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The Effect of Language Transfer on EFL Learners' Written Production

The Case Study of First-Year EFL Students at EL Bachir El Ibrahimi University, BBA

Submitted by: **Supervised by:**

- Miss. Aissaoui Loubna   - Ms. ROUABAH Rima

- Miss. Yazid Selma

<u>Board of Examiners:</u>

Ms. NEZZAR Kenza	M.A.B	Chairperson
Ms. ROUABAH Rima	M.A.A	Supervisor
Dr. DOUADI Fatima	M.C.B	Examiner

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis "The Effect of Language Transfer On EFL Learners 'Written Production" 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 Bordj Bou Arreridj , Algeria.

Miss. Aissaoui Loubna.

Miss Yazid Selma .

Dedication

I thank Allah, the Almighty, for everything.

My beloved mother **"BOUGRID AICHA"** and my wonderful father **"MED CHERIF"**, who motivated and encouraged me all the way. Their support and constant love have sustained me throughout my life. Thank you for your never-ending love, sacrifice, devotion, and energy. Without my mom and dad, I would not be the person I am today.

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Dedication

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

I'd like to dedicate this humble work to :

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Abstract

The present dissertation attempts to investigate the impact of language transfer on EFL students' written production. The purpose of this study is to shed light on the issue of first language transfer among first-year university students' writing at the Department of English, Mohamed ElBachir ElIbrahimi, University of Bordj Bou Arreridj. In order to answer the research question: "How does language transfer affect first-year students' writing?", a mixed method was employed. Therefore, data was collected using two online questionnaires completed by 102 students and 5 teachers of the written expression module at the English Department, aiming to explore their opinions about the effect of the language on English writing. Furthermore, 90 short paragraphs written by first-year students were used to obtain more accurate data.

The findings revealed that first-year EFL students face a variety of hindrances, namely poor vocabulary, grammar, and language transfer. This latter, is the most evident; students use their first language when writing on numerous levels, including grammatical, semantic, and lexical. They also adapted the structure of their own language (Arabic) to English. The majority of errors in learners' performances are caused by their first language transfer.

Key words: Language transfer, EFL, first language. . .

Résumé

La présente dissertation tente d'enquêter sur l'impact du transfert linguistique sur la production écrite des étudiants en ALE. Le but de cette étude est d'éclaircir la question du transfert de la première langue chez les étudiants sur l'écriture au département d'anglais, université Mohamed El Bachir EL Ibrahimi, Bordj Bou Arreridj. Une méthode mixte a été utilisée, afin de répondre à la question: " Comment le transfert linguistique affecte-t-il l'écriture des étudiants de première année?". Par conséquent, les données ont été recueillies à l'aide de deux questionnaires en ligne remplis par 102 étudiants et 5 enseignants du module "expression écrite" au département d'anglais, visant à explorer leurs opinions sur l'effet de langue sur l'écriture en anglais. En outre, 90 courts paragraphes rédigés par des étudiants de première année ont été utilisés pour obtenir des données plus précises.

Les résultats ont révélé que les étudiants en première année d' ALE sont confrontés à une variété d'obstacles, à savoir un vocabulaire et une grammaire médiocres, ainsi qu'un transfert linguistique. Ce dernier, par contre, est le plus évident ; les étudiants utilisent leur langue maternelle lorsqu'ils écrivent à de nombreux niveaux, notamment grammatical, sémantique et lexical. Ils ont également adapté la structure de leur propre langue (Arabe) à l'anglais. La majorité des erreurs dans les préférences des apprenants sont dues au transfert de leur première langue.

Mots clés: transfert linguistique, ALE, première langue...

ملخص

تحاول الدراسة الحالية البحث في تاثير نقل اللغة على الإنتاج الكتابي لطلاب اللغة الإنجليزية كلغة أجنبية. الغرض من هذه الدراسة هو تسليط الضوء على قضية نقل اللغة الأولى بين كتابات طلاب السنة الأولى ليسانس في قسم اللغة الإنجليزية،جامعة محمد البشير الإبراهيمي، برج بوعريريج. من أجل الإجابة على سؤال البحث: كيف يؤثر نقل اللغة على كتابة طلاب السنة الأولى ؟ ، تم استخدام طريقة مختلطة. حيث، تم جمع المعلومات باستخدام استبيانين عبر الإنترنت أكملهما ١٠٢ طالبًا و ٥ معلمين في وحدة التعبير الكتابي في قسم اللغة الإنجليزية، بهدف معرفة آرائهم حول تأثير اللغة على الكتابة بالإنجليزية. علاوة على ذلك، تم استخدام ٩٠ فقرة قصيرة كتبها طلاب السنة الأولى للحصول على بيانات أكثر دقة.

كشفت النتائج أن طلاب اللغة الإنجليزية كلغة أجنبية في السنة الأولى يواجهون مجموعة متنوعة من العوائق، وهي ضعف المفردات والقواعد ونقل اللغة. إذ يعد هذا الأخير الأكثر وضوحا ؛ يستخدم الطلاب لغتهم الأولى عند الكتابة على مستويات عديدة، بما في ذلك النحوية والدلالية والمعجمية. كما قاموا بتكييف بنية لغتهم (العربية) مع اللغة الإنجليزية. غالبية الأخطاء في أداء المتعلمين ناتجة عن نقلهم الأول للغة.

كلمات مفتاحية: نقل اللغة ، اللغة الإنجليزية كلغة أجنبية، اللغة الأولى...

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List of Abbreviations

EFL   English as a Foreign Language.

MT   Mother Tongue.

L1   First Language.

NT   Native Language.

L2   Second language.

FL   Foreign Language.

TL   Target Language.

ELT   English Language Teaching.

LMD   Licence/Masters/Doctorate.

CA   Contrastive Analysis.

EA   Error Analysis.

SLA   Second Language Acquisition

General Introduction

Background of the Study

Writing is a crucial skill that should be developed and mastered by EFL learners, since it has a great deal of significance, especially for education, academic studies and research. Additionally, writing is another form of communication that includes words and symbols all together to express a particular aim. Despite the writing instructions they received, learners continue to use some structures, vocabulary, and rhetorical patterns from their first language when writing in English. Most of the time, a lot of students shift to the use of their mother tongue while they try to improve their skills using the foreign language, As a result, most of them always have mother tongue interference when trying to master one of the four skills: writing, reading, speaking, and listening. Researchers consider L1 interference a linguistic phenomenon that may lead to low writing proficiency and inefficient academic achievement.

Writing is one of the fundamental skills in language learning. Some researchers, such as Crystal (2019), defined writing as a way of communication that uses a system of visual marks made on a certain form of surface. Sid (2016) also agreed that writing is regarded as a means of expression and communication that allows learners to exchange ideas, feelings, and other attitudes in written form. Widdowson (2001) stated that this skill is related to language expressed through visual mediums, as he said "writing is the use of visual mediums to manifest the graphological and grammatical system of the language." In other words, writing in one meaning "is the production of sentences as instances of usages" (p20). He also viewed writing as an active, productive skill.

According to Yueh (2002), writing skills can be regarded as a means of learning, thinking, and organizing knowledge, not only as a communication tool. He indicates that some individuals have the ability to write effortlessly, yet for students, especially EFL

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students, it is considered a difficult skill to acquire and develop. It can be noticed that during written sessions, numerous EFL students seem to struggle with translating and transforming their thoughts and ideas into written words. These difficulties are due to their first language interference. According to Kheddadi (2017), this interference appears naturally in the learning program when learners attempt to transfer an element from their native language to the foreign language.

Language transfer refers to the influence of the native language of the student on his or her acquisition of the target language(Thyab,2016). Moreover, the Longman Dictionary of Language Teaching and Applied Linguistics (1988) defined language transfer as "the effect of one language on the learning of another. "Also, Wajej and Mujiyanto (2017) described it as a process in which one language has an impact on another language. They viewed it as a "phenomenon" that makes it difficult for students to master the target language (p202). This can be replicated in the English language learning in EFL classes. Kheddadi (2017) stated that L1 transfer, also known as "linguistic interference", occurs when writers or speakers employ knowledge from their mother tongue to the foreign one. Many studies indicate that EFL students tend to struggle with this issue in their writing process. What is more, most of the difficulties they struggle with in English writing are related to the negative transfer of the native language. After analysing the data attained from first-year students at Mostaganem University, Kheddadi (2017) found that one of the main causes of the students' errors and low achievement in the writing session was the L1 transfer. The knowledge of their first language can be a challenge more than an advantage while writing, for their thinking in their native language may limit, interrupt, and slow down their writing.

Statement of the Problem

In the process of learning a foreign language such as English, learners may face multiple difficulties. Most of these difficulties are credited to the differences between their first language and the foreign language, as well as the interference of the mother tongue. As an example, The learner's employment of his first language rules to learn the foreign language ones can result in a variety of errors in his target language tasks. This interference can be seen as one of the factors that affect the learning process, especially the learners' writing production.

Writing is regarded as one of the main skills, as well as an incredibly complex

cognitive task to be mastered by EFL learners. However, EFL students at BBA University's Department of English seem to struggle with this particular skill. In addition to the various objections, the use of first language transfer (Arabic) can be viewed as one of the major reasons for their writing problems.

The Research Question

This research addresses the main following questions;

1. How does language transfer impact EFL students' written production ?

Aim of the Study

The present research aims to investigate whether language transfer has an effect on EFL students written production or not, in which it is designed to reach the following objective.

1. To explore the impact of language transfer on students written production.

Research Methodology

This study is designed to examine the effect of language transfer on first-year students' English writing. Thus, a mixed-methods approach will be used. In order to provide much more accurate, elaborated, and comprehensive results, it employs both quantitative and qualitative research approaches.

Research Instrument

This study is based on two research instruments: an online questionnaire submitted to both learners and teachers, as well as an analysis of a written document (short paragraphs) produced by first-year LMD English students. During the pandemic, online data collection has been an effective way to get information easily. Thus, the use of the online questionnaire as a tool in this study aids in facilitating the process of collecting data about teachers' and students' opinions concerning the influence of language transfer on English writing. Their perspectives are critical in improving the teaching and learning of writing in EFL classrooms. Unlike the questionnaire, the paragraphs were written by students in class as a form of a test, in order to get students' proper style as well as to avoid students' use of the internet or any source of information. The written document

is an essential instrument in examining how language transfer does impact their English writing.

Population and Sample

The research population represents English students at the English department at Bordj Bou Arreridj University. Considering that the questionnaire was administered online, it was randomly assigned to all first-year students. Yet, students were not that excited about participating. As a result, the sample that responded to the questionnaire consisted of 102 students out of a total population of 300. Regarding the written paragraphs, since it was a test, some students didn't want to attend, and we did not want to oblige them. Thus, the sample consisted of 90 students, which is the number of students that took the test. First-year students have been chosen in this study because they are considered English beginners and their first language background is more than the target language. In addition, their writing skills have not developed yet compared to second and third-year students, so their first language transfer is more noticeable. For the teachers, using the purposeful sampling technique, the online questionnaire was sent to all the teachers in the department who taught written expression, a total of six (6) teachers. In order to get reliable and accurate data on their students' levels as well as the impact of transferring L1 in their English writing However, only five (5) teachers contributed to the sample, and they were cooperative in answering and providing us with the needed information.

Structure of the Study

The present research will be divided into three main chapters. The first chapter will be devoted to the theoretical part of the research; the practical part will be employed in the second and third chapters. The first chapter is divided into two sections. The first section deals with the writing skill: its definition, importance, aspects, acquisition, and the multiple approaches included. What is more, it demonstrates the components of effective writing. report writing problems and illustrate the influence of the mother tongue on writing. The second section is about language transfer, its definition, and the types of language transfer; the definition and classification of errors; the theory of interlanguage; as well as the impact of language transfer on EFL learner written production. The second chapter is purely concerned with research methodology and a description of the two data

collection tools. The final chapter involves the analysis and interpretation of the data gathered and ends with a set of results gained from this study.

Significance of the Study

Findings from this study will reveal the difficulties in the writing process that are credited to the interference of the students' first language. Thus, this study will contribute to the learners' knowledge about the importance of the writing skills in elevating the learning of English as a foreign language as well as the influence of mother tongue transfer on the development of the writing process of 1st-year students. The focus of this study concerns university freshman students that have no or little experience with academic writing in English. Additionally, they have difficulties with the mother tongue interference. This study therefore has significance and it could be replicated for several learners of varying levels and abilities, whether they are university students, teachers, or researchers, yet facing similar difficulties when writing in the English language.

Chapter 1

The Effect of Language Transfer on Writing

1.1 Introduction

The English language can be used in different ways and it has multiple functions. It is a way of interacting and communicating that involves two macro-skills: receptive and productive. Writing is one of the main skills in language teaching and learning. It is considered the most complex and productive skill. However, it plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through writing, EFL students are capable of sharing ideas, feelings, persuading and convincing others. However, it often presents the greatest challenge to EFL students at all stages. They find difficulties in writing in general and developing their writing production in the English language in particular. Therefore, they tend to make writing errors because they resort to the use of their first language, by transferring its own rules and applying them when they write.

Language transfer has been an important issue in foreign language teaching research. Therefore, linguists propose contrastive and error analysis as approaches to find out the causes of the problems facing EFL students and to minimise them. Thus, the awareness of this transfer in the teaching and learning process is an important aspect that can contribute to the effective acquisition of a foreign language. This chapter is divided into two sections: The first section provides an overview of the writing skill: its definition, importance, aspects, acquisition, and the multiple approaches included. Furthermore, it demonstrates the components of effective writing, and report the writing problems that students encounter. The second section highlights language transfer, its definition, as well as the types of language transfer. Moreover, it sheds light on the definition and classification of errors; the theory of interlanguage; and the impact of language transfer on EFL

learner written production.

1.2   SECTION ONE : The Writing Skills

1.2.1   Definition of Writing

Writing skill is one of the productive skills that should be mastered. It is one of the major skills for the use of language, through which the student can transmit or convey his /her thoughts, ideas, and emotions into language, it is a communication tool through which learner's achievements are examined. According to Adas and Blair (2013) « Writing is an intricate and complex task; it is the most difficult of all the language abilities to acquire ». Therefore, this process is hard since it makes the writer engaged in mental and physical efforts. Writing was a neglected area in language teaching for a long time as a result of a focus on spoken language, which was considered more important than writing. however, writing is now a vital component in language teaching (Brookes and Grundy, 1998). Same concept was proposed by Fujieda(2006) that « writing was a neglected skill »; it was argued that language is most significant in its spoken form and less important in the written one. For this reason, writing was not given much attention and was only viewed as a means of reinforcing and consolidating language patterns.

1.2.2   The Nature of Writing

Writing is a crucial means of communication. It is the skill that is most required in education settings where learners note down written records of lectures and assemble for written assignments, written outlines and reports, and sit for written exams in all most their modules. In other words, students should master it in their language learning effort. Writing skill mastery is extremely beneficial for learners in a variety of educational and occupational tasks such as writing essays, thesis, business writing, international correspondence, presentations, and so on.

Bryne(1979) sees that since writing requires a conscious mental effort, this activity is neither easy nor spontaneous. "We reread what we have written as a stimulus to further writing" several versions of a text may be written until a writer is satisfied with the result.Sometimes, writing is easy when we feel the urge to write or express something,being in the right mood.

Nemouchi(2008)as cited in Abdelmalek(2017) demonstrates that student 's lack

of knowledge of the rules and vocabulary of certain language prevents him from giving his point of view ; In order to convey a coherent and understandable piece of writing, students must master the correct grammatical structure, adequate vocabulary, and punctuation.

1.2.3   The Importance of The Writing Skill

Writing is a fundamental resource for developing connections with others and fully understanding our experiences in the world. Learning to write skills assists the learner in becoming independent, comprehensible, fluent, and creative in writing; these are important abilities that assist learners in putting their thoughts into meaningful form and addressing the message in a proper manner (Ariana, 2010). In other words, this skill is a way of expression and communication that allows students to communicate their thoughts, feelings, and other attitudes in a written format.

According to Nasser (2016), the significance of writing as a language skill stems from the significant impact that language has on human life. Since language is a medium of communication among people, writing serves a variety of communicative tasks. For example, it fulfils the documentation function in human social interactions and so on. Thus, no one can deny its significance in various facets of human life. This skill is considered to be a very basic requirement for a human being because it is associated with his or her daily life. As a result, writing as a skill is linked to human life because individuals require it to complete various activities. From the beginning of time, it has been utilized to complete a variety of tasks in our daily lives (McArthur, 1992). Since writing is such an important part of language, any reading and language arts program should take into account its multifaceted nature in teaching techniques, assessment procedures, and language development. (Suleiman,2000). Writing is the most significant and effective skill in learning a second or foreign language. Learners should be able to communicate aspects of their language, and it is not just viewed as a means of communication, but also as a necessary instrument for language acquisition.

1.2.4   Acquisition of Writing

The acquisition of writing skills requires an extensive training programme and long-term pedagogical support in specialised institutions, i.e, a formal learning environment. That is to say, it demands exposing as much as possible to the required environment to learn and practice this skill. Therefore, the difficulty of written communication stems

from the psychological predispositions that characterise spoken writing. Hence, writing is a skill that must be tailored to their abilities in order for students to feel comfortable with it and perform well. However, there is a distinction between language acquisition and writing acquisition, with the former occurring naturally and at a young age as a result of the environment, and the latter taking time and requiring a lot of practice. (Namouchi, 2008, cited in Abdelmalek, 2017).

1.2.5   Aspects of Writing

There are numerous constituent aspects that students should consider when writing. Brown(1989) mentioned six main aspects that should be followed:

- **Content :** Is concerned with ideas and their development through personal experience. It include Illustrations, facts, and personal opinions,

- **Organization:** It deals with the effectiveness of the introduction, the logical sequence of ideas, and the overall structure of the paper. conclusion, as well as the length of the text,

- **Discourse:** Topic sentences, paragraph unity transitions, and structure are all part of the discourse. It is a speech or piece of writing about a particular subject,

- **Syntax:** It refers to the structure of a sentence or the order of words in a sentence,

- **Vocabulary:** In writing, vocabulary refers to word choice or diction,

- **Mechanics:** Spelling, punctuation, effectiveness, and appearance are all factors to consider when writing.

We can draw from the preceding arguments that students can increase their writing ability. By having a complete comprehension of the aspects that are required before beginning to write.

1.2.6   The Process of Writing

The process of writing is to guide the writer from the beginning of writing to creating a finished piece. It involve 5 stages, each stage complete the previous one. It allows the students to produce an effective and appropriate piece of writing.

Pre-Writing

Pre-writing is considered the first stages of writing, its can be defined as the preparation process that the writer follow before starting to write his paper, it helps in organizing ideas, and choosing elements that he intends to include. There are also two important elements that the writer should consider before putting pen to paper: the purpose of his piece of writing as well as the audience or the readers to whom this paper is dedicated (Hedge, 2005). Knowing the purpose of the piece of writing is a paramount step which affects the choice of words and language and the organisation of the ideas. In addition, the audience plays a role in what the writer needs to include and the style that the piece of writing should be presented in. As Hedge (2005) explained, "it helps the writer select what to say and how to present it in the most appropriate style", such as formal, friendly, or serious.

Pre-writing is the initial step of the writing process, during which the writer gathers information, produces, and organises his ideas on the subject. The fundamental idea behind this stage is to let the ideas flow freely and without regard to appropriateness, spelling, or punctuation. Reading, thinking and listening to records, interviews, and conversation are all examples of pre-writing activities.

Drafting

The writer moves from thinking about writing to practising it during the drafting stage. Besides that, learners should not be worried if some sections of their plan do not fit well enough, because hardly anyone gets it correctly the first time, so they should just keep their writing flowing. Moreover, during this stage, students should focus on putting their ideas on paper, organising them logically, and developing the topic with enough detail about both the purpose and the audience.

Revising

The third stage in the writing process is revising a draft. It is a process of changing a piece of writing to improve its style and content. It also involves rereading what you've written and checking your ideas and the paragraph or essay's coherence. As Hedge (2005) stated, "Revision involves assessing what has already been written." p53. When you revise a piece of writing, you're doing one of the following things: Re-organizing and revising the content. And Proofreading and rewriting sentences.

The focus on the purpose of writing, content and ideas organization, as well as paragraph structure, are regarded as main aspects the writer should consider when revising a draft paper, all of which have an impact on students' writing.

Editing

Following the drafting stage, there will be an editing stage in which students will review and correct their paper in terms of spelling, grammar, and ideas. It consists of the writer going through his piece of writing and trying to apply the reader's perspective to evaluate the flow of ideas (Hedge, 2005). The author states that the editing process allows the writer to make the "final readjustment and check accuracy" that make the piece of writing appropriately accessible and understandable for the reader. It may include things like editing grammar, punctuation, and spelling and preparing the final draft. And, check and proofread the final copy.

The purpose of this stage is mainly concerned with editing your ideas in your piece of writing and making it appropriate and understood by the audience to read.

Publishing

Publishing is the last stage where writers submit their work. It occurs when a completed text is corrected and edited to the satisfaction of the writer. Williams (2003:107), views publishing as: "sharing your finished text with its intended audience." Publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency. That is to say, publishing is more than just getting your finished text printed in a journal; it is also about sharing your finished text with its intended audience in order to observe the impression the writer leaves behind.

1.2.7   Features of Effective Writing

Effective writing requires things such as developing ideas in an organized way, making the meaning clear without ambiguities, using the appropriate grammatical devices, and choosing vocabulary carefully (Hedge,2005). The main features of effective writing are the clarity and coherence of words, sentences, or ideas to reduce ambiguity, the organization of thoughts in a manner that is easy to understand, the use of grammatical devices, and the selection of appropriate vocabulary.

Organisation

According to Starkey (2004), following an organized method of writing will direct your reader from the beginning to the final sentence. He or she will be able to see how the various points you offer in your writing piece work together to support your thesis. To make their work effective and easy to grasp by the reader, the writers should organise their ideas before they begin writing.

Clarity

Clarity in writing refers to the writer's ability to convey clear and understandable meaning through words, sentences, and paragraphs. The writer's piece of work should be shaped by clarity to facilitate the reader's understanding of what you are saying. According to Starkey (2004), in order to achieve clarity in writing, students should follow those steps:

- Avoid ambiguity : focus on simple words, sentences, and ideas that make it easier for the reader to understand what you are going to say or write.

- Precise adjective and adverb : by using correct modifiers.

- Concise, and avoid wordiness and repetition.

Coherence

In order to write effectively, writers should concentrate on the coherence and sequence of ideas. It refers to the logical, orderly and consistent relation of parts of the sentences and ideas. In which students need to include parts and ideas in a text with the same semantic relationship.

Word Choice

When choosing words, the learner should consider two factors: denotation and connotation. Denotation refers to the literal meaning of the word. Sometimes one word has different meanings and different interpretations. Connotation focuses on hidden meaning, which includes emotions and cultural assumptions.

1.2.8   Writing Approaches

In order to improve one's writing abilities, there are three major theories or approaches to be applied. The teacher needs to choose between them according to what his students need to learn and focus on. Whether the focus is related to the process of writing, the end product, or the focus on the different written genres.

Product-Based Approach

A product approach is a method of teaching writing that focuses on the students' final product, i.e. the text they are asked to create. As Jeremy Harmer stated, when the focus is on the writing product, "we are only interested in the aim of a task and in the end product" (p325. 2007). This means that the main objective of this approach is the finished text rather than the stages followed to achieve that product. In addition, product-based approaches regard writing as primarily concerned with language structure understanding and writing progress as primarily the outcome of imitation of input, such as texts delivered by the teacher.

Pincas (1982a), as cited in Badger & White (2000), provided one of the most detailed descriptions of product approaches. Writing, she believes, is essentially about linguistic knowledge with an emphasis on the proper use of vocabulary, devices of cohesion, and syntax (Pincas, 1982b). Thus, teachers' main focus, in terms of product approaches, is on the final writing product, in which their evaluation is related to the student ideas, organisation, as well as the use of grammar and vocabulary, in addition to syntax and spelling.

In the process of learning to write, this approach captures four sages, familiarization, controlled writing, guided writing and free writing. The familiarization stage focuses on making students aware of specific aspects of a text. The learners practice their abilities with growing independence in the controlled and guided writing parts until they are ready for the last segment, the free writing, in which they apply their writing skills in a practical activity the same as a letter, story, or essay (Badger & white, 2000).

The strengths of product approaches to teaching are that they recognise the need for learners to be given linguistic knowledge about texts, and understand that imitation is one way in which people learn. It must be noted that, the product approach obtained much criticism, this critics indicated that the focus is mainly one the end product while the process skills of making is neglected, or they are given a small relatively role, such as

planning a text, and that the knowledge and skills that learners bring to the classroom are undervalued.

Process-Based Approach

The process-based writing approach first appeared in the mid-1970s. Many researchers have proposed this approach over the product approach to teaching writing. It was considered as a reaction to the traditional theory, in which it put the emphasis on the writing process, unlike the previous approach. According to Badger and White (2000), writing in process approaches is seen to be primarily concerned with linguistic skills such as planning and drafting, with much less emphasis placed on linguistic knowledge such as grammar and text structure knowledge.

This pays attention to the various stages that any piece of writing goes through. It aims to get to the heart of the various skills that most writers employ and which are worth replicating when writing in a foreign language rather than in their first language (Harmer, 2007). Thus, the main goal of the writing process is to meet students' needs for writing, make students attentive to, and gain control over the cognitive strategies involved in writing. Furthermore, in this approach, writing development is viewed as an unconscious process that occurs when activities in writing skills are facilitated by the teacher. (Badger and White, 2000).

According to Harmer (2007),The disadvantages of the process of writing can be seen in the time consumed, since it is not something that can be done in a couple of minutes, from brainstorming ideas, collecting them, drafting a piece of writing, reviewing and editing. It is important to remember that the same process can be repeated over and over. The various stages may also include discussion, research, language study, and a considerable amount of interaction between teacher and students as well as among the students themselves. He stated that,when the process of writing is handled appropriately, it stretches across the whole curriculum so that it has an impact on every aspect of education. Many students may find this procedure difficult to give much time and would choose to finish their piece of writing directly. However, this should not stop us from encouraging students to plan, draft, re-draft and re-plan, especially in exam writing tasks where students' having the ability to plan and read through their written piece to check and correct it is considered a paramount step. That indicates that the writing process is as important as the product. (Harmer, 2007).

Genre-Based Approach

Teaching writing witnessed the rise of a new approach in the mid-80s, the genre approach. Some researchers, like Badger and White, view this approach as an extension of the product approach, for their strong similarities. (2000).A genre is defined in the Oxford Dictionary (1991) as "a style or kind", which means each piece of writing has a purpose. According to Harmer (2007), genre presents the rules of the various writing styles and it can be viewed as a sort of "written organisation and layout" (such as a letter, poem, magazine article, etc.) p 31. He stated that having some knowledge of genre can be regarded as a reason that we can communicate effectively, especially in writing.

Furthermore, the emphasis in this approach is on writing variation based on the social context in which a written work is produced (Badger & White, 2000). Therefore, writing would involve multiple kinds, as mentioned before, linked with different situations and contexts. The approach is also controlled by some features of the situations, such as the relationship between the instructor and the student, subject matter, and the patterns of organization. (Badger and White, 2000).

In this approach, learners before beginning their writing are expected to study texts in the genre they will be writing in. As an example, if students are required to write a newspaper article, the teacher allows them to research and study authentic examples to learn about construction and precise details and language used in that genre. This is considered as a part of the pre-writing phase (Taieb, 2017). Learners study and analyse text, then they are asked to produce a piece of writing similar to the one studied before. Harmer (2007:327) states: "A genre approach is especially appropriate for students of English for Specific Purposes. But it is also highly useful for general English students if we want them, even at low levels, to produce written work they can be proud of".

Genre approaches have the disadvantage of undervaluing the skills required to produce a text and viewing learners as essentially passive. That is to say, students' imitation of the required text, would decrease his creativity to write differently and freely.More positively, they recognise that writing occurs in a social context and is a reflection of a certain aim, as well as the fact that learning may be accomplished intentionally through imitation and analysis. (Badger, White 200).

1.2.9   Writing Problems

While this activity is known as a complex activity, most EFL learners struggle to master it compared to the other skills. During this process, difficulties and problems are to be expected. The English poet Lytton Strachey described it as running in a field when he said: "First I write one sentence. Then I write another. That's how I write, and so I go on. But I have a feeling Writing ought to be like running through a field." (Hedge, 2005). In addition, T.S. Eliot, as mentioned in Hedge (2005), described it as a different kind of failure"; as a result, multiple questions may be asked that are related to the difficulty of writing and the possible solutions to facilitate this process.

A problem refers to a state of difficulty that need to be considered, addressed, and resolved. Seely (1998) claims that the primary causes of learners' major problems in writing are those related to grammar, spelling, punctuation, vocabulary, and L1 transfer. Each one of these elements may have a negative impact on a student's writing production.

Grammar

Grammar can be seen as the whole structure and system of a certain language. Crystal (2019) defined grammar as the study of sentence structure, especially with reference to syntax and morphology, often presented as a textbook or manual, or a systematic account of the rules governing language in general, or specific languages, including semantics, phonology, and often pragmatics. Another definition was proposed by Seely (2013), in which he defined grammar as "a group of rules that describe how language works and describe things in a practical way". It can be classified into: Syntax, which is the rules that explain "how words are arranged to create sentences", And morphology, which deals with the "rules that describe how words change to fit into sentences," p. 191-192. That is to say, grammar is concerned with arranging ideas and words to produce a sentence (syntax) as well as the changing of words to fit in the sentence (morphology).

Many EFL individuals consider learning English grammar to be the most challenging element of the process. According to Seely (1998), most students believe that grammar is excessively difficult or perhaps impossible to master because of the way it was taught to them in school. They tend to commit multiple grammar errors,especially at the level of tenses,prepositions...In which they find it difficult to remember them all or to distinguish in between.

Spelling

It refers to the act, skill, and practise of making words out of letters or of reading words out of letters. Crystal (2019) defines spelling as the rules that control how letters are used to write words of speech and a specific sequence of letters in a word. When it comes to spelling, it can be noticed that majority of students face problems with spelling English words in writing, in which distinguishing between the correct and the wrong one is difficult to them. According to Seely (2013), "the problem with English spelling is a matter of linguistic history" (p. 250). "There are more than forty sounds in English, but we only have the same twenty-six letters in the alphabet, so we have to combine letters in various ways to display the missing sound," he noted. That is to say, the variation among the number of sounds and letters demonstrates that the relationship between letters and sounds in English cannot easily be direct, in which case, to represent a missing sound, it demands the combination of two letters. Therefore, the sound-symbol is of particular interest to them. To tackle this issue, a number of norms that have been developed over the years have been adopted (Seely, 2013).

Furthermore, misspelling of words is the main writing difficulty that students encounter. The majority of spelling mistakes are actually the confusion of two words with slightly different spellings but very different meanings. Or the confusion between two letters in a word. Students pronounce it appropriately, however the spelling of the words seems to be difficult for them.

Punctuation

Punctuation is a set of graphic signs used in written language to separate units in a linear sequence, to indicate when one unit is included in another, or to mark a specific grammatical or attitudinal function (such as possession or exclamation). (Crystal, 2019). That is to say, the use of certain marks to clarify meaning by grouping words grammatically into sentences and clauses and phrases.

In writing, punctuation is a challenge. Caroll and Wilson (1993) present three punctuation-related issues. The first is that "punctuation rules aren't not absolute, punctuation is complex " p187, and the meaning of a sentence is determined by the writer's style. Because each punctuation mark is a unique way of understanding the content, the way a learner punctuates text can radically change the meaning. As a result, students must pay close attention to the way they punctuate, which often may cause a problem

for them.

Vocabulary

A definition was given by Crystal (2019), who described vocabulary as a set of lexical items ('words') in a language. In some ways, the ability to write successfully is related to having a large vocabulary. When students have learned to interpret items, they may be able to read and pronounce a variety of unfamiliar words. They may even be able to determine the precise meanings of unfamiliar words simply by examining the context in which they are used. A student, on the other hand, does not have the luxury of analysing the context in which a word is used; he or she is generating the context. As a result, the writer must be able to memorise words that are infamous not only by sight but also well enough to use them correctly. Writing is concerned with the ability to use words to describe an event. (Corona, Spangenberger, & Venet, 1989, p.18).

Consequently, vocabulary can have a great impact on students' writing because of its significance and contribution to the value of writing ability. Therefore, learners are expected to have a positive attitude towards learning new vocabulary, particularly by reading more, which assists them in enriching their personal knowledge and, as a result, formulating correct sentences. The writer will be able to form appropriate sentences and compositions, as well as avoid the repetition of words and ideas.

L1 Interference

Another factor to consider is L1 transfer. It is defined as "an automatic activation of well-established mapping skills in the first language triggered by second language input" (Koda, 2011). Language transfer, which is also known as interference, is a critical cognitive element associated with writing errors. It is referred to as the influence resulting from similarities and differences between the target language and any other language previously learned. It is assumed that the transfer of the first language affects students' writings negatively, in which it causes multiple problems at the level of structure and vocabulary, students tend to transfer these aspects from their L1 to the TL. Thus it make it difficult to the student to acquire the target language.

Furthermore, transfer can also be seen as the transmission of certain linguistic elements from one language to another. These linguistic forms may include grammatical, lexical, phonological, and orthographic rules. As a result, most learners believe that

the linguistic forms of their native language can be used to assist them when writing in another language. However, this may cause numerous problem in students writings.

Understanding students' writing problems is crucial for improving the quality of foreign language or second language (FL/L2) writing. It assists the students to understand which one of the problems they face most during writing. It also allows the teacher to adopt new methods and solutions to help students overcome this issue, and produce a correct piece of writing in all aspects.

1.3   SECTION TWO: Language Transfer

1.3.1   Language Transfer and Interference

For more than a century, language transfer has been a key component of Applied Linguistics, Second Language Acquisition, and Language Teaching. It refers to speakers or writers applying their knowledge of their mother tongue to a foreign language. It is also known as L1 interference or linguistic interference. Language transfer is defined by the Longman Dictionary of Language Teaching and Applied Linguistics (1988) as "the effect of one language on the learning of another." Wajej (2017) agreed on the same idea in which he defined it as a phenomenon, in addition to as a process in which a language has an effect on another language and is experienced by the individual.

Douglas Brown, in his book The Principles of Language Teaching and Learning, stated that this phenomenon is usually used to describe the transmission of previous performance or knowledge to subsequent learning (2014). Moreover, most academics believe that language transfer is the application of native language (or other language) knowledge in the acquisition of a second (or additional) language (Gass, Selinker, (1989). That is to say, the learner's use of this process can be seen in the transferring of aspects and the application of the first language structure and rules in the target language, such as L2 and FL.

Another description was stated by Pit Corder (1989), in which he mentioned his preference for using the term "borrowing" rather than "transfer." In describing this process, he noted that the former term is used to refer to the "temporary or permanent use of linguistic features from one language in the performance of another" p28. In other words, transfer can also be defined as borrowing or permanently using first language elements and structure when learning the target language. He indicated that the presence of these

first language features may seem to be inappropriate according to the target language's rules.

Furthermore, this process of language transfer is viewed as "the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (Odlin, 2001). When a language learner fails to find the appropriate expression or language to convey an intended message in the L2, he or she may resort to the L1 or any other language known, either deliberately or unconsciously. (Odlin, 2003).

1.3.2   Types of Language Transfer

According to Ellis (1997), the influence of a learner's first language on the acquisition of a second language is known as "language transfer". Hence, this impact can be seen in a variety of ways.

Negative Transfer

This type of transfer appears when the learner's L1 is the source of error in the learner's language. It is complicated when the L2 and L1 do not share the same common items and structures. In other words, a learner's lack of second language rules and knowledge leads him to go back to his first language and apply the rules he knew before. Thus, the greater the differences between the two languages, the more negative transfer can be expected.

Positive Transfer

This type of effect is known when the learner's L1 can facilitate L2 acquisition. Jarvis and Pavlenko (2010) explain that language transfer occurs in situations when the source and target languages are objectively similar. It is the similarities that L2 users perceive or even assume to exist between languages that are the most important. Furthermore, according to Troike (2012), "positive transfer facilitates L2 learning because an L1 structure or rule that also works for L2 means that a new one does not have to be learned." For instance, in both languages, a word with substantially the same form and meaning can be transferred correctly from L1 to L2.

1.3.3   Theories of Errors for EFL Learners

In both applied linguistics and FL learning, the analysis of students' errors is paramount. When learning a foreign language, EFL learners make a variety of errors. These errors appear as hurdles in the learning process. It is critical to define the types of errors and their locations in a FL. As a result, academics propose two methods for identifying or analysing EFL learners' errors: "contrastive analysis" and "error analysis."

Contrastive Analysis Approach

The Contrastive Analysis was first developed by Charles Fries (1945) as an integral part of the modern methodology of foreign language teaching. It is the study of a pair of languages with a view to identifying their differences and similarities between the first language and the target language. This analysis gained enormous interest in the 1950s and was used in the 1960s and 1970s as a method of explaining the difficulties of acquiring the target languages.

Lado (1957), as cited in Brown (2014), stated that the hypothesis of contrastive analysis can be referred to as "the examination of two languages in contrast" as well as "the predictive validity of such comparison". That is to say, CA is based on the assumption that, by systematically comparing the language and culture to be learnt with the native language and culture of the student, we can predict and describe elements that will cause difficulty in learning and those that will not cause difficulty. In other words, the main assumption of CA is that similarities facilitate the learning process while differences cause problems (Lado, 1957).

The same concept was presented by Brown (2014), where he indicated that the CA hypothesis concluded that when there was no interference that could be predicted, there would be no hindrance in the learning of a second and foreign language, since one could transfer positive elements from L1 to TL. Similarly, greater discrepancies or interference between two languages would lead to greater difficulty.

Contrastive analysis places a great deal of importance on investigating the learners' errors, in which first and foreign language are systematically compared. According to contrastive analysis studies, errors occur when learners transfer their first language habits to a foreign language, and interference occurs whenever there is a difference between the native and target languages. CA proponents argue that one of the common causes of learner errors is interference from the mother tongue; they claim that the learning

challenge and area of interference occur where two languages vary. In other words, learning similar characteristics will be easier, but learning differences between native and target language parts will be more difficult.

To understand the transfer and change from one language to another and to compare the foreign and native languages, EFL teachers employ contrastive analysis. Constructing both languages is helpful in teaching the target language since it aids teachers in comprehending the variations in basic structure between the two languages. EFL teachers will be able to predict errors or difficulties based on this analysis and address them accordingly.

Contrastive analysis has received much criticism. The critiques involved the assumptions that interference occurs whenever there are variations between the native and target languages, which have been disproved (Ellis, 1994). Additionally, it fails to predict most errors, as well as the ignorance of the role of errors in the learning process.

Error Analysis Approach

1. **Definition of Errors**

    Multiple definitions are given to the concept of error. An error can be described as an intended deviation from the rule, noticed in the learner performance of L2. It may reflect learner knowledge at a given point in their acquisition. Similar definitions were introduced by Ellis (1994), in which he refers to errors as deviations in usage that result from gaps in learners' knowledge of the target language. Additionally, Gass and Selinker (2008) define error as the incorrect forms of the language being learned that learners produce. While Selinker and Gass view errors as incorrect forms of the target language, Brown (2014) views an error as a "noticeable deviation from the adult grammar of a native speaker, which reflects the competence of the learner." That is to say, errors are unintended and noticeable in the learner's performance, in which they reflect his competence in the language being learnt.

2. **Error Analysis Definition**

    Error Analysis (EA) is a branch of applied linguistics and one of the most significant areas in the field of foreign language research. Stephen Pit Corder founded EA in the 1960s as an alternative to contrastive analysis. He was the first to support the importance of studying errors in students' writing. Brown (1980:166), as cited in

Hasyim (2002:43), defines error analysis as "the process of observing, analysing, and classifying the deviations from the rule of the language" and attempting to discover the system produced by the learner while learning a second or foreign language, that is to say, a study of linguistics which investigates the EFL learner's errors., and David Crystal proposed the same concept in which he defined error analysis (EA) as a "technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language" utilising any of the principles and procedures provided by linguistics (Crystal, 2003, p. 165). In addition, according to Ellis (1995), error analysis represented an appropriate starting point for the study of L2 acquisition, for it provided a "methodology for investigating the learners' language" (p48). It is considered one of the first methods used to investigate how learners acquire the language.

In analysing learners' errors, five stages should be considered (Ellis, 1994). The first stage in carrying out an error analysis is selecting a sample of the learner language. The sample could consist of natural language. The second stage involved identifying the errors in the sample, whether they were errors of competence, errors in performance or according to other identification stated by Corder (1974). The third stage consisted of description. Errors are often classified according to language level (phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentences, etc.), or more specific linguistic elements (e.g. articles, prepositions,...). The fourth stage involved an attempt to explain the psycholinguistic cause of the error; for instance, competence errors can result from transfer, intralingual or unique processes. The final stage is evaluating the seriousness of errors in order to make a practical decision.

There have been a number of critiques of the approach of EA. EA failed to provide a complete picture of the learner (Ellis, 1994), in which it focuses only on the deviation and learner's failure, yet excluded from its analysis what learners are acquiring and learning successfully. "It takes no account of what learners do correctly, of development over time, and of the avoidance phenomenon,"p69 Ellis says. The latter refer to a tendency learners have to which they avoid language items which are not learnt yet.Furthermore, the emphasis on analysing just errors tends to affect learners' development as well as the theory of SLA. Finally, error analysis can keep us too closely focused on specific languages rather than viewing

universal aspects of language.

3. **Error Vs Mistakes**

Errors differ from mistakes in that the former are the results of the learner's lack of incomplete knowledge about the language structure. They are also referred to as systematic and competence errors. On the other hand, the latter occurs due to psychological factors, defined as non-systematic and performance errors. Brown (2014) stated that mistakes "are either a random guess or a slip." (p24) They occur when learners fail to use a known system in the correct way. They can be found even in native production. Errors, on the contrary, are deviations from the rules that reflect the learner's competence in the target language. In the same vein, Ellis (1994) viewed that errors are gaps in the learner's knowledge; they occur when the learner is unsure about what is correct. However, mistakes are lapses in performance that occur when a learner is unable to accomplish what he or she understands in a specific circumstance.

4. **The Significance of Errors**

According to Brown (2014), errors and mistakes are evidence of the learner's progress in acquiring the language. Corder (1981) views that the significance of errors appears in three different ways: first to the teacher, in which they state how far the learner has progressed and the achievement of his lesson objectives; second, for the researcher, they present "evidence of how the language is learnt and acquired" (P11), as well as the various procedures and strategies employed by the learner in his learning process of the language. Thirdly, errors are critical to the learner himself, to the point that he utilises these errors as a "device" in order to learn. In addition, as a way of testing his theory about the nature of the target language to learn, making errors provides him with feedback that assists in the understanding of what he needs to revise, improve, and focus on.

In light of this idea, Corder (1981) indicated that there are two justifications for the study of errors; the pedagogical justification and the theoretical justification. The former justification indicated that understanding the nature of errors is essential before any systematic way of eradicating them can be found. However, the latter claimed that the study of a learner's errors is considered a part of the study of the learner's language, which is a crucial step in understanding the language acquisition

process.

5. **Classification of Errors**

(a) **Intralingual Errors:** Learners' Intralingual errors have nothing to do with the mother tongue. It refers to difficulties with the target language, which means that the second language is the cause of the difficulty. Erdogan (2005: 266) added, "Intralingual errors occur as a result of learners' attempts to build up concepts and hypotheses about the target language from their limited experience with it". Learners make such errors because they are unfamiliar with a TL object. Moreover, they are caused by the difficulty of the TL itself and occur during the process of learning the L2 at a stage when the learner has not really acquired the knowledge. "Intra-lingual errors are items produced by the learner that reflect not the structure of the mother tongue but generalization based on partial exposure to the target language," writes Richards (1974, p.6).

He also stated that errors reflecting general characteristics of rule learning, such as incorrect generalization of rules, incomplete rules (the opposite of overgeneralization; in other words, the learner's failure to use rules), faulty rules, false hypotheses, and failure to learn conditions under which rules apply, are due to the language being learned, independent of the native language.

(b) **Interlingual Errors :** They are errors that occur when a speaker or writer uses elements from one language when speaking or writing the TL, they are caused by the interference of the mother tongue, which disrupts TL learning. Interlingual error is found as one of the most important factors affecting deviant problems, which result from negative transference from the mother tongue. According to Ellis (1996); " interlingual errors occur as a result of the use of elements from one language while speaking another" (p. 58). That is to say, when the rules of the second language are not clear, learners rely on mother tongue rules that they have previously learnt. Because these errors are caused by language interference, they are referred to as "interlingual" errors.

Interlingual implies between languages, and it is said to be the most common cause of foreign language learners' mistakes. Because the learners lack the necessary information in the second language or the attentional capacity to engage in the relevant second language routine, errors may occur in the transfer of knowledge. (Kavaliauskiene, 2009).

1.3.4   Interlanguage

Interlanguage Definition

The term interlanguage is used to describe the system of a language a learner creates at a certain stage in the learning process. It was first written by Selinker in 1969 and introduced to literature in 1972. According to Brown (2014), interlanguage is "a term that Larry Selinker (1972) adapted from Uriel Weinreich's (1953) term "interlingual", and that Pit Corder (1971) later popularized" (p243). It refers to the learner language that emphasises the separateness of a second language learner's system, which has a structurally intermediate status between the native and target languages (Brown, 2014). The term interlanguage was introduced because learners' language displayed formal features of the target language and of some other language, notably, though not exclusively, of the mother tongue (Corder, 1981). Moreover, it refers to the language learner's language as a separate linguistic system, resulting from a leaner's attempted production of the target language norms. Pit corder (1994) also defined interlanguage as an intermediate system or stage between the MT and the TL. That is, it is a language that exists between two languages. Furthermore, he stated that the study of interlanguage refers to "the study of a language learner's language" p66, as well as the study of the "natural process of language learning" p77. This term was introduced due to the formal features displayed in the learner's language.

Interlanguage is based on the idea that when one tries to learn a second language, a hidden psychological framework in the brain is activated. According to Selinker (1972), in a given situation, the utterances produced by a learner differ from those produced by native speakers attempting to convey the same meaning. This comparison shows that a separate linguistic system exists. When studying the utterances of a student attempting to develop meaning in their L2 speech, this system is visible; however, it is not visible when the same learner is performing form-focused tasks.

Interlanguage Theory

Interlanguage was first introduced into the literature by Selinker in an influential paper published in the International Review of Applied Linguistics in 1972, although it was actually written in 1969, while working closely with Corder (Frith,1978). He presented this term to refer to the mental grammars that learners construct during the course of their development According to Han and Tarone (2014), when Larry Selinker was working

on a the concept of "interlanguage" with Prof. S.P. Corder, who had proposed something similar termed "transitional competence" in 1967. Their hypothesis was that learner language was not a collection of random errors all produced by the learner's native language, but rather "an autonomous linguistic system in its own right that evolved according to innate and probably universal processes" (p. 8). These concepts were supposed to alter our insight into how individuals acquire second languages and free second-language pedagogy from behaviourist restrictions.

The hypothesis of interlanguage began a new era of second language research and teaching. Furthermore, it represented a "significant breakthrough for the study of SLA" (Brown, 2014, p243), as well as a new concept in the study of the language that a learner develops during the process of acquiring a second language. Moreover, it imposed itself in the field of SLA for the need to :

- Describe the learner's language as a phenomenon in its own right,

- Understand the process of SLA,

- Provide a full description of the learner's language.

According to interlanguage theory, learners create unique rules that are not found in either the L1 or the TL and then gradually complexify these rules in the direction of those in the TL, especially in the case of syntax learned in an informal setting. They also use their L1, gradually restructuring it as they discover how it differs from the TL, a process that Corder suggests is more common in the case of phonology learned in a formal setting. (Ellis, 1994).

1.3.5 The Influence of First Language on Writing in English

Language transfer can be seen as a result of various factors. The difficulty of the writing skill for learners to master is one of the main factors; hence the learners will refer to their mother tongue when they encounter any difficulties while using the target language. However, the difference between the mother tongue (Arabic) and the target language (English) in all aspects of language will make the language transfer very obvious especially in written production. According to Troike (2012), learning an L2 or a FL can be facilitated or be more difficult by "degrees of similarity or difference between L1 and L2 phonology, grammar, vocabulary, system of writing, and rules for social use" p179. In the same vein, Odlin (2001) indicated that similarities and differences in the

writing systems of two languages can result in positive and negative transfer. Students, particularly Algerian EFL students, appear to use and struggle with language transfer when writing.

Algeria's educational system is multilingual, thus it allows students to learn four languages: Arabic, French, English, and Tamazight. For cultural and historical reasons, Arabic is given more emphasis.What is more, knowledge of one of these languages may occasionally interfere with learning the others, resulting in positive or negative language transfer. Since English and Arabic have different structures, negative transfer is expected. (Lamri & Cherifi, 2020). Algerian EFL students, for example, produce a range of inter-lingual errors as they transfer their knowledge of Arabic writing style to English. They tend to transfer linguistic, cultural, and strategic knowledge from their native language as well as their general experience in L1 to the target language (Lamri & Cherifi,2020).

The first attempts to investigate the effect of the first language (L1) on learners' writing in L2 revealed some issues only at the syntactic and mechanical levels of writing, Eldaly (1986:94). However, different levels have been identified in recent studies. Most notably, L2 writers have made attempts to transfer writing abilities and strategies as they are from L1 to TL regardless of their nature. (Taieb,2020). Furthermore, they may use the L1 to generate content (and then translate the L1 text into the L2), to review previously written text, or for metacognitive deliberation (Schoonen & Van Vuuren, 2022). .

1.4   Conclusion

Most EFL students consider writing a difficult task, despite its importance in acquiring a language. Writing deals with the organisation of ideas to convey the exact meaning. It demands a great deal of ability and instructions to follow. However, there are multiple problems that influence students' ability to produce appropriate paragraphs or compositions in their writing skills; language transfer is one of the most crucial issues. It refers to the influence resulting from the differences and similarities between the first language and the target language, such as English. This transfer can be either positive, in which case it facilitates students' learning, particularly writing, or negative, in which case it affects and causes problems for students when writing in English. Thus, this study is significant since it demonstrates the influence of L1 transfer in students' written production. The following chapter will be devoted to the research methodology and design. It provides an explanation of the selection of the research method, data gathering

instruments, population and sampling, as well as a description of the data collection tools.

Chapter 2

Research Methodology , Data Analysis and Discussion

2.1 Introduction

The purpose of this research is to explore the effects of language transfer on EFL learners' writing. It is addressed to first-year university students at the University of Bordj Bou Arreridj, Department of English. This chapter will cover the current research's methodological framework and interpretation of the findings, which attempts to answer the research question. The first section of the chapter begins by outlining the research participants and the setting in which the current investigation took place. Furthermore, it describes the research method, sampling design, data collection instruments, and data analysis procedure. The second section introduces an interpretation of the research instrument. An analysis of both the students' and teachers' questionnaires as well as the students' test Moreover, the results of the data analysis and findings are presented in tables and graphic form. The chapter concluded with a general synthesis of the test and questionnaire findings as well as some practical implications to help the teachers enhance their students' written production and to reduce language transfer.

2.2 SECTION ONE : Research Design

2.2.1 Research Methodology

The current study is a case study involving first-year students and teachers from the English department's written expression module at the university of Bordj Bou Ar-

reridj. The purpose of this selection is to have a better understanding of how language transfer affects EFL students' writing. The mixed method approach has been employed to achieve the research's aim and answer the research questions. The quantitative method was introduced through a questionnaire conducted on a sample of 5 professors of written expression and 102 first-year students who were randomly selected. The students' paragraphs were analysed using the qualitative method. This method selection is reflected by the nature of the topic, which necessitates a description and analysis of the written product in an EFL learning and writing setting.

Population and Sampling

For the purpose of obtaining the required data regarding the problem of first-year students in the writing skills at the English department university, El Bachir El Ibrahimi of Bordj Bou Arreridj, during the academic year 2021–2022, a sample of 102 students out of 300 participated in the study, which was randomly assigned to all first-year students. The sample was based on the consideration that the majority of first-year students faced the same issue of language transfer when writing in English. Moreover, the teachers who contributed to the sample total of five teachers were selected using a purposeful sampling technique; they all taught the target module (written expression), therefore they can provide valuable information. In addition, they have various levels of experience in teaching written expression courses; therefore, their views and perspectives in relation to the subject matter (the effect of language transfer on EFL learners' writing) were of a great deal of importance to the present study. Regarding the written paragraphs, since it was a test, some students didn't want to attend, and we did not want to oblige them. Thus, the sample consisted of 90 students, which is the number of students that took the test. First-year students were chosen in this study because they are considered English beginners and their first language background is more than the target language. In addition, their writing skills have not developed yet compared to second and third-year students, so their first language transfer was more noticeable.

Research Instrument

It is vital to collect teachers' and students' points of view on the impact of language transfer on English writing. Their points of view are critical in developing writing teaching and learning in EFL classrooms. For this purpose, two research instruments

were employed; an online questionnaire addressed to both teachers and students. It's the appropriate instrument since it allows respondents to complete the questions when they want and improves the questionnaire response rates. Additionally, it helps to save time during the data collection. The tool is considered a paramount step for learning about teachers' and students' opinions, proving a set of hypotheses, and answering the questions we have posed before. Furthermore, regarding the written documents, students were requested to write short paragraphs, which may reflect language transfer effects on their writing. Students' writing was in the form of a test and took place during the ordinary sessions, unlike the questionnaire that was administered online, for it allows us to get students' full attention and proper styles. Thus, analysing student paragraphs is another technique that can be used to learn more about the issue and collect accurate data.

2.2.2   Pilot Study

Validity is a critical and functional concept in the methodology framework. Thus, in order to confirm the validity of the research instrument, we had to pre-test the questionnaires. A pilot study of both the teachers' and students' questionnaires was submitted to one teacher and first-year students. The teacher provided us with valuable feedback on the questionnaire's form and content. First-year students also provided comments concerning some ambiguous vocabulary and questions. After considering multiple notes, we reformulated, removed, and rewrote some questions using clear and simple words and sentences.

2.2.3   Teacher Questionnaire

The questionnaire aimed at showing the different points of view of the teachers concerning the effect of language transfer on EFL learners' written production. Based on the purposeful sampling technique, the questionnaire was submitted to six (06) teachers of written expression at BBA University, the department of English, via online channels. (sent via email). However, only 5 teachers replied.

Description of the Teachers 'Questionnaire

The teachers' questionnaire consists of seventeen (17) questions divided into two sections. The first section consists of seven (07) questions. The second section contains ten (10) questions. The questionnaire includes semi structured questions.

Section one: Writing Skills

It involves questioning the teachers about how long they have been teaching written expression; their points of view on the programme devoted to teaching this module; and the writing approaches they use. It attempts to collect data about their views of the students' levels in writing and the use of L1 in the classroom and whether they provide their students with feedback.

Section Two: Language Transfer

It investigates teachers' perspectives on the impact of language transfer on students' writing skills; it also aims to demonstrate the most common writing problems that students face and the reasons for them; and the impact of L1 on students' writing. It also deals with students' use of L1 and the errors made by students, and ends with the teachers' suggestions for solutions and strategies to avoid the L1 transfer in writing.

Administration of the Questionnaire

it was submitted online via email to six(06) teachers of the English department at the University of BBA who taught written expression. However, only five teachers replied. The teachers were very cooperative, and they answered all the questions at the appropriate time.

Validity of The Questionnaire

To ensure the validity of the questionnaire, it was piloted by only one teacher, who gave us valuable feedback concerning the questions. He pointed that a question need to be removed. The question was investigating the teachers' views concerning the importance of using error analysis in teaching and particularly in the written expression module. However, the teacher informed us that referring more to error analysis in the study, could lead our research to a more particular investigation, which could be presented in a new section, chapter or a study.

2.2.4   Student Questionnaire

With the aim of checking EFL student views concerning the use and influence of language transfer on their writing productions, an online questionnaire was submitted to First year students in Bordj Bou Arreridj University, the department of English. Student received the questionnaire via social media, particularly their private Facebook group.

Since the questionnaire was created and administered online, gathering responses from a large pool of respondents was considered an easy process, especially due to the restricted time that we had and the use of distance learning. Using the internet to submit the questionnaire presented greater help in facilitating the data collection. Thus, the questionnaire was answered by 102 students out of 300 first-year students.

Description of the Students' Questionnaire

The questionnaire is composed of two (02) sections, and each section contains different questions. It consists of 14 questions varied between closed, mixed, open-ended.The first section includes eight (08) questions and it deals with the writing skills. The second section is about language transfer and consists of six (06) questions.

   Section One: Writing Skills

Concerning the first section, it investigates the students' points of view about the importance of writing, the level of the students and the frequency of writing, in addition to their preferences concerning writing and the problems they face during the process.

   Section Two: Language Transfer

The second section tackles the impact of the language transfer on the written production. It turns around the student's frequency of using language transfer in expressing their ideas in English, as well as the factors that affect their writing proficiency.

Administration of the Questionnaire

The questionnaire was designed to be answered by first-year LMD English students at the department of English, BBA University; it was distributed online on 18 April 2022.

Validity of the Questionnaire

After designing the students' questionnaire, it was validated by an expert in the field, and then it was piloted by distributing the questionnaire randomly to first-year students to test its accessibility and to check whether there were any kinds of difficulties regarding ambiguous or misleading vocabulary or questions. Some students did not understand specific questions and words, therefore we had to reformulate them using clear and simple words.

2.2.5   Students 'paragraphs

Description of the Students 'paragraphs

Students were asked to write a brief paragraph about how examination stress affects their performance. They were informed that it was a kind of a quiz or a test, in order to get their full attention and to prevent them from using the internet, so that we would have their proper styles of writing. Thus, the primary purpose of analysing students' paragraphs is to identify aspects of language transfer in their writings.

Aim of the Students' Paragraphs

The test aims to gather information from students' texts to indicate the degree to which language transfer is used in the target language's writing skill; additionally, the test is used as a tool in addition to previous questionnaires of both teachers and students to validate the results in order to provide adequate research findings.

Sample Choice

We randomly chose a sample of 90 students who were present during the day we chose to submit the test. It was addressed to the first year students at the English department of Bordj Bou Arreridj University.

Administration of the Students' Paragraph

The paragraphs were written by first-year students. Unlike the questionnaire that was conducted online, the paragraphs were in a form of a test, that was administered over three sessions with first-year LMD students from BBA University's Department of English. We took 30 minutes from each of the three sessions, and there were 90 informants in all, thus 90 papers were analysed. It was distributed on April 19, 2022.

2.2.6   Data Analysis Frame

The present research provided two questionnaires dedicated to both teachers and students, with the addition of an analysis of students' written products as instruments in order to answer the research question. The data for the study were collected and analysed using mixed methods. Considering that the research aims for objectivity, reliability, and validity, statistics are presented using Microsoft Office Excel. It was used to calculate the

data and present it in graphics and tables to make the research findings more concise. The quantitative method was used to fill out the questionnaires, and the qualitative method was used to carry out the students' paragraphs. We analysed each of them quantitatively and qualitatively after gathering all of the necessary data. Tables and charts were used to present the outcomes of the two instruments, which were then followed by discussions and explanations.

2.3 SECTION TWO : Data Analysis and Discussion

2.3.1 Analysis of Teachers 'Questionnaire

Section One : Writing Skills

    Question 01: How long have you been teaching written expression?

    some teachers have been teaching written expression less than 3 years However, some of them have been exerting teaching more than 3 years. In which, (40%) of teachers have a 2 years experience, (40%) of teachers have one year experience. However one teacher (20%) indicates that he/she has a 5 years experience in teaching written expression module.

    Question 02: Do you think that the written expression program that you are working with is sufficient to improve the students' writing skills ? If No justify !

Options	Yes	No
Percentage %	40%	60%

Table 2.1: Teachers' Point of view concerning the Written Expression program
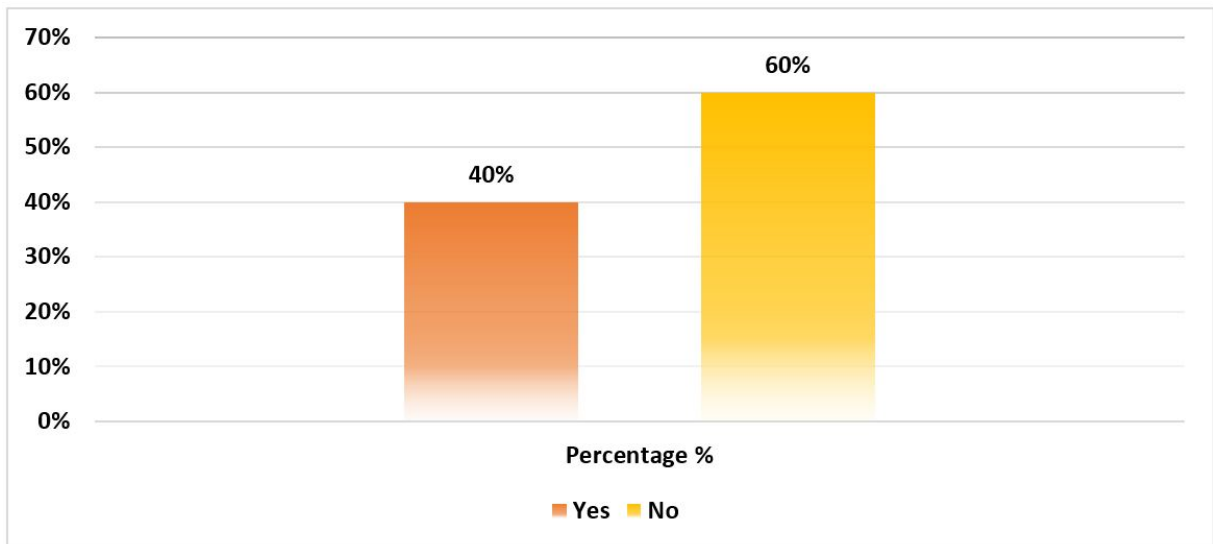
Figure 2.1: Teachers 'point of view concerning the written Expression program.

The results show that 40%, answered yes and 60% answered that the written expression program is not sufficient to improve writing skills because they believe that the program needs to be developed in the applied part to acquire the basics of writing before they would be able to write. In addition, the time devoted is not enough, as well as students' lack of interaction and helpfulness in the learning process.

Question 03: From the following approaches, in your opinion, Which one is more effective in teaching writing? Please, justify your answer!

Options	Percentage %
The product approach	20%
The process approach	60%
The Genre approach	20%

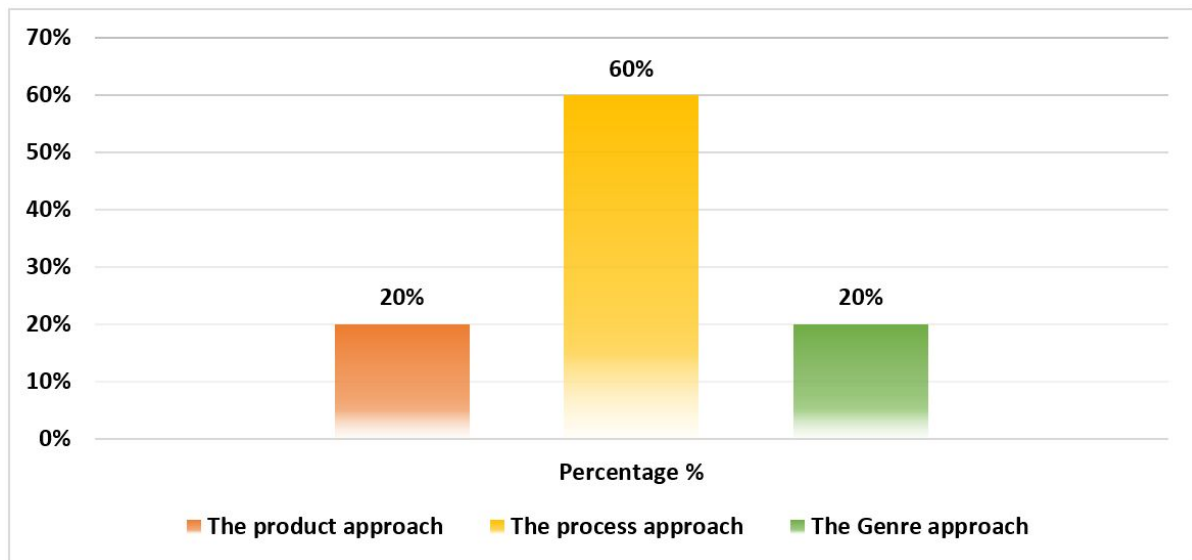Table 2.2: Description of the Writing approaches in teaching writing.

Figure 2.2: Description of the writing approaches in teaching writing.

The Findings show that (20%) of The teachers' answered that the product approach is the most effective approach in teaching writing, (20%)of the teachers (2)chose the genre approach, while the majority (60%) of teachers believe that the process approach is the most effective. According to the teachers' justification, they cannot start working with the product/genre approaches with 1st year English students because they have not yet mastered the steps of writing. Hence teaching writing should be focused on the "how to" rather than the "what". This is best done through the process approach, which helps demonstrate the nature of this skill and raise the students' awareness of it as well ; helps the students have a deep grasp of the basics of writing.

Question 04: How do you evaluate your students' level in writing?

Options	Excellent	Good	Average	Low
Percentage%	0%	0%	100%	0%

Table 2.3: Evaluation of Students level in writing.
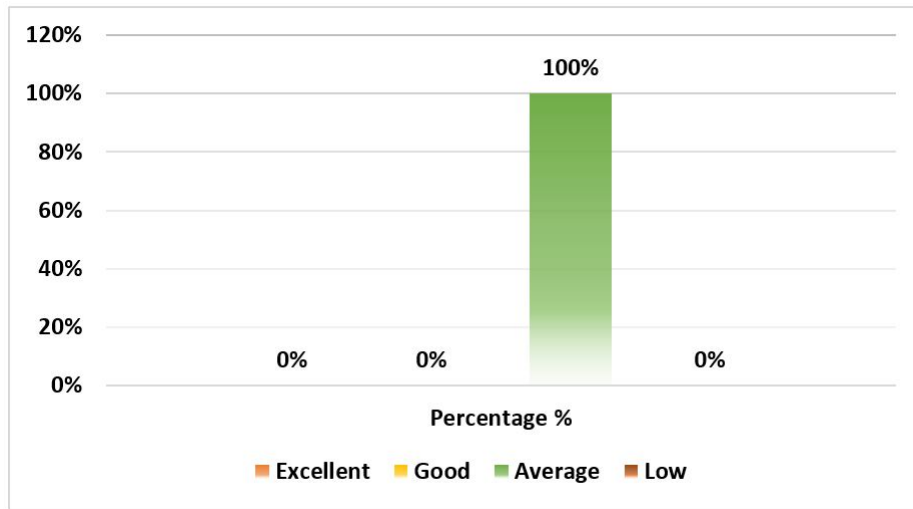
Figure 2.3: Evaluation of students' level in writing.

Teachers in this question were asked to evaluate their students' level in writing. As it is shown in the above table, we found that all the five teachers (100%) evaluated their students' level as average.

Question 05 : How often do you give your students writing assignment?

Options	Always	Sometimes	Rarely
Percentage %	60%	40%	0%

Table 2.4: Frequency of teachers giving students writing assignments.

Figure 2.4: Frequency of teachers giving students writing assignments.

(60%) of the teachers indicated that they always give their students writing assignments,and(40%) of them declared that they sometimes they do.

Question 06 :Do you use the mother tongue language when explaining lessons?
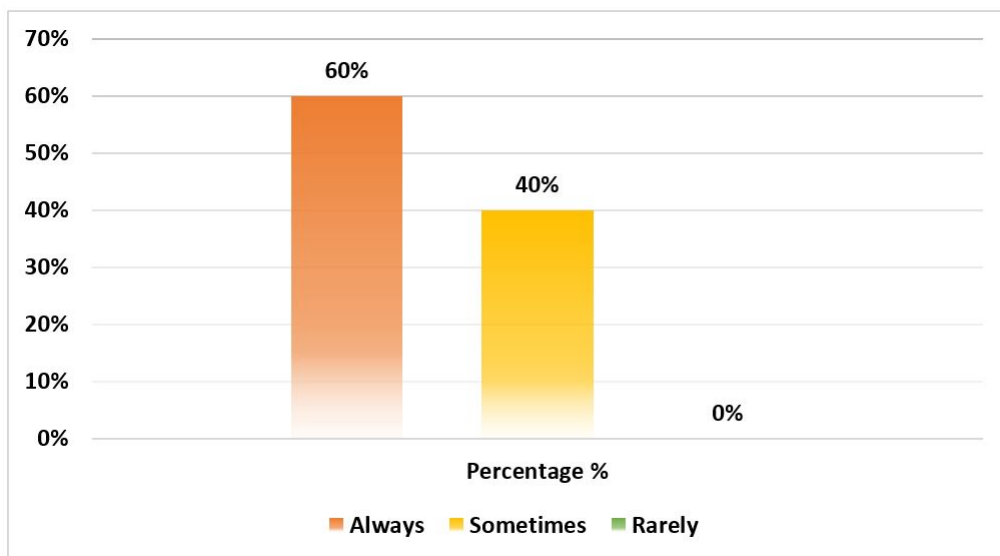
Options	Yes	No
Percentage %	60%	40%

Table 2.5: Description of teachers use of mother tongue in teaching.
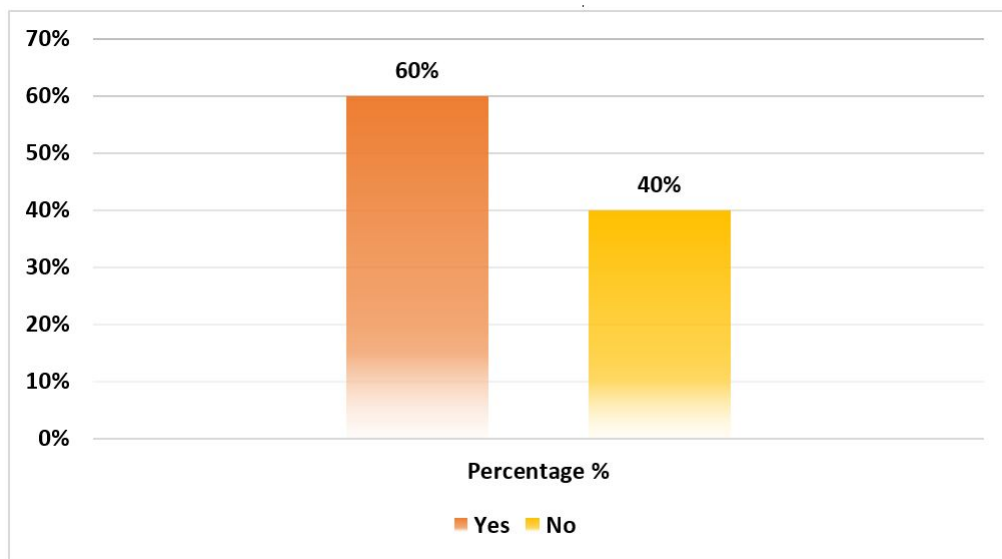
Figure 2.5: Description of teachers use of mother tongue in teaching.

According to the results shown, the majority of the teachers (60%) answered yes that they use their mother tongue when explaining lessons. In other words, they clarify things for their students by using their mother tongue. In contrast,(40%) of teachers affirmed that they don't use their mother tongue during the explanation of lessons.

Question 07 : Do you usually give feedback on your students' written productions?

Options	Yes	No
Percentage %	100%	0%

Table 2.6: Frequency of Teachers giving feedback on students 'writing.
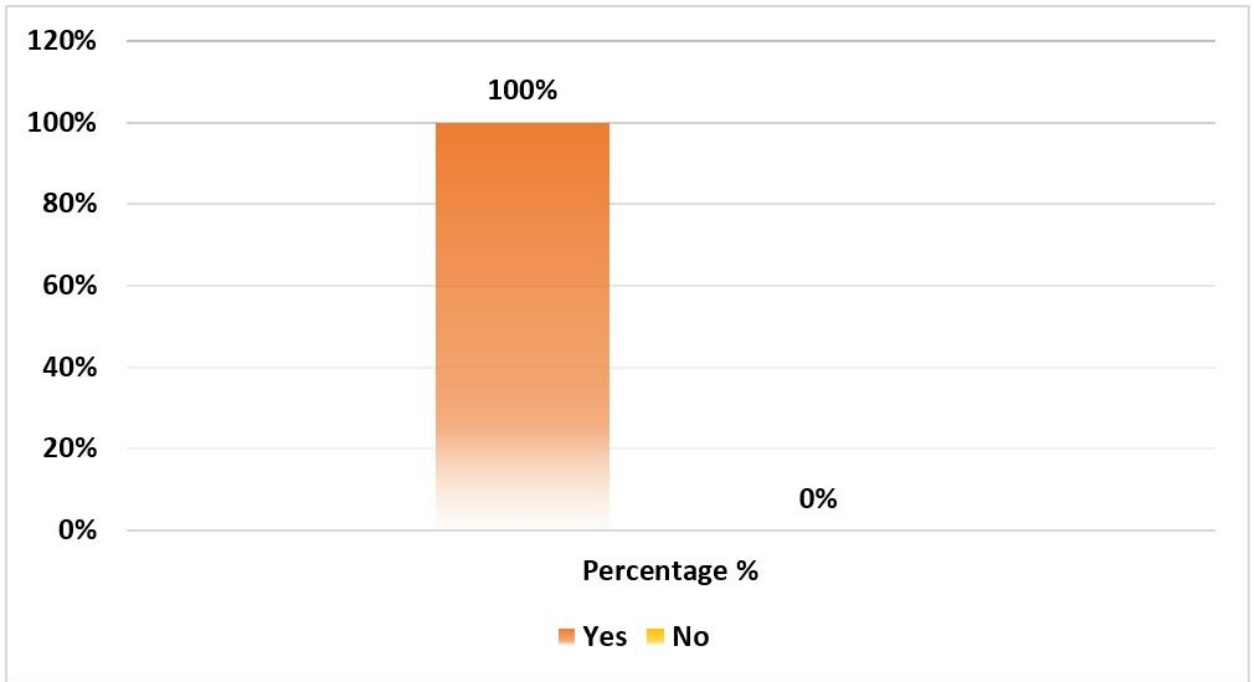
Figure 2.6: Frequency of Teachers giving feedback on students 'writing.

The results show that (100%)of teachers provide their students with feedback. In teaching the writing skill, some of the teacher's tasks include analysing and addressing the problems students make. In this sense, providing the necessary feedback is an important pedagogical practice that helps the students improve their skills. Moreover students need to be aware of their mistakes/errors and even their strength points in writing. Besides this enables them to do more and spend time in organizing their ideas.

Section Two : Language Transfer in Writing

Question 01 : What are the most common writing problems that you notice in your students' writing?

Options	Percentage %
Poor vocabulary	0%
Lack of knowledge/content	60%
Grammatical errors	20%
L1 transfer	20%

Table 2.7: Description of the students 'writing problems that teacher notice.
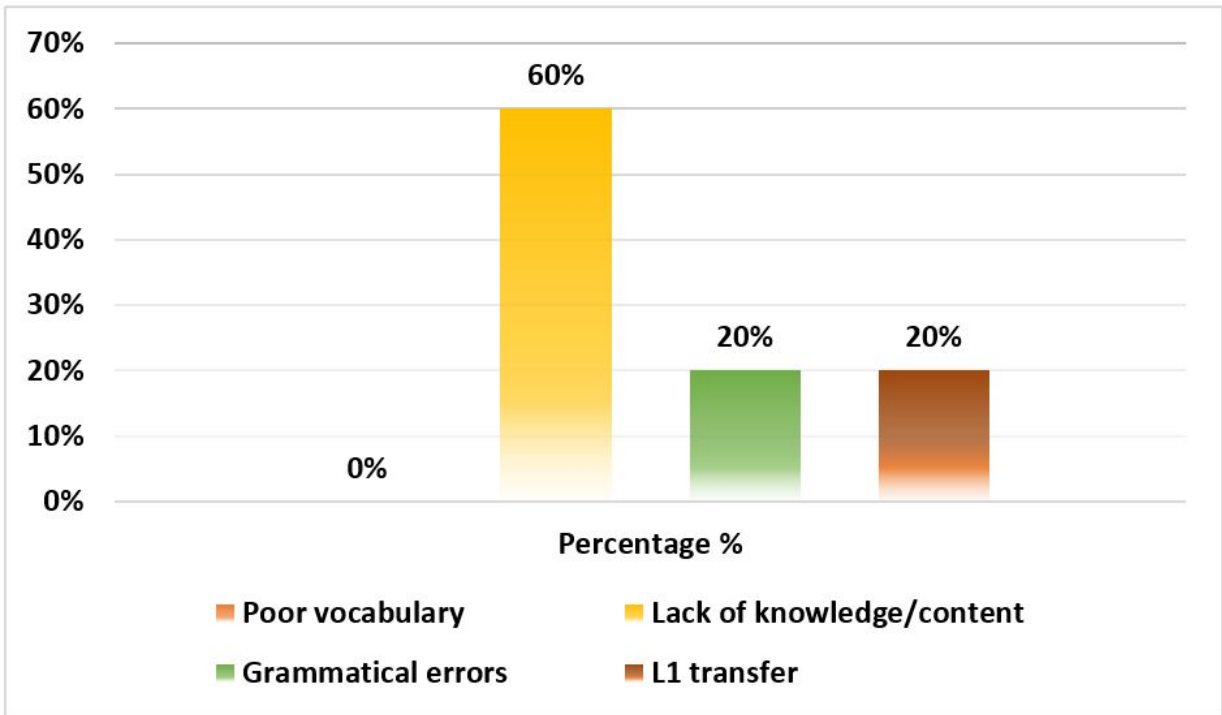
Figure 2.7: Description of the students 'writing problems that teacher notice.

The answers collected show that the majority of teachers (60%) state that the main common problems they notice in their students' writing are due to grammatical errors. while 20% of others remark L1 interference in their students' writing. Also, 20% of other teachers view that the common problems they notice are from a lack of knowledge and content.

Question 02 : In your opinion, what are the reasons behind students' poor written production?

Options	Percentage %
L1 Transfer	0%
Lack of motivation	0%
Lack of reading	60%
Lack of practice	40%

Table 2.8: Description of Teachers opinion about the reasons behind student poor writings.
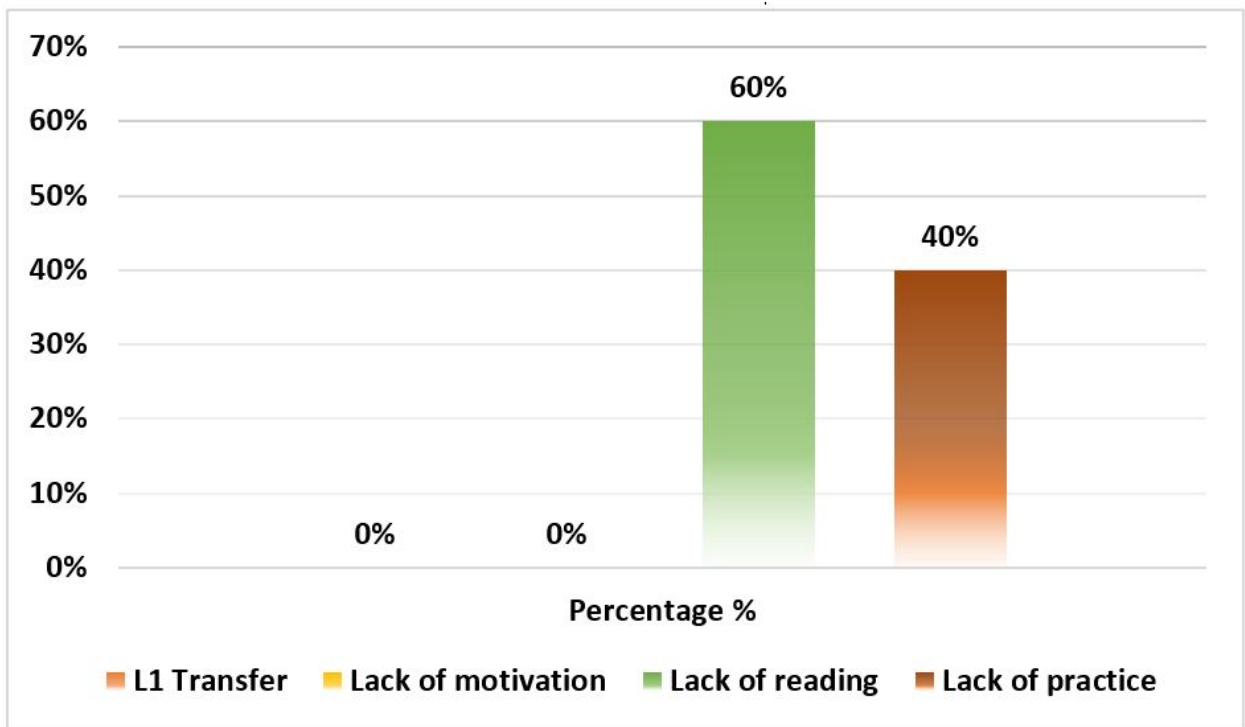
Figure 2.8: Description of Teachers opinion about the reasons behind student poor writings.

(60%) of teachers ensured that lack of practice is the reason behind students' poor written production. Apparently, students do not practice writing; they tend to write only when it's necessary. Meanwhile, 40% of other teachers answered that their poor written production is due to a lack of reading. Since reading reinforces writing and helps students gain an appropriate style of writing, Unfortunately, as shown, students read less or don't even bother themselves to read.

Question 03 :Do you think that L1 (standard Arabic) influence your students' writing?

Options	Positively	Negatively
Percentage %	40%	60%

Table 2.9: Teachers opinion about the effect of L1 on student's writings.
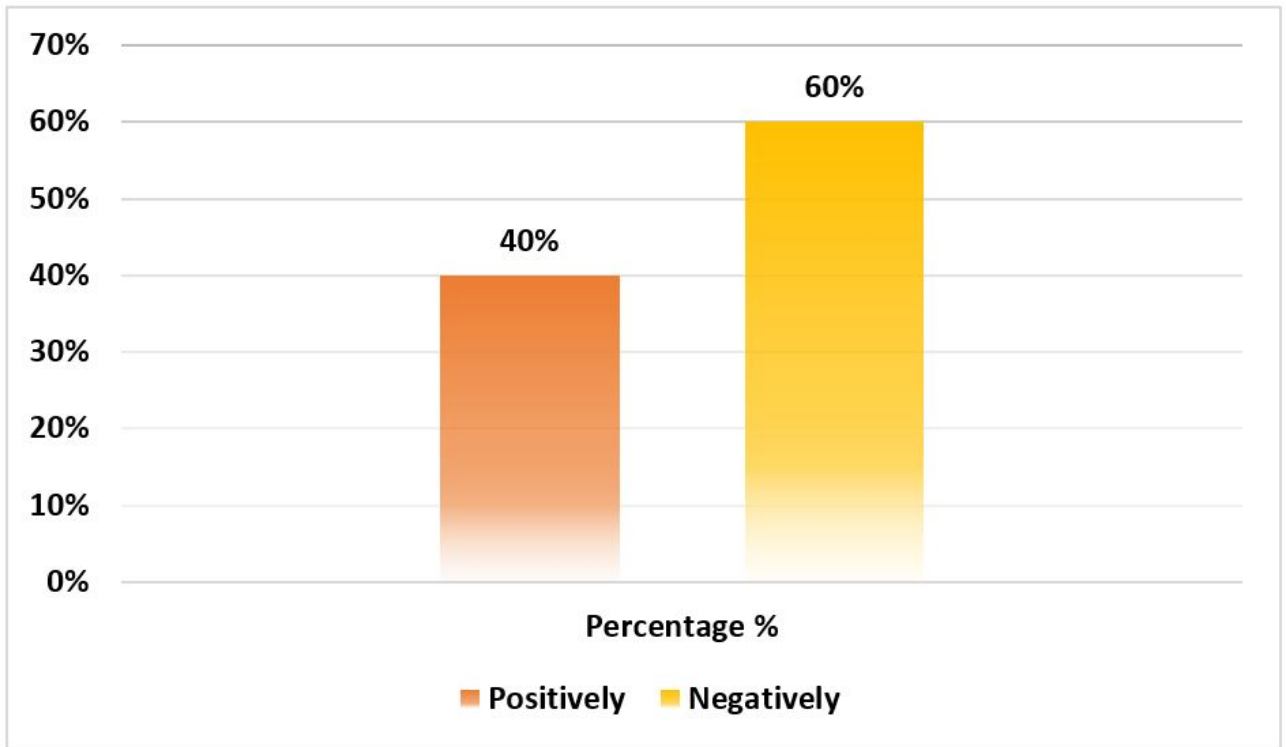
Figure 2.9: Teachers opinion about the effect of L1 on student's writings.

The results show that(60%) of teachers indicate that L1 (standard Arabic) interfered with their students' writing negatively. because they tend to use items from L1 that are quite different from the second language and apply them. In this case, error rates can be much higher. Otherwise, (40%)of teachers point out that L1 influence students' writing positively.

Question 04 :when performing a writing task, do you find that your students use L1 to express ideas?

Options	Yes	No
Percentage %	100%	0%

Table 2.10: Teachers point of view concerning the use of L1 by student in writing tasks.
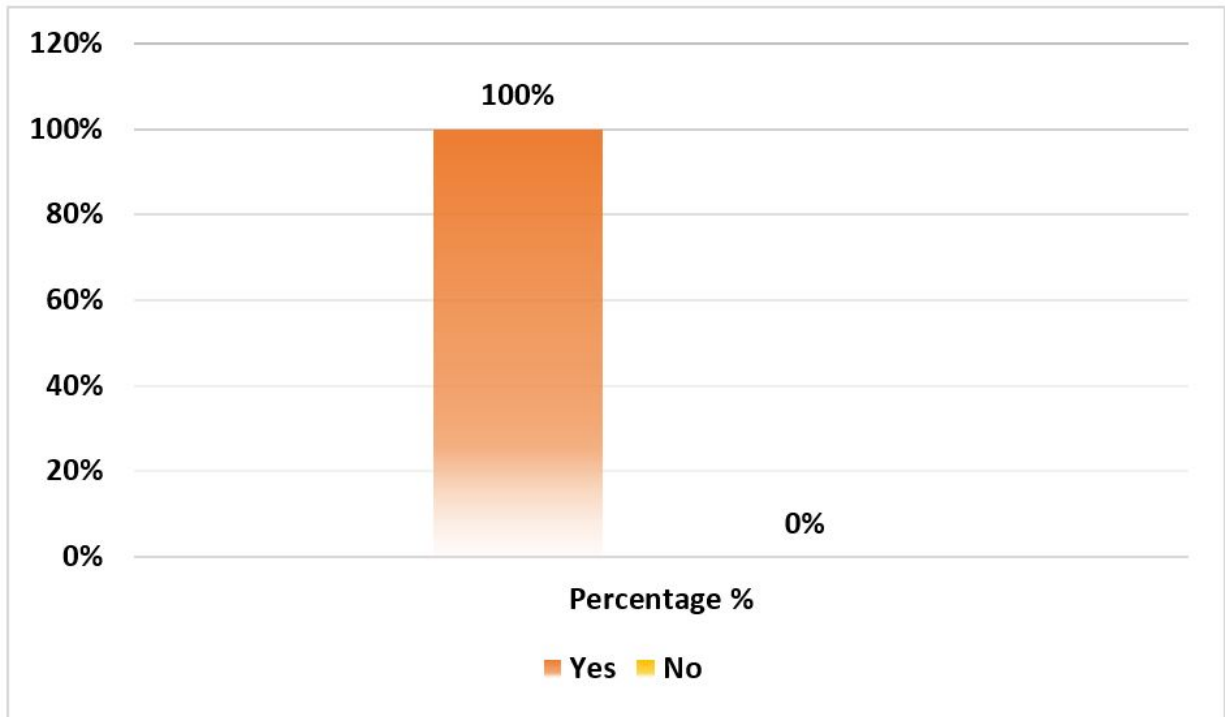
Figure 2.10: Teachers point of view concerning the use of L1 by student in writing tasks.

The findings(100%) of teachers believe that their students use L1 when performing writing tasks to express their ideas. According to the teachers' justification, L1 is the language students use in thinking, due to the lack of experience they have, The way they form their sentences is highly affected by mother tongue transfer. Moreover, they give their answers directly, though most of them are not on the same topic. Teachers declared that when analysing their students' written products, they find many instances of mistakes or errors that have traces of L1 rules; it is as if the student is thinking in "Arabic" and making literal word-by-word translations into English.

Question 05 : How often do your students use the L1 in written production?

Options	Always	Sometimes	Often	Rarely
Percentage%	20%	40%	40%	0%

Table 2.11: Teachers opinion about student frequency in using L1 in written production.
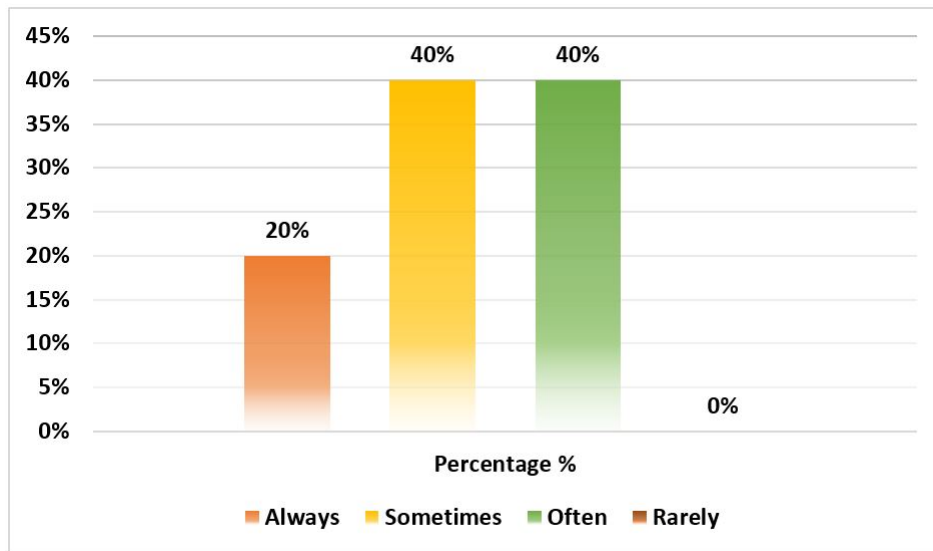
Figure 2.11: Teachers opinion about student frequency in using L1 in written production.

The results of this question indicate that (20%) of teachers said that their students always use L1 in written production while (40%) of others use it sometimes, similar to (40%) of teachers who declared that L1 is used often in their written production.

Question 06 : Do you think that all errors students commit when writing are the result of the interference of L1?

Options	Yes	No
Percentage %	40%	60%

Table 2.12: Teachers opinion about students' Writing errors.
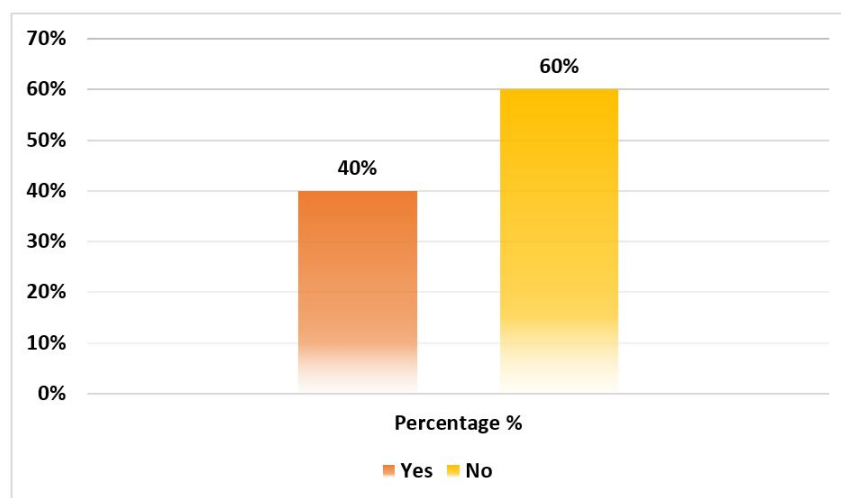
Figure 2.12: Teachers opinion about students' Writing errors.

(40%) of teachers claim that all the errors committed by students are the result of L1 interference. On the contrary,(60%) of others stated that all errors resulted from different sources, such as ignorance of rules, grammar, and vocabulary.

Question 07 : what kind of interference do you find?

Options	Percentage %
Grammar translation	40%
Literal translation (word by word)	60%
Phonological transfer	0%
Lexical transfer	0%

Table 2.13: Types of interference found by the teachers.
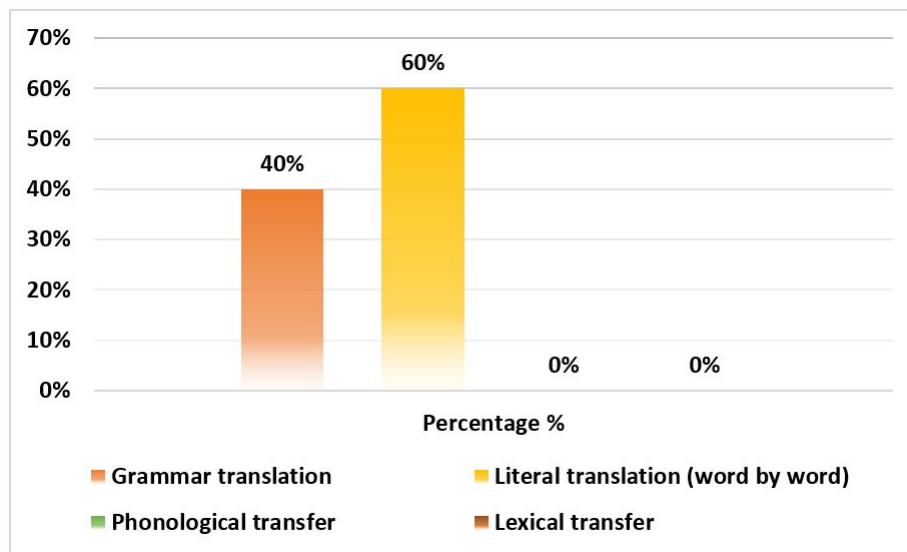
Figure 2.13: Types of interference found by the teachers.

According to (60%) of teachers, the type of interference they find is literal translation, which means students translate their ideas word by word, while(40%) believe the kind of interference they encounter is grammar translation, which means students apply the rules they know in their L1 to L2.

Question 08 : What are the most noticeable errors made by the students in writing?

Options	Percentage %
Interlingual errors	20%
Intralingual errors	40%
Developmental errors	40%

Table 2.14: Types of interference found by the teachers.
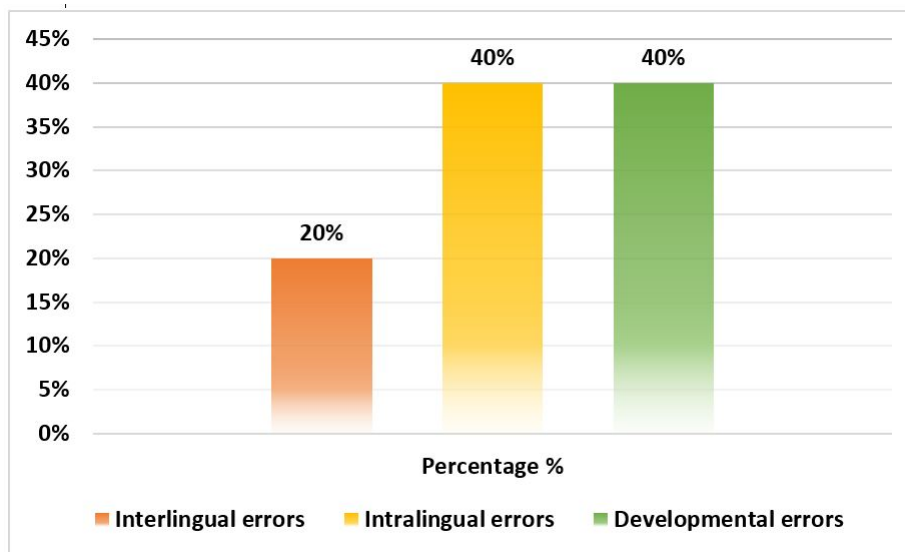
Figure 2.14: Types of interference found by the teachers.

As (40%) of teachers stated, the most noticeable errors made by the students in writing were developmental errors. It occurs as a natural part of the learning process. Furthermore, (20%) of teachers also noticed interlingual errors, which are caused by the learner's first language. On the other hand, (40%) takes place due to a misuse of a particular rule of the target language; the faulty or partial learning of the target language.

Question 09 : According to your personal experience, does the interference of students' mother tongue(language transfer) affect their development of writing skills?

According to teachers' personal experience, at the early stages of learning, interference is one of the problems that may have an impact on the students' performance. However, they do not think that it may have lasting effects, especially if the students are motivated to learn and they receive the necessary training and practice. But the use of the mother tongue can never be avoided. The writing skills improve with practice and reading. Teachers consider that mother tongue interference negatively affects students'

writing performance.

Question 10 : what are some possible solutions and strategies you can suggest for avoiding the language transfer in writing?

Teachers declared that as long as the students are in the course of learning and exploring the target language, language transfer cannot be avoided. However, the teacher can reduce the effects of transfer by first having a clear understanding of the students' transfer errors and then addressing them. This is part of the "analysing" task. Through time and experience, the teacher may have an inventory of possible transfer errors that he/she can address in advance or after they occur. They used translation so as to allow the students to make comparison between the L1 and the L2 structures and to heighten their awareness of the differences. Also, provide a lot of practice and a lot of reading to be done by the students: provide workshops, communication classes, and scholarships for motivation.

2.3.2 Analysis of Students' Questionnaire

Section one : Writing Skills

Question 01: How would you evaluate you level in writing?

Options	Excellent	Good	Average	Bad
Percentage %	2.9%	52.9%	37.3%	6.9%

Table 2.15: Learners' level.
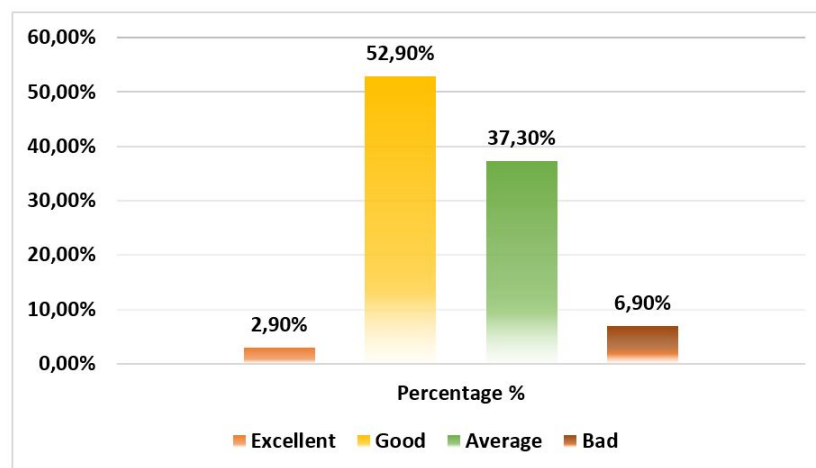
Figure 2.15: Learners' level.

The findings indicate that (2.9%) are excellent at writing, (52.9%) of the participants have a good level of writing, while (37.3%) of them are average. That is to say, the majority of student levels are average and good, which means they encounter fewer difficulties when writing. However, 6.9% of the bad level, which means that only a small number of students consider their level as bad compared to the other students.

Question 02: Do you think that writing is an easy task to learn? Justify your choice?

Options	Yes	No
Percentage %	57.8%	42.2 %

Table 2.16: : Student opinion about writing skill.
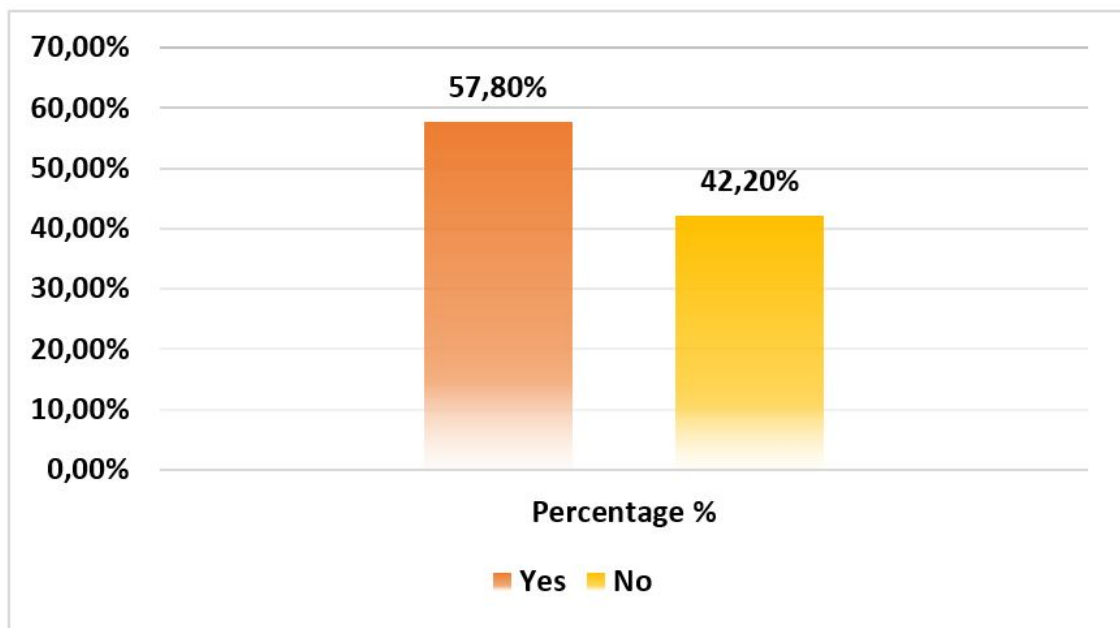
Figure 2.16: : Student opinion about writing skill.

The results show that 57.8% of the respondents consider writing an easy task. Students believe that writing is an easy task as long as there is practise, more reading, and efforts to develop the writing skills. In addition, they view writing as a tool that helps them improve, learn and understand the language. By following the writing stages, students can improve their written production. What is more, students indicate that writing is an activity that encourages them to express their ideas, opinions, feelings, and thoughts, with the need for good vocabulary, correct grammar, and organised ideas. However,42.2%) of the respondents chose that writing is not an easy task. They indicate that writing is a hard skill to master, for it involves multiple elements that need to be focused on, such as vocabulary, grammar, punctuation, and spelling, as well as avoiding plagiarism and the repetition of words that cause inappropriate writing. Furthermore, students see this task as difficult because it requires a lot of knowledge, organisation of ideas, and the following of stages of writing in order to make an appropriate piece of writing.

Question 03 : How often do you write in class?

Options	Always	Usually	Often	Sometimes	Rarely	Never
Percentage %	28.4%	16.7%	16.7%	29.4%	8.8%	0%

Table 2.17: Writing Frequency.
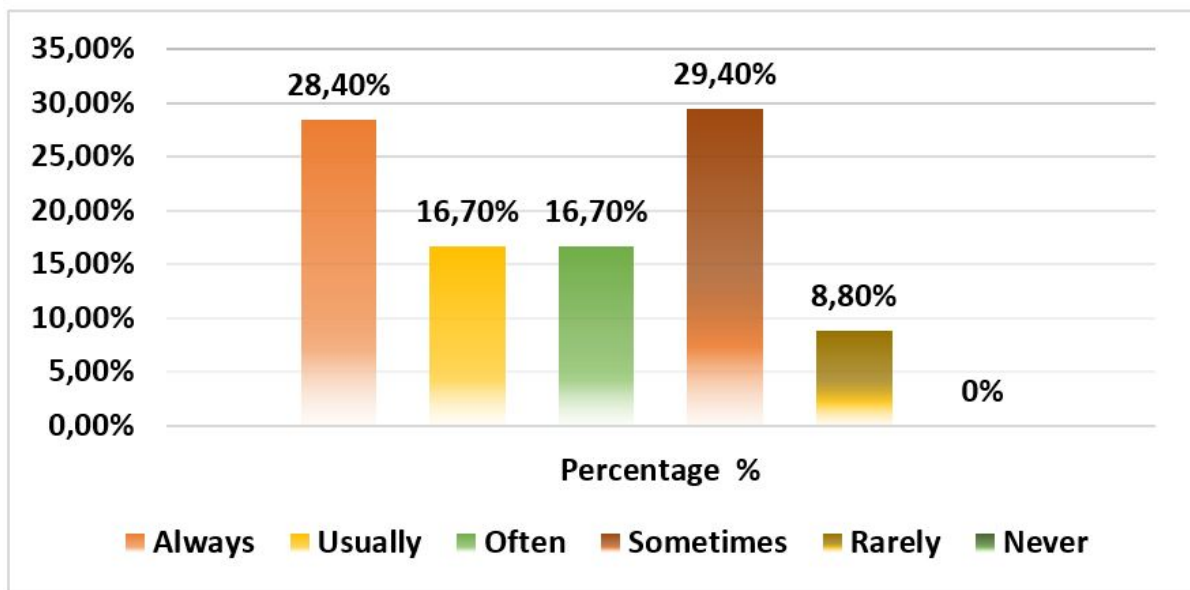
Figure 2.17: Writing Frequency.

The results show that 29.4% of the students sometimes write, while 28.4% of the students always write. However, 16.7% of the students said that they usually write. A similar number of students (16.7) indicate that they often write. In contrast, only a minority of the students (8.8%) who rarely write, which means that they do not like writing at all, and only (0%) of them have never written. From these results, it is obvious that students had various levels of proficiency in their writing.

Question 04: Are you interested in the course of "Written Expression"?

Options	Yes	No
Percentage %	95.1%	4.9%

Table 2.18: Students 'opinion about the course of "written Expression".
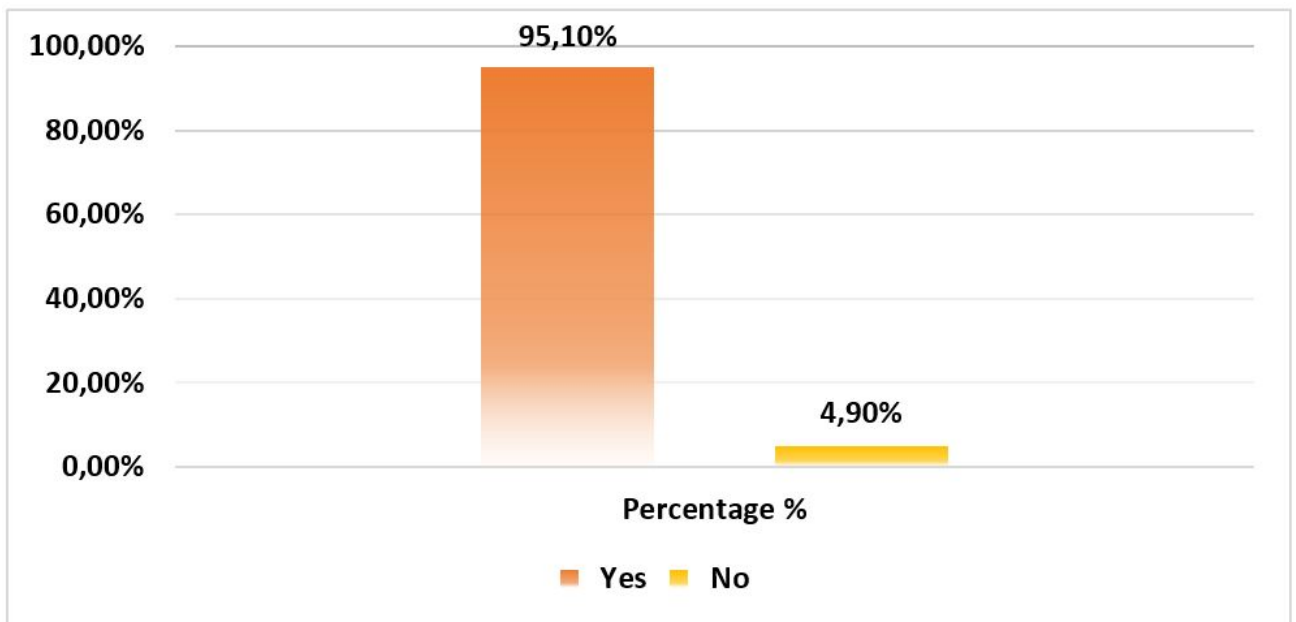
Figure 2.18: Students 'opinion about the course of "written Expression".

This question attempts to know whether students are interested in "the written expression course." According to the results, the majority of the students (95.1%) consider the Written Expression course interesting for many reasons. That is to say, they have a desire and love to write. However, only 4.94% of the students are not interested in the Written Expression course, since they may not like it.

Question 05: which one of the following stages you do not follow when you write?

Options	Percentage %
Pre-Writing	14.7%
Drafting	29.4%
Revising	18.6%
Editing	19.6%
Publishing	17.6%

Table 2.19: writing stage that are not followed by student.
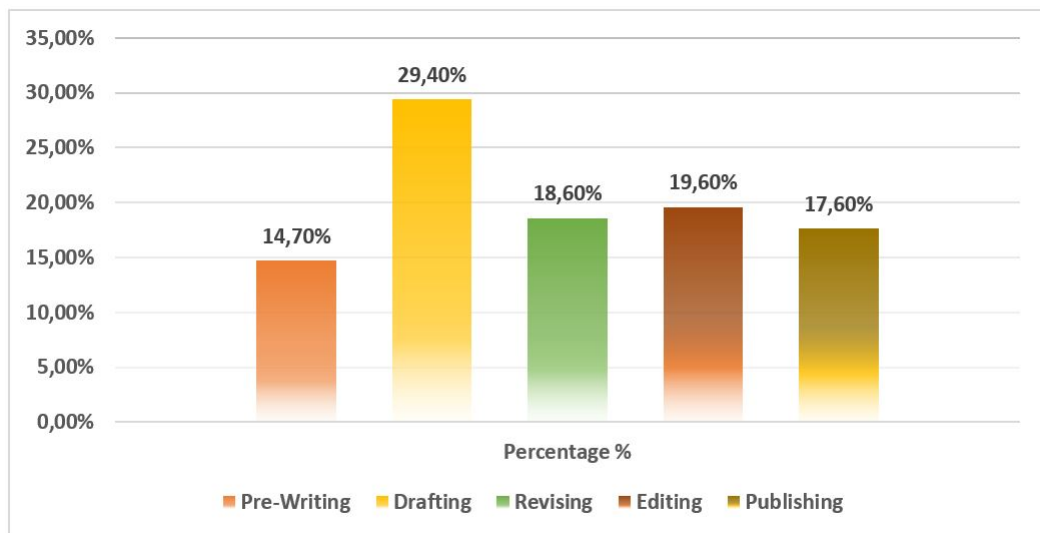
Figure 2.19: writing stage that are not followed by student.

The outcomes of this question show that 29.40% of students do not focus on the drafting stage and that nearly (19.60%) do not prioritise the editing stage. Moreover, 18.60% of them give less importance to the revising stage because they think there isn't anything to revise. However, (14.70%) do not pay attention to the first stage of writing, which is the pre-writing, and neither to the last stage, in which (17.60%) of the students ignore publishing their piece of writing. In other words, the majority of students do not follow all the five stages of writing; they write for the sake of putting down their ideas and thoughts without giving importance to the five stages that should be followed to achieve an appropriate written work.

Question 06: What is the most common writing problem that you face when Writing?

Options	Percentage %
Limited vocabulary	43.1%
Lack of knowledge / content	20.6%
Problems in organizing ideas	27.5%
Thinking in L1 and writing in English	8.8%

Table 2.20: Writing Problems that student face during writing.
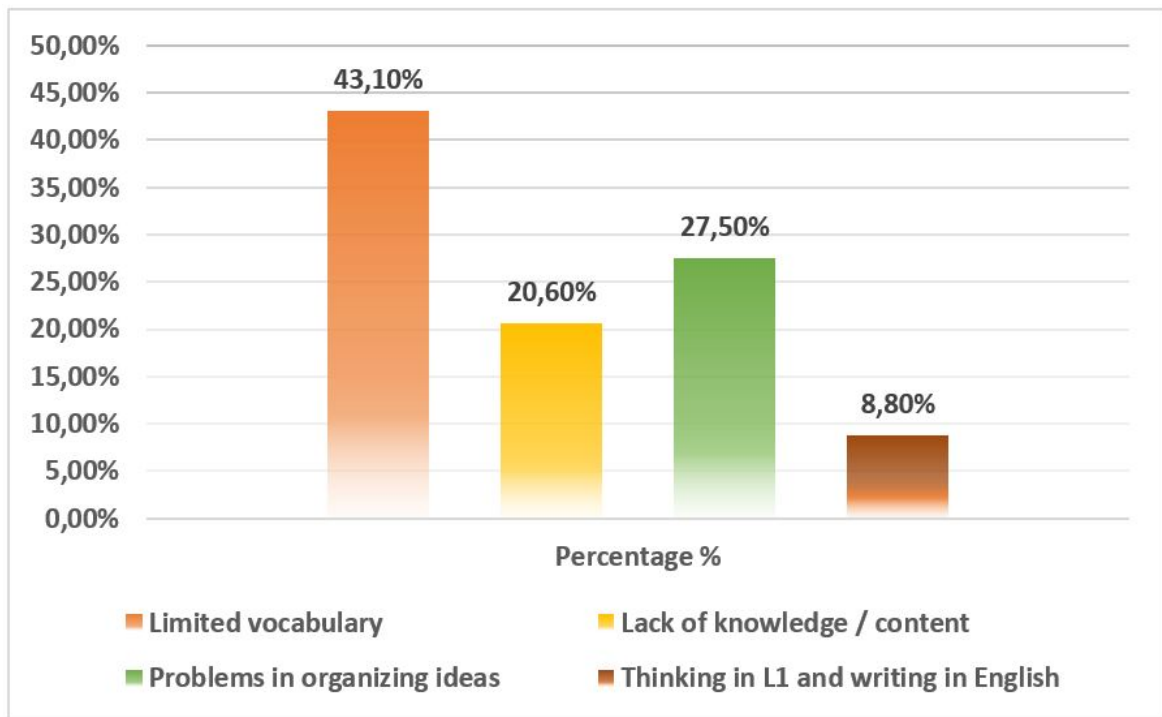
Figure 2.20: Writing Problems that student face during writing.

Results show that 43.10% of students indicate that the limited vocabulary is the main problem they face when writing, while 27.50% answer that they have difficulties in organising their ideas and thoughts when writing. However, 20.60% of students responded that they lack knowledge and content. This issue can be mostly related to a lack of reading skills. And only 8.80% of students have problems with using their L1 when writing, in which they think in their first language and then write in English. That is to say, they transfer the L1 element to English through writing.

Question 07: Among the following choices, which one you focus during writing?

Options	Percentage %
Grammar	40.2%
Vocabulary	18.6%
Spelling Mistakes	21.6%
Structure	19.6%

Table 2.21: Description of what student focus on during writing.
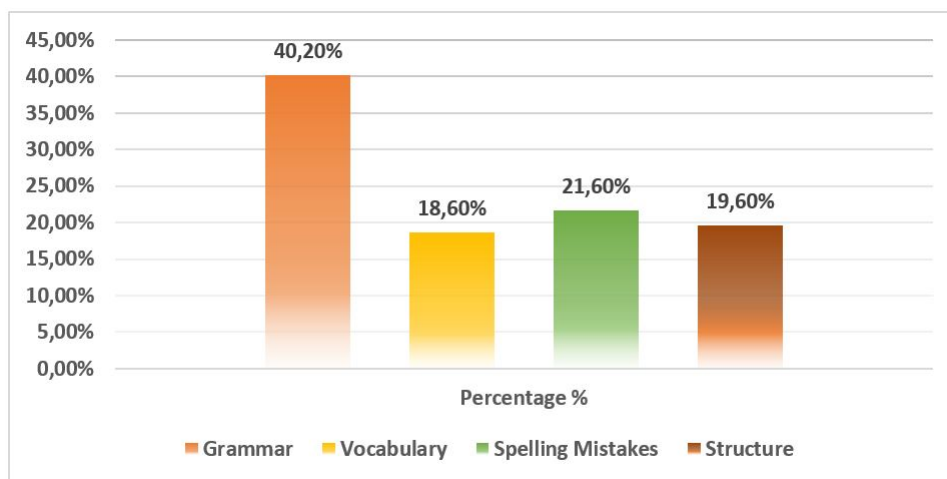
Figure 2.21: Description of what student focus on during writing.

From the table and the graphic representation, findings indicate that (40.20%) of respondents focus on grammar when writing and (21.60%) focus on spelling mistakes. (19.60%) of students focus on the structure of paragraphs and sentences, while (18.60%) focus mainly on vocabulary.

Question 08 : Is the time allocated to the course of written expression

:

Options	Sufficient	Insufficient
Percentage %	52.9%	47.1%

Table 2.22: Student opinion about the time allocated to Written Expression course.
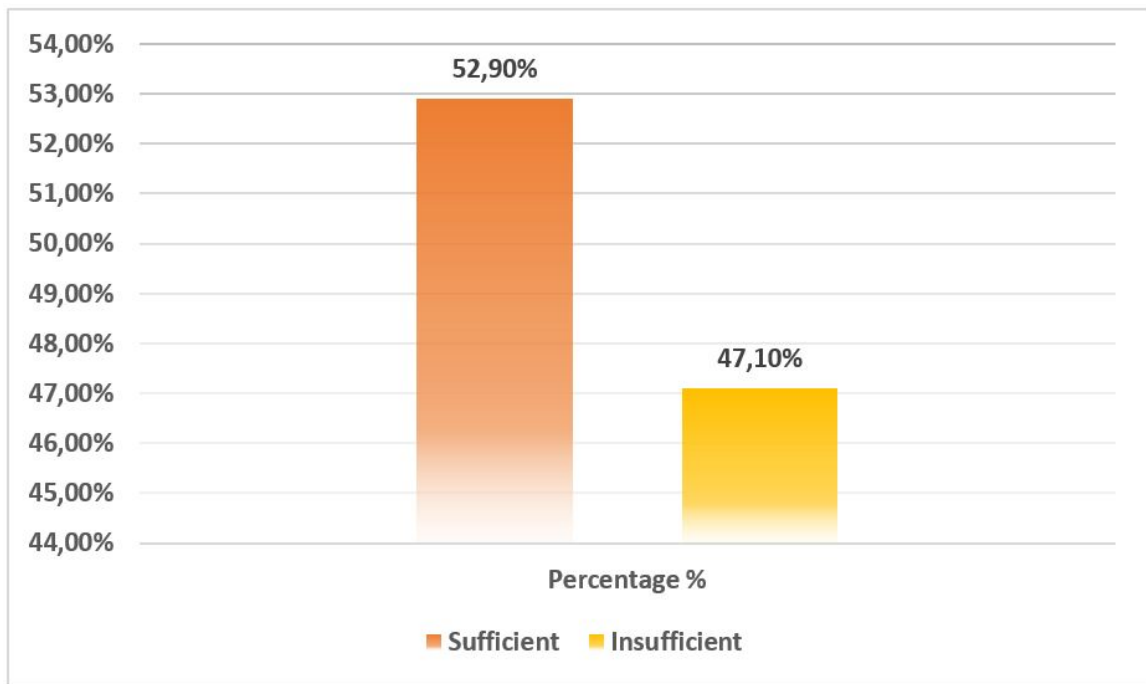
Figure 2.22: Student opinion about the time allocated to Written Expression course.

According to the findings, 52.90% of students believe the time allotted for the written expression module is sufficient for them. (47.10%) of students believe that the time allocated is insufficient for writing, which includes elements and details that should be followed and understood, and which needs more time than the allotted.

Section Two : Language Transfer in Writing

Question 01: During writing, do you refer back to your mother tongue?

Results show that more than fifty percent (52%) of students rely on their first language during the writing process, in which they transfer elements, translate words, and even the structure to the target language. Students indicate that referring back to their mother tongue occurs unconsciously and cannot be avoided. Yet it helps them

Options	Yes	No
Percentage %	52%	48%

Table 2.23: Student reference to their mother tongue.
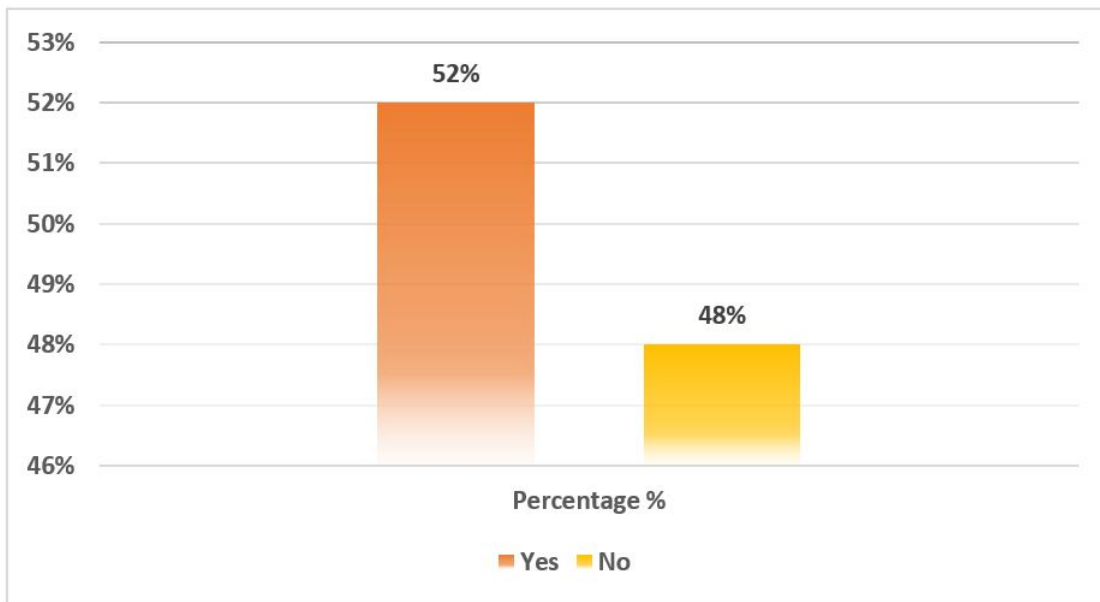
Figure 2.23: Student reference to their mother tongue.

express more ideas and organise their thoughts. However, 48% of the students indicate that they do not rely on their mother tongue, they only depend on the knowledge they have in English.

Question 02 : Does you teacher allow you to use you native language in the classroom?

Options	Yes	No
Percentage %	38.2%	61.8%

Table 2.24: Teachers' permission in using native language in the classroom.
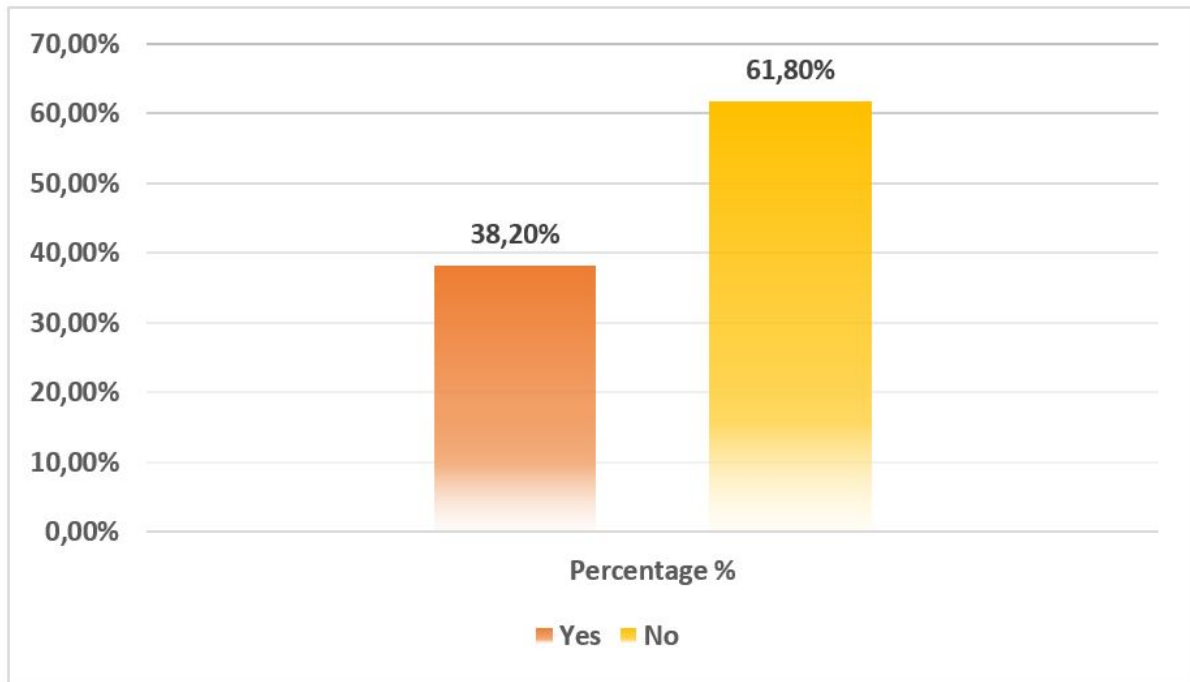
Figure 2.24: Teachers' permission in using native language in the classroom.

According to the percentages resulting from the question above, more than half of the students (61.80%) stated that their teachers do not allow them to use their native language in the classroom, for it may interfere with learning English as well as make it difficult for them to focus on the target language. However, 32.20%) of the students said that they have the teacher's permission to use their first language in their classroom.

Question 03: Do you think that the use of your first language help in writing English?

Options	Yes	No
Percentage %	58.8%	41.2%

Table 2.25: Students' opinion about the use of their first language in English writing.
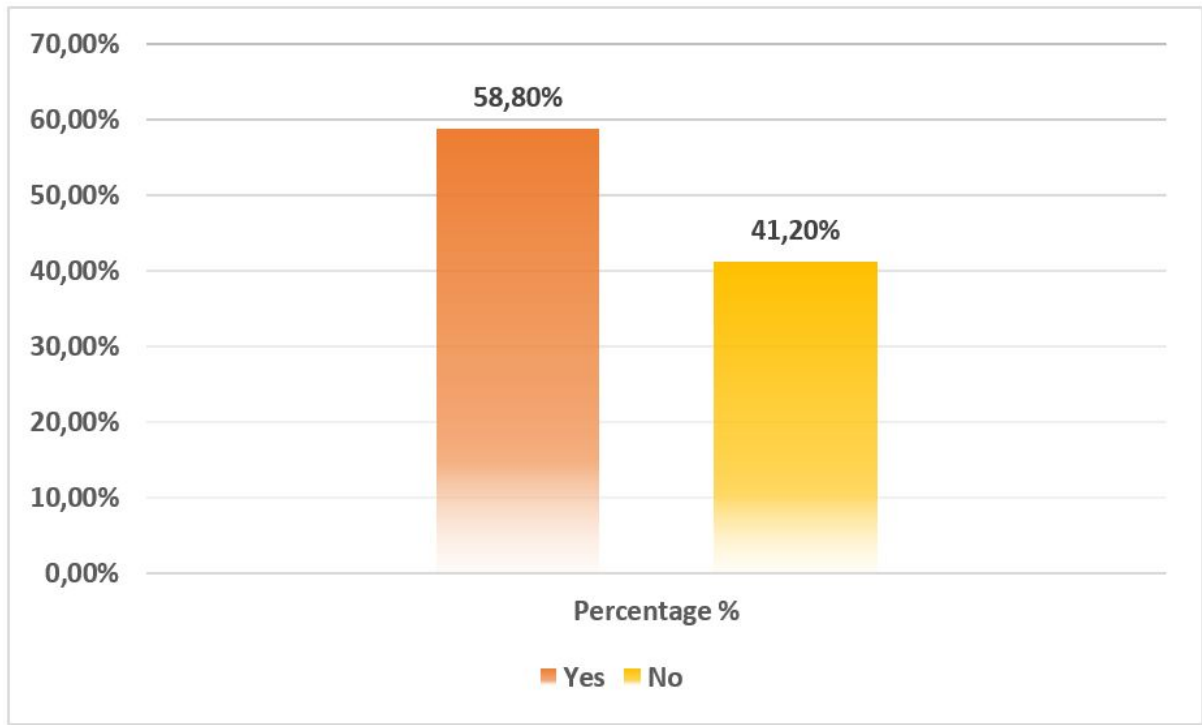
Figure 2.25: Students' opinion about the use of their first language in English writing.

Findings of this question show that almost (59%) of the respondents believe that using the first language can assist them when writing. It can be related to the knowledge they have in the first language is greater than the one in English, which helps them organise their ideas and thoughts in an easy way. On the other hand, (41.20%) of students think that using their L1 is not considered as a way that helps when writing. It can be connected to the differences between the languages, which can cause problems and incorrect form in their piece of writing.

Question 04: How often do you rely on your mother tongue when writing in English?

Options	Always	Sometimes	Rarely	Never
Percentage %	9.8%	61.8%	24.5%	3.9%

Table 2.26: Students 'frequency of the use of their MT when writing.
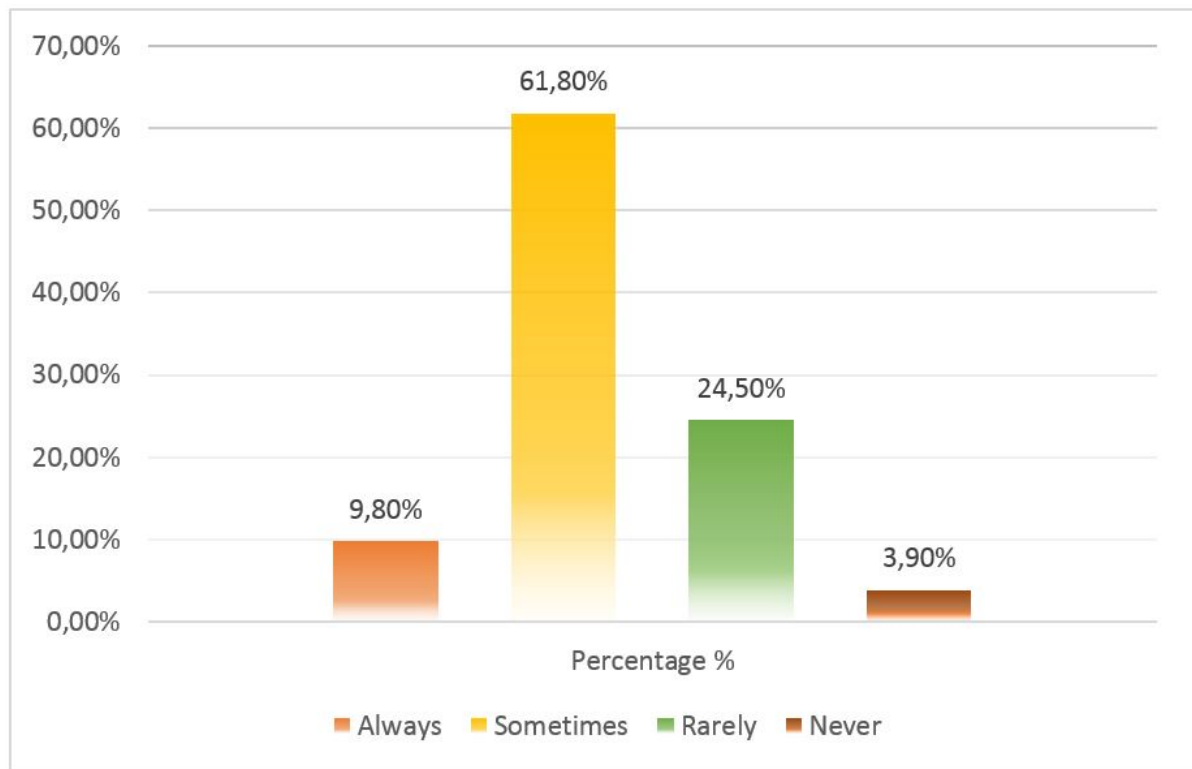
Figure 2.26: Students 'frequency of the use of their MT when writing.

Results and findings concerning the students' frequency of the use of their mother tongue when writing show that 61.80% of students use their L1 sometimes, while 9.80% always use it. What is more, (24.50%) of students rarely make use of their first language, and only (3.90%) of those indicate that they never rely on their mother tongue when writing. That is to say, results show that the students' reliance on the L1 when writing differs among students. This can be related to the various levels of students in the target language.

Question 05 : Do you think that L1 transfer is the cause of the writing errors you made?

Options	Yes	No
Percentage %	60.8%	39.2%

Table 2.27: Students' point of view about the L1 transfer in causing writing errors.
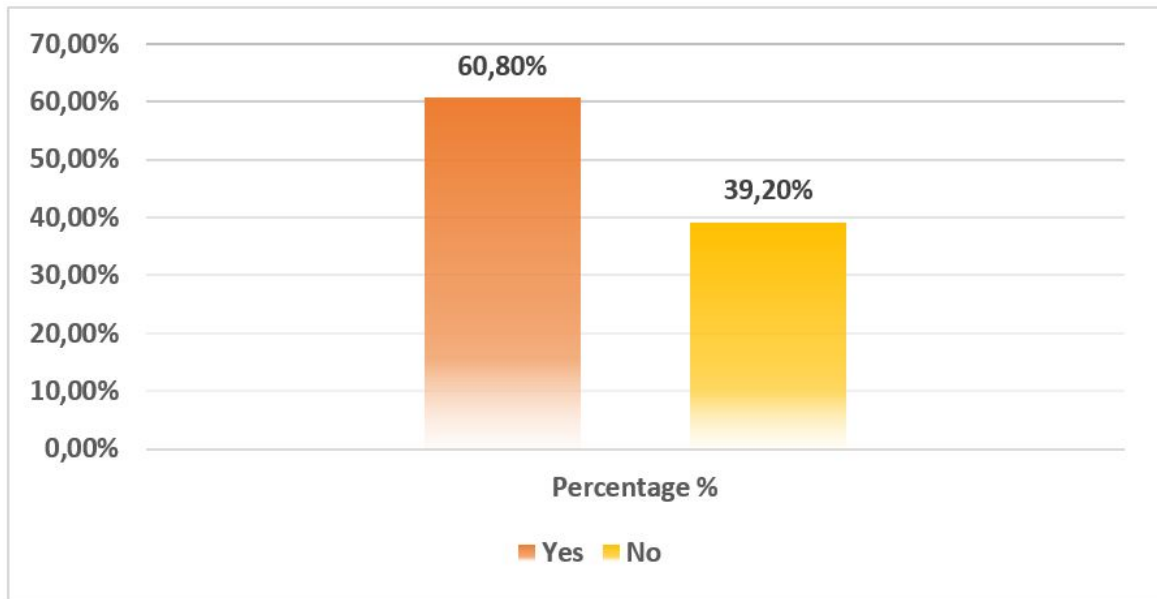
Figure 2.27: Students' point of view about the L1 transfer in causing writing errors.

Findings on this question demonstrate that sixty percent (60.80) of students consider L1 transfer as the primary cause of their writing errors, because transferring elements from their L1 to the target language can affect their writing negatively, causing different errors. (39.20%) of the students, however, believe that L1 interference can not be considered as the cause of the errors that were made in their piece of writing. It can be related to different aspects, such as the limited vocabulary, forgetting some grammar rules or others.

Question 06: In your opinion, does your mother tongue affect your writing skills?

Options	Yes	No
Percentage %	63.7%	36.3%

Table 2.28: Description of the students 'attitudes towards the effect of MT on Writing.
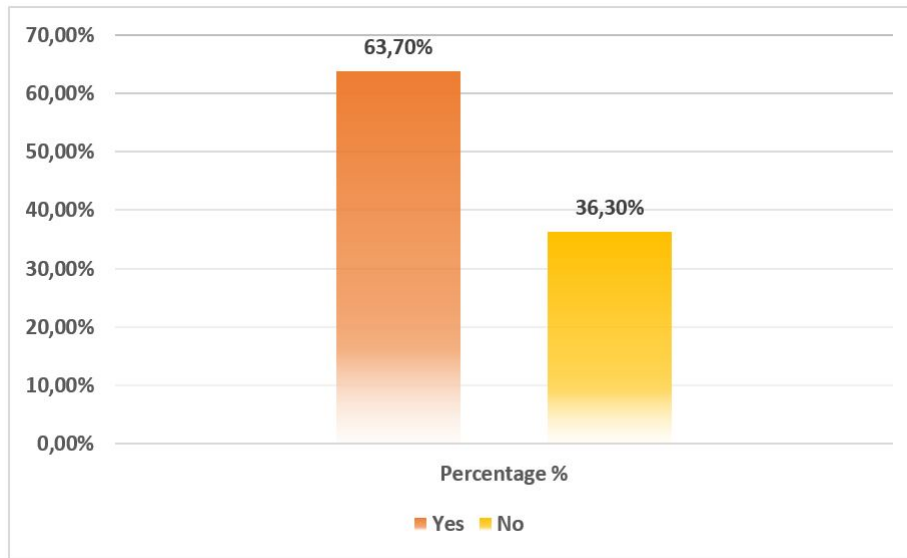
Figure 2.28: Description of the students 'attitudes towards the effect of MT on Writing.

The last question attempts to know students' opinions on whether their mother tongue affects their writing skills or not. (63.70%) of them approved that it has an effect on their written production because it may cause multiple writing errors. In contrast, 36.30% of students believed that their mother tongue had no effect on their writing abilities. That is to say, results show that students have different points of view about the impact of their first language, yet we notice that more than half of the students are struggling with this issue in writing.

2.3.3 Analysis of Students' Paragraphs

We requested first-year students to write brief paragraphs regarding an issue that most, if not all, faced in their learning: "the influence of Examination stress on their performance." We took 30 minutes in each of the three sessions, and the total number of informants was 90, therefore 90 papers were analysed. We identified many mistakes/errors after the analysis of these paragraphs, we have categorised them in a table as follow :

Types of Errors	Incorrect form	Correct form
Grammatical Errors	a)Articles:	
	1-the stress can affect...	1-Stress can affect...
	2-the most of students...	2- Most student...
	3- I do a oral presentation...	3- I do an oral presentation...
	4- For examination...	4- For an examination...

5- you feel you are loser...

5- you feel you are a loser...

6- it has a effect...

6- it has an effect...

7- he faces audience...

7- he faces an audience...

8- I don't do well in the exams...

8- I don't do well in exams...

9- The students always face...

9- Students always face...

10-the students...

10- students...

11-a exam...

11- an exam...

12-...strange thing...

12-...a strange thing...

b) Agreement:

1-Exams makes...

1-Exams make...

2- each one want...

2-each one wants...

3- It disturb...

3- it disturbs...

4-problem that effect...

4-problem that effects...

5-it have...

5- it has...

6-the teacher ask me...

6- the teacher asks me...

7- my hand start...

7- my hand starts...

8- a teacher give us...

8- a teacher gives us...

9- that thing always make me...

9- that thing always makes me...

10- all my answers disappears...

10- all my answers disappear...

11-stress make my mind...

11-stress makes my mind...

12-our life...

12-our lives...

13-he use...

13-he uses...

c) Misuse of " to be":

1- students be stressed...

1-students are stressed...

2- I be stressed...

2-I am stressed...

3- It makes me think and afraid...

3- it makes me think and be afraid...

4- when you performing...

4- when you are performing...

5-the examination stress one of the...

5-the examination stress is one of the...

	6-the effects of examination stress due to...	6–the effects of examination stress are due to...
	7-there is persons...	7-there are persons...
	8-it basically...	8-it is basically...
	d) Coordination:	
	1- I forget what I have learned and my body start to shake and my hands get colder and this thoughts...	1-I forget what I have learned, my body start to shake, my hands get colder,and this thoughts...
	2- I always get stressed and scared and nervous...	2- I always get stressed, scared, and nervous...
	e) Prepositions:	
	1- in the day...	1-on the day...
	2- it has an effect for us...	2- it has an effect on us...
	3-about my experience...	3- from my experience...
	4- in paper...	4- on paper...
	5- for see...	5- to see...
	6-to believe yourself...	6- to believe in yourself...
	7- talk by motivational words...	7- talk with motivational...
	8- on the examination period...	8- during the examination...
	9- strong for face...	9- strong to face...
	10- in the moment...	10- at the moment...
	11-focus in...	11-focus on...
	12-suffering in...	12-suffering from...
	f) Pronouns:	
	1-and don't get the question...	1-and I don't get the question...
	2- cam make you...	2- it can make you...
	3-a problem students have when he is...	3-a problem students have when they are...
	4- he uses...her mind	4-he uses...his mind

	5- this students...	5-these students...
Syntax	**a)Sentence Structure:**	
	1- the stress affect negatively on the mark of students...	1-Stress affects students' marks negatively...
	2- this stress affect negative...	2- this stress affects negatively...
	3- I could feel in deeply stress.	3- I could feel deeply stressed.
	4- but mentally and physically feel so tired...	4- but I feel mentally and physically tired...
	5- the stress of examination...	5- Examination stress...
	6- on performance of students.	6- On students' performance.
	7- stress exam can cause you to feel depressed.	7- exam stress can cause you depression.
	8-it's thing clearly for most students.	8 -it's a clear thing for most students.
	b) Word Order:	
	1-the stress can affect negatively on performance of the students...	1-Stress can negatively affect students' performance...
	2- this stress affects in general on our minds...	2-this stress affects our minds in general...
	3- the stress is a feeling of emotional.	3- the stress is an emotional feeling.
	4-preapration last minute.	4-last minute preparation.
	5-examsperiod for most students is considered a difficult period for them.	5-For most students, exams period is considered a difficult time for them.
Lexis	**a)Word Choice:**	
	1-Exams **makes** a problem.	1-Exams cause a problem.
	2- **scaring** because of **failing**.	2-scared of failing.
	3- all students should **fight** this problem...	3- all students should handle this problem...

	4- in order to **create** all their dreams...	4- in order to achieve all their dreams...
	5- the **principle** reason...	5- the main reason...
	6- **pupils**.	6- Students.
	7- so from this side, students...	7- so from this point, students...
	8- and **the most important**...	8- and, most importantly...
	9- to be confident and **relaxing**...	9- to be confident and relaxed...
	10- stress can **deal** to depression and anxiety.	10-Stress can lead to depression and anxiety.
	11-you feel **fear**.	11- you feel afraid.
	12-when you **say** the teacher.	12-when you see the teacher.
	13-losing **touch** with friends.	13-losing contact with friends.
	14-start **moving** my leg...	14-start shaking my leg...
Semantic errors	a)**Ideas:**	
	1-in the section of education...	1-In education...
	2-the most of students during the period of exams...	2- During exams, most students...
	3- all of this ends once the exam ends.	3- all of this comes to an end when the exams is over.
	4-and thinking if I prepared good for the exams, and about the time is it going to be enough or not...	4- and wonder if I prepared well...and whether the time is going to be enough...
	5- he writes a writing answer with bad writing...	5-he writes a right answer, but with a bad handwriting...
	6- having stress lose you information...	6- having stress causes loss information...
	7- speaking and telling.	7- performance.

	8- the exam stress causes me to worry more, the depression...	8- the exam stress causes worried, depression...
	9- in the life of people...	9- in people's life...
	10- it can be make me without information.	10- it make me lose information.
Substance	**a)Capitalization:**	
	1-as a result (new stce)...	1-As a result...
	2-the teacher(new stce)...	2-The teacher...
	3-students (new stce)...	3-Students...
	4-stress (new stce)...	4-Stress...
	b) Spelling:	
	1- thru	1-through
	2-goul	2-goal
	3-cuz	3-because
	4-secssed	4-Succeed
	5-deespear	5-disappear
	6-strusful	6- stressful
	7- revisition	7- revision
	8-moodly	8-moody
	9-usally	9- usually
	10-saffring	10-suffering
	11-improfisionelle	11-unprofisional
	21-heart me	12-hurts me
	13-defficult	13- difficult
	14-exem	14-exam

Table 2.29: Classification of students 'errors.

2.3.4   Results Discussion

The teachers' questionnaire analysis demonstrates that teachers of English, especially those who are teaching the written expression module, have different English

teaching experiences. However, they share similar opinions, perspectives, and responses towards the different items within the questionnaire and sometimes they do not. The majority of teachers (60%) claim that written expression programmes are not sufficient to improve writing skills and that the programme needs to be developed. Therefore, most of them (60%) believe that the process approach is the most effective since it helps learners produce well-structured products. But others tend to go for the product and genre approach. Teachers evaluate their students' levels as average, and 60 percent of them state that they use their mother tongue when explaining lessons, while others use only the target language. Moreover, 100% of teachers give their students writing assignments and provide them with feedback. However, 60 percent of teachers notice grammatical errors in their students' writing, while others remark on lack of knowledge and L1 interference. In addition, 60% of teachers believe that L1 influences students' writing negatively, and some believe that it is influenced positively. What is more, all of them affirmed that students use L1 while performing writing tasks, and that the reason behind their poor writing is a lack of practise and reading. Hence, most of the errors that are committed by the students result from L1. Additionally, 60% of teachers state that the type of language transfer they notice is literal translation, and others state that they encounter grammatical translation. Furthermore, they indicate that the most common errors are developmental errors, in addition to interlingual and intralingual errors.

Through the analysis of the students' questionnaire, the results obtained show that most of the students are satisfied with their level in writing, in which more than 80% indicate that their level is in between good and average. First-year students understand the value of writing skills; 95% of them found the written expression module interesting, and the majority thought it was an easy task, despite the fact that the time allotted for it is insufficient. However, regarding the writing stages, students do not pay attention to all the stages; they always ignore one of the stages, such as (29,40%) of students ignoring the drafting stage, which is a paramount step in writing tasks. (40%) of students focus on grammar in writing, while others focus on the other aspects of language, such as vocabulary, spelling, and structure. Moreover, they also encounter multiple writing problems that are related to limited vocabulary and the organisation of ideas, as the most common ones.

According to the questionnaire analysis, more than 60% of students think and use Arabic when writing English products, and they rely on their mother tongue to help them reduce the difficulty of the writing skill. Students indicate that relying on

their first language helps them express ideas when they have limited knowledge of the target language. Hence, the majority of first-year students (63%) believe that their native language has an impact on their written production and that most of their errors are due to the impact of L1.

The analysis of students' written tests allowed us to conclude that students are facing many problems in correctly writing. In fact, while some learners are proficient in some basic rules of the foreign language, the vast majority are completely inept. Their command of the foreign language is lacking. These types of flaws in learning a foreign language are due to the negative effects of L1 and to a lack of practice; the insufficient exposure to the target language could give rise to errors. In addition to that, the most common errors viewed during this process are grammatical errors, syntax errors, and lexical errors, in addition to semantic errors and substance. Students' misuse of articles, and it is believed that they don't differentiate which article is appropriate. The same for prepositions and agreements. They also tend to not pay much attention to capitalization and spelling. These errors mainly affect their written products. Furthermore, after the analysis of the students' written products, we could come to the conclusion that L1 negative transfer is the main cause of the errors such as sentence structure, word order, and word choice.

2.4 Conclusion

The current study aims to determine whether the students' use of language transfer impacts their writing skills and to provide a comprehensive answer to the research question. Thus, the first section of this chapter is allotted to describe the methodological design, data analysis, and discussion. It provided a brief description of the research participants. What's more, it explained the method selection, data collection instruments, and data analysis framework. Moreover, the second section consisted of an analysis of the data collection tools, which included student and teacher questionnaires in addition to written paragraphs, as well as a discussion of the results obtained. The results revealed that students face multiple problems and rely on their L1 when writing. First-year students make writing errors in a variety of areas. which have been recorded in the use of words, prepositions, punctuation, and spelling. Most of them are due to the transfer of the first language. Students should acknowledge the difference between the Arabic and English languages as they need to be exposed more to the appropriate structure, through

reading and practice, in order to be able to improve their written production.

Limitation of the Study

In conducting this study, we faced several hindrances. These limitations are actually related to time, during which we initially encountered multiple problems that had an impact on the study's progress, which may not be adequate to investigate students' writing problems. In addition to the students' lack of interest and willingness to respond to the questionnaire

Pedagogical Implications

The findings of this study strongly suggest that student writing errors are closely linked to mother tongue influence. On the basis of these findings, this study has proposed some implications that are important to consider. The following are the implications for EFL teachers:

- Teachers have to be well prepared to teach writing skills effectively,

- In order to improve their level and reduce L1-negative transfer cases, teachers must encourage their students to read a variety of documents,

- Teachers need to enhance the students' writing skills through encouraging practise of writing in English,

- Teachers have to provide positive feedback to their students in order to reinforce their writing,

- The teacher must not allow students to use their first language in the classroom,

- Teachers must organise a writing study day in order to assess the importance of writing skills,

- When using L1, teachers should provide immediate feedback to EFL students,

- Teacher have to point out their students' attention to the differences between their first language and foreign languages. It might help students reduce their Transfer errors,

- Teachers must look for ways to help students learn how to express themselves clearly and how to organise their ideas logically.

General Conclusion

The current study was designed to investigate the effect of language transfer on the learners' written production. This study was carried out on first-year LMD English students at Bordj Bou Arreridj University during the academic year 2021–2022. Several EFL students believe that mastering the writing skill is difficult because it requires practice, rules, and stages. The aim of the present study was to increase students' understanding of the value of writing skills in the EFL domain as well as to demonstrate the impact of language transfer on English acquisition. In order to accomplish the research, two tools were adopted: a questionnaire addressed to both teachers and students, as well as a test using a mixed method to provide much more detailed results.

The research is divided into three chapters: the first is theoretical and presents the literature review, while the second and third cover the practical aspects of the investigation. The first chapter is divided into two main sections. The first section provides an overview of writing skills and introduces the most fundamental writing concepts and elements, such as their definition, nature, and acquisition, as well as the various stages of writing. The section describes the approach to teaching the writing skill and, in addition, the components of effective writing. Furthermore, it concludes with an understanding of the various problems students face during the writing process. Concerning the second section, a description of the impact of language transfer on writing production is provided, including background information on language transfer and L1 interference, definitions of transfer and its types, as well as the two theories of errors, contrastive analysis and error analysis. It also highlights the types of errors, their significance, and the impact of language transfer on the EFL written product.

Concerning the practical part, the second chapter is devoted to the research methodology and design, and the third chapter is devoted to the analysis of results and findings. In the research methodology and design chapter, two questionnaires and tests of

data collection were described. The first one was addressed to the first year English students at the EL Bachir El Ibrahimi University in BBA, to investigate the students' level in writing as well as their views regarding language transfer impact on their writing. The second questionnaire was addressed to the teachers of the "Written Expression" module in the same department, to explore the teacher's perspectives about the use of language transfer and the significance of the writing skills, and the test was used to be written by first year in order to identify the L1 transfer. The final chapter, which deals with the analysis of results and findings, begins with a thorough examination of both students' and teachers' questionnaires and concludes with an examination of the test; it is dedicated to the students to write in order to obtain more precise and accurate data regarding the impact of language transfer on written production.

The results of the questionnaires and the test show that language transfer has an effect on writing proficiency. Students rely on their first language to translate their ideas from Arabic to English. According to the data gathered from the students' questionnaire and test, it is confirmed that the majority of the students face difficulties during the writing process due to language transfer, which has a negative impact on the student's production due to the student's limited vocabulary and knowledge of the English language. Furthermore, the majority of teachers agree that the low level of student writing is caused by a lack of reading as well as difficulties in expressing ideas in English, in addition to students' references and reliance on their first language.

The analysis of students' paragraphs demonstrates that they make a variety of errors when writing. More notably, the majority of errors are caused by the transfer of their first language. There is evidence of transfer in the study related to sentence structure and word choice when analysing the students' paragraphs. In the former, they tend to place the adjective after the noun according to the Arabic word order system; and they use an adverb instead of an adjective; whereas, in English, the adjective should come before the noun and the adverb should be used appropriately. Furthermore, in the latter, students tend to use inappropriate words to express some ideas, but this choice of specific words is the result of translation. These types of errors appear in students' writing mainly as a result of their L1 transfer. They give the teacher or other readers a negative impression of the student's level. Consequently, the student will not be proficient in his or her writing and will get weak marks on tests or exams.

Above all, this study is beneficial not just for students in helping them improve their writing skills by understanding the main reason for this transfer, but it also helps

teachers understand the importance of following and creating strategies to avoid this phenomenon, such as encouraging students to read, which contributes to the increase in their students' levels and writing skills. furthermore, in order to reduce this transfer we suggeted multiple pedagogical implicatipn for the teacher to follow, such as providing immediate feedback to the students when using their native language.

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Appendix A

Teachers' Questionnaire

Dear Teachers,

This questionnaire aims at collecting data in order to investigate The Effect of Language Transfer on the Written Production of first-year EFL students. For the purpose of accomplishing our master's dissertation in Didactics, you are kindly requested to answer the following questions. We would be thankful if you could share your knowledge, opinion, and experience on this topic with us . Thank you for your collaboration. Miss YAZID Selma & Miss AISSAOUI Loubna

Section one : The Writing skills

1. How long have you been teaching written expression?...................

2. According to you, is the written expression program you're working with sufficient to improve the writing skills? If No justify?

   - Yes

   - No

   ....

3. From the following approaches, in your opinion, Which one is more effective in teaching writing? Please, justify your answer!

   - The product approach

   - The process approach

   - The Genre approach

....

4. How do you evaluate your students' level in writing?

- Excellent

- Good

- Average

- Low

5. How often do you give your students writing assignment?

- Always

- Sometimes

- rarely

6. Do you use the mother tongue language when explaining lessons?

- Yes

- No

7. Do you usually give feedback on your students' written productions?

- Yes

- No

Please, justify your answer ....

Section two : Language Transfer (interference) in writing

1. What are the most common writing problems that you notice in your students' writing?

- Poor vocabulary.

- Lack of knowledge/ content .

- Grammatical errors.

- L1 interference.

2. In your opinion, what are the reasons behind students' poor written production?

- L1 Transfer

- Lack of motivation

- Lack of reading

- Lack of practice

3. Do you think that L1 (standard Arabic) influence your students' writing? If yes, how?

   - Positively

   - Negatively

4. When performing a writing task, do you find that your students use L1 to express ideas?

   - Yes

   - No

   Please, justify your answer . . . .

5. How often do your students use the L1 in written production ?

   - Always

   - Sometimes

   - Often

   - Rarely

6. Do you think that all errors students commit when writing are the result of the interference of L1 ?

   - Yes

   - No

7. What kind of interference do you find?

   - Grammar translation

   - Literal translation (word by word)

   - Phonological transfer

- Lexical transfer

8. What are the most noticeable errors made by the students in writing?

   - Interlingual errors

   - Intralingual errors

   - Developmental errors

9. Do you think that error analysis is a crucial step to be used by teachers , especially in the written expression module ?

   - Yes

   - No

   If yes , please justify...

10. According to your personal experience , does the interference of students' mother tongue(language transfer) affect their development of writing skills?

    ....

11. What are some possible solutions and strategies you can suggest for avoiding the language transfer in writing?

    ....

    Thank you for you cooperation

B
Appendix

Students' Questionnaire

Dear students , you are kindly requested to answer this questionnaire. We are carrying out a study about The Effects of Language Transfer On EFL Learners' Written Production . We would appreciate your collaboration, interest, and full attention.

-When necessary, make a complete statement.

Section One: The Writing skills

1. How would you evaluate your level in writing?

   - Excellent.

   - Good

   - Average

   - low

2. Do you think that writing is an easy task to learn?

   - Yes

   - No

   Please justify your answer (explain).............................

3. How often do you write in class?

   - Always

   - Usually

   - Often

- Sometimes

- Rarely

- Never

4. Are you interested in the course of "Written Expression"?

- yes.

- No

5. Which one of the writing stages you don't follow when you write?

- Prewriting

- Drafting

- Revising

- Editing

- Publishing

6. What is the most common writing problem that you face when writing ?

- Limited vocabulary.

- Lack of knowledge/content .

- problems in organizing ideas .

- thinking in L1 and writing in English.

7. Among the following choices, which one you focus on during writing?

- Grammar

- Vocabulary

- Spelling mistakes

- Structure

8. Is the time allocated to the course of written expression:

- Sufficient?

- Insufficient?

Section two: Language Transfer (mother tongue interference)

1. During writing, do you refer back to your mother tongue? if yes, explain, please

   - Yes

   - No

   ....

2. Does your teacher allow you to use your native language in classroom?

   - Yes.

   - No

3. Do you think that the use of your first language help in writing English ?

   - Yes.

   - No

4. How often do you rely on your mother tongue when writing in English ?

   - Always

   - Sometimes

   - Rarely

   - Never

5. Do you think that the L1 transfer is the cause of the writing errors you made ?

   - Yes.

   - No

6. In your opinion, does your mother tongue affect your writing skills?

   - Yes.

   - No

<div align="center">THANK YOU</div>

Samples of Students' Short Paragraphs

ELBACHIR ELIBRAHIMI UNIVERSITY
OF BORDJ BOU ARRERIDJ
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES-
ENGLISH SECTION

FIRST YEAR STUDENT

TASK : Dear students , you are kindly requested to write a short paragraph about the effects of examination stress on yourperformance.

The only purpose of each student in the section of education is to success. So, if each one wants to reach to this goal, we should follow many advices. In the contrary, we mustn't fellow some things like stress.

This latter has an negative impact on the performance of each students when the pupil makes your stress influent to your self. We lose many things so that, He gets a bad marks in all modules, therefore, student who fall by stress in the examination, we can't combatten the batten of success. Until, this stress will become a might more for each student who dosn't resist this danger.

At the End, I wish that all students fight this Problem in order to creat all dreams, and also we protect our self from the danger. Hence, We create a comfortable life

**ELBACHIR ELIBRAHIMI UNIVERSITY
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FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES-
ENGLISH SECTION**

FIRST YEAR STUDENT

TASK : Dear students , you are kindly requested to write a short paragraph about the effects of examination stress on yourperformance.

In my catedion, I'm a very stressful girl, like when som a teacher asks me a question although I know the answer, but i'm not going to answer the question when I do an oral presentation, I forgot what I'm learning and my body beggin to get sheking, and my hands begging to be cold and after that I can't talk get colder, and this think affects my test in bad way, and I want to delett this thing because it's doe not affect just my schoolwork it's affects develo my school developing work

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DEPARTMENT OF FOREIGN LANGUAGES-
ENGLISH SECTION**

FIRST YEAR STUDENT

TASK : Dear students , you are kindly requested to write a short paragraph about the effects of examination stress on yourperformance.

The stress can effect negatively on performance of the students.

It can make you forget the ideas, and you will not have any idea,

maybe can also effects in the mind forgeting, crying. Sometimes fainting, scaring because of failing in the exams or quiz.

The oral quiz is much stressful effect because of teacher behind you

for me, oral examination is effects in my information. I can forget any information because of stress, the consequences of stress heart getting fast cause of stress and adrenalin in the blood beating crying for failing and heart attack

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ENGLISH SECTION**

FIRST YEAR STUDENT

TASK : Dear students , you are kindly requested to write a short paragraph about the effects of examination stress on yourperformance.

(when I have a exam) being stress in the exam this thing clearly for most students and it effected on your thinking and their feeling but not exadly when you know the answers and you can't write it it basically it basically ask strange thing but we must be attentive to our work on any thing that have relationship with Examination

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ENGLISH SECTION**

FIRST YEAR STUDENT

TASK : Dear students , you are kindly requested to write a short paragraph about the effects of examination stress on yourperformance.

I am (human) student who went thru a lot of exams from the begining of study, I study a lot before the exam and I preper my self for the questions, but their is a huge issue when it comes to the moment of passing the exam, I panic a lot and all my idea and my hard work at home disspear and it this stres about the unknowing things makes me so stressful and empty then after passing the exam and I become me again and I relax I regret about all this stres and I relaye that it not worth all this panic and all I have to do is to relax and answer about the question that I know their answers