People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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Faculty of Letters, Languages and Arts

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Investigating Language Transfer Problems

The Case of Third Year Secondary School Students in El Bachir Al Ibrahimi at Balloul Saida

Dissertation submitted as partial fulfillment of the requirements
For the degree of *Master* in Didactics

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Academic Year 2020/2021

"It has long been apparent to. ...myself and to others that transfer is the more general phenomenon and learning a particular case " this important because it means that any discussion of learning assumes transfer" (p.25)

(qtd In, Robert E.Haskell)

Dedication

I dedicate my work to:

First and for most, thanks to Allah for guiding, helping, and giving me the capacity to end with this work.

My work is dedicated to: the memory of my beloved father ZID DJELAILI, and grandmother.

Also take this opportunity to express gratitude to my mother BELATRECH YAMINA for her encouragement and support.

Especial thanks to the one who stand by my side as a father, my brother DJABER DJELAILI.

Especial thanks to my brother DJILALI and my sister KHEIRA for their support dedicated to my angels: Abd al Nor lakhdar ,Doua,Yousra And Youssef.

I always believed that love create miracles that always being evident in my family that took my burden as its own, took my worries, and most importantly supported me and believed in me more than I believed in myself maybe my innocent words be blamed since it is not enough of what you done to heal my orphan heart especial thanks to all Djelaili Belatrach family, and thanks to my soul that never accept to surrender infront of all the obstacles and try to come out no matter what.

Am aware that this journey that lost 18 years earn the respect of friend and the critics of the jealousy however their critics make me what am today that led me to give my best to not let them down.

Thanks go to the small event that made me, to the smiles that support me, to the greetings that guide me for kindness. Thanks to all my sisters and brothers: Tayeb ,Mohamed ,Ahmed,Yahya ,Miloud ,Djaber ,Mostafa ,Djilali, and brother in law.

Thanks to whole my friends.

Thanks to all my teachers from primary school till now.

Acknowledgement:

Above all, I thank Allah, the almighty for having given me the strength and

patience to undertake and complete this work. Glory

and praise for Him.

First and foremost, my sincere gratitude goes to my supervisor Dr. Sellam Latifa

who has shared her time, with me during this year, I thank her for

Being patient in guiding me. I am also indebted to the members

Of thesis jury for sharing their precious

advice for this work.

I wish to express my special thanks to my parents, brothers, and sisters whose

support and assistance have been extremely important.

I would like also to acknowledge all the people

Who have helped, encouraged,

and supported me.

Abstract

يعتبر النقل اللغوي الجوهر الأساسي لتعليم وتعلم الكتابة الأكاديمية في سياقات اللغة الإنجليزية الأجنبية، فهو يمثل الذين يستخدمون النقل كوسيلة للتعلم. علاوة على ذلك ، تُبرز البيانات هؤلاء المتعلمين الذين تم تتبعهم من خلال تطبيق السمات اللغوية من لغة إلى أخرى، أو تغيير أنماط اللغة الأم أو أي خبرة سابقة لتعلم أشياء جديدة. لذلك استلزمت هذه الدراسة أن تكون مع الطور الثانوي في بالول لأقسام السنة الثالثة . للتحقيق في نتائج نقل اللغة، والأهم من ذلك كيف تعيق هده الظاهرة الطلاب أثناء الكتابة. تم استخدام ثلاث أدوات بحثية: مراقبة الفصل واختبار الطالب واستبيان تم توزيعه على مستوى المدرسة الثانوية لأقسام السنة الثالثة. بحيث تناول البحث عشوائياً 46 مشاركاً ، بالإضافة إلى تضمين أراء 04 من الاساتدة في إنشاء البحث . كشفت نتائج الاستطلاع عن أهمية اللغة الأم لمتعلمي اللغة الهدف في عملية الكتابة ، نظرًا لاختلاف اللغة الأولى العربية للغة الثانية اللغة الإنجليزية ، ومستويات إتقان منخفضة بشكل ملحوظ لدلك التلاميذ محاصرون في عملية النقل ، على عكس التلاميذ دو مستويات كفاءة عالية أخطاء نحوية: الأزمنة ، وأدوات التعريف ، والجمع ، والمفرد ، والصفة ، والحال ، والتهجئة ، وترتيب الكلمات ، وغيرها. نظرًا لأن نقل اللغة عملية ذهنية ومعقدة ، فمن المستحسن أن يستخدمها المعلمون بدلاً من منع استخدام اللغة الأولى كميزة لتحفيز وتدريب كتابة اللغة الثانية مع التوجيه المناسب للمعلم: من خلال التركيز على دور المعلمين وتعليماتهم

الكلمات الأساسية: نقل اللغة، نقل اللغة الإيجابية، النقل السلبي للغة، أخطاء اللغة، والاختلافات والتشابهات بين اللغة الأولى والثانية

Abstract:

Language transfer is importance for teaching and learning academic writing in English foreign language (EFL) contexts. It represents the application of linguistic features from one language to another, shifting from the mother tongue patterns or any pre-experience to learn new knowledge. Therefore, this study entails at the secondary school in Balloul- Saida among the third pupils. Purposely, the research is designed for investigating the outcomes of language transfer, most importantly how it hands in impeding students writing skills. Three research instruments are used for the research inquiry: classroom observation, student's test, and a questionnaire distributed for a random 46 third-year secondary school level administered to those students ,in addition to 04teachers inquiry. The findings of the survey revealed that the mother tongue s (MT) is importante for Target Language (TL) learners in the writing process, due to the first language (L1) Arabic distance of the second language (SL)indicating English, . Remarkably, low proficiency levels are trapped with the transfer process, unlike high proficiency level who use MT as an aid in the learning process as the data revealed. Furthermore, data bring out those learners traced by grammar errors: tenses, articles, plural, singular, spelling, word order, and others. Since language transfer is a complicated process. it is recommended that teachers instead of preventing L1 use can use as an advantage to motivate, and training L2 writing With appropriate teacher guidance: emphasis on teachers' role and instruction.

Key words: language transfer, positive language transfer negative language transfer, errors first language, second language, and differences and similarities .writing motivation and training

List of Abbreviation and Acronyms:

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

FL: Foreign Language

FLL/T: Foreign Language Learning and Teaching

IL: Interlanguage

L1: First Language

L2: Second Language

MT: Mother Tongue

NT: Native Language

NT: Native Tongue

SFL: Second Foreign Language

SL: Second Language

SLA: Second Language Acquisition

SN: Student number

SPL: Subject-Prominent Language

TL: Target Language

TPL: Topic –Prominent Language

Here used MT=NT=NT=synonymously indicating Arabic language

Whereas used FL =L2=SL=TL=synonymously indicating English language

List of Tables :

List of Figures:

Table of Contents

Chapter One: Literature Review

I. Language Transfer

Table of contents

II. Investigating L1 Transfer in L2 Writing

Table of contents

Chapter two: Analytical, and procedures

Table of contents

Table of contents

General Introduction:

Language transfer is in a harmony with SLA studies, due to the increasing importance of learning English as a foreign language universally. Teachers have been in search for an explanation for writing difficulties faced by a numbers of students .Immemorially studies explain their drawback by MT interference that named by different scholars as language transfer ,mainly the issue not knew, it coined differently by time .however the issue call for implementing MT patterns to achieve the TL .notably high proficiency level directed it on their own benefit, unlikely to the law proficiency level who witness an inadequate in their writing and experience negativity more than supposed to be a learner techniques highly due language differences .

Nowadays, the Arabic language is blamed as the first purpose in TL writing drawback–where many students complain about errors in their English productions. To ensure a good learning /teaching atmosphere for teachers where trying hard to enhance and enrich them with appropriate feedback. Hence, they use many strategies and ways to help them use the MT to advantage and minimize their errors. Consequently, the third year secondary school learners have difficulties in learning English to write easily. Thus, foreign language writing is considered as a challenge to many EFL learners. Teachers should be aware that students need to use the language in the classroom; it may be the only opportunity for some students to practice the language. The present study aims at investigating the MT influence in foreign language writing among third year secondary students as well as to check writing major problems due MT reliance. Finally, some strategies that would help learners to reduce MT negativity and derive it for learner's advantage rather than ~~keep~~ emphasis on impeding it.

Personally, writing has been the most challenging skill to learn, willingly, non native learner seeks perfectness in the TL, where unfortunately either consciously or unconsciously hinder by MT due language distance. Mainly MT impedance in the English classes bring no response since the problem is covered in learners mind .Similarly, the extensive EFL writing task bring no result ,and the errors are still take a great part when saying what is in their mind .On the same light ,trying to find a sort for MT since a number of student complain the failure result in composing ,even though spent a years studying it ,but they cannot sort out with well clear piece of writing .That one of the reason trigger me to tackle the problems of language transfer.

General introduction

In this enquiry, I tend to investigate the extent to which has an impact on reducing student's errors .The research was conducted to seek answers to the following questions:

1. What might be the outcomes of language transfer?

2. How does language transfer impede students writing skills?

3. What are the strategies that could counteract this problem?

Based on the questions mentioned above, the following hypotheses were drawn:

1. Language transfer might have two aspects positive and negative.

2. Generalization   might constitute the major hindrance standing against writing correctly.

3. centering the language structure of the target language seems to be a significant strategy among others.

 For exploring the preceded research question, and to detect the validity of the hypotheses adopt both quantitative and qualitative research instruments : highlighting three diverse research tools at hand ; a classroom observation to detect the presence of the issue mainly how language transfer take place in the English writing classes , a test for third year pupils at Balloul secondary school in Saida to check learners behavior toward MT and its outcomes either positively or negatively. In addition to a questionnaire to reveal some information that contribute in exposing L1 interference .Finally, the information gathered through this process aid in entailing a concluding general cover for the quest.

The research aims to discover pupil's attitude toward MT and its fruitfulness in improving learners writing skills .Therefore the study pointes at both teachers and student mainly students being examined where teachers only share their perspective on the issue .The research takes place in el Bachir El Ibrahimi secondary school at Balloul Saida .Where expected that students will take MT as support in their writing.

This work is divided into three chapters, which come after the general introduction and aim at giving reasons for the study. The first chapter includes a review of literature on language transfer in an English writing course, as it offers an insight to the issue of language transfer, where this chapter sectioned into two phases: mainly in the first

introduce the issue of transfer while in the second come out with relation between language transfer and the writing skill .The second chapter is concerned with presenting and discussing the findings and the data analysis. Finally, the last chapter undertakes some recommendations and suggestions for reducing MT errors and recycles those thoughts for the advantage of the English writing course.

It is worth noting at this point. The significant of the research at first, teachers are expected to have a better view of learner's abilities and attitudes towards language transfer. Secondly, it will help teachers to decide about whether to use this technique or not in their English writing course. Thirdly, this study is expected to be one of the references for other researchers in the same field to explore more deeply about learners attitudes towards language transfer and its effectiveness. As it may lead teachers to rethink about impeding MT usage in the writing course looking at as a mantel phenomena cannot be rejected.

Chapter one: The issue of language transfer

I-Language Transfer:

1.1. Introduction:

This chapter is one of few attempts of contact phenomena as revealed by Weinreich that languages be in contact if the same person uses two or more languages exchangeable, from other hands, the transfer is the product of the interplay of two or more languages, therefore transfer and language contact are bound together .fore understanding the interference resulted from language contact, that persists immemorial researchable history this study is devoted to exploring individuals language transfer .starting at first by language introductory ,then after ,spot light on difference between l1 and l2 that give an easy way for understanding the issue of language transfer.that presented in the coming phase.

1.2. Language Definition:

needs always being away for new birth, similarly, language resulted from human being time ago highly discussed and being a controversial subject for many researchers, knew that if the brainless animal can create such symbols to communicate, notably centuries ago where the waggle dance of honey –bees often been cited a classical example from the animal kingdom for true language usage, however, the human find their path and shape this amorphous word, which did not know limit either did not stop for words, symbols each day looked for new .productive and open-ended, as it presented by Ferdinand Dessusure" as a system of pure values which are determined by nothing except the momentary arrangements of its terms "in its simplest definition John Algeo stated that is a system of vocal signs by means of which human beings communicate".(p.2).

Yet it seems that language is not an only asset of words, but, it indicates more than that, in other words as came by Dessausure "it is a universal system Which has an underlying fundamental, structure, so that linguistic communication can work "(p.x).despite the different views but is expected no less than a medium for exchange information including facial expression, gestures, postures, hand signs, writing, and so on. As pointed by Bloomfield that the expressive movement themselves indicate a main of communication. Seems that descriptions given to language categories are always problematic, even the use of the word language to refer to language variety is not self-

evident .anyhow, it is now appreciated that any living being, in any epoch has used some means of conveying information to other animates has used the language of some sort.

1.3. Mother Tongue and Second Language:

1.3.1. Definition:

Mother tongue (MT), first language (FL) native tongue (NT) even father tongue all the given terms refers to the primary language that person had been exposed to from birth, however, second language (SL) describes the language that takes place after the first language, as worded by Rod Ellis" SLA has stuck with second language acquisition as an all-inclusive term for learning any language after the first "(no page).a distinction made between SL and foreign language (FL). more precisely believed that SL is the language that spread after school walls as sort of communication and governmental approval among society such as the fact of the French language in Algerian society which is present in somehow in daily life, from another hand, foreign language(FL) refers to the hosted as an outsider one, describe the language which its usage is limited to school doors no beyond as English case in Algerian society .anyhow" L2acquisition has come to be used to refer to the learning that takes place in both contexts"(Rod Ellis.p.n). Accordingly, L2 used to refer for both FL and SL

1.3.2 Arabic (MT) and English (L2)

The Arabic language is recognized as the Quran language, which persists along with the history since Islam springs. Due to its importance classified as a university subject in the western side and carried over the Islamic world in the picture of religious language, most the Arab speaker open their eyes to dialect form till school age where they meet with the standard Arabic. which offers almost in all formal communication, newspaper, and academic writing, besides that, there was another language emerged in the Algerian society due to a memory that a guest left behind namely French language .In addition to that, the Algerian education system stressed the importance of second language teaching and learning, such as being welcomed as school subject indicating English as SFL, even though the huge desire kept from the learners, but, they still struggle to be native-like mainly assume to be caused by the existing differences.

1.3.3Differences L1AND L2:

Widely expressed that the Arabic English learners were troubled by MT assumed to be due to differences .Remarked the divergence among Arabic and English in almost all syntactical, morphological and orthographical aspects, one tongue led to different languages. The Arabic descended from Semitic languages, whereas, English from an Indo-European language originated from the Anglo Frisian dialect. Besides the different families, they were released from there are numerous aspects specify each one, naturally Arabic presents the identity of the Algerian society was adopted as a topic –prominent language (TPL), whereas, English is a subject-prominent language(SPL), limited to school. Arabic got twenty-eight letters, may even twenty-nine inserting the glottal stop(Al Hamza), from another side, English got twenty-six letters remarked the absence of some letters from both sides, split from the Arabic letters three vowels which can be either long (aà, uu, ii)or short (a,u, i)the English vowel system, on the other hand, is much more complex .additionally, Arabic signed two diphthongs only such as(aw and ay), as opposite to English.

Orthographically, Arabic sign no divergence among the upper and lower case letter, in addition to writing in a cursive form, in reverse to English wherein specific drawn among the higher and lower case letter. English phrases may be written in both cursive and uncial. The simplest distinction might be observed in writing direction, Arabic took right to the left side instead of English wherein took left to right. There are instances where each language borrowed from other such as an Arabic word in English exemplified in mufti, algorithm, elixir, sheik, and almanac, observably the (al)pictures Arabic, likely indicating (the) in English, or vice versa words such as strategy, television, computer, and internet. Shed light on the English language as a universal language traced by many to keep it easier, reachable, and accessible led to design different models and go through the unknown for the sake of learning.

1.3.4 The Role of The L1 in L2 Communication and Learning:

Confirmed by Rod Ellis (1999) that transfer law is based on hypotheses construction and testing. In other words, the process simply creates a suggestion after detecting its validity. For more clarification rod Ellis (1999) add that the L1 avail in both mechanics of comprehension and production that mostly constraints whenever transfer acted, however, interlanguage is also present in the processing of comprehending and receiving messages. Notably, the hypotheses constructed from the L1 system are responsible for Interlanguage

development (IL indicating learners' language intermediate state as it shifts toward TL by Muriel Saville-Troike). That serves the comprehensible input as information major source for constructing hypotheses, lastly, after all worthy discussion the l1 use comprehension, production, and constructing hypothesis not fully understood neither could delimit its use.

1.4. Transfer History :

the matter of Being native-like seems the concern of all learners, and the field of researches" foreign language teaching is always a matter of teaching a specific" foreign "language to a student who has specific" native" language background"(p.7). transfer being a goal-centered in such study were adopted as cognitive strategy .basically, transfer witness immemorial history, notably, in the 1880s again in1836s recalled as linguistic phenomenon in language-mind relation study, after then 1884s signed the entry of transfer in SLA sector offered by Hugo Schuchardt, where assume to be the first who shed light on transfer as a part of cross-linguistic influence. Meanwhile, in 1886 rebirth by Aaron Marshall Elliob in language contact discussion, wherein similar study Weinreich raises attention toward transfer indicted in their studies. Once more, discredited by Edward Sapir (1921) as well as Otto Jesprson (1992) less expected. Evidently the taped date witness that transfer is not anew in fact molded ,shaped , and recycled with time in between researchers and investigators who derive their curiosity to dig over and over .19th welcomed a new version cross the expectations of some researchers . An assumption of its continuum signed from 19th till the mid 20th century.

Transfer polished and emerged in a new path in SLT/L .in 1940s and 1950sfirst launched in the work of American linguists ultimately" in 1945s, a translation –type model in a generative framework was proposed by Harris the model was called " transfer grammar" (Susan M.Gass And Larry Selinker .p.1).defined by Susan gas's" second language learner often "transfer" elements of their native language (NL) onto the speech patterns of the target language (TL)"(p.327).scaffolding a new knowledge-based on an old one. since each one searched from a different angle the issue titled differently, as presented by Dolly Romas asL1 interference, linguistic interference or cross-linguistic interference, cross meaning added to that interlanguage (IL) as termed by Selinker the given titles describe the (MT) shadows over the TL .doubtfully, since its point as a shift of rules of MT or any previous knowledge to construct new one (TL).Whitney (1881) used the term transfer to refer to cross-linguistic influence (CLI). (p.26).notably that language transfer

enjoys a high history a chapter can never be closed, in other words, each time tackle becomes like never before, discovering anew angle of this coin, till now it seem the doors for many researchers tracing its footsteps.

1.4.1Phases of Transfer:

Its progression is summarized in four phases. During the first phase marked as a step of admission to put a shoulder on the issue as an explanation, affecting factor, or independent variable, most importantly highlighted as explanandum as regard to Scott Jarvis ،Aneta Pavlenko is about thing to be explained or dependent variable. The second phase took much more importance than before focusing on explanandum in this phase concentration on the issue on its rights as well study factors that affect its behavior. then, the third phase summarized the over studies that build on the issue which gives rise to complex theoretical models and hypotheses concerning social situational and mental constraints .At last, the fourth phase is shaped by a new vision that termed toward the actual neurophysiological structures and the operation of the process. the table below sums up the given phases and their primary characteristic as came by Scott Jarvis ،Aneta Pavlenko(1966p.x)

	General description	**Primary research concern**
Phase 1	Recognition and investigation of the phenomenon as a factor as an explanans or intervening or independent variable __that affects other processes(such as second language acquisition)	*identifying cases of transfer *defining the scope of transfer *quantifying transfer effects
Phase 2	Investigation of the phenomenon as a primary process itself__as an explanadum or dependent variable _that has its own set of explanantia or independent variables	*verification of transfer effects *identifying causes of transfer *identifying constraints on transfer *investigating the selectivity of transfer *investigating the directionality of transfer effects

Phase 3	Development of theories designed to explain the phenomenon in relation to social ,situational, and mental constraints, constructs ,and processes	*development of theoretical models that explain how ,why ,when and what types of CLI occur *development of specific ,testable hypotheses concerning CLI *empirical testing of these hypotheses
Phase 4	Development of a precise physiological account of how the phenomenon takes place in the human brain	*detailed mapping of the brain in relation to how language is acquired ,stored ,and processed *accumulation of direct evidence of cross linguistic neurological connections in a person's long term memory __of how such connections are formed ,,changed ,and maintained *accumulation of direct evidence of ho languages are activated in the brain and of how a person's knowledge of one language can be activated and interfere with his or her use of another language

Table 1.1 transfer phases: extracted from Cross linguistic Influence in Language and Cognition Scott Jarvis، Aneta Pavlenko (1966,p.x)

1.4.2 The Place of Language Transfer in Theories of SLA

Language transfer supposed to be the gate of any L2 discussion over the last three decades from now. Unlikely, undressed from its honor where stressed its unworkability for time being researches .however that immemorial, rootage history witnessed in acquisition theories as the competition model (macwhinney,2008), processability theory (pt;peinemannet al.,2005) as well universal grammar (ug, white,2003).where each approach regards transfer differently concerning the amount of attention such as came in(Liming Yu ،Terence Odlin ,1952) centering linguistic typology, the frequency of the

particular structure in the source language(s) and the target, and readiness of learners to acquire a particular target language structure. each research being close to specifying its goals such as linguistic relativity in an approach termed by thinking for speaking (e.g.han, 2010;slobin ,1996;yu,1996).moreover studies shed light on the differences between L1 writing systems for its sake developed models for examine transfer dimensions. Even then with research efforts but none could expose its complexity. The claims hangover L1continuity to start in new knowledge which is the base of this research, evidently shown up in (e.g.jarvis, 2002) discourse, and there are others pointed to.

Maintaining the language transfer as an essential part of the SLA life cannot be dismissed from the reality that the previous knowledge exists somewhere in the learner package that represents transfer and there are the goal that each must go through including the target language. thus, it may be an aimless discussion if the SLA theories neglect it; truly transfer is not the only variable if it does not seem as hiding of facts.

1.5 Transfer definition

Transfer proved its wide applicability in different domain, strongly in second language teaching and learning as Robert e Haskell described as the result of two-word mixture trans, meaning across or over, and ferre meaning to bear, thus to carry over .where seen that every knew learned knowledge is built upon /carried over previous knowledge. individuals act like natives molding the MT language and culture to approach the TL, precisely as (QTD IN, SUSAN GASS'AND LARRY SELINKER)

> *That individuals tend to transfer the forms and meaning and the distribution of forms and meaning of their native language and culture to the foreign language and culture-both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by natives (p.3).*

It is worthy to spotlight on what the learner already know that can give an insight of how she /he is going to manage the new one .in other words, what the memory stored in, is going to be always activated when being in need to .stated that "transfer is the effect of one language on the learning of another " (p.x) (JACKC.RICHARDS) .similarly considered as "the imposition of previously learned patterns onto anew learning situation"(p.328)where led to inquiry relying heavily on the given definition seems that open a way of suspect as highlighted in the contrastive analysis hypothesis studies (CAH) consequently the shift of

phonology ,syntax ,and semantic of L1 to the TL, as commented by George Yule" transfer is the using of sounds, expressions, and structures from the l1 while performing in an l2.from another side, pictured the contrast between IL with MT, outlined CARL JAMES IL as TL version as committed and applied by learners.

1.5.1 Type of Transfer :

As a result of transfer search constructed a different perspective, besides than that it is about how others reflect on your SL: is it similar, equivalent or different, evidently Roberts.e.haskel, stated that "we may all too often do the opposite of what appears to be obvious "(p.6).followed by Rod Ellis comments describing transfer behavior which does not only reflect negatively instead, there are others, i.e. transfer extends to facilitation, avoidance or (underproduction), and overuse.

1.5.1.1 Positive Transfer (Facilitation):

Sometimes the learner enjoy their success in l2sector where assume that it is a result of similarities between languages due to learning becomes easier. GEORGE YULE defines positive transfer as "the use of feature from the l1that is similar to the l2 while performing in the l2"(p.248). concerning behaviorist view facilitation limit the number of errors does not exclude it all, as well as reduce the rate of learning. Odlin (1989).Points out that " the facilitative effects can only be observed when learners with different native languages are studied and learner comparisons are carried out "(ROD ELLIS .p.302).there are different instances where transfer mark its positivity using L1as an equivalent for L2for explaining or using L1 lexis to acquire TL lexis .though transfer proved its positivity is ignored, yet transfer marked only as a sort of errors.

1.5.1.2 Negative Transfer :

Naturally, things take a different side from the usual could behave in a bad way, likely pointed to transfer by contrastive analysis (CA) where assume the difficulties or errors that inhibit L2 learning are due to differences, noted as negative transfer, strongly performed by adult learner more than children, who are unconscious of their MT construction. Posits that elementary level learner's experience more errors, unlike intermediate and advanced level where the errors resulted are due to TL purely. Almost all SLA research considered errors are transfer production (interference) otherwise are due to intralingual. Mukkatesh (1977) counted 23% of interference errors among Arabic English learners .an instance of its negativity takes place in articles insertion, omission, spelling, pronunciation, vocabulary, and grammar.

1.5.1.3Avoidance:

Due differences learners face difficulty i.e. forms and structure that does not exist in their pre-learned language, to shift from their L1 to the TL, therefore, lie on avoidance where tend to omit some linguistic structure, in such cases the learner is aware of what has been ignored (due to lack of knowledge) otherwise is a result of memory lapse (performance) for instance instead of saying I lost my way in comparing I lost my road stated by Rod Ellis as follow:

> *Seliger (1989) points out that it is only possible to claim that avoidance has taken place if the learner has demonstrated knowledge of the form in question, and if there is evidence available that native speakers of the l2 would use the form in the context under consideration (p.305)*

Thus the investigation of the complexity of this phenomenon Kellerman(1992) sectioned it into three parts points out by Rod Ellis that besides learners L1 there are:1*learner knowledge of the L2,2*the attitude toward MT, and 3*the attitude toward TL cultures. Respectively, avoidance takes place if these factors are engaged with L1 knowledge Schachter's (1974) studies of Arab learners of L2 English count 20/of errors as an instance of avoidance applied on relative clauses.

1.5.1.4Over-use :

Over -use or indulgence (Levenson,1971) is a result of an intralingual process. Where the learner may demonstrate a pattern of certain grammatical forms, words and discourse expressed in TL consequently of avoidance or under the production of some difficult structures; Such as insertion of articles or preposition.

1.6Transfer Materials:

1.6.1Contrastive Analysis (CA):

Contrastive analysis (CA) investigating systematically pair of languages and identifying similar and different structures .1960sand1970s represent an over-reliant o this material as heavily used to explain the acquisition difficulty of one's features rather than others. Behaviorist theories take over learning as habit formation, the surrounding habits as reinforced. It aimed at enhancing effectively foreign language teaching, as well as finding out L1 and TL differences as assume: firstly foreign language learning is based on native language. Secondly, learning facilitated whenever similarities accrued pointing at positive transfer. Thirdly, negativity is caused via differences. In respect, the contrastive analysis

viewing difficulty in mastering the language in mother tongue and target language differences production were due sort-out a hypothesis:

1.6.1.1 Contrastive Analysis Hypotheses (CAH):

Shaped the contrastive analysis hypotheses or (CAH) after the second world war because of the new views that centered toward foreign language learning, when considered an essential issue in the USA, on the other hand, the arises of studies on the immigrant bilingualism. It was formed by fries (1945) after LADO (1957) complete and refreshes his teacher's work. The major reason that due to CA arose is to define difficulties in l2 learning and to guide the learner toward what has to be taught and what not .Worthy quoted in William E.Rutherford, Larry Selinker that:

> *Fries' explicit aim was to develop teaching materials which would lead the adult learner towards making the sound system and structural system of the language to be learned "automatic habits" and unconscious habits,(p.3) using only enough vocabulary to make the systems work(p.7)*

As worded by William E.Rutherford and Larry Selinker (1945) that the CAH is the only material that can detect such issue facts (p.6).in another word, tracing the view of transfer build a theory of some sort relying on the fact that

the subsequent learning of targeted task will be attached by the source one, Sussan Gass. The CAH divided into two kinds mainly.

1.6.1.2 Type of contrastive analysis:

In studies conducted by Sussan Gass highlighted the division of contrastive analysis into two forms, mainly: strong and weak, which under transfer differently presented: firstly, weak version, classified as a tool for tracing errors where the transfer is considered as a means of illustrating learners produced errors from researchers side. On another side, the strong version stressed the act of TL toward learner, i.e. draw attention toward the element that is leveraging, otherwise be problematic. as a result: A*shed light on language structure mainly focus on divergence and convergence era, B* likely, what converge is going to be accessible as opposed to divergence will sign as error sort .therefore, CAH being under quest by 1970s jettisoned by behaviorism and structuralism. new perspectives emerge such as the difficulties are not due to differences as well as cannot predict errors, besides that, not all similarities generate an immediate positive transfer, since, pinpointed as fail call for more. Error Analysis (EA) is the brainchild of contrastive analysis that offers a methodology for investigating learners' errors.

1.6.1.3 Contrastive Analysis and Behaviorism:

The behaviorist ideas dominated before the 1960s in the field of first language acquisition .emphasizing imitation, reinforcement, and behavior repetition. The same idea expanded to the field of SLL .The theories entailed by behaviorism simple out the plan were followed by ROD ELLIS(1999) "the L1 facilitates learning where native and target language structure are the same and results in errors where they are different"(p.341).It summing up the picture of transfer. Kindly, rewarded behaviorism views, and the claim of the strong version of CAH by rejection .It is no more tenable on the field, thus the entire frame entailed on transfer was not true. Rod Ellis (1999) justified that errors are not transferred act, adding that there is no life for what have predicted of errors. Anyhow, it still resists place as an essential tool in transfer research.

1.6.1.4 Minimalist Positions:

There is who take advantage of CAH rejection referring to the development of minimalist position regarding the NL, as DULAY and BURT reflected in their work, in ADDITION to the ignorance hypotheses, the learners competence strengthen by utilizing l1 as a communication strategy for gaps filling. Most important, that underrate of the minimalist position of L1role. For proving nonexistence claimed that structural areas are the evidence, rather than that the contrast proved as in basic word order defeating the assumption .In fact many proofs come in light to tell that is not enough, the weight transfer gained in learning cannot be affected by suggestion only.

1.6.2 Error Analysis (EA):

"Error Analysis (EA) is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language" MURIEL SAVILLE-TROIKE (2006.p. 37). EA is the study and analysis of the errors made by the second language learner. It is established in the1960s by Stephen pit Cored and colleagues. Replaced CA by EA after being discredited It offered a new picture, unlike CA, described by Carl James that EA is about learner perspective on TL namely IL and the TL itself, then give insight to divergence among both by studying IL and TL contrast, as opposite to CA, EA separated the mother tongue from its study, an assumption based on linking learners error with TL, in another word there is no need to include L1in TL drawback. Brown (1980) comments that: it is the method of observing, analyzing, and classifying deviations of TL rules to reveal the learner's structure. As come out by Dr. Muhammad Ali Alkhuli there are two types of transfer lining firstly type analysis where expose the kind of errors

whether included in grammar, spelling, word choice, punctuation, even in pronunciation .second type is cause analysis, such kind dig over the reason that give birth to the issue from the first. The suspect turned over interlanguage interference, intralanguage interference, accidental errors, lastly about memory errors .Statistically, interference drag 23% of adult's errors.

1.6.2.1 Error Causes:

The field of second language learning counted two major error sources the first one represents the research question precisely discussing mother tongue interference, while the other source is generated by developmental and intralingual errors that resulted from TL difficulty. Including the coming:

A /simplification:

Students tend to jump from language constraints into the simplest easy structure the learner goes far from complex forms and construction where their choice falls over simple ones .an instance sort out in the present tense choices rather than present perfect continuous.

B /Overgeneralization:

The extension of forms and construction of one context into another where should not be instances, of learner's over-application of ed form of the past tense such as comed and goed as compared to (came and went). Also, the omission of the third person singular "s" instantly such marker being dropped as in he goes. The learners follow overgeneralization and simplification to tight the loose in other words it is a forward step for minimizing the linguistic burden.

C /Hypercorrection:

Helplessly, the correct ways produce learner's errors unfortunately caused by teacher's enthusiastic efforts. such error kind named by Stenson (1978)as "induced error ".as an example, the teacher insists that ESL Arabic students correctly produce IpI phoneme, prompting them to always produce IpI where Ibl phoneme is needed. So ESL Arabic students say pird and pattle instead of Birds and battle**.**

D/ Faulty Teaching:

The teaching material or the order of presentation sometimes leads to errors assumed as teacher responsibility. This factor is closely related to anterior overcorrection. In addition**,** it is interesting to notice that some teachers were even affected by student's errors during the long teaching process.

E /**Fossilization:**

It points at the errors that take aside in the learning process, indicating especially the errors that resist for a long time and are hard, as in pronunciation. Examples of errors fixed in Arabic students of ESL are the lack of distinction between IpI and Ibl in English, and the insertion of restorative pronouns in English relative sentences.

F /**Avoidance:**

The learners tend to figure out an exit from each issue recycling their thought toward the easiest simplest structure .Some students find the syntactic structures difficult to produce .Therefore, avoidance is the sort for these students and instead use simpler structures. AS an example approved that Arabic ESL student avoid the passive voice, while Japanese students avoid the relativization of English.

G /Inadequate learning:

The lack of understanding of the rules or insufficient differentiation and incomplete learning is mainly supposed to be the error generator **.**Exemplified in omitting the third person singular s, such as he want.

H / False concepts hypothesized:

Students made errors that can be attributed to the student's fault i.e. wrong assumption that carried over the target language. For example, students thought it was a present tense marker. So they came into saying: he was talking to the teacher. Similarly, they consider it to be a past tense marker. This is why they said: it was happened last night.

1.7Investigating Language Transfer :

The issue of SLA is considered a huge ocean; the researcher goes through every single detail no matter how small it is. the hypothesis, the possibilities were the start to come out at the end of relevant questionable answer .In Parallel to language transfer examined in preferring to factors highly appreciated the fact of transfer phenomenon existence that draw anew concern toward what may entail it, an extra emphasis beside L1 comparison .Therefore noted as follows including linguistic, psycholinguistic, contextual, developmental; and individual factors.

1.7.1 Linguistic Factors:

The starting claimed is based on the reality that what diverge will highly spoil learning leading to difficulty as worded previously by CAH, not enough where similarities proved the reverse generating many difficulties when the L1 and the TL converge. Ultimately, grammatical contrasts cause learning difficulty particularly in situations where

the objective component is not salient in the subsequent language input. Language distance takes place in the linguistic factors, an instance of L1 and L2 approximate born negativity as well as positivity in contrast to its distance. Summing up, TL and MT are governed by distance where errors or facilitation occurs whenever nearby .However, they are all dismissed by distant. Markedness, specifically, captured when equivalent characteristics are labeled**.** Students are more likely to transfer unlabeled characteristics than characteristics labeled of l1, moreover, students sometimes also transfer the labeled characteristics.

1.7.2Psycholinguistic Factors:

Such factors analyzed as prototypicality, as conform by Rod Ellis Learners have an intuition about the transferability of l1 characteristics based on whether they regard a given l1 feature to be core and transparent. The other side formed in psychotypology, known by the detection toward transferability. In other words, the first ideas build on the issue express the learner's readiness for transfer while recognizing the language distance (differences and similarities up surface).For more detail the learner's psychology determines what transferred.

1.7.3 Developmental Factors:

As witnessed in a large studies transfer works accompanied by universal and developmental factors. Investigators reveal that beginners are most negatively affected. Arguably the other part is concise that cannot be named as a transfer. Unless they reach a particular development level

1.7.4Individual Factors :

Many language studies do not take rest or it is not considered as completed if the individual factors were not apart .similarly the l2 learning bring it to life through investigation .However the question is if it settles in language transfer or not .More focus on age and aptitude since no tickets for motivation where investigation proved that transfer has no relation or work to do with more or less motivated learners. The age shows itself among older more than younger depending on the source language or the TL input to skill their learning. On the other side, learners with higher language aptitude take advantage of MT skillfully shifting to the TL, focus toward high working memory learners inherited perfectly by avoiding transfer negativity .Beside that .regarded awareness as further step in the learning process.

1.8 Conscious and Unconscious Learning Processes:

Language transfer is accepted as one of the easiest and complicated processes at the same time. Before discussing the issue root, as a researcher hinted that the issue happens just by coincidence that the learner involves in the second language without even sneaking to the NL and that the issue comes across where learner trapped with the lack of knowledge unconsciously. Detectefully, researchers revealed that may all occur either subconsciously or consciously. Highlighted by Littlewood William (1984) that learning progression occurs either by conscious effort or as a result of a spontaneous, subconscious mechanism that burned on whenever one comes across the l2. The learner falls in this process almost always subconsciously in natural situations .Discovery for second language learners clears –up that focuses based on meanings that they are communicated, in this condition; the learners' internal processing mechanism will develop linguistic competence as a spot by. William Littlewood (1984). The grammatical interference is the most resulted consequences while learning transfer.

1.9Grammatical Interference and Its Influence on Learner's Native Language:

A discussion derives from language transfer investigation; consequently, L1 grammatically implemented into the TL .mainly occurs when L1 patterns are included in using TL grammar, word order, use of articles, pronouns, tense, and mood and so. Stated by K. Jafarova (2017)

> *Grammatical Interference occurs when the elements of the first language are included in using of second l language step by step in grammatical of a second language, word order, use of articles, pronouns, tense, and mood, etc (p.292).*

1.10 Transfer Orientation :

The studies, and the quest designed after the paradigm of language transfer, between whom trying to know its causes, existence, and its reflection. The phenomenon, hangs between an accepter appreciating and underestimating rejecter, evidently transfer differently viewed and described:

1.10.1 Taxonomy:

Transfer celebrates its success as being an add-in L2 acquisition journey even skeptics agree on its position such as Dulay et al (1982). Even though teacher impede the use of mother tongue in classes but that doesn't mean the learner stop thinking in the first language, in another word "the study of transfer is also important in its own right, as it offers a unique perspective on human cognition (.Terence Odlin, Lining You.p.12),

transfer proved its existence due to being supported, noted by Susan Gass that "if we see the same elements in the speech of learners whose native language does not have this form, then we must question transfer as the sole explanation" (p.117).

1.10.2 Dichotomy:

Transfer foundation bases on L1influence onto L2, doubtfully, Dulay and Burt(1974) excluding L1 from the picture while assumed that the acquisition is handled by L2structure. From other side, consider MT transfer as not the only major for L2 learning. Discredit as being under structuralism and behaviorism, in the late 60sand early 70s marked structural/behaviorism dominance, as opposite Chomskyan framework (anti behaviorist) drawback transfer, fell from researchers eye .Evidently stated that "Language transfer seemed to be an 'embarrassment since there was no way of incorporating it within existing models"(p.116)(Susan Gas's), added that even the committed errors though thought to be L1 production are due others such as developmental factor. The minimalist as well tends to undervalued L1 important. within studies of transfer etymology shape a relation with other notions such as translation and metaphor by Terrance Odline, since transfer descent from two words (trans, across and ferre, carry), from other hand metaphor, from Greek meta (across) and phor (carry), similarly, translations extracted from the word "latus " present the participial form of the irregular Latin verb ferre, concomitant with differences. where suspiciously discussed: "A number of researchers including corder (1983:92) have criticized the term transfer for its metaphoric suggestion when in fact nothing is being transferred from anywhere to anywhere "(Terrance.Odline, LimingYu.1952). Regard floppiness in Rod Ellis comments" that the termL1transfer itself is inadequate"(p.301)

1.11 Synthesis:

Language transfer defines the L1 contribution in the SL life. Researchers come to agree for shaping the process of implementing l1 patterns in the goal language. As spotted by Larry Selinker, Terence Odlin, and Others. That it involves the source language influence on the target language .however, the notion struggle in proving other issues notably: signed a remarkable debate (Mester, 2005), some questioned its existence such as, (Detterman, 1993), while others underestimate it, as the unworkable concept for instance (Hammar et all., 2005) and to others it is throughout such as (Dyson, 1999).As contrast, the issue fit in with a considerable believe of testing assumption act.

II- Investigating L1 Transfer In L2 Writing :

1.1 Introduction:

This phase examined the role of L1 transfer into the L2 writing process, defining writing, academic writing, writing process, its mechanics, After illustrating the writing field related to the process with l2, then pinpointing into transfer in this task, similarities of l1 and l2 writing strategies, translation as strategy, L2 proficiency, and L1 transfer, ending by offering a solution for dealing with the language transfer in the English language classroom, especially in the writing skill.

1.2 Writing Definition:

The 1960s enlightened the writing field and considered communication a basic aspect .according to J.Harmer (1998) established writing skills as a fundamental skill for language learning. Followed by (M.Melouk, And Z.Merbouh, 2014) who discussed the complexity of acquiring the written task as well as indicating its production essence? As the demand on arising in today's information society. Primarily the growth of globalization accompanied with speaking skill importance. The detection highlighted the process complexity that impedes the assumption of the natural acquisition among EFL learners. As come out by (D.Smith, 2004) that written ability is a mental process, the operation acted in a person's mind. Any writer involves in this process knows for whom is delivering the text, bounded by the context that leads to depict the correct vocabulary for accurate and coherent delivery. The writer safely put himself in words to reach a particular reader, lining a purpose that due to the pen-raised.

Writing production opens insight to the world for the improvement of feeling, perceiving, and thinking capacity. (D.Byme, 1979)Underline symbols arrangement for word-formation .Latterly coordinated in phrases and sentences constructing understandable paragraph. Because it is not an acquired skill W.Walterz (1983) confirmed it is the most difficult skill to learn .It requires writers mental, and physical activity .Thus it demands a certain level .supported by the learners training for effective composition .R .Lado (1983) comments on foreign language writing represent the ability for controlling grammatical structures and vocabulary. as regard D. Byme (1979) it is language ink for transmitting thoughts out, using graphical symbols to end with words and sentences clarity .As well as meaning creativity V. Zamel (1982). Where each learner shapes words according to level, where there consider as art, therefore, does not satisfied with any things, rather than that, everything is planned for and every single detail must fit in its place to sort out a

masterpiece that reflects the world, and knowledge in their mind. All in all, it is transmitted on paper based on principles and linguistic processing. The writing depends on reader delivery since writing represents each thought's life (production), so the others do not need to think as the writer does, the writer task to write, and the reader task to put himself in the written piece Overall , it sums up its complexity.

Writing is processed into four stages expressed differently: prewriting, encouraging thoughts flow. Then , organizing. the next step is writing, drafting those thoughts, at last to polish that thought where review wrong from right as spelling, and grammar, in other words, checking clarity and correctness .each step help in facilitating the production, and processing of writing. K. Hyland (2003) points at it as a developmental process.

1.3 Academic Writing:

Academic writing is the type of writing used in high school and college classes. It varies from creative, personal writing since informally offered such as using slang, abbreviations, and incomplete sentences. However, academic writing formally represents being far from slang or contractions, as well as being sure to note done and organized complete sentences, as come in stories writing letters, or e-mail for friend or family. On the other hand, native academic writing is distinct from English writing .for example English spelling takes a different direction than MT of what learner used to. Probably, it appears in words and grammar and also the way of organizing ideas.

1.4 Writing Process:

Writing represents an ongoing creative act non-limited on a one-step action. for the time learners are asked to write, the first step will be recorded about what to write and how to write it. After that learners come to a step where they detect right from wrong what is appropriate and not .writing and revising over and over until fed up and be sure that the words spell –out what is in mind. There are roughly four steps in the writing process: In the first step, the learner creates ideas. The second step is to sort out ideas. The third step is to write a draft. In the last step, you complete your draft by editing and making revisions (Alice Oshima Ann Hogue, 2007).

1.4.1Step 1: Prewriting:

Prewriting is named the first step learner go through while writing, they trying to extract as much as possible of relevant, understandable, and expressive ideas to explain the topic at hand. They manage their ideas via technique at first, listing where learner use a

paper to color it by different words, phrases or any things related to the topic doesn't hesitate in taping down until mind dry and ideas stop flowing.

1.4.2 Step 2: Organizing:

The second step that comes after the listing is to organize the ideas into a simple outline. The writer perhaps comes with a sentence that named the topic and then sorts out the main idea, While, taking advantage of the previously designed list to add more information for writing.

1.4.3 Step 3: Writing:

In the next step, the writer is guided by the previous outline to write a rough draft. At this level the learner blinds his or her senses and copy down all the information in other words, the writer doesn't stop to think if the grammar is ok or not, spelling, even punctuation. Just to give life for what think about, just write. Lately, take around on what is fulfilled for fixing errors. At this stage due involving in writing find that writer add more than what is in the outline, added to that a concluding sentence at the end.

1.4.4 Step 4: Polishing: Revising and Editing:

At last, polishing what have been written .This step is named revising and editing. (Alice Oshima Ann Hogue,2007) stated,

> *Polishing is successfully built on if it is done in two steps: the first is based on a revision of content and organization .next step, is an edition for working on details of grammar, punctuation, spelling, and mechanics (p.18).*

Mainly edition can be either by a classmate or by the writer himself . (Alice OshimaAnn Hogue, 2007) states that a peer editor is a classmate; he uses the first worksheet for reading it. While, after his aid in improving content and organization the tasks offered for peer editor are reading, asking the question, and commenting where necessary of what is good, what to change, or made clearer. Whereas grammar and punctuation are left for the instructor to correct until the writer and classmate can master them. The writer takes benefit from the pieces of advice offered to write a second draft .On the other side; the writer can polish his paper. With the self-editing worksheet student writer checks his paper. Where all most committed errors are omitted and corrected then sort with the final draft.

1.5 writing Mechanics :

Chapter one: The issue of language transfer

The writing process does not govern by words only i.e. when the person speaks, does not utter words only. Rather than that, take an extra aid via using body language, voice tone, and emphasis, and pauses for persuading the message. Similarly, on the other hand, punctuation makes a difference to get an ear for by giving a sense to the written word through helping the reader to catch the meaning.

The first billers in the writing mechanics represent the comma where it used to separate ideas offering more clarification to the meaning. Notably, take place: 1.When joining two sentences with a conjunction. Or 2: When adding extra information to the basic sentence that perhaps in the beginning; middle, even at the end. 3. When listing a series of items as well for introducing the quotation. Secondly, the colon is used for introducing a list, quotation, expand an idea, or add emphasis where acts as a pointer however pointed that capitalizing the starting of the afterword sentence after the colon .At third, semicolons are mainly offered for joining two complete sentences that are closely connected in meaning and listing complex items that contain commas. Commented by Bailey.Jr (990) that it separates units of equal grammar. Next, an apostrophe is used in Contraction, to show that letters have been left out of a word .Pointing that in academic writing contractions are not used, and in possession, for showing belongingness .It directly comes after what's points at. Where it is avoided with personal pronouns, adjectives, Acronym plurals, and dates .In addition, capitals, are what distinguish English writing from Arabic. Mainly performed at The first letter of the first word of a sentence, for the I pronoun, Acronyms, which are extracted from words first letters, and with All proper nouns, which include the names of people and their titles, specific places and organizations, and the names of months and days.

The Arabic punctuation has a similar sort as western-style punctuation. However, some symbols are inverted or reserved as in question marks and commas. Arabic has free style where it is common to start a new sentence with and or so equivalent, unlike English that connecting long, loose sentences by comma and (, and). At last, those mechanics take place as ruled for; therefore can sort out an organized comprehendible ideas. The random written phrases, sentences, or text lead to confusion that breaks down the message convention. Thus, it is used for bridging the writer and the reader for one goal.

1.6 Writing in a Second Language:

The cover revealed on SL writing complexity (Browen and Mark, 1994, Kroll, 1990, Smith, 2001; Hyland, 2003). As discussed many times while opening each phase of this

research repeatedly, Khuwaileh (1995) noted That L2 learners go through this process by shifting L1 ideas to get into TL .Obviously, the ending is not always happy, as a consequence the shift is an errors sort most of the time. In this respect, Hussein and Mohammad (2012) confirmed that L2 Arab learners emphasize composing words and sentences in NL then shift to reach L2. Emergence is for its application as indicated by Gail E. Hawisher،Anna O. Soter (1990). Initially, there is a need for more cooperation between ESL and general classroom English teachers. They should focus on factors. In addition, classroom teachers and ESL teachers need more visionary experience and service on teaching speech knowledge and providing appropriate speech experience. Secondly, the preparation of English teachers of The SLA courses they need, including cultural and literacy development-related Social opportunities to share knowledge and mutual experience of English learners.

1.6.1. L1 Transfer in L2 Writing:

Transfer applied as communication solver in L2 writing, mainly considered as a strategy and learning device. Mahmoud (2000) stated that learners rely on it as a tool to approach their goals. Due L1 and L2 similarity of composing strategies, transferring to L2 writing is facilitated. For instance, a learner who is familiar with the planning, developing ideas, revising, and editing in their NL in the writing process perhaps carry over the same strategy in L2 writing. In addition, due to deficiencies learners compensate for their L2 knowledge by resorting to the L1in this respect, (Berman, 1994) note that the transferring process requires TL adequate proficiency level, the claim derives from learners of low proficiency level who cannot be able to shift l1 strategies successfully, since the linguistic knowledge level, through can compose a text in the TL, have not reached yet. Mention by Khaled Karim, Hossein Nassaji (2013) that TL knowledge shortages are push learners to rely on L1to express their complex ideas that represent cognitive maturity as an adult learner.

Consequently the L1 acted either positively for simplifying the L2 written task complexity (Ringbom, 1987), or negatively if theL1 and TL partial similarities misled learners. In addition, to previously mentioned factors that have a hand in (Kellerman, 1983).

1.6.2 Similarities of L1 -L2 Writing Strategies:

The studies found out that there are many similarities between the two languages investigating learners writing strategy spotlight on the L1 strategy applied as an L2 strategy mainly scanning and planning. Whereas L2 is distinct from an L1 writer by an extra step indicating polishing, revising, and proofreading strategies than L1 writers. In addition, it was found that the type of composition strategy used by students was more related to their experience in using the target language and to their writing teaching, rather than their language proficiency. Similarly, investigating whether students transferred the phonetic patterns developed in the first language when students were writing in the second language Kubota (1998). The results showed that a similar pattern in L1 and L2 have been used by half of the authors. The results also revealed Japanese organizations and ESL scores Positive correlation. Additionally, several studies have focused on whether second language writers use their L1 as a way to promote content, generate ideas, or plan the writing process.

1.6.3 L1 Translation as Strategy:

A range of research has investigated the position of translation into L1 and using it as a facilitative approach in L2 writing (e.g., Cohen & Brooks-Carson, 2001; Kobayashi & Rinnert, 1992; Mahmoud, 2000; Uzawa, 1996). This research have located that translation into L1 brings approximately a few blessings in phrases of enterprise and additionally the complexity of the goal language essay, specially for secondary learners at decrease degrees of L2 skillability. Kobayashi and Rinnert (1992), for example, tested whether or not students compose without delay of their L2 or compose first of their L1 after which translate into their L2. Participants have been forty eight fourth-year Japanese students of different L2 skillability degrees. One organization first wrote their essay in Japanese (L1) after which translated it into the overseas language, English, and the opposite organization wrote without delay in English. The subsequent day, the agencies reversed duties and wrote a 2nd essay on every other topic. The researchers stated that the compositions written with inside the translation mode proven better degrees of syntactic complexity. Also translated compositions confirmed blessings with inside the regions of content, style, and enterprise, and had greater actually said thesis statements. However, college students at decrease degrees of L2 skillability benefited greater from translation than better stage students. When the students have been requested for his or her writing preference, 77% stated who prefer direct composition to translation. The students who stated who prefer translation first felt that with inside the translated model they may broaden their thoughts

effortlessly and will express mind and critiques greater actually. The researchers additionally requested the participants to report on how lots of MT they thought they have been using in their minds at the same time as they have been writing in English directly. 55% of the better-skillability students and 87% of the decrease-skillability students stated the usage of Japanese 1/2 of the time or greater at the same time as writing in English directly. Kobayashi and Rinnert (1992) concluded that, as a minimum for students at a decrease skillability or a low proficiency stage, a translation approach in writing may be beneficial.

Meanwhile, the studies can extend over the L1 referring to the Arabic language as can generalize because Arabic share nothing with English it is distant from as Japanese is. Kobayashi and Rinnert (1992) find that translation adoption for low proficiency students is beneficial as a writing strategy .While researching the free composition for 35 interlingual forms of grammar and vocabulary by Mahmoud, Revealed that various features transferred by Arabic speaking students of English either from modern standard or non -standard Arabic according to the L1 varieties and L2 distance .Mahmoud commented that students use knowledge of L1 as a linguistic source at the time faced with L2 learning, and communication problems since it is readily available.

1.6.4 L2 Proficiency and L1 Transfer :

L2 proficiency creates a new flow in the L1studies.Khaled Karim, Hossein Nassaji. Mentioned a proposal of success of l1 based strategies due to the contribution of the sufficient l2 competence. Therefore studies design to get after the validity of the saying that L1 strategies in L2 writing been affected by language proficiency. Wang and Wen (2002) hand in study investigated how ESL and EFL students use their L1 to compose in the L2, and how the writing activities and L2 proficiency is affecting the L1 process. The research carried over 16chinese EFL writers, as a result, the task distributed as follows were depending more on L1 while generating and organizing ideas in time of writing moreover fall over L2 when do examining, and generative tasks. Furthermore, explored by Khaled Karim, Hossein Nassajiy (2013):

> *That the participants with low English proficiency levels tended to directly translate from L1 into L2 throughout their L2 composing processes. The advanced learners appeared to use their L1 strategically for idea-generating, monitoring, and lexical-searching purposes (p.12).*

It entailed another study, after being exposed to inadequate low proficiency learners in the transfer process. The investigation of Wolfersberger (2003) high light that the application of the transfer process when writing confuse learners while trying to take advantage from it .Comments Khaled Karim, Hossein Nassaji(2003) that "some L1 strategies were transferred to the L2 writing processes, the learners struggled in utilizing all strategies that could have helped them in their writing process in the L2"(p.12).

1.7. How to Deal With Language Transfer in The English Classroom:

The issue of transfer is not an assumption, rather than that it is a fact.SL teacher could not skip from it, therefore, should identify and warn students of its disadvantage, truly the phenomenon cannot be impeded, but can adapt with. To sharp learner's skill by giving life to training and L2 use. Bringing all the possibilities that may give birth to it as the differences occurred in both languages and the cultural distance in such way can horn the effectiveness of teaching. As regards the errors can increase teacher awareness about the learner's gap and success, meanwhile, a teacher can act. Respectively, for discussion of the issue, a distinction was made between lexical transfer reason, and morphosyntactic reasons (Yolanda Arrufat Mingorance).

The lexical reason for negative and positive transfer: Cognate and false cognates can state how l1 interfere with the l2.state (Yolanda Arrufat Mingorance). That the word cognate derives from the Latin cognatus "blood relative" (p.n).even though linguistically it represents words of a common etymological origin, not conditioned to carry the same meaning. Since Languages Develops Separately Release a cognates of different meaning, eventually Becoming False Friend the more L2 lexical is similar to the L1 the more learning approached. The enhancement of cognates in the L2 process is to contribute in the learner's self-confidence that transmitted into motivation. On the negative side attributed cognates as called false cognates or false friends to show evidence of errors. (Yolanda Arrufat Mingorance) suggest some activities to break the surface similarity that learners' illusion by. As a result learner will be able to join naturally anew word with its corresponding concept. Eventually, some of the semantic differences of both languages may sort as an advantage the overgeneralization of its rule may contribute to errors. As an example the generalizing is the utilization of to do for each process that involves creation and realization.

So it is to treat the semantic transfer negativity. (Yolanda Arrufat Mingorance) propose the activity of conceptual map for narrowing learner's semantic field. The

negativity due morphosyntactic pictured in adjective pluralization, and the use of the's genitive to mean possession. Particularly," English possession is expressed in a "synthetic" way. It is the order of elements in the structure that the students have fossilized" Yolanda Arrufat Mingorance (p.6).Added that; the genitive phrase or GP, has a third-person determinant distribution. This means that the possessive phrase is placed before the noun, and it means possessing. In addition, it can be replaced by any third-person possessive qualifier. Furthermore, teachers can use positive empathy to motivate their students and create a sense of confidence in English class, which is often associated with adjectives such as "difficult" and "different". Nevertheless, the negative transfer can be seen as a constructive way to effectively approach students.

Teachers cannot and should not correct all mistakes made by students. Additionally, frequent correction of oral errors disrupted the language learning process and discouraged shy students from communicating in the target language. The teacher can guide as follow for correcting L2 deficiency (Hanna Y. Touchie): 1. Teachers must correct errors that affect intelligibility, that is, errors that interfere with the general meaning and intelligibility of speech. In this sense, teachers should focus more on correcting global errors than local errors. 2. High-frequency and general errors should be corrected more frequently are more frequent than uncommon errors. For example, the omission of in the third-person Singular's' is an error in high-frequency generalization. 3. Teachers should pay more attention to correcting the errors that affect most students. 4. You should pay more attention to stigmatization or irritating mistakes.

The students from the lowest socioeconomic class know and laugh sensitively at the informal language of students from the highest socioeconomic class, who speak more formal and prestigious languages. 5. Ultimately, errors related to the approach to teaching deserve more attention from teachers than other errors. Take as an example. If the focus of this lesson is the use of in the present perfect, then the correction of errors such as prepositions, articles, demonstrative words, etc. in this lesson should not be emphasized by the teacher, because if he/she does this, the student's attention will be distracted from the focus of. In this case, use the present perfect. Due to the phonetic, vocabulary, morphological, syntactic, and pragmatic differences between L1 and L2, many types of mistakes made by L2 students are attributed to language transfer. Students change their native language at a benchmark and compare it with entry into L2. Any errors resulting from this reflect the student's need to trust certain things when learning new or difficult things. Since linguists consider language transfer to be "natural", teachers must take it into

account and clearly state that if there is any compatibility between students' L1 and L2, use it (Pavel, 2019, p. 6029)). Students must be informed by comparative analysis if their L1 and L2 are compatible, and they must be included in the teaching/learning process, because they must be aware of the similarities and differences between languages to learn L2 correctly or in L2 due to the difference between L1 and L2 the possibility of making mistakes. Therefore, teachers should emphasize the characteristics of each language and improve students' understanding of the characteristics of the language, which can cause difficulties in translating from one language to the second language.

In addition, teachers must involve students in identifying transfer situations, designing the environment in which students must distinguish the right/wrong choices that can be caused by a positive or negative transfer. Or teachers can ask students to create contexts that use positive or negative transfer situations because, in this way, students show an understanding of the phenomenon and can see exactly how the transfer function occurs.

1.8. Rationale of The Study :

The rationale behind this study is to contribute in improving pupil's writing proficiency, added to that, providing fruitful implications for teachers and learners to counteract transfer problems while writing.

In front of the uncounted studies of non-native desire to get access into the SL. thrown into my heart a similar option to get after the issue. In a small village of Algeria come across learners who struggle to defeat the obstacle they come across and carry in their path. With technological development and the world, innovation becomes the second language for Arab indicating English language, and the future aim .However, since the Arabic language distant break down the English learning. Furthermore, every SLL could identify where missed, however he keeps going to fix it, in fact at that moment misled.

From here start the assumption as a smaller researcher relying back on what previously achieved in this field .Indicating the language transfer and its relation in SL field. The first time accident with language transfer issue was in third year license degree that took me time to understand that there must be a link between languages, whereas the most difficult was about what has been transferred and is it easy to expose the issue. As a learner first step asked classmates if they get access to the transfer issue where I found out that the majority are not familiar with. They even never thought they are using it. Simply the language transfer as the term indicating a natural shift means that some things move

from one place into another, precisely for languages it means that the learner tends to recover from the l2 deficiency by implementing L1 pattern.

The language transfer issue tackled mostly in all four skills(speaking, listening, reading, and writing) each learner by himself is a complicated theory in the SL activity in other words as the person warred between himself in NL and himself in SL where resorted either in success as in positive transfer or failure as in negative transfer. Whereby, the transfer deserved its history for decades. Learners clarification indicates that while speaking most of the time forget to polish their language i.e. the shortage of grammar and pronunciation more attention given for meaning delivery (the listener find it understandable, so it is ok, even if I managed by repeating many times), notably during the operation when nothing found to say in the L2 tend to think in dialect (الدارجة) instantly the L1 proved its existence in the skill. Similarly during reading and listening to the learner in his mind keep transferring knowledge either from L1 to the L2 or from the L2 to the l1.Natturally, the writing skill is considered a difficult task for learners where they have to produce meaningful and purposeful pieces in their own words. The transfer issue confirmed in this skill where learner mentally get over standard L1 (الفصحى) to compose in the L2.

There are many students find treatment for the transfer issue for three skills (Listening, reading, and speaking) in fact, not a possible solution, but an excuses learner finds to skip judgment burden. But for the writing skill there no sort out .hence burned my excitement for mastering the language for me, then to find out a sort for. The research questions were designed according to the student's previous answer.

The issue all around investigating language transfer problems, precisely in the writing skill among third-year secondary school level in Balloul Saida. Significantly, the Algerian classes as any other classes tend to improve learning, and compete others with its achievement. Observably, directing Algerian system views toward involving English rather than French give high importunity to individuals to master the language. For research inquiry, the following questions were designed: at first, it questioned the outcomes of language transfer, then, how the issue could impede the writing skill&. At last bringing solution to counteract this problem .In spite of, its positivity the research deals with the paradigm as a disease only that must occur .therefore, assume the following as to answer the accusation, stated as follows: At first, transfer acted either positively, or negatively. Since transfer and generalization go hand in hand, assumed as is the major hindrance

standing against writing correctly. it ends with absorbing language structures of the TL as a significant strategy among others as a solution.

The research chooses a random sampling for dealing with the research.46 Arabic learners of English choose randomly from both literary, and science classes as a result, the procedure were carried qualitatively and quantitatively. As well the data collected differently via instruments including classroom observation, test, and questionnaire submitted for student's .Essentially the teacher role being implemented via answering some research questions.

As a consented opinion, an attempt to bring clarity over the issue that hinders the learning especially for those who enjoy SL learning then miss-confident with its negativity.

Conclusion:

To conclude, it might be difficult to pinpoint the exact time at which language began, but at least have insight into it, yet the study of language is a diverse field that engages the applied interests of language transfer in second language acquisition. The transfer has been extensively researched, since the fact that transfer plays an essential role in the academic lives of foreign language learners, is irrefutable. The way learner tends to transfer their pre-learned language into the TL shaped in different type as offered by Rod Ellis (1994), it gives an opportunity of involvement in the learning process. Then to cope with this challenge believe in CA meanwhile EA to investigate this paradigm patently, since is inevitable in SLL. Therefore, to bridge the gap caused by Arabic learners of English in the writing process the coming phase was investigated in depth.

Chapter Two: Analytical, evidence, and procedure

2.1 Introduction:

Mother tongue seeds hugely affect learning and second language production either positively or negatively therefore this chapter is devoted to investigating its reflection on students' second language learning, specifically while writing. Digging over such a suspect entails research instruments for testing the hypothesis, as well as hand in this chapter the data collection, analysis, and target sample. At a later step, discussion of the result of research findings in response to the research questions and the pre offered hypotheses.

2.2 Research Methodology:

Aiming to find out ~~the truth~~ behind such claims the research gone through quantitative and qualitative study collecting data via designing instruments based on classroom observation polished from students spontaneous reaction, seeking validity, and reliability of the research result distributed a language proficiency test a semi-guided questionnaire for random students in addition to responses of their classroom witness gathered from the El2 teacher.

2.3 Sampling:

The third-year secondary school level of El-Bachir El-Ibrahimi is the choice to detect the influence of mother tongue learning and production of the English language among Algerian students. The inquiry satisfaction being held on forty-six students added to, that four teachers.

2.3.1 Teacher's profile:

The research devoted apart to gain more information about students by being approached by teachers, the research took into account two males and two females, two of them are in charge of teaching third-year secondary school. The total time allotment to teaching English is estimated to be four hours per week, because corona virus the teacher's work being double since the classes are divided into groups. Teachers' experiences vary between 03 to more than10 years old. The table below represents teachers' erudition.

	Teacher A	Teacher B	Teacher C	Teacher D
Gender	Male	Male	Female	Female

Degree	license(classic)	Master(LMD)	Master(LMD)	license(classic)
Experience	10 years	03years	04 years	05 years
Teachers mt permission	Arabic, and English	Arabic and English	English	English

Teachers Erudition

2.3.1.1 Teacher Transfer View: Teacher A:

Respectively, teachers view transmit as she is Stated: I think that language transfer is a common topic in bilingual; child language acquisition especially when one language is dominant which settle among EFL learners, it is not helpful, easy to expose transfer, it depends on the area, and it is likely to benefit from systematic encouragement by the teacher to focus on .in fact it has positive sides; when the influence of the negative language leads to the immediate acquisition or the use of the target language we speak of positive transfer. Anyhow writing is mostly affected by this paradigm and the errors may result due to individual factors (age, motive, attitude ..) the error comes out in spelling and building sentences so better to try to motivate them.

2.3.1.2 Teacher Transfer View: Teacher B :

He stated that: the majority of learners use the translation method from English to their native tongue, I think that transfer takes place in EFL learner's classes, where I can expose in written expression. I can notice that most of my learners think in Arabic and transfer their ideas to English, which is not always helpful, it makes learners think in Arabic and this is not a good way to improve their language skills. But we cannot neglect that language transfer is beneficial sometimes. Remarkably, writing skill is the most affected .so errors made due to: both language transfer and individual factors .errors show up in spelling, and grammatical fragments, as well the errors are made unconsciously. We can use gestures, and drawings to improve the learner's transfer problems.

2.3.2 Learners Profile:

Investigation settled among third-year secondary school level of El-Bachir El-Ibrahimi in Balloul Saida. Forty-six students being under the spot, where research work was

distributed for 11males and 35 females, the participant's age varies from 16 to 21 years old were selected from different branches: Science and Literature.via a random sampling.

During schooling years the students being exposed to English from the first year at middle school, therefore, can count at least 07 years of experience of studying the English language. Even though, it seems that students could not get rid of MT use, which still possesses a huge space in the EL atmosphere.

2.4 Research Instruments:

Three research instruments are used centering students as the main goal for data collection aiming research fulfillment, being selected carefully. Willingly the coming part will discuss deeply the research tools namely: test, and questionnaire for students in addition to classroom observation

2.4.1. Classroom Observation:

Observation is one of research tools to reveal students behavior toward the English language.

2.4.1.1 Aims of Classroom Observation:

Since starting the research never thought about the observation as the choice for investigation, therefore, struggle with this study that the researcher could not look to it inappropriate way .which afterword cleared up in front the researcher different point including the sample choice the learners' level in addition to the variable such as age gender. the language background as well as the learning context all and many other questions being confusing which could be an obstacle without it, so, objectively the observation allow drawing a clear starting point for a memorable valid end for this research .Never being disappointed with observation because the researcher is a reality checker while during it everything could be possible (witness all classroom events, without missing any single detail). Many things became clear and accessible. Draw attention to what they know and what they need or should be taught in such a way enables to expose differences, the relationship between l1 and l2 thus the implication can be entailed for language teaching.

2.4.1.2 .Discussion of the Classroom Observation:

The observation was conducted during different week session with different groups from different classes of 03rd year, which took a whole month. there were 04 teachers within these different classes were differently treated the students mainly (02 males /and 02

females) .Any how being obvious that the students follow their instructor step from the language use, whenever the teacher being flexible toward them they find it opportunity to go beyond English to their mother tongue to express themselves .from another side, witness fruitful result in English usage during the lecture from strict repay (i.e. teacher is not forgiveness in the use of mother tongue. being punished), suddenly in such atmosphere the teacher himself get back to the L1 whenever failed in making the lecture or words even rules, therefore, rely on l1 is the only choice as claimed .

Notably the fourth teacher's come in common point where they ask students to volunteer to do classroom tasks writing or reading where I believed they build a kind of rapport between the teacher and the learner during the exchange of roles , in fact within such action being helpful to detect the correctness and the validity of the research .An attention highlighted on students overwhelming; behavior toward students with each other, and with the teacher himself, most importantly being an occasion to witness their attitude toward the language (English).In addition, finding proofs for the given study.

2.4.1.2.1Teacher-Student Interaction:

Their only two roles played in the 3rd-year secondary classes (literary/science) played as follow: the teacher as a knowledge provider and the learners are the receptor. Mainly the lecture being as program to be where their no session or time devoted for speaking as in-structured , but it seems the teacher manage their classes where they not only shared the grammar role but, also devote some space to hear their students English during lesson flow.

Interestingly, most attractive is the female teacher strategy where she asks the learners about the information they knew about the new lecture in such a way , that kept the students engaged as well involved even though it does not extend to the majority .However, beautifully activate their prior knowledge , In addition to ,the correction of some misconceptions .Meanwhile , the teacher displays the lecture within each step ask the learner if they understood repeating many times whenever find no response from learners side, which in this step seems the teacher pay a ticket to the learner's heart where many students stated that the teacher is really a hard worker and trying hard to keep it helpful for them; therefore, to express teacher that they appreciate his/her effort keep following and do not disturb the session. Afterword to evaluate the lectures success design a small exercise where students ask to answer in the whiteboard, remarkably the teacher feedback always present, likely the teacher whenever across with new word ask the student to give an equivalent for,

as well ask for its spelling in such a way create a comfortable atmosphere where can learn at ease.

2.4.1.2.2 Student-Student Interaction

Observably, learners look like one they shared many things .whenever someone commits a mistake at the board try to correct him without informing the teacher; that draw attention toward their levels in the writing skill, stating that the learners committed the mistake, concluding that they vary in level .starting from the smallest mistakes, learners done while being invited to mark the date, for instance, fubruary instead of February, or activité instead of activity, or séquence rather than sequence and comercial rather than commercial; there are other scenes where students being confused between words such as the will of the future tense and well mean good as well as between word and world which being corrected by teacher personally .

From other hands the students seems comfort by questioning each other more than getting back to the teacher which was by MT usage. From time to time students change their collaborative atmosphere to open aside for humor on their colleague which the teacher neglect this fact totally that increase a kind of reluctant among the individuals who are apart from the groups for instance when the teacher asked students about stress: one of the students respond that is anxiety well before even the teacher feedback students laugh and jokes which they knew that she was wrong and correctly answered that (is word emphasize)looking at her (shada).

2.4.1.2.3 Students Attitude towards English Learning:

Each individual getting over the endless-internal conflict between himself and his/her desire, respectively, 03rd year represent the last year where all students struggle for new identity and all of this can be possible if they work hard and do their best, therefore students and English language relation may vary from one to another.

A/in Science Classes:

Surprisingly, the way students interact with the teacher, observing few students create a competitive environment therefore seen English as a backup plan to get more scores since they draw one goal far from English of being doctors, therefore, they do not want any gap. while the second group mainly can be looked at as those who does not bother about the

missing where they believe that there is a point to reach and that is their level they cannot go beyond however the last group represents the majority who doesn't give any importance to English, stating that is problematic were facing many difficulties, as well as they do not need it since the scientific subject can cover the gap, that may be caused by it.

Concluding, English among this classes never been as choice or as a goal, since they believe they will never get it as a study subject. Precisely English matter is just a way to better their scores where it exists only in the classes be attached to some students were I discovered .that they memorizing the essays without even knowing words meaning for exams and what it don all become from past afterword.

B/In Literary Classes:

Many students consider English important and start already taking it as a university subject. They take it more seriously as plan where students being asked a question about word spelling, and meaning, unlike the science classes although the good level but they miss the motive as well the interest that literary classes got that trigger the learner for more. One of the students stated that it is not only a school subject, it is choice, it is determination thus I give extra effort for learning it.

2.5 Students Questionnaire:

Collecting data in need for more than observation , therefore tended to questioning the participant.

2.5.1 Objective of Students Questionnaire:

During the time spent in observing the student release many facts related to the subject of Investigation. Thus for empowering this result focus on individuals opinion about language transfer precisely MT extension over the SL while writing and its workability in developing this skill. The questionnaire was sectioned into three sections mainly the first section devoted to information collection of the informant. The second section is about the conception that learners have about language transfer. The third section pointed to the solution that may the learner follow to get over this phenomenon.

The questionnaire submitted to 03 rd year secondary school level. Hardly, convinced since the issue can be almost be carried in all levels since the MT (Arabic) it does not matter of day where learners can forget about it, all the effort teacher carried of isolating MT usage in the classes but it is aimless in front the learner's experience in Arabic it is there in mind how can be stopped .Thus any issue have to be solved from its root, while knew that it cannot vanish totally, but at least can be controlled.

2.5.2 Description of Students Questionnaire:

The research inquiries and assumption presented in question form, where each one pointed at for certain purpose: the first section, include four questions; aimed at collecting informants general information, an eye set on age, gender, the English learning duration, the manner /state that learner while trained English. How language acquired offering possibilities: A* if it was under parental guidance B*at random with media C*represent teacher guidance. It highlights the first footstep marked in English storage even before involving with school programs and laws, A*and C *caring the image of conscious and awareness learning, in contrast to B* represent unconscious if knowledge biked at random that may emphasize more mistake and negative results if it is not corrected.

The second section, focus deeply on the reason behind the transfer, thus six questions handed as follow: to round up the problem as much as possible, the first questions cover the informal exposure of the language in the informant's environment and to know if the social factors have an impact on language transfer. Precisely , the second question discuss the formal exposure, deeply touch the side of the language performance and practice, within the responses reveal the behavior toward the language and if it extends out the school or it is limited to the classes. The third question was designed to the heart of the problem were provided a suggestion that suspects t due transfer occurs. The fourth question was submitted for the sake of students' self-knowledge and English evaluation from their perspective. The fifth question to find out the Arabic English connection while writing since the issue in mind i.e. the issue is real, and exist the observation proofed that so followed with the sixth question, evidently the grammatical transferred Arabic construction being asked to fill in.

The third section contained three questions where the first one ask individuals MT reflection on learning SL is positive or negative. The second question deposit to counteract the language transfer issue. Lastly, recommendation, it is widely believed that the same problem can look differently (weaknesses vary for each) accordingly can be solved.

2.6. Students Test:

For strengthening the data collection tend to test the students English knowledge.

2.6.1 Aim of Students Test:

For extra reinforcement, was adopted a test for gathering precisely the data for

 measuring each student's English level and the application of MT while learning. Merely, a test is like an arena where more action and words less to discover the learner's gaps and their need, and try to bridge it within the given study.

2.6.2 Description of Students Test:

Information gathered based on suggestion and assumptions may not be enough to get on the solution for the research question, hence, applied a test for the students testing their MT and SL relation .The question distributed as follow, dividing the test into three sections: Firstly approach the grammar role, contained three questions; at first tenses being checked most important checking their attention while writing, therefore, capitalization, punctuation sighted as a marker.

Within the second the form of plural singular and within the third addressed the adv and adj. Secondly, vocabulary since the Arabic is a rich language where learner finds himself free in traveling between words ,added to that his knowledge in this language, unfortunately, cannot say the same thing within the English where the learners

Knowledge (amount of words they knew) is limited, predictably the MT use in such instances .Primarily, prepared sentences where the learners have to rewrite it back. A* describes the variation of the Arabic language how to use duality, plural for both feminine and male. B in this case tested the word choice where the learners have to depict the most suitable words on their own.

2. A. Misunderstanding and confusion is extremely the cause of transfer, in the Arabic language each preposition has a straight stable function, but in the English language the preposition may use interchangeably even the word itself may its meaning differ accordingly to the sentence used in. هل نضرت إلى معنى هده الجملة في القاموس so if this sentence shifted to English at is the equivalent for, but rather then that up is the correct answer for it. The Arabic equivalent for up   , the Mt presence pictured in at.

2. B. Similarly the second sentence addresses the same issue يجب   ياخد هدا بعين الاعتبار التلاميذ ومشاعرهم   /لتحسين/   asked students to fill in the gaps were offered an equivalent to the Arabic word then come to the research questions part were checking the clarity and misuse in /into as synonym for   while to lift/to increase /to better = لرفع literally to lift is correct but in this position in a sentence it is a wrong, inappropriate choice. The right to say: .and this should be taken into consideration to better student's marks and feeling

2. C Arabic and English language distinct in pronoun uses referring for things or people. السيارة التي اشتريتها جميلة لكني   أحب لونها in Arabic this is back on /describe the car literally its is the choice however there are in English another it's which mean it is, where supposed to confuse in between as a lack of knowledge, rather than that, is MT access.

2. D Articles represent in Arabic one only   in English there a definite article that represents the Arabic equivalent the as there are two indefinite articles a and an where does not exist in the Arabic that allow the gap in language usage by the learner. جماعة من الراهبات تدعى مبشري الجماعات الخيرية كانت مؤسسة she was the founder of an order of nuns called the missionaries of charity.

2. E. Rise is intransitive and not used in the passive voice, the flag is an object that experiences an action rather than the person that acts .was raised is the right answer

The third section allows discovering learner's language appropriately, asked learners to either select a free topic; always the free topic trigger the learner to spell out all that they know. The more they thought they know the more errors been their concerning their freedom in expression and comfort. Moreover, the next topic was guided about EL2 perception .likely this phase as a treasure since cover all the language issue that eye fall on within the research instruments, in somehow to make research tool benefit and not boring and lengthy .as result from it sum up all the suspicion of the research starting by tense, articles, word choice, adv, adj, plural, singularity, pronouns and punctuation, and others.

2.7 Data Collection and Analysis:

This phase is devoted to the quantitative and qualitative study that role played in the submitted students both questionnaire and test .The analysis may help design a fruitful result for the research question.

2.7.1 Analysis of Students Questionnaire:

This phase is devoted for analyzing student's questionnaire.

2.7.1.1 Section One Learners Variables and L1 Use:

The objective of section one is to underline the learner's background, the variable that could contribute to using L1 in the EFL writing context. The tables and figures below summarize the information obtained from the questionnaire.

Item 01

Table 01student's age:

Age	16	17	18	19	20	21	Total
Students number	02	10	18	11	03	02	46
Percentage	4%	22%	39%	24%	7%	4%	100%

Represent students age, which vary from youngest 16 years old till 21 years old .4% students state that are 16 aged and22%students 17aged, 39%students aged 18 years old,24% students aged 19 years old,7% students aged 20years old, and lastly 4% students aged 21 years old, for the ordinary students who have to be in this stage of 03rd year are 18 years category, however the learners less then that proved that joined earlier to classes while who are over the age of 18 years seems that repeated many times with in different classes level .Figure 01 : represent students age .
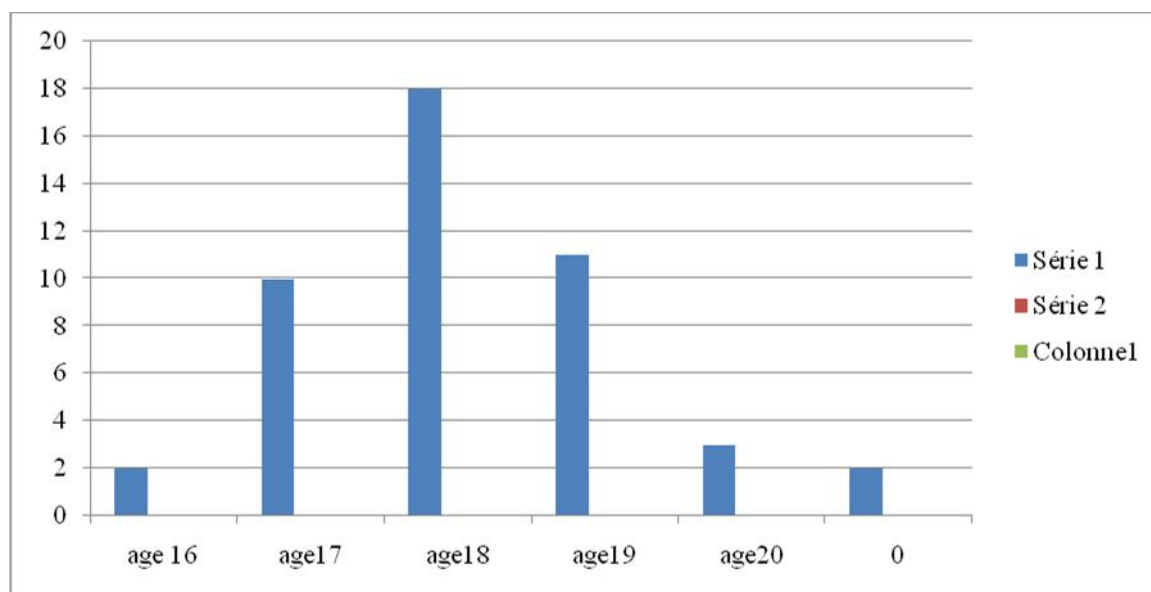
Figure01 student's age

Item 02

From a total of 46 student's gender the female represents a big part of the sample where 24% represent the male while 76% are devoted to females; the table02 represents student's gender. Consequently, the result is going to affect by the imbalance between the male and female number

Table 02 student's gender

Gender	Male	Female	Total
Students number	11	35	46
Percentage	24%	76%	100%
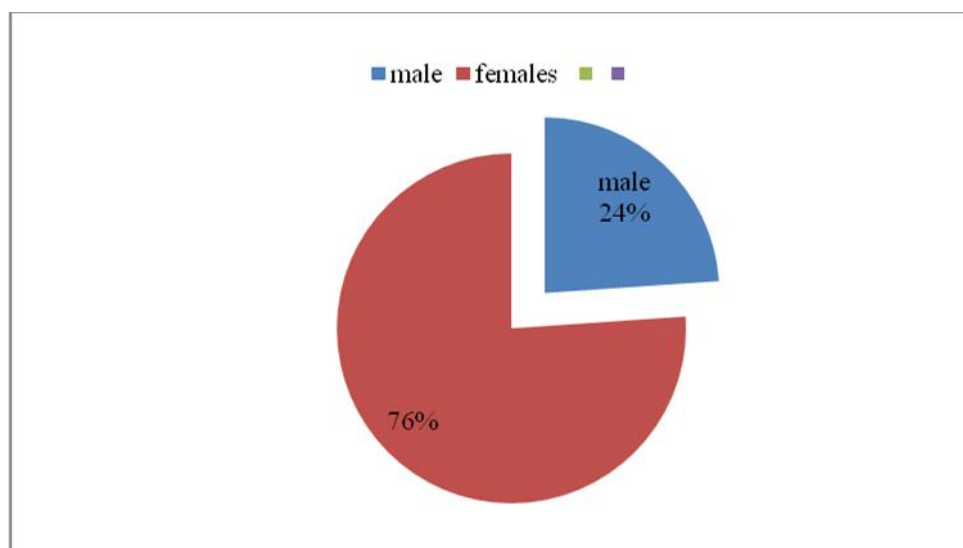
Figure02 student's gender

Item 03

The exposure duration expresses the mastery of language the more exposed to language, the richer the learner becomes, feeding their memory by storing up the day's words and information. The pure answer for the whole learners is seven years from the first day in middle school. However, others spend more time out of school. Ultimately,15%stated that they were exposed to English for more than 07years, while 85% stated that exposed for 07 years .For more understanding to the language exposure the table03show the percentage The students represented over seven years not by choice but in reason where they repeated the year many times so restudying it is natural.

Table 03: Times Devoted For Language Learning

	More then07years	07years	total
Students number	07	39	46

percentage	15%	85%	100%
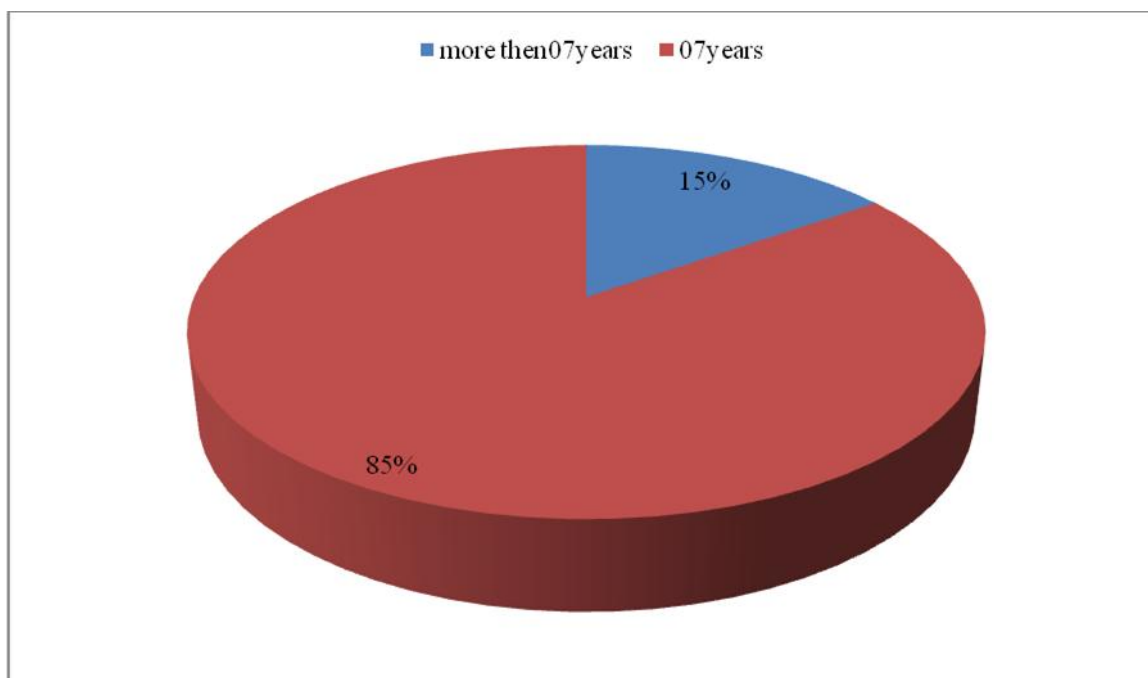
Figure03time devoted for language learning

Item04

The question highlighted the condition that learners acquire the language. More precisely, for those who answered that they took an extra step forward learning, since the language accepted as a foreign language in the Algerian society. Statically, it is only performed by a few people far from school walls so the learners input may feed up only by parental guidance, media less than that no other way only schools. Spot that 15% learned at home via parental guidance, while 20% learn at random through TV shows and media, and the majority 65% learned under school instruction. Table04 shows the learners encounter with the language.

Table 04 learners encounter with the language

sentences	A	B	C
Students number	07	09	30
percentage	15%	20%	65%
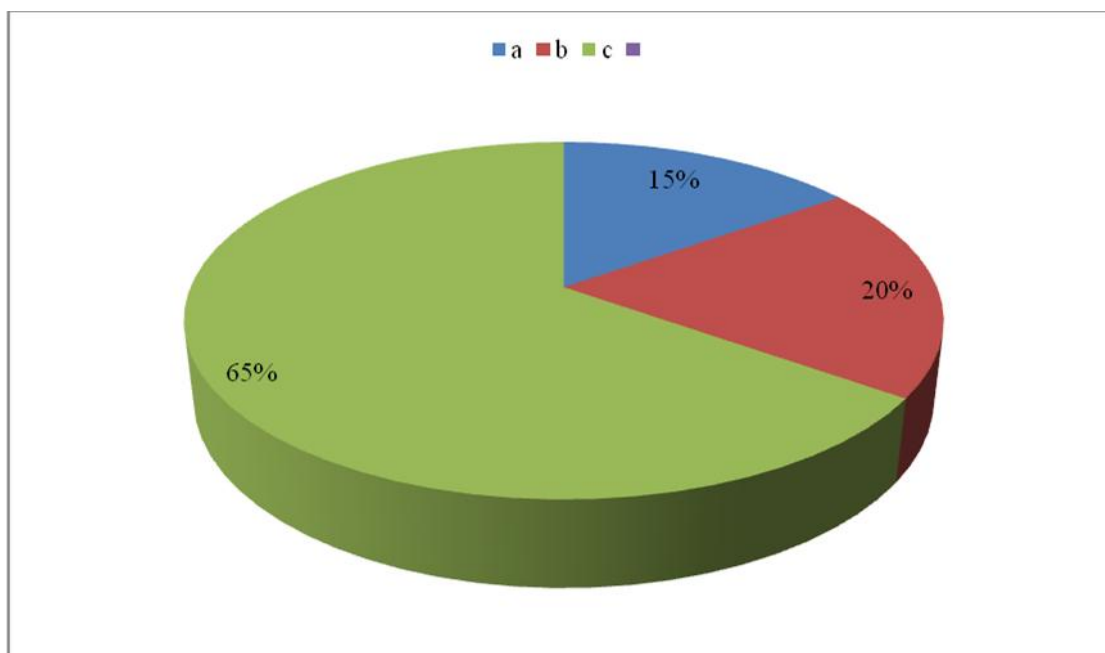
Figure04: Learners language first encounter

2.7.2.1 Section02: Reasons of Transfer

The objective of section two is to identify learners' attitudes and perceptions when using MT shedding light on the purpose that due L1 take place.

Item05

If the learners are exposed to the language, they have to practice it to conform to its mastery .It is known that the Algerian language is standard Arabic. But, it does not use in the side .Represent the environment a language mixture called dialect i.e. French and Arabic words .However there is the preservative minority who restrict the language purity. The data count is: 4% for learners who use standard Arabic, 70% for dialect, 11% for French, while English only 4% .In addition to 11% who doesn't respond to the question. The table below shows the language used in the learner's environment.

Table 05: Language used in learners' environment

sentences	A	B	C	D	No answer	total
Students number	02	32	05	02	05	46

percentage	4%	70%	11%	4%	11%	100%
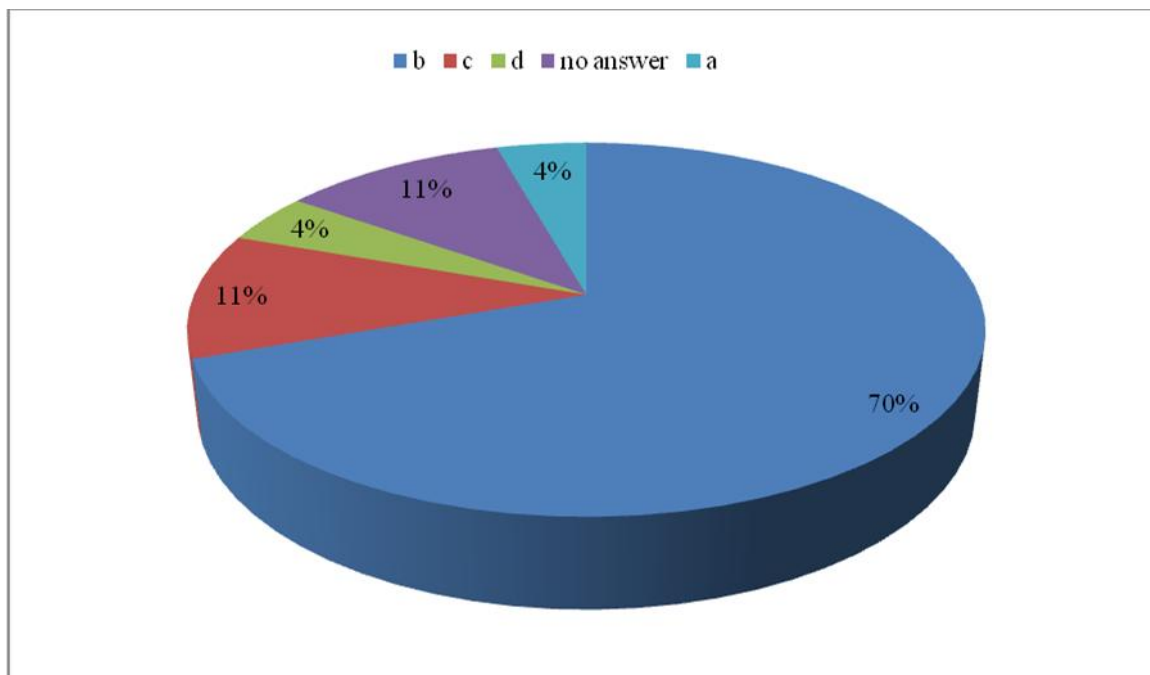
Figure 05: language used in learners' environment

Item06

Precisely, the question tests the language performance among the students represent the majority who tackle it as class subject only not performed outside. the data represent80%in the class,and9% out the class.while11%remain silent on the question .table shows students English in and out of the classes followed with figure06 for more clarity.

Table 06in and out -side English use

	In the class	Out the class	No answer	Total
Students number	37	04	05	46
Percentage	80%	9%	11%	100%
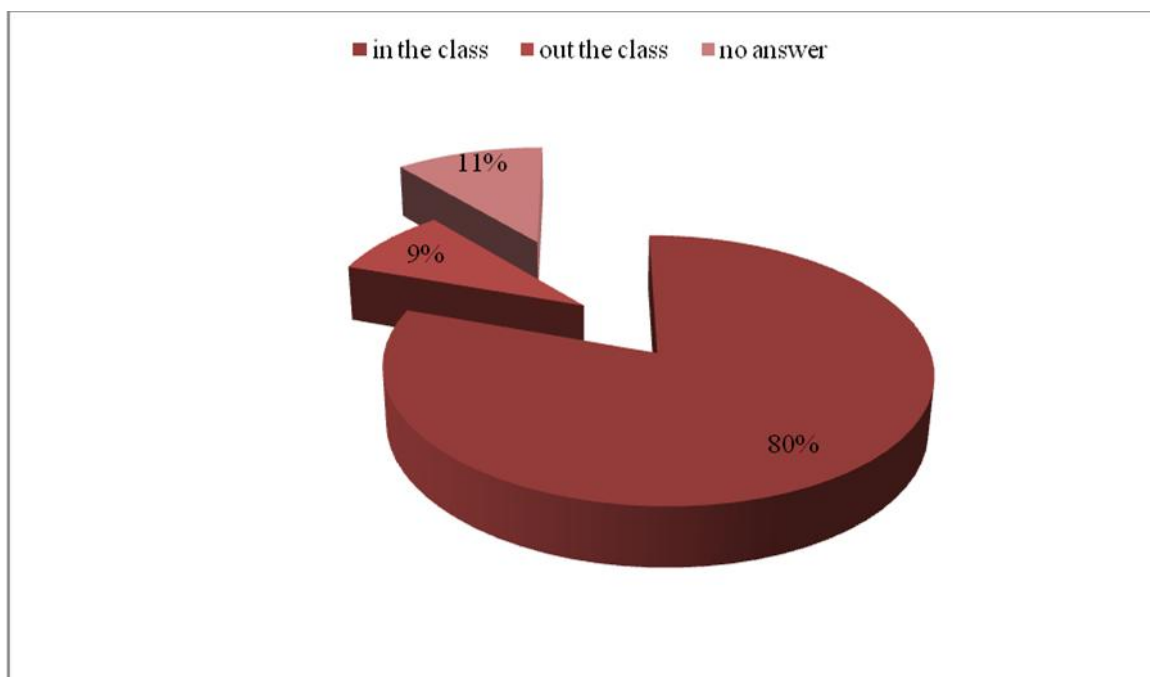
Figure 06 English in and out the class

Item 07

Carrying over transfer may vary from one student into another. According to students' selection the veil may expose the reason that leads to. where 39% carry over L1 due to lack of knowledge(low proficiency),29% consider transfer an easy process to shift their ideas to the TL, only 2%consider the individual factor reason in activating the L1, similarly, 2% consider it as unconsciously committed .While no one provides other reason. Besides that 28% give no answer for. Table 07represent students causes the percentage linked in figure 07

Table07 transfer reason

	A	**B**	**C**	**D**	**E**	**No answer**	**total**
S .number	18	13	01	01	00	13	46
percentage	39%	29%	02%	2%	00%	28%	100%
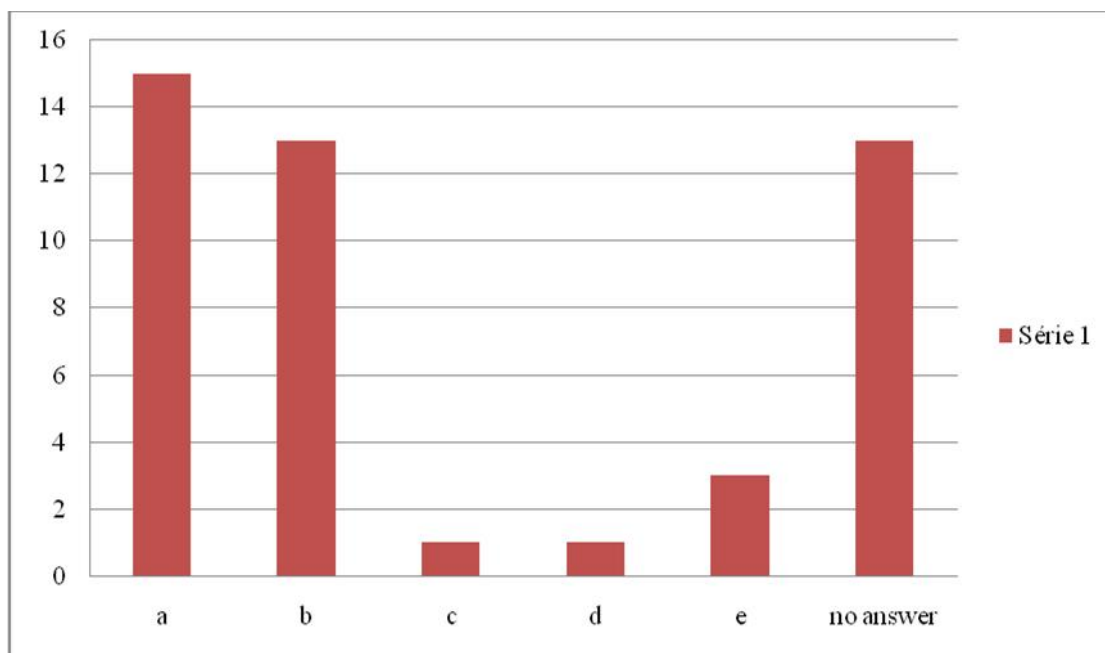
Figure 07 transfer reason

Item 08

The question Describes how is difficult for the learner to express theme self in English .41% states that expressing self in English is too easy,26% find it difficult, when 5% maintain aside where it depends. However, 28%quit the question as it is. Table08 represent the difficulty and easiness of self-expression in English; followed by figure 08

Table 08 Easiness and difficulty in self expression

	Easy	**Difficult**	**Sometimes**	**No answer**	**Total**
Students number	19	12	02	13	46
percentage	41%	26%	5%	28%	100%
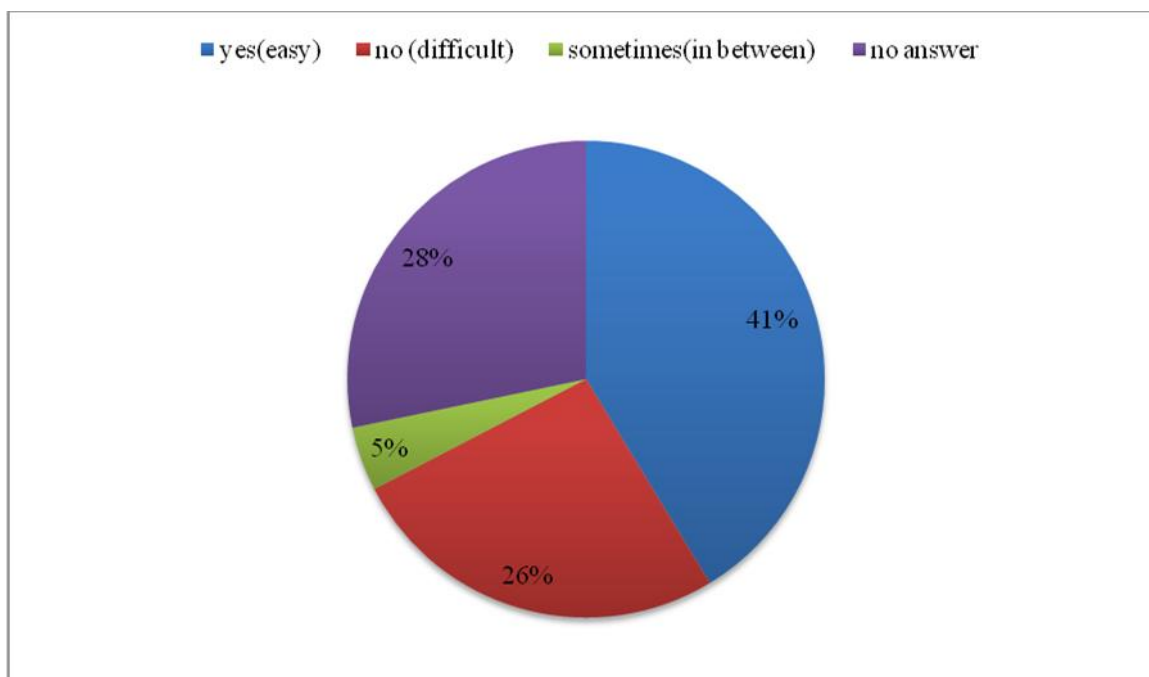
Figure08 easiness and difficulty in self expression in English

Item 09

It is common that before anything comes out, any reasonable human being thinks about it, similarly when learners submitted English material. They back up with their mother tongue. The findings indicate 20% of learner who all the time use the L1 .52% represent an instance where it sometimes used .11% refute the L1 interfere .In addition to 17% who does not response .For more inquiry table 09 represent the flow of ideas and its purity or its mixture covered by figure 09 English Arabic mental conversation

Table 09: English Arabic mental conversation

	All the time	**Sometimes**	**Not at all**	**No answer**	**Total**
S .number	09	24	05	08	46
Percentage	20%	52%	11%	17%	100
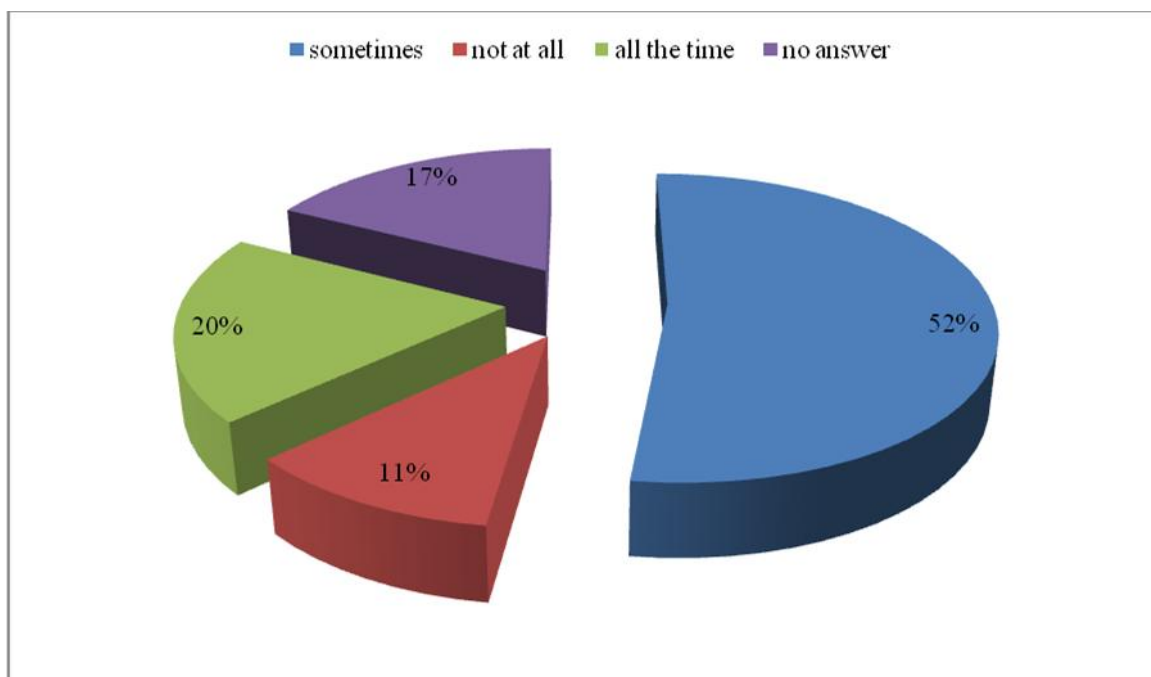
Figure 09 English Arabic mental conversations

Item 10

The question aimed to shed light on students' awareness about the language structure and it extends when shifting from L1 to the L2, table10 represents learners' perception of the grammatical transliterated Arabic construction pictured in figure 10. Mainly count 93% of yeses and only7% of nos. The question highly confirms the research assumption that based on generalizing L1 role to construct TL patterns that stand against their proper writing.

Table 10 grammatical transliterated Arabic construction

	Yes	No	Total
S number	43	03	46
Percentage	93%	7%	100%
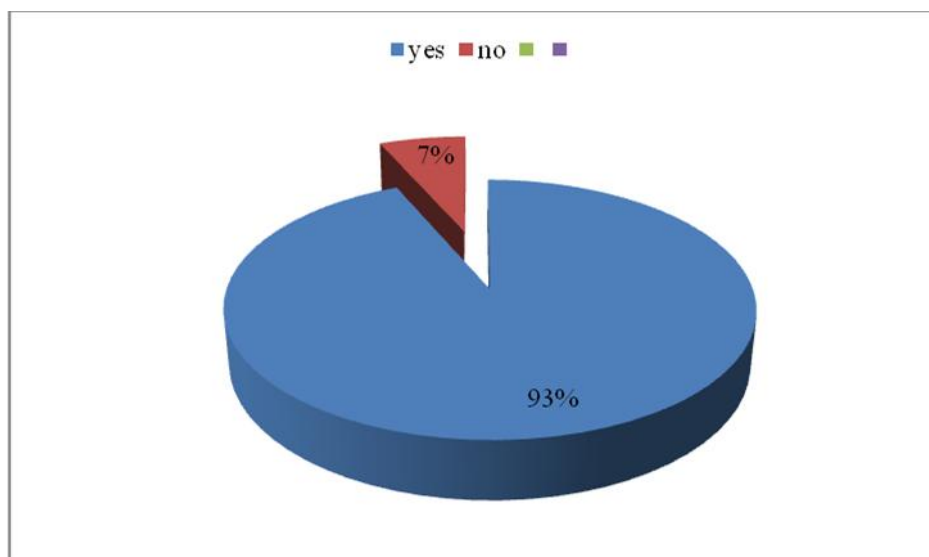
Figure 10grammatical transliterated Arabic construction

2.7.2.3 Section Three:

This sectioned aimed to look for solutions for preventing l1 interference.

Item 11

After introducing the issue of transfer through previous guided questions, then asks students on their Perception toward transfer either its influence on the positive side or negative. Represents positivity among 46%students, and 22%of negativity .While 32%provide no answer. Perfectly represents in the following table in addition to figure 11.

Table 11transfer feedback (positive /negative)

	Positive	**Negative**	**No answer**	**Total**
S number	21	10	15	46
Percentage	46%	22%	32%	100%
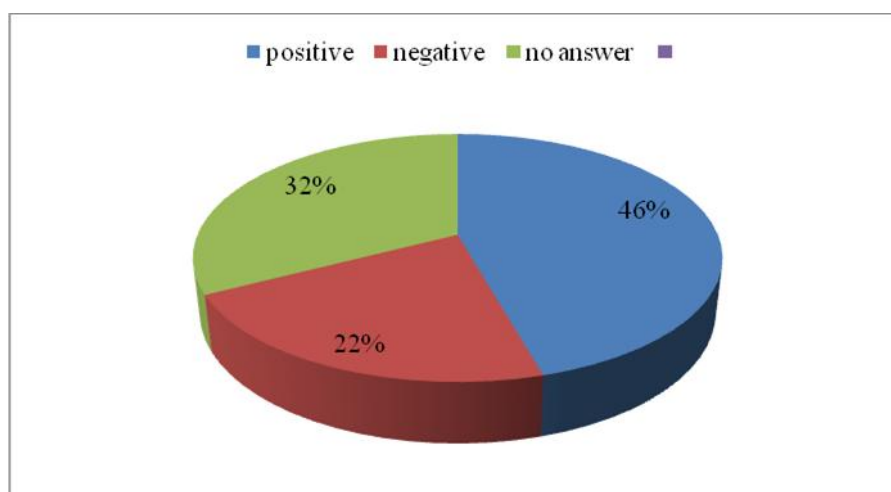
Figure11 transfer feedback positive/negative

Item 12

From a total of 46 students only 16 of students respond honestly toward the issue which is highly taken into consideration since being one of the research suspicions from the beginning of the quest, however, depicted students answer carefully to guarantee the precise answer for the fulfillment of the research the displayed answer is presented in the table (12) below extracted their words accordingly can treat the issue negativity.

Gender	Age	Perception
Female	21	Sometimes we don't find the word like we wont it give us a rong meaning. (words choice)
Female	18	Yeah ,there is many difecalet vocabluris(lack of l2 vocabularies)
Female	19	We don't find the same meaning (inadequate l1 transfer into l2)
Female	19	Yes ,the are many problems ex grammar and words.(need l2 structure)

Table 12: student's treatment for transfer negativity.

2.7.2 Students Test Analysis :

This phase is devoted for analyzing the test that distributed to the participants aiming the hypotheses either fruitfulness or rejection .

2.7.2.1Section one: Grammar Rule:

The first section is devoted to English grammar role application. Most importantly, it is the level of mastery of language. As well as, revealing learners' knowledge of the TL.

Item 01

At First, represent sentences with simple errors, asking students to correct, besides that a capitalization to notice students awareness of TL role application. The process counted: **A***26% answered correctly **is** instead of **are** while 74% wrong answered. On the other hand **B***count 15% correctly replaced **are** by **is** while 85%does not know where the anonymous. **C***none knew the answer was to use **there** instead of **his** the whole 100% incorrectly response .For the last statement where should replace **have** by **was** none answered .Remarkably none of the participant touch neither punctuation (, and.) nor capitalization. Offered in table 01 bellow, and pictured with figure01.

Table 01 tenses and mechanics

	A		B		C		D		Total
	Wright	Wrong	Right	Wrong	Wright	Wrong	Right	Wrong	
S .n	12	34	07	39	0	46	0	46	46
percentage	26%	74%	15%	85%	0%	100%	00%	100%	100%
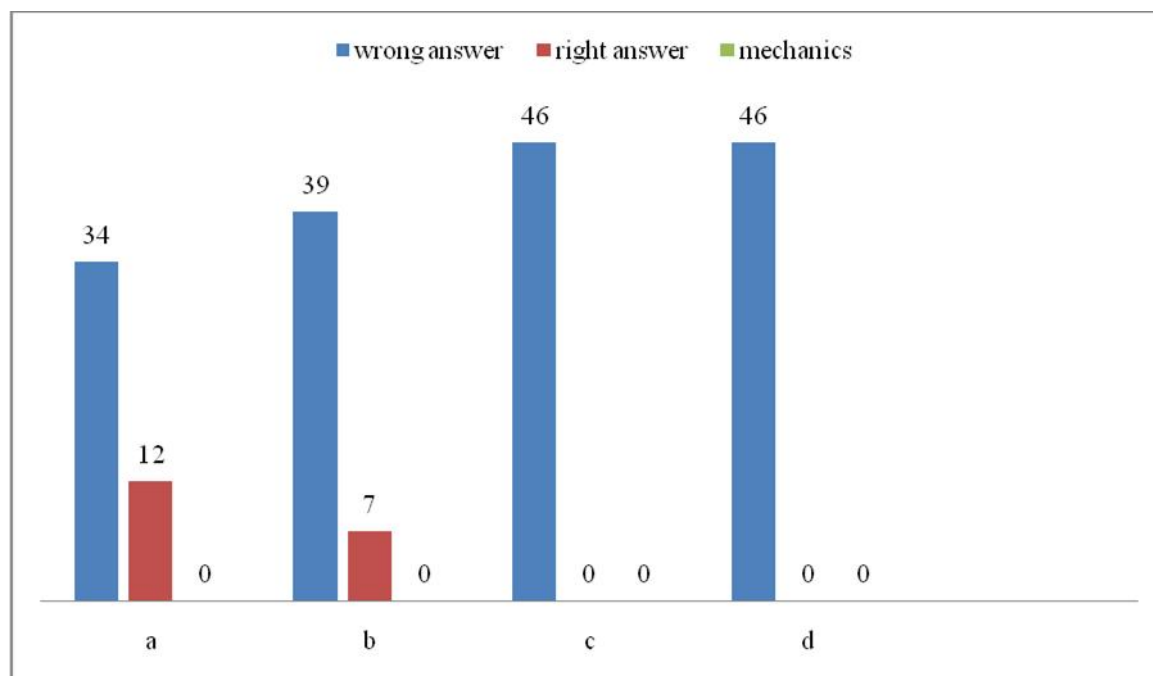
Figure 01 student's tense and mechanics

Item 02

The Arabic language contains three categories of noun form (singular, duality, and plural, within the plural three types mainly feminine, masculine and irregular form namely broken plural unlikely to the English .Most fame to add an 's' as a plural marker where most student being trapped if they unfamiliar with its role. Purposely add irregular form taking into consideration their level (3rd year) they familiar with not new such as man become men, datum as data, fish as it is and people for person singular form and sheep plural and singular .Even though but the majority errors pictured in adding's' or 'es', 'y'or keep it as it is .Precisely, the table02 in hand cleared the data in addition to figure 02

Table 02 singular plural

	A			B		C		D		E		Total
S .n	5 right	34 wrong	07 N A	19 right	27 wrong	22 right	24 wrong	4 right	42 wrong	10 right	36 wrong	46
percentage	11%	74%	15%	41%	59%	48%	52%	9%	91%	22%	78%	100%
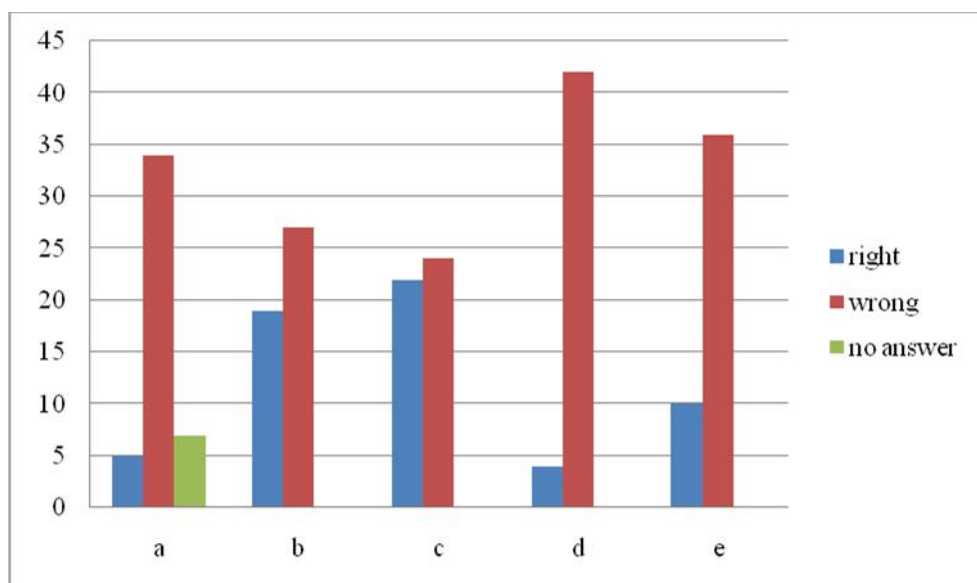
Figure Represent students answer singular plural form

Item 03

Representing the question students ways in deriving adv from the offered adj. Mainly 13% of students form adv correctly by adding 'y' to the adj, whereas,70%of students incorrectly answered either by offering other words or rewrite it as it is .Where 17% of participant does not answer. The table and figure 03 precisely hand it.

Table 03 forming adv from adj

	Right	**Wrong**	**No answer**
Students number	06	32	08
percentage	13%	70%	17%
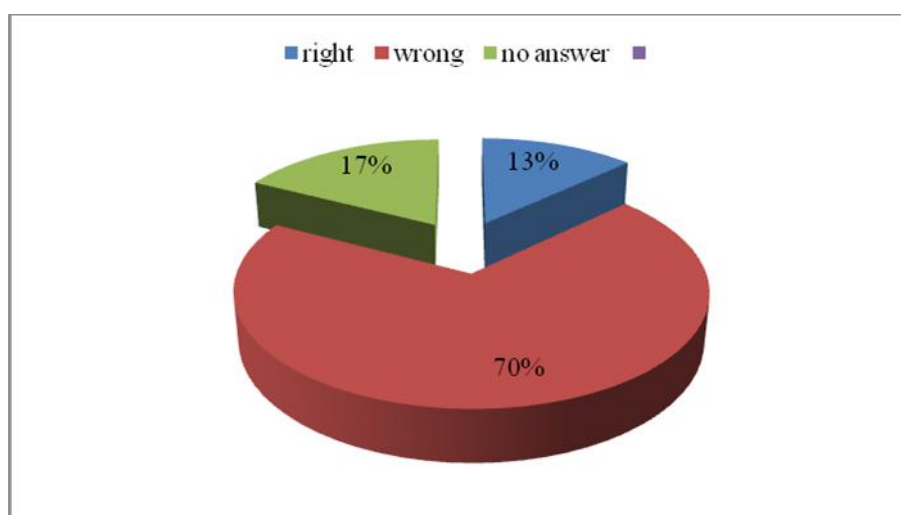
Figure 03 forming adv from Adj

2.7.2.2Sectiontwo: Vocabulary (Word Choice):

This section provided for investigating L1 mantel interruption during the EFL writing context .That captured in their choice of word, and the vocabulary they use to express themselves.

Item 04

Tested students via offering A*statements in Arabic then ask to rewrite it in English .Collect 26% of correct answers, and 57% where participants incorrectly answered. On the other hand, offered B*statement in English, was asked to rewrite it differently in English .Where only 5% of students correctly answered while 72% student miss the answer. Merely, 17% of participants add nothing. Represented in table 4 and figure 4 .

Table 04: word choice

	A		B		N.A	Total
S.N	12right	26wrong	05right	33wrong	08	46
Percentage	26/	57/	11/	72/	17/	100
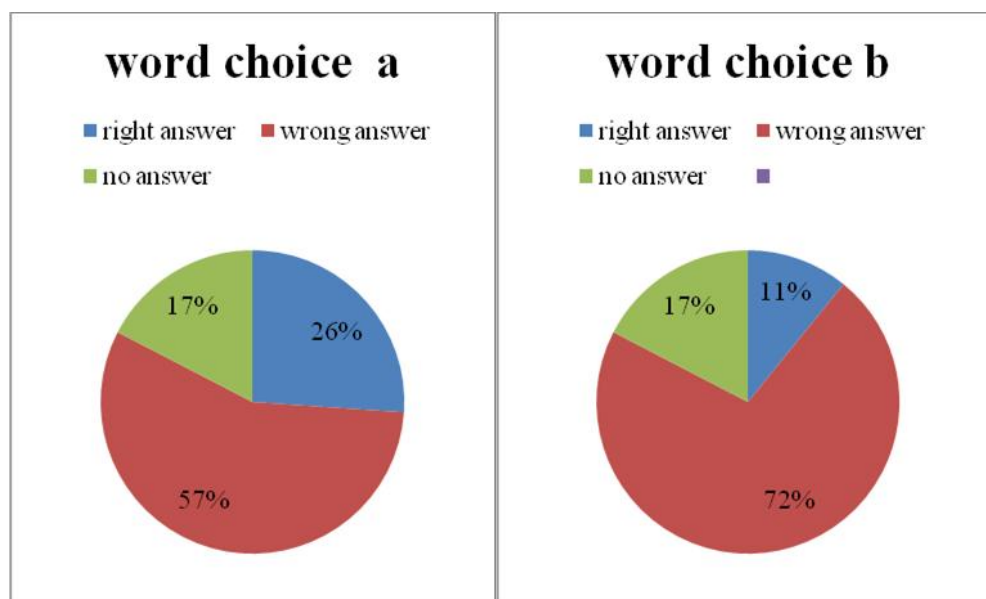
Figure 04word choice

Item 05

It is tested in this part the selection of prepositions in comparison to Arabic prepositions. The chosen one will expose the MT interference, besides that, the assumption of the study. The participant fills the gap with **'at'** count 54%, 20% by **'on'**, 15%by **'up'**,

and11%with **'of'**. It is highlighted the data the exchanging between **at** and **up**. Where up indicates the correct answer .The table 05 and figure 05 represent it precisely.

Table 05: use of preposition

	At	**On**	**Up**	**Off**	**Total**
S.N	25	09	07	05	46
Percentage	54%	20%	15%	11%	100%
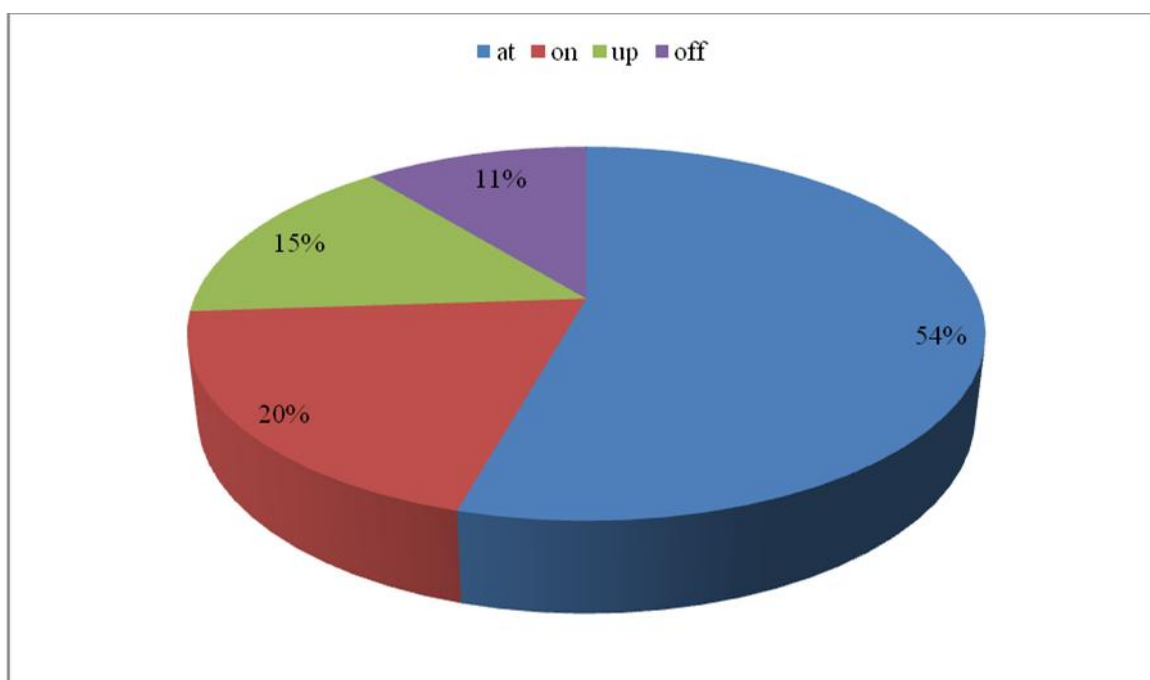
Figure 05use of preposition

Item 06

    A choice between **in** and **into** the majority gives a wrong answer from their own. Otherwise, the correct answer' into' count 22% only whereas 'in' count35% as expected for proving L1 negativity for low proficiency level. In addition, selection between to better 9%, to lift 14%, to increase 8%where majority offered a wrong answered 44%.Table 06 represent the data .Pictured by figure 06

Table 06 in and into ,to lift ,to increase, and to better

	In	**into**	**Wrong answer**	**To lift**	**To better**	**To Increase**	**Wrong answer**	**Total**
S.N	16	10	20	14	04	08	20	46
Percentage	35%	22%	43%	30%	9%	17%	44%	100%
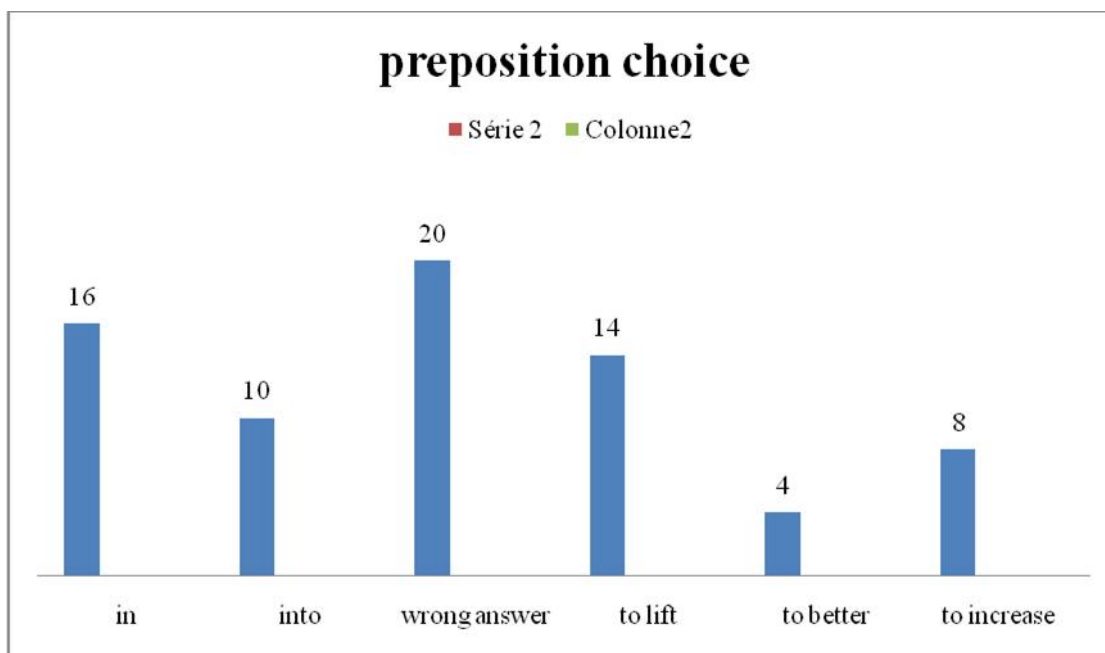
Figure 06 in and into ,to lift ,to increase, and to better

Item 07

How learners indicate things, using the appropriate item in inappropriate place. The answer turn in-between **'its'** and **'her'** was similarly used by 20% of the participant, and likely for **it's** and **his** that used by 4% of the respondent. Rest 52% use words of their choice. The coming table and figure 07 are contributing in revealing data. Where **its** represent the correct answer.

Table 07: it's, its, her, and his

	It's	its	Her	His	Wrong answer
S N	02	09	09	02	24
Per	4%	20%	20%	4%	52%
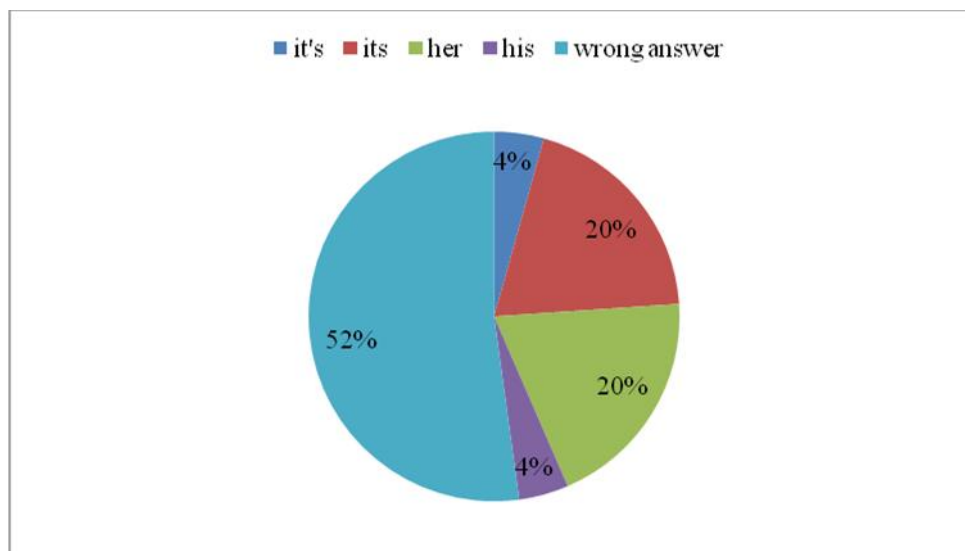
Figure 07: it's, its, her, and his

Item 08

The /an: correct answer where only 7% perfectly fill the gap with .While other participants answers in between 17% for a/x,11% for a/an, and4% for the /x .In addition to 61% from participant wrongly answered. The table and figure 08 are in hand for more details.

Table 08: Articles

	a/x	The/an	a/an	The/x	Wrong answer	total
S.N	08	03	05	02	28	46
Percentage	17/	7/	11/	4/	61/	100
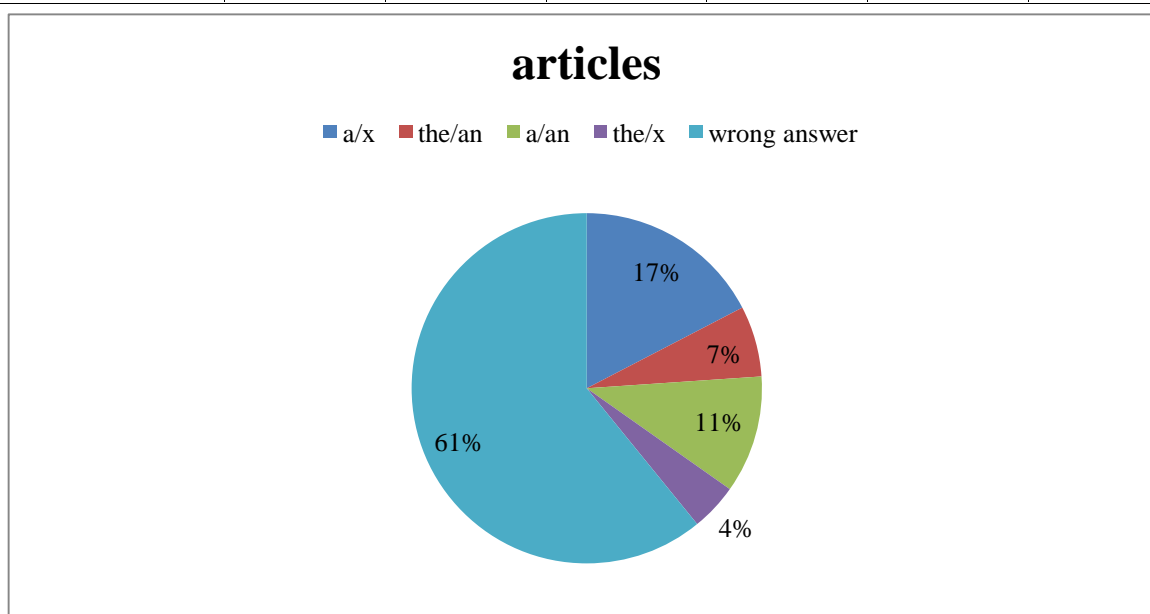
Figure 08: Article

Item 09

Was raised: highlight the correct answer, where are only 4% selecting it. Mostly, 63% give no answers for the question, and 20% select raised .Then 13% filling with was rised. The table and figure 9 offered for facilitating data readability.

Table 09 verb

	Was rised	**Raised**	**Was raised**	**No answer**	**total**
S.N	06	09	02	29	46
Per	13%	20%	4%	63%	100%
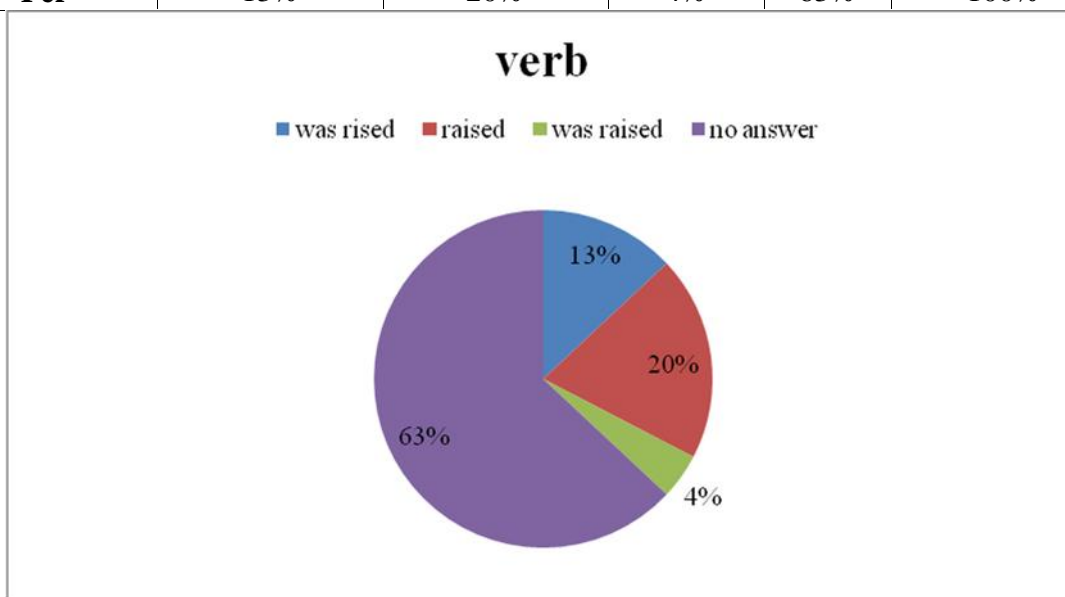
Figure 09 verb

2.7.2.3 Section Three: Spelling (Awareness of Grammar Rule):

To sum up, learners drawback being asked to write freely .There when the data collection can support the study the following table represent it confidentially to guarantee the success of the research work.

2.1 Articles: as mentioned previously the Arabic language cases against the English language therefore due to the existed differences learner fall in the mistake pictured three instances an omission of the definite and the indefinite article where learner dropped it either due to misunderstanding of the sentence structure or misuse being less knowledge ,as compared to the MT it does not exist so they are less frequent, the third instance includes the wrong insertion of the article where misplaced .

.**2.2 Misuse of preposition:** Arabic preposition is counted in contrast to the English language where approximately can count more than 150 prepositions .Evidently resulted in

three instances where preposition incorrectly inserted .MT lead to illusion the students by shifting their thought as it is to the target language so sometimes miss-concept either in placing the preposition, avoiding or by using wrong one, in their search for an equivalent .A*unnecessary insertion inserting preposition was no need for .B*omission of necessary preposition .Omit the preposition where needed*C wrong substitution. The use of the incorrect one, replaced.

2.3Tenses: remarkably, tenses is the first issue that most language learner focus on, even if it's okay with meaning should spotlight on form, as regards the Arabic language deal with two tenses only perfect(the past)and the imperfect (the non-past, simple present, and simple future), while English offers a multiple-choice (perfective and progressive). Therefore the broken down notice mainly in omitting the marker of the third-person singular present tense, or misuse verb formation, deleting the verb to be or replaced by the verb to do, and auxiliary deletion.

2.4Word Order: the Arabic language frequently offer the choices between S V O (nominal sentences) which represent the subject moves from the first image (VSO) (verbal sentences) according to generative grammar that addressed the basic word order stylistically more frequently .On the other hand, English pattern (SVO). Remarkably MT and SL comparison generate misuse or avoidance instances such as the case of verb to do. The MT use pronoun or morphemes to refer back words/subject in such cases confusion result in shifting may either use two subjects or neglected .Added to that Adj where it follows the noun in Arabic, whereas preceded in English.

2.5Punctuation: addressing capitalization, inserting a comma, full stop colon, semicolon, hyphens, question, and exclamatory mark. nothing to mention except capitalization in English signed in first sentence letter .Countries names, places people, and nationalities, therefore, the learner doesn't look at (presented in the first section of the test); something else in Arabic enumeration presented with a conjunction as (wa wa wa .) but in English is different well if literal shift it named redundancy therefore correctly (….,…..,…, and).

2.6 Spelling: the learner's errors resulted from the difference between languages, as the sound system where learner tend to spell it as it sounds that cause inconsistency in weak vowels, word derivation, and letters substitution as speace (for speak) .Furthermore errors

attributed to analogy as in languidge(mean language) stayle(for style) relashion (compare to relation).In addition to overgeneralization spelling rule, and the representation of the orthographic differences of the common vowel sounds in both languages.

2.7Lexical Errors: in this case, learners mislead owing for an equivalent of the MT due literal shift to TL inappropriately expressed. The table below sums up instances of what was previously noted.

Kind of errors	Examples	Correction
Punctuation capitalization	english,espagnol,fransh .punctuation put randomly	Engish , Espagnol ,Fransh. Following punctuation rule. Put where necessary.
Articles	all allgerian students .is world language the English language is universal language	All the Algerian students' .is the world language. The English language is a universal language
tense	is a universal language speak by. because it great language , it contain. can seen. wan I was have11years old	It is a universal language spoken by. Because ,it is a great language .it contains .can be seen /can see. When I had 11 years old
Spelling	Therd,stresd,bothe,thinks, Plase,relashionword,stayle,sea	Third ,stressed, both ,things, relation ,world, style; see
Word order (omission /insertion)	I want to you make your trust (أريد منك أن تضع ثقتك),sport is important in order to humains our hulthy because essential physical like fiteness(الرياضة مهة للحفاض على صحتنا ولأنها ضرورية جسديا كالرشاقة)	I want you to believe Sport is physically, mentally important such as protecting our health and body fitness.
Coherency	It's negative thinks in order to the students because its' very easy than the french language (لأنها تفكير سيء لأحل التلاميد ولانها اسهل من) اللغة الفرنسية Contradiction. corruption it is…the english language it's my best language,	For students, the English language is easier than the French language. Corruption is …. The English language is

Preposition	We will out done on French .an example for the importance of language. i prefer to talk out between my friends	We will be outdone from French. An example of the importance of a language. I prefer to talk out with my friends.
Borrowed words	Refuser, Langage.both word exist in English with slit different of spelling(اللغة. الانكار)	Refuse ,language

The table10 below sum up in instances of what previously noted.

2.8Conclusion :

The data analysis supports the study .The in -comes out .Helpfully the instruments reveal many facts comes in hand the questions cannot go in vain (i.e. result shed light on progressing era and the problems) as claimed when the time for writing comes students sealing by their own words into their world. The foundation of this study gathered qualitatively through classroom observation from one side, on the other side quantitatively via students both test and questionnaire.

Measuring the study was confusing but not impossible due may instruct for reducing the useless extensive activities and inserting the pleasure inside their learning where the more eager the learner becomes the more learning becomes easier furthermore, suggestion for re-aliving formal classroom debates. An emphasis is on using English as a means of communication in student's interaction.

In the end, it is worth mentioning that besides teachers' effort, the learners must work on their language since they are aware of their hindrances. To activate the input via comprehensible output i.e. they need to take benefits from what they receive by spell it out, used in real work...

Chapter Three: Recommendation and suggestion

3.1 Introduction:

Pleasingly, this final section seeks to provide a link of the earlier work inquiries aiming precisely, for well defined, single picture .Thus the data spotlight on a different era that pupils have to look at, and take a hand toward fruitful result relying on their weaknesses taking advantage from and using their MT as backup plan. Therefore, the coming phase provide a suggestion that predictably to come out of solution for the issue entailed according to the analytical review.

3.2 The English language and MT in the Classroom:

Most teachers emphasize preventing learners from using L1 in English classes. However, an instance where research was done by Nunan (1990) a teacher planning for strengthen L2 usage instead of L1.Therefore, whenever MT imposed in EFL classroom students get punished, as a reward for teacher plan receive no language, neither MT nor English. Harbord (1992)(as cited in Chris Wharton,2007) it is believed that the "mother tongue avoidance strategy" in ELT can be explained by the appearance of two main trends: mainly, using young travelers visiting Europe needs of English for growing the ELT as a casual career, where used in the classroom only. Adding that the main aim for developing the movement of British –based teacher training is for guiding English teachers of multilingual classes. Even though teachers keep pushing learners for avoiding L1, it can find a way and reasons to arise. That represented differently.

3.3 Providing L1 Equivalents of English Words and Expressions:

Atkinson (1987) recommends strategies for the use of L1 equivalents for eliciting language and checking for comprehension. Eliciting language may be completed via way of means of both instructor and student, frequently with inside the shape of "How do you assert ___ in English?" According to Atkinson (1987), checking for comprehension by the use of questions like "How do you say 'I've been watching for 10 minutes in Spanish?" is "frequently extra foolproof and faster than extra 'inductive' checking strategies." But is faster always better? What implications does this have for SLA? Using L1 equivalents along L2 phrases is likewise visible as a beneficial technique to memorizing new vocabulary (Carter 1987). Although maximum instructors opt to train vocabulary in context, Seibert (1930/ 1945) determined that offering paired lists with L1 equivalents turned into the advanced technique. Of path many instructors would cut price any such statement, claiming that vocabulary ought to know no longer be discovered out of context, specifically with L1 pairings (Wharton, C. 2007).

L1 can also be used as a reminder to practice the English mode (Green 1970). This practice is reminiscent of the audio language method, but some people think that the limited use may still have a place in the broader communication method (Willis 1990). Practicing the mode by itself is not enough to master a language, and most English teachers may consider the use of L1 by students to be a less popular technique.

3.4 Using L1 to Focus on Language In Use:

Explaining the purpose and meaning of students' grammar in L1 goes far beyond the translation of words or phrases, and becomes an extended explanation of the teacher. This is the representation of the grammar-translation method, and it is still a technology that many students, especially those in the elementary stage, want, and it is a strategy provided by many teachers, especially non-native speakers. This deductive method of grammar teaching runs counter to contemporary SLA research that praises inductive learning techniques. Green (1970) also described sentence translation as a way to illustrate specific grammar points and vocabulary. This technique is a feature of the grammar-translation method, which is often criticized for ignoring context and meaning and encouraging word-for-word translation.

Titford (1983) used a method he called "misleading translation" on his seniors. He furnished the scholars with a wrong translation, with inside the desire that it might divert their interest from a single vocabulary object to the "obviously non-English" grammar. This kind of hobby may be visible as an awareness-elevating experience, permitting students to find out what can and can't be carried out in English and to warn students that they may be uninterested in phrase-for-phrase translation. In addition to sentence-degree translations, Atkinson (1987) stated the translations of longer paragraphs as language presentation and reinforcement. It states that once college students translate from their native language to English, they are able to recognize with accuracy and observe the important thing structural variations among both texts. Atkinson (1987) recommended that this kind of activity is extra appropriate for the preliminary level. It is pointed out that even though it can't talk via way of means of itself, may be used to complement fluency activities.

Titford (1983), Baynham (1983), Edge (1986), Tudor (1987), Heltai (1989), and Eadie (1999) proposed the use of "reverse translation". The reverse translation goes beyond grammar analysis and usually involves paired students translating two different authentic English texts into their mother tongue, changing the text and translating "back" to English,

and then comparing the original text. The comparison and analysis spot light on what is "effective" in English ".

3.5 Using L1 for Classroom Interaction:

Atkinson (1987) suggested that "very low-level" communicative activity is quite problematic to establish, thus the use of the student's mother tongue as a guide is warranted. However, using the mother tongue in this way effectively eliminates opportunities for real communication between teachers and students, despite the use of classroom-specific communication. Harbord (1992) also objected to Atkinson's point of view, calling it "counterproductive." Most teachers will agree that if a task is too complex to explain, it is not worth doing, or at least an alternative introduction to the task is needed. Harbord (1992) suggests that teachers can do activities on their own according to instructions .Another use of the mother tongue involves students communicating with each other on an assignment. This can take the form of comparing responses, explaining the grammatical structure of the task.

In class, use your native language to comment, evaluate, and discuss the task at hand. According to SLA research, this use of L1 will eliminate negotiation of the meaning among students, thus having little impact on the learning process .Eldridge (1996) pointed out another interesting use of mother tongue, namely, "floor mastery". He assumed that "native code maybe retrieved as an expedient." Of course, this may be unavoidable at the early level, but students should understand that the available communication strategies involve "regulations" in English, such as "um", "let me see" or "wait a moment."Atkinson (1987) recommends using the L1 student to "discuss the methodology in class," especially in the early stages. He believes that students have the right to know what they are doing in class and why they are doing it. If the teacher wants to introduce some new types of communication activities, involving pair or group work, with which the students are unfamiliar, this can be seen as particularly useful (Willis, 1997). Many students have only attended a traditional English class led by a teacher, so there is a potential risk that they will not easily accept the change.

3.6 Advantages of Using Mt:

To recover any issue is to use its disadvantage as a bridge for coining admirable knowledge .mainly research discuss MT influence in English classes a cases of helpful to the learning process and may be accepted by most, while other uses are detrimental and should be avoided , in the first chapter that highly research data proofed.

Chapter Three: Recommendation and suggestion

3.6.1Humanistic element:

Atkinson (1987) agrees with Bolitho (1983) that allowing students to use their L1 brings "precious "humanistic" elements to language classes, allowing students to express themselves clearly and effectively. The hypothesis here Yes, once students express what they want to say on L1, then the teacher can help them express it in English.

At first, this seems acceptable, but we must ask ourselves, how much did lose in learning when students turned to their mother tongue to express themselves? Atkinson (1987) still seems paradoxical, adding that "you need to encourage students to develop communication strategies" and "you need to make them realize how much they can do with their limited corpus in the language that has". So should students strive to communicate in limited English or should they stop using L1? Harbord (1992) regards this "humanistic view" as a reasonable attitude towards students' use of the mother tongue, and believes that it is extremely unlikely that teachers will refuse to answer questions such as' How can I say ' Ana Tara3ra3t Hona `?` ". If you seek help from the teacher in such a limited way, with a single word or phrase, it may seem harmless, but the obvious danger of this strategy is that the student may become too dependent on and automatically return to it instead of trying to empower their communication by pushing themselves to speak in English. Teachers should ensure that students only use this technique with caution, as it is also insufficient outside of the classroom.

3.6.2Preferred Learning Strategy:

Atkinson (1987) asserted that the biggest advantage of using mother tongue is that it is consistent with the "preferred learning strategy" of most students in language classes worldwide. In other words, if students want to translate something, they will do it by their own, so why not just give it to them? This is especially noticeable for beginners and intermediate students. Students are usually relieved to know exactly what a new grammatical structure or vocabulary item means in their first language. Schweers (1999) in his research on the use of Spanish in Puerto Rican English as a foreign language classroom, 88.7% of students believed that Spanish should be used in classrooms to explain difficult concepts, define new vocabulary items, and check comprehension. When considering teaching methods, it is difficult to ignore the wishes of students, but as teachers, we need to know how to draw a line Is this the preferred strategy for all students? Some teachers, especially teachers in the private English language school, may argue that students have limited access to English outside of the classroom, so when they come to English class it is

"English time". Students can come to study for one to two hours a week. For a limited time, they only need the atmosphere of English. If the teacher talks to them in any language other than English, some students may be offended or feel as if the teacher does not believe that they can understand English. Observably the Spanish atmosphere is similar to the Arabic one .Therefore the result is compatible where the context should adjust with the preferred learning strategies.

3.6.3Time Saving Device:

(Cited in Chris Wharton2007) stated that it bothered him to see the professor try to explain a new vocabulary through the elaborate "language gymnastics" of, and in his opinion, "Translation is originally a more effective plan ". As anecdotes suggest, often encourages the use of translation or the native language as an efficient and time-saving strategy, and is supported by many professionals in ELT (Green 1970, Atkinson 1987, Tudor 1987).Many examples of the use of L1 are related to the need to save time, but as Harbord (1992) pointed out, saving time is not about effectively using translation or the native language. He cited Duff (1989)(cited in Chris Wharton2007)spot that The mother tongue should be used to trigger discussion and speculation, cultivate clarity and flexibility of thought, and help us to improve our awareness of the inevitable interaction between MT and the TL that appears at any type in the language acquisition process. The over thinking of the issue was select studies that attempt to incorporate the mother tongue into the most communicative approach.

3.7 Motivation:

Motivation as compare to a weapon that moves individuals for a particular action .It is similar to when putting honey to bring bees in the same way if the learners are motivated no need to worry about their learning, well they by their own will look for learning since they find their pleasure in it. Somehow they are still far from boring and tired with the amount of excitement they have .it is better to feel linked to the subject and not obliged for. i.e. to accept and welcome it since it is a foreign language, pupils must be ready for facing obstacles, to High light all the possibilities, and to renew their motive till not get rid of their goals For successful learning motivation is an essential factor: Azamat Akbarov in current research on language learning and teaching linked learners achievement with motivation stated that "students who are interested in learning achieve much better results than those who are less motivated or disinterested."(p.84) it reflects on their results encouraging a

higher concentration; a mind level, and increasing their effort .Learning motivation can occur differently intrinsically (internal) or extrinsically (external):

Extrinsic motivation is a sensitive era where learners are affected by the outside factors respectively as human beings we need to be cared for, to take attention, and to be rewarded similarly seems that extrinsic motivation is to show out the advantage and to stimulate learners for more always In other words learning is more linked with surroundings pictured in penalties, rewards, criticism, and praises.

On the other hand, intrinsically motivated ones do not require the outsides factors since they by own keep pushing themselves for what's better the efforts made for feeding their curiosity reaching new things involving their aims and goals for the sake of better knowledge and skills .

3.7.1 Motivation in the teaching process:

Learners vary, sometimes feel the burden from learning, well every student is a different case, for each personal matters that derives sometimes to leave learning wheels, and losing desire thus teachers and school work to implement new goals for development and happiness, as well increasing sense of identity, self-esteem, and to direct their energies .

3.7.2 Writing Motivation:

Corder (1967) long believed that conditions only are capable on developing language spontaneously in the mind in its way, instead of waiting for the result from language teaching. The teacher can hand his or her learner to find a way to get rid of writing problems. By time spent with students, the teacher being able to identify learners' weaknesses and needs accordingly teacher use to its benefit to fulfill his responsibility by solving the issue offering topics, strategies to meet learners needs and interest .Mostly, the best choice by involving authentic, practical writing activities.

Many students are afraid and revel in failure whilst they're requested to write due to the fact they do now no longer have the possibility to research and exercise the artwork of the pre-writing process. The reason is to offer a whole lot of pre-writing activities to inspire students to function and explore, Discover, and fall in love with text. The teacher has to display the scholars the way, a few students can also additionally write without prompting, whilst others want the teacher's thoughts. This is regularly visible in students with poor grades and poor students. The trainer has to offer them the appropriate substances needed to begin writing. A true move for instructors is to brainstorm students, keep it simple, and offer them guidelines and clues to facilitate the writing mission. Use pictures, maps, and ask

questions to make students guess and get the maximum crucial ideas from students to be able to begin writing a task this is regularly imposed on students. This can also additionally result in content material problems, including loss of thoughts, Students virtually cannot write.

Writing is an introspective and usually personal activity, but collaboration can enhance and motivate learning and group writing, especially in the creative discovery phase, helping to improve, deepen, and broaden each student's conceptual schema. Peer feedback is also an effective way to provide an audience for student writing. Students' self-confidence, or lack of self-confidence, greatly affects their ability to successfully manipulate multiple components at the same time. The writing task puts forward many requirements on the students' working memory system; the attention must be constantly switched between multiple goals and subtasks. Mel Levine described writing as "incredible juggling behavior" in his teen book. Under a photo of a boy juggling, eight balls, each containing the ingredients necessary for writing, he said: "To juggle, you must keep all these balls in the air at the same time. To write well, you must keep all the writing parts in your head when you write". Effective writers require good working memory, patience, perseverance, and flexibility. However, this does not prevent researchers from going to different classrooms to discuss with teachers what prevents students from writing well in the home environment and formal exams. As Zamel (1982) summarized, "However, if students know that writing is a process of exploring and discovering their ideas, then the product may also be improved" (cited by Tayeb Bouhitem.p15)**.**

The writing plan should include elements of process and production methods. Most teachers have not implemented process methods in writing classes. The reason why traditional writing teaching still dominates is the attitude of teachers. Teachers who have received practical teaching and training in product writing will naturally conduct writing courses according to the writing methods they have learned. Their teaching beliefs strongly influenced their teaching practice. Despite the introduction of process teaching in the late 1980s, classroom writing in Algeria is still structured and teacher-centered. Min (2007)(as cited by Tayeb Bohitem) wrote in his research that "the process of writing is to learn to write through writing".

3.7.3 How to Successfully Motivate Students in The Learning Process:

Naturally, teaching life spend a long time for lecture delivery than after waiting for a result .but if we get back to look the teaching scenario there are three level learner go

through trying to catch as much as possible of information it sums up in ('before, during, and after) for that much important to guarantee the teaching quality, assessment, and to be constantly stimulated for work. Most importantly, is to discover their world through an innovative atmosphere in class. Strengthen their ambition by looking for a reason to survive as long as they struggling to learn .Interesting and curiosity are capable to gladly earn knowledge especially if that is alongside awards, in addition, the teacher is students mirror who reflects on students such if the material is hard or incomprehensible they will find it difficult to understand, providing helpful and clear feedback, teachers expectation the positive one can enhance students motivation. Reinforcing more attention on performance rather than grades, rewards, in other words, focus more on learning rather than their achievement, support pupils via joyful extra activities that encourage students to speak their mind.

3.8.Implication:

3.8.1 Teaching Writing:

An emphasis on teaching the writing skill regarding its role in facilitating the ways of conveying information .with a belief that is an effective process for scaffolding and developing learners language production. Teacher behavior as a facilitator helps for recognizing and applying appropriate stages and techniques for writing instruction, which can achieve a successful learning process in a different setting. According to the investigation entailed eight main stages for teaching English academic writing. Mainly represented as follow:

➢ At the first step, the teacher shape students writing, pointing at handwriting for readability, to copy from the teacher model (alphabets, words, copying, and dictation) thereafter, produce their print. Eventually, through writing handwriting developed and improved besides TL spelling habits and other aspects of language.

➢ The second stage is the teaching of writing skills, which requires teaching the rules of punctuation, spelling, and capitalization.

➢ Third stage is to teach composition skills. All students must be taught how to use strategies of the writing process. How to collect ideas and information about the topic supposed to be written in the prewriting tasks. ·

➢ The fourth stage is to teach some aspects required in the composition process, such as how to write accurate topic sentences or thesis statements.

> ➢ Through precise details and supporting evidence, teach how to develop topic Sentences or thesis statements.

> ➢ An attention set upon teaching how to realize the surface and the depth of relations that existed in a written piece.

> ➢ Teaching students how to organize a paragraph or essay content.

> ➢ Last stage, teaching students to adopt post-writing activities for revising and editing text form and content.

These guided stages sharpen students' vocabularies, language structure, and improving their writing techniques and strategies. Likely, developing the writing skill among EFL learners entailed different theories .As a result called for the following to make sure of the success of the process taking into account: Language structure, Text function, expressions creativity, themes or topic, the process of composing, content, at last, Genre and writing context.

(Cited by Eman.Wanis. Abdulnabi. Elbarani) that teachers should implement in the advocated strategies the following: controlling the length of the produced written materials. Then develop an autonomous learner were due to increase task class preparation. Following the learner's progress spotting feedback importance, Next encouraging writing collaboration among students , emphasis on checking and revising before submitting the final product ,use teacher's language level for reducing writing tasks complexity, requires for slow or fast completion of tasks, Conduct effective small writing courses, writing regularly throughout the course and grade level, provide students with meaningful writing activities, and Create a positive writing atmosphere**.**

Consequently, the teaching of the writing process is empowered whenever the time is managed, and lessons appropriately distributed. As regards the offered instruction there must emphasis on the writing stages (pre-writing, organizing, writing, and revision) in the EFL classroom. Moreover, writing teaching must be highly integrated with reading materials, because the construction process depends on the background of students and the experience of reading.

3.8.2 Writing Training and Practice:

Writing is an arrangement between words and thoughts that builds in coherent clauses and sentences governed by a set of rules. honed through time and the amount of exposure to the language and the exhaustive feedback constantly in such way polish writing skills, in addition to the offered instruction that set what in mind in perfect picture releasing creation

with no boundaries chained by language rules repeatedly the practices lead to overcomes the drawback where learners memorize their mistake till not being trapped twice, encouraging extensive writing putting into eyes a model then after can seal and create their way keeping in mind to take benefit of MT similarities and be aware to improve the TL lying on MT differences.

Writing properly isn't an herbal ability; it's far commonly learned or disseminated as a fixed of practices in a formal teaching setting or different settings. The writing guidance, writing exercises, and instructor feedback are all about how you may enhance students' writing (S. Krashen, 1984). Writing skills should be practiced and discovered thru experience. Academic writing calls for awareness the effort and exercise in writing, developing, and analyzing ideas. However, as compared to students who write of their NL students who write in L2 should additionally grasp using language and writing strategies, techniques, and capabilities. It has to be cited that he has time and again emphasized the advantages of powerful use of writing techniques to assist enhance writing capabilities (Jones 1982, Graham 1997, Kasper 1997). They mentioned that students hardly ever use techniques while writing an essay in English. Many students do not use a success writing technique like brainstorming, keywords, planning, and proofreading. In addition, five types of consistent cognitive techniques had been cautiously studied. (Hamzaoui El Achachi, 2006) Monaghan (2007) talked about that the teaching of writing will encompass writing techniques, which can be described as techniques to impart the vital knowledge of the conventions and grammatical bases of written discourse through diverse techniques of coaching. In the very last analysis, the teaching writing method is for guiding students in the direction of the highest viable language communication skills.

Learning to write through writing is the best way to encourage students to become practical writers, and it often allows them to experience the stages of the writing process through preparation for writing, proofreading, and so. If learners understand each stage, teacher will notice that students can use the proofreading process by asking specific questions, for example, have I checked my spelling? Review is the process of checking drafts to make sure that a written convention is written correctly and properly.

3.8.3 Helping Students to Generate Ideas:

Mt ideas are already resisting in learners minds, but in fact cannot change it but instead can recycle those thoughts and reuse it in the target language, in English assumes that adults already develop a strategy for effective writing.

3.8.4 Instruction of Explicit Grammar Lessons:

Good writing goes beyond grammar manipulation. However, if a writer cannot write reasonably acceptable short, simple sentences, and is not fluent in some complex sentence structures, it is difficult to write clear, logical, and fluent paragraphs. Current research results show that there is an urgent need to improve students' basic language skills. The first strongly recommends some explicit teaching courses with important grammar points, such as sentence types, sentence structure, part-of-speech structure syntax, word order, and some common-tense verb forms. Grammar teachers and writing teachers should meet to solve students' writing problems. Grammatical errors and essay writing rules and conventions (thesis statement, introduction, transition words, and so).

3.8.5Vocabulary Learning:

The failure of students to write adequately for most students is because of a failure to find the right phrases to explicit their ideas. Reading is a great way to resolve writing problems. Based on the reading, blended with writing, students, according to our synthesis via their writing, have a poor vocabulary, so it's far recommended to read a lot. In this sense, students want additional texts to reveal them to actual materials on different topics. Students should master the most used words. It may be very not an unusual place for secondary students to have a vocabulary that doesn't reach about a thousand-word level. Reading in class primarily based totally on thematic units will offer students with better possibilities to study frequently encountered vocabulary.

Vocabulary mastering strategies, which include word association, part-of-speech analysis, affixes and suffixes, placement activities, and textual content ,content material guessing, may be carried out at suitable instances to facilitate learners' process of learning. Obviously, because of the restrained time with inside the study room, teaching grammar and vocabulary with inside the classroom is necessary, however now no longer sufficient to make up for this gap. It must emphasize unfastened and voluntary reading as a part of the improvement of writing skills. There is a sturdy connection between writing and reading. Krashen investigated this query and commented that analyzing is useful to language acquisition; it promotes higher spelling, better writing skills, better analyzing comprehension, and a higher stage of vocabulary.

3.8.6Selective Error Corrections and Class Conference:

Chapter Three: Recommendation and suggestion

The effectiveness of error or grammatical correctness in writing a second language has always been a controversial issue. Truscott (1996) stated that grammar correction should be abandoned because it is invalid and harmful. On the other hand, many researchers provide empirical evidence for the positive effects of false feedback. Regarding student preferences, 70% of secondary students are more willing to let the teacher show the error and give clues to correct the error, or directly provide the correct form. Ferris (2004) also concluded that teacher error handling is a necessary part of teaching second language writing. However, giving incorrect feedback to several large classes will be a very laborious and time-consuming task, and the heavy burden of correcting 200 writings at a time can inhibit teachers' motivation to assign more creative writing activities. Therefore, selective error correction and classroom teaching are more practical and effective. Teachers should not correct all incorrect grammatical structures but can choose a few example sentences for the whole class and review them in groups. After the group report, the teacher made further comments and explanations to clarify the confusing concepts.

3.8.7Encouraging L2 Use:

The teacher stands in front of students First language and national language In a class where all students use the same first language or national language, the teacher must use a series of options to encourage students to use L2 as much as possible (1997)). The next option is based on the idea that students use L1 when they should use L2 for several reasons. These reasons include 's low competition in L2, the naturalness of using L2 to complete certain tasks, being shy when using L2, or simply lacking interest in learning L2 knowing background for quitting the l2 usage help teacher entailing techniques accordingly in the coming Sahelehkheirabadi(2015) provide ways to solve the L2 use hindrances :

Choose manageable tasks that are within the capabilities of the student, prepare students for the task by pre-teaching required language skills and projects ,use staggered and graded tasks to allow students to reach the required level ,let the student pretend to be an English speaker ,make L2 an inevitable part of the mission. L2 is required to retell activities, undress stories, · complete activities, and role-play. Repeat tasks to make them easier ,inform students of the learning goals for each task so that they understand how using L2 will help them reach the clear short-term learning goals ,discuss with students the value of using L2 in the classroom ,ask students to discuss their reasons for avoiding L2 and propose solutions that encourage the use of L2 ,set up a monitoring system to remind students to use L2 ,in group work dialogue tasks, this may involve reminding one student in each group to use the

Chapter Three: Recommendation and suggestion

L2 role, use tasks that do not pose a threat, for instance students can choose their group, the teacher cannot participate in the group so that students prepare for homework, do not use the homework that puts students in an awkward position, choose interesting and non-threatening topics. Otherwise if promoting the use of L2 is a problem, it may be necessary to use several of these different solutions. These solutions cover a range of emotional, cognitive, and resource methods, so they can be seen as a supplement rather than an alternative (p.6)

3.9. Recommendation:

3.9.1 Limitation for The Study:

- The first issue that delimits the study is personal issues where have to stop dealing with the research due to sympathy losing three of my family members in the same year.
- Shortage of sources, as village learner narrowing down the opportunities (no libraries, and no transport).
- The task becomes even harder due to Corona virus and quarantine.
- Moving for research itself, there was confusion concerning the topic itself since the sources were limited where only a few pages available sometimes the information, pages are not complete.
- I have to change the sample and the school where there some teachers refuse to be a part of their classroom for doing research instruments (indicating observation)
- There was some problem concerning the time for joining classes took me two weeks to join in, where I asked to be there repeatedly at that time. Everything was easy regarding administration, unlike teachers.
- Patiently; I want to design a comparative study investigating the issue of language transfer in-depth mainly among both first-year license degree and third-year secondary school. Unfortunately, missed due circumstances, and time. However long believe that transfer is far from translation, but I didn't tackle it due non-availability of sources.
- There was some student who spoils the distributed instruments (test, and questionnaire) where others did not take it seriously. But, thanks to those for their contribution in answering.

3.9.2 Pedagogical Implications and Suggestions:

Errors resulted from SL learning are inevitable .it is essential for pupils, teachers, and researchers. An important is given for SL teacher qualification and training through CA and EA. The teacher's attitude towards errors should be changed .Providing a way for dealing with classroom errors. Manage the classroom with appropriate feedback (whether and when

to correct).Learners, teachers, textbook writers, and syllabus designers all take advantage of the research questions. Mainly for teacher contribute in prioritizing FLT, qualification, and evaluation. Focus on errors that may hinder communication, while correcting. About a textbook and syllabus designers highlight an emphasis toward the role of comprehensibility as the main objective for teaching a language. Suggested Nabil A. Ali (2007) the coming guidelines for errors treatment:

Firstly, for coping with worldwide errors, correcting the one's errors affecting comprehension. Correcting mistakes of high frequency are with the aid of using implementing an excessive degree of generality. Specifically, the corrected errors are for the ones affecting numerous students teachers clear up tactfully and carefully .in summing up, instructors should accurate errors associated with the point of interest of the curriculum. If the primary awareness of the direction is to apply the overall present tense, the trainer ought to know no longer awareness an excessive amount of correcting errors with inside the handling of articles and prepositions, likely, doing so will distract the students. The teaching method of the direction. A trainer should take note of learner pronunciation on account those learners spell words in step with the way they pronounce them, raise recognition for the MT rule distance of TL, with the aid of using presenting students with an authentic exposure to the language. Learners take part in fixing the problem with the aid of using forcing L2 schooling/training and teacher sessions every time confronted with difficulties

3.9.3 Suggestion for Further Research:

Regarding the topic complexity, many more might also have been tackled. Questioned by Liming Yu ‹Terence Odlin1952)) language and cognition .Remarkably, the first issue among novice or high proficiency level learners is the way they think about that language. The investigation has proven extends in the linguistic and psychology of the past 50 years .Since humans, in general, are governed by certain principles in language and cognition application. Furthermore, nonnative language learners of small villages in Algeria who are far from the SL real exposure must take into consideration. Since there is no way to read minds to change the MT flow over the SL. should focus on, for making sure of instruction success. In this respect Liming Yu ‹Terence Odlin (1952) suggest investigating the convergence and divergence of translation and grammar judgments toward language transfer.

Based on research humble findings recommended the following for further research in the area: at first can design a study toward teacher's awareness for language transfer in the

writing process, and how they act toward. Next they can make a comparative study between last year secondary school level and first-year license degree for deep investigation of learner's self correctness and behavior toward transfer.

3.10 Conclusion:

to conclude, this chapter discusses the research result to come out with an answer for the previous entailed questions .so concluded the following: a high reflection of language transfer on participants' English writing, secondly the analysis revealed that the issue could either be positive or negative mostly negative unless there was an adequate proficiency level of L2, thus, errors reduced. Whereas, there are some factors may contribute to carrying over such as individual or linguistic factors. At last, it is the role of each including both teacher and learner to manage the mastery of the language enhancing self-working, training, creativity, and innovation.

General conclusion:

The search for teachable, well-known learning skills is vintage because of the education history. the problems of what such skills are and the way they're obtained have occupied the eye of psychologists in each segment of the discipline's records .academic studies have lengthy addressed this query beneathneath the rubric of a transfer. In a sense. the transfer is the holy grail of educator -something we're even in seek of .that desire pretends lies simply past the following test or reform program.

Language transfer can be a helpful way for engaging students in English classes. Mainly in writing it reflects negatively, where students keep looking for an equivalent to the words in their mind where forget that is not necessary to be a synonymous at least a word likes, in an away learners loss confidence if they didn't find a similar like in the L2.

Language transfer plays a great part in the teaching and learning process where it helps both students and teacher to realize their demands, therefore becomes possible to solve their composition problems and to enrich and enhance their writing ability pointed by Robert E.Haskell that "the more skilled we are in transfer, the more creative and efficient is our thinking and performance" (p.24).

For answering the research question that previously entailed which go through random sampling. Then carrying within this study assumed that: at first suspect that might result in two aspects from language transfer either positively or negatively. Secondly, predicted that MT put its seeds in the path of TL in other words extend over, generalization standing against writing correctly. Finally, absorbing language structures of the TL seems to be a significant strategy among others.

This dissertation has been divided into three main chapters. It started with the review of related literature were inserted the previous studies, which dealt with the same topic. Consequently, the chapter is sectioned into two parts. Mainly the first covers the issue of language transfer. While the second part tackles the heart of the issue where looks for a link between SL writing and language transfer. In the second chapter, I dealt with all the information, and the data gathered were analyzed and discussed. In the last chapter, some recommendations and suggestions are offered based on the practical work.

General Conclusion

It is worth mentioning that the study entailed via both quantitative and qualitative study where accordingly depict three research instruments contribute in facilitating the data collection to reach that point where answerable, empirical questions can be solved convincingly by empirical studies, indicating classroom observation, and both distributed test and questionnaire for students. Spotlight on a random forty-six students from both science and literary streams of the third year secondary school at Balloul Saida being a part of the study that its fulfillment can prophecies none native English learners writing problems.

The data come to a point where drawn the following: the MT position neither can be denied nor rejected where students strongly rely on when writing. MT's reflection on their production depends on learners' proficiency level where due either MT behaves as support or hindrance. Despite the small participant number that helped in gathering data it proved its significance in the field. Furthermore, focus learners' attention on the differences between Arabic and English, besides facilitating linguistic development, via autonomously generated reading comprehension exercises, summary writing, and back-translation activities. Spot by McKay (2002) there is neither one strategy nor the optimal way that is best for a specific context on that light should taking into accounts learner's beliefs about learning and classroom preferences, and act accordingly.

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Appendices

Appendix A

Student's Test:

Thank you for participating in this study. Please write your answers in the gaps below. Your responses will remain anonymous. The purpose of this study is to explore how being a native speaker of Arabic affects your writing in English as a second language.

Section one : Grammar rule

1)correct the following sentences:

A)the government are preparing to discuss the new divorce bill.

B)that class are very noisy today.

C) everyone had done their work.

D)i have worn glasses when I was younger, but now i am having contact lenses.

2)complete the following: singular, plural form.

Singular.	Plural.
Datum.	....
Fish	....
Man	....
....	People
....	Sheep

3)form adv from the following adj.

Adj: Joyful, wonderful, careless, quick.

Adv: ....,.................,..............,...........

Section Tow: Vocabulary. (word choice)

1)Rewrite the following sentences:

A)Almoaalimatالمعلمات /, almoaalimoon /المعلمون/,almoaalimatanالمعلمتانت

a)..

B)whenever you doubt remember there is a God.

b)..

2) Complete the following:

A)Have you looked..............the meaning of this word in the dictionary?.

At.   On.   Up.   Off.

B)And this should be taken ....consideration ....the student's marks and feelings.

In.   To lift.   Into.   To increase.   To better.

C)The car I bought is great but I don't like...........color.

It's.   Its.   Her.   His.

D)She was ....founder of.............order of nuns called the missionaries of charity.

a/x.   the/an.   a/an.   the/x(nothing)

E)The flag ....every morning at 6:00 a.m. until yesterday.

was raised.   raised.   was raised.

Section Three: Spelling (awareness of grammar rule)

1) Express yourself briefly:

A) Free topic.

B) Your view toward EL2.

EL2: English as a second language.

Thanks for your cooperation

Appendices

Appendix b

Student's Questionnaire

We are researching to investigate the language transfer problem at secondary school 3rd level in El Bachir El Ibrahimi, we would be very grateful for your views and opinions on the matters in the questionnaire below. The questionnaire should take less than 15minutes to complete. Please note that you may complete the questionnaire anonymously and that all individual responses will be treated confidentially, thank you very much.

Nb: Transfer is the implementation of the Mother tongue's meanings into the target language text. (shift from one language to another).

Section one: General information

1. Age

2. Gender

3. How long have you been learning English?

4) When was its first encounter with the English language?

    A) Before school years (at home parental guidance).

    B) With TV shows and media before even get it as a school subject.

    C) With teachers only .

Section Tow: reasons for transfer

  1. Which language is most used in your environment?

    A) Standard Arabic. B) Dialect. C) Fransh. D) English

2. Does the use of English limited only to classes or it is used outside?

3. Why carry over transfer?

    A) Don't have enough acknowledge in English, therefore tend to use MT.

    B) Because it is an easy process.

C) Due to individual factors (attitude, motive, age....).

D) Committed transfer unconsciously.

E) Others.

4. Is it easy for you to express yourself in English?

5. Do you find yourself thinking in Arabic when writing in English?

Sometimes   Not at all   All the time

6. Do you end up with grammatical transliterated Arabic constructions? example

Section three: How to avoid a negative transfer.

1. Does transfer consider helpful or not?

2. A) Are there any recommendations to avoid language transfer problems?

2. B) Are there any other suggestions for the transfer issue?

Thanks for your cooperation