.1.1 Articles

The misuse of articles was found to be the most grammatical error type in first year student's writing. It constitutes 19% of the entire percentage of errors. The main reason that led to the occurrence of this type of errors is the mother tongue (Arabic) interference.

Examples:

- The life is full of surprises.

    ➡ Life is full of surprises.

- …the love....

    ➡ ...love...

- ...<u>the</u> doctors tell my family.

    ➡ Doctors tell my family….

In English abstract nouns are used without the definite article ' the', whereas in Arabic the same words are preceded by the definite article equivalent to 'the ' (i.e., ال(

- ...it was year full of challenges.

    ➡ It was a year full of challenges.

- I faced accident which is....

    ➡ I faced an incident which is…….

Here learners omitted required articles "a" and "an"

2.9.1.2 Demonstrative Determiners

A Demonstrative is a determiner or a pronoun that points to a particular noun or to the noun it replaces. First year students misuse those determiners in which they didn't make a balance or agreement between the determiner and the subject. This kind of errors is repeated more than twenty-five (25) times in student's short paragraphs i.e it constitutes 14% of all errors.

Examples:

- <u>These</u> memory makes me more responsible.

    ➡....This memory makes me more responsible.

- ...then I said, <u>this flowers</u> are beautiful.

    ➡ ....then I said, <u>these</u> flowers are beautiful.

2.9.1.3 Possessive Determiners

In English grammar, a possessive determiner is a **type of function word used in front of a noun to express possession or belonging.** And like it is mentioned above that first-year students misuse Demonstrative determiners, they did the same with possessive determiners. The misuse of possessive determiners errors occurs with a low percentage compared with the previous type of errors that is 13% (23 errors).

Examples:

- In the past, I faced an accident that I have never forget <u>her</u>.

    ➡In the past, I faced an accident that I have never forget.

- .... then, a car bumped my father car.

➡...then, a car bumped my father's car.

- In the same year, my sister passed <u>their</u> Baccalaureate exam.

  ➡ In the same year, my sister passed <u>her</u> Baccalaureate exam.

- ...suddenly, we listened <u>her</u> crying, we went to <u>him</u> and <u>he</u> was very scared.

  ➡.....suddenly, we listened <u>him</u> crying.....

2.9.2 Verb and Tenses

2.9.2.1 Simple Past

Since the given task is to write about an accident that happened in the past, the most dominant tense would be "past tense". This kind of error constitutes 16% of the entire percentage with (29 errors).

Examples:

- When I was five years old, I <u>go </u>to the sea with my family.

  When I was five years old, I <u>went </u>to the sea with my family. The Simple Past of the verb "go" Is "Went".

- ...I didn't go outside I just <u>sleeped</u>

  ➡ I didn't go outside, I just<u>slept</u>.

  The Simple past tense of the verb "sleep" is "slept" not "sleeped" it is an irregular verb.

- ...she <u>didn't went. </u>

  ➡…she didn't go.

  The verb which comes after the auxiliary verb "did" always will be the base form (that is called "infinitive" form, meaning without any inflection to the past tense. Therefore "she didn't go" Is the appropriate form.

- When I was nine years old, my father <u>death. </u>

  ➡When I was nine years old, my father <u>died</u>.

  The word "death" is not a verb, but a noun.

2.9.2.2 Subject-verb Agreement

Subjects and verbs must **AGREE** with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. It constitutes 11%. The following are some examples of subject verb agreement errors:

Examples:

- When I <u>were</u> ten years old

  ➡ When I was ten years old.

- ...dogs <u>was</u> going on.

  ➡ …. dogs <u>were</u> going on.

- ...and thedoctors <u>tells</u> my family…..

  ➡…. doctors <u>told</u> my family….

2.9.2.3 Omission of The Copula

Ommission of the copula constitutes 10% with 19 errors . Some errors can be attributed to non- existence of the copula in Arabic.

Examples:

- My mother said: this view fantastic!

  My mother said: "This view <u>is</u> fantastic!"

- ...this noise <u>it</u> very high.

  ➡....this noise <u>is</u> very high.

2.9.3 Adjectives

Adjectives are words that describe the qualities or states of being of nouns. Results show that some students used more than one synonym adjective in a sentence which is a sign of mother tongue interference as in Arabic we can use more than two synonyms' adjectives. Adjective errors constitute 10% of the entire percentage.

Examples:

- I was <u>smart, clever</u> and <u>intelligent</u>.
- It was <u>sad</u> and <u>sorrowful</u> memory.
- ...few days later My health becomes <u>well</u> and <u>good.</u>

2.9.4 Adverbs

An adverb is a word that modifiesor qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc..... Some students did not differentiate between adjectives and adverbs. Adverbs Errors represent the lowest percentage of all Errors (7%) with 14 errors.

Examples:

- She went rapiditly.

  ➡She went rapidly.

- I was a naughtily girl.

  ➡ I was a naughty girl.

- I passed my holiday with quick.

  ➡ I passed my holiday quickly.

- The cat with hungry eat the fried fish.

  ➡The cat hungrily eats the fried fish.

The following table summarizes the grammatical errors committed by EFL learners in paragraphs' writing test and describes percentage of each category.

	Types of Errors	Fequency	Percentage %
	Articles	34	19%
	Demonstrative Determiners	25	14%
	Possessive Determiners	23	13%
	Simple Present		
	The verb "to be"		
	Omission of the Copula	**13**	**10%**
Grammar	Modal verbs		
	Simple Past	**29**	**16%**
	Subject-verb agreement	**20**	**11%**
	Adjectives	**18**	**10%**
	Adverbs	**14**	**8%**
	Total	**182**	**100%**

Table 2.1 Grammar Errors Type

According to the table 2.1 grammar errors are 182 errors of the total numbers of errors. The high percentage is 19% which represents article errors, then errors in the simple past with a percentage of 16%. Demonstrative determiners in the third position with a percentage of 14%. Moreover, errors in the use of possessive determiners constitutes 13%. Whereas errors in subject-verb agreement are 20 errors with 11%. Errors in the omission of the copula and the use of adjectives are presented with the same percentage of 10%. Finally, errors in adverbs come with the lowest percentage, 7%.

2.10 Syntax

2.10.1 Coordination

Coordination constitutes 21with 30 errors. Most of first year students repeat the coordinating conjunction "and" when listing and when there are more than two items/actions in a sentence. In this case, students use their mother tongue interference (Arabic) as in Arabic we use "**wa**" repeatedly to connect items unlike in English.

Examples:

- ....so, we opened it <u>and</u> started to act like drivers <u>and</u> my old sister suggested to sit on the car's roof <u>and</u> jumped down.
- ...I was away from my family <u>and</u> suddenly I got up <u>and</u> I began to move <u>and</u> I didn't feel...
- ....<u>and</u> I had to stay in bed for three months <u>and</u> I was so stressed <u>and</u> sad <u>and</u> absolutely my family helped me to overcome...
- I just slept <u>and</u> sit in my bed <u>and</u> sometimes I cried <u>and</u> after three weeks...

    ..my father <u>and</u> me <u>and</u> my sister went to Hammam Al-Biban...

2.10.2 Sentence Structure

As it mentioned before (see page (42)) there are two types of sentence structure; S+V+O or O+V+S. However, first year students made some errors in which they ignored essential parts of a sentence. Sentence Structure represents the most syntactic error type in first year student's writing, it constitutes 35%. The main reason that led to the occurrence of this type of errors is the mother tongue (Arabic) interference because there is a difference between English sentence structure and Arabic sentence structure. Every language has special rules and structures to construct a well-formed sentence.

Examples:

- When got my driving license....

  The sentence doesn't contain a subject.

  ⟶ when <u>I</u> got my driving license.

- ...the bus has gone away Oh my god what is happening!? Where am?

  The question is missing a subject which must be added at the end

  ⟶ .... where am <u>I</u>?

- 2017 the worst year in my life. There is no verb in this sentence.

  ⟶ 2017 <u>was</u> the worst year of my life.

2.10.3 Pronouns

Some pronouns were wrongly selected. The misuse of many pronouns can be attributed to interference from (L1). It constitutes 17% with 24 errors.

Examples:

- In 2019, My grandfather died. <u>It</u> was kind.

  ⟶ .In 2019, My grandfather died. <u>He</u> was kind.

- Last summer's holiday was unforgettable. <u>She</u> was enjoyable

  ⟶ Last summer's holiday was unforgettable. It was enjoyable.

- My father thanks the doctor, <u>it</u> was a good doctor.

  ⟶ My father thanked the doctor, he was a good doctor.

2.10.4 Word Order

Once again, there is evidence of transfer in the study related to word order. These errors constitute 27%(38errors). Students' inability to recognize word order differences between English and Arabic accounts for such errors as in the following examples:

- I was in the street walking.

  ⟶ I was walking in the street.

- When I was young, I had an accident traumatic.

  ⟶ When I was young, I had a traumatic accident.

The below table summarizes the lexical errors made by students and describes the percentage of the word choice category.

	Types of Errors	Frequency	Percentage %
	Coordination	**30**	**21%**
	Sentence structure	**50**	**35%**
Syntax	Pronouns	**24**	**17%**
	Word order	**38**	**27%**
	Total	**142**	**100%**

Table 2.2 Syntax Errors Type

The data presented in the table 2.2 **syntax errors** shows that the total number of syntactic errors is 142 which classified as follows: **sentence structure** is the most dominant error that students commit with 35%. Errors in **word order** constitute 27%. Besides, errors of **coordination** are 30 errors with 21%. **Pronoun errors** present the lowest percentage 17% with 24 errors.

2.11 Lexical

The written compositions had many sentences with inaccurate vocabulary choice, which may deviate the meaning of the written text.

Examples:

- .... but I think that things that I <u>lived in my 15 age.</u>

     ➡ but I think that things that happened to me when I was 15 years old.

- Suddenly, the car had a <u>mistake</u>....

     ➡Suddenly, the car had a problem...

- It was a bad memory that I have to <u>fight</u> it.

     ➡It was a bad memory that I have to forget<u>.</u>

- When I was <u>small </u>with 10 years.

     ➡When I was 10 years old.

- Next day, we went to another place which was the <u>garden of animals.</u>

  ➡️ Next day, we went to another place which was the Zoo.

- I had <u>sleep problems; I can't sleep all the night.</u>

  ➡️ I had insomnia.

The below table summarizes the lexical errors made by EFL students and prescribes the percentage of the word choice category.

	Types of Errors	Frequency	Percentage%
Lexical	Word choice	**34**	**100%**
	Total	**34**	**100%**

Table 2.3 Lexical Errors Type

2.12 Semantics and Substance

2.12.1 Punctuation

Students had problems with the proper use of commas and the full stop. Punctuation represents 26% with 47 errors. The following examples illustrates what we are talking about:

Examples:

- When I was child an accident happened to me

  ➡️ When I was child, an accident happened to me.

- When I was studying in high school I didn't success that year

  ➡️. When I was studying in high school, I didn't succeed that year.

- In 2015 there was a bad accident that happened to me

  ➡️...In 2015, there was a bad accident that happened to me.

- When I was 19 years old. I had a very bad memory.

  ➡️...When I was 19 years old, I had a very bad memory.

- When I was 6 months. I was sick...

  ➡️ When I was 6 months old, I got sick...

- In August 2018. I faced an accident that had been still in my mind till now.

- When I was 13 years old. I had a terrible accident.

  ➡️ When I was 13 years old, I had a terrible accident.

In the above sentences, students tend to either put a full stop after the introductory phrase or move directly to the second part.

Use a comma after an introductory clause or phrase. Comma tells readers that the introductory clause or phrase has come to a close and that the main part of the sentence is about to begin.

2.12.2 Capitalization

The results of this study have shown that most first-year students do not write capital letters at the beginning of a sentence and even when a sentence is in the beginning of a new paragraph. Thus, this kind of error constitutes 32% (58 errors). There is one explanation for this kind of error which is the native language (Arabic) interference. As opposed to English, Arabic does not contain capital letters.

Examples:

- when I was young.

  ➡.... When I was young.

- one day...

  ➡.... .One day ….

- everything started when...

  ➡..... .Everything started when...

- last year...

  ➡... .Last year...

Sentences in English, start with capital letters and end with a full stop.

- I went to the sea of annaba.

  ➡... .I went to the sea of Annaba.

- ...with my friend called yasmine.

  ➡.... .with my friend, she is called Yasmine.

  Names of people and places must be capitalized.

- In the past, i remember that....

  ➡.... In the past. I remember that

- ...and when i open my eyes...

  ➡....and when I opened my eyes...

Pronouns should always be capitalized regardless of where their positions are in a sentence.

2.12.3 Spelling

Spelling was the most erroneous aspect of the writing of the research paragraph's sample. It constitutes 42% (75 errors), there were many spelling errors due to the many irregularities of L2 spelling besides learners' carelessness about memorizing words.

- ...after three <u>weaks</u>...

     ➡ …. weeks.

- ....and having <u>fan</u>..

     ➡ ...fun.

- ..all my family take <u>caer</u>….

     ➡ …. care.

- ...she always put me between her arms <u>untel</u>.

     ➡ ...until.

- ...we have to go in another place <u>wish</u>...

     ➡ …...which.

- <u>One</u> I was five years old.

     ➡ …...when.

The following schedule lists the semantics and substance errors committed by EFL students presented with the percentage of each category.

	Type of Errors	Frequency	Percentage%
	Punctuation	**47**	**26%**
Semantics & Substance	Capitalization	**58**	**32%**
	Spelling	**75**	**42%**
	Total	**180**	**100%**

Table 2.3 Semantic Errors Type

Table 2.3 exposes that **semantic and substance errors** are 180 errors. The high percentage which is 42% (75 errors) is counted as spelling errors. The other type of errors include capitalization with 32%. While punctuation represents the lowest percentage than the previous errors with 26%.

Chapter Two : Research Design, Findings and Discussion

Section Two : Teacher's Interview

The current study contains another data collection tool which is the teachers' interview. It is conducted with written expression teachers. The interview helped to bring more details about our research questions

Q. 1: How do you evaluate your students' level in writing?

This question was asked to know the way teachers use to evaluate students' level of writing; what do they take into consideration. Some teachers evaluate their students based on their abilities in grammar, structure, and punctuation. While some of them do evaluate learners' level by taking into consideration the content and the form of their writings which includes analyzing their writing for coherence and cohesion in addition to the overall meaning. Some do evaluate their learners' level based on the format of the paragraph or the composition, the grammar, the spelling; spelling mistakes help to identify the scope of learners' level and link between each element in the paragraph.

Q. 2: What are the criteria you base your evaluation on?

All teachers mentioned the basic criteria they use to evaluate learners' work. Most teachers have two main criteria which are "the content" and the "form"; the accuracy of the language used (grammar, morphology, syntax, and lexis are concerned). Some use these points as criteria: "respecting the rules of grammar or not" and "respecting the structure of a paragraph or not. While others do base on: "the format of a paragraph", "the grammar", "the spelling" and "the link between each element in a paragraph".

Q. 3: What type of writing difficulties do your students face?

Each teacher answered this question based on his/ her experience with students' especially first year students. The first teacher answered that grammar mistakes come in the first place, sentence errors are also common in students' writings, he adds that according to his own experience with second year students, most of them do not differentiate between the types of sentences despite that they have dealt with them in the first year. The second teacher claimed that the types of writing difficulties are: poor spelling, lack of reading, lack of motivation. While the third teacher answered that the first difficulty is to differentiate between a paragraph and a composition; when students are asked to write a paragraph about any topic, they write one sentences as an introduction,

then a second paragraph that is a whole block, and then a sentence as a conclusion, which is kind of a composition, the second difficulty is grammar, most of students have an issue with the tense they should use whether it is present, simple past, or past perfect.

Q. 4: Does the mother tongue have an impact on learners' achievement in English language writing? Do you think that your students' writings are affected by mother tongue use /interference?

All teachers agree that students use their mother tongue in their writings, as they found that this interference affects learners' achievements. The answer is "Yes, it does", many examples of students' errors show evidence of interference from Arabic, some adds that "all students are affected, to some extent by their mother tongue, for sometimes they think in it and write in the target language. This problem is very extended in learners' writings; when the teacher asks learners to write a paragraph, they write a composition which is quite similar to the Arabic structure: مقدمة، عرض، خاتمة, as well as, the structure of starting with a verb, then subject, then object which is an Arabic structure. In addition to that, they found that some students use French interference, both languages interference have an impact on students' learning process and achievement. Most teachers add that learners think in Arabic when they are asked to write a piece of writing.

Q.5: Do learners make the same errors? If yes, mention them. If not, what are the common errors made by them?

In this question we try to know if learners commit or make the same errors in writing. Some teachers agree that: subject predicate agreement errors, sentence errors; fragments, run-ons and comma splices can be spotted in almost every student's paragraph. One type of fragment, where the verb and/or subject is missing, takes the lion's share, and finally, the use of wrong words in the place of others, or transforming from Arabic /French is also a common problem. Some find that learners' errors differ to some degree, but they share the following: poor vocabulary, trouble with the structure of a sentence, trouble in grammar, especially the present. Some agree that first year students make errors in the structure of the paragraph that is similar the Arabic structure, all of them agree about the grammatical errors,

Q. 6: How do you help your students prevent their mother tongue in their writing?

This question aims at knowing the solutions used by teachers to prevent using mother tongue in their writing. Some of them found that students may prevent mother tongue interference through: preventing errors implies identifying the problematic areas first and addressing them before, or after, they occur. This includes, among others, raising the students' awareness (through tasks, explanations, readings…etc.) to the differences between Arabic and English at each level (grammar, syntax, lexis and morphology) and addressing them. Some teachers' advice their students to learn from YouTube teachers how to avoid translating in their heads and reading a lot. Some prefer to encourage their students to read; the more they read in English the more they will be able to think in English because most of them think in Arabic and write in English, so reading can help them to prevent such problems.

Q. 7: How can you help your students improve their writing skills?

This question is to collect and identify some of the teachers' ways to develop and improve their learners' writing skills. A teacher points out that "We learn to write by writing". He believes that the best action a teacher can take to address problems and improve the students' writing skills is through practice tasks. As mentioned above, raising awareness to the problematic areas, including those caused by transfer, and addressing them in small scale tasks can be of much help to students. Thus, the common problems should first be identified. Then, the teacher's role is to raise awareness. To this end, translation tasks, comparison examples (where sentences in Arabic and their translations in English are compared), and group discussions can all serve this objective. Once students are aware, they need much practice to correct their problems and to proceduralise their knowledge. Some mention that the key to improving is reading a lot and encourage them to subscribe to YouTube teachers who provide great content in a fun way. The others answer that practicing is an essential element in improving the writing skills; the more teachers give assignments to practice; the more time they have to work with the students the more their work is going to be fruitful, the more students will improve their writing skill; A teacher adds that

Chapter Two : Research Design, Findings and Discussion

The COVID 19 affected teaching and learning alike because they do not have time to correct assignments sometimes, and sometimes they do not have time to give them a bunch of   assignments.

2.13 Discussion of Results

According to the analysis of both tools (teachers' interview, sentences and paragraphs tests) the findings indicate a number of facts concerning writing as the most challenging skill. As part of writing assignment in the classroom, students were given a topic to write on. When first year students' paragraphs and sentences are examined, it is discovered that they commit a substantial number of errors of various types when writing. According to the results, several kinds of errors appear more frequently than others in both tests (paragraphs & sentences) particularly sentence structure, punctuation, word order and spelling errors which account for a large percentage of errors. Furthermore, based on the findings of teachers' interview, all teachers agree that learners face different types of difficulties. However, each teacher illustrates these difficulties based on his/her own experience. For instance, some of the teachers assume that grammar errors are inevitable; others claimed that poor spelling, lack of reading and lack of motivation are the common types of writing difficulties. Besides, all teachers agree that learners use their mother tongue in their writings, as they found that this interference affects learners' achievements. Thus, teachers proposed solutions to prevent or at least minimize using mother tongue and improve learners' writing skill. This can only be accomplished if teachers adopt suitable tactics, techniques, and strategies, as well as try to raise students' understanding of the differences between Arabic and English at all levels of language proficiency.

2.14 Conclusion

The third chapter tries to examine and provide answers to the questions that were asked at the very beginning of this study. The interview with teachers of written expression and the analysis of student paragraphs and sentences were adopted as appropriate research tools. Results demonstrated that most learners' errors are due to L1. In addition, the analysis of productions shows that writing in foreign language is not an easy task to achieve since most of learners' face difficulties in grammar, semantic and substance, syntax and in lexis. To help learners minimize such errors, teachers may need to raise awareness of the difference between Arabic and English structures where the errors are recurrent. Moreover, teachers said that it is very important to encourage students to read; the more they read in English the more they will be able to think and write in English.

2.15 Recommendations

This study aims to improve the EFL students' writing skill in English, thus, it recommends the following:

- 1st year students use their mother tongue during their writing in English, which influences their performance. While this language should be used as a means of communication inside and outside the classroom. Students must make more effort to improve their writing skill. Teachers and instructors can encourage EFL students to be more conscious of their errors through some instructions; illustrate how negative transfer affects their writing competence; the difference between the two languages would help students to eliminate the number of errors.

- Teachers may use some positive perception toward the use of the English language; they may encourage their students to write in English (poems, free writing, and other types of writings).

- The teaching methods can be developed using the new technology .

- The administration staff may collaborate with foreign educational institutions, professors, and organize academic conferences where students should practice, or by creating new classes to improve communication skills.

- Lack of academic books in the library is also one of the factors that discourage learners from reading, thus, due to the high price of electronic books, the administration staff may create a free electronic site that provides the most important books; for all levels and fields.

- Students should take teachers' feedback seriously since it provides them with remarks on errors committed.

2.16 **Limitations of the Study**

In conducting this research, there exist many limitations which caused the work and results to be less accurate. These limitations are generally related to time, for the limited period given to us may not be sufficient to work more comfortably and to investigate students' writing difficulties. Another limitation is related to some written expression teachers' willingness to answer the interview questions either face to face or via email. In addition to some students' bad handwriting, the analysis challenged the mission. More importantly, other limitation to this study is that made our work goes late and slow in the absence of the teacher's supervision due to lack of number of supervisors in our faculty,

because of this problem, we stopped working for two months and half, therefore, our work was done in a very short period of time.

General Conclusion

The current study aims at investigating the effect of the EFL learners' mother tongue interference in their writing in English. It aims at identifying the main errors made in students' English short paragraphs and sentences. We chose the writing skill since it is the most challenging of the others; practically, most of the English Foreign Language teachers accord that having a good writing skill is important and mandatory. In order to help students to produce excellent work.

In order to obtain reliable answers to the aforementioned concern, two questions were asked:

- What are the results of mother language interference in EFL learners' written products?
- How does mother language interference affect a student's writing?

The ability to improve students' writing skill is a very challenging responsibility especially for EFL learners. This process needs very much knowledge of the rules and use the target language. When learners start to write either sentences or paragraphs or any kind of writing, they hesitate to do so because they find difficulties to choose the appropriate word that fit their ideas or content, strive with grammar of the target language, they may even find difficulties in using punctuation. The current study shows that learners have difficulties in writing and identify the common errors they make. The analysis of students' corpus showed that learners commit errors during their writing compositions. First year EFL learners at the University of Mohammed El Bachir El Ibrahimi commit errors during the writing process including grammar, syntax, lexical, semantics and substance. The descriptive analysis revealed that the reason that leads learners to commit errors is the Arabic transfer; the negative interference while writing in English.

According to the above discussion, all of the research questions in this study are answered. The EFL learners' low performance in writing is caused by mother language interference. Based on the analysis of students' practical tests and the answers of written expression teachers, the results showed that the main reason for students' grammatical, syntactical, lexical, semantic and substance errors is the mother tongue interference.

General Conclusion

This study concludes that first year students still have a long way to go in developing and strengthening their English writing skills. As a matter of fact, it is the responsibility of both syllabus designers and teachers of English to cater for the students' writing skills, as it is the students' responsibility to learn more, search, and develop their learning and writing skills

References

- Aisong, Y. (2012). *On the Factors Influencing L1 Transfer*. Theory and Practice in Language Studies, *Vol. 2*, *No. 11*, pp. 2372-2377, November 2012 ACADEMY PUBLISHER Manufactured in Finland.

- *Analysis of interlingual and intralingual interferences found in writings of EFL learners at UTA*.(2019) from: https://revistacienciadigital2index.php/CienciaDigital/article/download/380/828/

- Anne. S;Y. H. Mew (2007). *Basic English Grammar(1st ed).* Saddleback Educational Publishing.

- Friedlander, A. (1990). *Composing in English Effects of a first Language on Writing in English*. Drexel University. In barbara Knoll.Ed. Second Language writing. New York: Cambridge University press. From: https://www.academia.edu/3138613/Composing_in_English_Effects_of_a_first_language_on_writing_in_English_as_a_second_language

- Balley, S. (2003). *Academic Writing: A practical Guide for Students*. New York: RoutledgeFalmer, p. 32

- B.C.Nakra (2009) "*Instrument Measurement & Analysis 3E*"(p, 36).

- Bailey. H. (2015). *The Essentials of academic writing for international students, p. 87.*

- Behla,B.(1999). *Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage*. International Education Journal, l (1), *22-31*

- Ben Aissa, S. (2018). *Writing Difficulties of EFL Learners*. First Year Pupils of El Shikh Mohammed Abdou Secondary School in Ghar- Tamanrasset as a Case Study

- Cambridge Academic Content Dictionary. *Cambridge University Press*. Retrieved on March, 31ST, 2022, from: http://dictionary.cambridge.org/dictionary/english/paragraph

- Cambridge Dictionary. *Cambridge University Press*. Retrieved on April 1st, 2022, from: https://dictionar.cambridge.org/fr/dictionaire/anglais/mother-tongue

- Charles C ,F, Arbor, A. (1945). *Teaching and Learning English as a foreign language*. University of Michigan press, from: https://www.worldcat.org/title/teaching-and-learning-english-as-a-foreign-language/oclc/317273

- Contrastive Analysis, Error Analysis, Interlanguage. Paul Lennon from: http://wwwhomes.uni-bielefeld.de/sgramley/CA-ErrorAnalysis-Interlang-Lennon.pdf

- Corder,S . P. (1983). *A Role of the Mother Tongue, in Language Transfer in Second Language Learning*, Gass,S. M & Selinker, L (eds). Philadelphia: John Benjamins Publishing Company

- Dilin ,L. (2013) ,*Describing and exploring Grammar and vocabulary in ELT*. Key Theories and Effective practices p.103.

- Dissertation "*THE CAUSES EFL STUDENTS DIFFICULTIES IN WRITING ENGLISH*", from: http://eproceedings.umpwr.ac.id/index.php/eltic/article/download/516/418

- Ellis, R. (1994); *Second Language Acquisition*, New York: Oxford University Press.

- Ellis, R. (1994, p.327). *The Study of Second Language Acquisition*, New York: Oxford University Press

- *Foreign language*. (n.d). Definitions. net. Retrieved April 3rd,2022, from: https://www.definitions.net/defintion/foreign+language

- Ghonane, N. (2018). *The effect of Mother Tongue on Learning Writing Skillsfor EFL Students*. Dr. Mouali Tahar University, Saida, Algeria. Developing social sciences magazine. University of Djelfa, Algeria, *Vol 11*.N 1. Published on June 30th, 2018

- *How to Improve Your Communication Skills in English* (2022). Retrieved on April 2nd, 2022, from: https://www.nu.edu/resources/how-to-improve-communication-skills-in-english

- *International journal of English Language, Literature in Humanities*. Writing-a complex skill from: https://www.academia.edu/35526105/Writing_a_Complex_Skill

- *International journal of English Language Teaching* (May,2015) from: http://eproceedings.umpwr.ac.id/index.php/eltic/article/download/516/418.

- Jack. C Richards (1974). *Error Analysis: Perspectives on Second Language Acquisition.*

- Kees De Bot, Wander, L. Marjolyn, V. Marjolijn. H.V. (2005) ," *Second Language Acquisition: An Advanced Resource Book*" p, 127.

- Kheddadi Nesrine, C. (2016-2017). '*The Effect of Mother Tongue Interference on EFL earners'* Written Production. The case of 1st year LMD of English at Abdelhamid Iben Badis   University of Mostaganem.

- Maher Saleh Al-khasawneh (May,2010). *Writing for academic purposes: problems faced by Arab postgraduate students of the college of Business UUM*. From: https://www.researchgate.net/publication/265190920_WRITING_FOR_ACADEMIC_PURPOSES_PROBLEMS_FACED_BY_ARAB_POSTGRADUATE_STUDENTS_OF_THE_COLLEGE_OF_BUSINESS_UUM

- Merriam-Webster. (n.d). *Second language*. In Merriam-Webster.com dictionary. Retrieved April 1st,2022, from:

o https://www.merriam-webster.com/dictionary/second20language

- Mohammed, I. E. Naeem. A, (2015). *Second Language Acquisition in Arab Learners: A Paradigm Shift.* International Journal of Languages, Literature and Linguistics, *Vol 1, 3,* September 2015. Retrieved on April 3rd, 2022 from: http://www.ijlll.org/vol1/37-L0211;PDF

- Muriel, S.T, (November 17,2005). *Introducing Second language Acquisition, p39.* Cambridge University press.

- M-W (n.d) *sentence.* In M-W.com dictionary. Retrieved April3,2022,from: https://www.me-w.com/dic/sentence

- Nancy, G. L. (2012), " Engineering a Safer World: Systems Thinking Applied to Safety" p,278.

- Noor, Hashim H. (1994). *Some Implications of the Role of the Mother Tongue in Second Language Acquisition.*Journal Articles. JOURNAL CIT: Linguistica Communication; *Vol 6 n1-2* p97-106 1994 Nordquist.

- Oshima, A. Hogue, A. (2006). *Writing Academic English*. New York: Pearson Education, Inc.

- Oldin, T.(1989). *Language Transfer—Cross-Linguistic influence in language learning*, New York: Cambridge University

- Oxford University Press (2022). *Definition of paragraph noun,* from the Oxford Advanced Learners' Dictionary retrieved on March, 29th 2022, from: http://www.oxfordlearnersdictionaries.com/definition/english/paragraph

- Oxford University press (2022). *Definition of sentence,* from Oxford advanced Learner's dictionary.

- Rababah, G. (Dr). (2002). *Communication Problems Facing Arab learners of English*. Published on 00-00-2002 EDRS Price MF01/PC01 Plus Postage.

- Raúl, D. T. Alla, V.T. (2010) .*How to write about the media Today, p. 133*

- Rangelova. R. (2022). *Language Transfer: Definition, Types, Effects*. Updated: 01/ 19/2022. Retrieved on April 4th, 2022, from: https://study.com/academy/lesson/language-transfer-definition-types-effects.html

- Richard, H. (1863). *English composition argument and general...forming part third of progressive English composition. p.13*.

- Richard, N. (March 14, 2020). *Sentence parts and sentence structures*. Retrieved from: https://www.thoughtco.com/sentence-parts-and-sentence-structures-1689671

- Rod, E (P). (taalkundnde). (1994) . *The Study of Second Language Acquisition, p.59*. Oxford University press

- Rostani, T. Widya Noviana, N & La Ode, S. (2019). *The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problems, and Reason in Writing Comparison and Contrast Essay.* DINAMIKA ILMU, *Vol. 19 No.1,* 2019. Retrieved: April,7th, 2022, doi: http://doi.org/10.21093/di.v19i1.1506

- Sarah, R. W. (June 12th, 2015). *Why it is important for writers to read?* from:
  - https://www.sarahwerner.com/why-is-it-so-important-for-writers-to-read/

- SUSAN, M.G (Michigan State University) .LARRY, (Birkbeck College, University of Lndon).(2001). *Second Language Acquisition. An Introductory Course. Lawrence Erlbaum Associates* (2nd ed), Inc. 5

- Tamiro, O. Tigist, Z. and Ketema, J (2015). *Mother Tongue Interference in English Language Writing at Derge Secondary School: The Case of Grade 9 Students*. *Vol 4 No*. 4 Retrieved on april, 27th 2022 , from: http://www.ajol.info/index.php/star/article/view/145872

- The Britannica Dictionary (2022). *Mother tongue Definition &Meaning*. Retrieved on April 1st, 2022. from: https://www.britannica.com/dictionary/mothe-tongue

- *The nature and extent of mother tongue interference* by- University Pretoria (2014) from: https://repository.up.ac.za/bitstream/handle/2263/46227/sethole_Nature_2015.pdf?sequence=1

- *The TESOL Encyclopedia of English Language Teaching. Negative Versus Positive Transfer* (2017) from: https://doi.org/10.1002/97811184235.eelt0084

- *To distinguish between an error and mistakes* , from: https://studylib.net/doc/6594705/to-distinguish-between-an-error-and-mistakes.

- Yang, M., Cooc, N. & Sheng, L (2017). *An investigation of cross-linguistic transfer between Chinese and English: a meta-analysis.* Asian-Pacific Journal of Second and Foreign Language Education 2, Article number*: 15,* published on: October 2nd, 2017. Retrieved on : April 4th, 2022, from: https://doi.org/10.1186/s40862-017-0036-9

- Wahba, E. (1998). *Teaching Pronunciation- Why*?. Language Teaching Forum. *Vol. 36, No.3:32*

- *What is error? What is error analysis? Describe the types of errors, source/ cause of errors*. December 03, 2014 from: https://talimenam.blogspot.com/2014/12/what-is-error-what-is-error-analysis.html?m=1

- Zughoul, M. and Taminiam, L (1984, p. 4). *The Linguistic attitudes of Arab university students: factorial structure and intervening variables.* The International Journal of the sociology of Language. 50

Appendices

Appendix A: Students' 1st test

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

University of Bourdj Bou Arreridj Mohamed El Bachir El Ibrahimi

Faculty of Arts and Languages

Department of Foreign Languages-English Section

Activity:

Translate the following sentences into English:

1) هذا العمل مجهد

……………………………………………………………………………..

2) هشم المصارع عظام خصمه

……………………………………………………………………………..

3) حاول العداء تحطيم الرقم العالمي

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

4) وفقا للإنجيل، القي بيونس في فالبحر وابتلعه الحوت

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

5) ذلك الرجل محطم

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

6) فلنتقاسم خبزا وملحا معا

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

7) لدى المسلمين معتقدات راسخة

....

....

8) تشغيل الأطفال هو تأجيرهم عمالا دون السن القانوني

....

....

9) الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا

....

....

10) تشغيل الأطفال هو جريمة تغفل الحكومة عنها

....

....

11) يجب القضاء على هذه الافة لحماية حقوق الأطفال

....

....

12) رجاءا لا تخلف بوعدك

....

....

13) شكرا على نصيحتك المفيدة النبيهة

....

....

14) اجتاز إبراهيم امتحانه النهائي بتألق

....

....

15) التخلص من النفايات وإعادة التصنيع

....

....

Appendix B : Students' 2nd test

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

University of Bourdj Bou Arreridj Mohamed El Bachir El Ibrahimi

Faculty of Arts and Languages

Department of Foreign Languages-English Section

Level: 1st year students LMD

Activity: write a paragraph of 10 lines in which you talk about an accident that happened to you in the past:

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Appendix C : Teachers' interview

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

University of Bourdj Bou Arreridj Mohamed El Bachir El Ibrahimi

Faculty of Arts and Languages

Department of Foreign Languages-English Section

Teachers' Interview

This interview is made for the purpose of exploring the effect of mother tongue interference on EFL learners' writing. The current interview is directed for written expression teachers of the University of Mohammed El Bachir El Ibrahimi of Bourdj Bou Arreridj.

● How do you evaluate your students' level in writing?

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

● What are the criteria you base your evaluation on?

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

● What type of writing difficulties do your students face?

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

…………………………………………………………………………………………………

…………………………………………………………………………………………………

- Does the mother tongue have an impact on learners' achievement in English language writing? Do you think that your students' writings are affected by mother tongue use /interference?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………

- Do learners make the same errors? If yes, mention them. If no, what are the common errors made by them?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………

- How do you help your students prevent mother tongue in their writing?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………

- How can you help your students improve their writing skills?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

....84..
....

Appendix D: Samples of students' written sentences

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

Mohamed El Bachir El IbrahimiUniversity Of BourdjBouArreridj

Faculty of Arts and Languages

Department of Foreign Languages-English Branch

Activity:

Translate the following sentences into English:

1) هذاالعمل مجيد

This work is exhausted

2) هشم المصارع عظام خصمه

This fighter broke his enemie Bones

3) نعم ،إنها عاشت هناك منذ نحو عشر سنوات

Yes, she lived thai Probably for 10 years.

4) شكرا لإتصالك سوف اتكلم معك مرة أخرى قريبا

Thanks for your call i will call you back soo

5) ذلك الرجل محطم

That men is destroyed

6) لا أستطيع الإنتظار أكثر

I con't wait any more

7) لدى المسلمين معتقدات راسخة

Muslim have strong believer

8) أعتقد أنه يبدو رائعا

I think it looks great

9) الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا

childhood is the best Period of our life , we
could play, learn, have fun and have our rights

10) تشغيل الأطفال هو جريمة تغفل الحكومة عنها

Pushing children into work is a crime that govern
is not taking it at all
between eyes

11) يجب القضاء على هذه الآفة لحماية حقوق الأطفال

we need to Protest stop this forbiding to Protect
children rights

12) رجاءا لا تخلف بوعدك

Please don't miss your Promise

13) شكرا على نصيحتك المفيدة النبيهة

thank you for your helpful deep advice

14) احتاز إبراهيم امتحانه النهائي بتألق

Ibrahime Passed his final exam Succeedly

15) التخلص من النفايات وإعادة التصنيع

get rid of trash and Recycling

Activity:

Translate the following sentences into English:

1) هذاالعمل مجيد

this work is tiereing

2) هشم المصارع عظام خصمه

the wreatler brake his arranet's Banes

3) نعم ،إنها عاشت هناك منذ نحو عشر سنوات

Yes, she lived there for about 10 years

4) شكرا لإتصالك سوف اتكلم معك مرة أخرى قريبا

thanks for calling, I'll sreak to you another time

5) ذلك الرجل محطم

thats a broken man

6) لا أستطيع الإنتظار أكثر

I cant wait any longer

7) لدى المسلمين معتقدات راسخة

ruslims have forever lasting belife

أعتقد أنه يبدو رائعا (8

I, think he looks great

الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا(9

Childhood is the best reriad of our lives where we ray and have fun and enjoy our rights

تشغيل الأطفال هو جريمة تغفل الحكومة عنها(10

Child labore is a crime the gavermen doesnt take seriassly

يجب القضاء على هذه الافة لحماية حقوق الأطفال(11

(we may) it is a must to take down this crisis to rrotect childrens right

رجاءا لا تخلف بوعدك(12

pleas dant break your rramis

شكرا على نصيحتك المفيدة النبيهة(13

thanks, far usefull advice

اجتاز إبراهيم امتحانه النهائي بتألق(14

Ibraham rassed the final test elegently

التخلص من النفايات وإعادة التصنيع(5 ا

get rid of garbage and recycle

Activity:

Translate the following sentences into English:

1)هذاالعمل مجيد

this is Rared work.

2)هشم المصارع عظام خصمه

....

....

3)نعم ،إنها عاشت هناك منذ نحو عشر سنوات

....yes. She is live ther for ten your.

....

4)شكرا لإتصالك سوف انكلم معك مرة أخرى قريبا

...thank you for coll one, I will call you nesc
...time.

5)ذلك الرجل محطم

....this is main discouraged.

6)لا أستطيع الإنتظار أكثر

I can't wait more.

7)لدى المسلمين معتندات راسخة

- muslims Rave thinks don't exchange.

أعتقد أنه يبدو رائعا (8

I think so been awssome or wonderful.

الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا(9

the childhood is the beast

تشغيل الأطفال هو جريمة تغفل الحكومة عنها(10

the work of child is crimnal

يجب القضاء على هذه الافة لحماية حقوق الأطفال(11

we must fight this phenomene for protect
the right of children

رجاءا لا تخلف بوعدك(12

please don't break your promise

شكرا على نصيحتك المفيدة النبيهة(13

thank (you advice) you for your important advice.

اجتاز إبراهيم امتحانه النهائي بتألق(14

ibrahim passe your escame sucssuful.
final

التخلص من النفايات وإعادة التصنيع(15

Activity:

Translate the following sentences into English:

1)هذاالعمل مجهد

This work work is exchausting

2)هشم المصارع عظام خصمه

....

....

3)نعم ،إنها عاشت هناك منذ نحو عشر سنوات

Yes, She lived there for 10 years

....

4)شكرا لإتصالك سوف اتكلم معك مرة أخرى قريبا

thank you for your call , I'll call you soon .

....

5)ذلك الرجل محطم

that man is broken

6)لا أستطيع الإنتظار أكثر

I can't wait more.

....

7)لدى المسلمين معتقدات راسخة

Muslims believe in many believes

I think it look amazing

الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا(9

تشغيل الأطفال هو جريمة تغفل الحكومة عنها(10
Child labor is a crime., the goverment is not aware of

يجب القضاء على هذه الآفة لحماية حقوق الأطفال(11

رجاءا لا تخلف بوعدك(12
please don't break your promises

شكرا على نصيحتك المفيدة النبيهة(13
thank you for your advice

اجتاز إبراهيم امتحانه النهائي بتألق(14
Ibrahim to passed his final exam perfectly

التخلص من النفايات وإعادة التصنيع(15
get read of trash and recycle

Activity:

Translate the following sentences into English:

هذاالعمل مجهد(1

This work is exhausting...

هشم المصارع عظام خصمه(2

....

....

نعم ،إنها عاشت هناك منذ نحو عشر سنوات(3

...yes, it lived there for about ten years..................

....

شكرا لإتصالك سوف اتكلم معك مرة أخرى قريبا(4

thank you for your call, I'll talk to you later on...

....

ذلك الرجل محطم(5

that man is faded..

لا أستطيع الإنتظار أكثر(6

I can't wait more..

لدى المسلمين معتّدات راسخة(7

اعتقد انه يبدو رائعا (8

I guess it looks great

الطفولة هي افضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا(9

Childhood is the best period in our lives where we can play and learn and enjoy our rights

تشغيل الاطفال هو جريمة تغفل الحكومة عنها(10

child labour is a crime c

يجب القضاء على هذه الافة لحماية حقوق الاطفال(11

This phenomenon must be faught to protect the rights of children

رجاءا لا تخلف بوعدك(12

شكرا على نصيحتك المفيدة النبيهة(13

thanks for your useful advice

اجتاز ابراهيم امتحانه النهائي بتألق(14

Ibrahim passed his final exam perfectly

التخلص من النفايات واعادة التصنيع(15

Activity:

Translate the following sentences into English:

1) هذا العمل مجيد

.....this is a hard work...............

2) هشم المصارع عظام خصمه

...the boxer break his enemy booms enemy.

3) نعم ،إنها عاشت هناك منذ نحو عشر سنوات

..yes, she lived there about ten years...........

4) شكرا لإتصالك سوف اتكلم معك مرة أخرى قريبا

lthanks for your call im gonna talk to you

5) ذلك الرجل محطم

..these man is broken.................

6) لا أستطيع الإنتظار اكثر

...I can't resiting....more..............

لدى المسلمين معتقدات راسخة؟

to moslims has methes, immovible meth

٨) اعتقد انه يبدو رائع

i think he looks cool

٩) الطفولة هي أفضل فترة في حياتنا حيث نلعب ونتعلم ونستمتع ونتمتع بحقوقنا

the childhood is the best period in our life that we play, learn, have fun and enjoying of our right

١٠) تشغيل الأطفال هو جريمة تغفل الحكومة عنها

child labor is a crime the goverment are not give the antention for her

١١) يجب القضاء على هذه الآفة لحماية حقوق الأطفال

we have to destroy of this Gatigory to pretect children right

١٢) رجاءا لا تخلف بوعدك

pleas, don't fresk your promise

١٣) شكرا على نصيحتك المفيدة النبيهة

thanks for your halpeble advise

١٤) اجتاز إبراهيم امتحانه النهائي بتألق

ibrahim dad his final hxeam well

١٥) التخلص من النفايات وإعادة التصنيع

throwing rsbishe and recdycoble

97

Appendix E: Samples of students' written paragraphs

Level: 1st year students LMD

Activity: write a paragraph of 10 lines in which you talk about an accident that happened to you in the past:

(When I was just a baby.)

When I was 6 Month new born baby

I was sick from my hart and the doctors

tell my family may be I will die, all my

family take carr on me and my

grand mathe she always put me between

her arms Untel I sleeping, than

after a few days car my be a Months

and thanks god I am oky and my

helth is good.

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

Mohamed El Bachir El Ibrahimi University Of Bourdj Bou Arreridj

Faculty of Arts and Languages

Department of Foreign Languages-English Branch

Level: 1ˢᵗ year students LMD

Activity: write a paragraph of 10 lines in which you talk about an accident that happened to you in the past:

In One day. On 21 May 2019, in Summer day,
I decide with my familly to go in The sea of Bejaia, on
The road of the . of Bejaia the Big Surprise is happend. Then
a Car Bomped at my fam father Car, in these moment
I Cry and it is day I don't forget it, my Brother little
Brother broke his leg and my mother choked for this
accident, and I will addice The driver when
we drive The Car or any means of transportation he should
be to Controle and sea at the road for a his Safety and Safety
of his family.

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

Mohamed El Bachir El Ibrahimi University Of Bourdj Bou Arreridj

Faculty of Arts and Languages

Department of Foreign Languages-English Branch

Level: 1st year students LMD

Activity: write a paragraph of 10 lines in which you talk about an accident that happened to you in the past:

When I was a Small girl, My Father death. I was felt very Sad, becoure he was a life it was lightning Stroke and my Famelly displaced morally, all The door was closed. My mother Tried for remplaced her place but couldn't, life without father was difficult but did nit feltz feel.

Level: 1st year students LMD

Activity: write a paragraph of 10 lines in which you talk about an accident that happened to you in the past:

When I was 5 years old on a day of summer july my parents Teack me To The sea it was very beautiful and enjoyable only my sinking it was me I was away from my family and suddenly I get up and I began To batten and my body began To move To swim and myself out of and Than I did not feel bad! a few moment later I find myself at The sea and many people around me Try To wach e me This day stay untill now in my memory I remember it like it happen me

Appendix F: Samples of teachers' interview

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

University of Bourdj Bou Arreridj Mohamed El Bachir El Ibrahimi

Faculty of Arts and Languages

Department of Foreign Languages-English Section

Teachers' interview

This interview is made for the purpose of exploring the effect of mother tongue interference on 1st year EFL learners' writing. This interview is directed to written expression teachers of the University of Mohammed El Bachir El Ibrahimi of Bourdj Bou Arreridj.

● How do you evaluate your students' level in writing?

I evaluate the students' level by taking into consideration the content and the form of their writing. This task includes analyzing their writing for coherence and cohesion, in addition to the overall meaning. It also includes identifying the different mistakes/errors made, and analyzing them to understand their significance as well as their possible causes.

● What are the criteria you base your evaluation on?

The two main criteria are the "content" and the "form". By "form" I mean the accuracy of the language they use as far as grammar, morphology, syntax and lexis are concerned. This is in addition to the mechanics of writing.

● What type of writing difficulties do your students face?

Grammar mistakes come in the first place. Most of the time, even if students master the grammar of the language, many of them make mistakes at the level of the sentence. Sentence errors are very common in students' writings (second year and even Master two students). Speaking about my own experience with second year students, most of them do not differentiate between the types of sentences despite that they had dealt with them in the first year.

● Does the mother tongue have an impact on learners' achievement in English language writing? Do you think that your students' writings are affected by mother tongue use /interference?

102

Yes, it does. Many examples of students' errors show evidence of interference from Arabic.

- Do learners make the same errors? If yes, mention them. If no, what are the common errors made by them?

There are common errors. Subject predicate agreement errors (/mistakes) are very common in the students' writings regardless of their level. Sentence errors are also very noticeable; fragments, run-ons and comma splices can be spotted in almost every student's paragraph. One type of fragment, where the verb and/or the subject is missing, takes the lion's share when it comes common occurrence. In addition, the use of wrong words in the place of others, or transferring from Arabic/French is also a common problem.

- How do you help your students prevent mother tongue in their writing?

Preventing errors implies identifying the problematic areas first and addressing them before, or after, they occur. This includes of course, among others, raising the students' awareness (through tasks, explanations, readings…etc.) to the differences between Arabic and English at each level (grammar, syntax, lexis and morphology) and addressing them.

- How can you help your students improve their writing skills?

"We learn to write by writing". I believe that the best action a teacher can take to address problems and improve the students' writing skills is through practice tasks. As mentioned above, raising awareness to the problematic areas, including those caused by transfer, and addressing them in small scale tasks can be of much help to students. Thus, the common problems should first be identified. Then, the teacher's role is to raise awareness. To this end, translation tasks, comparison examples (where sentences in Arabic and their translations in English are compared), and group discussions can all serve this objective. Once students are aware, they need much practice to correct their problems and to proceduralise their knowledge.

The people's Democratic Republic of Algeria

Ministry of high education and scientific research

University of Bourdj Bou Arreridj Mohamed El Bachir El Ibrahimi

Faculty of Arts and Languages

Department of Foreign Languages-English Section

Teachers' interview

This interview is made for the purpose of exploring the effect of mother tongue interference on 1st year EFL learners' writing. This interview is directed to written expression teachers of the University of Mohammed El Bachir El Ibrahimi of Bourdj Bou Arreridj.

● How do you evaluate your students' level in writing?

I evaluate them based on their abilities in grammar, structure, punctuation…

● What are the criteria you base your evaluation on?

The criteria are: Respecting the rules of grammar or not Respecting the structure of a paragraph or not

● What type of writing difficulties do your students face?

Poor spelling

Lack of reading

Lack of motivation

● Does the mother tongue have an impact on learners' achievement in English writing? Do you think that your students' writings are affected by mother tongue use /interference?

Yes, it does.

All students are affected, to some extent, by their mother tongue, for sometimes they think in it and write in the target language.

- Do learners make the same errors? If yes, mention them. If no, what are the common errors made by them?

    They differ to some degree, but usually, they share the following:

    Poor vocabulary

    Trouble with the structure of sentences

    Trouble in grammar, especially the present

- How do you help your students prevent mother tongue in their writing?

    By always advising them to learn from YouTube teachers how to avoid translating in their heads

    Reading a lot

- How can you help your students improve their writing skills?

    Reading a lot is key to improving

    Subscribing to YouTube teachers who provide a great content in a fun way