

الجمهورية الجزائرية الديمقراطية الشعبية
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC
RESEARCH

جامعة عباس لغرور- خنشلة
UNIVERSITY OF ABBES LAGHROUR –KHENCHELA



كلية الآداب و اللغات
FACULTY OF LETTERS AND LANGUAGES
قسم الآداب و اللغة الإنجليزية
DEPARTMENT OF ENGLISH



**The Influence of First Language on EFL Learners' Writing
The Case Study: EFL First Year Students at the Department of
English,
University of Khenchela**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

Candidate:

**Merzougui Fares
Goudjil Abdelhafid**

Supervisor:

Mr. Fellah Hicham

Board of Examiners

Mr. Slimani Merzoug	President	University of Khenchela
Mrs. Fellah Hicham	Supervisor	University of Khenchela
Mr. Kahoul Iman	Examiner	University of Khenchela

June, 2019

Acknowledgment

First of all, I would thank Mr. FELLAH WHO helped me to finish my simple work on its time...

With all my respect, I thank my supervisor Mr. FELLAH for his help and encouragement.

.And I would thank first year students who helped me in this study; I thank them for their contribution.

Thank you

Dedication

*From my depth of my heart, with smile and happiness With my feeling of love
and respect, I dedicate this simple work, first, to my parents who always motivate me
and pray for me; I respect you forever...*

I dedicate this simple work to everyone who knows me and respects me.

ABSTRACT

The purpose of this study is to see how first language influence of First year EFL student's writing at the Department of English; Abess Laghrour University of Khenchela in order to confirm or reject the hypothesis; if the students do not make negative transfer, their writing will be improved. To achieve this purpose a questionnaires was administred to 25 student's in addition to the analysis of their written production. The data that was gathered from both student's questionnaire and the writing product analysis revealed that First year EFL student's face difficulties and many challenges when they write due to their first language which leads them to commit a lot of errors in their writing while the analysis of their written production indicate that most of the student's make mistakes in grammar (syntactic, lexical and semantic level) and the main reason for them is the use of first language rules.

List of abbreviation

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

TL: Target Language

List of Tables

Tables 01: Students' Attitude towards Written Expression Module.....	22
Tables 02: Students' Thoughts towards Written Expression.....	24
Tables 03: Students' Consideration of their Writing Ability.....	25
Tables 04: Students' Preferable Writing.....	26
Tables 05: Teacher' Encouragement to Write in and out of the Classroom.....	28
Tables 06: Students' often Referring Back to their L1.....	29
Tables 07: Students' Use of their L1	31
Tables 08: Students' Feeling towards their L1 when they write in L2/FL.....	32
Tables 09: students' difficulties when they write in L2/FL.....	33
Tables 10: Levels in which Students often Make Mistakes.....	34
Tables 11: Reasons of Making Mistakes.....	35
Tables 12: The Effect of L2/FL in Student's L1.....	37
Tables 13: Students' errors.....	38
Tables 14: Students' LEXICAL Error.....	41
Tables 15: Students' Semantic Error	42
Tables 16: Students' Error.....	43

List of Graphs

Graph 01: Students' Attitude towards Written Expression Module.....	23
Graph 02: Students' Thoughts towards Written Expression.....	24
Graph 03: Students' Consideration of their Writing Ability.....	25
Graph 04: Students' Preferable Writing.....	27
Graph 05: Teacher' Encouragement to Write in and out of the Classroom.....	38
Graph 06: Students' often Referring Back to their L1.....	30
Graph 07: Students' Use of their L1.....	31
Graph 08: Students' Feeling towards their L1 when they write in L2/FL.....	32
Graph 09: students' difficulties when they write in L2/FL.....	33
Graph 10: Levels in which Students often Make Mistakes.....	34
Graph 11: Reasons of Making Mistakes.....	36
Graph 12: The Effect of L2/FL in Student's L1.....	37
Graph 13: Students' errors.....	43

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	I
DEDICATION	II
ABSTRACT	III
LIST OF ABBREVIATION.....	IV
LIST OF TABLES	V
LIST OF GRAPHS	VI
Chapter One: General Introduction	
Statement of the Problem	1
Aims of the Study	1
Research Questions	2
Hypothesis	2
Research Methodology	2
Literature Review	3
Structure of the Study	4
Limitation of the Study	4
Chapter Two: The Influence of First Language on Second Language Writing	
Introduction	5
1. Definition of Writing	5
1.1. Differences between L1 and L2 Writing	6
2. Definition of the Key Words	6
2.1 First Language.....	6
2.2. Second Language	6

3. Definition of Some Key Words Related to First and Second Language	
Acquisition.....	7
3.1. Mother Tongue	7
3.2. Primary Language	7
3.3. Second Language Acquisition	7
3.4. Foreign Language	7
3.5. Linguistic Competence	7
3.6. Linguistic Performance	8
3.7. Multilingualism	8
3.8. Bilingualism	8
3.9. Monolingualism	8
3.10. Multilingual Competence	8
3.11. Monolingual Competence	8
3.12. Critical Period Hypothesis	8
4. Comparing and Contrasting First Language (L1) and Second Language (L2) ..	9
4.1. Similarities between (L1) and (L2)	9
4.2. Differences between L1 and L2	11
5. Intelanguage	12
6. Language Transfer	12
6.2. Transfer	13
6.2. Types of Transfer	13
6.2.1. Positive Transfer	13
6.2.2. Negative Transfer	14
6.2.3. Avoidance.....	14

7. Contrastive Analysis	14
7.1. Definition of Contrastive Analysis	15
8. Error Analysis	15
8.1. Definition of Error Analysis	16
9. The Difference between Errors and Mistakes	16
10. L1 Interference.....	16
10.1. Categories of L1 Interference	17
10.1.1. L1 Lexical Interference	17
10.1.2. L1 Syntactic Interference	17
10.1.3. L1 Discourse Interference	17
11. Causes and Sources of Errors	17
11.1. Interlingual Errors	17
11.2. Intralingual Errors	17
11.2.1. Overgeneralization	18
11.2.2. Ignorance of rule restrictions	18
12. Factors Behind Students' Poor Writing	18
12.1. Teacher as a Source of Demotivation	18
12.2. Lack of Motivation to Write	19
12.3. Lack of Reading	19
13. The Influence of First Language on Writing in English	20
Conclusion	21
Chapter Three: The Field Work	
Introduction	22
Description and Analysis of Questionnaire	22

Analysis of Written Text	38
Conclusion	49
General conclusion.....	45
General Conclusion	46
List of References	48
Appendix	

Chapter One: General Introduction

General introduction

Second language writers generally face great difficulties when they are writing caused by the absence of language competence; it is believed that the student's try to use their first language in learning and applying second language rules. The complexity of this productive skill once may makes the student's committed different errors in their second language writing activities. Writing is an essential skill that should be developed among all EFL learners because it is very important especially for academic studies and researches. So, does first language enhance or hinder the L2 learner's writing?

Significant of the Study

It has been noticed that EFL learners make grammatical errors in their writing activities in English, little attention has been paid to the issue, So our research is so important in our writing because it discovers the most important linguistic aspects that are transferred from the mother tongue while we are writing in second language and how they are transferred.

This research is directly presented for anyone who writes in the target language especially for the first year EFL University Student's of KHENCHELA

Aims of the Study

The main concerns of this study are:

- To dispose of the common mistakes/errors that EFL learners make in their writing and to decrease the L1 interference.

- To clarify that all teachers must be as a responsible for using some techniques

for learners to avoid such errors.

Research questions

1. Why do EFL learners make transfer?
2. Which linguistic items that have been transferred negatively?
3. What are the reasons behind poor writing of EFL learners?

Hypothesis

If EFL first year student's do not make L1 interference; therefore, their writing will be developed.

Research Methodology

1. Research Tools for Collecting Data Analysis

Questionnaire designed for EFL student's at Abbes Laghrour University of KHENCHELA and analysis of written texts.

2. Population and sampling

This work deals with first year EFL students of English at Khnchela University.

3. Method

This study based on the descriptive method; it is a suitable one for such issue that one may describe how first language can effect on writing. A qualitative research let us describe the results statistically. This method was of great help to finish the work in the available time.

Literature Review

Writing is seen as a difficult skill, It is also seeing as a very complex skill than other skills (reading, listening, and speaking); white and Ardnt (1991,p.3) maintained that writing is a complex process that requires effort and time. Many researchers talked about the importance of this skill; Lado (1983) said “we mean by writing in foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter of fact writing”.

Writing forms a major challenge for second language learners because it needs specific bases to be followed those which may be different from those that are used in first language writing.

Write has always been the most complex language skills. Nunan (1989) agreed that" it is easier to learn to speak than to write no matter if it is a first or second language” (p.12).

Learners face a lot of problems when they are writing in second language for that they refer to their first language in order to write easily. A considerable number of researchers had made investigations about second language. This investigation can aid and helps for understanding language learning problems. Fries assume that second language learners face a great problem which is L1 interference (1945).

The influence of the first language on the second language and the relationship between first language and second language learning is seen in the behaviorist studies. Positive and negative transfer occurs when both languages have same similarities and differences. Lado strongly believes that the differences between L1 and L2 may enhance or hinder the L2 as discussed in his proposed theory contrastive theory (1957).

Contrastive analysis is a theory was extensively put into practice in the 1960s; it concerns with the study of different languages in order to compare the similarities and the differences of languages

Structure of the study

This research is divided into three chapters. The first chapter is about the introduction which contains the aims behind choosing this study. The second chapter discusses the great debate of the Influence of First Language on Second Language Writing, besides giving an overview on First and second language. Then, we move to the thired chapter which is about the field work.

Limitation of the study

This study is limited to first year EFL student's at Khenchela University, Other universities may offer different teachers and different courses. It focuses on questionnaires made for student's and analyzing their written topics. this study provides useful information on data regarding learners writing problems that EFL learners encounter when writing in English. Moreover, only the grammatical errors in the topics were taken into consideration.

Chapter Two: The Influence of First

Language on Second Language Writing

Introduction

In general, Writing is seen as a difficult skill to master especially if people are supposed to write in a L2/FL language rather than their L1, The complexity of the writing skill let the majority of the student's struggling when they write. Writing also considered a complex process which needs practicing on the learner's part to develop writing in second language learning.

Second language writers make these mistakes/errors due to certain reasons. However, Contrastive analysis is the perfect tool of predictor and error analysis is an example of an analytic description.

This chapter presents different issues which influence writing skills in general. It also deals with second language writing issues including some information about the differences that exist between L1 and L2 writing.

1. Definition of writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. According to Byrne, "writing is clearly much than the production of graphic symbols just as speech is more than the production of sounds" (1988,p.1).Furthermore, Writing in general is defined as a group of letters and symbols connected together to form a piece of communication (Collins, 2003). Harmer (2007) says that: Writing is a process, that is, the stages the writer goes through in order to produce something in its final form. That means writing as a complex skill must go through different stages whichmake writing well organized.It is also considered as a means of communication interaction between societies.

1.1.Differences between L1 and L2 Writing

According to Hedge (2005, p.7), English as a foreign language learners are usually confused with the conventions of writing in their first language and English. In other hands, Hyland and Hyland (2006, p.4) maintained that EFL Student's lack self-confidence in their L2 writing, as opposed to L1 writers who have self-confidence when they write in their native language. Writing in a second language is not that easy , Weigle (2002, p.36)states that “second language writers plan less, revise for content less, and write less fluently and accurately than first language writers”.

2. Definition of the Key Words

2.1. First language

A first language, native or mother language is a language that a person has been exposed to from birth, According to longman dictionary first language refers to “generally a person's mother tongue or the language acquired first....first language may refer to the language child feelsmost comfortable using. Often this ter mis used synonymously with native language language. First language is also known as L1”. (p221,2010)

2.2. Second language

Second language or the target language TL is an additional language other than the mother tongue uses for public communication acquired after the first language. Sinhano et al said: “second language is typically an official or socially a dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively.” (2009)

3. Definition of Some Key Words Related to First and Second Language Acquisition

3.1. Mother Tongue

Mother tongue or Mother language, it is used for the language which a person learned as a child, An example for Mother tongue is Arabic for someone born in Algeria. Mother tongue is also called native or primary language.

3.2 Primary Language

Primary Language is the language which you grow up speaking.

3.3 Second language acquisition (SLA)

SLA it is the process of learning and acquiring a second language once the first language acquisition is established.

3.4 Foreign language

The language that not used nor spoken always by people, it means any language other than that spoken by the people of specific place.

3.5 Linguistic competence

It's the system of linguistic knowledge possessed by native speaker of a language

3.6 Linguistic Performance

The actual use of language in concrete situations

3.7 Multilingualism

The use of more than one languages

3.8 Bilingualism

The use of two or more languages

3.9 Monolingualism

The use of only one language

3.10. Multilingual competence

To be familiar with two or more languages on the basis how these languages are used

3.11. Monolingual competence

Refers to the knowledge of only one language”

3.12. Critical period hypothesis

Critical period hypothesis states that the first few years of life is the crucial time in which an individual can acquire a first language. Ellis (1994) suggests that there is a limited period of time where the acquisition occurs. And after this period of time

4. Comparing and contrasting first language and second

language

4.1. Similarities between (L1) and (L2)

First language and second language share some points and differ in others. In contrast, L1 and L2 acquisition have differences. Here are some similarities and differences mentioned in the work of both Ipek and Al- Gharali (2009) in comparing and contrasting L1 and L2.

- Developmental Sequences

Rod Ellis (1984) covers the idea of developmental sequences in detail and outlines three developmental stages: the silent period, formulaic speech, and structural and semantic simplification.

a-The silent period

Children acquiring their first language go through a period of listening to the language they are exposed to, both first and second language learners pass through a silent period stage.

b- Formulaic speech

Formulaic speech is defined as expressions which are learnt as unanalyzable wholes and employed on particular occasions (Lyons, 1968, cited in Ellis, 1994). Ellis (1994)

Suggests that these expressions can consist of entire scripts such as greetings. The literature points out that formulaic speech is not only present in both first and second language acquisition but also present in the speech of adult native speakers.

c- structural and semantic simplifications

In the final stage, structural simplification, first and second language learners tend to simplify their language by deletion of grammatical function such as: article, auxiliary ... etc. Whereas semantic simplification take the form of removing the content words such as: nouns, verbs ...etc.

-Order of acquisition

Many researchers tried to find out if there is an acquisition order in obtaining grammatical morphemes, the results are essential but inconsistent which may influence on the L1 and L2. Morpheme studies refers to the series of studies that have investigated the acquisition order of grammatical morphemes by L1 and L2 learners, The aim of these studies was to find that if the learners show a universal pattern in the acquisition order of morphemes.

-Linguistic universal and Markedness

There are two methods for linguistic universals:

The first method founded by Greenberg (1966, in Ellis 1994) "Typological universals" which based on cross-linguistic comparisons on languages to discover what they have in common. The second method is advocated by Chomsky "generative school". The aim is to study languages to identify the principles of grammar which ground specific rules.

- Input

It is what the learner hears or receives, in other words, "the sample of oral and written language a learner is exposed to while learning or using a particular L2"

(Ellis, 1994). It is so important for language acquisition.

- Age factor

The age is found that an important for acquisition of language acquisition. McLaughlin suggests that learning second language is started from birth. It is a period when you acquire unconsciously two languages (1992).

4.2. Differences between L1 and L2

- The acquisition/ Learning hypothesis

According to Krashen (1982), there are two independent ways in which we develop our linguistic skills: acquisition and learning. He also state that acquisition is more important than learning.

- Fossilisation

Refers to the process in which incorrect language becomes a habit and cannot easily corrected. (Ellis, 1994) said that it is “The processes responsible for the cessation of learning some way short of target-language competence.” Fossilization used when non-target norms become fixed in interlanguage. fossilization is only related to second language acquisition.

- Social factor

Ellis (1994) suggest two main social context related to second language learning:

a. Natural context :

the target language becomes the native language and the language learner

becomes a member of minority group.

The second language serves as an official language.

Second language is used for communication in countries where it is neither learnt as a mother tongue nor used as an official language

b- Educational context

Second language learners are learning second language independently from the native language speakers tongue or through the means of their mother tongue.

Second language learners taught with native speakers from the beginning.

The target language is only a way of communication in the classroom.

5. Interlanguage

The language produced by a non-native speaker of a language (i.e. a learner's output). Refers to the systematic knowledge underlying learner's production (Gass & Selinker,2008).

6.Language transfer

Language transfer is the impact of our first language on second language learning, That means the influence resulting from the old habits of mother tongue of L2 learners. Selinker, Swan and Dumas, (1975.P, 134) stated that language transfer is "The application of native language rules to target language forms". Krashen, (1982.P, 29) referred to language transfer as "Falling back on first language knowledge".

6.1. Transfer

The influence between one thing on another thing, in other words it's a term used to describe 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, 1989, p. 27).

Furthermore Odlin (1989) later viewed transfer as a cross-linguistic process, considering it to result from not only the influence of the L1 but also that of any other languages that the learner may have previously acquired. Selinker (1983), considered transfer as a major cognitive process in L2 acquisition. He distinguished between two major types of transfer: positive and negative transfer

6.2. Types of transfer

6.2.1. Positive transfer

Positive transfer is when the influence of first language which leads to immediate or rapid acquisition of the target language, in other words, it is the result of correct second language production which influenced by the first language

Positive transfer may account for the immediate recognition and acquisition of words with similar or identical pronunciation in both the first and second language. Allen and Corder (1975) maintain that: "positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voiceless stops in second language if the language also has aspirated voiceless stops."

6.2.2. Negative transfer

Negative transfer occurs when first language knowledge influences second

language and results in mistakes/errores, the use of the first language (or other languages known) in a second language context resulting in a non-target-like second language form (Gass & Selinker, 2001, p.457).

6.2.3. Avoidance

Avoidance is one of the common strategies employed by second language learners, longman dictionary of language teaching and applied linguistics(1988) "for example, a student who is not sure of the use of relative clause in English may avoid using it and use simple sentences instead"

7. Contrastive analysis

7.1. Definition of contrastive analysis (CA)

Contrastive analysis is especially associated with applied contrastive studies advocated as a means of predicting and explaining learners L2/FL acquisition problems. According to Richard and Sampson (1974, p.6) and Ellis(1994,p. 47), contrastive analysis predicts learners' errors by comparing the linguistic systems of both the mother tongue and the target language. This approach deals mainly with language transfer which based on the systematic comparison of languages, it focuses on determining the similarities between L1 and L2 in order to predict and explain learner's problems. Lado (1957:1)" maintains that a student who starts to learn a foreign language will find easiness to acquire the ones in his native language; on the contrary those which differ will be extremely difficult".

troike (ibid) state objective of contrastive analysis when he said "Contrastive analusis increase efficiency in L2 teaching and testing"

Contrastive analysis focuses on interlingual errors. Contrastive analysis

hypothesis states that errors occur when learners transfer first language habits into second language ones. It also maintains that interference takes place whenever there is a difference between native language and target language (Maicusi et al., 2000,p.169).

8. Error analysis

8.1. Definition of error analysis

Error analysis For (Ellis 2000: 48), EA provides a methodology for investigating learners language and thus it constitutes an appropriate starting point for the study of his L2 acquisition. Longman Dictionary of Language Teaching and Applied Linguistics defines it as “the study and analysis of errors made by second language learners.” The definitions above clarify that error analysis is an activity to identify, classify, interpret or describe the errors made by the learners

Troike (2006,p.37) stated that error analysis is an approach to the study of second language acquisition which focuses on the creative ability of learners to construct language. Its main concern also is the learners’ errors in second language learning. Corder (1974) claimed, as a type of linguistic analysis that focuses on the errors made in the target language by L2 learners (cited in Alam Khan, 2011,p.105). Corder(1981,p.14) also maintained that error analysis is related to the investigation of the language of second language learners.

9.The difference between errors and mistakes

Corder states that “an error is a result of a learner’s lack of competence; a mistake however, occurs when this learner fails to perform their competence”. (1967: 9) mistake refers to a sort of performance error, everybody makes mistakes in both

native and second language situations, For James (1998:83)” an error cannot be self corrected; whereas a mistake can be corrected especially if the deviation is pointed out to the speaker”. Ellis (1994) distinguishes between errors and mistakes saying that “errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct; While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows”

10. L1 Interference

When referring to the negative effect of L1 on 2L/FL researchers use the term interference. A considerable number of research said that difference between the First language and the Second language is the main cause of interference . Ellis (1994,p. 47) state that that “interference was believed to take place whenever the habits of the native language differed from those of the target language”.

10.1. Categories of L1 interference

As cited in Malaysia Journal of ELT Research (2008), there are three main categories of L1 interference according to the research result of Bennu (2008) found in Thai university students” paragraphs. To identify these types of L1 interference, he depends on the use of contrastive analysis and error analysis.

10.1.1. L1 Lexical interference

When the wrong choice is made in words and their meanings, the lack of vocabulary lead to this type of errors.

10.1.2. L1 syntactic interference

The grammatical error in writing (verbs form, tenses and sentence structure)

10.1.3. L1 discourse interference

Different writing style of L1 and L2 causes the L1 discourse interference

11. Causes and sources of errors

11.1. Interlingual errors

Interlingual errors are the errors ascribed to transfer from mother language. These errors result from negative transfer from mother tongue of L2 learners.

11.2. Intralingual errors

Intralingual errors and developmental errors: errors that result from difficulty in the acquisition of the target language itself. This type of errors stem from faulty usage or incomplete acquisition of L2 rather than L1 influence. According to Richard and Sampson (1974,p.6), “intralingual interference refers to items produced by the learner which reflect not the structure of the mother tongue but generalization based on partial exposure to the target language”. Also he maintained that developmental errors illustrate the attempts of the learner to build up hypotheses about the foreign language he is learning from his limited experience of it. However, Richard (1974,p. 174) explained that intralingual errors involve many types and causes which are:

11.2.1. Overgeneralization

Ellis (1997, p.19) claimed that learners overgeneralize forms that they find easy to learn and process for example, the use of “ed” in past tense forms even for irregular

verb such as “eated” instead of “ate”. That means it is a phenomena in which language learners apply a rule in a situation where it doesn’t apply.

11.2.2. Ignorance of rule restrictions

It means that the failure to consider the restrictions that govern an existing structure. In other words, the application of rules to inappropriate contexts (Richard,1974, p.175).

12. Factors behind students’ poor writing

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

12.1. Teacher as a source of demotivation

Teachers and learners have a great bond which may influence on the other one positively or negatively. Teachers must be characterized by some effective techniques. The main purpose of teacher is motivate and enhance students learning, as Harmer (2007b) says that “the main task of the teacher is to motivate and provoke the students”

12.2.Lack of motivation to write

The most important type is motivation because it comes from the learners themselves and leads them to increase their effort and enrgy; this will makes them face many problems and challenges. Motivation is strongly related to achievement and success. Motivation makes writing pleasant and enjoyable. Byrne (1991) argues that writing difficulties are linked to three categories of problems:

Learner’s phobia grows from the fear of being corrected What we are noticed

in our learners is that they think that writing as a risky adventure whose results can be anticipated. This makes the learners do not even try to motivate themselves to do such task.

12.3. Lack of reading

Reading is a perfect tool to enhance students writing skills, Eisterhold (1997) states that “better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer reader.” many studies are done to confirm the existence of the relationship between reading and writing. The lack of reading made the learners suffer, although they know that reading makes them perfect in writing.

Reading go hand-in-hand with writing; as Raimes (1994) says “the more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational follow, and cultural assumptions of native speakers of the language”.

13. The influence of first language on writing in English

Friedlander (1997) argues that “writers do any of their work in their first language.” It means that this way of writing will prevent acquisition of English due to transfer from first language in an erroneous strategy

Edelsky (1982, as cited in Fiedlander,1997, p.109) noted that “writing knowledge transfers across languages“. This means, student’s writers use their strategies and knowledge acquired by their first language for their second language writing.

However, writing is the most difficult to master. Numan (1989) who pointed out

that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”

Conclusion

As a conclusion to this chapter, we can say that the factors behind student's poor performances are endless. There is no doubt that writing is the most difficult skill for second language learners. Because they face a lot of challenges in writing which stand in the way of mastering the rules of writing. Also, they make the writer less interested in writing which makes him/her fails in mastering the productive skill. We can say that writing is your own art, be creative. Transform its complexity and difficulty to simplicity through practicing and learning from your mistakes.

Chapter Three: The Field Work

Introduction

As mentioned before, the purpose of this study is describing student's opinion about the investigated subject. the researcher designed a questionnaire contains questions of multiple choice type directed to first year student in order to investigate about the subject ,The questionnaire built on two different types. The first type was about the attitudes towards written expression course; the second type was about the influence of first language on EFL students writing.

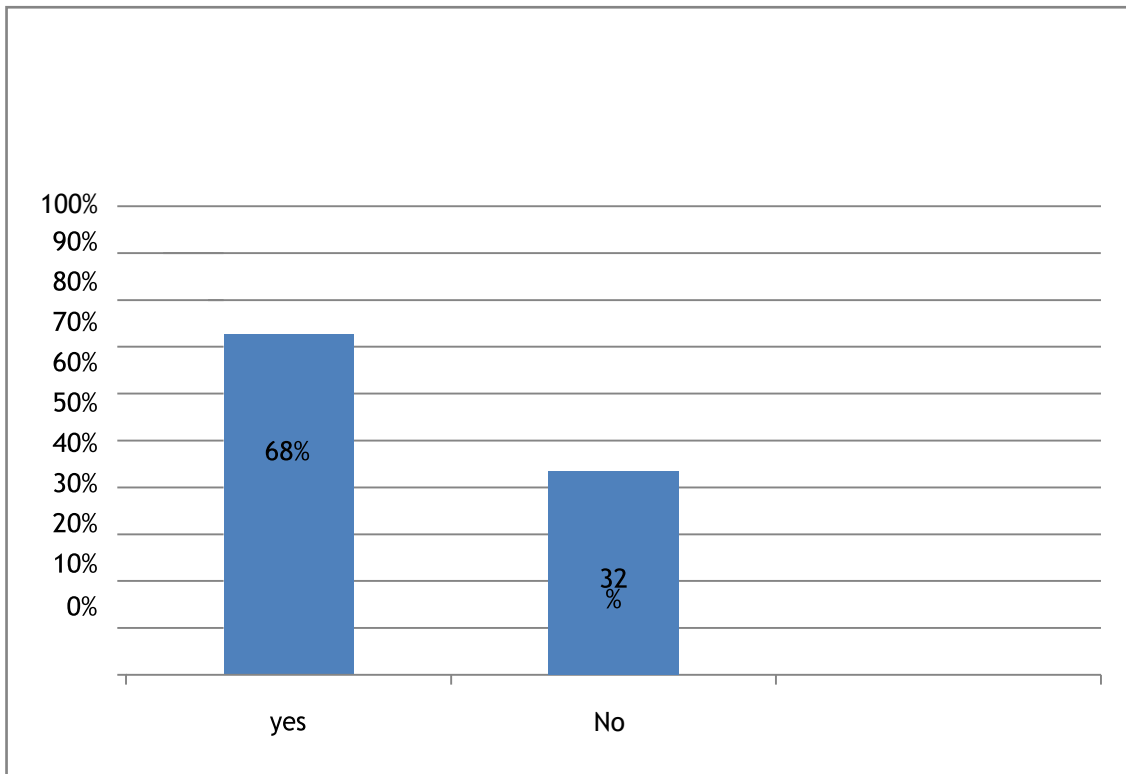
The second tool is the analysis of written production. I have asked the students to write a free topics then I analyzed them.

Data Analysis

1) Are you interested in learning written expression module?

	Yes	No	total
Number	17	08	25
%	68	32	100

Table 01: Students' Attitude towards Written Expression Module



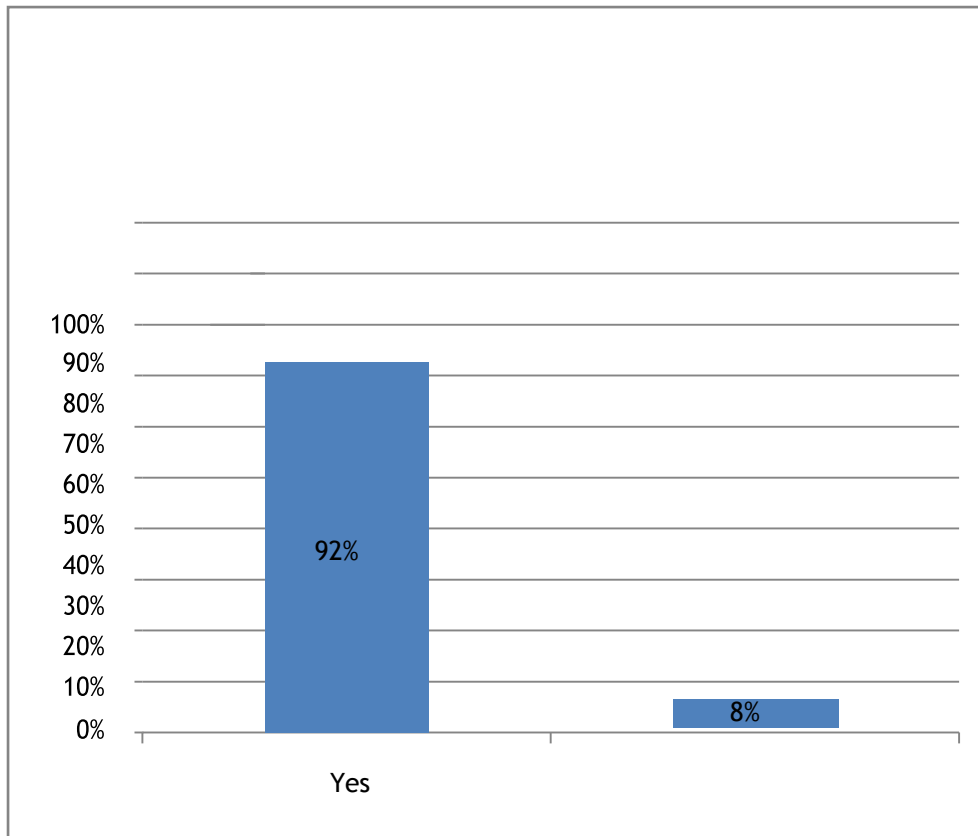
Graph1: Students' Attitude toward Written Expression Module

Concerning this question, Around (68%) of students like written expression module for different reasons; some of the students said that written expression is a motivating course; others said that it allows them to express their ideas and feelings therefore to get good marks in the various module while group of them said. Whereas 32% of them do not like it; maybe because they face difficulties in writing or they prefer other skills such as oral expression session (speaking).

2) Do you think that written expression session helps you to improve your writing ability?

	Yes	No	total
Number	23	03	25
%	92	08	100

Table 02: Students' Thoughts towards Written Expression



Graph 02: Students' Thoughts towards Written Expression

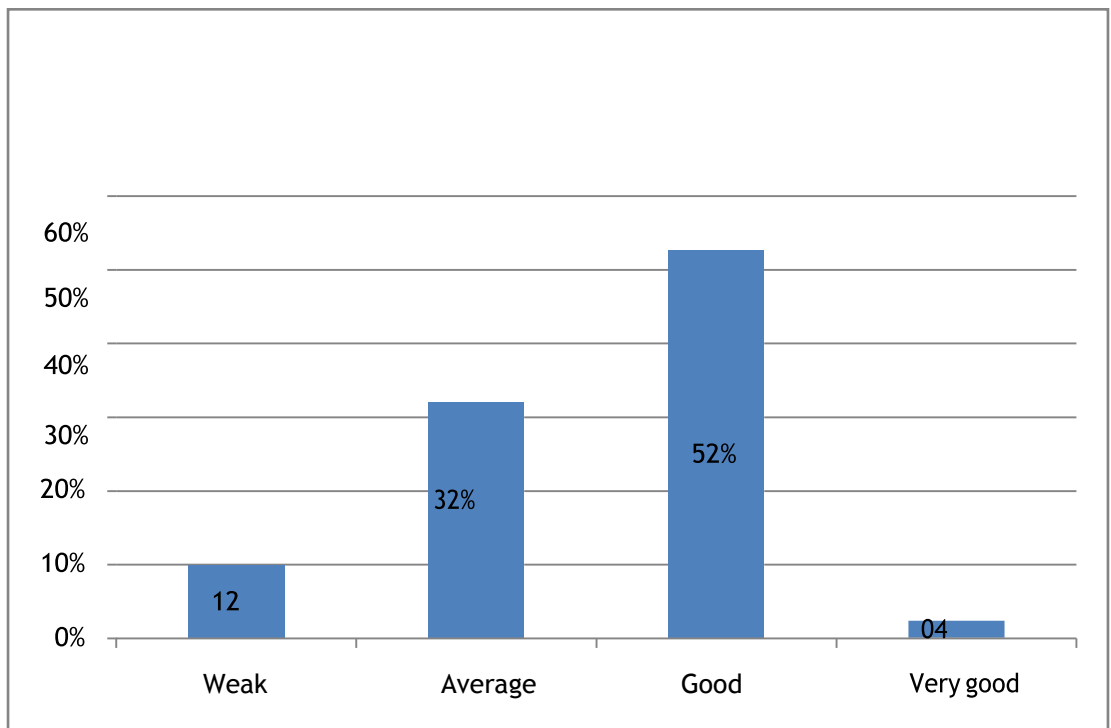
2 % of the students stated that written expression session help them to improve

their writing ability. Only 8 % of them do not think so.

3) How do you considered your writing ability?

	Weak	Average	Good	Very good	Total
Number	03	08	13	01	25
%	12	32	52	4	100

Table 03: Student's Consideration of their Writing Ability



Graph 03: Students' Consideration of Their Writing Ability

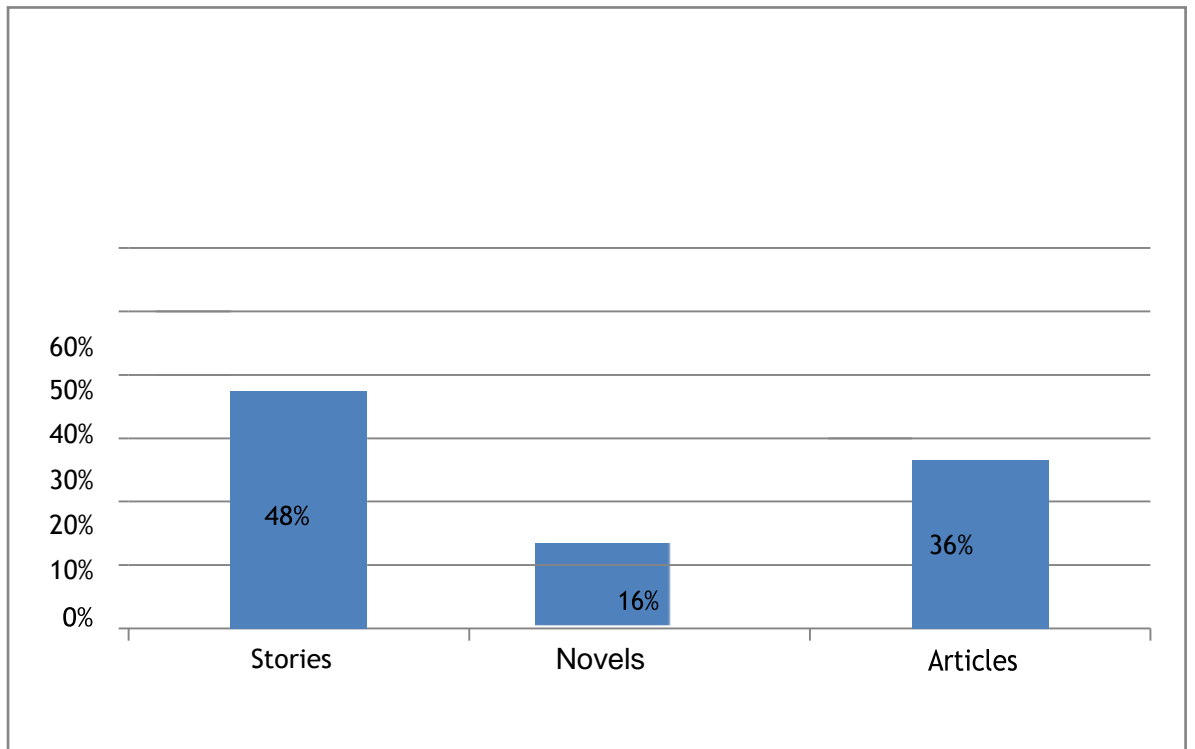
This question asked to identify the student's level in writing, The majority of them reported that their ability to write "good"; which represents 52%. It is great to

find that most of the first year students are good at writing, but the reason why most of them consider their ability to write "good" is that they evaluate their writings just from one side only. However 32% responded "average". Those students may be able to detect their errors in writing, on the other hand, 12% of them chose "weak". Certainly they have difficulties in the second language itself, whereas 04%of the students considered their writing "very good"; these students may have language capacity.

4) Which kind of writing you prefer?

	Storie	Novel	Article	Total
Number	12	04	09	25
%	48	16	36	100

Table 04: Student's Preferable Writing



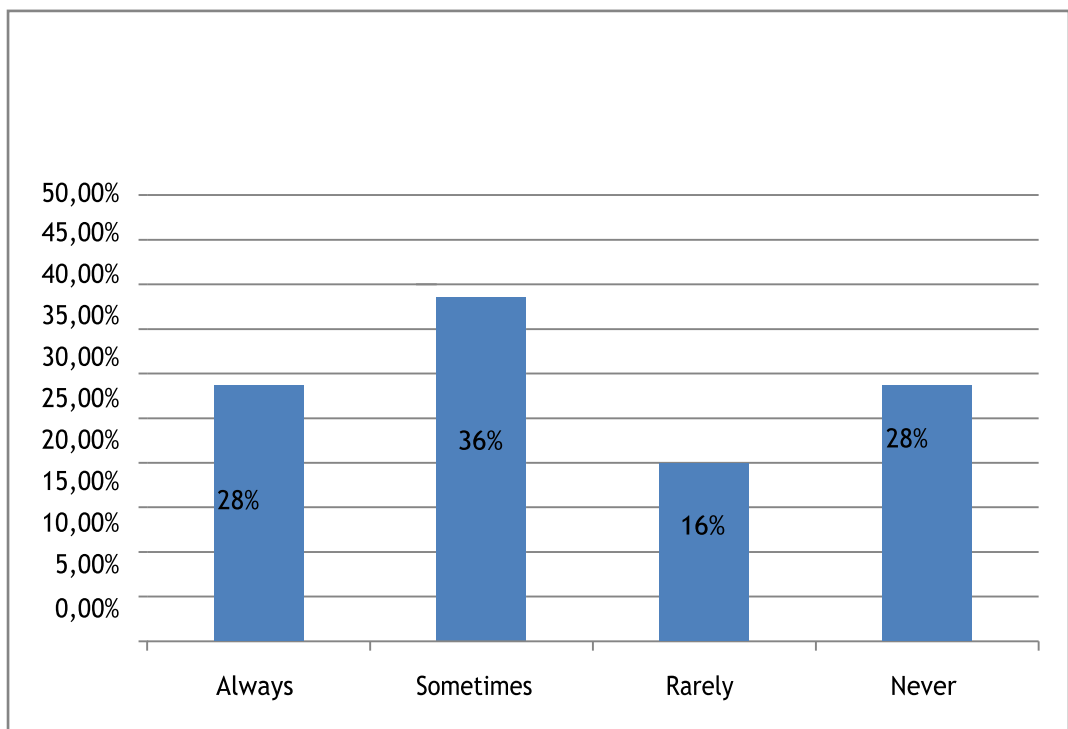
Graph 04: Student's Preferable Writing

Concerning this question, 48 % of the students confirmed they prefer writing stories because it makes them feel comfortable, this type has a teasing feeling. While 36% prefer to write articles because they like the news, while 16% prefer to write long novels, in my opinion, those who prefer to write novels are more creative than those who like to write stories.

5) How often does your teacher encourage you to write in and out of the classroom?

	Always	Sometimes	Rarely	Never	Total
Number	07	09	04	05	25
%	28	36	16	20	100

Table 05: Teacher' Encouragement to Write in and out of the Classroom



Graph 05: Teacher's Encouragement to Write in and out of the Classroom

As it is shown in the table, 36% of the students are sometimes encouraged by

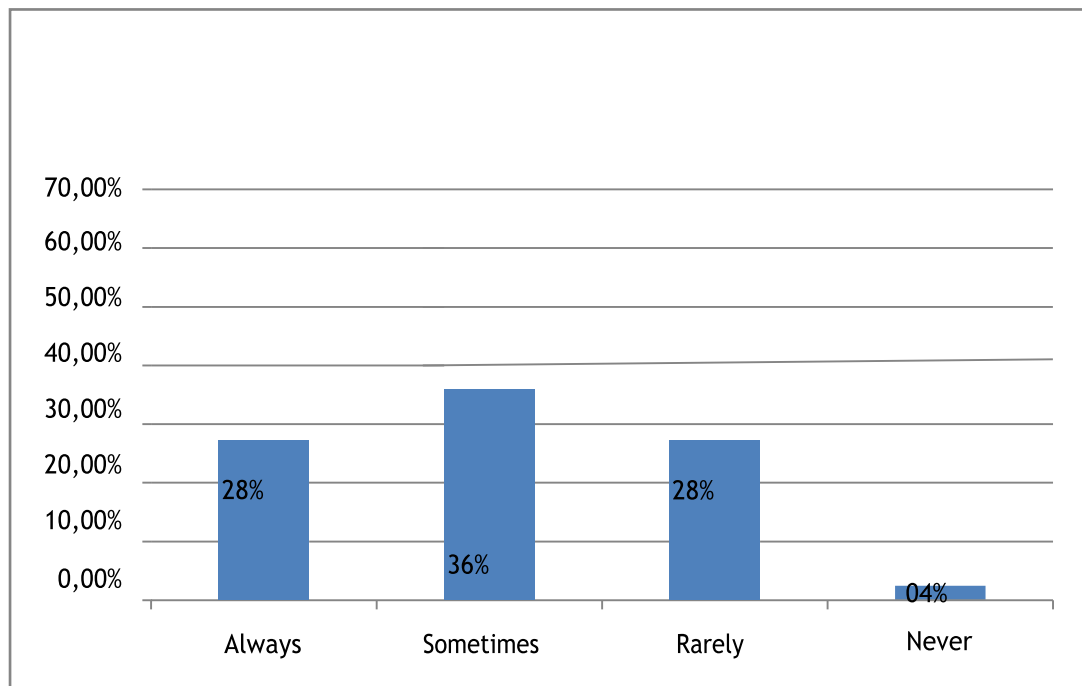
their teacher to write in/out of the classroom, may be because the teacher do not like to stress on their student. While 28% of them are always encouraged to write; this means that these teacher like writing. However, 16% of the students are rarely encouraged to write because the teacher may be follow only the syllabus. In the other hand 28% of the student said they are never encouraged to. I disagree because there is no kind of these teacher who does not encourage the students at all.

Section Two:

1) How often you refer back to your L1?

	Alw ys	Som mes	Rar y	Ne r	Tot
Number	07	09	07	02	25
%	28	36	28	04	100

Table 06: Student's often Referring Back to their L1



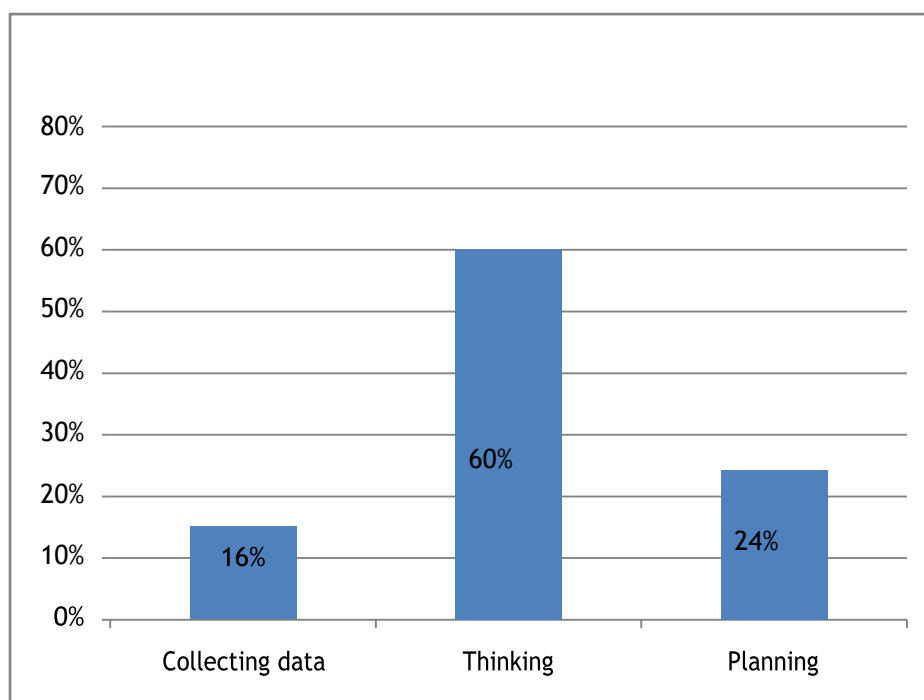
Graph 06: Students' often Referring Back to their L1

The graph 6 indicates that 36% of students stated that they are sometimes referring back to their L1. Whereas 28% of them state for always because they always face difficulties when they write in L2/FL. and the same percentage from the student said rarely; this is natural thing because English learners are rarely refer to their mother tongue. Whereas the rest ;which represents 04% from the total sample, declares that they never referring back to their L1; may be they are good students.

2) When you use it?

	Collecting data	Thinking	Planning	Total
Number	04	15	06	25
%	16	60	24	100

Table 07: Student's Use of their L1



Graph 07: Students' Use of their L1

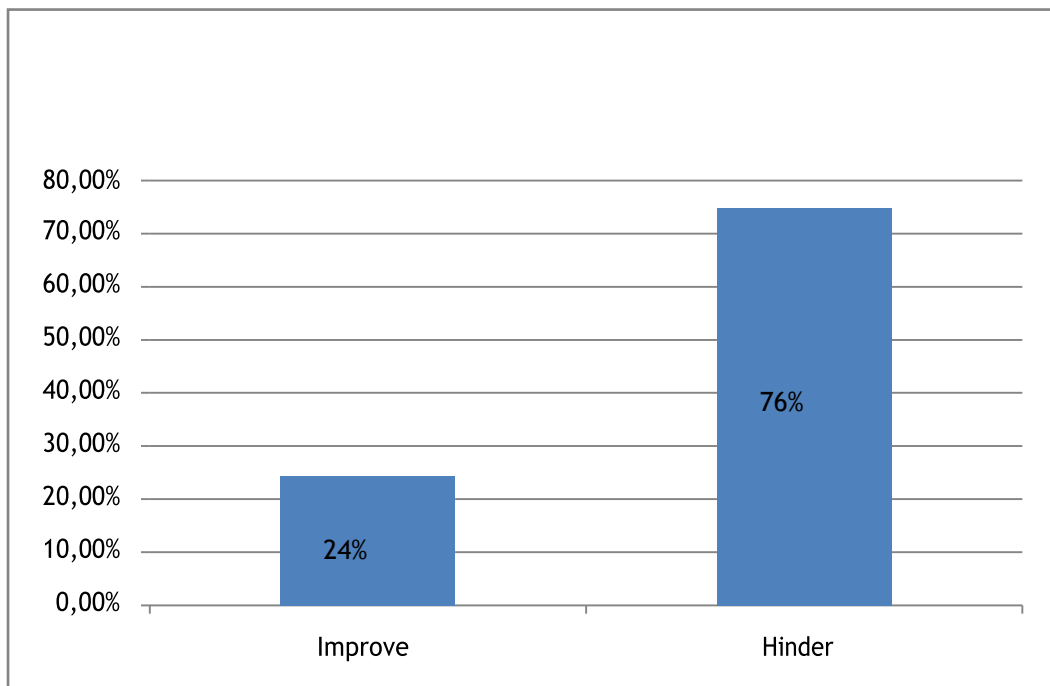
The findings demonstrate that 60% from the total sample stated that they are using their L1 when they think because they can identify the useful and usefulness ideas. 24% from the total sample answer that they are using it in planning because it helps them to organize their ideas. Four students (16%) state that they using it when

they collect data; that means they are collecting information in Arabic and try to translate them in English.

3) Do you feel that L1 improve/hinder your writing in L2/FL?

	Improve	Hinder	Total
Number	06	19	25
%	24	76	100

Table 08: Student's Feeling towards their L1 when they write in L2/FL



Graph 08: Students' Feeling towards their L1 when they Write in L2/FL

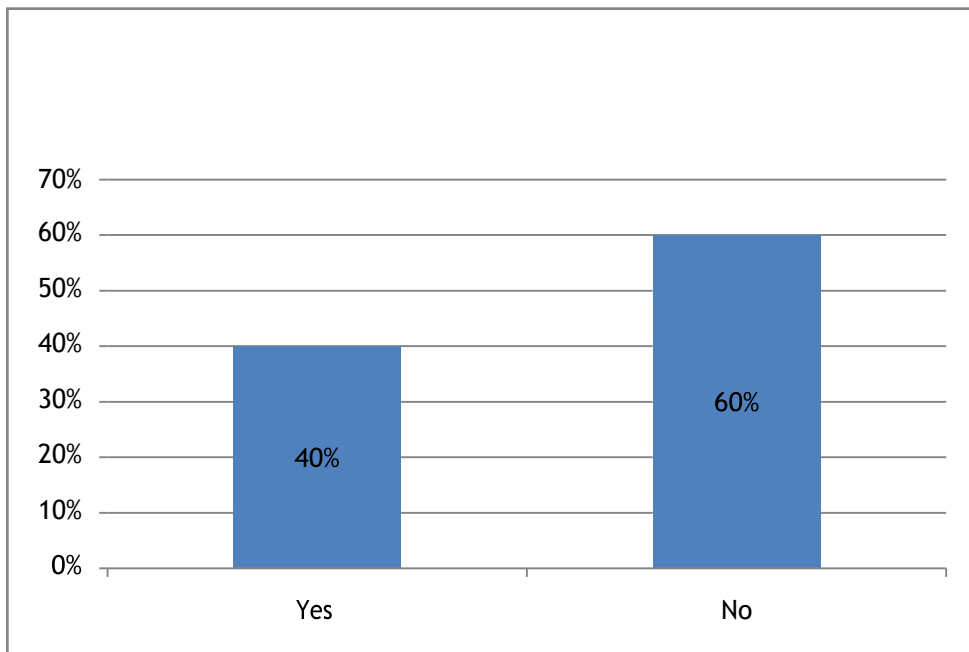
According to the results which indicate that the majority of the students declares that their L1 hinder their writing, this represents 72.5% because they know that most

of their errors come from their L1. Whereas the rest (27.5%) stat that L1 improve their writing because they think that it facilitates the way of their writing.

04) Do you face difficulties when you write in L2/FL?

	Yes	No	Total
Number	10	15	25
%	40	60	100

Table 09: Students' Difficulties when they Write in L2/FL



Graph 09: Students' Difficulties when They Write in L2/FL

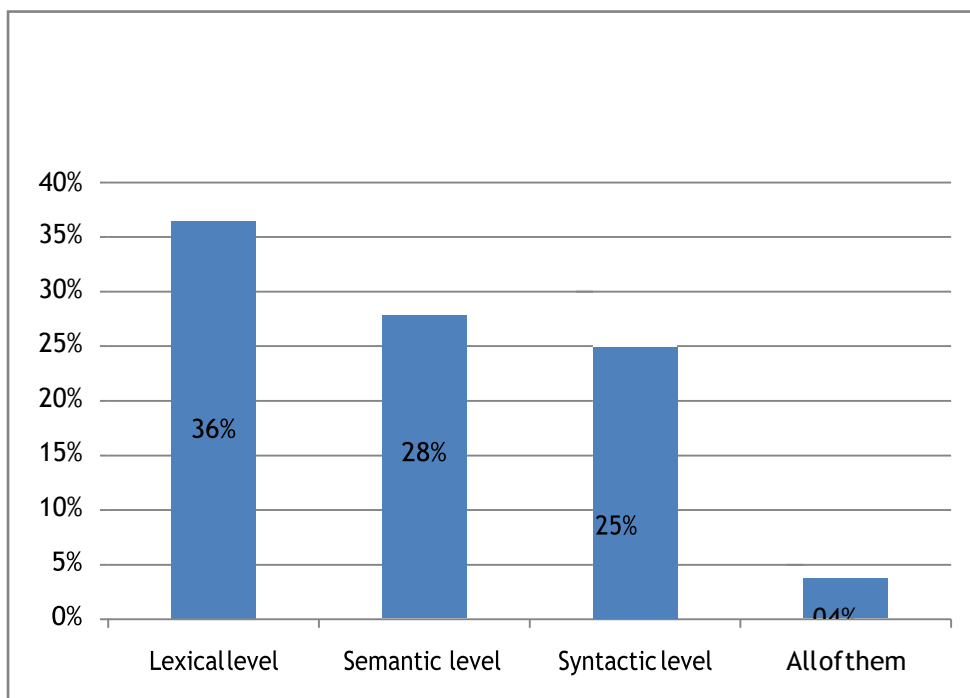
60% of the students said tha they do not face difficulties when they write in L2/FL. It seems that students'' writing level is good. In the other hand, 20 students (40%) declare that they face more difficulties in writing, because they have not

appropriate vocabulary.

5) In which skill you are often make mistakes/errors?

	Lexical level	Semantic level	Syntactic level	All of them	Total
Number	09	07	05	02	25
%	36	28	25	04	100

Table 10: Levels in which Students often Make Mistakes/Errors



Graph 10: Make Mistakes/Errors

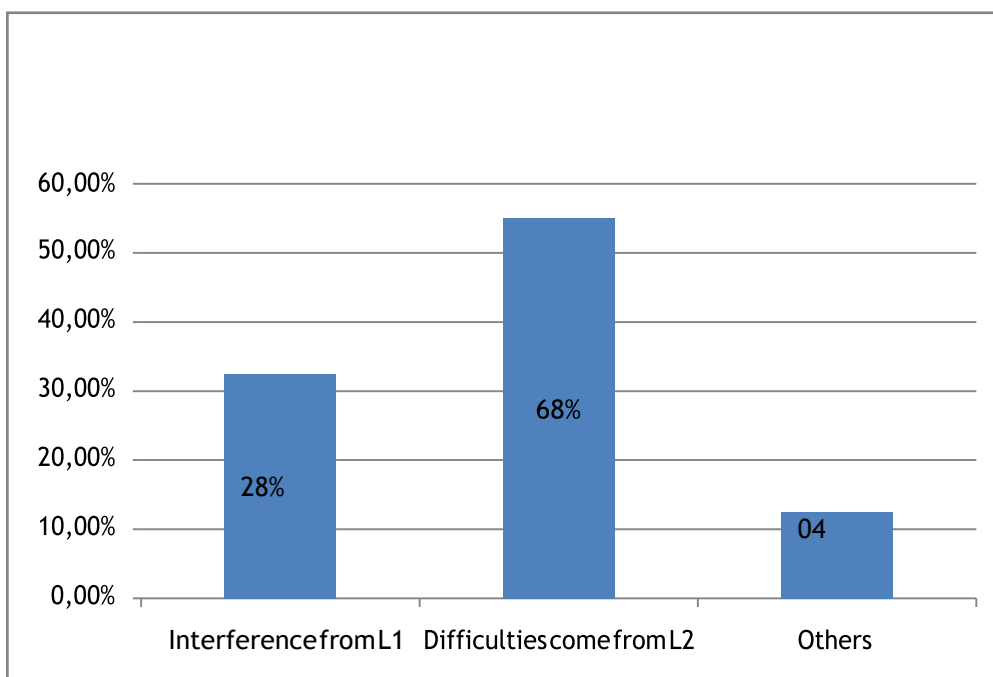
From the results obtained above, the majority of students(36%) reported that they make mistakes/errors in lexical level, Due to the absence of vocabulary which

may affect negatively on the improvement of writing proficiency. 25% of them stated that they make mistakes/errors in the syntactic level; they believe that grammar is difficult. However, 28% of them chose semantic level; students translate words incorrectly, this makes them commit many mistakes/errors in their writing, whereas 04% of them make mistakes/errors in all of them because they are facing new language.

6) Why do you make mistakes/errors?

	Interference from L1	Difficulties come from L2	Others	Total
Number	07	16	02	25
%	28	68	04	100

Table 11: Sources of EFL Learners' Errors



Graph 11: Sources of EFL Learners' Errors

As it is observed in the graph above, 68% of the total sample indicates that students make mistakes/errors due to the struggles which comes from the L2, whereas 28% of them said that making mistakes/errors comes from the interference from L1. However others said because grammar difficulties (01 student), and the absence of vocabulary (01 students)

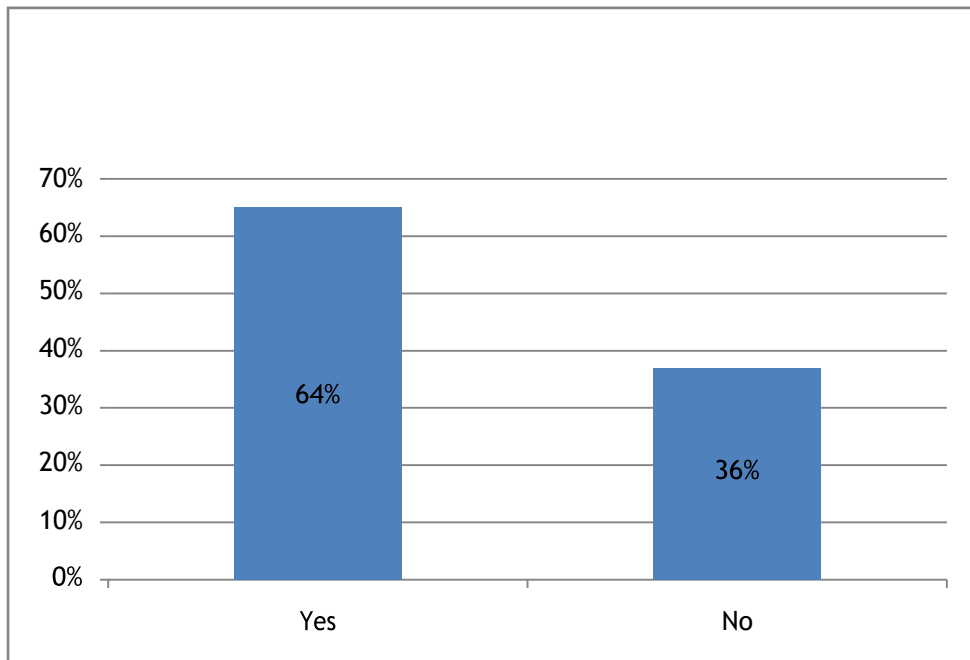
7) How you can reduce the L1 interference?

The student respond was negatively, the majority of them(95%) did not answer the question at all, the rest of the student(2 student) reported that in order to reduce the L1 interference, they need to practice in the L2/FL, read, write and use only the L2/FL.

8) Does L2/FL affect in your L1 writing?

	Yes	No	Total
Number	16	09	25
%	64	36	100

Table 12: The effect of L2/FL in Students' L1 Writing



Graph 12: The Effect of L2/FL in Students' L1 Writing

It was found that 64% state that L2/FL affects in their L1 because sometimes when they speak in their L1, they use some words in English While 36% of them said that L2 does not affect in their L1 because they do not use any words from L2/FL.

Identification and Classification of Students' Errors

The aim of the researcher was asking third year students to write free topics along with the questionnaire. I have collected 08 papers from 25 because only 08 students answered the second topic which was about writing free topics. The 08 students talked about: the effect of smoking, marriage relationship, University, cheating in exams, summer, Aid El-Fitr, birthday, migration to Europe. As it was mentioned before, only 32% of the population is the focus of the study. The analysis and discussion of each type of grammatical errors are shown in this chapter. The analysis of first year student's topics reveals that they make grammatical errors of different Types; I have classified them as follow:

Types of errors		
Grammatical and syntactic errors	Incorrect form	Correct form
a. agreement	1-... <i>this peoples</i> 2-it, and 3- <i>The marriage</i> must be built ... 4-Man and woman relationship is forbidden before <i>the</i> marriage	1-... <i>these people</i> 2-it, and <i>it</i> 3- <i>Marriage</i> must be built on ... 4-Man and woman relationship is forbidden before <i>marriage</i> 5- <i>makes</i>

	<p>5-<i>make</i></p> <p>6- <i>this phenomena are developed</i></p>	<p>6-... <i>this phenomenon</i> developed</p>
b. Articles	<p>1-My favorite sport is <i>Football</i></p> <p>2-... my best language in <i>university</i></p> <p>3-when Aid Fitr coming <i>the people</i></p> <p>4-It has an efect</p> <p>5-There is belief which says ...</p>	<p>1-My favorite sport is <i>Football</i></p> <p>2-... my best Language in <i>university</i></p> <p>3-When Aid El- comes, <i>people</i>...</p> <p>4-It has <i>an</i> effect</p> <p>5-There is <i>a</i> belief which says</p>
c. Preposition	<p>2-... to celebrate <i>in this occassion</i></p> <p>3-...the people go <i>for the pra</i> in the mosque</p>	<p>2-... to celebrate in this occasion</p> <p>3-...the people go for prayer in the mosque</p>
d. Singular vs. plu words	<p>1-...and a <i>lots of others</i></p> <p>2-..., in the <i>others words</i></p> <p>3- There are many <i>kind</i></p>	<p>1-...and a <i>lot of others</i></p> <p>2-..., in the <i>other words</i></p> <p>3- There are many <i>kinds</i></p>

e. Word order	-... in our <i>team nationa</i>	-... in our <i>national team</i>
g. capitalization	1-... <i>football</i> is my favou sport 2-... and in our <i>team Nation</i> love <i>feghouli</i> 3-... <i>this also shows that ...</i>	1-... <i>Football</i> is favorite sport 2-... and in our <i>Natio</i> <i>Team</i> I love <i>Feghouli</i> 3-... <i>This also shows</i> ...
h. punctuation	1-Well, honesty is a key point you have to Be honest with your wife 2-... the best of the best. So we must not give up	1-Well, honesty is a key point. You have to be honest with your wife 2-... the best of the best. So, we must not give up

Tables 13: Students' Grammatical and Syntactic Errors

Lexical errors	Incorrect form	Correct form
	<p>1-<i>relaionsheep</i></p> <p>2-The European <i>onces</i></p> <p>3-... <i>becouse</i> I knew</p> <p>4-The most <i>defecult</i> step</p> <p>5-... and <i>thinke</i> about</p>	<p>1-<i>relationship</i></p> <p>2-The European <i>one</i></p> <p>3-... <i>because</i> I knew ..</p> <p>4-The most <i>difficult</i> ste</p> <p>5-... and <i>think</i> about .</p>

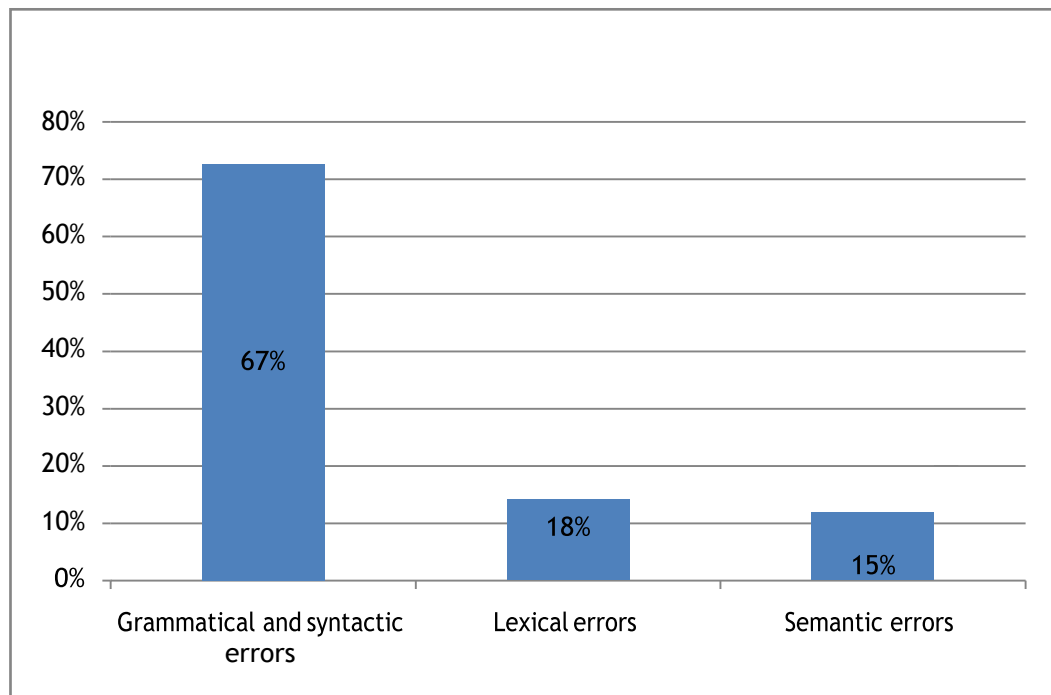
Table 14: Student's Lexical Errors

Semantic error	Incorrect form	Correct form
	<p>1-<i>She has passion</i></p> <p><i>and funy persone</i></p> <p><i>courage</i></p>	<p>1-<i>She is a patient,</i></p> <p><i>funny, and courageous</i></p> <p><i>girl</i></p>
	<p>2-<i>One By one to go</i></p> <p><i>secess</i></p>	<p>2-<i>One by one</i></p> <p><i>towards success</i></p>
	<p>3-... to write some ideas</p> <p>my mind</p>	<p>3-To learn by hard</p> <p>some ideas</p>
	<p>4-it and I could speak it</p>	<p>4-... I hope to</p> <p>learn it and speak</p> <p>it very well</p>

Table 15: Students' Semantic Errors

	Grammatical and syntactic errors	Lexical errors	Semantic errors	Total
Number	24	05	04	33
%	72,7~73	15,1 ~1	12.1~12	100

Table 16: Students' errors



Graph 13: Student's errors

The analysis of students' topics revealed that first year students commit many grammatical errors in their writing. . The total number of these grammatical is 33 errors counted in eight (08) written topics. These grammatical errors include different types which are "grammatical and syntactic errors, syntactic errors and lexical

errors”. Grammatical and syntactic errors were ranked the first type of errors that first year students committed in their written topics with 27 errors (72.7%) out of the total number. The second type is Lexical errors which occurred in student’s writing with 5 errors (15.1%). Moreover, the last type was syntactic errors with low percentage (14.1%). I have found that the students did not correctly answer the question (05) which is included in the questionnaire (In which skill you are often make mistakes/errors?); may be they have answered the questionnaire without car.

Conclusion

This chapter is devoted to test hypothesis. Questionnaire and analysis of written production are suitable for that. The result revealed that students make mistakes/errors in different linguistic levels; to support this statistical finding, the analysis of written production showed that students' writing are full of mistakes/errors. In order to reduce these mistakes/errors, students suggested reading and writing more in L2/FL (practice); this way of avoiding mistakes/errors (L1 interference) allows students to be competent in their L2; directly, EFL learners' writing will be more improved.

General conclusion

The aims of this research is studying the influence of first language on EFL learner's writing in first year university students at the Department of English, university of KHENCHELA. It also explored whether the 1L (Arabic) decrease Student's writing proficiency or not which is the most receivers of mistakes. Moreover in terms of its structure this study is made of two parts : theoritical and practical part. The theoritical part contains two chapters; the first chapter was about general introduction to our research. The second one was about the influence of first language on second language writing; we have discussed the errors that students make when they write in second language. The practical part contains only one chapter which is the field work .It made up of students questionnaires. In this chapter we have collected data from first year students using questionnaire and analysis of written production. The results obtained have shown that first year students are interested in written expression because they feel that this module helps them in developing their writing. Students did not confirm that they face difficulties when they write but after the analysis of their paragraphs, we found that they made a lot of mistakes.

EFL learners tend to use their first language in writing because of the level of vulnerability of competence in the target language.

The poor writing of first year students were a good example about the difficulty of writing skill. The mistakes/ errors that were found in students' writing affect negatively on their writing which gives a bad impression on the student's level either to the teacher or other readers. Because writing is the basic of their learning process, the student will be received as a poor writer and he will get weak scores in tests and

exams.

According to what has been said, we have done our best to assure the fact that EFL learner writing will be enhanced if they do not make transfer and we wish that our research is acceptable and beneficial for both teachers and students in the future.

List of References

- Achili, H. (2007). Teaching Coherence in Writing. University of Mentouri, Constantine.
- Al-Ghazali, F. (2006, July). First Language Acquisition vs. Second Language learning. *The center for English language studies*, 3.
- Al-Sibai, D.M. (2004). “Not to Be”: The Decipline of Contrastive Analysis Pedagogy.
- Alshayban, A.S. (2012). *Copula Omission by EFL Arab Learners*. Unpublished Master Dissertation, Colorado State University.
- Bennui, P. (2008). A Study of L1 Interference in the Writing of Thai EFL Students. *Journal of ELT Research*, 4, 77-80.
- Chelli, S. (2013). Interlingual and Intralingual Errors in the Use of Preposition and Articles. University of M^ˆˆsila.
- Corder, S.P. (1981). *Error Analysis and Interlanguage*. Oxford University Press.
- Ellis, R. (1974). *Second Language Acquisition*. Oxford University Press.
- Ghodbane, N. (2010). *Identification and Analysis of Some Factors behind Poor Writing Productions*. Unpublished Magister Dissertation, University of Batna.
- Ipek, H. (2009, June). Comparing and Contrasting First and Second Language Acquisition: Implication for Language Teachers. *English Language Teaching*, 155-160.
- karim, Kh. & Nassaji, H. (2013, Jan). First Language Transfer in Second Language Writing; an Examination of Current Research. *Iranian Journal of Language Teaching Research*, 1, 117-134.

- Ferris, D.(n.d.). Responding to Writing. In Kroll, B.(Ed.),(2003).*Exploring the Dynamics of Second Language Writing*. Cambridge University press.
-
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- *Language Development, Critical Period in*. (n. d). Intermediate Article. University of Rochester.
- Mastuda, P.K. et.al. (2003). Changing Currents in Second Language Writing Research: a Colloquium. *Journal of Second Language Writing*, 151-179.
- Ouskourt, M. (2008). Developing Efficient Writing Strategies through the Process Approach and Teacher's Feedback. University of Mentouri, Constantine.
- Rasier, L. & Hiligsmann, P. (n. d). Prosodic Transfer from L1 to L2: Theoretical and Methodological Issue. University of Catholique of Louvain.
- Richards, J.C & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics* (3 rd ed.). Pearson Education Limited.
- Ringbom, H. (2007). *Cross-linguistic Similarity in Foreign Language Learning*. MPG Books Ltd: Great Britain.
- Weigle, S.C.(2002). *Assessing Writing*. Cambridge University Press.
- Rustipa, K. (n. d). Contrastive Analysis, Error Analysis, Interlanguage and the Implication to Language Teaching.
- Saville- Troike, M. (2006). *Introducing Second Language*

Acquisition. New York: Cambridge University Press.

- *Second Language Acquisition: An Introduction*. (2011).

[http:// Code. Pediapress.Com](http://Code.Pediapress.Com).

- Spilner, B. (1991). *Error Analysis: A Comprehensive Bibliography*. John Benjamins Publishing Company.

- Sultan Baloch, S. (2013, June). L1 Arabic Interference in Learning L2 English: An Analysis of English Spelling Used by Arabic Speakers at Undergraduate Level- a Case Study. *European Scientific Journal*, 9, 227-228.

- Temmime, A. (2009). *Transfer of Simple Preposition from Standard Arabic into English*. Unpublished Master Dissertation, University of Constantine.

APPENDIX : STUDENTS Questionnaire

Questionnaire

Topic 01 : The Influence of First Language on EFL Learners' Writing

Dear students;

You are kindly invited to answer these different questions. I will be thankful if you answer them seriously because they are important and helpful for this study.

Thank you

Section one: Attitudes towards Written Expression Course

1) Are you interested in written expression module?

a. Yes

b. N

o

If
yes,
because
e

i. It is a motivating course

ii. It allows you to express your ideas and feeling

iii. You like writing

2) Do you think that written expression' session helps you to improve your writing ability?

a. Yes

b. No

Explain

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

3) In which skill you have experienced difficulties more?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Why?.....
.....
.....
.....

4) How do you considered your writing ability?

- a. Weak
- b. Average
- c. Good
- d. Very good

5) Which kind of writing you prefer?

- a. Stories
- b. Novels
- c. Articles

6) How often does your teacher encourage you to write in and out of the classroom?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

7) Do you think that the time allocated to written expression enough to improve your writing skill?

- a. Yes
- b. No

Section two: The Influence of First Language in L2/FL Writing

1) Is it important to refer back to your L1 when you write in L2/FL?

- a. Yes
- b. N
o

I
f

y
e
s
,
why.....
.....
.....
.....

2) How often you refer back to your L1?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

3) When you use it?

- a. Collecting data
- b. Thinking
- c. planning

4) Does your teacher encourage you to depend on your L1 while you are writing?

- a. Yes
- b. no

5) Do you feel that L1 improve/hinder your writing in L2/FL?

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

6) Do you face difficulties when you write in L2/FL?

- a. Yes
- b. no

7) In which level you are often make mistakes/errors?

- a. Lexical level (vocabulary)
- b. Semantic level (translation)
- c. Syntactic level (grammar)
- d. All of them

8) Why do you make mistakes/errors?

- a. Interference from L1
- b. Difficulties come from the second language itself
- c. Others

9) How you can reduce the L1 interference?
.....
.....
.....

- 10) Does L2/FL affect in your L1?
- a. Yes
 - b. no

11) Suggestions
.....
.....
.....
.....
.....

Topic 02 : Write a free topic of your choice for no more than 30 words

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

Thank you for cooperation

المخلص

الهدف من هذه الدراسة هو تسليط الضوء على تأثير اللغة الاولى على طلبة السنة الاولى جامعي بجامعة عباس لغرر خنشلة. وفي هذا الصدد يتم التركيز بشكل رئيسي على تأثير اللغة الأم عند الكتابة باللغة الثانية. هذا البحث يقترح فرضية اذا لم يكن هناك تأثير اللغة الاولى على اللغة الثانية ستتحسن الكتابة باللغة الانجليزية. ولهدا قمنا باستبيان لطلبة الانجليزية سنة اولى بجامعة عباس لغرور اضافة الى تحليل كتابتهم. وقد اظهرت نتائج هذه الدراسة ان مجموعة من الطلبة يواجهون مشاكل و صعوبات اثناء كتابتهم باللغة الانجليزية ولهذا يلجؤون الى لغتهم الاولى لمواجهة هذه الصعوبات. لكن هذه الاخيرة تجعلهم يقتربون الكثير من الاخطاء في القواعد والنحو والصرف وهذا من خلال تحليل كتاباتهم.