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Faculty of Letters , Languages and Arts

Department of English



The Cognitive Effect of the Mother Tongue on EFL

Learners' Written Production

*Case study : First year students of English at ENS Laghouat
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Submitted by:

Mr.KABACHE Taieb

Supervised by:

Prof. GUERROUDJ Nouredine .UDL, SBA.

Board of Examiners :

Chairperson :Prof. Kaid F Berrahal. ENS Oran.

Examiner : Prof . Abbess Bahous . Mostaghanem University.

Examiner :Prof .Ben Aissi Fawzia .UDL university SBA.

Examiner : Prof . Boulenouar Mohamed Yamine .UDL university SBA.

Examiner : Dr . Neddar Belabbes . Mostaghanem University.

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DEDICATION

I dedicate this humble work to the souls of my late grandfather Hadj Aissa , grandmother Errebh and my brother Atallah , to my family, my teachers, and my friends without exception.

Taieb Kabache



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List of Abbreviations

CA: Contrastive Analysis

CBA: Competency based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign language

EA: Error Analysis

ESL: English as a Second Language

ESP: English for Specific Purposes

ELT: English Language Teaching

GA: Genre Approach

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

M.T: Mother Tongue

NL: Native Language

PA: Product Approach

PA: Process Approach

TEFL: Teaching English as a Foreign Language

TL: Target Language

TESL: Teaching English as a Second Language

TESOL: Teachers of English to Speakers of Other Languages

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Abstract

Learning a language is agreed upon to be a human feature that requires conformity to the sophisticated nature of human beings' mental and cognitive abilities. Bearing in mind the undeniable existence of the mother tongue, several attempts have been generated to better enlighten this nook of knowledge. Since the endeavours of Uriel Weinreich in the fifties of the last century, the view towards acquiring the second language has been familiarized clearly and most notably with the work of Larry Selinker 1972, whose work broke out endless debate about interlanguage. In the light of the current teaching approaches and conclusions , it has been noticed that one of the main difficulties EFL learners face ,whenever they want to write, is tending to think in their mother tongue / national language and then translate into the English language, this makes them unable to find the equivalent in the target language . In fact, the overwhelming majority of learners fall in the trap and fail to express their ideas, simply because they are not aware enough that their level in their mother tongue is relatively higher than the English one . This work which targeted first year English language students at Laghouat ENS in the academic year 2013/2014 had been launched by gathering the required raw material of learners' writing errors through error analysis (EA), the researcher then applied the proposed remedy in the form of contrastive analysis (CA) in between L1 and L2 for the sake of raising participants' interlanguage awareness.

Findings of such a research have revealed that most of learners are not aware of this linguistic interference on the one hand. On the other hand, the insertion of a contrastive analysis has proved to be of a vital impact in creating a certain degree of awareness for learners in the focus group whose errors have been diminished to 56 percent ,in contrast to the control group whose errors decreased with roughly 20 percent.

Eventually, the current work with its adopted tools and strategies seems to have contributed, at least partially, to lessening the degree of sharpness of the interlanguage influence for those learners at the level of their written production , though it can never be considered as the sole obstacle that undermines EFL learners' written production.

General Introduction

The teaching process has for a long time been a rich field of research and a very profound aspect for scholars' concern, since it is related to human beings, whose nature is evolution and progress, especially their language which is considered to be one human distinctive feature when compared to other creatures' languages. These which are characterized by stability and constancy due to their limited needs-based nature. Thus, teaching a language requires endless updated methodologies and materials that should meet learners' life needs.

The field of teaching foreign languages has ever been witnessing tremendous changes due to the continuous endeavours and approaches that have been launched for the sake of facilitating the task of learning and then mastering languages other than learners' own ones.

As a matter of fact, teaching a language for non-native learners represents a real challenge that requires much more effort and attention, since it has the nature of being a totally alien tongue for the learners. Those learners, who might have less chance to practice this language, and if found it must be deprived of its other living side "culture". This is apart from the current new era that witnesses a titanic technological revolution which has left no room for being a foreigner via its sophisticated techniques.

So, teaching a foreign language has to be viewed as a special language teaching so that to assume the responsibility of providing learners with the required means that enable them achieve certain efficiency in the target language. English as a Foreign Language (EFL) has for long time been a fertile land for several approaches starting with the Grammar Translation Method (GTM), till the most recent ones: communicative language teaching (CLT) and competency-based approach (CBA).

It is a fact that teaching writing in particular has had the largest pie of research and witnessed several improvement attempts, including mainly the Product Approach, the Genre Approach and the most adopted one: The Process Approach.

The basic concern of this study is entirely devoted to such important linguistic skill; writing, due to several reasons which have helped in boosting the plan of this work, notably:

1-Teachers of modules other than writing do continuously suffer from certain weaknesses that mar learners' writing at several language levels like: grammar/syntax, vocabulary and lexical choice.

2-During my teaching career especially the days of secondary school and precisely in the writing phase, I always obviously notice that some learners are motivated to write and develop the assignment they are instructed to do, however when gazing into their faces I could identify the frightening look of lost children, they were saying in themselves that they were caught in something they did not understand, perhaps that fellow teachers might help them out of that dilemma.

For the reason of highlighting the nature of teaching writing in English as a foreign language and the cognitive effect of L1, an experiment has been carried out at the level of ENS Laghouat Algeria, first year students targeting the productive skill: the written expression module, the number of students is 60 (8 masculine 52 feminine) forming two balanced groups: thirty students each, during the academic year 2013/2014. The allotted time is three sessions, one hour and half each with an overall of four hours and a half per week. The principle of the experiment was first to supply only participants of the focus group with a variety of writing tasks for the sake of gathering enough data in the form of errors of L1 nature, followed by a contrastive analysis where necessary. Once those errors have been detected and classified, the next stage was to make the first group aware of the linguistic differences between the two languages (contrastive analysis) this procedure covered the

whole first semester (more than six months: mid-September , 2013 till April 15th , 2014) , and only then we could recognize the importance of this cognitive aspect ; learners' awareness of this linguistic phenomenon through supplying learners again with a variety of tasks that looked like those which they have been exposed to during the first phase of collecting errors .

In evidence, it should be noted here that the use of the mother tongue is not a matter of choice; rather it is referred to as a compulsion that can never be averted, but rather dealt with. Simply because of the L1 cognitive and mental components which have been implanted since childhood. EFL learners then, need to be made aware that there exist several factors that should be taken into account whenever producing in a second language, and here only they may grasp the intended meaning most of the time easily.

Purpose of the Study

EFL classrooms are most of the time heterogeneous , i.e.; they include learners who may exhibit a variety of linguistic levels and this leads to the existence of many types of errors .The present study emphasizes a cognitive approach to FL writing problems , through its main purpose which is to diagnose the effect of interlanguage awareness on EFL learners' written production , adopting a contrastive analysis as a strategy.

The ultimate aim of this work is to come at an identification and diagnosis of the interlanguage defects caused by L1 as an independent variable on learners' writing as a dependent variable, this which leads to the presence of writing errors. This, all aims at suggesting a remedial approach in the form a mixture between error and contrastive analyses.

Research Questions

To foster this endeavour ,three main questions have been formulated:

1-Are EFL learners (1st year students at the ENS of Laghouat) aware of L1 /L2 interference ?

2. If so, can they totally prevent their mother tongue's interference at the level of their writing if equipped with CA and made aware of such interference?

3-Does this cognitive factor of awareness consist the sole obstacle that hampers them from writing efficiently?

Hypotheses

The above-cited composed questions have been followed by three basic views which have been hypothesized:

1. Most of EFL learners (1st year students at the ENS) are unaware of the existence of interlanguage components when writing in English that is why they commit errors.
2. If they are made conscious of such a fact, and supplied with an accurate contrastive view in between L1 and L2, their written production will be relatively pure of interference errors.
3. Interlanguage awareness seems to be the most prominent factor that undermines learners' written production.

Limitations of the Study

As it is the case in any academic study , there is a variety of limitations that occur within this work .First , the number of correspondents is relatively limited , simply because the number of students at the ENS in general is expected to be small , as learners are promised to sign working contracts once they enroll .Second , teachers who tend to adopt and apply the strategy suggested by this study may not all be equipped with the necessary linguistic knowledge of L1 though they may use it , this does not permit them to apply a comparative view which functions as the fuel towards achieving linguistic awareness recommended in this study .Lastly, limitation refers to the sensibility of using L1 in classrooms , due to the fact that some teachers tend not to permit the use of L1 in classrooms whatever the reasons are neither for themselves nor for their students .

Organization of the Study

This work is initiated by a general introduction that embodies hints on the theoretical background that touch the variables of the whole work through six chapters, that explore the two variables and exhibit the adopted method that led to the gained findings.

The first chapter deals with the preliminary approaches that prevailed the teaching-learning domains from the outburst until nowadays. This chapter then entails those teaching approaches in a chronological order thus starting with Grammar Translation Method (GTM), Communicative Language Teaching (CLT), and concluding with the competency Based Approach (CBA). In this chapter also, the researcher sought to provide clear cut differences between such approaches as well as to demonstrate how one approach, although seemingly having divergent nature with one another, makes a platform to another eventual approach, simply by assuring the utility or the malfunctioning of its comprising key elements. To add, this chapter then singles out the approaches which seem to be of vital importance to our current study.

The Second chapter contains an over view about the theoretical angles relevant to the dependent variable of the study: "Writing". In particular, this part deals with the well-known and mostly adopted approaches to teaching writing, so as to gain a clear image about the essence of this study, simply because the researcher wants to shed light on one way of how to teach writing, through this view that definitely needs to be explored and invested by future researchers. The chapter begins with the product approach, then the genre approach till coming at the process approach. This latter is thought to be the most adopted one, as it imposes certain steps to be followed in the written production to better prevent possible errors especially in EFL contexts for instance Algeria.

The third chapter has been entirely devoted to the basic independent variable which is about cognition and language, this seeks to show the nature of the human language as a

cognitive behaviour together with some reference to the other human cognitive abilities. It starts with localizing language system in the human brain, then specifying the performance of the language perception and production, supporting this with certain maxims notably Piaget's views about this aspect. This chapter tackles the literature review related to the independent variable of the study: cognition and language awareness. This tends to show the utility of this independent variable which functions as a main pillar that affects the target variable. This is followed by a discussion of the cognitive nature of language, language and the nervous zone, and more importantly interlanguage awareness.

The fourth chapter is concerned mainly with certain theoretical considerations about the first language, interlanguage or language transfer together with its different levels. In this chapter also we find some theoretical notions about the current approaches to language transfer including contrastive analysis and error analysis basically. This chapter functions as a corner stone to this work, for it is related to the first variable which is the cognitive effect of the mother tongue.

The fifth chapter of the study is thoroughly consecrated to the methodology design that has been picked out of a set of available ones, together with certain arguments related to the appropriateness to the nature of the study. However, this all has been preceded by a comprehensive picture that offers the different available research methods and the inappropriateness of each one to the type of this work, coming at the most pertinent one that has been judged to be the most suitable one for the current study in the form of a hybrid between quantitative and qualitative methods.

The work then, reaches a crucial stage that preoccupies the researcher's concern and pervades the lion's share from the whole work through the chapter that involves presentation and interpretation of results, when exhibits the findings reaped by both the experiment and the questionnaires, highlighting each item separately, analyzing its result with comments and

comparing it to other items and then relating it to its convenient variable, research question or hypothesis .

This dissertation is ended by a general conclusion that sum up the main points about interlanguage and the writing skill dealt with throughout the whole endeavour .It also restates certain findings relevant to answering the research questions and supporting the raised hypotheses .The conclusion further more evaluates and comments on the whole work and invites other researchers to further develop the study and enrich its dimensions. Eventually and simultaneously, the researcher has also constructed certain views in the form of a handful of recommendations relevant to the work which may serve as a helping tool for future field workers in the same field of interest.

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1. Introduction

Human beings are characterized by the feature of being keen on discovering the world around them and seeking to develop their means of communication. Centuries before the appearance of any science related to language, human languages were all dependent on other disciplines like logic and philosophy. They were focusing only on written aspects of language through borrowed models of analysis imposed by arm-chair grammarians who were just prescribing rules of grammatical items in isolation. That context paved the way for the appearance of the first endeavor of teaching languages named the Grammar Translation Method. However, with the emergence of modern linguistics early at the beginning of the twentieth century with the founding father F.D Saussure (1857-1913), language had drawn its path towards independence, becoming self-sufficient through the science of linguistics, which views language as a system of systems that focuses on both written and spoken aspects of language in a descriptive rather than prescriptive manner. This came to be known later as 'structuralism'.

That all created an appropriate context for language teaching innovation which gave birth to a succession of multiple teaching approaches namely: the direct method, audio-lingual method, oral situational method, and the communicative method together with competency based method.

2. Grammar Translation Method

The Grammar Translation Method (GTM) pioneered the scene of foreign language teaching for almost a century ago, (1840s- 1940s), so it is the first method in the domain. Historically speaking, this method was used to teaching Greek and Latin. Then it was generalized to foreign languages. Though its use is relatively remote in the history of language teaching, in fact, it is still popular or even utilized in some countries nowadays. This is closely related to our research in its independent variable ; the cognitive effect of the mother tongue . As the name suggests, it clearly focuses on grammar, i.e. grammatical competence. So, what is meant by grammatical competence and how is it realized? According to Richards (2006: 3):

Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed.

Language learning, then, is limited to ‘knowledge of grammar rules’ which leads us to the second principle of GTM. It is the isolation of grammar rules considering other elements of a language as secondary or of negligible outcomes. The mastery of grammar is an indicator of language competency or use. In this context,(Boumová2008:10)arguesthat:

Traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation

Another principle of GTM teaching-learning is that those grammar rules are to be taught deductively. Learners are supposed to be “passively” in full attention, so as detailed instructions and explanations are poured by teachers. This leads us to another tenet of GTM,

which is the centrality of the teacher. The teacher is seen as the authority and the source of knowledge that learners listen to attentively.

Teaching grammatical rules would be through reading only, i.e. the exclusion of listening and speaking from the process of learning is another maxim of the Grammar Translation Method. Once those grammatical rules are learnt, they are supposed to be put in situations so as to be practiced, but this practice would be in writing only. Ronald V. White in his book "The ELT Curriculum" clarifies this opinion saying that "*there is no oral or pronunciation work, since it is the written language which is taught, and 'mental discipline' is stressed rather than any ability actually to use the language*" Boumová (2008:14). Concerning mental ability, to add, the Grammar Translation Method works on developing learners' minds and that is manifested through two aspects. The first one is through using the first language as a reference to learn grammatical rules, which mutually enables learners to unconsciously compare those different grammatical rules and put them under continuous judgment as linked to their first language, thus enabling them not only to learn L2 grammatical rules, but also to enhance theirs. In this case, Gascoigne C (qtd in Arrouf2009:12) argues that:

In grammar translation, the development of the mind, as well as of translation skills, was accomplished through a deductive form of teaching, moving from the statement of the rule to the example. In the classroom, the student was a passive recipient of rules and engaged in practice activities and translation exercises requiring the application of explicit grammar rules

During learning a language, the GTM highlights that there is no room for errors since they might develop to male uses of grammar, language. In her published thesis, Bc.Viera Boumová (2008 :16) asserts that :

Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). Accurate mastery was

stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech.

This is clearly a behaviorist attitude towards language learning that as linguistic theories pass on, proves to be of less validity. Chomsky, on his part as a pioneer of the mentalist school of language learning and teaching, refutes this claim considering errors as indications of progress “learning”. Other differing notions involve “structuralism” as well. Those differences might be highlighted as follows.

While Traditional grammar prioritizes written language, structuralism does otherwise. Unlike the Traditional Grammar prescriptive attitude concerning language, structuralism is a descriptive one. They think if we want to study language, we must describe language first. In contrast to Traditional Grammar which categorizes languages into different levels according to their closeness to Latin, structuralism considers languages of equal importance. It considers any language of any nation as of well-developed communication system. Grammar Translation Method describes and analyses languages of different times together. On the contrary, structuralism depends on its synchronic way of analyzing languages. Its analysis; therefore, allows the study of languages of the same period only. Yanhua Xia (2014 : 2) mentions other differences:

- Traditional grammar does study about the inner part of languages independently.... Structuralism gives systematic study to all the layers of a language as a general principle.
- The description of language by traditional grammar is always subjective because its research is often based on the meaning rather than language form. However, structuralism gives objective description of language materials

For a comprehensive scrutiny of GTM, the researcher sought to mention other characteristic features of GTM. According to Prator and Celce-Murcia (1979) in Brown (2001: 33-34), principles of GTM are as follows: primarily, language classes are taught using

the mother tongue whereas much less active use is given to the target language. Besides, vocabulary is taught in the form of lists of isolated words. In addition, the prescribed reading would be one that singles out difficult classical texts as dependable sources of knowledge. Worth mentioning is their continuant dependence on drilling of exercises solely about translating disconnected sentences from the target language into the mother tongue. Finally, pronunciation is almost marginalized in the process of learning.

3. Communicative Language Teaching CLT

All that is written about teaching is evidently for the sake of finding better ways of conveying meaning through a language, and because the world is said to be a small village speaking one language, the English language, then the need to master it has become a dire one. So, whatever approaches, methods, or techniques adopted, they manifest themselves as means to an end; that is communication. From the outburst, there are three major phases representing the evolution of teaching-learning theoretical background. According to Richards (2006), they are as follows:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current communicative language teaching (late 1990s to the present)

Concerning the traditional approaches, they prioritize grammatical competence¹, and they consider it as an indication of language proficiency. In this context, (Richards 2006: : 06) clarifies that: *“It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce them accurately and quickly in the appropriate situation.”*

¹ Crystal D (2008 p:92) defines it as speakers’ knowledge of their language, the system of rules which they have mastered so that they are able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities.

When it comes to teaching such competence, it is conveyed through direct instruction in which all focus is given to repetition / drilling as a basic technique to achieve learning. More specifically, a grammatical rule is given at first hand, and then an appropriate practicable situation is supplied and allowed, i.e., the methodology to teaching is a deductive one. Once a relatively acceptable necessary level of language ‘grammar’ is acquired, the flow of the four skills takes place. Memorization, substitution drills, guided speaking and writing forms are techniques utilized to teach grammatical rules, thus teaching a language. More importantly is their behaviorist notion of language teaching.

Traditional approaches focus is zeroed in on avoiding the acquisition of bad habits. Therefore, instant error takes place while learning a language. This basic behaviourist notion comprises other teaching methodologies, though the divergent nature amongst them is of great possibility. Richards (2006:07) argues that: *Methodologies based on these assumptions include Audio-lingualism (in North America) (also known as the Aural-Oral Method), and the Structural-Situational Approach in the United Kingdom (also known as Situational Language Teaching).*

As for the classic communicative language teaching known as CLT in (1970s to 1990s), it is a method that no longer considers grammatical competence as a basic requirement to language proficiency, but rather it requires other skills to realize communication. Plainly, a communicative aspect is what is required to communicate properly. Accordingly, Richards (2006: 09) claims that what is required to communicate effectively is:

Knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally

As far as the syllabi compatible with CLT language teaching are concerned, new teaching methodology was adopted; it is the “communicative language teaching”. This methodology entails communicative competence as an end, and that special syllabuses are required. Richards (2006: 10), at this level holds that a syllabus should identify the following aspects of language use in order to be able to develop the learners’ communicative competence. First and foremost, the syllabus should clearly be set for the purposes which learners learn a language for. Sometimes General English is of less profitability when someone intends to learn a language for specific purposes, a language for hotel services or a factory, for instance. An idea about the setting in which learners will try to use the target language; for example, in an office, or on an airplane is also another comprising element of CLT syllabuses.

A CLT syllabus, to add, is required to identify the socially defined role the learners will represent in the target language, as confronted with specific interlocutors such as travelers, clients, or members of scouts. The communicative event in which learners will articulate manifests itself as another comprising key to a sound CLT syllabus. Accordingly, everyday situations, vocational or ordinary situations, academic situations, are all of different prerequisites. Concerning vocabulary, a syllabus would better consist of a realm of specified notions or concepts for example, notions concerning leisure, finance, history, religion... etc. Moreover, the syllabus has to involve the grammatical content as well as the lexical content of the target language. Other elements to an effective CLT syllabus include, as Richards (2006:10) argues are as follows:

- The language functions involved in those events, or what the learner will be able to do with or through the language; for example, making introductions, giving explanations, or describing plans.
- The skills involved in the “knitting together” of discourse: discourse and rhetorical skills; for example, story-telling, giving an effective business presentation.

- The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.

The technicality and the specificity of such teaching methodology along with the emergence of English for Specific Purposes all led to the birth of CLT that is the consideration of the communicative competence as the basic language learning requirement, which further necessitated special syllabuses such as the skills-based syllabus and functional syllabus. For what is worth, the notion behind CLT is all based on what is labeled as communicative competence, so what is meant by communicative competence especially after getting an array of different definitions and considerations?

3.1 Communicative Competence

Two major linguistic figures have had their print and reputation in this angle: Canale and Swain (1980:27) whose model was to be applied to second language teaching and testing contexts. It proved its importance in the domain of designing syllabi and testing as they pioneered in segregating between theories related to basic communication skills and those of sociolinguistic perspectives pertinent to communicative competence in what they called ‘ integrative framework of communicative competence. Furthermore, their model is still considered to be an accepted integrative and elaborate one, since they view both grammatical competence and sociocultural competence as having equal importance in shaping the communicative competence.

Although some relatively analogous terms like linguistic competence and performance might be bewildering, but Savignon, S. J. sets some ideas to understand such linguistic concepts . First, one might better distinguish between a competence and a performance. A competence is what learners know as underlying knowledge of the language whereas a performance is demonstration of the acquired language knowledge. Second, a communicative competence can be manifested in both

written and spoken language, as well as to many other symbolic systems. Other defining aspects of communicative competence include:

.Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system.

. Communicative competence is context specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind...

. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants. (qtd in Ozsevik 2010:33-34)

As William Littlewood clarifies that CLT comprises a number of principles, their mentioning is mandatory. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. (2003: 03)

3.2 Principles of CLT

In his book, “*Communicative Language Teaching Today*”, Richard Jack C(2006: 13), summarizes the overarching principles of CLT as follows. From the outset, teachers had better make real communication the primary focus of language learning. Realizing such a task, they might also need to provide opportunities for learners to practice and try out what they know. Language practice necessitates errors, in which teachers should be tolerant of learners' errors as they indicate that the learners are building up their communicative competence. At forward stages, teachers need to afford opportunities for learners to develop both accuracy and fluency. The natural and simultaneous flow of the different skills must take place since it does so in real life. Finally, students have to induce or discover grammar rules.

Apart from deficiencies concerning teachers, there exist a number of barriers hindering learning applying the Communicative Language Teaching. First, teachers may encounter uncontrollable, and even resolvable, that would take much time to be resolved, fences that are not theirs. These might include economic factors such low wages, lack of resources, and large classes without adequate facilities; pressure from parents, students, principles, and supervisors. Second are cultural factors which include passive-student traditions, negative-to-group-work attitudes, and influences of colleagues in other, teacher-dominated subjects. The likes of such cases are found in Asia in general where teachers are deemed as purveyors of knowledge and wisdom and where students listen attentively, yet passively. This kind of problems totally contradicts with CLT. Most importantly is the consideration of the language to be learned. Cases where the TL is considered as a foreign one, the likelihood of learning is not usually promising, for there isn't a dire need to use the TL. In contrast, teachers who apply CLT in ESL classes declare otherwise solely because ESL students need it primarily in their professional and even everyday lives.

4. Competency-based Approach (CBA)

One can undeniably claim that much ink has been poured to define the Competency Based Approach, for it is said to be the latest as well as more or less complicated and also because it has multiple usages, thus fostering numerous terms such as Competency Based Training, Competency Based Education...etc. These differing terms, though having the competency based element as their core, have their roots through chronological order. This order took place regarding both theoretical and practical circumstances. To begin with, it is believed that this approach was first put into scene as Competency Based Education in the USA in the 1960s. Some linguists trace back its roots even earlier to the 1950s when competency was viewed and measured from the behaviorist lances as a demonstration of a certain performance and vice versa, but others posit that CBA roots reach back even

beforehand. In her published article Kate Ford(2014: 2) asserts that: “ *Brown’s historical account, largely informed by Australia’s competency-based vocational education model, traced the development through the first generation – the application of scientific management to work roles – then the second -- the development of mastery learning models in the U.S. during the 1920s and 1930s.*”

Similarly, some linguists attribute the emergence of CBA to the convergence of several theoretical linguistic concepts. In the same vein, Bowden and Master (1993), claim that in the 1970s there were five related designs to CBA. These were: mastery learning (Bloom 1974), criterion-reference testing (Propham, 1978), minimum-competency testing (Jaegan, 1980), competence in education (Burke et al 1975) and programmed learning (Skinner1952). These movements shared three things in common: modules design and assessment around a list of observable behaviours and the concept of mastery (Cheli 2010: 14-15).

Influenced by Frederic Taylor in 1947, the American Forces adopted such an approach and further developed it. This approach, practically speaking, has witnessed much diversity among institutions, from military, vocational teaching and training, business to medical ones. Examples include vocational training programmes in the UK and in Germany during the 1980s and vocational professional skills recognition in Australia in 1990s.

For a discerning eye, it is because of the fast and frequent changes which occur globally and even at personal levels, that much of the psychological, social, or linguistic behaviours have been analyzed, for there is a dire need to adapt, coexist, or resolve mostly the “unpredictable and unprecedented situations” that when former approaches were used, according to adherents of modernity, they proved to be of less efficiency. Hence, greater focus was cast upon what enables students and workers to realize better output. Accordingly, terms like competence and competency merited worthy analysis.

Though seemingly easy to be defined for a lay person, clearly both terms have slight variance as well as difficulty. One of the difficulties facing, especially novice researchers, is that competency, for example, is not defined from one perspective. Cheli (2010: 5)

...the term competency varies from a school of thought to another. The behaviourists use it to design an observation and measurable behaviour resulting from a certain training. The constructivists use this term to illustrate the construction of capacities acquired from an interaction between individuals engaged in the same situation

To begin with is the term ‘competence’, it is “ *a system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and also social behavioural components such as attitudes, emotions for successful realization of activity in a particular context*” (Ibid:4).

Similarly, Worsfold (2012: 10) defines competence as:” *more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context; and is the ability of an individual to perform a job properly – knowledge, skill, judgment and attitudes.*

Competence is, then, simply put as the organized mobilization or shift from acquired levels for proper task realization. Important to mention is the six key competencies based on the definitions of DeSeCo (qtd in Cheli: 2010: 9) and they are as follows : First, there is what is labeled as autonomous competence. This competence involves cognitive strategies needed to perform cognitive activities and apply the gained knowledge and skills to processing information, adapting and transforming knowledge, to construct knowledge and judgments. The second is the interactive competence which assumes effective use of communication tools and personal resources. The English language, for example, as well as knowledge, strategies, laws information, new technologies according to requirements of a modern society for the solution of everyday-routine and professional tasks.

Social competence which is the third key competence makes the integral personal system of knowledge, skills, verbal and non-verbal communicative strategies that provide the capacity to form, join, and function effectively within complex and socially heterogeneous groups. To add, there is the linguistic competence, which as clearly as the terms suggests, includes: lexical, grammatical, semantic, phonological, and orthographic competences. Last but not least is the strategic competence. Finally, we have what is called pragmatic competence which is an integrated personal system of principles according to which messages are organized, used, and sequenced according to interactional and transactional communicative designs. Cheli (2010: 10)

Worth mentioning is how competency is different from competence, but before doing so, an illustration, which is in the form of a ladder or ascending scale , might ease the task.

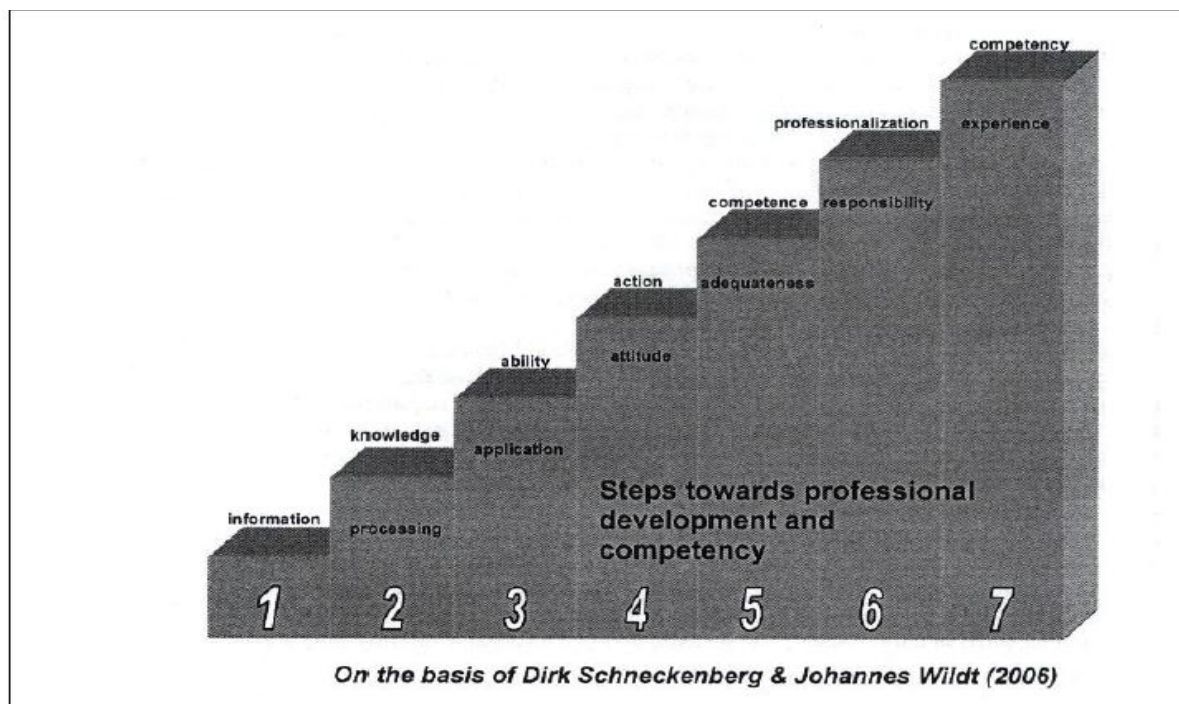


Figure 1 : Steps Towards Professional Development and Competency

As illustrated above, competency is at the top of the ladder; that is the highest scores of achievement. In other words, Cheli (2010: 3) says:

competence is defined as a cluster of related abilities, commitments, knowledge and skills that enable a person (or an organization) to act effectively in a job or a situation in comparison to competency (ies) which refers to a cluster of abilities relating to excellence in a specific activity.

In a nutshell, the basic distinguishing characteristic feature between competence and competency is the after stages of acquisitions ‘ prerequisites’ ‘how well a task is performed’; that is performance.

5. Conclusion

When it comes to evaluating the Grammar Translation Method, one might not be able to declare its total failure as well as its total success. This is basically because idiosyncrasies exist at great levels even in the same speech community. Yet, there are some significant judgments which have been enumerated as follows: The Grammar Translation Method exaggerated the function in the learning of a foreign language. Besides, this method eliminated practice or training skills while greater attention was given to language knowledge. To add, this method proved itself as being mechanical and separated from language environment where learners do not experience meaning. Finally, the spoken form of language is ignored making learners of a language” the learners of the grammatical aspect of the language, unable to articulate a simple ordinary conversation.

As for the Communicative Language Teaching, one might say that apart from deficiencies concerning teachers, there exist a number of barriers hindering learning applying the Communicative Language Teaching. First, teachers may encounter uncontrollable and sometimes even irresolvable fences that are not theirs which most likely would take much time to be settled. These might include economic factors such low wages, lack of resources, and large classes without adequate facilities; pressure from parents, students, principals, and supervisors.

Second are cultural factors which include passive-student traditions, negative-to-group-work attitudes, and influences of colleagues in other, teacher-dominated subjects. The like of such cases are found in Asia in general where teachers are deemed as purveyors of knowledge and wisdom and where students listen attentively, yet passively. This kind of problems totally contradicts with CLT. Most importantly is the consideration of the language to be learned. Cases where the TL is considered as a foreign one, the likelihood of learning is not usually promising, for there isn't a dire need to use the TL. In contrast, teachers who apply CLT in

ESL classes declare otherwise solely because ESL students need it primarily in their professional and even everyday lives.

Following The CLT approach, there is evidently the Competency Based Approach. Based on the array of definitions provided by scholars, one might claim that the Competency Based Approach proves itself as a compatible approach to our technological everyday life situations, that are full of change and that require autonomy among learners, as compared with its precedent approaches, yet one might not dogmatize its vulnerability to some malfunctioning cases due to what some scholars call it ‘wicked problems’.

These problems usually include sustainability and non-controllable issues that all forms of institutions, national or international, governmental or non-governmental should collaborate to resolve. A simple example of such a case is teaching final grade students of English the required programmes using CBA while in fact they have not had a teacher since first grade. In these cases, teachers get bewildered of the utility of such approach. Most of teachers find difficulties concerning time. Other examples comprise teaching listening and speaking while there isn’t any way possible to provide even the least of technological means. Therefore, the researcher thinks that an eclectic approach to teaching in such cases seems to be of better results.

Chapter Two: Approaches to Teaching Writing

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1. Introduction

This chapter involves exposition and discussion of some elementary angles and approaches relating to the teaching of the writing skill in English as a foreign language (EFL). This background makes the platform for our investigation about the cognitive effect of the mother tongue on EFL learners' written production, in a way to weld the two study's aspects. It is a kind of analysis that touches the most basic views and attitudes which may differ in its content but have one common target. This introductory chapter aims at giving a holistic view that functions as a paving way to our practical work, in a form of a rigid basis from which our hypotheses are going to take off. Also to show the pair less value of the ground that's going to bolster the research and show the significance of our investigation.

We are then going to present a guiding-path for our whole endeavour to test our previously-mentioned views related to the dependent variable. We will set about such a chapter by identifying the essence of the writing skill, its relation with the other productive skill: speaking, and its rigid relation with the receptive skill: reading. Next, we will account for the basic approaches in teaching writing, such as the product, the genre, and the process approach focusing on them as being the most tackled by EFL teachers in Algeria for instance, however our main focus will be on the process approach, the one that is adopted by most if not all EFL teachers in Algerian context. Hence we will provide various arguments stated by specialized theorists, trying to explain and further comment on their insight, comparing them at the level of content and ultimate targets.

Since writing is one of the four skills that has proved its importance in most language syllabuses in first, second and foreign language classes, the way to teach this skill has been approached differently throughout the history of language teaching. Within the different developments that occurred in this field, the process approach tends to identify writing as a process that includes different stages, which help learners better structure and develop their

ideas .This orientation has been originally developed for native language learners and adapted later on for second language and foreign language classes .That is why the process approach has had a wide spread influence on the teaching of writing throughout the non-English speaking countries as well as English speaking ones.

This chapter then , explores the process approach to writing instruction in details more than the other approaches , asserting that the act of writing is more than simply the presentation of a written product .Rather , it is a complex , creative and unpredictable progression of strategies , where the writer has to play a crucial role .as a matter of fact , and as long as the writing skill is the sole dependent variable in this study , exploring it at this stage is a must , so as to have a closer look on the targeted field of research before testing our hypotheses that adopt and claim the effect of the mother tongue / national language as an independent variable .

2. The Essence of the Writing Skill

Beforehand , "to write" , according to The Oxford Advanced Learner's Encyclopedic Dictionary (1998: 1050), means:“ *To make letters or other symbols on a surface (usually paper), especially with a pen or pencil or to form letters, symbols , words , messages ..etc, especially on a paper or to compose something in written form.*”

This definition implies that the writing process is an observable action that requires certain physical tools and already existing components to be put together. This process begins from the smallest segments (letters) to form words until reaching coherent messages.

“ writing” also as defined by Ignace Jay and R.M Whiting in Encarta Encyclopedia (2009) is a way of recording language in a visible form and giving it relative permanence “Here , an eye is kept on using writing as a means to preserve linguistic aspects in a legible

way that is likely to be kept for long time , in contrast with the spoken form which is an instant one

No one can deny the fact that writing together with reading are two significant characteristics for literacy , i.e., these two productive skills serve as measuring tools for the knowledge or even fluency/efficiency of any language learner/user. Thus, a careful attention should be resorted to, to better enhance their teaching/learning procedure *“Listening and speaking are natural behaviours ...reading and writing, however are quite different, they have to be taught and painstakingly learned”*(Crystal2007:133).Also we find Ken Hyland (2002: 53) stating: *“Writing together with reading, is a central aspect of literacy, a learnt ability which resides in people’s heads and which facilitates logical thinking and active participation in the roles of modern society.”*

The two first skills i.e., listening and speaking , as long as they are related to senses or to pampering biological needs , by instinct they have a kind of readiness in the human being's linguistic and cognitive system. However, it seems that writing is the only linguistic skill marked by total silence and deep reflection but practically, it is so dynamic in allowing writers to work with words and ideas ,it is a process of exploration i.e., when the learner writes , s/he is always in his/her way to "discover" how to build (compose) a piece of writing that should be structurally correct and communicatively effective .Coe et al (1991:97) state in their book entitled "Writing skills": *“writing is a complex , cognitive activity in which the writer must show control over content , format , sentence structure, vocabulary , spelling and letter formation that means, control at the sentence level”*.

Besides , writing satisfactorily implies the existence of two main intellectual linguistic abilities , namely cohesion and coherence .It is rather a tendency to connect ideas logically and ensure a strong unity once the composed piece of writing is ready. B .Kroll

(1990: 31) states: " *writers must be able to structure and integrate information cohesively and coherently when writing paragraphs and texts*".

We also find Brown (2001: 355) contrasting both skills: "A *simplistic view of writing would assume that written language is simply the graphic representation of spoken language , and that written performance is much like oral performance , the only difference lying in graphic instead of auditory signals.*"

Currently writing is considered among the most complex human activities. According to Byrne(1979: 52):"*Writing is transforming our thought into language, therefore it is a complex skill that requires physical and mental activity on the part of the writer*". In other words , its complexity is due to the double nature ; mental and physical .

Horvath (2001: 5) maintained that :"*It(writing) involves the development of a design idea , the capture of mental representations of knowledge , and of experience with subjects*"
"In addition, writing is not an end in itself , but rather a purposeful activity , it is a means of communication as Rozakis(2004: 21)pointed out : "*Writing is a powerful means of communication because it forms and shapes human thought .In an open society , everyone is free to write and thereby shares information with others.*"

This view converges with Miller's (qtd in Zidat 2005: 1) view which asserts: *Even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavour, a way of communicating with people.*"

Writing then is a way of communication that uses graphic symbols ; that is , we combine letters that represent our sounds when we speak .These letters are combined to form words , and words are also combined to form phrases, clauses and then sentences .The act of forming these symbols : making marks on a flat surface of some kind , (Byrne 1979: 1). Whereas , Crystal (2006: 257) specifies that: "*writing is a way of communicating which uses a system*

of visual marks made on some kind of surface .It is one kind of graphic expression” .For Bloomfield sees that writing is not language , but merely a way of recording language by means of visible marks .”(Bloomfield ; cited in Crystal 1994:178).

The meaning of writing does not stop on the boundaries of graphic symbols or visual marks , nevertheless , these symbols have to be arranged according to certain conventions and rules to form words , and from these words we form sentences until we produce what we call a text that really communicates a message , a coherent , meaningful one that expresses our thoughts .

Because of the difficult nature of writing , it requires an internal impulse and readiness from the writer, so as to be able to express his thoughts , feelings or points of view towards a given topic .Furthermore , writing is one of the macro skills which needs to be learned , Nunan (1991: 36) agrees by saying that “*Writing is not a natural activity*”. This means that writing is not a spontaneous activity or a skill which the child is usually born equipped with; i.e; we have to be taught how to write , otherwise , we will never be able even to produce meaningless sentences, not to say good writers .In addition , writing needs conscious and mental effort because it is a process where we have to consider various aspects such as : punctuation , sentences structure and choice of words simultaneously. Rivers and Temperley (1978: 263)point out : “ *To write so that one is really communicating a message isolated in place and time , is an art that requires consciously directed effort and deliberate choice in language* “.

Another important aspect in the nature of writing is that we do not write for ourselves, rather we do write for readers , audiences other than ourselves , so there is another actor involved in the whole process .That is we interpret our thoughts through written language as a channel of communication with a reader who is absent and sometimes unknown for us .To this end , we are obliged to be clearer when we write than when we speak . Moreover,

we have to make sure that the writer produces will be understood by the reader without any further help from the writer .In addition , in writing there are no interchanging participants , and it is almost impossible to measure the effect of the message or the text on the reader because no interaction and no immediate feedback are possible .

3.The Role of Writing in Second/ Foreign Language

Writing as a productive skill has occupied a prominent role in foreign language teaching and learning. Zamel (1992: 48) who relates writing to a set of language skills and abilities , argues: *“Writing , because it allows us to represent to ourselves our learning , our ways of making meaning , teaches us the most profound lessons about how we read ,write and use language , about what it means to know.”*

Obviously, writing fulfills more than one role in the area of EFL/ESP. To begin with, writing consolidates language learnt orally, and imprints information on learners' minds. As Lock . C and Shaw .S (in J.Xing,j.Li, Roper, and S. Shaw: 2006: 132-133) put it: *“ Writing through its inherent reinforcement of hand , eye , and brain – marks a uniquely powerful multi-representational mode of learning”.*

Moreover, writing provides a means for learners to explore their thoughts as they communicate their ideas. Likewise, Raimes (1983: 261) posits: *“Writing is a cognitive and learning experience that helps us to “find out what we want to say”.* Furthermore, *“writing makes thoughts visible and concrete, for it is a way to get what inside one's head outside , on paper”;* Elbow (2000: 155-156).In a similar vein, Dunning(1994: 15) notes, *“Writing presents opportunities for students to observe what they think as they write it ”.*This in turn, helps them to reflect on and clarify their thinking. When thought is written down, ideas can be examined, reconsidered, and added to rearranged and even changed.

Additionally, writing enhances students' thinking skills .As Irmsher (cited in EL-Koumy 2002: 68) notes: " *Writing stimulates thinking, chiefly because it forces us to concentrate and organize.*" Finally, it may enhance students' vocabulary, spelling, and grammar.

Writing in a foreign language is a very critical measuring tool .As EFL learners usually have writing tasks by the end of any learning process, however they are normally required to show that they have absorbed all the newly required linguistic elements , including grammar, new lexis. Most of teachers in EFL classes , in Algeria for example , whenever they tend to evaluate their learners' written production , they keep their eyes on two major criteria , which are agreed upon to be very essential : spelling of words and correctness of the used grammar. This tendency is to some extent beneficial and functions as a safety valve, to guarantee , at least , the bases of language production .

For most of EFL teachers , the preliminary aim behind teaching a foreign language is basically to master producing a correct sentence with correct syntax, spelling , and grammar at the first stage .Ideas coherence is subsequently important , since the corner stone of this skill is reaching " well-formedness " , as it is the principle of Chomsky " rule – governed utterances .Thus , evaluating learners' written production in foreign language contexts seems to consider structuring and spelling as prerequisite .

Another important dimension that requires to be noted here, is that the task for a foreign language writer is special. For a native writer , the aim behind writing usually involves academic, professional and creative needs .For instance , writing scientific reports , articles , literary texts and the like .In contrast with EFL writers , whose aim is primarily academic , having the impulse to prove their ability to produce a piece of writing which is well constructed (S.V.O), for example , well spelt words in order to move later on to semantic adequacy , being able to grasp both coherence and cohesion functioning in harmony .

Furthermore , another variable to be taken into account when dealing with EFL learners , who are considered to be amateurs , beginners, lacking adequate lexical reservoir , insufficient knowledge about the morpho-syntactic structures , is the nature of instruction, in other words , whether the instruction is guided , semi-guided or a free writing assignment. The problem appears clearly when writing is free. Learners have to be aware of one essential factor that commands and shapes their end product, which is whether they love (prefer the topic), know the topic, or both love and know the topic.

Loving the topic , for instance” holidays “is definitely insufficient for reaping fruitful results , unless the writer has enough psychological knowledge about the different details together with the available necessary lexical items to develop such a topic .Whereas , knowing the topic and having enough ideas is more important because this will encourage the learner to write continuously without being hindered . More outstandingly, having both abilities will certainly help the writer reach satisfactory if not the best results ever in any written task.

Here, it is worth noting that writing as skill is mainly categorized upon the nature of the learner. For a native learner , writing is just a secondary , more advanced , formal academic experience .In the sense that , this skill has already been preceded by previous speaking and listening stages in an authentic context .So writing here is a mere concrete realization of that linguistic store .However , writing for an EFL learner (most not all) comes altogether with the ordinary skills in an academic context, this which can never have adequate time to experiment the opportunity of the mother tongue at the level of the listening and speaking skills .Thus , writing for an EFL learner, especially those who have never encountered any experience with this foreign language , seems to be a strange discovery that is jeopardized by several constraints. In shortage, the writing skill obviously depends deeply on whether this learner is a native or just a humble foreign adventurer.

4. Written Versus Spoken Language

Undoubtedly, both writing and speaking are two communicative productive skills. However, learners often assume that written language is more difficult to learn, and they perceive the oral language as fewer complexes than the written language .A rational study looks for the need to clarify the relationship between the two, not to support one against the other, but rather to explain the existence of one when dealing with the other. It is worth noting here that there are some similarities as well as some other differences in the attitudes towards the relation between both skills, but for the utility of our work we are going to tackle the aspects that are relevant to our study and analysis. Thus, we find Halliday (1987; cited in Eysenck and Keane, 2005:398) stating that :*Writing is in essence a more conscious process than speaking....spontaneous discourse is usually spoken, self-monitored discourse is usually written.*”

According to Weigle (2002: 15) the relationship between writing and speaking is important for language testing because of the question: to what extent can writing be seen as a special case of L2 language use? , and to what extent does writing represent a distinctly different ability from speaking?

In the light of the previous background, several linguists and educational researchers have historically held contradictory positions about the relationship between writing and speaking . Traditional linguistic research has stated that speech is primary and written language is a simple reflection of spoken language , while educational research has taken the stance that the written form of the language is more " correct" and therefore should be given higher interest .However, in recent years , a form of reconciliation came to hold both skills in a position where none is superior to the other.

Wiegle (2002: 15)states :"*Oral and written texts do vary witnessing , the equal weight both forms have regarding their respectful features brought at the same level of importance*". For instance , the way we arrange what we have to say in telephone or face conversations is different from the organization of a composition or simply an e-mail message. Also, the oral language is just as linguistically complex as the written language, but the complexity is of a different kind .The inevitable differences in the structures and use of speech and writing come about because they are produced in very different communicative situations .

As it has early been mentioned, the earliest needs to communicate have always been oral, while the written form has always been left as secondary skill. This is mainly because we grow up naturally speaking our first language, and even the second or third, but when it comes to writing any of these languages we need to undergo a learning process, a thing that makes of the skill a rather "attended to, structured skill". Penny Ur (2007:159) says: "*Written discourse is fixed and stable so the reading can be done at whatever time, speed and level of thoroughness the individual reader wishes. Spoken text in contrast is fleeting, and moves on in real time.*"

Halliday (1985cited in Nunan 1991: 22.) notes that writing is complex at the sentence level while speech is also complex and structured; but its complexity lies in the way clauses are put together . Despite the fact that, Brookes and Grundy(1998 :123) came to assist this point when stating that we pay more attention to writing since we are more aware of what we are doing and consequently we give more emphasis to correctness. Around the point of correctness , some linguists see that once a piece of writing is ready, a reader is able to return to his writing in the same way we can ask someone to say something again in speaking. Differently, Zamel (1992: 87) claims :"*our reader can return to our writing but we cannot , and we cannot easily rectify mis-understandings on the part of the reader.*"

Characteristics which ordinarily differentiate writing from speaking were listed by Brown (1994:234) as follows:

a-Permanence: oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes .

b-Production time: Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances within a few moments if they are to maintain a conversation.

c-Distance: between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinarily face-to-face contact and thus necessitates greater explicitness on the part of the writer.

d-Orthography:

Which carries a little amount of information compared to the richness of devices available to speakers to enhance a message (stress, intonation, pitch, volume, pausing, etc.).

e-Complexity:

Written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected with coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).

f-Formality:

writing tends to be more formal than speaking because of the social and cultural uses to which writing is ordinarily put.

g-Vocabulary:

Written texts tend to contain a wider variety of words, and more lower frequency words, than oral texts. It is then, an accepted fact that written and spoken language do differ. Another

contrastive view provided by another practitioner; Penny Ur (2007:159), as he states that in addition to the previously-mentioned criteria, he adds the following:

h-Explicitness

“The written text is explicit ; it has to make clear the context and all references “ , in contrast to speaking when in even formal settings it is not necessary almost all the time to refer to references and other relating details .

i-Density

The content is presented much more densely in writing .In speech , the information is diluted and conveyed through many more words : there are a lot of repetitions , glosses , “filters”, producing a text that is noticeably longer and with more redundant passages.

This may also refer to the fact of being economical , precise when writing , especially in academic settings .This to avoid supplying extra information that may deviate the writer from the core topic , and then relatedness and unity are both lost .

j-Detachment

The writing of a text is detached in time and space from its readingspeaking usually takes place in immediate interaction with known listeners , with the availability of immediate feedback.

This is another characteristic which is closely linked to writing , especially in terms of interaction with the counterparts’ presence , reciprocal effect and so on .

k-Organization

A written text is usually organized and carefully formulated , since its composer has time and opportunity to edit it before making it available for reading .A speaker is improvising as he or she speaks :on-going alternations , in the shape of glosses , self-corrections and so on.

produce an apparently disorganized “ stream of consciousness” kind of discourse .This shows the importance of the steps of the writing process like :reviewing , revising and peer editing .

l-Slowness of Production , Speed of Reception

Writing is much slower than speaking .On the other hand , we can usually read a piece of text and understand it faster than we can take in the same text if we listen while someone reads it aloud to us .

Having this feature of slowness, writing proves that at least three cognitive processes are in fact working: mental processing of ideas, physical manifestation through hand writing and simultaneously reading (reviewing and revising).

m-Standard Language

“Writing normally uses a generally acceptable standard variety of language, whereas speech may sometimes be in a regional or other limited-context dialect “.Here to clarify that most writings are required in formal contexts, to be kept as a reference, so standardization is highly recommended here.

n-A Learnt Skill

Most people acquire the spoken language (at least of their mother tongue), intuitively, whereas the written form in most cases deliberately taught and learned. This, again proves that writing is a measuring tool for illiteracy .Writing needs to be learnt especially at academic settings.

o-Sheer Amount of Importance

“Most people speak far more than they writespeech is more important for survival and effective functioning in society than writing is “.The significance of speaking here

seems to be more obvious especially when we talk in terms of socialization or social interaction .

5. Writing and Reading

Despite the fact that writing and reading are different as far as their linguistic categorization is concerned, being one productive: writing and the other receptive: reading, but there exists a closely woven relation between the two in the field of language teaching process. As it is going to be mentioned in the approaches of teaching writing precisely the genre approach, in which the teacher exposes his / her learners to the genre supposed to be as a written task, we find Harmer (2005: 28) stating: "*However, the only way to get them to do this is to let them read examples of the kind of the thing we want them to do before we ask them to write.*" This, illustrates the fact that the reading skill serves as an introductory step for the writing one, helping learners imitate the way the texts are structured, and also drawing their attention to grasp the language used, benefiting from new lexis they encounter during their reading .

In fact, reading should be viewed as an essential component of any language program even if curriculum planners look only to the value reading skills will have for the student when s/he is eventually in academic university courses. Amy L Sonka (1979-1983:120) adds:

There are further reasons, however to recommend giving reading a more central place in the low-level ESL classes. First, students can usually perform at a higher level in reading than in other skills. They can understand quite accurately written materials that they are not yet prepared to discuss orally or in writing with equivalent accuracy or thoroughness.

Writing and reading are two of the most essential academic and life skills which have a very close relationship. First , they both require to be learnt , i.e.; they are the sign of literacy, in addition , when students read extensively , they become writers , in that reading

provides prior knowledge , ideas and information that help students reach their language , deepen and widen their ideas and content .At a deeper level , reading helps writers assimilate stylistic choices , tones , structures , norms , grammatical structures , rhetorical strategies , markers of cohesion and coherence, which all pour in helping readers improve their style of writing. Thomas”(1976; cited in Flippo and Caverly 2000:15) claims that :” *A significant relationship existed between writing achievement and the amount and variety of reading experiences.* In addition , Celce-Muria (2001:224-5) argues : “*At the very least , readings provide models of what English language text look like , and even if not used for the purpose of imitation , they provide input that helps students develop awareness of English language prose style .*”

Writing-reading relationship is mainly based on communication in that when a writer writes, he is communicating his thoughts which are abstract, ideas and opinions through this visible and concrete medium. So, the writer needs to make sure that his message is clear and intelligible for the reader .To develop the communicative skill, one needs both writing and reading abilities. Reading and writing affect how people communicate, what they think is involved in thinking, Farrell (1977; cited in Flippo and Caverly 2000:166).

Moreover , both reading and writing are essential tools to build the forms and functions of ;language .That is , students need to clearly understand the functions of the two modes , to develop their level in the target language .Writing and reading are two complementary and analogous processes , in that they include similar cognitive processes that are involved in making meaning .Writing and reading involve generating ideas , planning , drafting , and revising .In their composing reading model Tierney and Pearson 1983 (cited in Flippo and Caverly 2000:151). claim that :” *Reading and writing involve similar , shared linguistic , and cognitive elements. As readers read and writers compose ; both plan , draft, align, revise and monitor as they read and write*”.

Let us consider “Revising” phase , which is a cognitive process that has an important role in both writing and reading skills just as the other cognitive processes have .Revising helps the reader understand the author’s text by pausing , thinking, reflecting on what he is reading .For the writer , revising helps detect mistakes , clarifies meaning , re-evaluates choice of words and structuresetc. During the revising process , readers should examine the text .Similarly , the writer reads , re-examines , revises , and reflects on the text by carefully selecting words that convey meaning .

From another perspective , Flippo, F.R and Caverly,C.D (2000 :152) see that reading is an important tool to evaluate the written production .In this type of reading , the writer reads his text critically , so that he detects his problems in grammar , vocabulary choices , structures and other aspects. In his model of the process approach , which is going to be explored in the next point, Hays (1996) proposed three essential types of reading in the composing process, in that it enables the writer to produce a good written production , since it helps detect the different problems in his writing .Weigle (2002: 27) argues that reading for evaluation purposes is the first type of the Hays reading types, in which the writer reads his text critically to discover his mistakes and improve his language. Reading for evaluation needs concentration and expertise in the reading skill so that the writer can revise and evaluate errors of content, organization , relevance....etc., and not only concentrating on detecting surface lapses .So , the writer at this level needs to be skillful in reading .

6.Adopted Approaches to Writing

Since "writing" is a multifaceted productive art, which is not a mere cognitive process that pushes the hand to assemble letters but rather, it is a sophisticated process. Writing, then, activates one's nervous system and thought to produce heterogeneous pieces according to the mental, intellectual/educational as well as the necessities of writing. For these reasons and others, the interest of theorists and linguists varied in the form of several approaches to the

writing skills both outside and inside the classroom. In addition to the phase of writing that concerns them most, some of them focus on the process of writing more than the written product itself, whereas others thought of helping learners acquire different written genres (mostly needed in the field of ESP). However, other theorists encourage creative writing either individually or cooperatively.

Therefore, the teacher needs to be aware of the different objectives to lead his/her learners towards achieving the pedagogical function through the chosen tasks. Throughout the years, there have been several approaches to teaching writing namely: The Paragraph-pattern Approach, The Free-Writing Approach, The Communicative Approach, The Grammar-Syntax Organization Approach, The Genre Approach, The Process Approach and The Product Approach. However, in our work we are going to focus only on the last three ones, simply for the reason that they are the most useful to our research, specially the genre approach which is adopted in ESP writing contexts.

For the above-cited reasons , teaching writing in an EFL context requires special capacities and specific competencies .Besides, EFL/ESL writing teachers also need to be aware that they are not only guiding their learners , however they are reshaping their learners' cognitive strategies awareness. In other words, they help them create a special cognitive road map relevant on the nature of that foreign language as a target, but based on their mother tongue as a starting point for that fundamental awareness. This, especially when that foreign language is not a cognate one i.e., the mother tongue and the foreign language are heterogeneous ones .This is the case in of EFL learners in Arab-speaking countries including Algeria of course .

To make things clear , teaching writing for an EFL learner requires a special category of teachers who are equipped with special capacities and distinguished awareness , simply because such a foreign language is totally a different one . EFL teachers then , have to be

conscious that their fellow learners , especially at early learning stages , are yet constructing a new communication tongue , the roots of which are being implanted in their already occupied brains....a foreign language that demands the four skills to be launched simultaneously, especially when talking about integration of skills for the communicative competence.

6.1 The Product Approach

As it is obvious from its name, and as (Brown, 2001:355) clarifies that this approach concentrates on the written product as an end itself, “A heavier weight is laid on the final product or output of the writing process. i.e. , the final product of writing : the essay, the report, the story and what that product should "look " like”. In pure contexts of ESP/EFL, the behaviourist theory roots may be found. Pincas (1962:185-186) states that : *The learner is not allowed to 'create' in the target language at all ...The use of language is the manipulation of fixed patterns;...these patterns are learned by imitation, and ...not until they have been learned can originality occur.*”

That is to say , in this approach learners may be provided with a model composition, and incited to mimic it so as to produce a product of the same ilk. Then the learner's final product is measured according to a set of criteria that include: content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. Thus, it is of no surprise that both content and form dealt with by students are largely tested by the teacher.

To better exemplify this , in a class that is considered to be a typical product one may involve the following activities : first, the teacher would pave the way to the topic or use guides provided by a text book , talk about them, and initiates a limited class discussion , and then explains the way his/her learners are going to write a composition based on them.

Next, students are going to be asked to write individually either in or outside the class, and turn their production to the teacher for evaluation. The teacher now marks the composition with corrections or correction symbols, sometimes comments may be added, with a focus on the form instead of content. As Silva, T (qtd in B. Kroll 1990: 13) clarifies the role of the writer in the product approach: “ *The writer is simply a manipulator of previously learned language structures ; the reader is the ESL teacher in the role of editor or proof-reader, not specifically interested in quality of ideas or expression but primarily concerned with formal linguistic features*” .

Despite all this, the product approach has been criticized of being 'mindless', because it merely results in "*mindless copies of a particular organization plan or style*" Eschhols, (qtd in T.R.Donovan and B.W.Mc Clelland , 1980:24). That is to say, such an approach encourages learners to a similar plan in a multitude of settings, with the application of the same form regardless of content . Thereby as Eschhols (Ibid) comments:" *stultifying and inhibiting writers rather than empowering them or liberating them* ". Moreover , this approach is accused to be 'repetitive' , for the whole activity of writing is regarded as "*an exercise in habit formation*" (cited in B. Kroll 1990:13).In addition, the product approach hasn't succeeded to recognize that learners do write for an audience and for a specific purpose, and that ideas are created and adorned during the writing process.

Eventually, as Xu (2005: 38) points out that there are various undeniable advantages for the product approach which cannot be denied. First, it confesses the learners' need to be provided with linguistic knowledge about texts, so that learners will have an obvious view about the organization of a given text .Second, this approach adopts the principle that imitation may be a step in the path of learning. Last but not least, the product approach has outspokenly contributed to the development of students' vocabulary and structure.

6.2 The Process Approach

Writing is commonly known through the history of teaching and learning languages as a skill that documents a spoken language, making it a highly required one, for it is easily accessed, reviewed or fetched. It is true that it takes place at the final stages of language learning or acquisition, however this is a clear declaration of its complexity and systematicness, that is why much ink has been poured to explain how it happens, not only to native speakers of the language, but for second and foreign language too. For that matter; the mention of how and why linguistic theories came out with approaches concerning writing such as the product approach, the process approach is an urgent need. This chapter; then is an attempt to explore utterly the essence of the process approach to writing.

The following part is going to tackle the process approach which is concerned with the process of writing itself; it is a process-oriented principle to teaching writing that came to existence forty years ago, as a result of extensive research and reaction that followed the product approach as basic approach to language writing.

It is a fact that the process approach to writing had not been the pioneer in this respect, but rather it was preceded by the product approach; this is because of the non-constant nature of human beings' need to more effective ways of learning which evidently is a manifestation of the inadequacy of the product approach. Amongst the changes requiring better ways of teaching and learning writing is the growing development of discursal methods of teaching instead of purely grammatical ones, for the existence of different requirements. This is a direct influence of the advent of communicative teaching methodologies, teachers' and methodologists' attention towards students' increasing practical needs and functional rational approaches.

In Lynch's view (1996:148), the transition from the product approach to the process approach was particularly influenced by the American research in the 1970s . About the same idea , Ceilce- Murcia (2001:220) who argues that :*“There were a number of forces that converged in the mid -1960s to change the way composition has become to be viewed and taught , starting with the call by Braddock , Lioyd-jones , and schoer (1963) for teachers or researchers to examine how writing is actually produced .”*

Seeds of the process approach had been fermented by the existence of the research of Emig who introduced the composing process to students , using the “think aloud” technique to gather information about the processes that students undertook to produce written texts. Accordingly , Emig (1971) (cited in *Celce-Marcia 2001: 220*) posits that :

In the late 1960s, Janet Emig pioneered the technique of the “think aloud “ procedure for collecting information about student writing process , she is usually cited as the first researcher to call wide attention to the fact that the ways in which student writers produce text do not necessarily match the model that had been traditionally promulgated .

Other theorists who contributed to the validation of the process approach as being an appropriate one include: Hedge (2000: 303), Perl (1979) , Faigly and Witte (1981) , Zamel (1980) and Raimes (1985) .They scrutinized the composing processes of their students , where they used different techniques like : interviews , observation , think aloud , audio and video recording in order to evaluate and check the usefulness of the process approach that considers the composing process as its basic technique to produce their final written production .

Harmer (2006:257) states:" *In its simplest form a process approach Ask students to consider the procedure of putting together a good piece of work"*. So, during the early 1980s, the Process Approach developed by way of reaction to the weaknesses presented by the

product approach, thus the attention has shifted from the finished product to the whole process of writing: planning, drafting, revising, editing, and publishing.

Applebee (1986; in Kroll, 1990:8) notes that the process approach provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (the patterns of organization, spelling, grammar). Similarly, Badger (2000: 154)and White reports:“ *Writing in process approaches is seen as predominantly to do with linguistic skills , such as planning and drafting, and there is much less emphasis on linguistic knowledge , such as knowledge about grammar and text structure.*”

Interestingly, students in this approach are trained to generate ideas for writing, think of the purpose and audience, write multiple drafts in order to present written products that communicate their thoughts .As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them. In essence, as Raimes (1983 : 261) asserts:" *composing means expressing ideas , conveying meaning. Composing means of thinking.*"

Moreover, learning to write is seen as a developmental process that helps students to write as professional authors do, choosing their own topics and genres , and writing from their own experiences and observations. Hence, the teacher is no longer required to offer a shining example of the model; s/he becomes a facilitator in providing formative feedback during the process of each student’s composition. Correspondingly, this approach encourages students to assume greater responsibility for making their own improvements.

According to Shih (1986; in Brown, 2001:335-336), process approaches do most of the following:

a-Focus on the process of writing that leads to the final written product.

- b-**Help student writers to understand their own composing process.
- c-**Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d-**Give students time to write and rewrite .
- e-** Place central importance on the process of revision.
- f-**Let students discover what they want to say as they write .
- g-**Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to attention.
- h-**Encourage feedback from both the instructor and peers .
- i-**Include individual conferences between teacher and student during the process of composition.

Flower and Hays established the model of writing processes : planning, writing and reviewing. These processes are recursive and interactive and these mental acts can be reviewed, evaluated and revised, even before any text has been produced at all. They suggest that the best way to model the writing process is to study a writer's thinking about protocols as the principle research tool .Thus, capturing a detailed record of what is going on in the writer's mind during the act of composing .White and Arndt (1991:05) came to shed some light on the process approach when they stressed that " *Writing is rewriting, that revision-seeing with new eyes, has a central role to play in the act of creating a text* ".In their model, process writing is an interrelated set of recursive stages which includes:

A-Drafting: It is to write whatever comes to the mind about the topic in the form of brainstorming.

B-Structuring: ordering information, experimenting with arguments,...etc.

C-Reviewing : checking context, connection, assessing impact, editing.

D-Focusing: that is making sure you are getting the message across what you want to get across.

e-Generating ideas and evaluation(assessing the draft or subsequent draft).

White and Arndt's model can be represented diagrammatically as in the figure below:

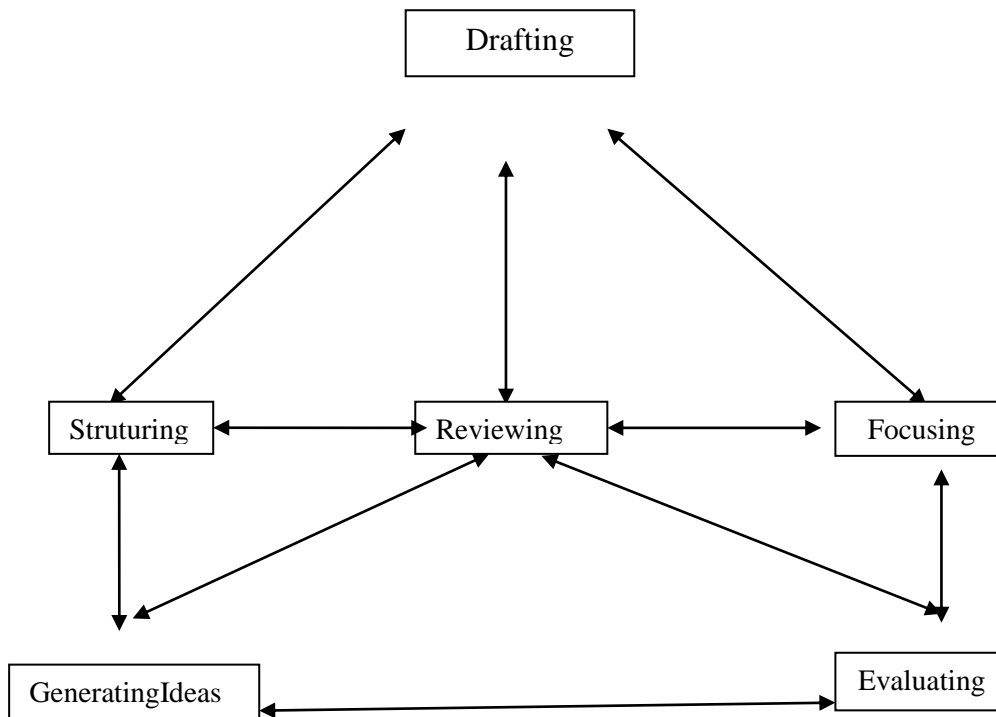


Figure 02: White and Arndt's stages of writing process (1991).

We can understand clearly that in the Process Approach to teaching writing there is an emphasis on considering the writer as an independent producer of text. This approach urges teachers to devote time and opportunity for their learners to improve their abilities to plan, define a rhetorical problem, propose and evaluate solutions. It also assists learners, through response, to advance through the writing process stages, added to several techniques of providing feedback are employed. Hyland (2003: 31) assumes: *“Teacher-student conferences are also included together with peer-response, audio-taped feedback and reformulation”*

Since its foundation, the process approach has been widely accepted in the language classroom because it lays emphasis on the writing process of writers. However, it showed certain limitations which can be summed up as follows:

1-It often regards all writing as “being produced by the same set of processes; that it gives sufficient importance to the kind of texts writers produce”; (Xu 2005: 38).

2- It requires a long-time training.

3-It is not suitable to be applied to large classes where teachers cannot give guidance to every student.

4- It considers all writings as a product of the same process stages, as it humiliates the type of texts the students produce, also “*it doesn't supply them with the adequate input, notably at the level of linguistic knowledge to write successively*” (Badger and White, 2000: 17).

Another problematic area of the process approach is its emphasis on content with little attention to the grammatical accuracy of the students' final products as Silva,1990"(in B. Kroll 1990 :15) it assumes that" *content, ideas, and the need to communicate would determine form*. Raimes (in Muncie.J.) (1991: 181)holds:" *High-level concerns have often pushed a focus on for completely out of the scene, and there are many writing text and methodology books which contain no grammar reference or instructional component at all.*"

Needless to say is that the production of a clear and a communicative piece of writing requires attention to both form and content. The assumption is that what the student as a writer is going to say will become clearer through a focus on form.

6.2.1 The Tenet of the Process Approach

As clearly as the term suggests , it is a must for learners of a language who want to produce a written language that they follow certain steps to yield what is required .These

steps or stages include setting goals , generating ideas , organizing information , selecting appropriate language , drafting , revising , editing and publishing .Though such an approach proved itself as being a systematic , deliberate and complex one especially to foreign or second language learners , yet its basic objective is that writers of a language acquire the ability to create rather than imitate existing models of writing .In this respect , Shaughaughnessy (1977cited in Hedge 2000: 203). views that the complexity and difficulty of the writing process are caused by the composing process itself .

One of the primary feature of the process approach is that it focuses more on writers' needs and requirements, i.e., the messages they want to convey , paying attention not accuracy as much as it is paid to fluency and self-expression. Their argument accordingly is that writers of a language are keen on their audience; how their audience is going to receive their written messages, liberating from worrying about mistakes. In this context, Zamel (1982; cited in Kroll 1990 :41) points out that the mastery of the process approach will definitely offer an effective panacea which would eventually improve their written production. Differently expressed, Zamel (Ibid: 43) argues : "*Competence in the composing process was more important than linguistic competence in the ability to write proficiently in English.*"

Another basic element of the composing process is the recursivity among stages of the process approach is possible where writers can shift backwards or forwards. Backing this claim , Dornan and Dees (2007: 47) considered the writing process as : "*The composing process is not a linear, step-by-step process in which creative and critical thinking are neatly divided .Instead, it is a recursive process of exploration, inquiry, and evaluation that engages both modes of thinking at different times*".

More importantly , is the flexibility of this approach in which learners and writers can alter ideas , change words , add or omit new sentences even after , supposedly , finalizing their piece of writing ; thus , making learners aware of the fact that the final draft can be at

any time edited. Their teachers , in turn are obliged to be present at all times of production , facilitating the smooth shift and use of all stages of writing .In this respect , Harmer (2001: 257) clarifies :

Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre-writing phases, editing, redrafting, and finally publishing" their work, a process approach aims to get to the heart of the various skills that should be employed when writing.

6.2.2 Models of the Process Approach

Teaching writing has had enormous impact from the part of the process approach whether for first or second language learners. Owing to such reputation, several researches had had strong willingness to explore this approach providing appropriate models that keep the core principle of the process approach seeking to identify the different cognitive functions found within this writing skill. The following part is mostly devoted to the theoretical backgrounds of those proposed models, the main concern of which was the mental functions that accompany the writing process and the required portion of knowledge necessary for writers. Furthermore, the following models: Hayes and Flower (1980), Bereiter and Scardamalia (1987), and Hayes (1996) tried to give hand in differentiating skilled writers from unskilled ones.

6.2.2.1 Hayes and Flower (1980)

This model , having the cognitive as another label , is deemed to be most known among the other models simply because of its functionality , ease and flexibility .That is because when learners tend to produce in writing , they are most likely using these approaches' steps freely i.e., in a recursive way .Writing , according to this model , does not take place

conditioned by chronological or sequential order because of the understanding that when the act of writing happens , there are actual mental and psychological factors which take place too. Those factors include the writers' knowledge of the topic, knowledge of the audience about the topic , the writers' long memory added to similar cognitive activities such as translating or planning. Important to mention here is the task environment which includes the writing assignment and the texts at hand. That is the reason why writers can move backwards or forwards in between stages. These cognitive processes are illustrated in the following figure:

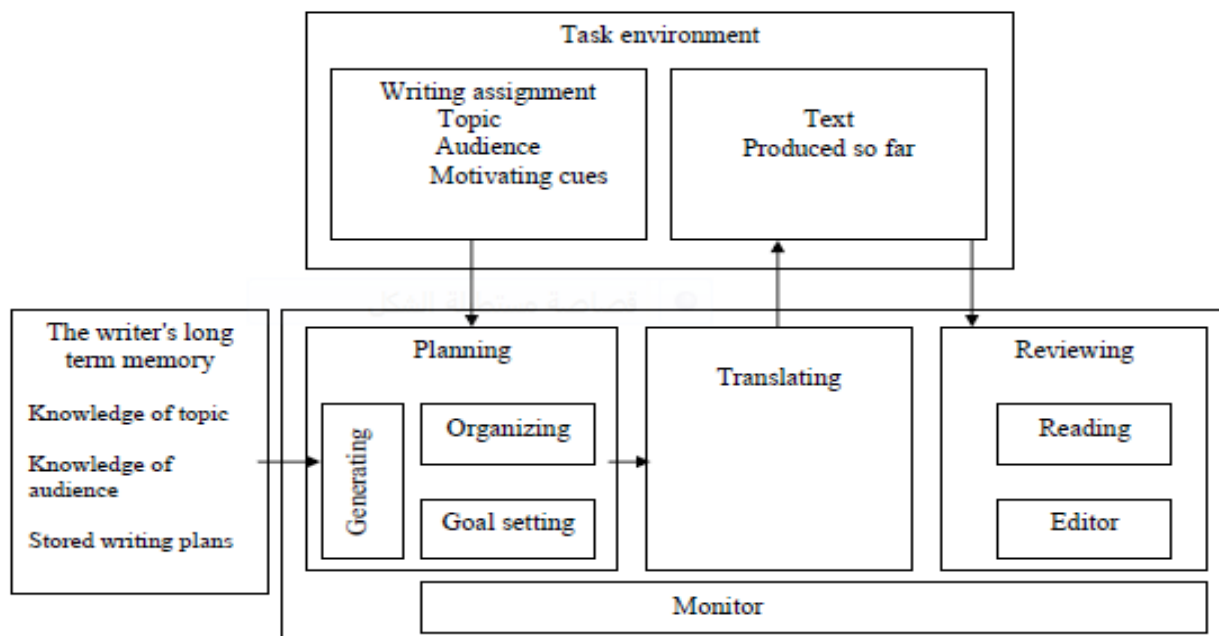


Figure 3: The Hayes- Flower (1980) model

Supporting the systematicness and the flexibility of the cognitive processes taking place when writing , Alexander and Winne (2006:458) state : *“Hayes and Flower indicated that the execution of the cognitive processes was under the writers' direct control, and proposed that virtually any sub-process could interrupt or incorporate any other sub process.”*

6.2.2.2 Bereiter and Scardamalia (1987)

Different from Hayes - Flower model , this one distinguishes between two categories of writers ; skilled and less skilled writers .This classification is projected through two distinct sub-processes ; one is called : knowledge telling , while the other is called as knowledge transforming .More accurately , these two processes are manifested through close observation of language upon children and skilled writers when they produce ideas to write .In this vein , Bergh and Rijlaarsdam(2007: 126) state that Bereiter and Scardamalia (1987) differentiate in between two basic configurations: first , knowledge telling and second knowledge transforming. Knowledge telling includes information retrieval about the subject matter, and the appropriate discourse schemas for a long-term memory, and translating these ideas into language. Also, Successive parts of the text (sentence) depict more or less directly the speed of activation through associative memory. Concerning knowledge transforming, both sub-processes are involved, but this time mediated by more nature problem-solving strategies whereby communicative aims are imposed on the process of generation.

As far as the knowledge telling model is concerned , writers follow a two-step process : first , they call for their information through memory ; thus , representing the writing assigned , then describing which type of discourse to set , making relevant ideas that are eventually written down .Worth mentioning here is the benefit which can be fostered out of the knowledge telling process , writers can generate content (ideas) without bearing in mind the compulsion of the existence of a conversation partner (Bereiter and Scardamalia 1987:55) .

Accordingly, Bereiter and Scardamalia (1987: 9) have described the knowledge telling model by quoting a twelve -year old child's description of this processes as follows : “ *I have a whole bunch of ideas and write down until my supply of ideas is exhausted. Then I might try*

to think of more ideas up the point when you can't get any more ideas that are worth putting down on paper and then I would end it".

A representation of this model would be more obvious through the following graph :

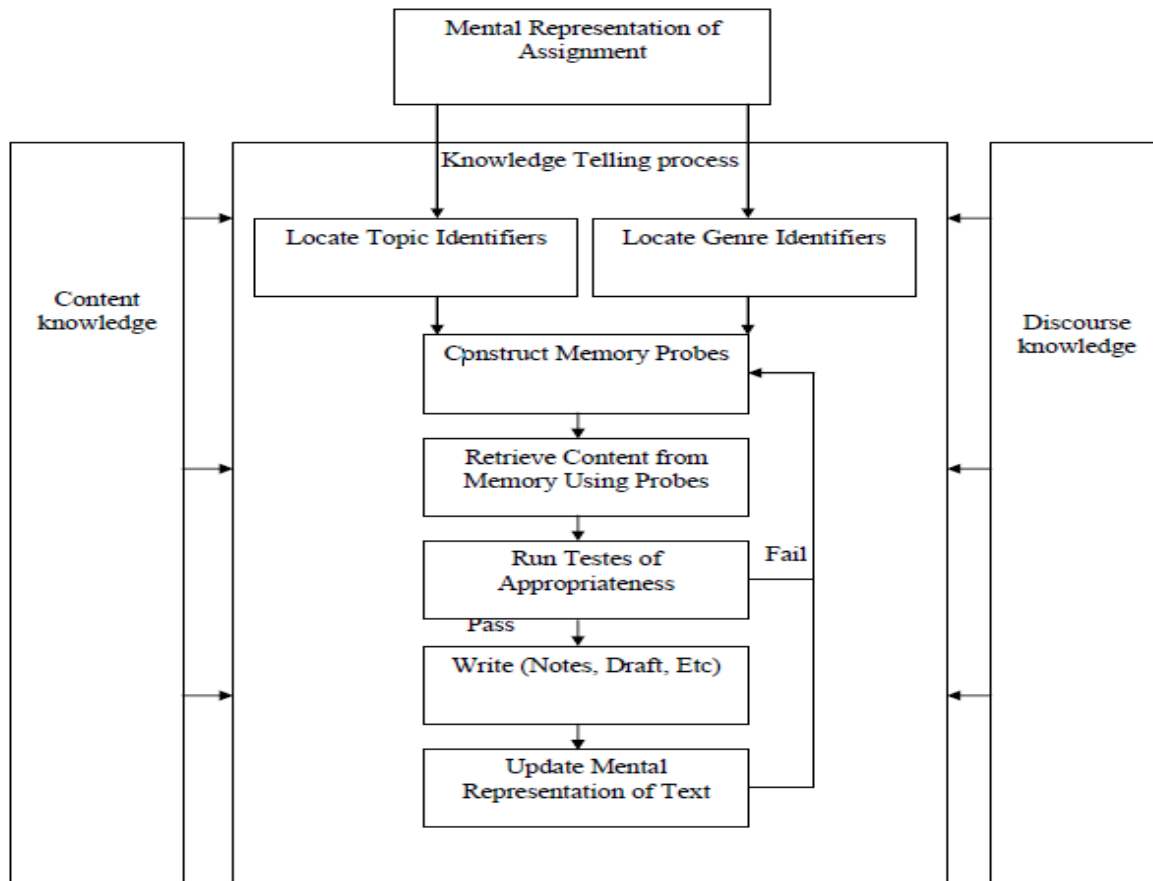


Figure 4: Structure of the Knowledge Telling Model Bereiter and Scardamalia (1987).

The model of writing called knowledge transforming is viewed to be more functional as it contains much reflective problem solving analysis together with having objectives set. The notion of multiple processing gives the feature of importance to this model of knowledge transforming. In his term, Weigle (2002: 32) states that: *"In contrast to the natural and efficient" process of knowledge telling, knowledge transformation involves much more effort and skill, and is not achieved without a great deal of practice."* At the beginning of

processing this model, the writer is required to consider problem analysis and goal setting which aim at leading to activities about problem solving in two domains; the content problem space and the rhetorical problem space¹. Within the content problem space, issues of belief and knowledge are tackled by the writer. Whereas within the rhetorical problem space, the concern moves towards grasping the most ideal means to achieve objectives of the writing assignment.

The content problem can be solved by the writer himself through generating ideas. Then, in the following step the writer's solution to the content problem (generation of ideas) happens to be an obstacle in the rhetorical problem space where he may be obliged to alter his ideas so as to cope with constraints dictated by rhetoric. Those reformulated ideas might constitute a couple of troubles to the content problem, here again the writer has to adapt accordingly. Weigle (1987: 34) enlarges the view by saying : *“In the words of Bereiter and Scardamalia, there is a two way interaction between continuously developing knowledge and continuously developing text” The solutions to the rhetorical and content problems become the input for the knowledge- telling process, during which the actual written text is produced.”*

¹See the following diagram

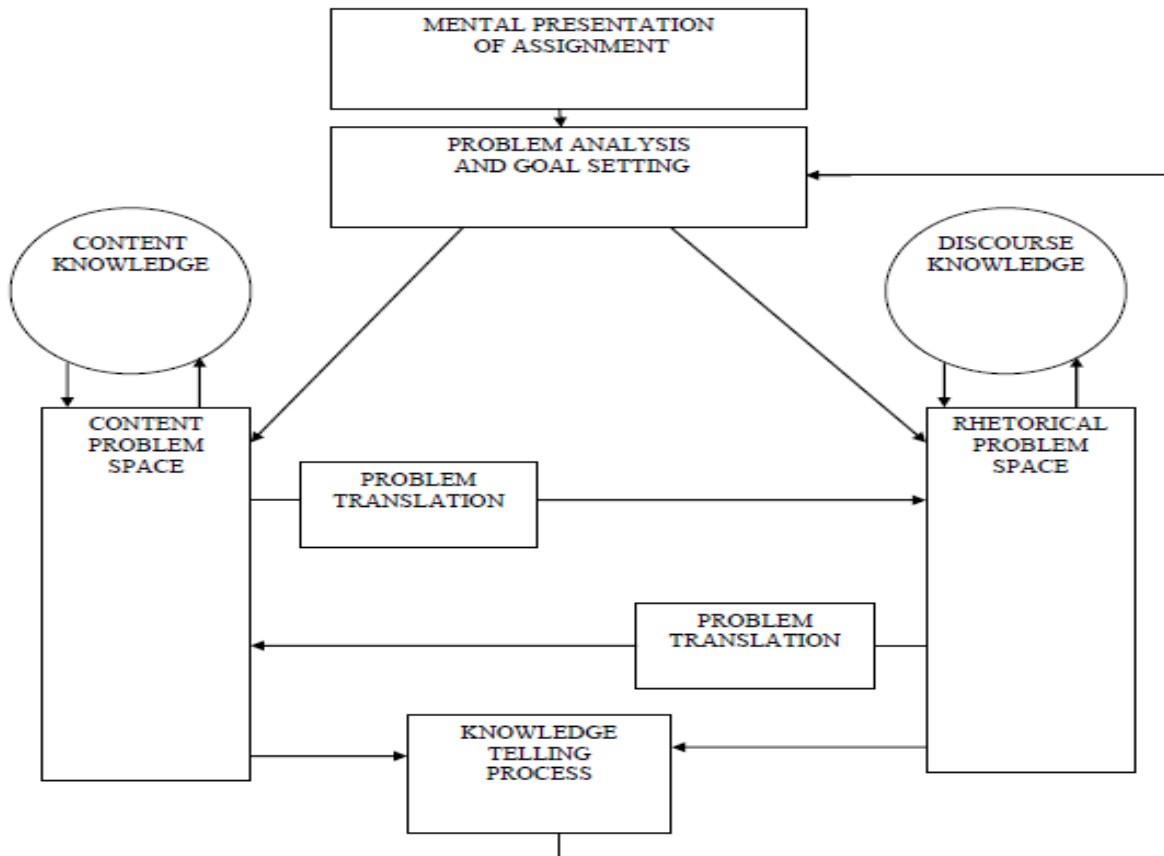


Figure 5: Structure of knowledge- transforming Model Bereiter and Scardamalia (1987)

The model of Bereiter and Scardamalia (1987) is viewed as a very interesting model of the writing instruction in the field of the writing process, as it tackles prominent angles like the differentiation in between skilled and unskilled writers together with the ability of processing in a multiple way. This attitude is shored up by Silver and Matsuda (2001:48): *“The Bereiter and Scardamalia (1987) “models” not only open up the idea of multiple processing models, but also introduce hierarchical predictions in terms of processing involved while writing.”*

6.2.2.3. Hayes' (1996)

This model resurrects Hayes- Flower's model (1980), with certain amendments at the level of the process of composing. Hayes' model tends to ask for constructing the process of writing through two basic aspects: first, task environment, and second the individual. For the former, it contains two secondary parts: a- social environments like : the audience, reading other texts during writing together with any collaborators in the process of writing, b- the physical environment in the form of the previously written text and writing tools like : word processing or hand writing. This model is characterized by a focus on the writer more the task environment itself. Writing's individual dimensions touch an interactive relation between four elements: the working memory, motivation and effect, cognitive processes, in addition to long term memory as a final component.

As far as the first individual angle, in this model is concerned : the working memory, it is viewed as a modified form of Baddeley's concept of working memory (1986), in the sense that Hayes notion of working memory includes three aspects: first auditory/ verbal information as a phonological memory , second : visual- spatial information in the form of visual spatial sketchpad. The third concept is conceptual information as a semantic memory. The aim of those three elements of the working memory is to retain and process available information. However, the performance of such a working memory depends on the size of data stored and duration of keeping them. Alexander and Winne (2006:461) state: *“Finally, working memory was added to the model. This component provides a limited place for holding information and ideas for writing as well as carrying out cognitive activities that require the writer's conscious attention.”*

Hayes' model considers a second individual component, which is motivation and effect. Accordingly, this aspect seems to occupy an essential function in the process of composing mainly at the level of the writers' objectives, attitudes and assumptions that evidently affect

the way of carrying out a process and the required energy. This has been supported by the view of Alexander and Winne again who claim: “*First, he included the motivation / affect component and indicated that affective factors such as goals, predisposition, beliefs and attitudes influence the writing process.*”(Ibid : 461).

The third aspect, which serves our study most, is the cognitive process as it is related to interpreting, reflecting, and producing texts. Interpreting texts may be in the form of listening, reading, and then scanning graphics. In this phase, the act of reading consist a fundamental role, in the sense that the writer may read and even get the gist at the same time of reviewing the source text for the sake of obtaining the content of writing. Reading enlarges the writers’ view about specifying the task of writing through these various forms of reading, the writer can shape his own formulation of the whole text. For the sake of highlighting the importance of reading, Weigle (2002 :26-7) says that Hayes considers three types of reading which are beneficial for writing, their reflections that embody : problem solving, decision making, and inferencing. These three operations help in founding new internal representations for the already existing ones. The final cognitive component of the cognitive process is text production, the cues of which are invested in semantic information retrieval that is embodied in the working memory. In sum, all the above cited cognitive processes are agreed upon to be implemented in either drafting or revising phases. Moreover, Weigle (2002: 25-6) shows:

The cognitive processes in the Hayes model include text interpretation, reflection, and text production. Text interpretation, which includes listening, reading, and scanning graphics, is the process by which internal representations are created from linguistic and graphic input. Reflection is a process by which new internal representations are created from existing internal representations. Finally, in text production, new (written or spoken) or graphic output is produced from internal representations.

The fourth component of Hayes' model (1996) is about long term memory, the function of which is retention of the stock of knowledge and information kept inside and required for the task of writing. Long term memory is defined by Weigle (2002 :28) as : *"The fourth individual component in Hayes' model is long-term memory, in which information and knowledge relevant to the writing task is stored."* This type of memory involves both the topic and the knowledge of the writer that are included in Hayes- Flower 1980 model, in addition to linguistic and genre knowledge together with task schemas. These task schemas are meant to perform certain targeted writing tasks like the task of reading to get information or even revising. Also task schemas include information relevant to task goals and suitable steps to perform the task, and how to order those processes in order to be able to assess the achievement of the task itself. The graph that follows better represents Hayes' (1996) model in details.

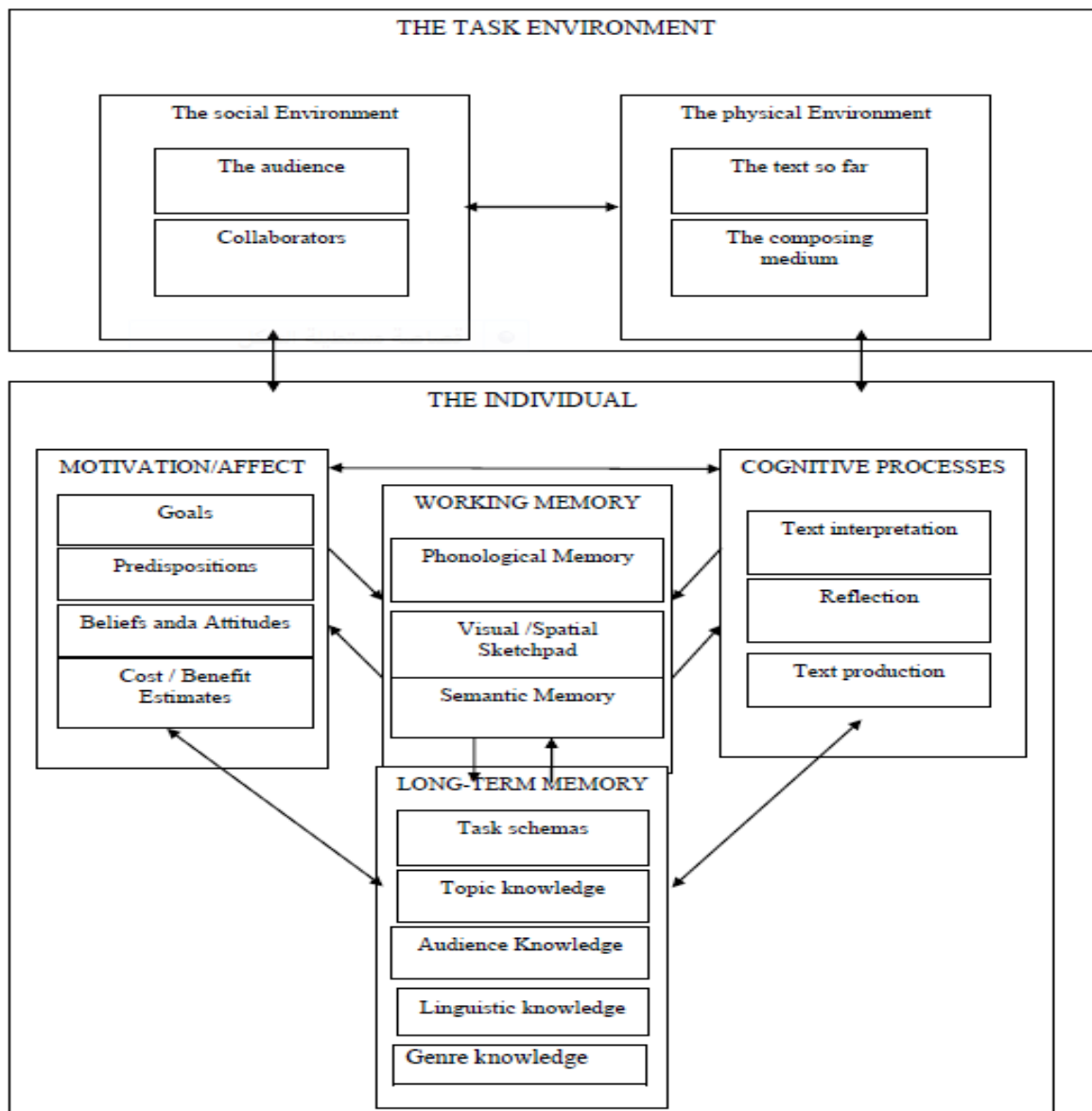


Figure 6: The Hayes' (1996) Model

6.2.3 Stages of the Writing Process Approach

Unlike the product approach which focuses on the final text, the process approach keeps eyes on the different sequences the writer follows in producing his writing. The ultimate target of this approach is mainly to make learners conscious of the writing process in an attentive way. In plain words, students have to master every single step in the entire writing operation. So as to be able to watch out each sequence more cautiously, though it seems that

there is no limited agreed upon number of steps within this process, however, there are mandatory phases that can never be disputed upon namely: prewriting, drafting, revising, editing, and publishing.

6.2.3.1 Prewriting

This initial stage in the writing process requires the writer to pave the way and gather ideas and pieces of information relevant to the topic. One of the strategies proposed in the academic settings is technically called brainstorming which may be through one of the following three forms: listing, mapping, or free writing. In brainstorming, the writer jots down every idea that roves over the topic regardless of its pertinence before deciding to produce the first version of writing. Richard's and Renandya (2002:316) describe this phase as : *“Prewriting is an activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing.”* In this stage of prewriting, the concern falls relatively on quantity rather than quality, leaving the floor to the stream of ideas before sieving them in a subsequent phase. Defending this point, Oshima and Hogue (1999: 04) comment : *“Brainstorming for ideas can get you started writing more quickly and save you time in the later stages of the writing process.”*

Thus, brainstorming step and the other techniques applied in the initial phase can definitely decide the success of the whole writing process, as the proverb says: *“ Well began is half done”* especially at the level of necessary ideas to be arranged as supporting sentences, details, points , and examples. In this prewriting stage which lasts in between five to ten minutes or even fifteen minutes according to the nature of the assignment whether it is a paragraph or an essay, organization and grammar are not prioritized. It is a non-stop flow of hints and ideas about the topic.

Williams (2003: 109) describes the phase of free writing as follows: *“this technique involves writing nonstop for 5, 10, or 15minutes. During this period, students keep generating words, even if they cannot think of anything meaningful to say. The rationale is that, eventually, they will be producing ideas that they can develop later into an effective paper”*.

Several other forms may be included within this prewriting phase like clustering, reading, listening to tapes and records, problem solving, decision making activities, role-play, and interviews.

6.2.3.2 Drafting

Immediately after ,the writer organizes and decides which of the ideas he wants to use and where he wants to use them, which ideas to talk about first, which to talk about next, and which to talk about last. In this stage, the writer starts analyzing the previously gathered raw material in terms of appropriateness and relevance to the topic of the writing task. Thus, it is a phase that sets forth the aim of including other ideas that have not been included beforehand, with the possibility to exclude others that have been judged as irrelevant for establishing a stiff background to achieve coherence of the piece.

However, the writer reaches the point at which he begins to translate plans and ideas into provisional text (Harris 1993 : 55)and moves from thinking about writing to doing it. This is called variously ' composing' (Hedge 1988),or creating and developing' (Harris 1993: 55). During the composing, writers move towards a text that most closely matches what they want to convey to their reader. Tribble (1996: 112) Beginning to draft is always a difficult task, where the writer feels frustrated as a result of his production of false starts and mistakes at different levels. In this context, Pickett et. al. (2001: 146) claim that writing the first draft is a hard task even for knowledgeable writers.

6.2.3.3 Revising

It is for the sake of enhancing the writing procedure , the revising step may include a variety of techniques that are meant to reexamine, rethink, and reevaluate the previous material of writing (correct, reorder, structure and organize , change in syntax, add and omit). Mather and Jaffe (1999: 507), think that learners within this revising stage focus on intelligibility of the written content through selection of diction and coherence of their ideas.

6.2.3.4 Editing

This stage works in harmony with the previous one , as the writer is still having the task of checking and elaborating his draft. In editing, the writer has to be aware of being in the last occasion in which he makes sure of the selection of words, ideas through proofreading to detect any possible mistakes at the level of grammar, capitalization, and punctuation. Mather and Jaffe (Ibid: 507) clarify: “ *In editing, the students proofread for and correct errors in spelling, punctuation, capitalization and usage.*”

Also, Hedge (1988: 23) supplies his attitude about the importance of editing in the following way: “*Good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later.*” By “*getting the content right*” Hedge wants to ask for revision first and the next steps for editing, where writers may apply a set of techniques such as proofreading, editing checklists as “COPS” which stands for:

C: capitalization, O: organization, P: punctuation/ paragraphs, S: sentences/spelling. A set of checklists has been proposed by Hedge (Ibid :23) when editing , making writers check their production through the following items while and after writing:

- Am I sharing my impressions clearly enough with my reader?
- Have I missed out any important points of information?

- Are there any points in the writing where my reader has to make a „jump“ because I’ve omitted a line of argument or I’ve forgotten to explain something?
- Does the vocabulary need to be made stronger at any point?
- Are there any sentences which don't say much or which are too repetitive and could be missed out?
- Can I rearrange any sets of sentences to make the writing clearer or more interesting?
- Do I need to rearrange any paragraphs?
- Are the links between sections clear? Do they guide my reader through the writing?.

6.2.3.5 Publishing

Through this last phase of the process of writing, the writer exhibits his production to his audience to know about the impression towards his piece of writing. This step improves the degree of performance and encourages the writer’s motivation through one of the following validation forms: peer -editing, reading to a group, reading aloud, or web publishing. Williams (2003:107) views publishing as :“ *Sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency.*”

At the end, all the precedent steps of writing seem to be of great importance in the process of writing. However, several variables are definitely supposed to affect and oblige writers to skip some of them. Amongst those variables, we mention: background linguistic knowledge or learners, the learning/writing context, the purpose of the writing task, the audience of the writing task, the timing allotted to the writing task, and most importantly the nature of the topic of writing. These all do not , in one way or another, deprive the writing process of its formal nature that obliges the writer not to take the path of risk-writing ,i.e. drafting directly

and then revising, instead, he must invest and explore most if not all the previously offered sequences of the writing process.

6.3 The Genre Approach

Teaching writing in a second language has witnessed a considerable change in the mid-1980s, adopting the Genre Approach (or text), which has a keen interest on the reader and on the requirements that a piece of writing should pursue for a relative acceptance by the readership. The principle of genre approach encourages students' writing with generalized systematic guiding principles about how to produce meaningful passages.

The Routledge Encyclopedia of Language Teaching and Learning (Byram 2004 : 234) has provided a simple definition for the Genre Approach saying that it is : "*a frame for language instruction*".

First of all, "genre" means : "*a class of communicative events, the members of which share some set of communicative purposes*"; (Swales 1990: 58). In this definition we understand that there are some conventions or principles which are associated generally with the purpose of the writer, for instance personal letters inform us about their writers' private stories, reviews of films analyze movies for possible viewers, and police reports describe what happened. The majority of genres make use of conventions relating to communicative purposes. In this respect Frando (2005: 82) shows : "*the underlying theory here is that texts of a certain type, e.g. letters, have the same kind of purpose as each other and show similar language and features*".

Traditionally, genres were seen as fixed and classifiable into neat and mutually exclusive categories and sub-categories. For example, exposition, argument, description and narratives were treated as large categories. With sub-types such as the business letter and the

lab- report .Thus, in the traditional view of genres, teaching genres means teaching textual regularities in form and content of each genre.

Learners in this approach are supposed to study texts in the genre they are going to be writing before they embark on their own writing .For instance , if they are required to write business letters of various kinds , teachers permit them to have a look on typical models of such letters before they begin writing their own .If we want them to write newspaper articles we have them study authentic examples to discover facts about construction and specific language use which is common in that genre .This forms part of the pre-writing phase. Harmer (2006: 259) states: “A *genre approach is especially appropriate for students of English for Specific Purposes. But it is also highly useful for General English students if we want them , even at low levels, to produce written work they can be proud of.*”

Concerning spoken genres, Byram (2004: 235), cites Martin (1984), defining genre as "*a staged , goal oriented , purposeful activity which speakers engage as members of their culture*" . Martin (1984 : 309 cited in Kay & Dudley –Evans, 1998) supplied some circumstances as examples of genres: telling a story, buying fruits, telling a story, writing a diary, applying for a job interview, writing an invitation letter ...etc.

6.4 Conclusion

Since our main concern in this study is to know the impact of the mother tongue on EFL learners' written production, we thought that it is of great benefit to first skim throughout the researchers' approaches and strategies relating to writing as being the very basic dependent variable. At first, we have picked up three most tackled approaches to teaching strategies: the product approach, the genre approach and the process approach, for which we have sought to supply the most supporting views and attitudes as we have also mentioned some other views which criticize some of each approach's aspects. After all this we feel that it is worth-noting to deal also with the other independent variable i.e. the mother tongue / national language. This, which has had its share of discussion in a previous separate chapter dealing with its various dimensions.

In this chapter also, we have introduced and defined the process approach in relation to the teaching of writing. Firstly, we have clarified the circumstances and causes of the emergence of this orientation in the historical overview of the process approach. Then, we have defined the process approach by giving a collection of definitions of different authors followed by explanations, clarifications and comments made by others. Moreover, this chapter presented three of the most effective models in the process approach which help aiding the actual practice of writing. These models were primarily interested in the steps that make up the act of writing. Finally, we have indicated the most recursive and used stages of the process approach as well as the strategies used in each stage.

Chapter Three: Human Language Cognitive System

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1. Introduction

Human beings are distinctive creatures, who are equipped with specific criteria that make them totally different from other creatures. Despite the fact that creatures other than humans do possess cognitive systems that resemble humans', however those processes performed by such systems are closely related to their daily , limited , biological needs , this which implies that they can never be developed especially in a natural spontaneous way. Unlike human beings, whose cognitive abilities are not only restricted to their daily biological activities and needs, including language .This cognitive ability; language, is typically characterized by evolution, i.e.; it develops and evolves according to the change and necessities required and imposed by the external world or the social context of the language.

This chapter has been thought of, simply because any language practitioner does agree upon a scientific truth that recognizes the brain as the cradle of language .In other words , the linguistic output whether spoken or written is a pure result of cognitive, mental roots ,thus we can never tackle language without referring to such a fertile land on which language has been implanted .

The cognitive aspect needs here to be explored first owing to the fact that language is primarily cognitive , as it may be a social , cultural phenomenon concretely speaking .In addition , cognition pervades a prominent value within our work , in which the sole independent variable of the whole task of this research paper is the impact of the cognitive aspect of L1 on EFL learners' writing .

In shortage , we will try to start from the simple to the gentle , so as to reach a comprehensive view about this important linguistic dimension , that is going to be at the beginning a kind of diagnosis and identification in order to better clarify the ultimate target of the whole business.

2. The Nature of Cognition

Cognition as a concept is related to mental processes and activities carried out inside the human brain in an abstract, soft way to push parts of the body through senses to transfer them into behaviours and actions. It is then, a conceptualization of the external world phenomena and reactions towards them.

Cognition as a term is a highly sophisticated, as it is a technical term which is still unable to be explored thoroughly, simply because it is associated with mental abilities and operations which are hard to be diagnosed and controlled even by neurologists themselves.

In general, cognition refers to the functioning of the brain through the mental abilities to result the various behaviours required by any human being including language. Oxford Advanced Learners' Encyclopedic Dictionary (1998: 172) shows that: "*In psychology, cognition means an action or a process of acquiring knowledge by reasoning or by intuition or through the senses. Thus, cognitive linguistics is that relating to cognition: a child's cognitive development.*".

Cognitivism, as a related concept in language acquisition is also defined by David Crystal (2008: 84) as the view that cognitive factors (e.g. intelligence, memory, attention) have a primary role in language learning. Crystal here is in a position to note that the already existing cognitive functions of this ilk, in their turn contribute in developing the linguistic baggage and willingness inside humans' brains.

3. Cognitive Abilities

"Ability" according to The American Heritage Dictionary (2001:2) is defined as "*the quality of being able to do something; physical, mental, financial, or legal power to perform.*" J.B. Carroll, (1993:10), a professor of psychology at the university of Carolina at

Chapel Hill, outspokenly proclaims: “any task is automatically a cognitive task-even the task of lifting a barbell, or digging a hole in the ground.”

Dr. Michelon Pascale (2013: 284) also clarifies :“Cognitive abilities are brain –based skills we need to carry out any task from the simplest to the most complex. They have to do with the mechanisms of how we learn , remember , problem-solve , and pay attention rather with any actual knowledge “

Human cognitive abilities have been categorized in several ways however the simplest one seems to be that of Dr. Michelon Pascale through his table below:

Cognitive Ability/BrainFunction	Skills attributed
Perception	Recognition and interpretation of sensory stimuli (smell, touch, hearing, etc.) Brain challenges: <ul style="list-style-type: none"> • Is this a circle? • Catch the number
Attention	Ability to sustain concentration on a particular object, action, or thought. Ability to manage competing demands in our environment. Brain challenges: <ul style="list-style-type: none"> • Count the letters • Spot the differences

	<ul style="list-style-type: none"> • Awareness test
Memory	<p>Short-term/ working memory (limited storage).</p> <p>Long-term memory (unlimited storage).Brain challenges:</p> <ul style="list-style-type: none"> • Can you do better than a chimp? • 5 games to test your memory
Motor	<p>Ability to mobilize our muscles and bodies.</p> <p>Ability to manipulate objects.</p> <p>Brain challenges:</p> <ul style="list-style-type: none"> • Tap your right hand on the table. At the same time, make a circular movement with your left hand (as if you were cleaning the table) • Switch hands
<u>Language</u>	<p>-translate sounds into words and generate verbal output.</p> <p>Brain challenges:</p> <ul style="list-style-type: none"> • Words associations • What is the word?
Visual and Spatial Processing	<p>Ability to process incoming visual stimuli. Ability to understand spatial relationship between objects. Ability to visualize images and scenarios.</p> <p>Brain challenges:</p>

	<ul style="list-style-type: none"> • Build the box • Which piece is missing?
Executive Functions	<p>Abilities that enable goal-oriented behaviour, such as the ability to plan, and execute a goal. These include:</p> <p>Flexibility: the capacity for quickly switching to the appropriate mental mode.</p> <p>Theory of mind: insight into other people’s inner world, their plans, their likes and dislikes.</p> <p>Anticipation: prediction based on pattern recognition.</p> <p>Problem-solving: defining the problem in the right way to then generate solutions and pick the right one.</p> <p>Decision making: the ability to make decisions based on problem-solving, on incomplete information and on emotions (ours and others’).</p> <p>Working Memory: the capacity to hold and manipulate information “on-line” in real time.</p> <p>Emotional self-regulation: the ability to identify and manage one’s own emotions for good performance.</p> <p>Sequencing: the ability to break down complex actions into manageable units and prioritize them in the right order.</p> <p>Inhibition: the ability to withstand distraction, and internal urges.</p> <p>Brain challenges:</p>

	<ul style="list-style-type: none"> • Sunday afternoon quiz • Which way is the bus going? • Tipping the scales • The empty triangle • The Tower of Hanoi
--	--

Table 1: Pascale's Classification of Cognitive Abilities

The above-cited table clearly demonstrates that cognitive abilities are those functions carried out by the different processes of the brain. However, cognition is a very accurate, psychological, scientific, technical term which embodies above shapes all human behaviours including language. Outspokenly, the column about language seems in a dire need to be enriched as human language is not only restricted to those functions allowing us to translate sounds into words and generate verbal output, but also to translate those sounds into written forms or output in addition to the paralinguistic one, though language is primarily spoken.

4. Cognitive Strategies

Cognitive strategies refer to the development of the natural innate cognitive abilities for the sake of enhancing learning abilities, these include the mental or physical manipulation of the material or the language to be learned. O'malley and Chamot (1994: 44) clarify that cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning". Also, A. Cohen (2010 :7)¹ supplies a similar identification for cognitive strategies when saying : “ *Cognitive strategies encompass the language learning strategies*

¹ According to Diana Hacker (2010) when having two authors bearing the same family name, include an initial of the first name of both of them, see page 522.

of identification , grouping , retention , and storage of language material , as well as the language use strategies of retrieval , rehearsal , and comprehension”.

5. Meta-cognitive Strategies

Within cognitive strategies, there lie metacognitive strategies in learning, which are defined by Oxford (2001: 167) : “*help learners manage: 1 themselves as learners, 2- the general learning process and 3- specific learning tasks*”. These tasks are meant to incite learners to reflect on thought processes. Also, A. Cohen (1998:7) gives a clearer identification for meta-cognitive strategies:

Pre-assessment and pre-planning , on-line planning and evaluation , and post-evaluation of language learning activities and of language use events .Such strategies allow learners to control their own cognition by coordinating the planning , organizing , and evaluating of the learning process.

Logically, these strategies require training in advance supervised by special practitioners and field workers, because they include preparation for learning, manipulating, understanding and production of the learner himself in addition to assessing his own performance.

6. Language Nervous Zone

Angela , D .Friederici et al (2010 :03) state that neurologists do agree that the linguistic devoted part in the brain is that cortex which contains Broca’s area located in the inferior frontal gyrus (IFG), together with Wernicke’s area¹ in the superior temporal gyrus (STG), as well as parts of the middle temporal gyrus (MTG) and the inferior parietal and angular gyrus in the parietal lobe.

¹ A portion of the left posterior temporal lobe of the brain , involved in the ability to understand words.

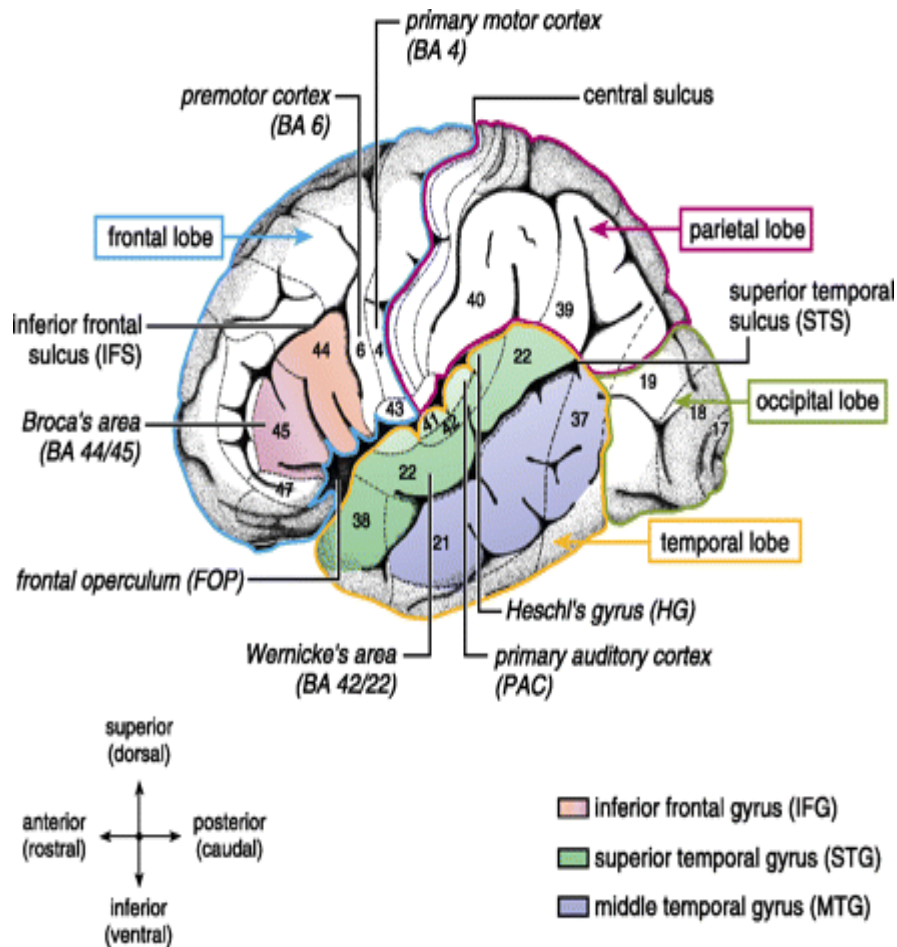


Figure 7. Language Nervous Zone

Also, according to Friederici, A.D (2010 :2-3): “ *Korbian Brodmann was the first to provide a cyto-architectonic description of the human cortex. Novel neuro-architectonic approaches provide detailed information about subdivisions of regions of the language network. She adds that these new neuro-architectonic approaches are :*

a) Advanced Objective Cytoarchitectonic Analysis

It is based on the density of different types of neurons in the cortex.

b) Receptor Architectonic Analysis

It is based on the distribution of different types of neuro-receptors in the cortex.

c) The Connectivity-based Parcellation Approach

This approach subdivides brain regions according to their area-specific connectivity to other areas in the brain. (Ibid 4-5). The various brain lobes (frontal, temporal, parietal, occipital) are characterized by colored borders. Prominent language pertinent gyri¹ (IFG, STG, MTG) are color encoded. Numbers refer to language-relevant Brodmann Areas (BA) which Brodmann (1909 cited Friederici, A.D (03) identified in relevance to cyto-architectonic features. Labels which coordinate superior/inferior signal the position of the gyrus within a lobe (e.g., superior temporal gyrus) or within a BA (e.g., superior BA 44; the superior/inferior dimension is also labeled dorsal/ventral).

In Broca's area we find the pars opercularis² (BA 44) together with the pars triangularis (BA 45). The pars³ orbitalis (BA 47) are located anterior to Broca's area. The frontal operculum⁴ (FOP) is found in a ventral and more medial position to BA 44, BA 45. Concerning the premotor cortex, it is found in BA 6. Wernicke's area is identified as BA 42 and BA 22. The basic auditory cortex (PAC) and Heschl's gyrus (HG) can be identified in a lateral to medial situation.

7. Piaget and Cognitive Development

This aspect of study falls under neuroscience and psychology, identifying children's development at the level of processing information, resources and skills of conception, learning language, and various levels of human brain development. In plain words, cognitive development is the analysis of thinking and understanding ability. A variety of

¹ (anatomy) A ridge or fold on the cerebral cortex, singular form: gyrus.

² Latin word, meaning covered (with a lid)

³ A Latin word meaning "part", used in medical names and descriptions

⁴ Plural form "opercula": a part or organ serving as a lid or cover, as a covering flap on a seed vessel.

researches have been carried out to diagnose a child perceives the internal as well as the external world.

Carlson et al (2005: 172-76) say that one of the founding figures in this realm is outspokenly Jean Piaget (1896-1980), who was the pioneer to set up this fertile field of human cognitive-related science, through his famous work: "*Theory of Cognitive Development*" adopting his hypotheses on his own children as concrete subjects of study. Piaget identified four phases of such a cognitive development: the sensor motor, preoperational, concrete operational and formal operational phase.

Piaget offers an authentic identification of the various progresses in cognition with age such as changes from dependence on behaviours and perception in infancy period to a conception of the more concrete aspects of the environment in the period of childhood till decoding the non-concrete aspects of principles and equations in the phase of adolescence. This attempt is obviously still explored nowadays. Furthermore, Piaget presented numerous cognitive moves which require more interpretation and analysis, for instance object permanence in infancy days and the conception of logical connections and cause-effect relations for children. Most of the incidents he tackled are still considered to be fruitful aspects that push current researchers towards exploring them deeply.

In the last decades, however new doctrines have emerged, namely neo-Piagetian information-processing theory. These cognitive developmental theories seek to associate Piaget's views with more current strands and concepts in cognitive and developmental, theoretical cognitive neuroscience, and approaches to social-constructivism.

One main dilemma in cognitive development has ever been "nature and nurture", that is, the concern whether cognitive development is basically formulated by an individual's innate

abilities "nature"¹, or by their "nurture". However, it is now identified by most specialists that this is a wrong equation: there is strong evidence from both biological and behavioral sciences stating that from the very beginning steps in development, the activity of genes interacts with experiences and events in the surrounding environment. Piaget came at a conclusion that human beings pass through development stages which permit them to process ideas in different, sophisticated forms.

7.1 Sensory-motor stage

Piaget initiates his proposed schedule with the sensor motor stage, which begins from birth till two years of the age .Throughout this stage, babies' behaviours include no logical , reasonable grounds. Their behaviours relatively change from acting on the basis of reflexes which are inherited towards a kind of interaction with the environment, presumably with an objective, added to the ability to represent the surrounding world by the end.

Within this sensor motor stage there are six sub stages that illustrate the smooth development of infants at this age.

7.1.1 From Birth to the First Month

Every single baby is born with inherited reflexes which they manifest to acquire knowledge and interpretation of their environment's phenomena. Concrete examples of these reflexes include at first crying, then sucking and grasping.

7.1.2 From First to Four Months

During this phase, children repeat behaviors which occur unintentionally due to their reflexes. For instance, a child's finger gets into touch with the mouth and the child begins

¹ For more information see the point about approaches to interlanguage (Nativism =innateness and Chomsky) within the chapter of Interlanguage .

sucking it. This behavior seems to be enjoyable for most children; it motivates them to redo the gesture repeatedly. Babies tend to apply their initial reflexes like sucking and grasping to discover the environment and make their own schemes. Staring to create their schemes, babies adopt accommodation and assimilation to become gradually adapted to the world. Within assimilation, the child responds to a new incident in a way that is consistent with an already existing schema. For example, a child can imitate the behaviour of another object (a toy for instance) putting things in their mouth, then reflecting their gesture to put the whole object into their mouth.

However in “*accommodation*” there is a sort of creation from the part of the child, when they either modify an existing scheme or produce a totally new schema to take an action with a newly confronted object or happening. A clear example about this is when babies through their habitual behaviour tend to open their mouths to the maximum when trying to fit a newly discovered object like toys.

7.1.3 From Five to Eight Months

Children usually enjoy experiences with external stimuli notably when felt entertaining; this incites them to examine such an experience repeatedly. For instance, one child picks out the TV electricity cable to make it switch off then puts it again in the plug and so on and so forth. During this phase, habitual behaviours are shaped from general schemes that an infant has founded, however, there is no distinction in between means and results for the child. Moreover, children cannot also concentrate on a variety of tasks at once, rather they zero in on only the activity being performed, McLeod (2010: 13).

Interestingly, when a child is distracted by another event (say the father holds a mobile) the baby will ignore dealing with the TV set. Also Elkind (1967: 1029), assumes that the type of toys which responds to infants' behaviours is recommended to strengthen children's

instincts in curiosity . For instance, when playing with a toy, if you push one button it sings and when the baby presses another button a picture pops up.

7.1.4 From Eight to Twelve months

A concrete shift is noticed in this stage, where behaviors will be the result of cause rather than spontaneity. Babies show a kind of understanding that a specific action requires a related reaction , Ormrod (2012 :237).

In addition, They start to conceive “**object permanence**”, that is to say they realize that objects are still existing though they are removed from view. For instance a baby wants to get a toy on a table, so he tries to reach it through shaking the legs of the table to have it .

Since the baby now can realize that an object is still found, they are possibly able to distinguish between the concrete object, and the experience of the object. According to the psychologist David Elkind (1967:1025-1034) :*“An internal representation of the absent object is the earliest manifestation of the symbolic function which develops gradually during the second year of life whose activities dominate the next stage of mental growth.”*

7.1.5 From Twelve to Eighteen months

Here in this stage, Piaget says that behaviours are performed deliberately with some change. For instance a baby scribbles on books that he comes across , then on floors , then on the walls.

7.1.6 From Eighteen till twenty four months

Children start to form mental symbols and begin to take part in pretention of playing . For instance, a child tends to mix ingredients together though he doesn't have any spoon. Here as a rehearsal, they only pretend to use one or instead use another object that looks like to replace the spoon.

Cognitive development and formation of imagination are both fortified by this important phase of “*symbolic thought*”, which is to represent a set of objects and events as mental entities or symbols. At this level, according to Piaget, the child starts behaving upon intelligence more than habit. The output is formulated once the baby decides for the suitable way that has been selected by the child from the familiar stock of experience and knowledge. Henceforth, the child begins to invest the previously acquired knowledge during the two first years, so as to discover the surrounding context.

All the above-cited sub-stages represent the approximate development that a child passes through during the sensory-motor stage starting from birth till two years of age .Here when the child shows the ability to mentally represent reality; the child starts the change towards the preoperational stage of development.

7.2 Preoperational stage

This stage begins at the age of two till the sixth or the seventh. It has two prominent features or principles according to Piaget’s early work they are: egocentrism, animism which are supposed to dominate the child’s thinking process during this period. The first parameter “egocentrism” refers to the state when the child evaluates a given situation in their pure idiosyncratic way, they cannot understand that other people have their own different points of views.

The other parameter that characterizes this phase is: animism, through which children do strongly believe that objects do have qualities of human beings like thoughts, emotions, and intentions. Piaget distinguished this period of preoperational child, especially through his structuralist view, by the absence of the cognitive structures found in the concrete operational childhood. This deficiency interprets the behaviors which have been formerly identified

by Piaget as egocentric and animistic, for instance the inability to understand that another person may possess different emotional reactions to analogous experiences, Feigenson, L (2004: 311). Furthermore, children in this phase also become gradually skillful at manipulating symbols as it is proved by the high degree in pretending and playing continuously.

7.3 Concrete Operational Stage

This final phase starts from about the age of 6 or 7 years till 12 or 13 i.e., the beginning of adolescence. Piaget's diagnosis says that the child's cognitive system is mainly shaped by "group therapy". He assumes that the broad principles are easily detected through a huge variety of behaviours. Most prominently in this crucial stage is what is called "conservation". One clear way of testing this feature is to simply ask a child to measure the weight of two quantities of liquid in one tall and another taller glass. Unlike the child in the concrete operational phase who can discover that the two amounts are still the same, the child in the preoperational phase would automatically decide that the liquid in the taller, thinner glass is more than that in the short one. In sum, the progress of conservation principle is clearly demonstrated by this reasoning ability, Feigenson, L et al (2004:315).

8. Language and Cognition

Beneath this title, we can notice concretely a mixture between psychology and linguistics. As it is previously mentioned, cognition includes a series of mental processes whereby language is carried out. According to Noemi Soares Silva (2008: 12-13) who defines cognition as:

The mental action or process of acquiring knowledge and understanding through thought , experience and the senses... it is a synonym for perception , discernment, awareness, apprehension , learning, understanding , comprehension, enlightenment, insight , intelligence , reason , reasoning and thinking

Widdowson (1990: 4)says that “ *Language is so uniquely human , distinguishes us so clearly from other animals , that our species might be more appropriately named homo loquens than homo sapiens*”.Widdowson wants to say that language as such is typically human , functioning as a distinctive feature from other creatures , this is clearly illustrated through his attributed adjective to the human language “species-specific”, this means that it is both genetic accomplished as well as “genetic endowment ”, which is born with the individual (Ibid : 11-12).Another clear evidence can be mentioned here is that of children who can acquire more grammatical rules in contrast with parrots as talking-animals who just capture isolated utterances .

Taylor (1995: IX)affirms that “*language, being at once both the creation of human cognition and an instrument in its service , is that more likely than not to reflect , in its structure and functioning , more general cognitive abilities*”

Taylor here again fosters the idea that human language is the result of one of the cognitive processes achieved by the nervous system to function as a means to serve human needs .It may also serve as a clear representative of human cognitive abilities , depending on its structure which has productive skills : speaking , writing , and receptive skills : reading and listening , together with other paralinguistic tools like :facial expressions , gestures , nodding of the head and interjections those all prove that language must be of a sophisticated cognitive nature .

That is on the one hand , however on the other hand there is “functioning”, this leads to the talk about the cognitive interaction in between all the above-cited dimensions and aspects i.e.; the input to reach the ultimate aim of language , the output which is communication .The two angles : structure and functioning evidence that language is not a mere general cognitive ability , it is the highest and most specific cognitive human ability.

Pilar Duran Escribano (2004: 2)clarifies that : “*the ability to learn languages is a cognitive specialization of our species , thus language is considered to be an essential human feature*”, here he shows that learning a language is like acquiring , i.e.; a second language is a purely human cognitive specialty , despite the fact that apes may have a kind of learning ability , but it has been proved to be a mechanical , artificial one unlike human’s which is an intrinsic , innate , spontaneous one .

In this respect, cognitive linguistic studies have served to create the information processing approach which is considered as a model of how language is processed, this views language as a rudimentary human cognitive activity (Mcshane1991: 6-10).

9. Cognition and Interlanguage Theory

Ellis (1993 :50-52) states that ‘interlanguage’ tries to explain the mental processes responsible for L2 acquisition: the internal system that a learner has constructed at a point in time , and the chain of interrelated systems feature that touches learners’ advancement through time. This implies that L2 learners themselves have constructed an internal (cognitive) system which is of their own creation that lacks well-formedness (not rule-governed , according to Chomsky cited in Lyons, J 1997 : 228), this also shows that this system functions as an informal hybrid in between the two languages (L1 & L2).

Interlanguage as an approach is viewed to be the first effective attempt to supply an interpretation of L2 acquisition. Its raw material was built upon learners' errors, who have ever been struggling for getting rid of the inability to gain a thorough competence in L2. Interlanguage thus, had emerged as a natural fertile land for the existence of learners' errors which are twofold interpretation; either they spontaneously modeled their ideas using their already available L1 molds, or they ignored the required different L2 ones. However in both cases interlanguage existence cannot in most cases, especially for beginners, be prevented.

Selinker (1972:37) also adds that certain interlanguage components are mainly due to generalization of L1 rules including grammar, semantics. Here, it can be understood that that generalization may be acceptable and beneficial, but overgeneralization leads to errors which give birth to interlanguage, this which definitely has its own cognitive background.

10. The Cognitive Approach to Language Learning

It is also referred to as the cognitive paradigm, it views that the learning process should aim at acquiring (inferring knowledge), structuring and systematically arranging its units, storing and applying them while getting adapted to reality (Piaget et al, 1972: 14). Such an approach requires its unique fuel which is cognitive competence, which is according to the same authors, the cyclical processes of assimilation and accommodation, which indicate that people are able to manipulate their personal experiences as well as organize and adapt their thoughts to guide their behaviour, it may also refer to one debatable fact which claims that understanding another language improves the understanding of the insights of the external world.

This idea is wholly depicted from the historical debate of the Sapir-Whorf hypothesis (SWH) about language and thought, which was incepted in between the 1920s and 1930s. This doctrine is still a thorny topic not only in language studies but also in other related human sciences and disciplines. It is based on the effect of language on its users' cognitive processes performance. This hypothesis has two versions; a strong one (determinism) which claims that human language determines the way we interpret the world around us, whereas the weak version (relativism) advocates the view that the language we use merely influences the way we interpret the world around us, this is all referred to one main reason which is the difference in grammatical systems in between languages .Several arguments have been supplied to support both strands:

Based on the studies he carried out about the native American languages , the example about the Hopi had been presented by Whorf to defend that thought is utterly based on language i.e., “Linguistic Determinism” .This Hopi language has no words , no grammatical constructions or even expressions that help express the concept of “time” like English . The language user of Hopi view reality in a specific way and only can be best expressed if one is familiar with the language.

Moreover, Whorf says that human beings cut nature up, organize it into concepts, and ascribe significances as we do, largely because we are parties to an agreement to organize it in this way—an agreement that holds throughout our speech community and is codified in the patterns of our language Carroll (1993: 213-4).

To better clarify the picture , Whorf (cited in Mandelbaum1929: 162) also adds:“*Human beings...are very much at the mercy of the particular language which has become the medium of expression for their society. ...The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group' .*

Concerning the weaker version of the hypothesis “linguistic relativism”, some examples can be stated to backup this strand. L. Rogers carried out an experiment inside a bilingual class of young children when she was narrating a story and recoding their brain wave patterns simultaneously. At the beginning, she told the story in English when she noticed that their brains were dynamic in the left hemisphere, immediately after she retold the story in Navaho, astonishingly, she captured that the activity moved to the right hemisphere. Such an incident, according to her offered a concrete proof that since the English language is a noun-centered language, it has been functioning in the left part of the brain, unlike the Navaho, which is a verb-centered language, has been functioning in the right one. Despite the fact that a similar story has been told to the youngsters, however language processing has been totally different on the basis of the difference between the two languages’ structures, Gill (1997: 140).

A third attitude that seems to be modern is that which assumes that language does not influence thought at all. According to some researches that sought to disapprove the Sapir-Whorf hypothesis through three main parameters: translatability, differences between linguistic and non-linguistic events and universals. The first criterion is used to falsify the hypothesis, because although language may differ considerably in the way they express certain details, it is still quite possible to translate those details from one language to another, Fishmann (1976: 273).

The second claim has been formulated by Eric Lenneberg (cited in Carroll 1956:28) to undermine the Sapir-Whorf Hypothesis by saying that linguistic and non-linguistic behaviours have to be diagnosed individually and then described before correlating them.. He states that no possibility exists to describe language to influence thought without distinguishing between the two sorts of linguistic behaviours.

The final claim against the influence of language on thought supplies the notion of “universals”, that goes back to the “Port Royale”¹ :

In grammars of languages there exist certain features which conform to all languages, in the sense that they compose a kind of “general grammar”. Grammar rules have as their object the expression of thought... thus they are immutably true and universally followed, they are applicable to the form of thought itself, they flow from the analysis of it and are only the consequence of it, Cowie (1999: 227).

Evidently , The doctrine of “universals”, together with generative grammar, is agreed upon to be Chomsky’s own discovery which argues that there are deep structures which are common to all languages. When examining this principle in connection with linguistic relativism, then no culture can be separated and thus they all have the same conception of reality, this outspokenly underestimates Whorf’s assumptions that cultures view the world in a different way owing to the difference of their languages. (Fishmann1976: 13).

¹ A purportedly Universal Grammar(hence ‘générale’), based on Principles of Human Reason and Thought.

11. Conclusion

This chapter has been intentionally introduced in order to initiate and highlight the independent variable of the study which is cognition. In the light of the previously presented literature, we can conclude that cognition as a set of mental processes embodies all human behaviours including language. The brain zone devoted to the linguistic processes has been presented through the first figure in this chapter, showing the neuropsychological aspect of the brain together with an illustration of the human cognitive abilities shown in Pascale's table n° one. Furthermore, this chapter has also referred to one prominent scholar; J. Piaget the founder of the "*Theory of Cognitive Development*", focusing on his identified stages of such a cognitive development: the sensor motor, preoperational, concrete operational and formal operational phase.

The cognitive nature of language has also been explored and supported through a set of specialists' quotations that also clarified the existence of a link between interlanguage and cognition. This all functions as a background knowledge necessary for the coming chapter devoted for interlanguage, transfer, and second language acquisition in search for localizing the notion of interlanguage awareness, which is also highlighted eventually.

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1. Introduction

Due to the everlasting need for learning foreign languages especially nowadays , English as a foreign language EFL has been witnessing an enormous interest also because of the position it pervades as the world's first language of business and diplomacy since the end of the second world war in particular .Thus, all other non-English speaking countries rushed towards teaching and learning it , however this challenge is still lacking the appropriate methods and even the equipment that facilitate this task .One main barrier in front of learning English out of its home lands is the inherited close dependence on the native language or the mother tongue .This first part has been initiated by a preceding chapter as an important platform about “cognition” scientifically speaking for it is relevant to the independent variable , however in the following fourth chapter , on the one hand , the researcher is going to highlight the notion of native /mother tongue with “ national language” as they are related to the first variable of the study “ the mother tongue” . On the other hand , a variety of details are to be supplied about interlanguage together with transfer , followed by the differences between the two .The chapter ends with the most prominent approaches to interlanguage and transfer in the field of second language learning like : the cognitive approach, the psychological and social approach and finally the behaviourist approach with a brief reference to the innateness theory in a comparative view in between universal grammar and interlanguage as two cognitive systems .

2. Native Language /Mother Tongue and National Language

It is worth noting here that a segregation between notions of “native” /“mother tongue” and “national” language seems to be mandatory to better know which of them is meant here inside the pages of this work .

P.H.Mathews (1997 :338) provides a set of important definitions that clarifies those basic concepts First, he identifies the native language as a language that people have acquired naturally as children, as opposed to one learnt later, e.g. through formal education .By the same token they are native speakers Here, he may refer to language acquisition (L1) natural, spontaneous and language learning (L2) which is characterized by being voluntary and artificial. On the other hand, the national language according to the same author is the one which is a source or sign of identity for a nation potentially distinguished from an official language , the author here supplies an ideal example to this point : until the mid-1980s Luxembourg had two official languages (French and German),but the national language was then , as it is now , Luxembourgish. Moreover he adds that “Mother tongue” equals “native language”(Ibid 235)

Crystal.D (2008: 321-322) in his dictionary of Linguistics and phonetics states that a native-speaker is a term that is used in linguistics to refer to someone for whom a particular language is a first language or mother-tongue. The implication is that this native language, having been acquired naturally during childhood, is the one about which a speaker will have the most reliable intuitions, and whose judgments about the way the language is used can therefore be trusted. He also adds that in investigating a language, accordingly, one is wise to try to obtain information from native-speaking informants, rather than from those who may have learned it as a second or foreign language (even if they are highly proficient). Many people do, however, develop a ‘native-like’ command of a foreign language, and in

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bilingualism one has the case of someone who has a native command of two languages. The term has become a sensitive one in those parts of the world where *native* has developed demeaning connotations.

3. Languages in Algeria and the Current Study

In Algeria , the context of the present study , we have if we dare say a linguistic melting pot , in the sense that there are two official languages : Arabic and Tamazight¹ , each of them has special varieties in addition to French which is in fact an undeclared second language for most Algerians especially in the North , West and even East regions . As far as Arabic is concerned, nowadays fluent standard Arabic does, however, exist only in mass media and all institutions sometimes hand in hand with French. However , in daily life standard Arabic is almost absent, instead there is colloquial Arabic that is said to be of low forms .In addition to the fact that : *“Berber is considered the native language of Algeria since ancient times , but it is spoken in 5 major dialects in many parts of Algeria, but mainly in Kabylia, in the Awras, and in the Algerian Sahara desert (by Algerian Tuaregs”*².

This study adopts as an independent variable : the cognitive effect of Arabic ,the form of which is standard , that Arabic which exists at the level of schools and universities (fluent , high form of language) to see its cognitive effect on the EFL learners’ written production .

4.The Concept of Transfer

The topic of linguistic transfer has been tackled by many linguists, each one of them tried to identify his own point of interest, however all of them sought to supply appropriate identification of this concept. Bhela (1999:68-70) suggests:

¹Tamazight or Berber has been recognized as an official language in Algeria only in February 2016.

²https://en.wikipedia.org/wiki/Languages_of_Algeria#Berber

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We might also expect more learning difficulties and thus more likelihood of performance interference at those points in L2 which are more distant from L1, as the learner would find it difficult to learn and understand a completely new and different usage, ”.

It is quite clear then that since the two systems of the two languages are different , perception and understanding of the foreign language becomes difficult and creates at the several linguistic levels. Another view suggested by Beadsmore (1982 : 65) says that a large number of difficulties learners have with phonology , vocabulary and grammar of L2 are primarily due to the interference of habits from L1, when using elements of L1 within the context of L2, forcing learners to commit errors in L2 , as the structures of the two languages L1 and L2 are different , Bhela (1999: 89). Moreover, Carroll (1968:145) argues that the circumstances of learning a second language are like those of the mother tongue , she might mean that the learning context and equipment are most of the time the same , this which may give the impression that there is no novelty in learning such a new language.

A set of theories has been reached by prominent linguists about L1 and L2 interference throughout the past decades .Starting by Chomsky , who believes that imitation of L1 generates routines in L2 practices , J.Cummins (1984 :45) also assumes that the role of the first language is essential for the acquisition of the second one in what is commonly known the Iceberg Theory , as it is obvious through L1 learning , L2 acquisition tends to be easier., in the same vein, Krashen (1983: 112) says that there is L1 negative and even positive transfer , which considers true and false cognates . Recently, according to Odlin(1989: 3),*“There appears to be wide spread assumption that language transfer is an important characteristic of second language learner”*

As long as the transfer phenomenon is the impact of the native language on the target one as it is assured by Lado 1957 and Corder, 1971 and others , so it is agreed upon to be one

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main source of errors amongst EFL/ESL learners within others in cross-linguistic and cross-cultural studies .

Several definitions are attributed to the concept of transfer including some broad meanings and some others are typically linked to the linguistic interference identified in the field of applied linguistics and SLA: First ,Odlin(1989: 9)defines “transfer” as the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired .

Webster’s Dictionary (1986 cited in Wang 2009: 142) shows that the word “transfer” is derived from the Latin word “ *transfere*”, which in turn means “ to carry”, “ to bear”, or “ to print”, “impress”, or otherwise “copy” (as a drawing or engraved design) from one surface to another. Oxford Advanced Learner’s Encyclopedic Dictionary Cohen (1998: 966) supplies a set of definitions most importantly the one that states:“ *copy recorded material using a different recoding or a storage medium*”. Another interesting definition supplied by the Dictionary of Linguistics and Phonetics clarifying that in foreign-language (FL) learning, “transfer” refers to the influence of a person’s first language (L1) on the language being acquired. Furthermore, transfer effects form part of a person’s interlanguage .However, he adds that in semantics, it means any process which enables the same linguistic expression to refer to different sorts of things, Crystal, D (2008: 491).

Finally, behaviourist psychologists define “transfer” as “the *automatic, uncontrolled and subconscious use of past learned behaviours in an attempt to produce new response*” ,(Dulay et al 1982: 102).

5. The Concept of “Interlanguage”

The importance of interlanguage or cross –linguistic influence in EFL/ESL contexts has become an attractive subject that raised endless discussion since its emergence .

Oxford Concise Dictionary of Linguistics by Mathews. P.H (1997: 182)offers a clear definition of the term “Interlanguage”, stating that it is a language , or an artificial system like a language , used as an intermediary , e.g. in translation , between two others . The author adds another definition in a following entry stating that it is: “*A system of rules said to develop in the mind of someone learning a foreign language , which is intermediate between that of their native language and that of the one being learned.*”

5.1 Selinker and Interlanguage

Interlanguage as a concept is built upon the theory that there is a "psychological structure latent in the brain" that is resorted to when a learner tries to learn a second language. The theory of interlanguage and even the term “interlanguage” itself is usually attributed to Larry Selinker but Uriel Weinreich and some others have declared that they have molded the basic concept some time before Selinker's paper entitled “**Interlanguage**”. About this point , Selinker declares (1972:211): “*In a psychology of second language learning , our goal is explanation of some important aspects of this psychological structure , then it seems to me that that we are concerned in large part with how bilinguals make what Weinreich has called ‘interlingual identifications’*”

Thus , interlanguage is agreed upon to be an informal system that has been founded by learners of a second language(L2) who are not yet competent but are only in their way to recognize the target language: keeping some structures of their first language (L1), and over generalizing on the target language rules especially in writing of the target language and

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creating utterances. So, interlanguage is based on learners' idiosyncratic i.e.; personal experiences with the L2.

The interlanguage forms are judged to be shaped by several factors: transfer of training, L1 transfer, strategies of L2 communication (or communication strategies like circumlocution), overgeneralization of the target language patterns, and strategies of L2 learning (e.g. simplification).

First of all, Selinker himself confesses that this interlanguage is of a cognitive nature by referring to the five strategies cited below. Starting by 1-Language transfer, this point depends on Garrudo's view, who states that within human brains there is : positive and negative transfer, which are influenced basically by certain variables like : knowledge of L1; this which may vary according to the academic level of the learner, in addition to the second influential factor :age, where learning ability is affected by time(childhood), teenage, adulthood...) (cited in Selinker 1972: 18-19). In addition to other factors like : intelligence, nature of the learner (professional /academic), language (L2) imposed or chosen, here for this point when the language is imposed on children for instance, positive results are to be reaped (psychologically speaking), however for adults, results may not be more positive, except for professional purposes (in English for Specific Purposes /ESP contexts).

Selinker states that in a given context a learner produces utterances that are totally different from those produced by native speakers though they both aim at transmitting the same ideas. This comparative view shows two different linguistic systems. The new informal system may be identified when analyzing the learner's utterances who endeavors to convey meaning through the target language; it cannot be noticed when that same learner performs form-focused tasks, for instance oral drills in a classroom. Interlanguage may clearly be judged to be variable throughout different contexts, where it can be more accurate, complex

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and fluent in one discourse domain than in another ,Tarone (1979: 181-91).Selinker(1972: 217)considers five processes and strategies central to second language learning within the interlanguage system in the form of “fossilized IL Competences”:

a. Language transfer process: Some items, rules and subsystems may be transferred from learners’ L1 exceptionally on experimental bases. (Some IL rules are transferred from L1).

b. Transfer of training process: interlanguage components may be attributed to the special emphasis in the input made by the textbook or the teacher(training procedures).

c. Strategies of second language learning: such as the willingness of the learner to learn L2, for instance “rote repetition”. i.e., “ a result of identifiable approach”.

d. Strategies of second language communication: Learners tend to implement strategies whenever they feel unable to convey their ideas in spite of their L2 limited stock “*as a result of an identifiable approach by the learner to communication with native speakers of the TL*”.

e. TL linguistic material overgeneralization process: the overgeneralization of L2 rules and semantic features.

According to Selinker again , there are other processes which account to some degree for the surface form of IL utterances (ibid: 220)

Therefore, the source of interlanguage is not limited to L1 or L2. The interlanguage system itself is also responsible for the outcome. That is, the concept of “interlanguage system” is similar to universal grammar (UG)¹, or the language acquisition device (LAD) proposed by Chomsky in the 1960s , in what is referred to also as Innateness theory. This interlanguage system has to make sense of the input data and restructures itself whenever the input data is found to be in conflict with the current interlanguage grammar.

¹ A set of principles and parameters of grammar which according to Chomsky, is inherited genetically by human beings .

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In order to study the psychological operations concerned, a linguist needs to relate and contrast interlanguage utterances of a given learner to two angles: first, the way how utterances in the native language convey the same message produced by the learner. Secondly, the way how utterances in the target language convey the same message produced by a native speaker of that language.

Evidently, interlanguage activity resembles *vibrant microcosm* of linguistics, in the sense that it may be more beneficial to relate an interlanguage perspective to the underlying system of the learner's target language such as : grammar (morphology and syntax), sound system (interlanguage phonology), language-use norms found among learners (interlanguage pragmatics), and vocabulary (lexicon).

5.2 Nemser's Approximative Systems

Another trend within the same interest is that proposed by Nemser (1971) through his Approximative Systems Hypothesis. He emphasizes that there exists a gradual development of the learner's language which is due to the discovery and adoption of new linguistic elements within his own system, this makes it in a continuous change and progress. Nemser views that a second language can be acquired through a set of structured stages with an approximative system at each stage. The main feature of those approximative systems is that they are structured internally, more importantly they resemble neither the source nor the target language. Nemser (1971 : 115.24) defines them as being transient and gradually restructured within a success of stages. His hypothesis defends the idea that there are uncountable sets of systems, classified from the simple to the gentle i.e., learners tend to start with a minimal knowledge of the target language in a way to reach a linguistic portion that approximates to some extent the native speaker's linguistic level.

Supporters of Nemser's Approximative System Hypothesis assert that learners' language acquisition is directional, evolving through a success of stages. More precisely,

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they see that a SL learners follow a variety of stages (exhibit various interlanguage forms) so as to approximate the second language. The following figure best illustrates the whole view:

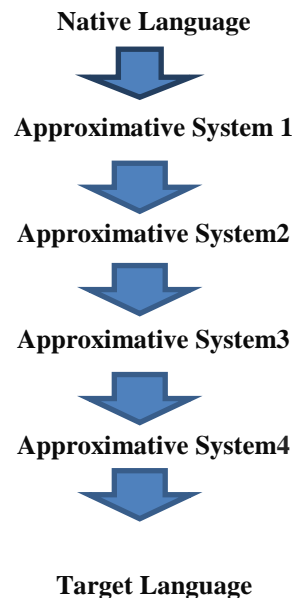


Figure 8: Nemser's Approximative Systems

Worth to mention here is a contrastive view between the interlanguage hypothesis and the approximative system hypothesis . As far as Selinler's attitude, he offers a structurally intermediate status of the learner's language system in between mother tongue and target language , whereas Nemser's approximative system hypothesis highlights a transitional and dynamic nature of the system in developmental successive stages .

6. The Difference between “Transfer” and “Interlanguage”

Interlanguage is regarded as an idiolect that has been created by an L2/SL learner who still lacks command of the language. Within an interlanguage phenomenon, the learner keeps some (of L1) characteristics, as he may over generalize some L2 writing and speaking principles.

The other linguistic phenomenon “Language transfer” which is also called L1 interference, cross linguistic influence and linguistic interference) involves the applying of

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linguistic components from one language to another, from a native language to a second one, or the other way round, as it may be in between other relations like translating into a second language for instance.

The first type of transfer is called : “*positive transfer*”, it occurs when the two languages (source and target)have the same unit or structure, linguistic interference then automatically leads to correct language production .Thus , the produced meaning is compatible with the existing rules of well-formedness of both languages . A clear example to this is the use of cognates. Here, we talk essentially about languages that have developed from one ancestor, we may also talk about : agglutinative¹, inflecting², isolating³ and incorporating types of languages.

However, the scene becomes completely different when users of a given language transfer language items and structures which are not the counterparts or equivalents this creates negative interference that causes errors, this is agreed upon to be: “*negative transfer*”.

In a contrastive view, we would conclude certain features in between the two linguistic phenomena in the following table:

Interlanguage	Transfer
1-It has only one axis from L1 to L2 or SL.	1-It has a two-way drive: from L1 to L2 and vice versa, as it may have more relations.
2-It involves only errors made by learners as a result of L1 interference.	2-It has positive as well as negative outcomes

¹Or agglomerating : words are formed by the free combination of affixal morphemes which are added to the base morpheme .e.g., unloveliness.

²Or fusional : the affixes are merged closely with the base morpheme so that they become part of the word itself .e.g.,drink, drunk, drank.

³Or analytic : words are invariable, and each morpheme represents a word .e.g., at , to , on ...etc

3-It is restricted to L2 learning .	3-We find this phenomenon in translation also .
-------------------------------------	---

Table 2:Interlanguage vs Transfer

7. Interlanguage Awareness

In this research paper , “Interlanguage” as a linguistic phenomenon is the subject of study, the raw material this which is being explored and invested , as we are dealing with errors committed by EFL learners .More precisely , the researcher is concerned with an important cognitive aspect related to this linguistic phenomenon , it is what the researcher tends to call the “ Interlinguistic Awareness”, i.e., whether EFL learners are aware or not of the presence of interlanguage that leads them to make mistakes at the level of their writings .This is what is meant exactly by the “ Cognitive Effect of the Mother Tongue¹” in this study as an independent variable .Diana Masny (2010: 105-118) in her article about language awareness affirms that it is :*“as an interface mechanism, promotes heightened awareness of language forms between the first language (L1) and the target language (TL) and thereby assists language learning. Linguistic awareness refers to the learners’ reflection on and manipulation of the language code “*

In the above-cited quotation , the author views language awareness as a helping mediator between the first and the second language , especially when we talk about two languages which are not of the same origin . Awareness helps in creating a sort of motivation to better know the L2 system rules , so as to prevent or at least lessen the size of errors likely to appear.

¹ For Crystal. D “... someone for whom a particular language is a first language or mother-tongue”.

8. Interlanguage” and Writing Errors

As it is repeatedly mentioned throughout these pages, the main concern is to present a clear picture about the cognitive effect of L1 on EFL learners' writing through interlanguage and transfer phenomena whether negative or positive which are undoubtedly found at this linguistic level. Koch (1983: 47-60) views that the Arabic discourse may encourage Arab students to repeat words and phrases in English. Also Arapoff (1967: 33-39) states that native speakers learn their language via a discovery and transfer process in which they learn to recognize and understand differences between sentences, and in turn competence comes before performance. Therefore, native speakers, acquire the ability to produce various sentences in the appropriate context.

Arab students lack this ability in writing their essays because their thinking is in Arabic as they write in English. This feature of thinking in the first language tolls the bell of a common sense that when learning a specific language, its own world view is relatively required. Supposedly, when Arab learners do not “think in Arabic”, for example, they must still be using their native language as a reference point for cognitive activities. It is, however, an open question how closely language and thought are related, Odlin (1989: 71).

First endeavours about the effect of the first language (L1) on learners' writing in L2 showed some concern only in the syntactic and mechanical level of writing Eldaly (1986:94). However, current studies, different levels have been diagnosed. Most interestingly, L2 writers have proved transferring writing abilities and strategies as they are, from L1 to L2 regardless to their nature. It is common sense in between field practitioners that learners who do lack certain proficiencies and competencies in their L1 writing, certainly will keep those deficiencies when writing in L2, simply because they are coping and pasting and generalizing their proper cognitive skills. An example is presented by Mohan and Lo (1988:515-

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34):“...suggest that this deficiency is developmental ; that is , students who have not developed good strategies for writing in their first language will not have appropriate strategies to transfer to their second language”.

Another study carried out by Lay (1988:406-32) , who concluded that her Chinese participants showed some reliance on their mother tongue especially when they develop a topic that has already been developed or learnt in their first language . Moreover , she confessed that learners’ first language served as a helping tool rather than an obstacle , as her correspondents relied on Chinese when having no outlet in the second language ; English to get a lexical item for instance .She affirms that the higher number of switches into the first language is , the better the quality of writings is , notably at the level of organization and ideas.

9. The Importance of Error Analysis (EA)

It is agreed upon that this linguistic approach appeared during the 1960s and 1970 decade, thanks to Stephen Pit Corder (1967 : 160-170) who sets forth certain steps for error analysis namely : first collection of samples of learners’ language , second identification of errors (for example underlining errors through the use of specific symbols of a correcting code) , next, classification of errors, after that explanation of errors, finally, error evaluation in which errors are presented and interpreted in the form of tables, graphs , and conclusions. This approach of EA came as an alternative to contrastive analysis which had behaviourist backgrounds also might have coincided with Communicative Language Teaching (CLT), and a focus on the learner as a psychological attitude .

Evidently, Error Analysis (E.A) is regarded as a fertile land for researches and works carried out in the field of language acquisition in general and foreign language in particular after having experienced Contrastive Analysis .Accordingly, Sujoko(1989: 48) asserts that there is a number of practical uses of EA and they are as follows: primarily, errors provide

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feedback in which they enable teachers to depict teaching effectiveness, materials and, techniques. In addition, errors provide clearer picture of how well or how inadequately a syllabus is being learnt so as to supply data helping designing remedial syllabi. Moreover, errors facilitate knowing how much time and efforts needed to which areas of language malfunctioning. This helps practitioners test the degree of improvement in learners` level, Ringbom (1987:69). In other words, "*it is the examination of those errors committed by students in both the spoken and written medium*" , Mohiedine (1996:1).

S.P.Corder (1967 : 165) has pioneered to invest this concept, especially that he was the first one to point out that errors (not mistakes) should not be viewed as sins to be rooted out , rather they are seeds ‘devices’ to be explored and analyzed in order to help learners ,notably beginners, develop their feedback in EFL /ESL learning contexts. Previously , errors were said to be like ‘ flaws ‘ that must not appear at all and must be fought with every possible strategy. Brown (1980:160 in Hasyim : 43) supplies another interpretation for the existence of errors in learners` production . He views analysis as follows: "*The process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learners*".

Errors, according to Abi Samra (2003: 26) are “indispensable” , meaning , they cannot be set aside or ignored. Since then, interest targeting error analysis has become the concern of many field workers .It might have been also the effect of the emergence of English for Specific Purposes (**ESP**), that had been recognized as an enthralling linguistic branch that is based on Needs Analysis(**NA**) , i.e., analyzing learners` linguistic needs according to the necessities demanded by the professional or academic field. Thus, analyzing linguistic structures has become a rule of thumb.

9.1 Errors versus Mistakes

Learners most of the time are not aware of their errors, as they are unconscious of the crucial difference between errors and mistakes. Errors are defined by Norrish (1987:7) as :

"a systematic deviation , when learner has not learnt something and consistently gets its wrong". Another clear definition is formulated by Cunningsworth (1987:87). He states *" errors are systematic deviations from the norms of the language being learned"*.

These two concepts are omnipresent in S.P .Corder's works , throughout the sixties when he referred to the importance of differentiating the two interrelated symptoms. He says that an error is *"a noticeable deviation from the adult grammar of a native speaker reflects the competence of the learner"*, this , differentiates it from a mistake which refers to *" a performance error that is either random guess or a slip in that it is a failure to utilize a known system correctly"*. He adds (1973: 277)that *"errors are of four basic types: omission of a necessary element, addition of unnecessary element, selection of incorrect element, and misordering of elements"*.

James (1998:83) in his turn sought to discriminate between the two concepts in a crystal clear way. He identifies "error" as *"cannot be self-corrected "* , i.e., though the learner follows the stage of reviewing and revising in a process approach in writing which is adopted most of the time in EFL classes, whereas "mistake" as *"can be self-corrected if the deviation is pointed out to the speaker"*. Evidently , this can only be discovered by a peer editor, whether a class mate or a teacher .

In this work, language levels that have been analyzed to detect mother tongue effect include: grammar (articles, tenses, pronouns, semantics and syntax .These levels do not exclude other aspects, but just function as clear and objective representatives of this skill. Other linguistic categories are in their way to be analyzed in coming research papers.

10. Participants of the Study's Writing Errors

After deciding to adopt error analysis as a means to detect learners' writing errors, the researcher sought to gather the necessary raw material for the sake of classification and then for the analysis. The part that follows exhibits this study's participants' writing errors classified, arranged, and supplied with a contrastive view in between L1 (Arabic) and FL (English).

10.1 Grammatical Errors

Grammar functions as an essential part in linguistic structures, David Wilkins (in Thornbury Scott 2008:113) says :"*Without grammar very little can be conveyed..*", making grammar the basic element by which communication is performed. And because the first teaching approach is called The Grammar Translation Method (GTM) which is thought to be old fashioned, but actually it is still one main approach in teaching today. Grammar is taught most of the time explicitly, concisely this what makes learners retain rules, but priority is for L1 on the expense of L2.

a- Tense errors

Grammatical errors	Correct forms
1- She <u>was stay</u> in a large flat....	1-She stayed in a large flat
2- We <u>not were</u> study seriously	2-We did not study seriously.
3-Computing necessary	3- computing is necessary
4-Blacks are slave in America	4-Blacks are enslaved in America

Table 3: Tense Errors

As the above-cited table shows participants do insert several components and structures borrowed from their mother tongue. The first example illustrates the wrong use of the simple past tense form copied from Arabic, bearing in mind the fact that learners almost use

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simple tenses : the present , the past and the future , because there are no equivalent tenses other than those simple ones , though some of them do exist like the following example about the future perfect :

E.g.: Peter will have started his training next week this time.	بيتر سيكون قد بدأ التريـبص الـأسبوع الـقادم هذا الوقت.
--	--

The second example reflects the depiction of the negative form of the Arabic language on their required English writing; this is also due to the absence of the auxiliary verb “to do”. Similarly, with the next example about an equational verbless sentence in Arabic that does not include a verb at all, this which is not the case in the English language in the simple declarative sentences.

The fourth example shows that the passive form is constructed, by some learners, using only the auxiliary “to be” and a stem form of the verb.

b- Pronouns

Participants, as EFL learners, also have revealed a clear influence in their writings at the level of pronouns. The following table illustrates this fact:

Pronoun Errors	Correct forms
1-challenges , it face peoples ...	1- Challenges (they) face peoples.....
2- women , she has complete rights	2- women (they) have complete....

Such an important part of speech has its own share from errors due to the contrastive nature in between the two languages. The following table proves this nature that makes some learners in a dilemma sometimes as errors and some other times as mistakes that can be discovered through reviewing and revising.

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a-you	أنت، أنت ، أنتما ، انتم و انتن	who	الذي ، التي اللذان ، اللتان ، اللاتي ، الذين
b-she	هي للعاقل	Whom	
c-he	هو للعاقل	That	الذي ، التي اللذان ، اللتان ، اللاتي ، الذين : person/ object
d-it	هو وهي لغير العاقل	Which	الذي ، التي اللذان ، اللتان ، اللاتي ، الذين :
e-they	هما، هم وهن		

Table 4 : Pronoun Errors

The first pronoun” **you**” shows a variety in the Arabic language in front of the sole pronoun in English because Arabic segregates in between: addressee singular masculine, singular feminine, two (masc & femi), plural masculine and plural feminine. However in English this distinction is totally absent. This makes a kind of confusion especially in the brains of beginners. As far as the third person singular is concerned: “**she, he, it**” , difference is found in the English Language with an additional pronoun “it”. Plurality in Arabic is classified according to number and gender (2duality-masc&femin-, more than two masculine is different from more than two feminine) in front of only one pronoun in English .

At the same level, within pronouns’ misuse, the second example in the table below shows that subjects (nouns) are followed by pronouns, this case is definitely correct in Arabic where it is allowed to have a pronoun immediately after a noun, but totally wrong in English. .

a- Algeria it is a rich country	الجزائر هي دولة غنية -
b- Students they are working hard	الطلبة (هم) يعملون بجد -

c-Articles

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Despite the fact that there are certain common rules in-between Arabic and English at the level of plurality , but there are differences that lead learners to commit certain errors; In the following table , we can notice this type of grammatical errors .

Examples :

Errors	Correct forms
1- The knowledge is very important	1-knowledge is very important
2- The happiness is difficult to reach	2-Happiness is difficult to reach

In the two examples, abstract nouns are defined by learners because in Arabic when talking in general the noun is defined, whether this noun is abstract or concrete. In contrast with English, abstract nouns are not defined especially when they denote an absolute meaning.

Another area of difference concerns indefinite articles: a and an . In Arabic no indefinite articles at all , there is a definite noun with "ال", or indefinite noun with no article at all .e.g:

-Reading is important in our life ↔ القراءة أمر مهم في حياة الفرد

-Reading stories gives us lessons ↔ قراءة القصص تعطينا العبر

Here are some common rules in-between Arabic and English such as :

Some common rules (using “the”)	Examples
a-Things existing as one :	e.g. The sun is shining الشمس تشرق
b-Mentioning sth/sb for the second time	e.g: He bought a computer, then she realized that the computer is fake. - هو اشترى حاسوبا ثم اكتشف أن الحاسوب مقلد
The superlative form :	e.g. She got the highest average هي تحصلت على المعدل الأعلى

c-Plural names of countries	e.g. The UAE witnesses radical changes تشهد الإمارات العربية المتحدة تغيرا جذريا
Some common rules using indefinite articles	Examples
a-Mentioning sth..singular countable for the first time	e.g: She bought <u>a</u> book. -هي اشترت <u>كتابا</u>
b-Names of jobs	e.g: He is <u>an</u> engineer. - هو يعمل <u>مهندسا</u> .

Table 5 : Articles' Errors

10.2 Lexical and Meaning Errors

At this level of linguistic analysis lies the corner stone of our work. Talking about semantics is a pure talk about diction or choice of words. When EFL/ SLA learners tend to write, they spontaneously at a variable rate depend intrinsically on their mother tongue's linguistic repertoire they possess, such a reliance may be deliberate when having no outlet but their mother tongue, some other times they write unconsciously.

The very point here is that the presence of a clear contrastive tool is necessary here. A clear distinction in-between the two languages' systems and cultures is worth mentioning .i.e., being aware of those differences supplies learners with a crucial tool to better their production. Scott Thornbury (2008: 26-27) says: "*You will see most improvement if you learn more words and expressions, you can say very little with grammar, but you can say almost anything with words*".

Some EFL learners have been caught red-handed, speechless, unable to spell a word, simply because they are searching for a word which either obliges them to use the dictionary,

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which is time consuming, or spend much time thinking of an appropriate equivalent or even abandoning the writing task altogether, or to abandon writing at all. But once they are made aware of a simple fact that their level in their mother tongue, for example vocabulary, is not as high as their mother tongue, they find the clue. If a given Arab learner wants to express the following idea in English: " مما تمخضت عنه عواقب وخيمة " meaning : "this yielded massive aftermath", he will not succeed to do so easily unless he slows down the degree of diction and simplifies the idea as follows: "مما نتجت عنه نتائج كبيرة" ; "meaning : this gave bad results".

The following table supplies us with clear examples that show the presence of the mother tongue:

Lexical errors
-patients prefer special clinics..(private)
-I met the teacher who learned me ..(taught)
-The news filled us with happiness...
-She pushed him to suicide....

Table 6: Lexical Errors:

10.3 Syntactic Errors

Syntax or word order, the second example in the following table refers to the Arabic syntactic authorized structure ; i.e., starting the sentence by the verb , the subject and then the object , together with the other possible structure : s.v.o which is found also in the English language. This dual structuring is of a rhetorical nature in Arabic related to the importance of either parts of speech: the subject and the object.

Table 7: Syntactic Errors

Syntactic Errors	Correct forms
1- <u>Comes</u> Peter everyday	1- Peter comes everyday

2- People British so <u>kind and generous</u>	2- British people are so kind and generous
---	--

According to Aitcheson (2001: 169), modern English, the basic word order is subject-verb-object, as in the sentence “I know Peter.” The only other possible word order is object-subject-verb, as in “Peter I know (but Jane I don't).” Old English, by contrast, allowed all possible word order permutations, including subject-object-verb.

11. The Role of Contrastive Analysis (CA)

Before embarking in on such a task, the definition as well as the appropriateness of Contrastive Analysis to our research seems to be of paramount importance. Concerning its definition, (Fisiak , 1981: 1) states that it is : “ *a sub discipline in Linguistics concerned with the comparison of two or more languages or subsystems of language in order to determine both differences and similarities between them.*” This is based on the assumption that it is inevitable that SL learners produce the likes of either written or spoken forms of SL productions mirroring their mother tongue ones which will probably lead to errors.

According to David Crystal (2008: 112): “*...In a Contrastive Analysis (CA) of two languages the points of structural difference are identified, and these are then studied as areas of potential difficulty (interference or ‘negative transfer’) in foreign language learning...*”

Crystal in the above-cited quotation highlights the point of structural differences for the sake of alleviating possible problems when acquiring a foreign language mainly ‘negative’ transfer that creates a large variety of errors.

That is on the one hand, however on the other hand Alhawari .M (2009: 22) mentions that the earliest types of studies in the field of applied linguistics in general and SLA in particular were Contrastive Analysis (1940s-1950s) and Error Analysis (1960s-1970s). This

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implies that the first effort made to enhance learners' performance was C A , for its main significance, then a decade later , the E A emerged to accomplish this ultimate task .As for the appropriateness of Contrastive Analysis to our research, it is considered as the remedial phase to our research problem. This is absolutely after depicting the problem at first hand through close error analysis to first year English Language Students at ENS Laghouat. Concerning this point, Ellis (1999 : 3-5) claims that:“ Contrastive Analysis needs to work hand in hand with an Error Analysis. First, actual errors must be identified by analyzing a corpus of learner language. Then, a Contrastive Analysis can be put down to differences between the first and second language.

12. Language Interference Approaches

EFL learners together with ESL and SL learners presumably are all concerned with this linguistic issue of interlanguage awareness , owing to the fact that most of them , especially at beginner levels , are but in their way towards acquiring the basic principles of the target language .Thus , it is then the role of linguists and theorists then field workers: teachers to give hand to their learners to help them gain certain degree of the needed awareness to alleviate their psychological sufferance to convey their ideas in a correct language forms . For the sake of this aim , some approaches have been launched and developed throughout the past decades namely : the cognitive theory , the social cognitive theory and the behaviourist theory .

12.1 The Cognitive Approach

Learning in this approach is viewed as a cognitive process which fundamentally depends on mental activities. In this respect, psychology has become a basic part in this field of second language learning. Thus, acquiring a second language is viewed to be a sophisticated skill to be acquired, because there are various aspects of the task must be practiced and integrated into fluent performance, McLaughlin (88). Within the learning or acquisition process, there are internal representations that regulate and guide performance which are all based on the language system and include operations for the appropriate vocabulary, grammatical selection, and the pragmatic conventions governing the language use.

When performance develops, a constant restructuring takes place as learners simplify, unify, and get increasing control over their internal representations, Karmiloff Smith (1986:75) Similarly, Lightbown states that not only second language acquisition is linear and accumulative, but also characterized by backsliding and loss of forms that seemingly were mastered (1985 :85). In her attitude, she believes that low performance is due to a thought process whereby learners have already mastered some forms and then find themselves in front of new ones that lead to the reconstruction of the whole system. In other words, previously acquired linguistic knowledge and the new required ones have reciprocal impact affecting each other. The result then is creating new mental and cognitive operation.

McLaughlin (1988:)again, within this scope, adds that bilingual individuals have two separate stores of information in long-term memory, one for each language, or a single information store accompanied by selection mechanism for using the L1 or the L2. This has been supported by (O'Malley et al : 1987 287-306) saying that if individuals had a separate

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store of information maintained in each language, they would select information for appropriate use to the language context. Transferring information that has been acquired in the L1 to the L2 would be difficult because of the independence of the two memory systems. As a result, the independence of the two systems within the individual's mind limits the contact between them and so the possibility of transfer will occur. During early phases of proficiency in the L2, an individual would either have to translate information from the L1 to the L2 or relearn the L1 information in the L2, capitalizing on existing knowledge where possible (Ibid: 291).

Opposite to this view, Cummins (1984: 112) has proposed a common underlying proficiency in cognitive and academic proficiency for bilinguals. He suggests that at least some of what is originally learned through the L1 does not have to be relearned; rather it can be transferred and expressed through the medium of L2. Learners of L2 may be able to transfer what they already know from the 'L1' into 'L2' by :

- a- Adopting L2 as the language for expression.
- b- Extracting information originally stored through the L1 but presently existing as non-language specific declarative knowledge i.e., not belonging to any specific system.
- c- Relating the information to the L2 forms needed to express it

12.2 The Behaviourist Approach

Behaviourism as one pioneering school in the field of psychology has its own contribution in this linguistic realm as linguistic interference is basically psychological that shapes the linguistic behavior, in spite of having two separate strands : an old attitude and a recent one.

12.2.1 Old Behaviourist Attitude

Language “transfer” , according to Edward Thordike (cited in Silva 2001: 57) a prominent figure in this field , occurs whenever there are certain ‘*Identical Elements*’ that make learners’ tasks identical and characterized .Meaning that whenever there is similarity and commonality in between learning elements , subject matter, or learning situations , automatically learners gain high achievements through relying and depending on L1 skills , and thus the task of learning L2 becomes more facilitated .As a consequence , target language learners find themselves merged and adapted in the circumstances of L2 .

12.2.2 Current Behaviourist Attitude

Following the view of Thordike , another concern has been raised by behaviourists seeking to identify and make under examination how original transfer situations are influenced by the equity of stimulus and response .One interesting set of views about behaviourist principles towards transfer has been supplied by Osgood (cited in Ormand , 2012: 102) is arranged as follows :

- 1- If the stimuli and responses are alike in the two learning situations , positive transfer in its peak takes place ; learning is performed easily .
- 2- However , when the stimuli are different are responses are similar , only some positive transfer occurs .Thus , learners do face certain difficulties adjusting themselves with the new L2 situations .
- 3- In contrast , when the stimuli are the same and responses are not analogous in the two learning situations , then negative transfer is identified .

12.3 Social Psychology and Sociolinguistic Approaches

Away from the linguistic attitudes and views to interlanguage and transfer, the concern of this part goes deeper in exploring factors sociolinguistics and social psychology to clarify the image. Lado 1957 (cited in El-daly 1986:16) states that “*while transfer is primarily a psychological phenomenon , its potential effect on acquisition may be large or small depending on the complex variation of the social setting in which acquisition takes place*”. Evidently then , language is a human feature that is socially characterized , it is affected by the society in which it is being used . Within the same stream , Nunan (1991: 43)says:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings 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 the natives.

Since culture reflects a comprehensive picture of the society, then the relationship between social psychological acculturation and the degree of success in learning a second language is surely identified .Schumann presents this picture in the following way“: *Second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target-language group will control the degree to which he acquires the second language*” (Ibid: 5) . He also explicitly adds that an ideal learning of a second language needs to be accompanied the cradle of such a target language which is “culture” to accomplish the output in a way that bridges the social and psychological links between the source language , the learner and the target language .

Social relation refers to learners as a member of this society who seeks to get into touch with another different social speaking community, whereas psychological relation explains the relation of different emotional elements which touch the learner himself , for instance resolution of language shock , culture shock , culture stress, integrative versus instrumental

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motivation , and ego permeability .In shortage , the wider psychological and social gap between the second language learner and the target language group , the weaker the learner's degree of acculturation will be towards the group , and this will function as a safety valve that guarantees learners' success or failure in learning the second language .More precisely, in a negative social situation , the learner will receive little input in the second language , as within a negative psychological situation where the learner fails to utilize available input .

12.4 Lev Vygotsky's Sociocultural View

Lev Vygotsky, who is one of the modern figures in the field of learning, considers learning as a social phenomenon, though this idea had already been found in Saussure's view viewing language as a social fact. Vygotsky (1978: 87) introduced what is called the zone of proximal development that supplies a clear cut in between students' guided performance and their ability to deal with confronted obstacles individually. Through the strategy of ZPD, learners are assisted through instructional scaffolding that comprises: cues, prompts, questions, and modeling. One basic principle of this approach is to incite learners to be involved in meaningful learning tasks that are characterized by language and social interaction relations. Thus, his view is arranged in the column of the approaches that adopt sharing experiences through the sociocultural context (Crawford 1996: 33). The theory of Vygotsky presents then , a complementary view which sheds mainly light on the relation between language and social interaction, so as to help learners acquire conception of the cultural context of their community. Language, for him, is deemed to be a means to communicate, transmit culture and reflect learners' thought.

A common ground is identified in between Piaget's work and Vygotsky's contribution in terms of their agreement on the point that cognitive development can be achieved most of the

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time when the context contains active learners and social interaction; however, the two strands differ in the technique of performance; Piaget considers the use of objects and ideas with the validation of schemes, whereas Vygotsky defends the idea of verbal cultural exchange as a principle for his approach.



Figure 9: Vygotsky's Zone of Proximal Development

13. Conclusion

“Interlanguage”, “language transfer” are two main linguistic features that have been explored and developed by an armada of linguists and thinkers , whose main interest is to serve the field of second language acquisition since the beginnings of the fifties of the last century , however only three approaches have been tackled in this respect as they present certain concrete views about the essence of this work . Interlanguage together with transfer are thought to be the linguistic phenomenon that are the main sources of ESL learners errors tends to be three fold : psychological, social and linguistic .Thus , because of this distinctive nature they ought to be developed and explored with new strategies and techniques that would open horizons for the EFL/ESL learners to better ease the task of preventing some of those errors that can relatively be controlled .Once this task is covered , the following chapter is going to point out other theoretical dimensions pertinent to the dependent variable: “Writing”

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1. Introduction

Due to the purpose of this study, which is a search for a solution to one existing language problem, it is then considered to be arranged within the category of applied researches. On the other hand, as it is undertaking the experiment to test hypotheses, it can also be classified as an inductive research.

As a researcher, I see that the inclusion of this chapter is very mandatory. In fact, the argument sprung up to the researcher's mind through the reading of Rudestam's article (2007:87) in which he declares conviction that methodology chapter had better be included in a scientific study. In this context, he clarifies that the provision of such chapter in a given research is of vital importance since it supplies readers as well as researchers with accurate, specific, and clear steps with which to conduct analogous studies. Accordingly, the researcher considers the inclusion of this chapter as having a twofold purpose. On the one hand, it shows how the overall research at hand will exactly be achieved. On the other hand, it can be a scientific platform to students who pursue further studies.

As far as research methodology is concerned, one might explicitly say that knowing the importance of methodology is obligatory. Kothari clarifies this idea in a number of explanations and hints. First, he argues that the knowledge of methodology provides good training especially to the new research worker. It helps him/her to develop disciplined thinking or a 'bent of mind' to observe the field objectively. Second, knowing how to do a research exactly provides such confidence that researchers can bravely and surely assert that their research results and evaluations might be helpful in domains of paramount seriousness and importance such as the government, business, administration, community development, and social work. Even to everyday life experiences, mastering research methodology enables us to judge and evaluate matters rationally and objectively, (Kothari 2004: 10).

Once we have identified the importance of research methodology, it is way more important to know the essential research terminology in detail, for example, types and approaches of research and their cumulative and supplementary elements. Before embarking on such a task, one might clarify that it is due to certain circumstances and conditions that a researcher chooses a method or an approach over another. Backing this claim Rudestam (2007 :87) argues:

Students select a suitable problem before selecting the appropriate method with which to study that problem. In most cases, though, the appropriate method of study is generated by careful consideration of the research questions and the applicable method by which those questions may be studied.

However, some students can be distracted by tempting research data gathering tools rather than focusing on yielding research problem and questions. Sometimes, excited by how well and duly a research problem might be solved, some novice researchers rush their findings in terms of the choice of data collection techniques or other times the research design itself probably because of their mastery of a particular design or data collection technique regardless of how unscientific, non-deliberately of course from their part, a research might be.

As it is clearly explained earlier, the research problem together with its corresponding major question, sub questions, hypotheses, and sub hypotheses, identify which approach or type of research to undertake. Thus, the mention of the 'how and the why' a research type is chosen seems to be a dire need. The research method then is the broad frame or structure of a research, for example, the descriptive method. Within the descriptive method, there are various types, for instance, the causal comparative type. In causal comparative type, we have two approaches. They are known as the retrospective causal comparative approach and the prospective causal-comparative approach.

True enough, this section holistically introduces the conceptual framework of the research methodology chapter. The researcher has divided this chapter into four sections: an overview of the philosophical background of the research methodologies, data collection strategies, population and sampling, data analysis processes ,the presentation of context and limitations of the study, and finally reporting the findings.

Concerning research, several research methods can be adopted by researchers among them the historical, the experimental, and the descriptive method .First, the historical method which is designed to analyze certain historical happenings and relate them to a given present phenomenon. Leerdy (1980: 87), accordingly, supplies the following definition:

The objective of the historical method is to provide a means through which a researcher may deal with the problems that arise from events that happened in time passed and to interpret what might otherwise be considered merely as the happenstance of blind fortune.

As far as this historical method is concerned, it cannot be used in our study because our concern is deeply linked to a present situation, the dimensions of which are also of a present nature, and the students of the English Language Department are presently registered and we want to investigate their actual way of written production as a dependent variable and the cognitive effect of their mother tongue as a hypothesized independent variable.

2- Research Methods and their Relatedness to the Study

Since the choice of a research method is decided upon the nature of the problem, we have been convinced that the descriptive method, which has been considered by the researcher as a scanner, will eliminate all averting hypotheses that hinder proper diagnosis. In this context Simon and Jim Goes (2013: 2) say : “ *Many real and practical situations demand decisions or inferences about how data from a certain variable can be used to determine the value of some other related variables*”. This is to be done along with the experiment that takes place

eventually. It is, then the one that fits our research added to the fact that it goes along with the purpose of the study that seeks fact-finding about a present phenomenon in the field of language learning and teaching.

So, for the above-cited reasons, and for fact-finding enquiries that exist at present research, we think that the descriptive method as the first step of a ladder represents a more convenient way as long as we are dealing with a research in the field of academic English, in which the English language is studied in a comprehensive way whether at the level of time allotted or content. Students are supposed to study each module in a adequate timing, for instance, written expression is dealt with through three sessions per week, each session takes one hour and a half added to the fact of having a higher coefficient equal to two; This which obliges students to work harder . This context seems to be in contrast with other English learning professional contexts such as ESP, in which the English language is just a secondary module to which less time is devoted (one hour and a half per week).This which is definitely insufficient for a foreign language learner, who is supposed to be acquainted to the exposure of the four skills during his/her learning process. For this time limitation and the language teaching context: business /marketing in which time allowance is kept for the speciality subjects, for this reason also the English module has not yet officially been an academic syllabus, hindering both teachers and learners to manage the teaching/ learning process effectively.

In fact, the choice of the descriptive approach has sprung up from various convincing views, starting by the view of Seliger and Shohamy (1989: 13)saying :” *an approach may be concerned with describing second language acquisition behavior in a natural context, with no manipulation or little intrusion from the researcher*”. This simple definition reflects the nature of our research that tries to depict the importance of the clear cut hypothesized variables through the research techniques which we are going to use for the sake of data collection. In

addition to the fact that the descriptive method can tell us about what currently exists and they are designed to determine the facts of current situations and thereby to clarify status. That is the present situation may be surveyed and interpretively described in terms of all available facts. Turney and Robb (1971: 52) clarify: “ *However, descriptive (or status studies) do not necessarily indicate that current situations are either good or bad...quite often these studies do not allow for interpretive value judgments.* ”

Kothari (2004: 2) shows : “*The major purpose of descriptive research is description of the state of affairs as it exists at present*” the main characteristic is that the researcher has no control over the variables; they can only report what has happened or what is happening. The researcher is in a state to discover causes even when he / she is unable to control variables. In the descriptive research, methods utilized are survey methods of all kinds because the descriptive research is concerned with describing the characteristics of a particular individual or a group, most social researches come under this category.

The researcher has to be able to define clearly what he wants to measure and must find adequate techniques for measuring with a clear cut definition of 'population' he wants to study, since the aim is to obtain complete and accurate information, so the procedure and the types used must be carefully identified and planned as well as the research design must make enough provision for protection against bias and must maximize reliability with due concern for the economical completion of the research study. Owing to the considerations mentioned previously, the researcher chose both the most adequate descriptive research type as well as the data gathering method. Concerning the descriptive research method, we have many types: co relational research, causal-comparative research, document analysis, ethnography, case study, and the analytical method. Reasons for the depiction of a particular method will be supplied in the following paragraphs.

The first descriptive research type is the co-relational research. It has been considered as one simply because the researcher who conducts such a type can merely clarify, explain, or 'describe' a given situation without the most negligible interference upon its correlating variables. As for the importance of such a research, Burke Johnson's quotation (2001:2) might clearly set its principal uses: "*Co-relational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables*". Another merit which is said to be as the major advantages of using the co -relational research design, according to Good et al.(1935cited in Johnson Burke 2001: 4), is that it is used for the purpose of isolating the effects of some of the secondary variables. It is a technique generally known as partial correlation. It has various names for special forms, including part correlation, semi-partial correlation, net correlation, and joint correlation. That is, the influence of many , again, secondary variables upon each other can be separated so that the relationship of any one of them with the general resulting variable can be determined .

Factors hampering the researcher from taking such a type solely include the inability to definitely specify the interaction between the dependent and the independent variables in a given case. Otherwise said by Burke Johnson as "*Correlational research never establishes cause-effect links between Variables*" ,(Ibid :02).

The second descriptive research type is the casual-comparative research. Similar to the precedent research type, it does not have the privilege of altering a variable or more in a given situation. It is, therefore, another technique of description. This research type, as simply as the term suggests, indicates the existence of a cause or an effect and its related matters. This research may then be defined by Rockinson-Szapkiw .J (2012: 03)as follows:

A casual comparative design is an ex post facto research, non-experimental design that is often used in educational research for exploratory purposes. A phenomenon is studied after the fact; that is, after it occurred naturally or was already

manipulated. So, like descriptive studies, the researcher does not attempt to manipulate or exert control over the phenomenon being studied. However, the researcher does seek to examine a possible cause and effect relationship between variables .

In fact, the clarification of the established relationship between the cause and the affect can have two forms. They are most known as the retrospective causal comparative research and the prospective causal-comparative research. The former is considered as the basic causal-comparative method which is based on an observed effect that its causes are unknown yet. Accordingly, the researcher seeks to find possible factors yielding such an effect. An instance of such form is when a teacher observes less degree of concentrations during evening sessions. The researcher then may hypothesize the potential cause or causes to this kind of feedback. Therefore, the conduct of a casual comparative research in which pupils ' levels of concentration during evening sessions is the effect that has already taken place and the subject of study is the possible cause.

In contrast, the latter enables researchers to launch their research with a cause and seek to find its likely effects. The principal question to such an approach is:

What is the effect of X on Y when X has already occurred?' For example, what long term effect has occurred on the self-concept of students who are grouped according to ability in schools? Here, the investigator hypothesizes that students who are grouped according to ability in schools are labeled 'brilliant', 'average' or 'dull' and this over a period of time could lead to unduly high or unduly poor self-concept in them (" Descriptive Research" 6) .

The researcher, in turn, chose not to conduct such research basically because of the compulsory existence of the two groups to be compared while the core objective to the primary conduct of the descriptive research is not comparison. It is, actually, the gathering of data that will protect the researcher from getting lured into secondary or unimportant variables to the subject matter.

The third type of the descriptive research is 'document analyses. It is a type of research which analyses an existing document. Once a reader's eye is cast upon such basic definition, they might instantly wonder whether or not this is another label to the historical research. It is, in fact, similar to it, except for the main objective of analysis. Document analysis research zeroes in on present documentations, whereas the historical research highlights past ones. Further detailed, this type of research can be defined by Owen, T Gregory (2013: 9)as follows:

document reading can also be part of an observational study or an interview-based project. Documents can provide background information prior to designing the research project, for example prior to conducting interviews. They may corroborate observational and interview data, or they may refute them, in which case the researcher is 'armed' with evidence that can be used to clarify, or perhaps, to challenge what is being told, a role that the observational data may also play.

Concerning types of textual documents compatible with this type of research, there is not any compulsion to the inclusion of communicative messages only, but rather researchers have a number of various possible documents to be analyzed. Videotaped studies, student's drawings, memos, recorded meetings, legal policy statements can all be considered as data resources fit for descriptive analysis.

This type of research is advantageous for two principal merits. The researcher has the ability to repeat and recheck the reliability of their analysis as well as the aversion of participants' pressure and bias. Again, such a type of research manifests itself as irrelevant to our current study, for there is no intention to analyze the communicative messages in a given document; rather the researcher wants to draw inferences about the thoughts and convictions of EFL students as well as teachers concerning written production related to the mother tongue. Also, the problem with this form is that: "we may not know how they came into

being and who wrote them" (Prosser 2008:10). To add, one might consider the availability of information as well as its authenticity. In this context, Jon Prosser points out that:

Documents have differential survival rates and those which survive do not always provide all the information required....The answers to a great many questions are simply not available, since the necessary records either never existed or failed to survive.

The fourth type of descriptive research is the Ethnography Research. It is a form of a research where the researcher sets an overseas look upon a given community in order to take a holistic and yet detailed picture concerning a specific behaviour or sets of behaviours. Its main concern, then, is merely sociological. It is self-evident that such kind of studies requires massive efforts as well as techniques, simply for there is nearly no limitation to social phenomenon. They are always changing and special circumstances often take place as an event, for instance. It is differently defined by Genzuk (2003: 1) as:

Ethnography is a social science research method. It relies heavily on up-close, personal experience and possible participation, not just observation...The ethnographic focal point may include intensive language and culture learning, intensive study of a single field or domain, and a blend of historical, observational, and interview methods.

Since our scientific quest is an educational one, this type of research seems inappropriate. Besides, this type of research requires massive efforts, several different data collection techniques, and more importantly ethnographers.

The fifth descriptive research method is the case study. According to this published article:

A case typically refers to a person, a learner, a teacher, an administrator or an entity, such as a school, a university, a classroom or a programme. In some policy-related research, the case could be a country. Case studies may be included in larger quantitative or qualitative studies to provide a concrete illustration of

findings, or they may be conducted independently, either longitudinally or in a more restricted temporal period ("Descriptive Research" 28).

Depending on the purpose as well as the research problem, the researcher chooses to work on a specific case study design, and it is the descriptive case study design. Before embarking on setting factors leading to this choice, the mentioning of other case study designs seems to be a basic requirement. First, we have what we call exploratory case study design. It is defined as the study design which *"its field work and data collection are carried out before determining the research questions."* (Ibid : 31) .

This design has two main objectives: on the one hand, it examines a topic where there isn't much said or published about before. On the other, it can be considered as an introduction to further social scientific research. The application of such design was avoided for two causes. First, the researcher cannot deny the fact that there are subject-related prerequisites, so there was no such intention to set a totally new introduction to the subject matter. Second, the researcher couldn't risk conducting such a design knowing that they have not yet determined the research questions; they, therefore, averted the risk of getting lost in massive data gathering and analysis. Second, there is the Explanatory Case Study Design. This design is beneficial when it comes to:

Providing explanation to phenomena under consideration. These explanations are patterns implying that one type of variation observed in a case study is systematically related to another variation. Such a pattern can be a relational pattern or a causal pattern depending on the conceptual framework of the study. (Ibid :31)

Finally, we have the descriptive case study design. In this design, a theory must be presented clearly so as to establish *"the overall framework for the investigator to follow throughout the study. This type of case study requires formulation and identification of a practicable theoretical framework before articulating research questions."* (Ibid 31-32).

Since this design is characterized by clear cut theoretical beginning as well thorough background to the study, added to its openness to multiple data gathering techniques, we singled our determination to this design. More importantly, it is because of the following strength features that the researcher chose to undertake such research type. They are as follows:

- Case studies offer adaptability to different types of research questions and different research settings.
- Case studies offer the benefit of studying phenomena in detail and in context.
- The format may make the research accessible to wider readership than some other designs.
- Case studies can help academics and practitioners keep up with a fast changing field.
- Case studies are the most highly cited pieces with impact disproportionate to their numbers , (Rose et al 2015 : 9).

The final descriptive research type is the analytical method. Resembling the historical research method, this type of research:

Involves the identification and interpretation of data already existing in documents, pictures and artifacts. It is a form of research in which events; ideas, concepts or artifacts are examined through analysis of documents, records, recordings or other media. Here, contextual information is very essential for an accurate interpretation of data. (“ Descriptive Research” : 42)

This research type manifests itself as a totally unsuitable one to our research case as our research is of another entirely different objective. In fact, it analyses present data. Other factors include that this research :

1. does not ‘create’ or ‘generate’ data through research tools and techniques.

2. It reinterprets existing data.
3. It predominantly uses primary sources for collecting data. (“Descriptive Research” : 42).

3. The Study's Experimental Method

The researcher's final decision concerning the adoption of the experimental method has been settled due to several reasons. As it has been mentioned earlier, it is the nature of the problem that determines the direction of a scientific enquiry. As for our study, we could definitely know the different levels of the written production as they are linked to the cognitive abilities of the participants. Once the researcher determined the main variables, the nuisance variables, and the spa of internal and external sources of invalidity, it became a logical compulsion to include an experiment. The main objective of the experiment is, in fact, two fold. On the one hand, the experiment endeavours to prove the findings of the primary step of our research, the description since the conceptual basis of this work is descriptive.

On the other hand, the experiment tries to improve the participants' written production. The researcher's intention of improvement is based on his educated guess that students / participants who unlike others have developed certain cognitive abilities of the target language would demonstrate better writing abilities. So, the application of such an experiment would take a specific experimental research design for two considerations. Those considerations include the sample and variables. Since we are going to pilot the experiment, half the sample participants has already been used, i.e. we don't have a lot of groups within the sample to work on ; thus a ‘ True experimental design’ seemed to be the best choice of design. Supporting this claim, Rick Yount (2006: 6) says: “*Experimental designs are considered true experiments when they employ randomization in the selection of their samples and control for extraneous influences of variation on the dependent variable*”.

The three designs that we will consider in this section are the best choices for an experimental dissertation. These are the pretest-posttest control group design, the Posttest Only Control Group design, and the Solomon Four Group design.

Important to mention is the relevance of the identification of the pilot study as well as its significance. Accordingly, the pilot study has been thoroughly explained by (Abu Hassan, Schattner et al 2006: 1) as “*one of fundamental procedures practiced by researchers so as to avert deviations, especially concerning variables*”. That is, a researcher had better clearly exclude nuisance variables which are facilitated by a pilot study.

Concerning the variables, our study includes only two variables which require two groups, test and control groups, to yield scientific findings. Those same groups are to be piloted following the same experimental design. Again, the research at hand will sound incomplete and insufficient if the researcher gets satisfied with the description only. As a matter of fact, an experiment has to be experienced so as sound findings could generate truly experimental and scientific facts. Concerning piloting the experiment, the researcher decided to adopt such a technique for several considerations, but before embarking on such a thing, the mention of the existence of several experimental designs is of great importance. In a broader sense, we have the experimental method. Within the experimental method, we have a design which is defined by Kirk (1979:2) as:

An experimental design identifies the independent, dependent, and nuisance variables and indicates the way in which the randomization and statistical aspects of an experiment are to be carried out. The primary goal of an experimental design is to establish a causal connection between the independent and dependent variables. A secondary goal is to extract the maximum amount of information with the minimum expenditure of resources.

The researcher eventually tries to pilot such designs like True Experimental Designs, Quasi-experimental Designs, and Pre-experimental Designs, each of which comprising a

number of sub designs in order to get the maximum benefit out of minimum time, effort, and money.

Based on the definition of an experimental design, the mention of its comprising elements relevant to this study is a basic requirement.

a- The Independent Variable: The Cognitive Effect of the Mother Tongue Language.

The Dependent Variable: First Year Students' Written Production

Nuisance Variables (extraneous variables): Lack of Reading and Writing Practice.

a- The context of the study and limitations

b- The Sample

c- Measuring instruments: Ordinary tabulations ,drafts and pies.

d- The implementation of the first study (the pilot study): Once the researcher eliminates the drawbacks of every research element, he will move to the :

e- The integration of the second study (the main study)

f- Findings Analysis: diagrams, charts, and explanations.

<i>R</i>	<i>O1</i>	<i>X</i>	<i>O2</i>
<i>R</i>	<i>O3</i>		<i>O4</i>

After launching the work at the beginning with the two types of questionnaires that have been delivered to both groups of participants randomly and after having them piloted, the researcher effectively immediately started thinking to make in operation the experimental aspect that would adopt a hybrid between an error analysis and a contrastive analysis strategy , which both were to take place respectively .Questionnaires were meant to enlarge and enrich the researcher's views and even supply him with other ideas that would certainly serve the main task of the study .Participants returned all the copies of the questionnaire in the required time, this permitted the researcher to think of the subsequent step of the study ; the experimental aspect .

At the beginning of the experimental phase , which is sought to be the most crucial one as it was going to decide the validity and even the reliability of the study and test the usefulness and strength of the raised hypotheses , the researcher started his writing sessions on the previously decided date after an observation phase that took more than two months from mid-September till the end of November , during which the researcher sought to gather necessary raw material in the form of written production (paragraphs essentially) to detect possible interlanguage errors. Meanwhile, the researcher being the official teacher of the two groups the focus and the control one, has been initiating the official program of writing that includes in its introduction parts of speech .At the end of November, the researcher has managed in gathering the required number of paragraphs from both groups, the main instructions of which were the parts of speech taught.

The second phase of the study started early in January 2014 , resuming the official program, but this time the researcher teacher started with a warming-up phase with the focus group where he introduced both error analysis (EA) as an important approach in foreign language learning, together with the contrastive approach (CA). Presenting samples of interlanguage errors found in the previous productions .Then , in each session the teacher gradually started applying a CA approach about each language level : grammar , syntax, semantics and so on .This period took about three months (till the beginning of April 2014).

Then the study had reached its peak when the final phase had been reached .By the middle of April 2014, participants then had had enough contrastive picture in between their L1 and L2 in the light of the previous committed errors that were the raw material of the contrastive analyses .Thus, learners were invited to develop a set of writing tasks that resembled the previous ones produced early at the beginning of the academic year.

After having participants' first paragraphs edited and then peer edited , the teacher had read and also corrected them , detecting any possible interlanguage errors .The teacher then

made a kind of a comparative view in between a couple of learners' paragraphs that belong to the first observation phase and the same learners' paragraphs in the post-experimental phase. The researcher had found that less than 56 % of learners' interlanguage errors have disappeared. Whereas the control group's errors had also been diminished in size, but not to the extent of the focus group, just about 20 %.

The participants chosen for the study were first year English language students randomly chosen basically for maximum validity sources, a total number of sixty (60). As a first step, this sample was divided into two groups so as to pilot one, and keep the other for the final study. The pilot group is to be further divided into two smaller groups; one specified to the test group, and the other for the control group. The study will take the Pretest-Posttest Control Group design: In this context, Rick Yount (2006: 6) explains the procedure of such a design: “*Two randomly selected groups are measured before (O1 and O3) and after (O2 and O4) one of the groups receives a treatment (X).*”

4. Data Collection Techniques and the Current Study

Since our study necessitates a thorough and a keen way of gathering data, the researcher looked for all the techniques of data collection available. The researcher knew that there are several techniques of data collection, but soon they realized that not all of them are suitable for the scrutiny at hand and they are as follows:

4.1 The Observation

The observation method is one of data collection tools used in the descriptive researches to gather data that we cannot get using other tools. As clearly as the term suggests, the basic merit of such a tool is observation. It is based upon a researcher or probably group of researchers casting their eyes upon a particular situation and recording every minor detail that contributes to the comprehending of a phenomenon. The application of such a technique

is easy as well as most advantageous because the data are collected in the actual and real place and time of an activity or an event, and that it does not rely on people's willingness to give information, or to hide information. The researcher could be bewildered of to what extent this technique is scientifically valid, but Kothari(2004: 96) assures that it is a quite valid one:

In a way, we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability .

In other words, this quotation advocates the idea of carrying out an observational technique only when we follow certain parameters and conditions that guarantee the scientificness of the research like : previous plan , a recording means , all have to be under supervision and control , otherwise the whole endeavour becomes unreliable .

In addition, there are many other advantages of this technique among them: first, it provides the researcher with the needed data, for it is not linked neither to the past nor to the future intentions, and that what exactly the descriptive research is. It does not, also, necessarily include the participants' participation; it offers us data the participants are unwilling to share and admit. Sometimes, psychopaths do not want to confess wrong doings either they have done, or they were done to them. The main advantage of this technique is that it is protected against being biased and subjective because everything is recorded.

In spite of all those positive points, the researcher decided not to include it in his research because it is time consuming. Besides, some unseen behaviors or speeches may affect the whole study. Field specialists, to add say that when it comes to certain considerations such as time limit, or sometimes completely the opposite – where cases require

total devotion, notions might take another inclination. As a matter of fact, the researcher avoided working on such a method for several considerations like being observer bias, or observed bias. Finally, the information provided by this method has proved that it is very limited.

4.2 The Interview

The Interview is a method of collecting data that involves the interviewer's questions and the interviewee's answers. It is conducted in an oral-verbal questions and responses, that is “ *a technique governed by certain principles*”, Kothari(2004:99). At first glance, the researcher thought of using the personal interview since the sample is not numerous, but after knowing that they have only one session per week he gave up this decision.

Though the interview is characterized by its flexibility and thoroughness to approximately every possible detail needed in the study, the high response rate, control of the interview situation, still there are many features that make it unfit for the study. Basically, it is time consuming. If the researcher decided to interview each participant of the sample, then he would take 1/3 of the sample's English classes and that would, consequently, do more harm than before. Furthermore, there is what is called the interview bias. It happens that the innate characteristics of interviewers and differences in the interviewers' techniques may affect the respondents' answers. The high cost is another obstacle hampering the researcher from conducting an interview. On the top of all, it is the fear being short of time that hindered the researcher from not doing it.

4.3 The Survey

The survey is another important data collection technique that is usually used to a wider population, or for a large geographic area .It is most frequently adopted by researchers to obtain public opinion that is, social studies. In our case, we hold that the sample will be

effectively representing the population and no need for a survey since it is for long and difficult enquiries that need very large amount of people's attitudes, performances, opinions, and thoughts.

4.4 The Schedules

The other data collection technique that we reasoned not to use is the Schedules Method. In a way, it is similar to the questionnaire method in its questions' organization addressed to certain participants, but due to a couple of obstacles we could not adopt it. Unlike the questionnaire, it necessitates one person or a group of persons (enumerators) who are well trained to make sure that all questions are understood, and in the same time record the answers themselves. Kothari illustrates this by saying "*This method requires the selection of enumerators for filling up schedules or assisting respondents to fill up schedules and as such should be very carefully selected*" (Kothari 2004:104). In addition, its expenses are very high since we are obliged to appoint enumerators who in turn should be paid for fulfilling their job." *To collect data through schedules is relatively more expensive since considerable amount of money has to be spent in appointing enumerators and in importing training to them*" (ibid 104). More importantly, the reason behind our conviction not to use this method is that we are afraid from having them biased or having them unfit for the task: "*Enumerators should be intelligent and must possess the capacity of cross examination to find out the truth. Above all, they should be honest, sincere, hardworking and should have patience and perseverance*"(Ibid104).

As a matter of fact, the above- cited data collection techniques outspokenly have been judged not to be suitable for our research .The researcher has decided to follow the path of using the questionnaire as a sole technique to amass the data to be collected during the study.

4.5 The Document Review

The application of such a method has its idiosyncrasy that it is relatively very cheap, and flexible. The former is of that ilk because the registration to an archive, library, or other forms of institutions generally does not really cost money, if not any. The latter is so, for there is much time to reread, recheck, and revalue data. In spite of these advantages, the researcher has other convictions to provide. To begin with, such a tool does not mostly provide day-today, needed, organized, applicable data. Besides, the researcher risks failure because of the likelihood of incomplete, untrue, invalid or non-scientific information. Finally, sensitive pieces of information might be unveiled.

4.6 The Questionnaire

We have limited our first work requirement to the use of the questionnaire, as generally used in educational researches. Actually, at the beginning we avoided to prepare an observation grid that can be considered as an introductory step in our research methodology, but added to the previously supplied reasons and the nature of the research area this could not be possible. We abandoned also having interviews with a focus group of learners due to the fact that we are conducting an investigation in an EFL context in which the sample group must provide concrete written feedback, those will be first year students who have just enrolled in a totally different learning context and some of them may be introvert and shy. The questionnaire then seems to be the most convenient means to be adopted in this research. Participants are supposed to respond freely, anonymously and will certainly make them feel at ease, and therefore provide us with the needed information. Thus, we will start with a pilot questionnaire for learners to test its wording and from the part of both teachers and learners and to discover possible review of segments that might be forgotten. Dornyei (2007: 75) asserts the role of this technique saying :

Always pilot your research instruments and procedures before launching your project just like theatre performances, a research study also needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context.

The questionnaire according to Turney and Robb (1971: 130) is amongst the data collection tools, which *consists of a series of questions and statements to which individuals are asked to respond*". Such an instrument is preferred by a wide range of researchers for several reasons: namely: *it can be used conveniently when large number of respondents must be reached, as it permits respondents to remain anonymous when they answer questions*".

5. Piloting the Questionnaire

As the choice has been definitely decided upon the questionnaire, the piloting procedure is a basic requirement for considerable advantages. First, researchers gain feedback on the attractiveness and appearance of the questionnaire. Is it appealing, or is it alienating? Once they make sure of the questionnaire acceptance by participants, researchers check the clarity of the questionnaire items, instructions, and layout so as to gain feedback on the validity of the questionnaire items, the operationalization of the constructs and the purposes of the research, for example, to avoid ambiguities or difficulties in wording. The main objective behind checking the layout is, in a nutshell, to guarantee maximum readability levels for the target audience. Concerning advantages of piloting as linked to content , Cohen, Manion et al provide the following hints:

- To identify omissions, redundant, and irrelevant items.
- To gain feedback on leading questions.
- To check the time taken to complete the questionnaire.
- To check whether the questionnaire is too long or too short, too easy, or too difficult to generate categories from open-ended responses to use as categories for closed response-modes (for example rating scale items)

- To identify redundant questions (for example those questions which consistently gain a total “ yes or no response, i.e. those questions with little discriminability.
- To identify commonly used misunderstood or non-completed items (for example by studying common patterns of an expected

Table 8: Advantages of Piloting Questionnaires

6. Teachers' Questionnaire

This questionnaire has been delivered to ten randomly chosen teachers of the English language department at the level of ENS Laghouat among the whole staff that consists of about twenty eight teachers including teachers of writing for the academic year 2013/2014. The purpose behind this is to recognize the nature of the teaching/ learning of the writing process in general and the cognitive effect of the mother tongue in particular. Also, because we consider that having a questionnaire to some teachers of the population in the English language department is one valuable advantage that certainly will help us reap the fruition of the teachers' whole teaching years experiences, views, and suggestions related to our task as they are continuously dealing with them throughout the teaching process.

Teachers' questionnaire consists of three complimentary sections, starting with an introductory section about teachers qualifications to know the teacher's personal academic and professional skills including: gender, grade, teaching experience, and specialization in addition, their level in their mother tongue. The next section is mainly concerned with the teaching methodology i.e., the teachers' views about the adopted methods in general.

Another important section has been inserted as a third section to tackle teachers' attitudes as far as teaching the writing skill itself, functioning as the main dependent variable.

The fourth section comprises the heart of the study's concerns and questions about the independent variable (the mother tongue and cognition), i.e.; attitudes towards teachers' attitudes about interlanguage.

7. Learner's Questionnaire

The second data collection technique has been a hybrid of close-ended and open-ended questions oriented to students, to facilitate the tabulation and analysis of data. As it improves the consistency and reliability of the data with the exception of some compulsory included open-ended questions that need to have a justification from the part of learners.

The questionnaire begins with a section about learners' profile, mentioning some preliminary personal and academic information about each learner to give us a comprehensive picture about which learning category our learners belong to, and if there is a kind of homogeneity among them. Whereas section two has been dedicated to the learners' general English background, including six (6) questions. In section three, we have limited our concern to their attitudes towards the English language learning process in general and their mother tongue (the independent variable) in particular, including also six (6) questions to test their awareness about this linguistic phenomenon.

In section four, our interest has turned to a more specific interest which is "learners' written production in particular and interlanguage". This is also to amass pieces of information relevant to concluding views about their awareness of such a linguistic phenomenon. The number of the questions included is sixteen (16).

8. Validity of the Study

Validity means testing what you are supposed to test and not something else. Differently defined as :” *Validity is often defined as the extent to which an instrument measures what it purports to measure*, Kimberlin , L . et al (2008: 278)When testing the role of the cognitive

effect of the mother tongue; interlinguistic awareness on the writing skill of first year English language students, the researcher submitted anonymous questionnaires. Validity is clearly an extremely important issue in research and in the present study; the researcher tried to exclude any point which might be misleading or irrelevant. To test the validity of the different results, they repeated the same procedure of analyzing data all year long, in exactly the same research conditions. The results were consequently replicable.

9. Reliability of the Study

Reliability is an essential issue in any research investigation since it is :

the degree to which measures are free from error and therefore yield consistent results (i.e. the consistency of a measurement procedure). If a measurement device or procedure consistently assigns the same score to individuals or objects with equal values, the instrument is considered reliable. Reliability involves the consistency, or reproducibility, of tests .

(Thanasegaran2009: 35)

To apply this principle in the present study, we have raised certain questions like: “Are the questionnaires well piloted? . Another instance is : is any question comprehended by all participants without obscurity? When testing the reliability of the research data collection technique, we followed this procedure:

Questionnaire One :

It will be addressed to English language department teachers:

*Section One: Teachers' qualifications

*Section Two: Teaching methodology

*Section Three: Attitudes towards teaching the writing skill

*Section Four : Interlanguage and Writing

• Questionnaire Two

It will be addressed to first year English language learners of the randomly chosen sample. Thus, after piloting the questionnaire, the final copies consisted of four parts:

- Section I: information on : Learners' Profile.
- Section II: questions on : Background in English Learning.
- Section III: English and Your Mother Tongue
- Section IV: questions on :Learners' Written Production and Interlanguage Awareness.

10. Variables

A variable is something that changes because of other different factors or situations. Educational studies usually comprise two variables (independent and dependent variables) or more. The independent variable is the variable which the researcher wants to measure (the cause), while the dependent variable is the effect (or assumed effect), dependent on the independent variable. In research methodology, it is highly recommended that any researcher should define his study's variables at the very beginning of the research. These variables are often stated clearly to help the researcher maintaining their issue from being deviated or shifted to another, at least at the moment, unwanted directions or dimensions. In the view, of W. Seliger and Shohamy (1989: 34) :

It is clear that restrictions on the scope of the phenomenon to be investigated and the control of variables are interrelated. The more the investigation is limited in scope, the more it is necessary to control for the effects of factor which may confuse the interpretation of the results.

In this research, the dependent variable is the writing skill which, in turn , would be dependent on and affected by the independent variable which is the cognitive effect of the mother tongue . After having the questionnaires' data analyzed and discussed, the researcher

will prove their major hypothesis that says : “due to the lack of awareness of the mother tongue impact , students cannot write effectively in the English language”.

11. Population and Sampling

Since it has not been possible for us to study the whole population, we have decided to depend on sampling for the existence of certain constraints such as time, money, resources, energy...etc. These are major reasons which necessitate any researcher to work with a sample, as pointed out by Deldim and Damelin (qtd in khanchali 2005: 8), "*Sufficient data can be obtained through the study of a proportion of the population: a sample*". This is also clearly supported by Brown(2001: 11):" *...Sampling is working with more limited data from sample or sub-group of the students in a given population* "We have , then thought of a suitable design to obtain a sample from the study population. According to C.R Kothari (2004: 55) the sample design refers to," *The technique or the procedure the researcher would adopt in selecting items for the sample*". Furthermore, he clarifies that there are some steps that have to be taken into account in designing a sample before data are collected , they are: type of universe, sampling unit, source list, size of sample, parameters of interest, budgetary constraint and sampling procedure.

As far as the sampling strategy is concerned, it has two major categories on the basis of representation: the probability sampling which is based on random selection, and the non-probability sampling based on non-random selection. The difference between probability (random sample) and non-probability sample (purposive) according to L.Cohen, L,Manion and K.Morison(2007: 215) is that in a probability sample the chances of members of the wider population being selected for the sample are unknown , whereas in a non-probability sample the chances of members of the wider population being selected for the sample are known.

Due to the fact that our research is an experimental one that, again, shows a high sense of reliability and validity realized from the two questionnaires, we chose then to work on the probability sampling due to many reasons. First, the researcher does not have the ability to manipulate and interfere in choosing the sample' participants, thus protecting themselves from being biased. Second, It gives the most accurate representation of the participants because it offers them all the chance to represent the entire universe. Third, it helps the researcher to limit the sample's number of participants, so that to be compatible with their abilities, i.e., their time, effort, and money.

The researcher has been convinced to work on a randomly chosen sample which scientifically adds more credibility to the study. Regarding this point Kothari (2004 :60)emphasizes:

The results obtained from probability or random sampling can be assured in terms of probability i.e., we can measure the errors of estimation or the significance of results obtained from a random sample, and this fact brings out the superiority of random sampling design over the deliberate sampling design.

In this span , researchers can be reassured about the efficiency of the sample, in other words , randomization guarantees the existence of each and every characteristic feature of the entire participants.

After being persuaded with the fact that random sampling is the best technique of selecting a representative sample, the other step the researcher is committed to is the technique of choosing this sample. It was the easiest method among the other available methods that works as follows: we write the participants' names and their numbers respectively on totally similar slips of paper, then mixing them, so that the order depiction becomes impossible. Finally, we pick up the number needed for the study. There are other forms and types of random sampling, but we hold that it is the best way to the validity and reliability of the study since

there is no biased or subjective selection. Moreover, through our experience in teaching and getting in touch with EFL learners, we could assume that they, for a high percentage, face and lack the same prerequisites, so it is sufficient and effective to have 35.71 % of the population randomly chosen.

As aforementioned, the first target population of the present study involves at first English language teachers at Laghouat ENS , their overall numbers is 28 teachers, for the academic year 2013-2014. Since it is quite reliable to consult the view of only a given portion of the whole population , the researcher then will distribute only 10 copies targeted to teachers of English language teachers randomly , this represents more than third of the first population category .

This sample group includes: 4 males and 6 females of an average teaching experience in between 4 and 27 years. Louis. C, Lawrence. M , and Keith. M (2007:101) say: "*There is no clear cut answer, for the correct sample size depends on the purpose of the study and the nature of population under scrutiny*". This group will be randomly chosen to represent the entire population, because randomizing the group boycotts the effects of such variables like the subjects' personal characteristics (gender, age, aptitude, intelligence...). Factors such as time, money, resources and energy, are the major reasons which necessitate any researcher to work with a sample. It is clear enough that the reason behind random selection is agreed upon by most researchers notably educationalists to have the feature of providing equal chances for every member to be chosen from the population. Furthermore, it helps to prove the fact that our sample is a non-biased one.

The second targeted population category is the English language students whose number is 60, their level is first year whose ages are less than 24 years according to ENS law. At the level of their sex, there are 8 masculine students and 52 feminine ones, this which is

considered to be one of the features of teachers' colleges especially foreign languages i.e., a population characterized by the dominance of the feminine sex.

Deciding about this population to be the raw material of the research has been undertaken for several impulses: first of all, first year English language students have just come from a learning context in which the English language was studied as one of the academic modules without a special focus, even for foreign languages classes. This implies also that they have been learning their mother tongue continuously, separately, and through the other modules (philosophy, history and even physics and maths....etc). In addition, they must have a crucial linguistic interaction between the English language, which has been chosen as a speciality just after the BAC exam, and their mother tongue which has ever been studied separately and as a vehicle for all the other modules. Moreover, ENS first year students are still having a separate module in their academic career for three years entitled: "Modern Arabic Literature (2nd year), and An Introduction to Psychology (1st year)". This all offers us a fertile land to explore our views and attitudes towards our ultimate aim.

12. Data Analysis Processes

Since the present study falls primarily under the frame of qualitative studies which are: "*Concerned with subjective opinions, experiences and feelings of individuals and thus the explicit goal of research is to explore the participants' views of the situation being studied*"; Z. Dornyei (2007: 38). "Moreover, also Louis. C, Lawrence. M, and Keith. M (2007: 101) note: "*Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.*"

We are then going to analyze and present the results of the collected data relying on calculating the percentage related to each question from each section, counting the results obtained from the overall number of the sample participants depending on the Descriptive Statistical Method (DSM) as ascribed by various researchers as being the most useful for data collected by questionnaires or structured interviews.

Then, our results will be represented through percentages. The latter will be provided by means of tables and figures interchangeably. Of course, the open-ended questions will be followed by comments summarizing the respondents' propositions and opinions along with previous attitudes included within the literature review.

Whenever necessary, we proceed to the calculation of the mean, we use the arithmetic mean that is calculated as follows:

$$\text{The arithmetic mean} = \frac{\text{Sum of values}}{\text{Number of subjects}}$$

$$X(\%) = \frac{f_i}{N} \times 100 \text{ (read } \bar{x} \text{ equals } \sigma \text{ over } n)$$

(\bar{x}) is the mean, (f_i) is the sum of values, and (N) is the number of items.

13. The Context of the Study and Limitations

This study focuses on learners inside the English language department who have to deal with English language as a specialty, covering all related subjects like: skills, literature...as illustrated through the following table:

Modules	Time Allowance	Coefficient
1. Writing :	4 : 30	2
2. Grammar :	3 : 00	2
3. Reading Techniques :	3 : 00	2
4. Speaking and Listening :	4 : 30	2

5. Phonetics :	1 : 30	1
6. Intr. to Linguistics :	1 : 30	1
7. Intr. to Western Civ and Lit :	3 : 00	2
8. مدخل إلى علوم التربية	1 : 30	1
9. Computing :	1 : 30	1

Total	25 : 30	15
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Table 9 : 1st Year (common core PEF / PES) Official Modules

We seek to explore the cognitive impact of the mother tongue on their written communication, from both learners' and teachers' views. So, the main concern of this research is to concentrate on one single department: the English language department among the other ENS departments.

The study goes deeper into the written production together with the cognitive effect of the mother tongue on the writing skill and tries to shed light on the learners' individual skills, analyze and estimate the characteristics of individual learners as EFL learners.

14. Reporting Findings

In this task of communicating the findings that the researcher will analyze statistically in the previous part(findings analysis), we are going to make a comprehensive report about what the study techniques have shown. The aim is to see whether they have proven the suggested hypotheses and answered the research questions that have already been raised, and to judge the validity of choosing the research methodology and techniques applied. Such a report of the findings is going to be in the form of a concluding part that tries to sum up the

general reflections of the presented data which by their turn have been commented on separately.

Moreover, a comparative technique is going to be followed to show areas of agreement as well as those of disagreement ,regarding views towards the teaching/ learning process of writing and the mother tongue through the questions included in both teachers' and learners' questionnaires. This concluding analysis phase consists a corner stone to the whole descriptive and experimental work which is going to be summarized in the general conclusion.

15. Conclusion

In this chapter, which is considered the schema to this research, takes different steps. First, we seek to give a comprehensive overview concerning the theoretical background of the research methodology design undertaken to realize a two-fold purpose. On the one hand, the researcher intends to give his arguments about choosing a specific research design out of an array of other inappropriate designs. On the other hand, the researcher tries to be clear and systematic in order to help readers as well researchers benefit from the study.

In this chapter, again, we aim at clarifying the main steps that seem to us to be of great benefit to serve our research. The first step manifests itself as the backbone of the research, which is the research approach. The researcher chooses a mixed methodology. Therefore, the descriptive research comprising the questionnaire as its data gathering tool and the arithmetic means method as its measuring tool is the primary phase of the adopted research methodology to exclude nuisance variables from the study. Once the dependent and the independent variables are set clearly, an experiment, indeed, seems to be the eventual rational phase to this research. Finally, research findings take the Ordinary tabulations: drafts and pies as the measuring tool followed by relevant explanations and recommendations.

Chapter Six: Findings Analysis

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1. Introduction

Throughout this subsequent chapter, we are going to concretely touch the fertility of all the previous theoretical as well as the practical phases of the whole endeavour including the methodology employed in this research that has been developed in a separate chapter. Here and only here, we can see our early raised hypotheses and asked questions about the stiff relationship between the research dependent variable: EFL Writing and the cognitive effect of their mother tongue / native language. The ideas of the present research work sprang to the mind of the researcher after 10 years of teaching at the level of the secondary school and a handful of other years at the level of the university /ENS (7 years) in which teaching in particular the writing module. However, right at the beginning of the work, the researcher has outspokenly been in a dilemma whether to have his hypotheses approved or disapproved.

In the following chapter we are going to deepen the discussion of data that have been amassed by the two adopted tools: the teachers' questionnaire and the learners' one, in addition to the fundamental experimental aspect of this study, the procedure of which has already been tackled within the previous methodology chapter. As it has already been mentioned, the questionnaire has been viewed to be the most suitable tool for this study. Actually, our work in this phase is devoted for the analysis and interpretation of the whole results; those of the questionnaires and the results of the experimental aspect of the study. Informants have provided very useful data that need to be commented on, however before reaching this step, it seems to be more useful to describe each questionnaire aside. Statistical techniques used in presenting the gathered data include a table for each item (question) accompanied by a diagram whenever possible to better clarify the statistics and back up the suggested analysis.

In fact, both teachers' and learners' questionnaires do have the same target which is gathering beneficial data roving over the same topic, the main concern of which is using

the cognitive approach to help learners write effectively and prevent interlinguistic errors . We will also try from time to time to provide a comparative view between teachers' and learners' attitudes towards the common raised interests so as to evaluate the learners' maturity as far as their learning wants are concerned

2. Purpose of the Study

As it has been previously declared, error analysis (E.A) and contrastive analysis (C.A) are considered as concrete impulses for this whole endeavour. At first , error analysis is meant to be the fertile land from which conceptions about the existence of certain linguistic elements of first language (L1) have been formulated , and about which hypotheses have been composed .Secondly, the researcher has been convinced that one preliminary therapy is to introduce one basic remedy through hypothesizing , using as a strategy contrastive analysis , the aim of which is to supply informant students with an approach to help them draw their path towards lessening the degree of errors detected within the error analysis phase.

The main purpose of this study then is to diagnose the possible impact of interlanguage awareness of L1 on Algerian EFL learners at the level of their written production , after being equipped with an explicit contrastive analysis in between L1 (Arabic) and the target language L2 , the target language (English) , deliberately designed for two groups included in the study .

3. Teachers' Questionnaire Structure

English language teachers are considered to be partners who share the same objective within the whole teaching process population, their years of experience and contact with EFL learners have purified the way they are teaching. Thus, in this work, the teachers' questionnaire has been handed to ten (10) teachers working at the department of English department at the teachers' higher college (ENS), chosen randomly among a whole

population of 28 teachers: permanent, part-time, and associate ones. The sample of the informants of the study then consists thirty five point seventy one 35.71% of the teaching staff which equals 10 informants during the academic year 2013/2014.

The questionnaire is initiated by an introduction that shows the goal of the study in an explicit way, stating the ultimate objective of the study and its variables relating to: the cognitive effect of the mother tongue on EFL learners' written production. The aim is to gather beneficial information from field workers and practitioners who have a close relationship with the learners at the English language department in particular, and whose native language is also Arabic the same one with the learners'.

Teachers have been mildly requested to give a hand to accomplish this study and have their efforts been appreciated in advance. They have been requested to answer the suggested questions either by ticking yes/no boxes supplying required arguments, expressing agreement or disagreement, or by providing a full statement where necessary.

Teachers' questionnaire then comprises thirty two questions (32) questions; close-ended as well as open-ended, that seek to cover the various dimensions which touch and serve the ultimate aim of the study, they have been arranged in four sections as follows:

Section One: Teachers' Qualifications

When constructing the questions we sought basically to identify firstly the nature of the teachers whom we are going to rely on in our research, though we all work together, so that we included personal questions relating to :

1-Teachers'gender.2-Teachers'qualifications (Grade).3-Their experience.3.1Work Institutions
3-2.Experience years ,and 3.3-Their specialty modules (previously /currently taught).4-BAC
stream .5-Level in L1.

Section Two: Teaching Methodology

In this part of the questionnaire, I tried to launch the investigation through tackling the main pillar of teaching which is methodology or approach of teaching , first to make sure that informants are aware of all the teaching approaches , so as to supply us with beneficial information .

Section Three: Writing

“Writing” , which is the sole dependent variable in this study has been largely explored through a variety of angles , titles , and subtitles .The first part includes teachers’ attitudes towards the position of the writing skill in the field of teaching foreign languages in general when compared to the other receptive as well as productive skills. Furthermore, this part contains certain items about the adopted methodology or approach to teaching writing, followed by identifying the different tasks and assignments they use inside their classes.

Section Four: Interlanguage and Writing

Here in this section , the very point of the research is presented : “interlanguage” , which has been introduced as the basic independent variable of the study .Respondents have been asked about their learners’ writing obstacles , so as to introduce the problem of interlanguage. Also , they have been asked about the way how they dealt with this type of errors and whether they had applied any error or contrastive analyses to deal with that type in particular. At the end , they were asked about their attitude towards applying this EA/CA in interlanguage errors .

4. Presentation and Interpretation of Teachers' Questionnaire Results

After having exhibited all the necessary data for the different dimensions of this preliminary means; the questionnaire, as a matter of fact now we have to present findings using percentages within a tabulation form or by a diagram for each item (question) and supply the required comment whenever required. However, we should first start with a statistical point about the number of the questionnaire copies which are as follows:

	Number	Percentage
Questionnaires handed	10	100%
Questionnaires returned	10	10 %
No answer	00	00%
Total	10	100%

Table 10: Representation of the teachers' questionnaire submission

Here, this ordinary table gives us the impression that our informants are mature and aware enough that the mission to be completed is quite important, in the sense that it concerns them all as being teachers within the same specialty .This cooperation also encourages the researcher to go forward to deepening his academic work, giving our work certain degree of reliability and validity.

SECTION I: Teacher's Qualifications

Item One : Informants' Gender

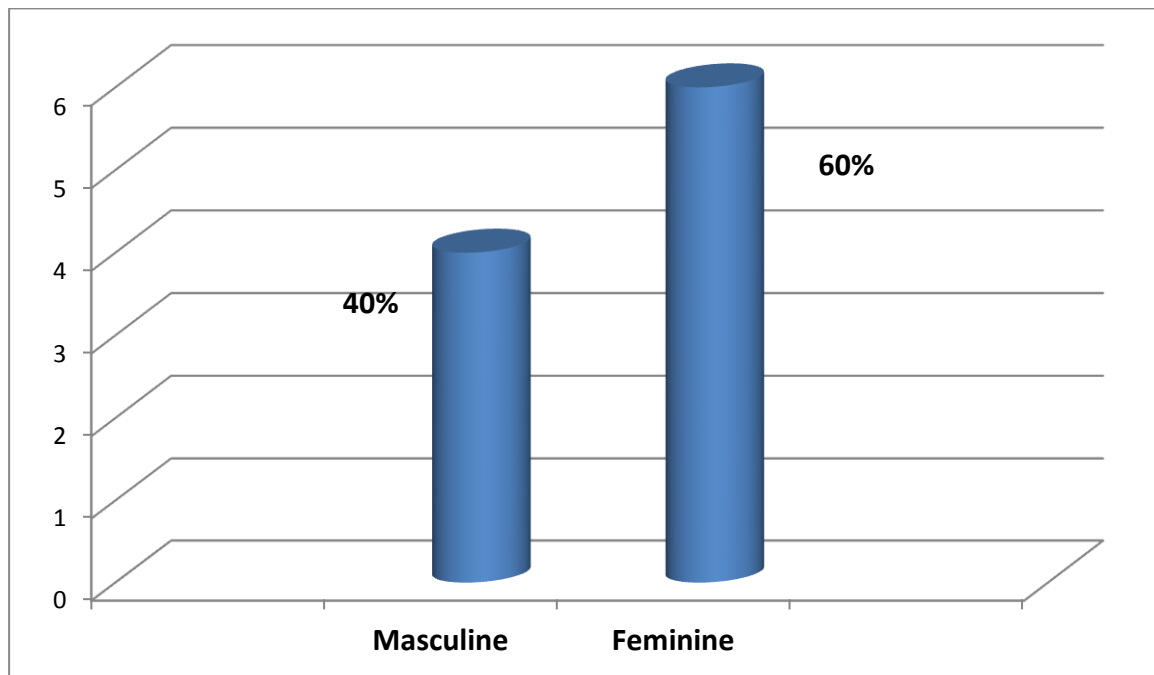


Figure 10: Teachers' Gender

Randomly , questionnaire copies have shown that our informants include four masculine teachers and six feminine others , though the vast majority of the teaching staff at the level of the institution is feminine .However this gives us the impression that our sample is relatively heterogeneous , this by its turn offers a variety of attitudes towards the questions that have been raised .

Item Two : Teachers' Grades

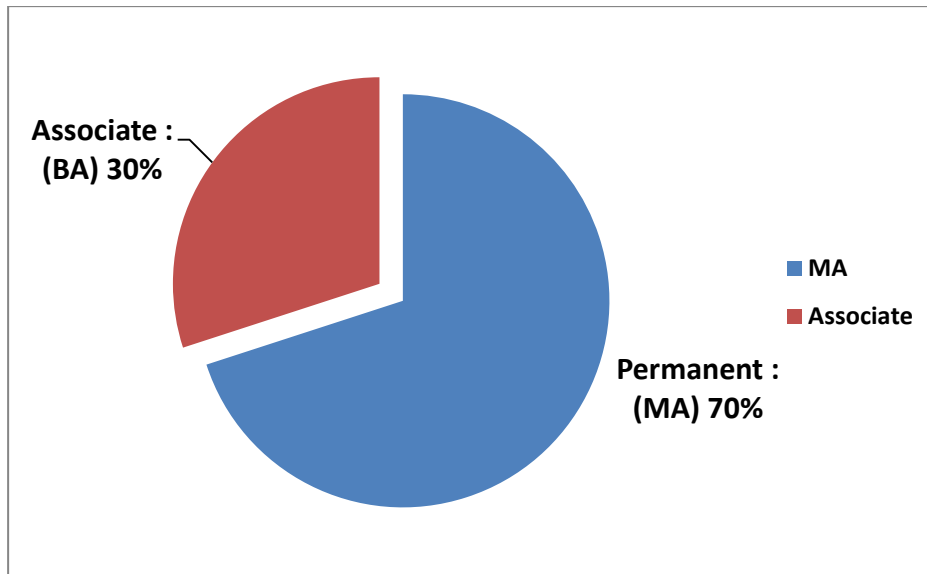


Figure 11: Teachers' Grades

This diagram shows that the sample is of two categories only : seven permanent MA teachers , and three associate ones (BA in English). This reflects that the staff is in its way to acquire more experience , especially when teachers get their higher degrees , taking into consideration the fact that this teachers' higher college has recently been established in the academic year 2011/2012 , i.e.; it is just a two year institution in its way to flourish .

Item Three: Teaching Experience :

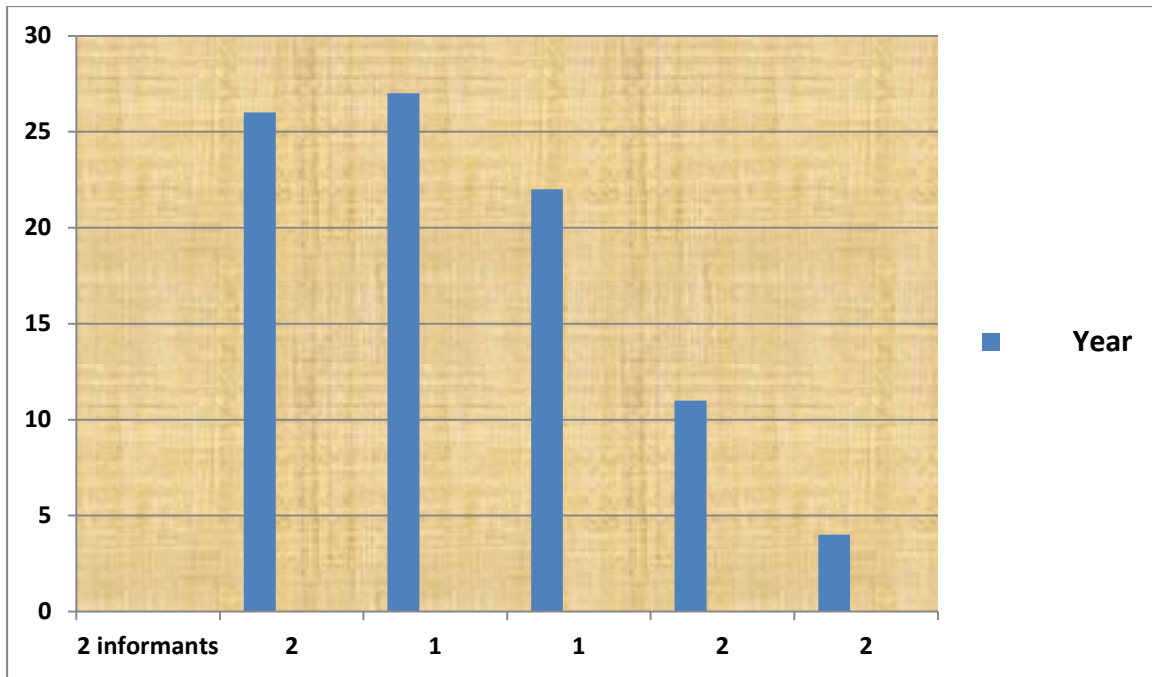


Figure 12 : Teachers' Experience

As the professional experience is being an important variable in any process , this study's informants seem to be mostly experienced (one 11 years , another 22 years , two others 25 years , one other 26 , and another 27 , however two participants have been teaching recently for only 4 years)

Item 3-1 : Institutions

Institutions	Number of Informants
Secondary school	/
University	3
Second & University	7
Others	/

Table 11: Institutions

Statistics apparently show that most of the informants (70 percent) have either descended from secondary schools and become permanent teachers at the university , or they

may be associate teachers with enough experience working as part-time teachers .However only **30** percent of them have started their career at the university .The first group shows that their experience must be more fruitful simply because they have benefited from working at two complementary institutions , ministries , so as to help in bridging the gap in between the two institutions , especially when dealing with first year students who have recently descended from high schools , and they are in their way to become teachers at the level of the same category of schools .Never the less this percentage of informants does not deprive the other minority from having their own uniqueness , in the sense that they have shaped their teaching methodology in a way that suits and responds to students of higher education .

Item n 3-2-Modules Taught /Being Taught

Teachers	Modules taught / being taught
03	all skills + grammar
02	Writing + phonetics+ grammar
02	Writing + linguistics
02	All skills+ TEFL+ Pedagogy
01	literature + phonetics

Table 12 : Modules taught

On the basis of the results revealed by the table, we can clearly read that the four skills are omni- present in informants' teaching experience, especially the module of writing which is present in about 90 percent of the taught modules. This proves once more that writing if not to be considered as everything, it is definitely found in everything.

Item4-BAC Stream:

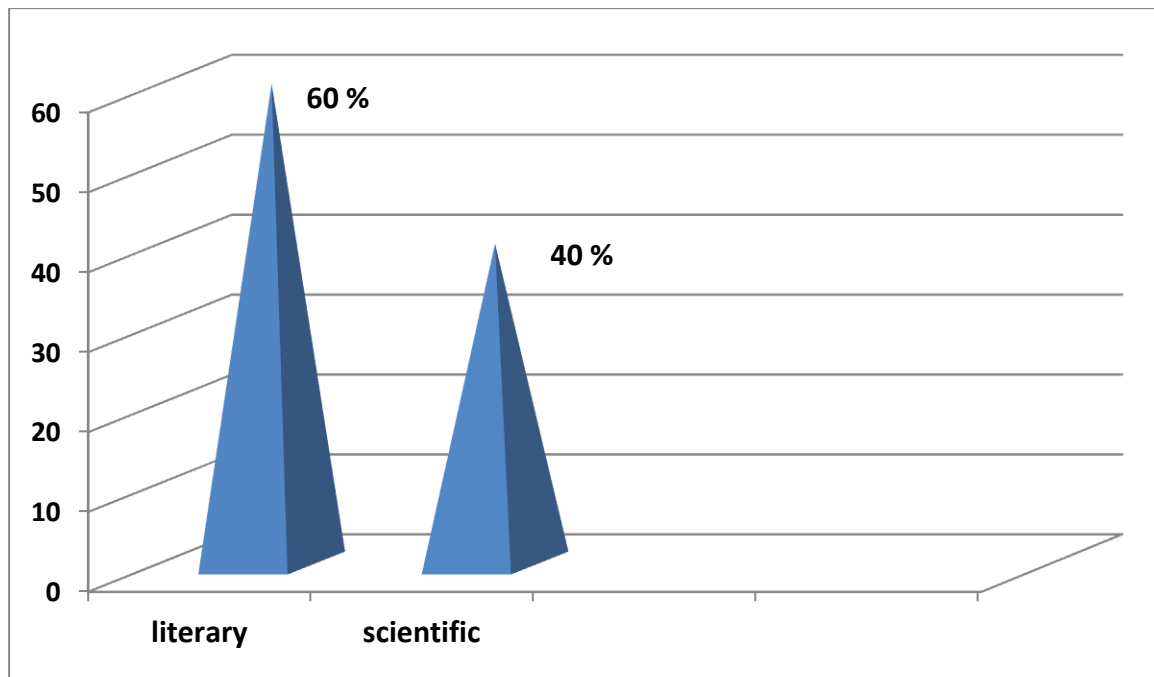


Figure 13: Teachers' BAC Stream

This question has been raised deliberately to see the nature of the BAC stream (secondary school) of informants themselves to pave the way for the coming question , which both serve one main variable which is the L1 effect .The table gives us a clear categorization in between 6 literary informants , and 4 scientific ones . Since pupils are partly motivated not to say forced to study following the value of the subject coefficient , Literature & philosophy class at the level of the secondary school considers Arabic literature as a fundamental module with a coefficient that equals 6 together with philosophy whereas English only 3 together with French , however , Literature and Foreign Languages stream considers Arabic language with a coefficient of 5 and English with 5 also together with French and another third foreign language in the exam class . In the scientific stream all languages are treated equally with a coefficient that equals 2 for each one. At the end we dare say that English language as a subject of study is agreed upon to be a literary field rather than being a scientific one, for this reason may be most of our informants are literary (60 percent).

Item 5 : Informants' level in their mother tongue (Arabic) L1

	Low	Average	High
4 Literary		×	
3 Literary	×		
2 Scientific		×	
2 Scientific			×

Table 13: Informants' level in their L1

Literary informants have been expected to declare that their level in L1 is at least average, but finding three of them stating that their level is low is something astonishing, especially when we see that two scientific informants declare that their level is high, in addition to two others stating that their level is average. This proves that neither stream, nor coefficient is definitely an absolute factor in favour of high performance in L1. Another factor may be thought of here, which is self-reliance or it might be considering L1 a factor of identity rather than an academic necessity.

SECTION II: Teaching Methodology

Item 6-Teachers have been asked about which method they adopted in their teaching and the reasons behind.

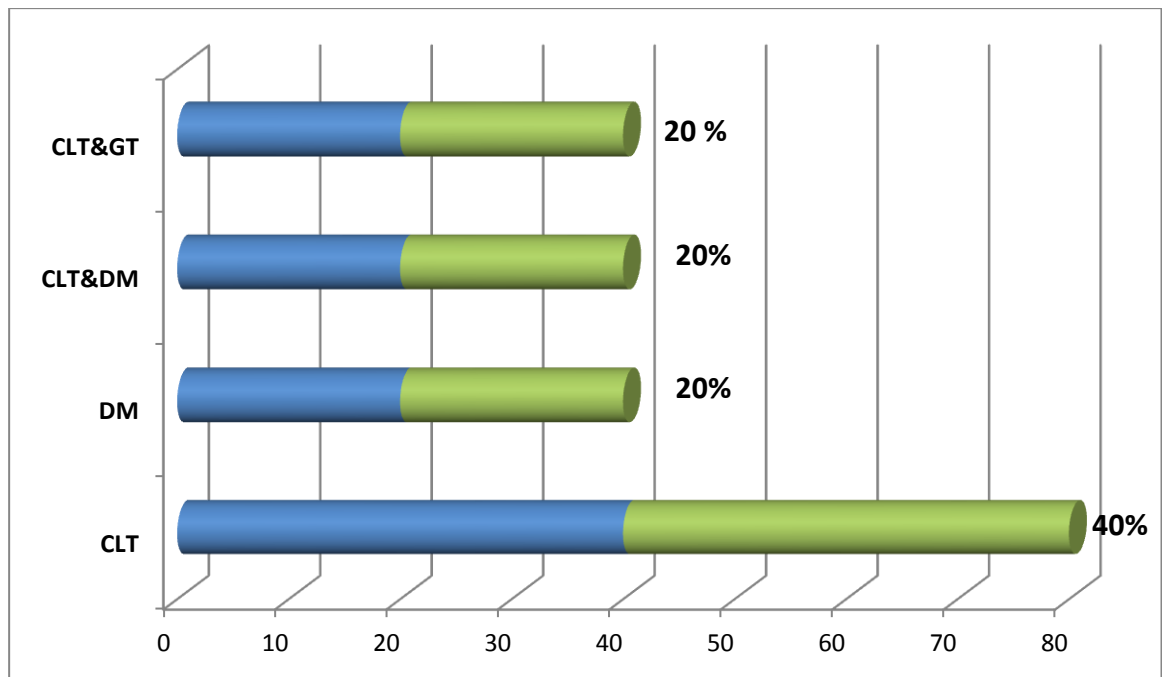


Figure 14: Adopted teaching approaches

This figure shows that most informants state that they adopt the communicative language teaching approach (CLT), this implies that they are aware of the recent teaching methods, as it has been early mentioned that this approach emerged in late 1970s. It requires a considerable amount of exposure to target language and a learner-centered, communication-oriented language instruction based on the learners' language learning needs in a supportive classroom atmosphere. On the other hand, the three remaining categories have shown balanced scores equal to twenty percent each, this implies that some teachers apply the direct method as a way of teaching as a belief to state that the language is sufficient in itself to convey the message, where as some others prove that they follow a hybrid in between CLT& DM, trying to create a kind of balance in between modernity (CLT) and classicality (DM) represented in 20 percent of the informants. At the end of this analysis we find another important portion of findings which pours relatively into one main stream of this work, it is a mixture in between CLT& GTM, here we observe that some informants do partially include an aspect of learners' national language / mother tongue, stating some reasons like :

- 1- Particularly in grammar, we feel that including certain contrastive structures seems to be more beneficial, so as to help them segregate in between the two languages' components.
- 2- Some idiomatic expressions need to be supplied with the L1 equivalents so as to supply some of the cultural aspects necessary for the required meanings in the target language.
- 3- Learners are not mature enough to accept a total shift from secondary school teaching methodology , which uses GTM (immersion of the mother tongue) , as English is not a specialty subject except for foreign languages class where we find the coefficient of English equals seven (7).

Item 7- Teachers have also been asked about what teaching a foreign language meant to them, with justification.

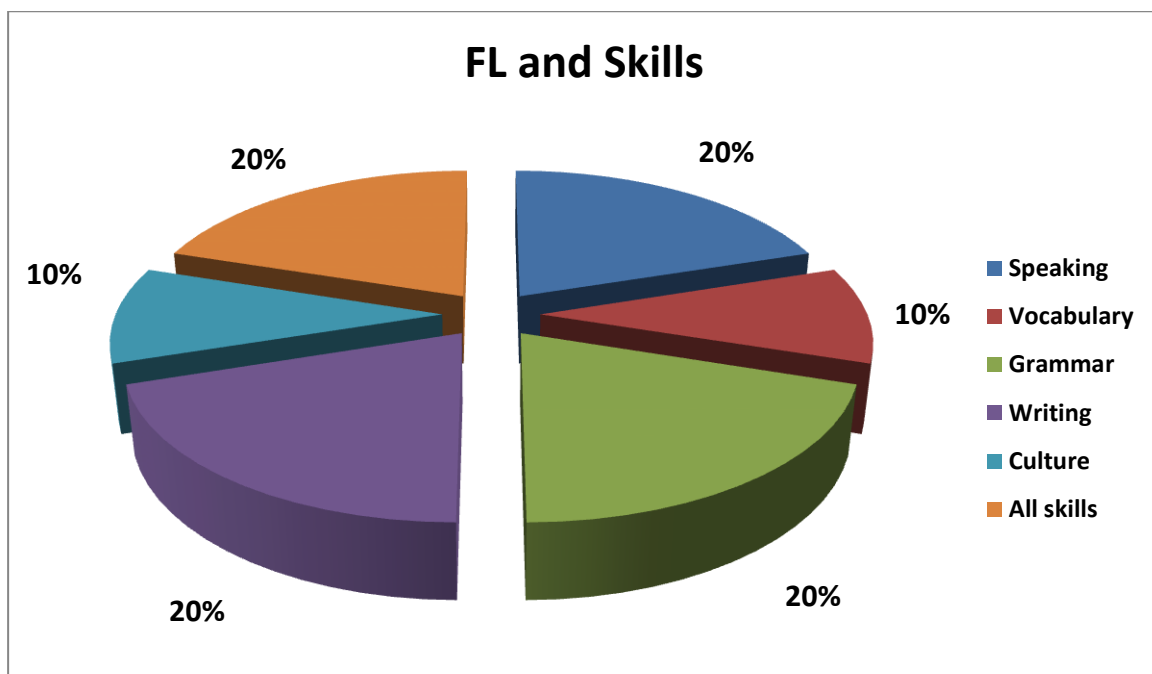


Figure 15: Teachers' views about teaching a foreign language

On the basis of this figure , informants' attitudes seem to be diverse , in the sense that the ultimate aim of teaching a foreign language seems to be focused for some and general for others. One higher score is devoted for the writing skill with twenty percent , as it has been augmented by one of the informants that in text books of learners especially middle and secondary schools , the written output is kept at the end of the whole unit , where all language components are included (tenses , functions...).

Twenty percent of the informants have declared their inclination towards the mastery of grammar as a final aim, stating some arguments like, being able to produce a correct structure in a correct grammar is one pillar that paves the way for other skills. Here we note that those who have responded this way, they adopt the GTM within their teaching methodology in the previous questionnaire item.

Speaking got the same rank with grammar : twenty percent .Reasons supplied involved the fact the main aim of any language is to convey and communicate messages , and that we speak language in our daily life much more than we write ; for this speaking is on ultimate aim for any language .The ones who declared their support to CLT associated the defense for speaking .

Culture has been represented in only ten percent (10%). The advocates of this strand have noted that culture embodies all components of a language, and teaching a foreign language out of its culture is a prone to be a fiasco.

Also vocabulary got only ten percent (10%) of the results, inserting one point that words are the basic elements of any utterance , the raw material whereby we make necessary meanings for communication .

A final category of informants, twenty percent (20 %) , declared its loyalty to the integration of the four skills , considering language as one body with four parts exactly like

the human body, defending this attitude by stating that no mastery of language can be achieved without having a balanced performance in between productive as well as receptive skills in addition to culture as a complementary part .

Item 8- Here, teachers have been asked about how they could define the learning of a foreign language whether as **a**-As a communicative competence **b**-As a grammatical competence . or **c**-as a combination of the two, with arguments.

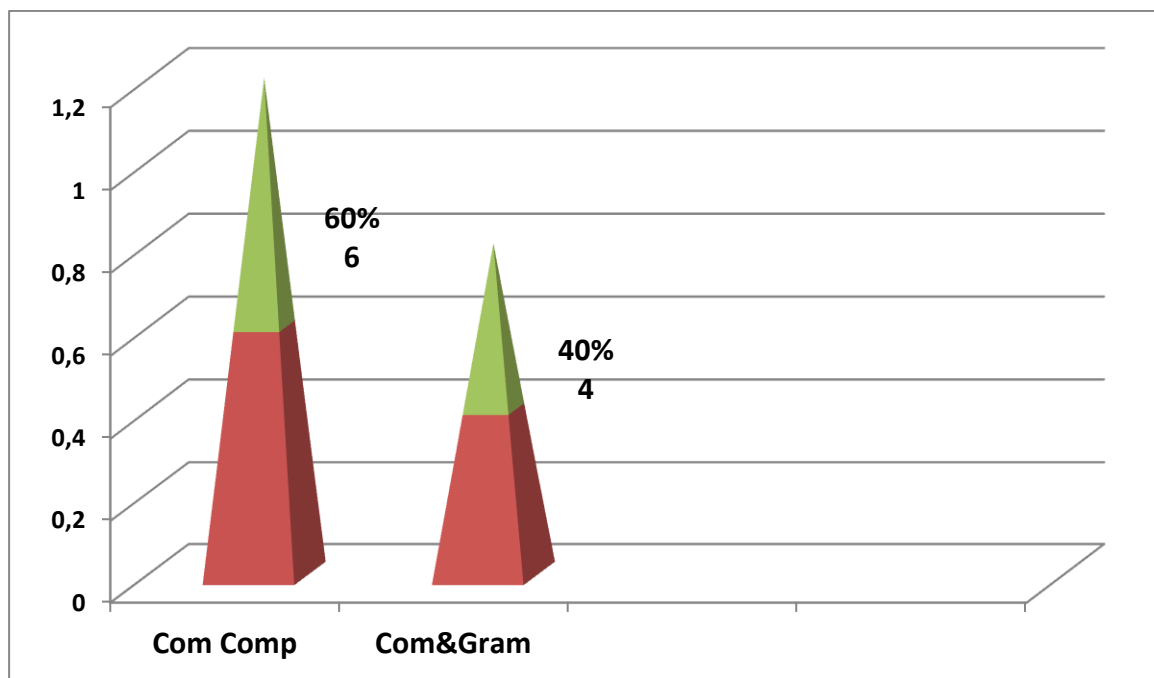


Figure 16: Learning a language as a communicative or as a grammatical competence

On the basis of this chart , we notice that most of our informants (60 %) are conscious of the importance of the communicative competence , which the modern strand being adopted in today's' current English. However, forty percent of them do insist on the importance of combining both competencies .These results seem to be in harmony with one previous item results (n°6).

Item 9- Teachers have been asked if they thought that in teaching, the main emphasis should be on:

a-The receptive skills (Listening & reading)

b-The productive skills (Speaking & Writing)

c-Integration of all skills, with arguments.

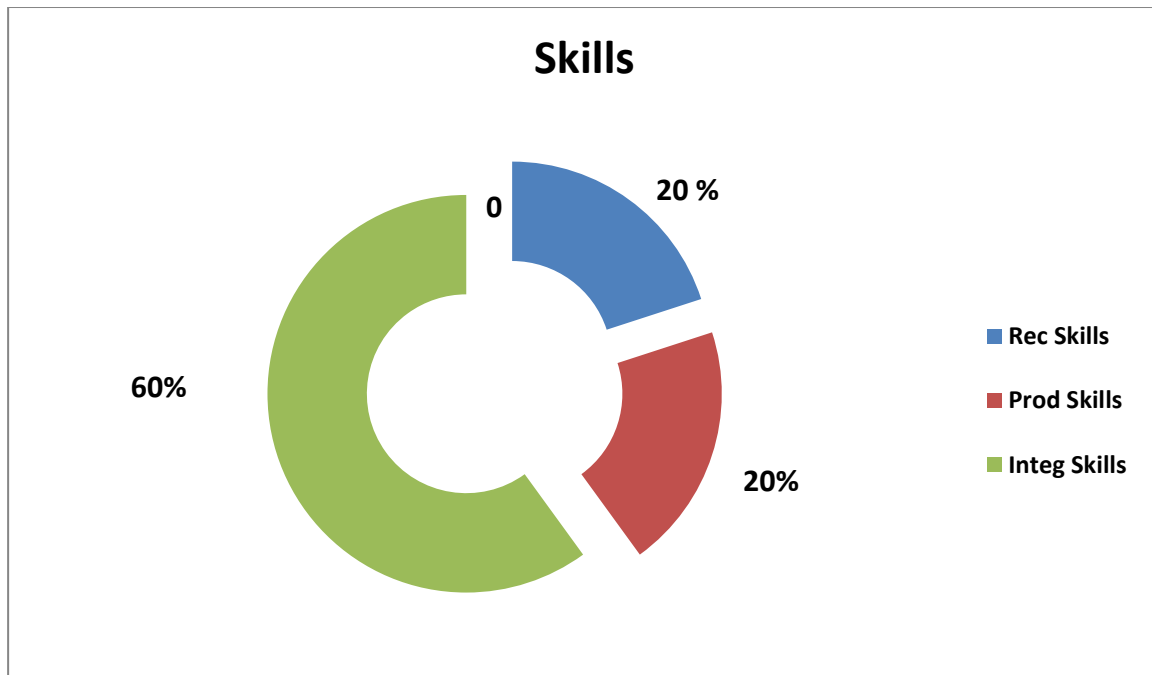


Figure 17: Focused- on teaching skills

SECTION II :THE WRITING SKILL

In this section about “Writing”, as a dependent variable which is the subject of investigation , we started as follows :

Item 10- Teachers have been also asked about the reasons behind the importance of teaching the writing skill.

Informants	Responses
Informant 1	It is an official academic activity.....
Informant 2	Writing is a good and simple way of evaluating learners' performance.....

Informant 3	Teaching writing keeps learners from being distracted especially visual ones....
Informant 4	Writing embodies all the language skills and all language knowledge .
Informant5	Writing represents learners linguistic identity , through hand writing for instance “calligraphy 1”
Informant 6	It is a productive skill that is able to be tested , as it is legible.
Informant 7	Writing associates both abstract and concrete knowledge about language
Informant 8	It is the representative of all other skills , a good reader is a good writer ...
Informant 9	Writing can never be good without having implicit mastery of other skills , so teaching writing must not be in isolation from them .
Informant 10	It is important to teach writing but which writing is targeted?

Table 14: Participants’ views about the importance of writing

This table appears to be including various views about the reasons why teaching writing is a must , however some sparkling remarks need to be restated here , our informants have shown that they are field practitioners and they have really dealt with teaching writing in the field .However , some of them have insisted on the notion of integration of skills and that writing is a good representative of the linguistic skills .In a word , all the responses have poured in the stream of the necessity of teaching writing as a skill .

Item 11-Teachers have been asked about which approach they applied in teaching writing, supplying arguments.

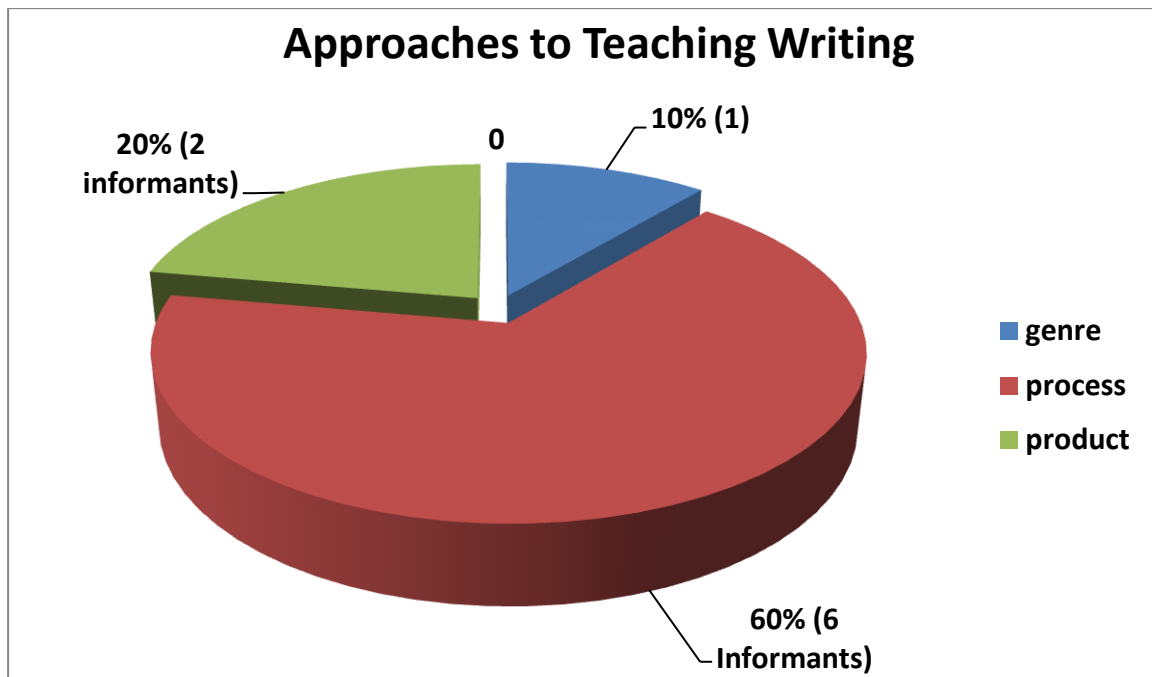


Figure 18: Approach to teaching writing

As having methodology of teaching is considered to be of a great value in the teaching / learning process, this question has been raised so as to see which methodology is followed by our informants in teaching the writing skill .The lion's share seems to be for the process approach with 60 % this which equals 6 informants .They have supplied certain arguments that shore up their attitude:

- 1- In EFL classes is must that can have most of the time an appropriate alternative, as it helps learners follow the writing process step by step till reaching the end product.
- 2- Writing in a processed manner helps learners better their production.
- 3- Throughout the process of writing, learners acquire a smooth move from one phase to another.
- 4- The P.A has proved its usefulness, especially when dealing with unfamiliar topics that have not been previously tackled by learners.
- 5- Learners, especially beginners, tend to alleviate the degree of fear from writing in a language other than their one when following steps gradually.

6- The P.A helps learners to polish their writing as if they have been peer editing.

As far as the second category of informants who ticked the box of the Product approach, they represent 20% (2 informants) .Actually they provided some evidence related to their choice simply by saying that :

- 1- The product approach is supplies learners with helping tools, and even permits a limited class debate, this which paves the way for them to compose their own productions .
- 2- This approach offers learners more autonomy to manipulate the writing task, keeping eyes only on the end product.

The final category of informants that consists ten percent (1 informant) has selected the other type of the writing approaches ; the genre approach .Plainly , this approach as it has been discussed earlier in the literature review is mostly linked to English for specific purposes contexts .The provide arguments supplied by the sole informant advocates the view that this approach associates both reading and writing , this which help the learner benefit from several linguistic components namely vocabulary and style .

Item 12- Informants have been asked if they agreed on considering writing as prior to the other skills, providing arguments.

Yes	60 % (6 informants)	<ul style="list-style-type: none"> - It is purely academic and a distinctive feature of literacy. - It is a means of documentation. - It shows the degree of elaboration of all other skills - It is a creative way of expression : poetry , prose . - Writing can be measured objectively especially cohesion .
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		- Writing is a concrete way that attracts readers.
No	40% (4 informants)	-Writing cannot be good without the other skills. - Communication which is the function of language can be achieved through speaking only especially in today's world. -Writing sometimes includes artificial skills that do not reflect language spontaneous mastery and use . -Teaching writing comes at the end of any teaching process.

Table 15: Participants views about the priority of writing upon the other skills

Item 13- Teachers have been asked if they agreed that writing was taught implicitly throughout the other skills, supplying their methods.

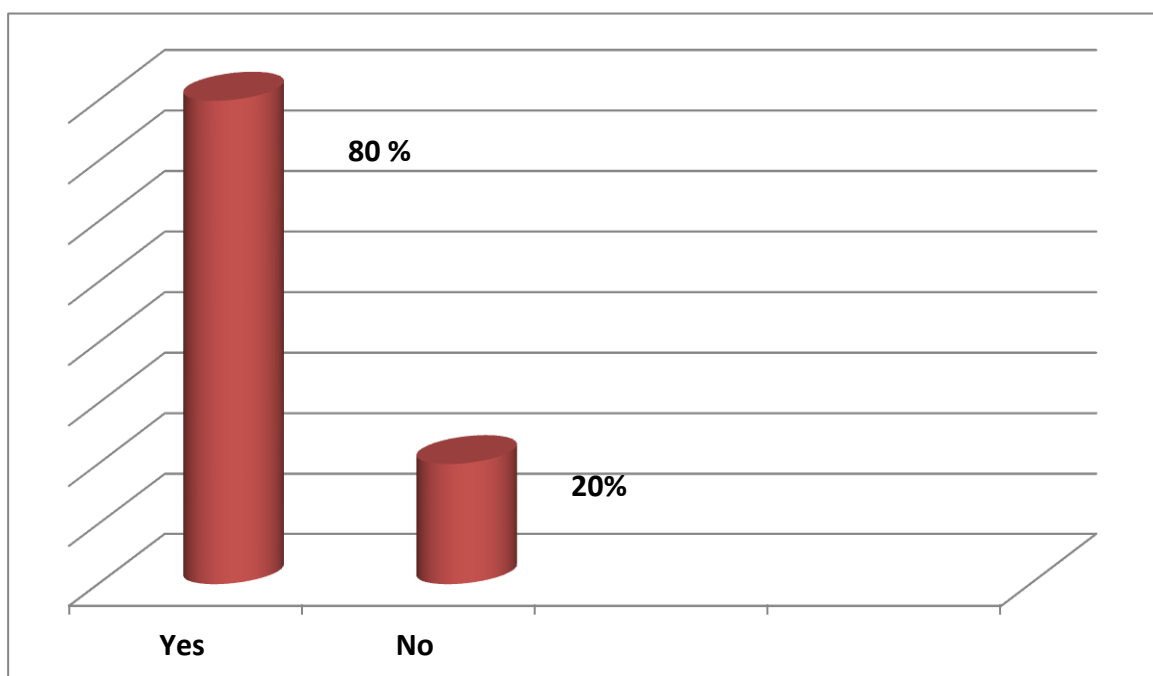


Figure 19: The Implicit teaching of writing through other skills

Item 12: Teaching writing implicitly through the other skills

The first range of informants (8) consisting 80 % have supplied certain arguments defending their attitudes of considering the implicit existence of writing throughout the other skills:

1-Once grammar is learnt properly , writing then is going to benefit from this important component.
2-Vocabulary is the spa that ever pours in the writing skill.
3-When speaking, the language user watches out his syntax, grammar together with pronunciation.
4-When learners have listening sessions, they also consolidate their grammar, retain new vocabulary , discover new styles , ideas to be invested in writing .
5-In reading, learners pick out new styles , vocabularies, ideas have a close eye on how coherence and cohesion are achieved.
6-Writing seems to be the final aim of all the skills, the stage where we find all the previously learnt knowledge. That is why it often comes at the end of units of learners' text books.
7-In grammar exercises, learners feedback often appears in a written form : phrases; clauses and sentences.
8-The notion of "Integration of Skills" is best found in learners' written production

Whilst the other two remaining informants who have ticked the 'No' box , supplied two arguments:

1-A great number of learners do perform well in speaking, however when it comes to writing their written expression seems to a catastrophe.

2-Writing can be found implicitly only in grammar, but in other skills it is not .

Table 16: Participants Views' concerning teaching writing implicitly through the other skills

Item 14- Participants have been asked about which type of writing tasks they exposed their students to.

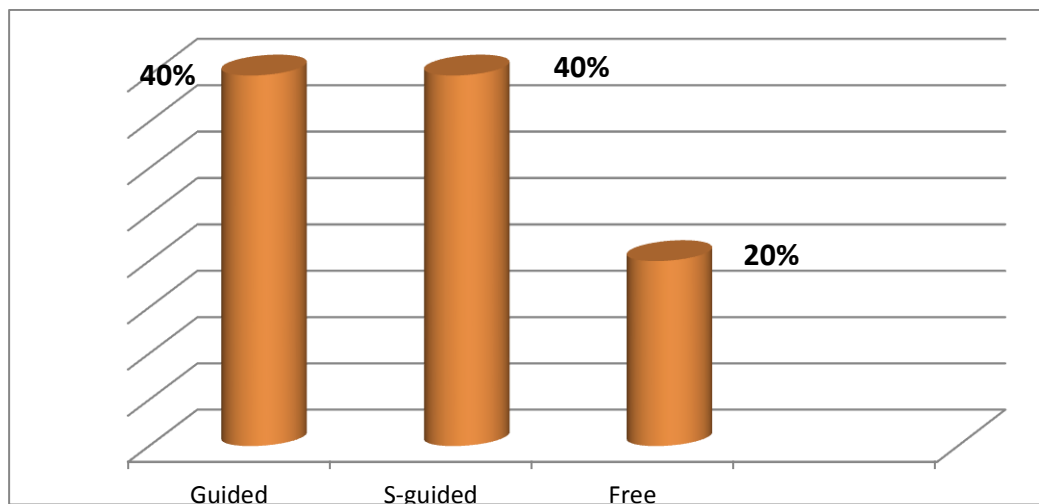


Figure 20: Teachers' Views concerning types of writing tasks exposed to pupils

In this item , participants have shown a kind of equilibrium of use of writing tasks in between “Guided” and “Semi-guided” ones 40 % (4 informants) , whereas free tasks have scored only 20% (2 informants).These attitudes are going to be justified in the subsequent item .

Item 15- Participants have been asked about which of those, their students performed better, with argument.

4 Informants	Guided	-Students tend to perform in a good way in this type of tasks , this may be explained by the fact that they are still at the beginning , they have not yet acquired autonomous strategies.
4 Informants	Semi-guided	-The teacher here offers his learners some flexibility to manage the writing process, but he is still the supervisor. Their productions reflect a high degree of elaboration
2 Informants	Free	-Though at first they seem to be hesitating, but gradually learners acquire self-confidence and move forward surely.

Table 17: Teachers' Views concerning the writing process

Item 16- Informants have been asked about which kind of obstacles their students faced when they wrote, providing arguments.

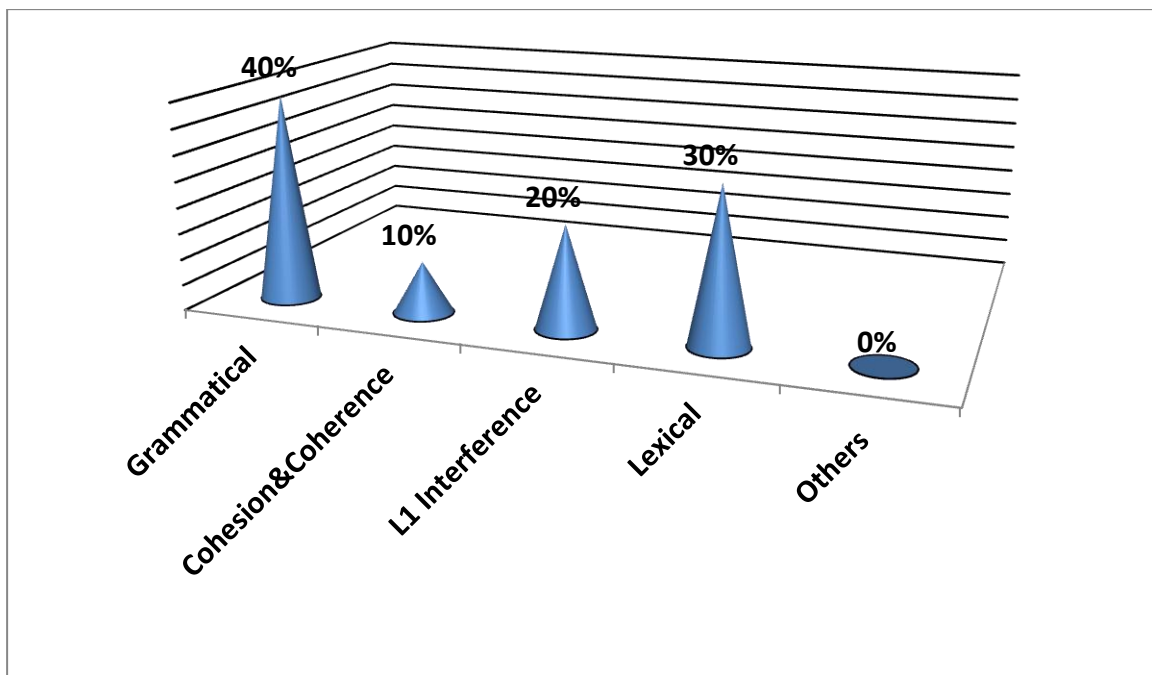


Figure 21: Teachers' views about learners' writing obstacles

Interpretations that have been provided by informants relevant to the obstacles that face their learners are arranged in the following table:

1-Grammatical	<p>-Lack of adequate practice of the theoretical knowledge of grammar i.,e; focus on form more than on use .</p> <p>-Applying certain structures from their mother tongue that do not conform to English .</p>
2-Cohesion and coherence.	<p>-Sometimes , learners want to write everything they think about ignoring unity (coherence), meanwhile some of them lack strategies of connecting sentences appropriately.</p>
3-L1 Interference	<p>I find certain structures , words and even ideas that are copied from their Arabic language .</p>
4-Lexical	<p>Learners sometimes do not find the required words to express their ideas , this may be a result of lack of reading in addition to borrowing certain meanings from their L1 which are incorrect in English</p>

Table 18: Teachers' Views concerning the obstacles facing their Learners while Writing

Item 17- Teachers have been questioned about what basis they assessed or evaluated their students' progress in their writing compositions, whether they considered: **a-**Their ideas' organization and development/ Presence of all these elements. **b-** Their mastery of grammatical rules **c-**Their spelling errors **d-**Their vocabulary richness and choice **e-** Cohesion and coherence or **f-** all.

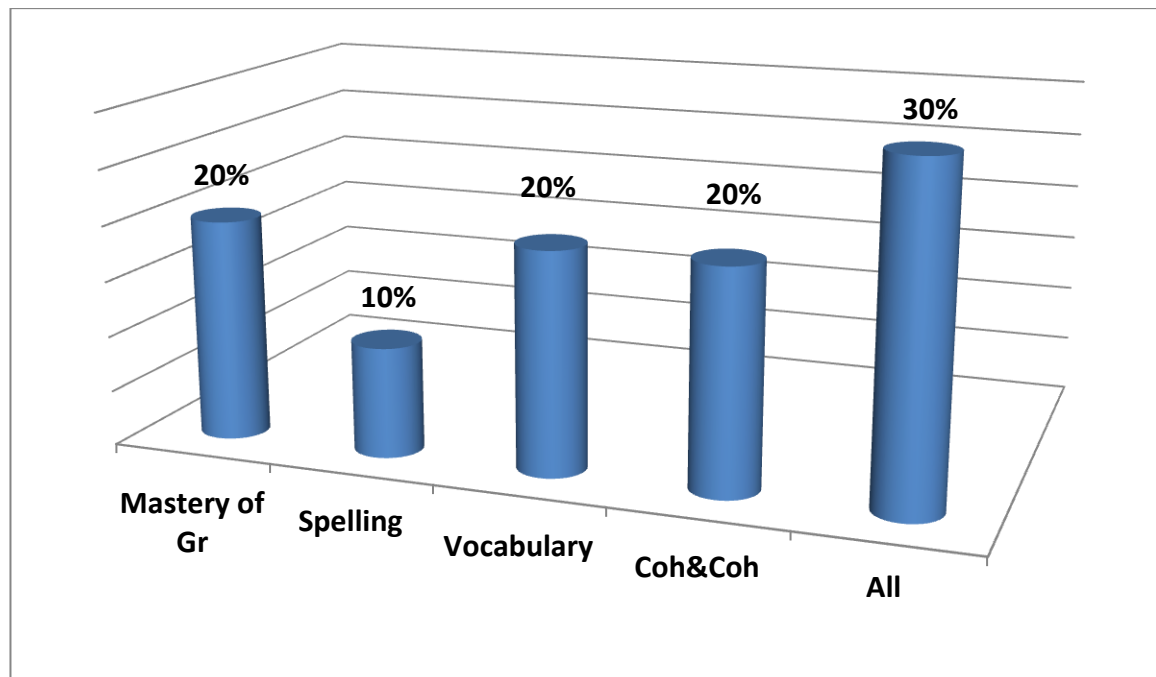


Figure 22: Basis of assessing or evaluating students' progress in their writing compositions

This chart shows that we have three pairs of teachers/ informants who focus in their learners' evaluation on three aspects respectively : mastery of grammar , richness of vocabulary , cohesion and coherence .Spelling has been the concern of only one informant. However, three informants, the majority, have declared that they are in favour of the presence of all aspects in their evaluation , this which seems to be more comprehensive and fruitful though it is definitely tiresome for teachers .

SECTION IV: INTERLANGUAGE and WRITING

Item 18-1 Participants ,in this item , have been questioned whether they agreed on permanent influence exerted by L1 on L2, offering arguments.

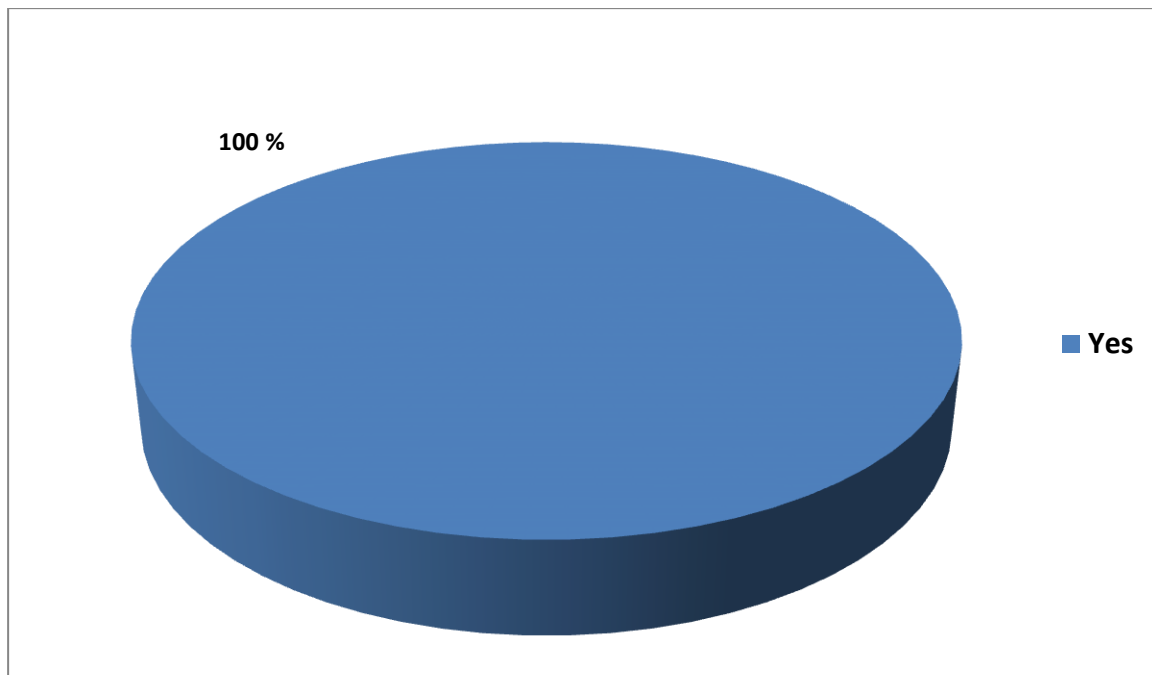


Figure 23: L1 influence on L2

One hundred percent of informants have stated that there is always an exerted influence by L1 on L2, this, together with the previous literature review, can be considered as another supporting element and a linguistic maxim that helps elaborate the whole work. A handful of arguments have been supplied and they are arranged in the following table :

1-The mother tongue is the language of cradle , mother though colloquial .
2-L1 is the language of all the surrounding contexts , play...etc.
3-The L1 is the language that is first academically taught at the level of schools
4-In terms of time , L1 is a subject of study since the primary till university days, in contrast with foreign languages.
5-L1 is the language of every day for learners.
6-The mother tongue requires less effort as it has been related to biological needs of infants.

7-L1 is the language/Arabic that is easy to communicate with as it has basically a complete colloquial form which is at their reach all the time.
8-Psychologically , learners cannot quit the first language they have ever been using.
9-Ideas , idioms , proverbs , cultural aspects are often used by learners to fill in required equivalents.
10-L1 is the refuge, the savior whenever learners feel unable to express in L2.

Table 19: Participants' views concerning the influence exerted by L1 on L2

18-2. Teachers have been asked about which type of impact might be found, whether a- Cultural b-Psycholinguistic c-Sociolinguistic- or d - others, specifying specific cases.

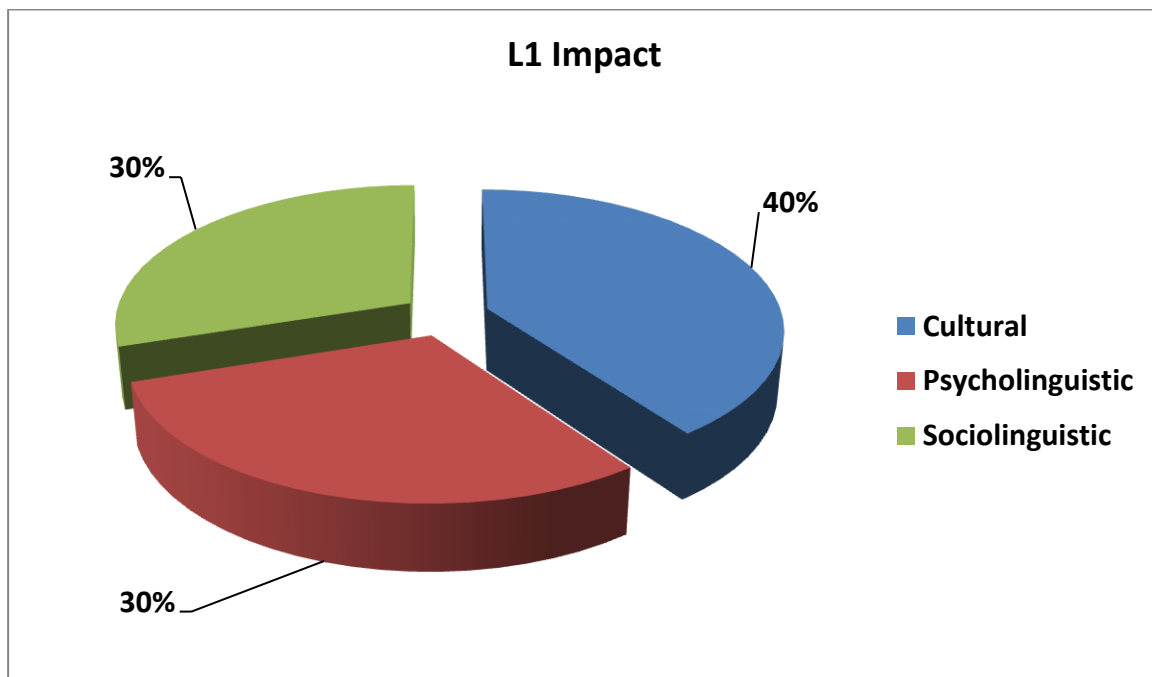


Figure 24 : L1 Impact

In this item , informants declare that the most prominent effect is the cultural one represented by forty percent .Culture according to Oxford Advanced Learners' Encyclopedic Dictionary (1998:220) which embodies refined understanding and appreciation of art , literature , state of intellectual development of a society .The other two

portions have been kept equally for psychology and sociolinguistics with thirty percent for each. Psychology which is defined by P.H. Mathews in his book Concise dictionary of Linguistics as the study of language in or from the view point of psychology. The investigation through experiments of the psychological mechanisms for the production and understanding of speech (1997: 303) . On the other hand ,sociolinguistics is also defined by the same linguist as the study of language in relation to society (Ibid: 345).

Item 19- Teachers have been asked about how often they immersed L1 components within their teaching method despite its nature.

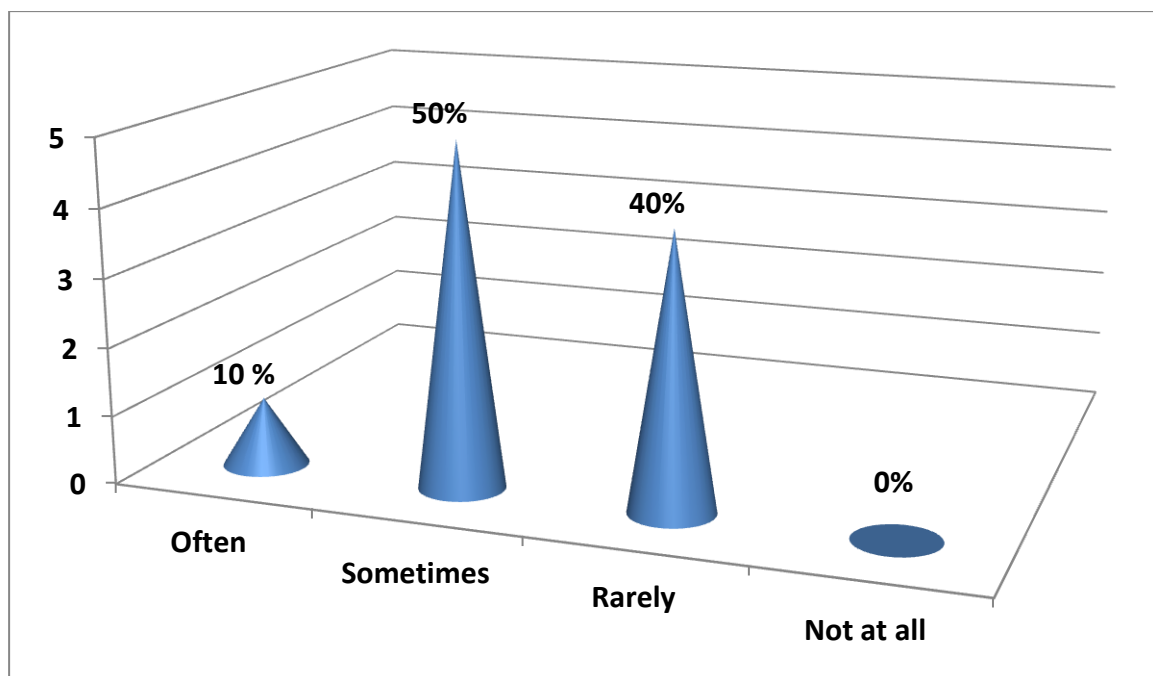


Figure 25 : Informants' L1 Immersion

This chart shows that the teachers' sample is divided into three parts ; the first one represents ten percent stating that they often use and immerse L1 in their teaching method. Another vast category of fifty percent confessed that they do immerse L1 from time to time, this implies that both the first and the second categories use L1 in an approximate way ; however the third part consisting forty percent declares that they rarely use L1 in their teaching .

Item 20-Teachers have been questioned why they felt obliged to immerse L1 .

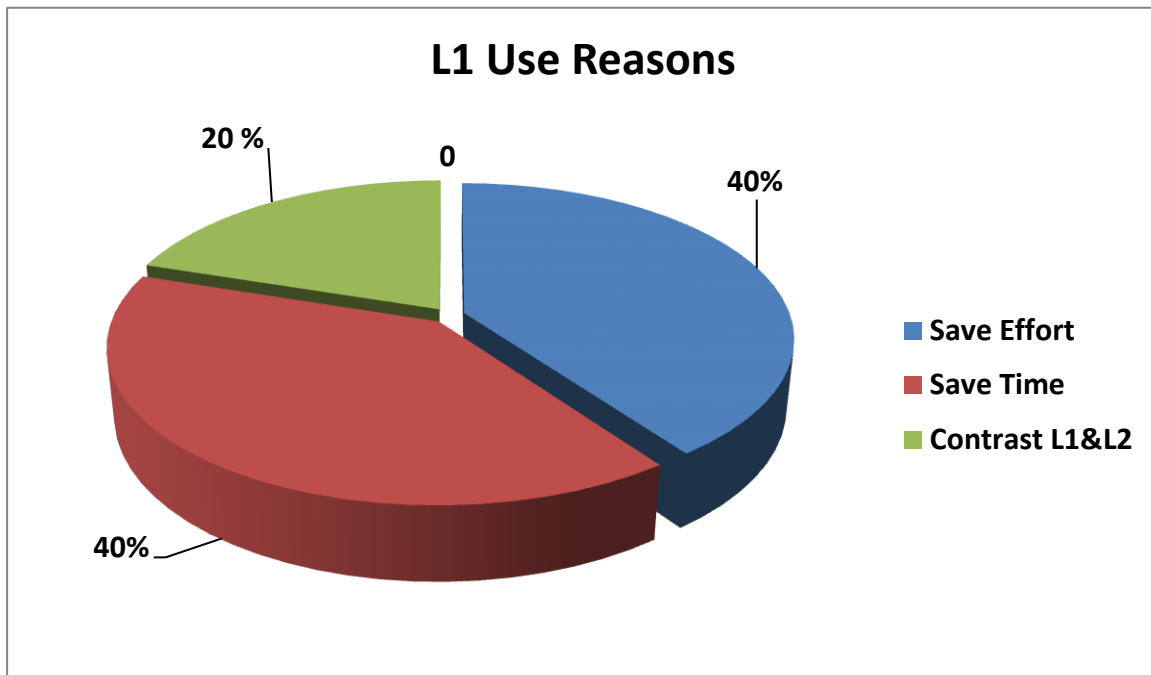


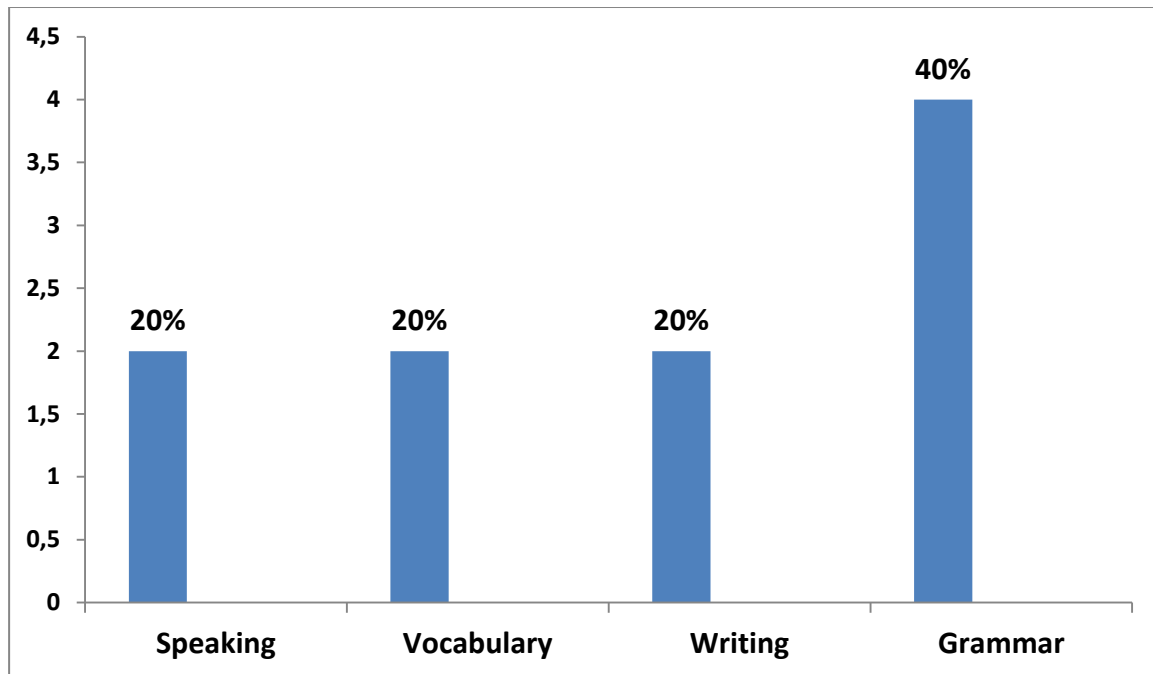
Figure 26 : L1 Use Reasons

Our findings show that we have three sorts of arguments for the use of L1 despite frequency which has previously been debated .The arguments have been arranged in the following table:

1-Save Effort	-Instead of spending much effort explaining, paraphrasing using L2 , teachers save such energy through inserting L1 to help learners grasp the idea.
2-Save time	-Sometimes, time limitations oblige the teacher to use an L1 short cut especially when dealing with new lexis , proverbs and even grammatical structures .
3-Contrast L1&L2	-Supply learners with a comparative/ contrastive view in between their language and the foreign language.

Table 20: Participants views concerning the use of L1 regardless of frequency

Item 21: Informants have been asked about the level/skill at which this effect could be identified.

**Figure 27: Level of L1 effect**

Here, we notice that grammar scored the highest result with forty percent as it is the most explicit aspect of language to be taught; together with writing which includes by its turn grammatical points. In addition to equal scores for vocabulary (semantics/ meanings) and speaking

Item 22: Participants have been asked about why their students tended to rely on their mother tongue/ national language (Arabic) when writing in English .

Some arguments have been supplied to enrich this point as follows:

1-Writing is to transfer ideas into sentences, learners' thinking process are still affected by L1.
2-Lexical items are influenced by L1 especially when strong ideas are required.
3-Cultural components need to be inserted especially when supporting topic sentences.
4-Writing as a skill has ever been practiced by learners through L1 (Time consideration)
5-Written production is a concrete , legible aspect in which any interlinguistic factor can be felt.

Table 21: Teachers' Views Concerning their students' tendency towards relying on their mother tongue/ national language (Arabic) when writing in English ?

Item 23-Informants have been asked about which linguistic aspects (skills) their students' reliance seemed to be prominent whether **a-Speaking** or **b-Writing**.

Item 24- Teachers have been questioned about whether their students showed such effect of Arabic at the level of: **a-Grammar b-lexis /semantic c-Syntax or d- Culture** (verbatim translation).

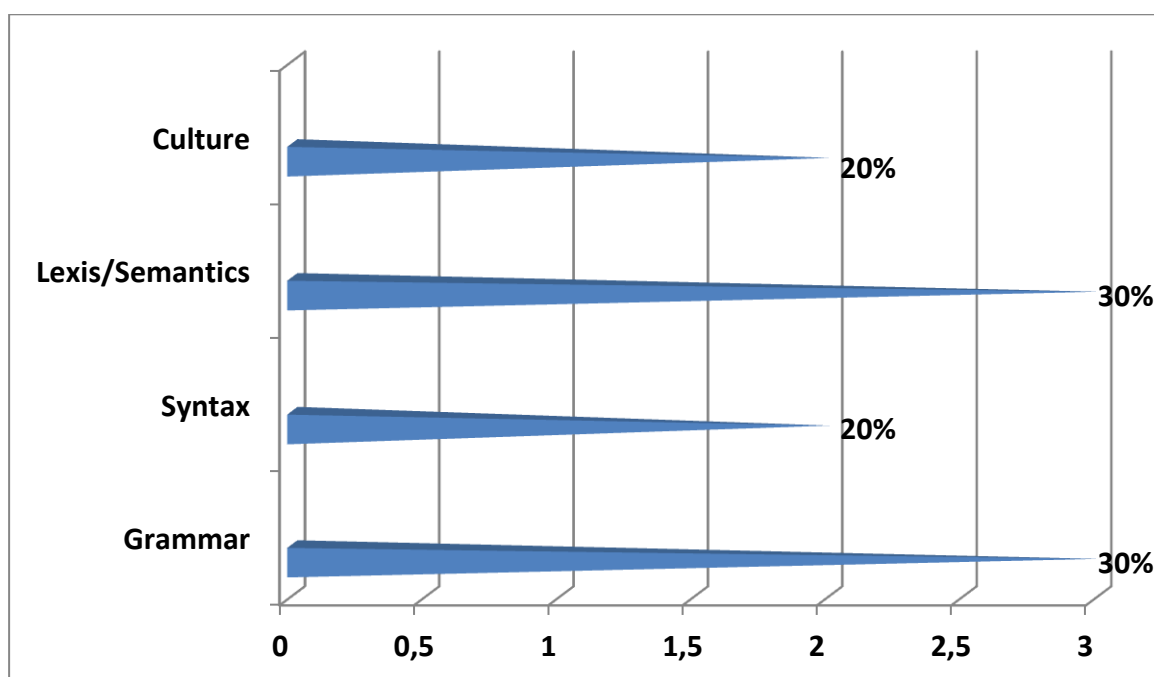


Figure 28 : L1 and affected writing levels

According to our informants , Lexis / semantics and grammar are the most affected aspects in learners' written production scoring thirty percent each .This can be explained by the explicitly of rules of grammar ; pronouns , articles for instance (as it is going to be seen through the analyzed learners' errors) on the one hand , on the other hand lexical items found in the L1 inventory are one main source from which learners are watering their L2 ideas whenever feel quenchable.

Item 25-Participants have been required to justify their learners' resort to their mother tongue with one of the following arguments: a-Lack of knowledge relevant to the target language b-Spontaneous L1cognitive dependence c- others.

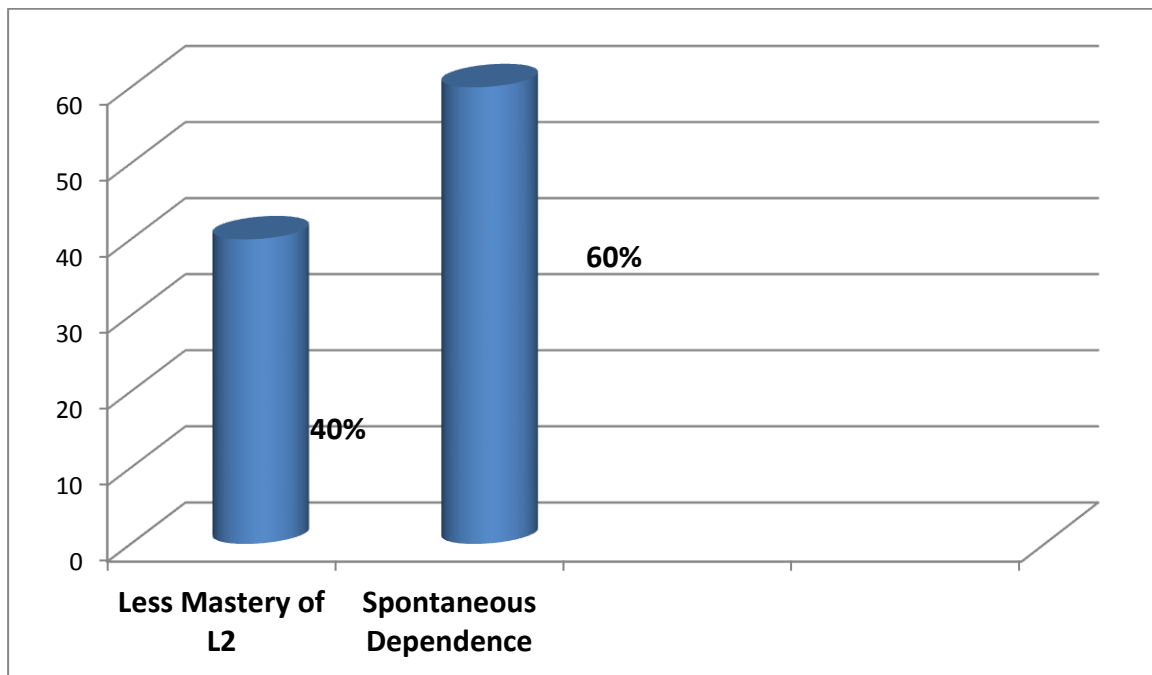


Figure 29: Learners' reasons for using L1

In the light of the graph above, we have two kinds of arguments; the first one is about “Less Mastery of L2 “40 %, this might be explained by the fact that some learners feel a kind of linguistic deficiency that forces them not to refrain from produce , so they find no way other than patching with L1 segments though they are not the required equivalents. The other set of arguments refers to the spontaneous dependence on L1; this in its turn can be

interpreted by a psychological habit that has ever been functioning in the brains of learners , so they unintentionally find themselves use their L1 when manipulating through L2. This spontaneous dependence may also be clarified by the cause that time devoted for the use of L1 cannot be compared to that of L2, even though most of the time fluent forms of L1 are only kept for academic settings.

Item 26-Participants have been asked whether they considered that their learners were aware of that interference.

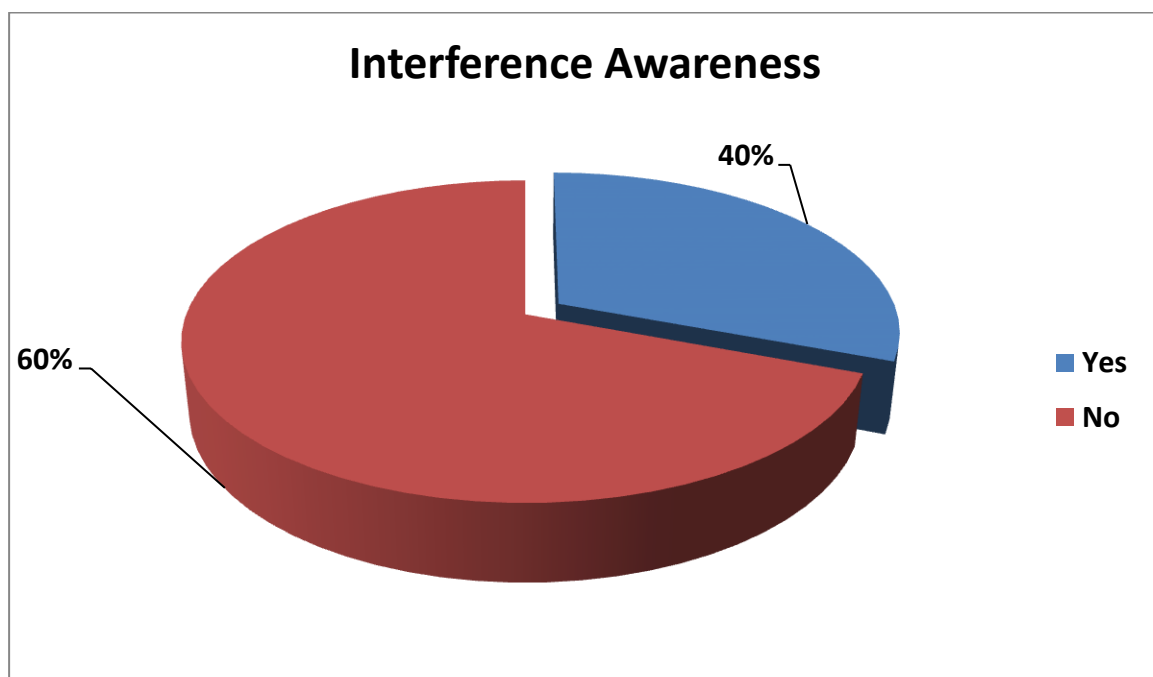


Figure 30 : Learners' interference awareness

In this item , we obviously discover that our informants mostly (60 %) say that their learners are not conscious of such linguistic interference , this may be explained by the fact that learners think that languages are all means of communication though each one has its own distinctive features, and only 40 % claim that their learners know about such a linguistic phenomenon , may be because they see certain external features like directionality of hand writing , the alphabet , pronunciation but not a mature understanding of the “Interference Awareness “.The importance of this item appears in the paramount hypothesis that had been

raised earlier for this study .It has been hypothesized that most of EFL learners are unaware of the interlinguistic components in between L1 and L2 , this which leads them to commit errors

Item 27-Informants have been required to evaluate , with justification, the use of that interference as being : a Positive for L2 acquisition or b- Negative for L2 acquisition .

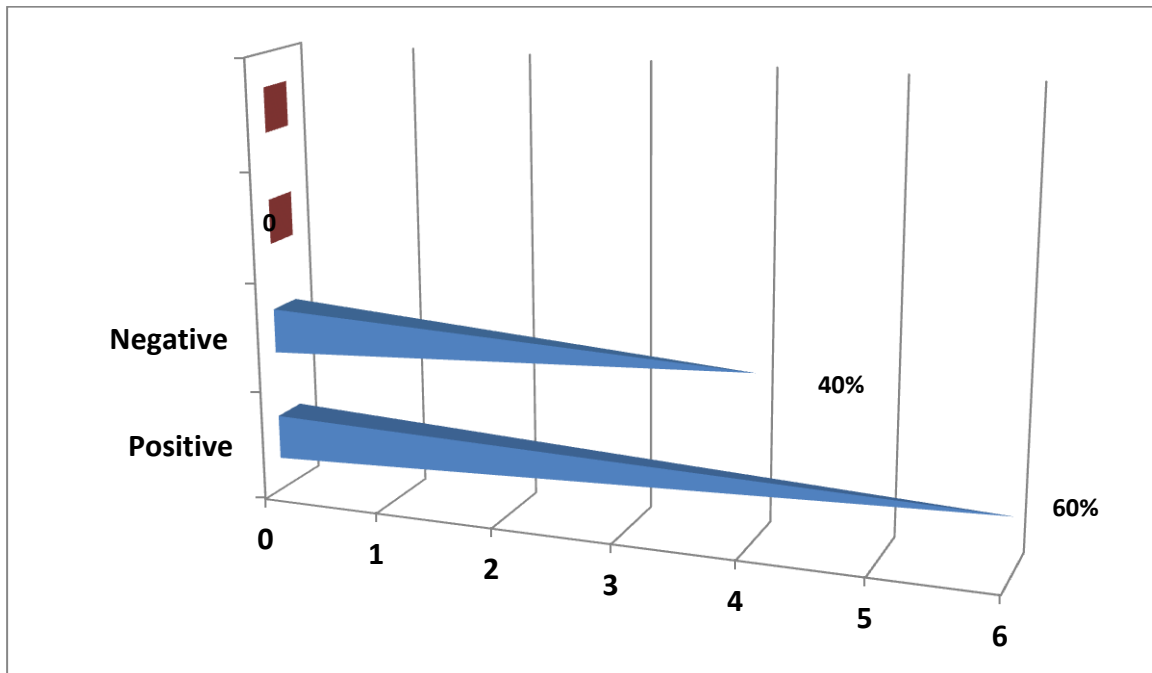


Figure 31 : L1 Interference : positive or negative

As the graph above shows, sixty percent of our informants see that such interference is positive for L2 (this is clearly demonstrated through the previous item n°:17.1, particularly through the arguments supplied).The forty percent of informants who viewed this interference as being negative supplied the following arguments in the table that follows :

1-Such interference may weaken learners' mastery of L2 and create permanent dependence on L1.
2-This linguistic interference leads to certain errors which cannot easily prevented.
3-Through it may seem as an inevitable phenomenon, but it must be dealt with seriously.
4-The negative effect of interference is felt mainly at the level of the required meanings and words.

Table 22: Teachers' arguments concerning L1 negative interference

Item 28-Teachers have been questioned about whether they agreed that a specific language user (teacher /learner) could root out the cognitive effect of their mother tongue/ NL when manipulating in the target language, with argument.

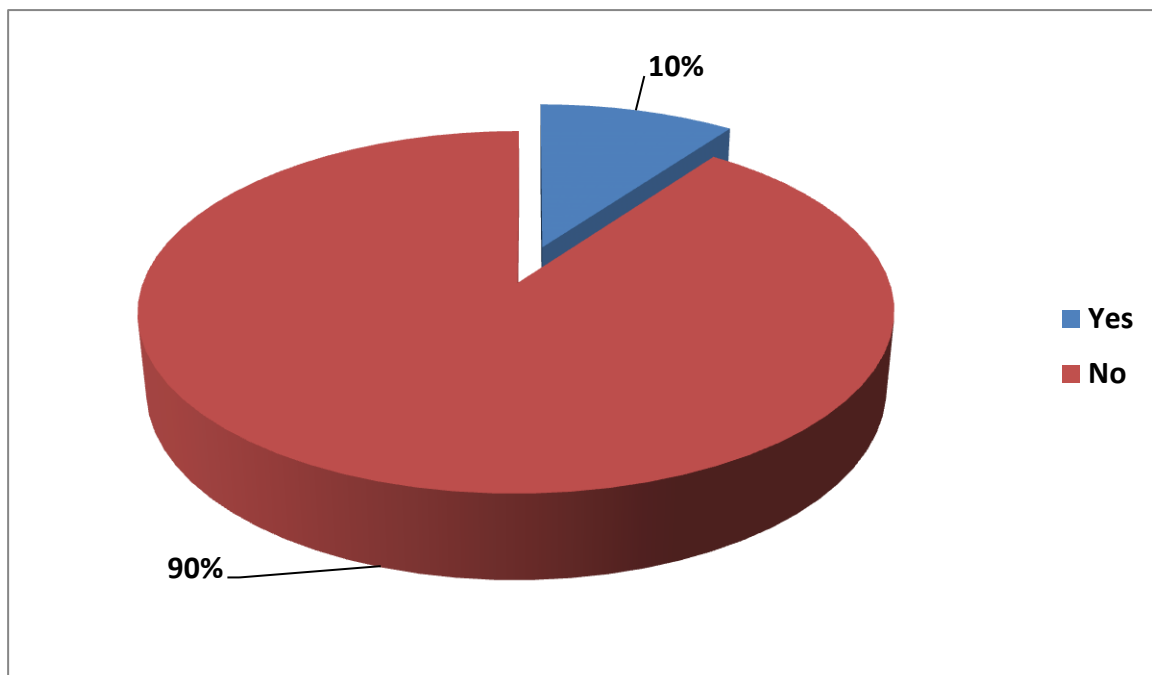


Figure 32: .L1 cognitive effect

This item touches the one main independent variable of this study which is the cognitive effect of L1 on EFL learners' writing. The overwhelming majority of informants (90 %) has agreed that it is not possible to eradicate the cognitive effect of L1 on L2. This attitude may

be interpreted through the previous arguments stated in item 17.1(L1 Impact). Concerning the other attitude advocating this possibility, ten percent (one informant) has maintained the idea that it is possible to do so , however this requires the presence of certain circumstances namely :

1-If a given learner has the possibility to live in an L2-speaking country or a native-like context.

2-Through extensive and intensive reading and practice, though this will take the learner a long time to achieve.

Table 23: Teachers' views concerning L1 cognitive effect

Item 29-Informants have been asked how they forecasted their learners' performance when made aware of such a linguistic interference and difference in between L1 &L2, whether being :a-better b-Constant or c-Worse.

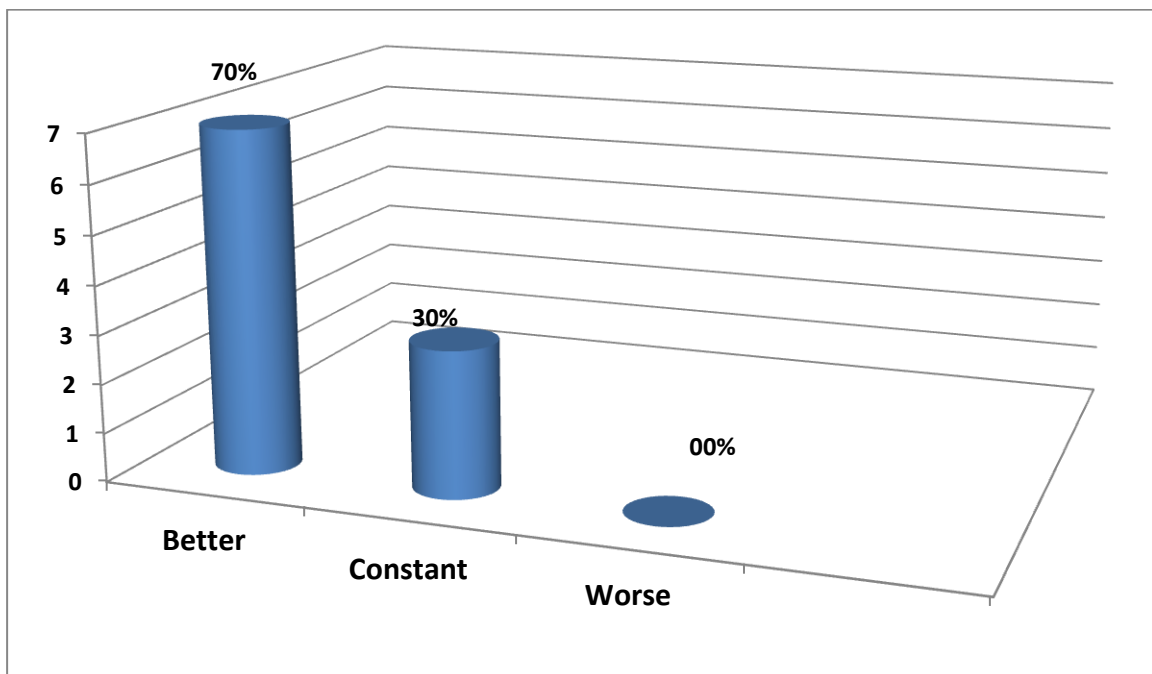


Figure 33: Interlanguage awareness &learners' performance

This item deals with one main pillar of the entire research, in that it backs up the experiment that has previously been carried out and about which much talk has fallen under the experimental part. Clearly, results show that seventy percent of our informants do agree that making learners aware of such a linguistic interference in between L1 and L2 with whatever appropriate strategy will definitely lead towards bettering their level in their written production. Arguments that have been supplied have been arranged as follows :

1-Most EFL learners do not have enough linguistic maturity to benefit from this advantage.
2-Having learners equipped with such a privilege, errors will be prevented or at least lessened.
3-Though this process requires a long time to be covered, however, possible progress may occur.
4-Because there is a must of coexistence between the two languages, learners must have clear distinctive features in between the two languages(such as for bilinguals) .
5-Knowing differences between languages help learners prevent incorrect structures, lexis ..etc.
6-Interlanguage functions as an intermediary, helps in communication but cannot be a formal way of a pure, correct language.
7-Making learners aware of this linguistic aspect gives them enough confidence to write in a sound way, instead of wondering about the exact equivalents in L2 repeatedly.

Table 24. Teachers' views concerning Interlanguage awareness & learners' performance

The other strand (30%) claims that learners' writing level would remain constant in spite of making them aware of interlanguage existence. However, only one of them proposed the following argument: this strategy of making them aware of interlanguage material does really

provide learners with a stiff platform that helps them develop other strategies to enhance their writing , but not the extent of bettering their written production effectively.

Item 30- Participants have been questioned about the way and the timing of their reaction towards their learners' interlanguage errors, supplying arguments for one of the following sources: **a**-Immediate interference and correction or **b**-devoting special contrastive sessions with practice.

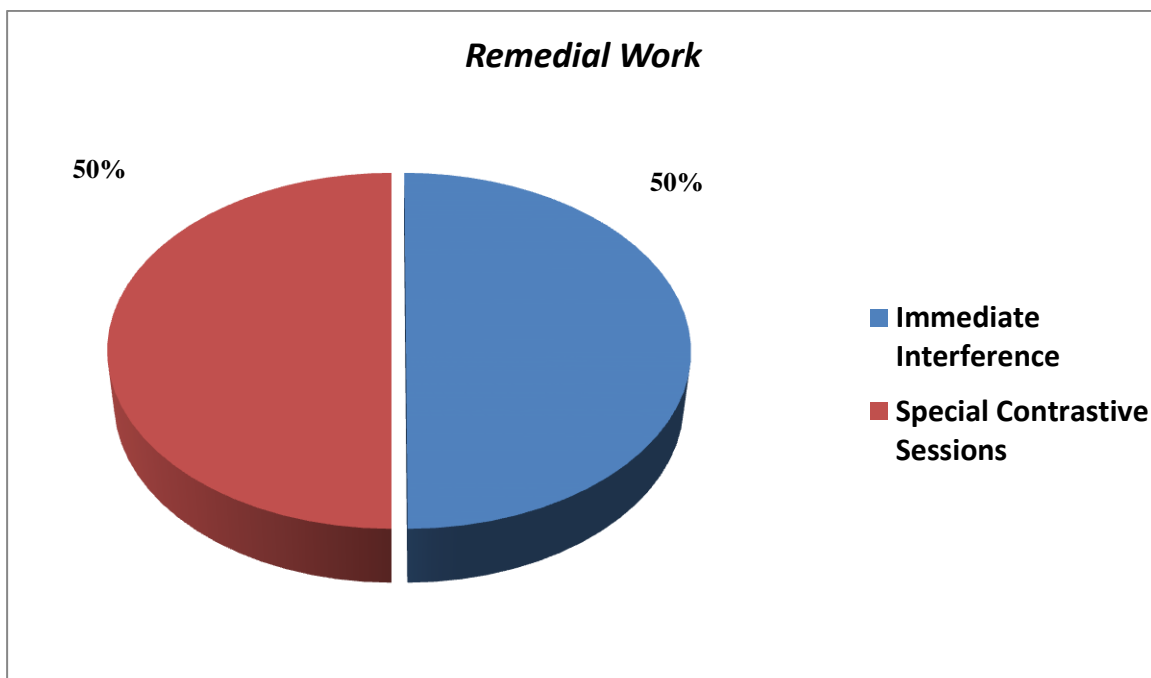


Figure 34: Remedial work

Informants' responses have been bisected into two parts equally but the main dividing point is timing : immediate or following .Teachers have supplied a set of arguments arranged in the following table as follows:

a-Immediate Interference

1-One proverb says “ A stitch in time saves nine “ , whenever I face an error of this type I treat it immediately through referring to the L1 & L2 forms .

2-Errors are like injuries , if not cured immediately recovery may take longer time .
3-Interfering in time of errors helps learners retain required elements .
4-Putting off till another occasion may be subject to be forgotten .
5-Secondary related points may be discussed and enriched in that context , if delayed they will not be easy to be recalled .

Table 25: Teachers' arguments concerning immediate interference

a- Devoting Special Contrastive Sessions

1-At this academic level, special contrastive sessions may be fruitful to supply learners with enough knowledge.
2-These sessions won't slow down the smooth flow of lectures , provided that both teachers and learners take notes about the detected errors throughout the writing tasks .
3-If the teacher interferes immediately , this may interrupt learners and distract them in their writing process.
4-Contrastive sessions will allow learners have certain interlinguistic knowledge for their possible future researches.
5-Learners may also be invited to present some contrastive presentations to enlighten targeted points.

Table 26: Teachers' views concerning devoting special contrastive sessions

Item 31-Informants have been required to tell about the way how they alleviated the negative cognitive impact of the mother tongue/ native language on learners' L2 written production through one of the following techniques either with more practice in the target language

through all the skills or with fostering a contrastive /comparative approach to raise their awareness.

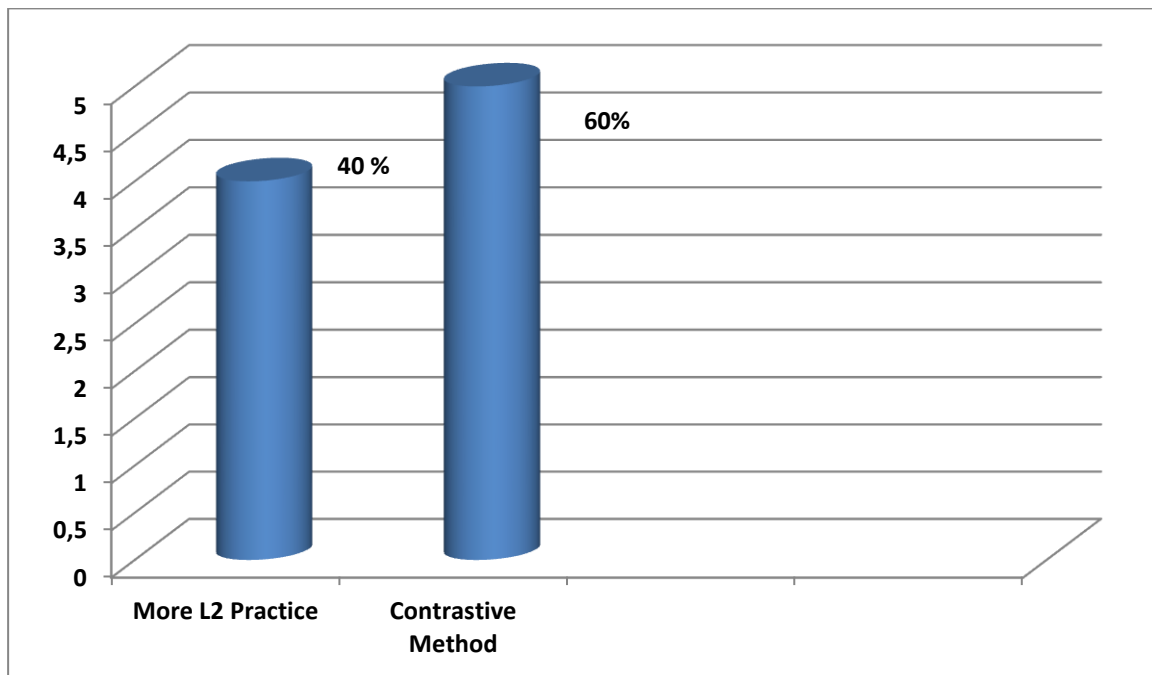


Figure 35 : More L2 practice or contrastive method

In this graph , sixty percent of participants have sided with adopting a contrastive strategy to lessen the effect of learners' native language .In fact this question has been raised to test the researcher's attitude towards the adoption of a contrastive policy to control L1 effect , this by its turn has been one main hypothesis in this work .The other remaining part representing the other attitude of considering more practice to face L1 effect scored forty percent , this score has a great value in the sense that “ practice makes perfect” as the proverb says.

Item 32- Informants have been asked whether they had ever noticed any concrete enhancement in their learners' writing when supplying them with a contrastive knowledge in between L1 and L2.

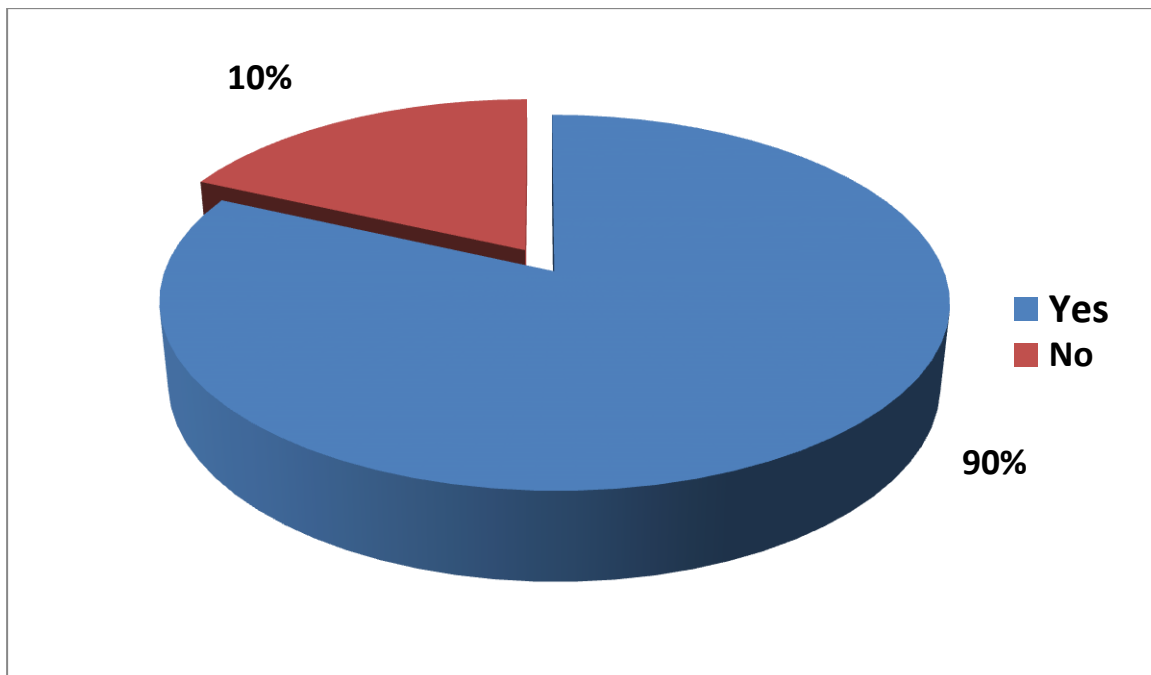


Figure 36: Contrastive Method Effect on L2 Writing

In this last question , ninety percent of our informants (9 teachers) have declared that they notice a kind of enhancement in their learners' writing , after having them exposed to a contrastive strategy / knowledge, while ten percent(one teacher) disagreed about this attitude .

5. Learners' Questionnaire Structure

This means of collecting data has been designed to address one important population ; learners of the first year English language students at the level of the ENS Laghouat 2013/2014 , whose total number is 60 students (8 masculine and 52 feminine), to be trained for five years so as to become secondary school English language teachers (PES) .

This questionnaire has been designed and structured to function as a means of testing learners about their awareness, attitudes relevant to the two main variables of the research : writing and interlanguage. Despite the fact that most of them might not have dealt with questionnaires at the level of the secondary school so frequently .This has been taken into

account in advance to pilot the learners' questionnaire itself for making any possible amendments as it has been discussed fair enough in the precedent methodology chapter (p: 28/29). Subsequently , twenty copies of the revised questionnaire forms have been handed i.e.; thirty three point thirty three percent (of the entire population).

6. Presentation and Interpretation of Learners' Questionnaire Results

	Number	Percentage
Questionnaires handed	20	100%
Questionnaires returned	20	33,33%
No answer	00	00%
Total	15	100%

Table 27: Learners' Questionnaire

The table here shows that participants have all returned the questionnaire copies as their teachers have sensitized them before giving them copies , though some of them made a sort of delay. This hindrance can be referred to the fact that some of them face this questionnaire fill in- form for the first time , and some others might have certain points and items within the questionnaire to be read carefully before answering them.

SECTION ONE: Learner's Profile

Item 1- Learners' Gender

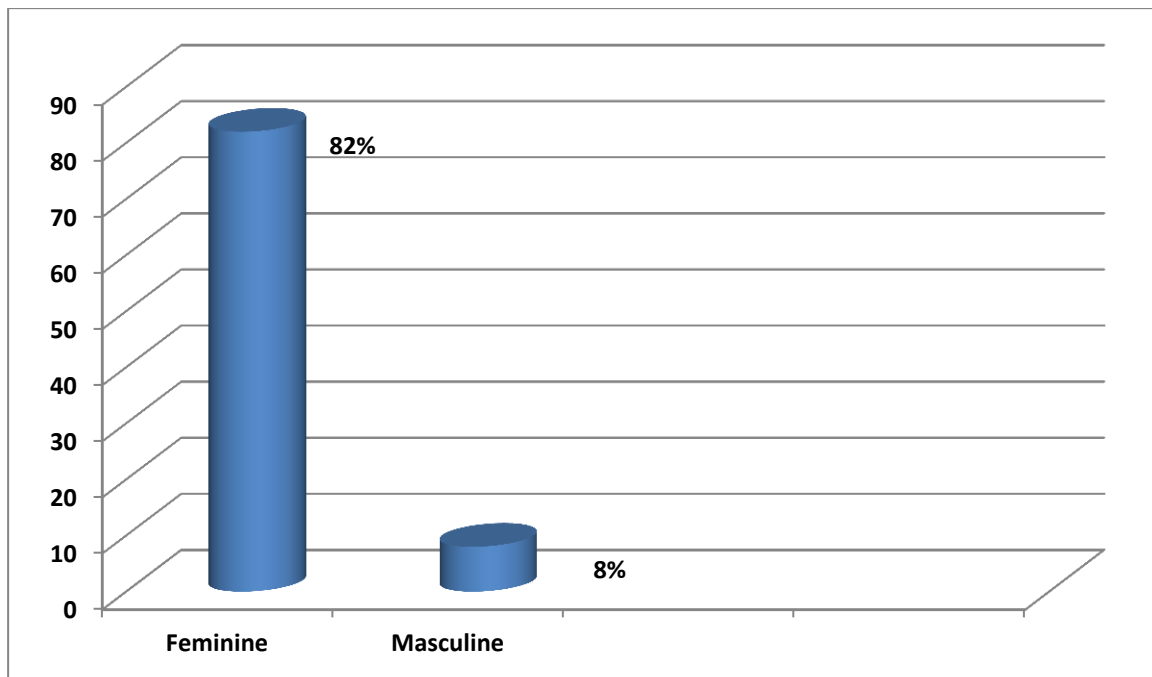


Figure 37: Learners' Gender

As it is the case in other specialties, foreign languages are characterized by the domination of the feminine gender. This tendency reflects the general mood in the Algerian educational context in particular , where we find a large majority of women choose to become teachers as this job is linked with education and bringing children up which is one basic women-linked function , unlike men who have a plenty of other choices that require basically certain physical conditions to be performed .

Item 2- BAC Stream **a-**Scientific **b-**Literary **c-**Foreign Languages **d-**Math

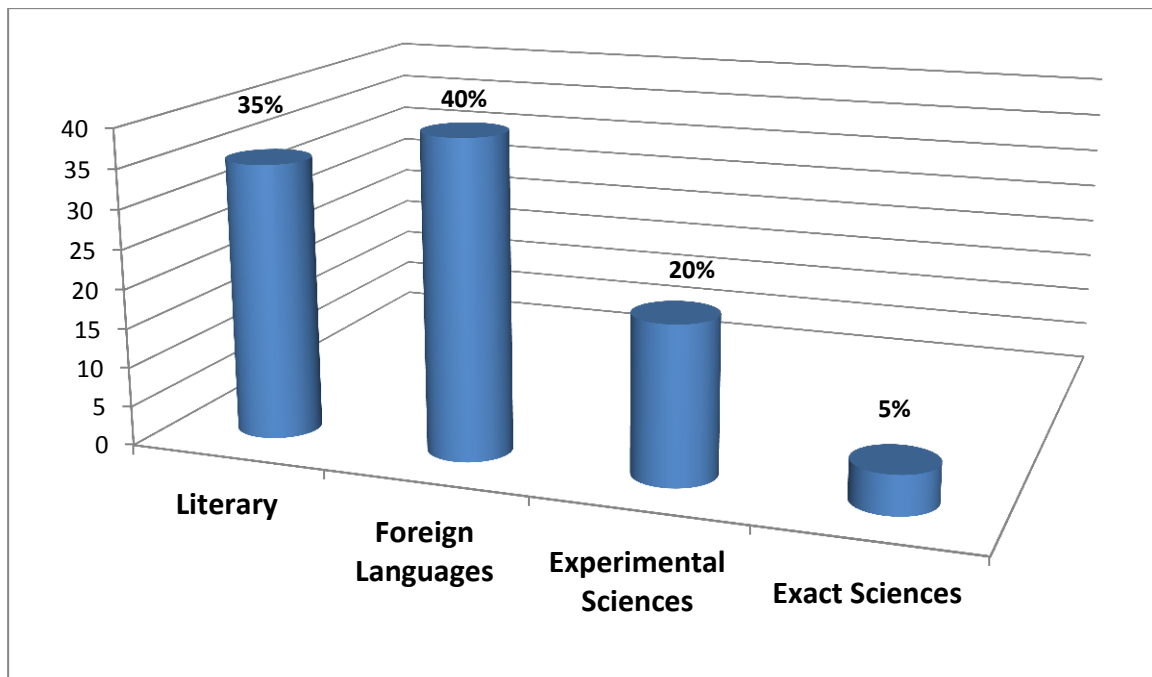


Figure 38 : Learners' BAC streams

In the light of this diagram , our participants are divided into four groups on the basis of their study streams they have descended from , starting with the highest score for foreign languages stream , firstly , the English language is a basic subject the coefficient of which is 5 in the second , and third secondary school years , this which obliges them to work harder in the English language subject, moreover English as a specialty is classified as a priority for literary streams .The second literary stream has scored thirty five percent , for the same reasons , but with less coefficient equals five (3) in addition to one helping factor in these two literary streams which is the absence of the scientific subjects like : science and physics which are time consuming.

The third category of informants have descended from the scientific stream for which English is not a priority but it seems to be a real competitor for literary classes scoring twenty percent of the informants, the coefficient here is just two , especially when compared to subjects of specialty .The last group of exact sciences has been represented by five percent of the sample, again here the same factors may be the cause behind this low scoring .

Item 3- Learners were asked about Languages they mastered (knew) among **a- Arabic .b- Tamazight c-English d-French or e-Others.**

Languages	Informants and Languages' Mastery	percentage
1.Arabic	20	100%
2-Tamazight	1	5%
3-English	20	100%
4-French	10	50%
5-Spanish	8	40%
6-German	8	40%

Table 28 : Learners and mastery of languages

This question seeks to know about learners' own self-assessment about languages that they master , here mastery refers simply to the ability to produce correct sentences .Arabic language together with English have scored complete scores. For the first one , it has ever been a basic subject since, primary school days with high coefficient , in addition to several factors related to society , identity mass media .For the second one , it is the language of all the world's technology and communication especially through the Internet .

However , Tamazight , which is an Algerian national language is spoken only in certain geographical areas like : Bejaia , Tizi Ouzou,Setif, Ghardaya, and some other areas in East of Algeria like Batna and historically speaking , Ibn Bediss said that Algerians are Tamazight arabized by Islam, for this reason and since this study takes place out of these regions (1 thought the ENS is a national institution that is open for a variety of wilayas including

Ghardaya) we have detected only five percent of our informants (only 1) mastering Tamazight .

As far as Spanish and German are concerned , they have also got high scores equal forty percent each of the participants , who definitely belong to foreign languages classes which include within their subjects either Spanish or German .This of course on the one hand forces pupils to learn them for the coefficient that equals five , and for the newness of these two languages which provokes learners' willingness to discover them .

SECTION TWO: Background in English Learning

Item 4- Participants were questioned whether the English language had been their first option after the BAC with the appropriate justification.

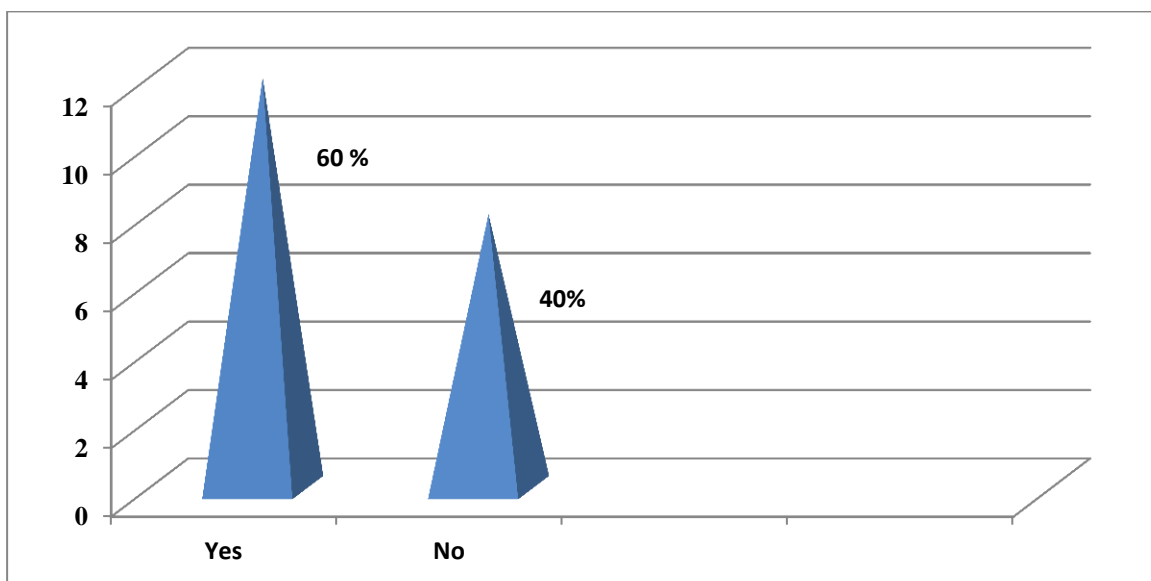


Figure 39 :Learners' English Language Specialty: chosen or imposed

Sixty percent (12 informants) say that they have voluntarily chosen English as a field of study for a future career, arguments supplied are arranged in the following table :

1-I have ever dreamt of being a teacher of English.
2-Since my childhood I consider English as my hobby together with tourism.
3-The English language seems to be easier than French which I hate .
4-English is the language of the world , science and the Internet .
5-I hope to be a teacher of English to help my country develop researches in many fields.
6-My middle school teacher was my ideal teacher , she was my source of inspiration, though I got a scientific BAC.
7-My parents wanted me to become a teacher of English , though it was not my choice.
8-My friend and I decided during our secondary school to become teachers of English .
10-Teaching English is a better , funny job especially for us women .
11-I just want to master foreign languages including English , Chinese, Japanese...etc.
12-My mother convinced me to be a teacher of English , so T chose it first .

Table 29: Participants' choice as English language teachers

The other forty percent who said 'No' have supplied the subsequent arguments .Four informants said that wanted to study medicine and pharmacy but could not because of averages. Other two informants declare: " I just wanted to obey my father to choose a nearer university as I am a girl". One last informant states :” I wanted to join the military school but my average did not allow me .

Item 5- Informants were asked if they studied English only in academic settings ,telling about the context , and the purpose behind.

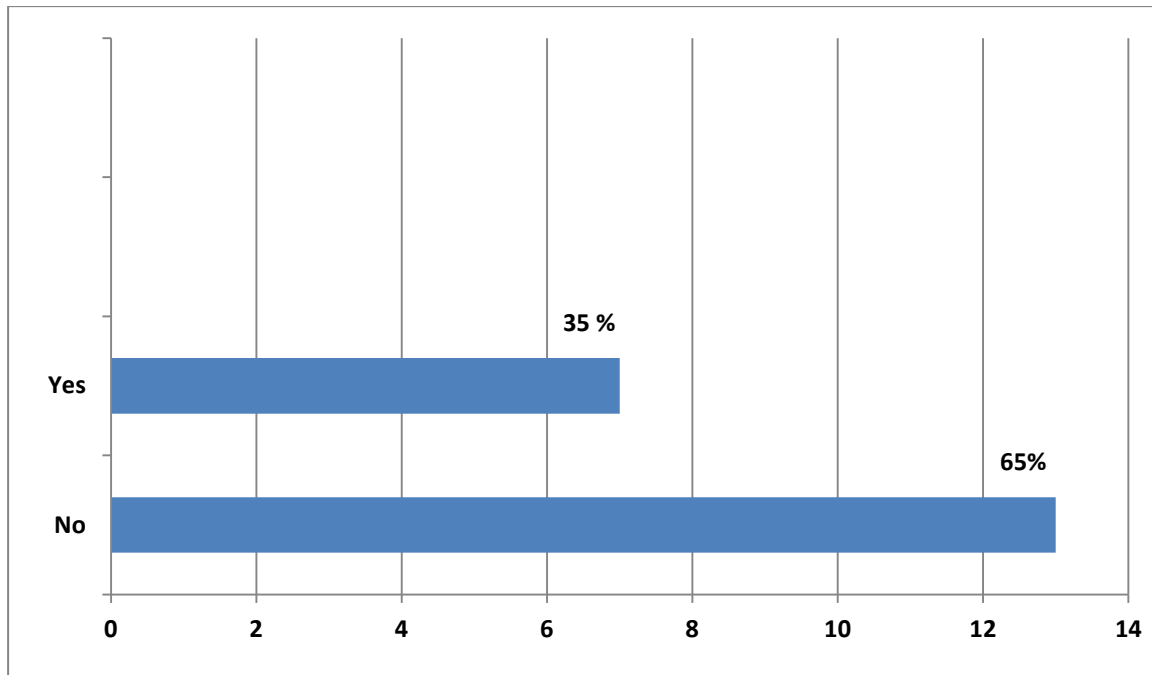


Figure 40: Studying English out of academic settings

Evidently , participants mostly, (65%), denied they study English in academic settings, this may be attributed to self-confidence for certain learners or the social status of some others who cannot join private schools , as it can be for the unsuitability of timing .Whilst more than a third of them (35%) have confessed that do pursue certain courses outside the ENS for a couple of reasons summed up in the following table :

1-Support sessions are necessary as I have been studying in a scientific stream, I need to develop my skills .
2-When I entered the ENS , I felt that my level is not good especially after the acceptance oral test.
3-Some basics of the English language are not included within the first year program , so I must study it elsewhere .
4-I feel I need to practice English in another context to consolidate and develop my abilities.

Table 30: Participants' reasons for studying English out of Academic Settings

Item 6- Learners were questioned about the basis on which they favoured one of their previous English language teachers bearing in mind: a-knowledge b- methodology or c- personality.

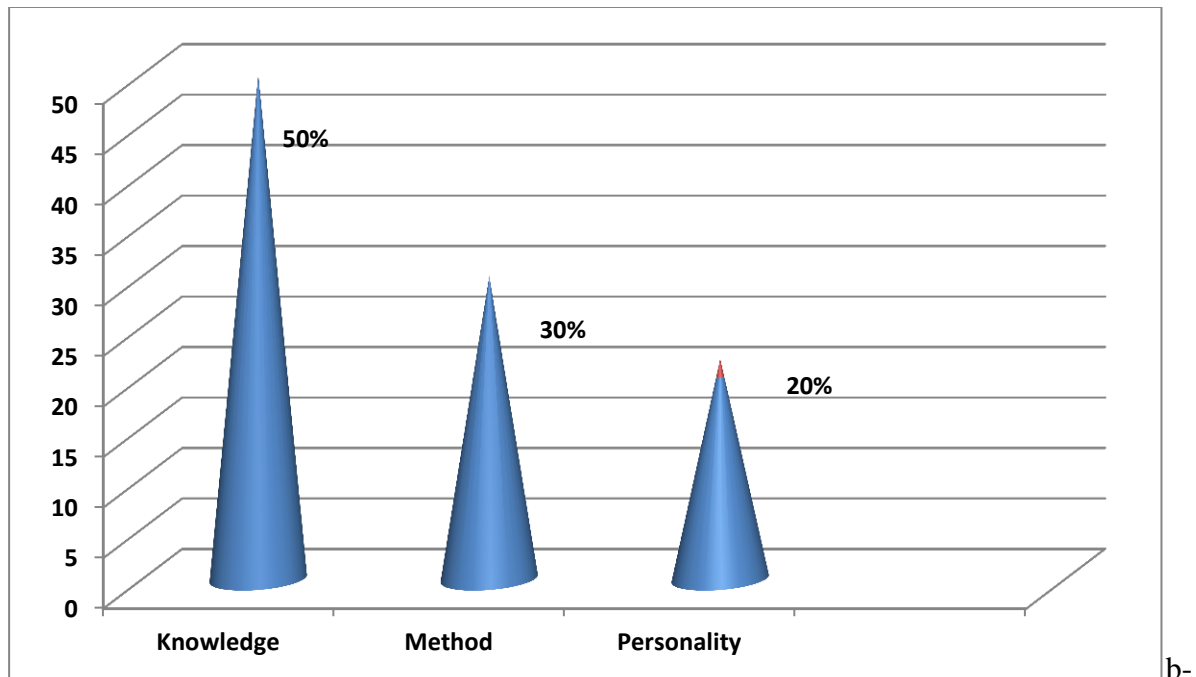


Figure 41 : Learners' favourite teacher

Distinctly, knowledge for learners seems to be the most important factor representing fifty percent, as they were in a position to pass a crucial exam in their schooling career. Concerning methodology, it has been the interest of thirty percent of the informants, it may be for certain reasons like having some teachers who do possess knowledge but they lack the way or the suitable way to deliver knowledge to their learners, this question aimed at paving the way for inquiring about teachers' adopted methodology which follows. Furthermore, teachers' personality has occupied the concern of about twenty percent of the informants, this can be interpreted psychologically, notably when we bear in mind that they are still learners who descended from high schools and they were in their way to face the BAC exam, they needed to have facilitators, tutors and sometimes assistants to implant self-reliance and to give hands towards success.

Item 7-Participants have been asked about which of the following skills they thought as the most important in learning the English language: **a-**listening **b-** Speaking **c-** Reading **d-** Writing or **e-** Grammar.

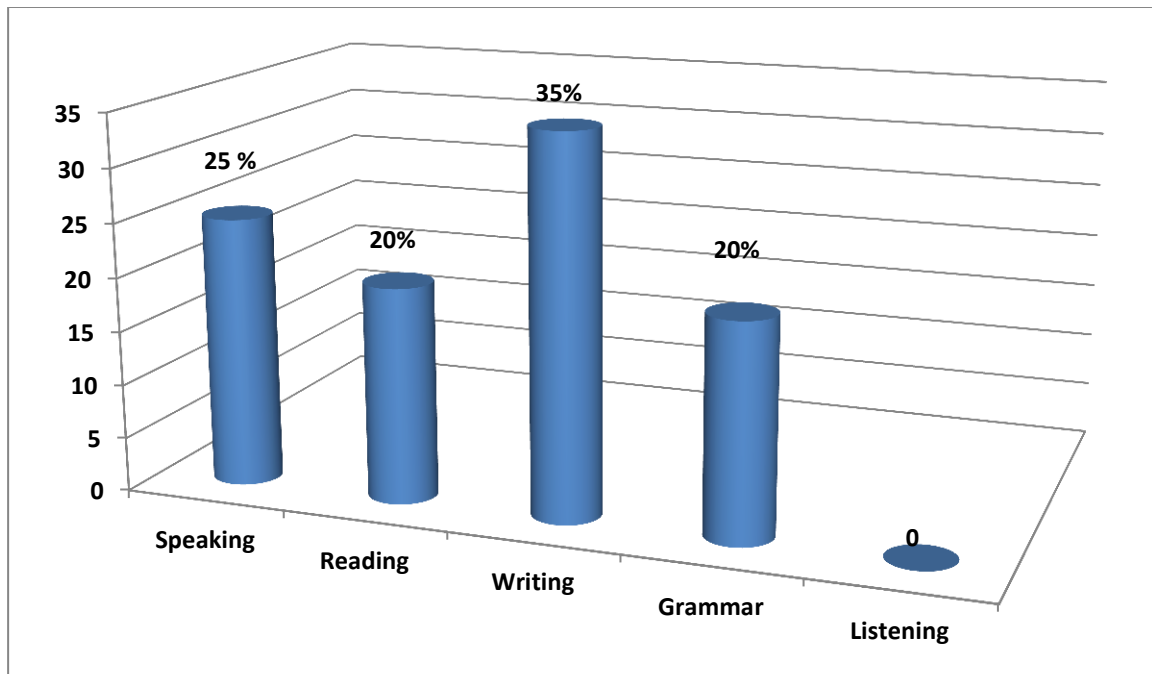


Figure 42: Learners' most important skill

Skills here in this questionnaire are considered to be parameters that show tendencies of participants towards both productive as well as receptive. The highest score has been gained by the writing skill with thirty five percent, followed by the other productive skill speaking with twenty five percent. The other skill is the main receptive one ;reading with twenty percent in equal terms with grammar. Surprisingly, the receptive skill has scored nothing, this may be due the nature of the question that includes the superlative form “the most important skill”.

Item 8- Learners were required to tell which one of the language systems/skills they found difficult to handle and master among the following : **a-**Pronunciation/ speaking **b-** Reading **c-** Grammar **d-**vocabulary **e** –Writing or **f-** listening.

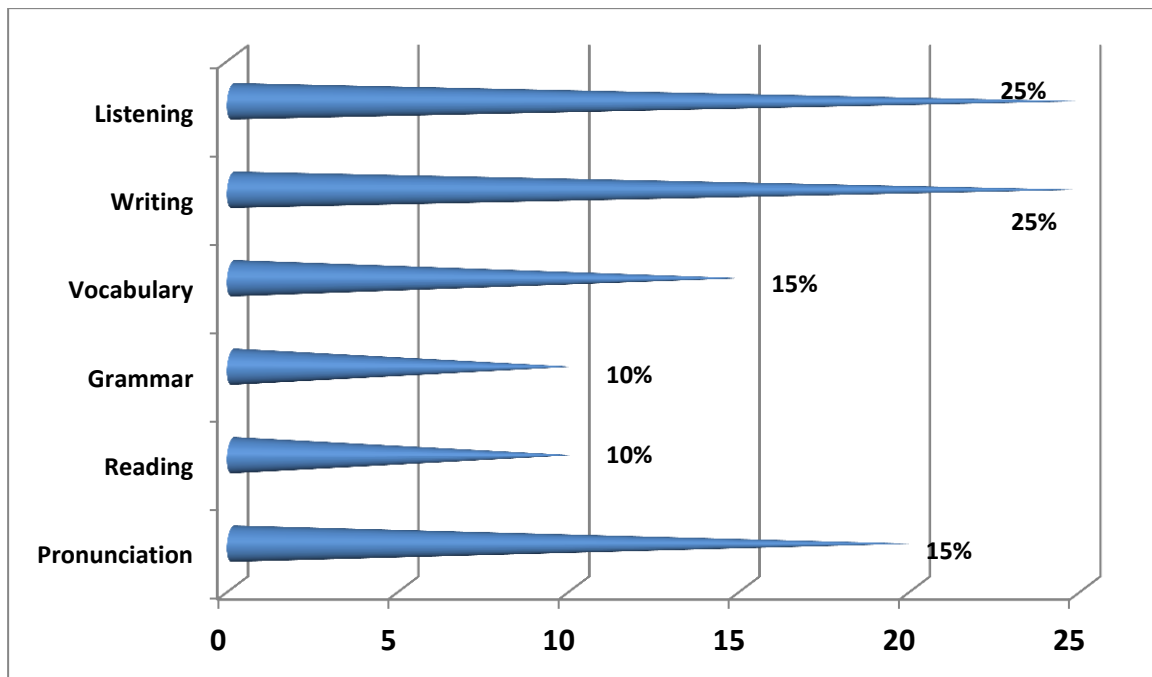


Figure 43 : Difficult skills to handle

Participants here in this question have expressed their views about the constraints they face in their English learning processes. Starting by the writing skill with twenty five percent as it includes all language skills. This added to the second obstacle they face at the level of listening with twenty five percent also, especially when we talk about listening sessions using authentic material. At the end, pronunciation, vocabulary scored fifteen percent each, followed by ten percent each.

Item 9- Informants were asked about what they needed in order to improve their English written production, considering these multiple choices: **a-** use English outside the classroom **b-** Read materials written in English **c-** Use dictionaries to look for meanings **d –** Practice the language through writing **e-** or others.

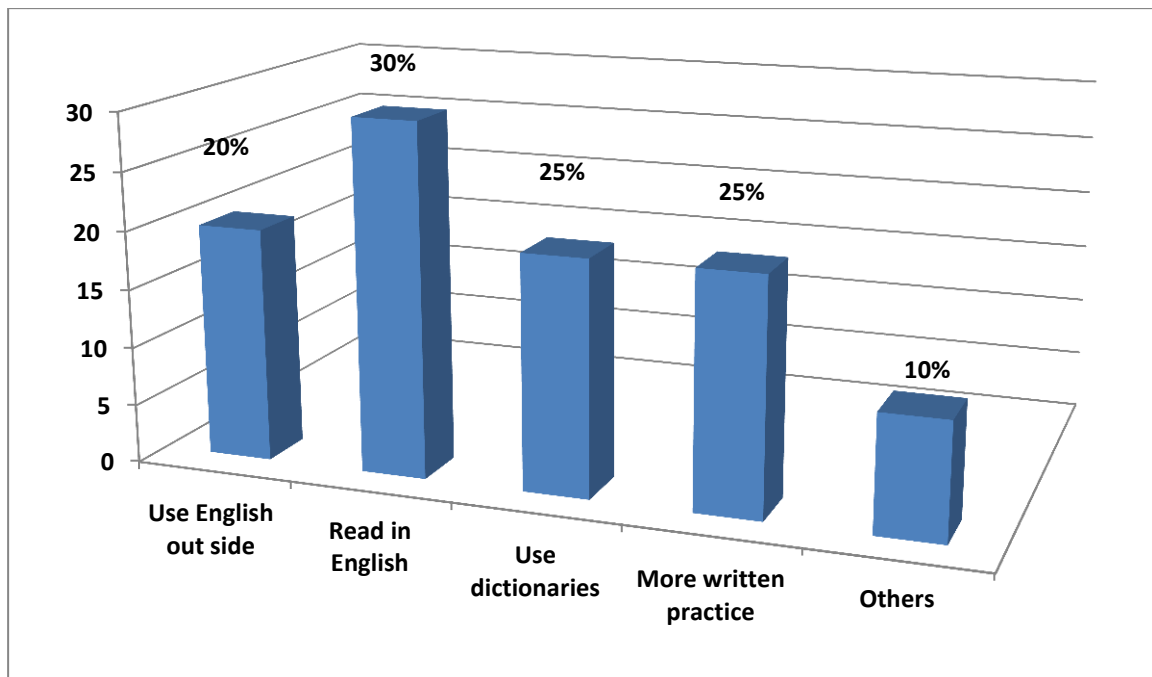


Figure: 44: Means to improve writing

Learners here in this item are again about another means to develop writing this time, especially when we take into account the importance of one pillar in needs analysis which is “Wants “ of learners i.e.; what do they want to learn added to “lacks”, and “ necessities” of the field.

One suggested technique is to use English outside classroom, this has gained 20 percent of informants attitudes, it may be because of learners ‘wish to change learning contexts though it is not possible to find better contexts for learning English in a non-English-speaking country. But for reading, it seems that they have a kind of consciousness about its importance as thirty percent of them have chosen this suggestion. Use of dictionaries as a concrete pedagogical means that learners have ever been accustomed to, here learners may think of enriching their writing with new vocabulary each time.

More writing practice, which is viewed as an effective strategy, has harvested twenty five percent of the responses; this implies that learners do know about the necessity of practice for writing.

The remaining ten percent has been kept for other choices learners have supplied:

1-Knowing types of sentences and sentence patterns .

2-Mastery of grammar.

3-Reading paragraphs and rewriting them in our manner.

SECTION III: ENGLISH and learners' MOTHER TONGUE

Item 10- Learners were required to tell how evaluated their level in their mother tongue /national language 'Arabic as a-high ,b-Average or as c-Low.

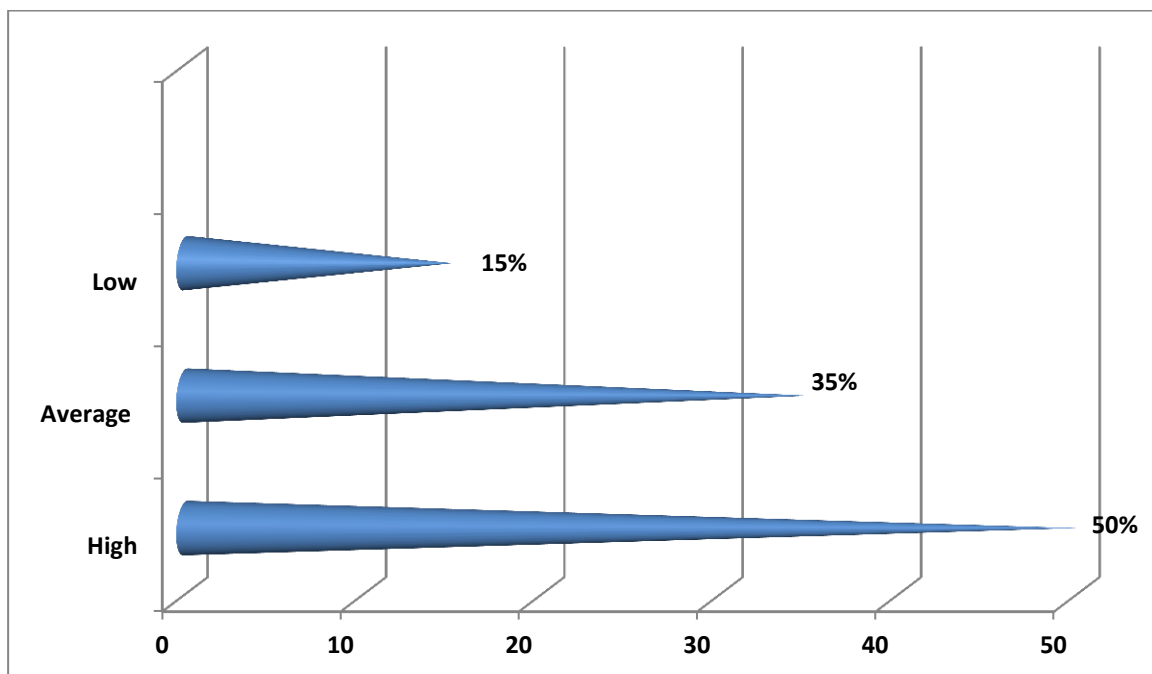


Figure 45: Learners' L1 level

Algerian EFL learners here are somehow cautious about their real level in their native language. Thus ,we find only fifty percent of them who are sure that their level in Arabic is high , despite the fact that they have been learning academically this language since first days of primary school some twelve years at least .Moreover thirty five percent of them say that their level is just an average one. Whereas fifteen percent confess that their level is low.

Item 11- Learners were asked about the frequency of the readability in their first language, Arabic.

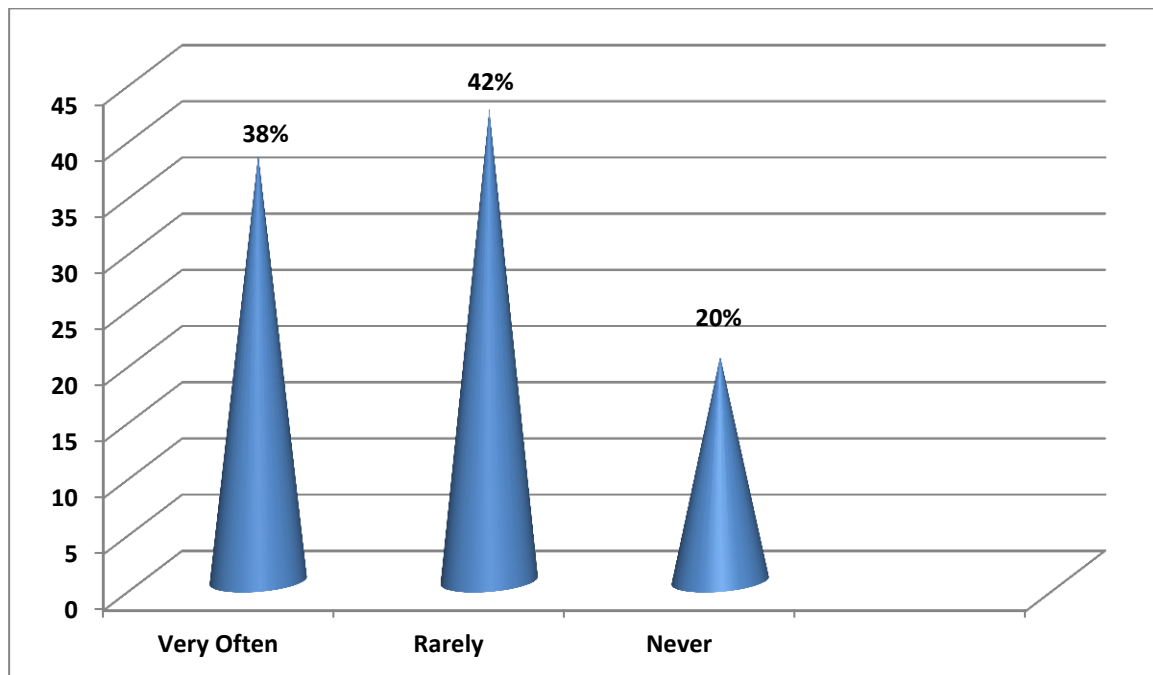


Figure 46:Learners' L1 readability

In this item , readability in L1 has been tested for the sake of evaluating the effect of reading on L2 writing , as reading is generally agreed upon to be one main source of writing. Thirty eight of informants have said that they do read very often , while forty two have declared that they rarely read , this signals the danger alarm that this vast majority of learners lacks the habit of reading .More astonishingly , twenty percent of them have announced that they never read in Arabic , but here they might understood that they questioned about reading academic books; novels and the like. Whatever interpretations may be supplied here, however we deduce that learners (42+20 percent) show that they are not motivated towards one essential must; reading.

Item 12- Participants were asked about their favourite method of Teaching the English language, supplying arguments.

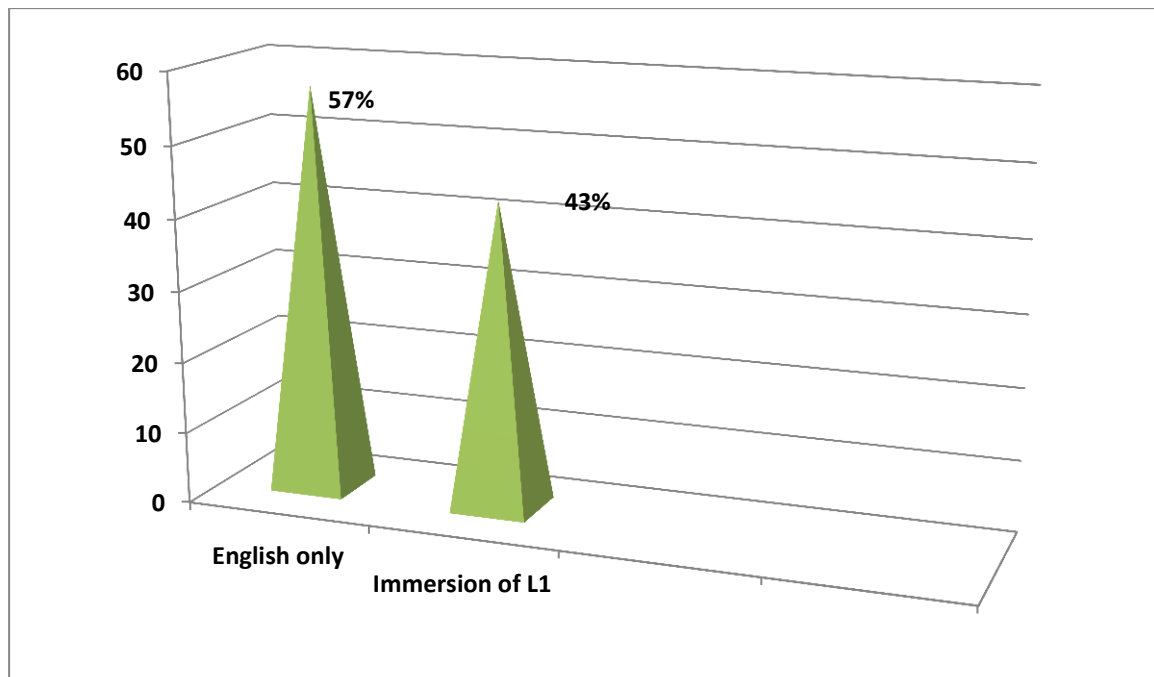


Figure 47 : Learners' attitude towards L1 immersion

Again here this question has been asked to know about learners' wants in terms of learning /teaching methodology. Learners have revealed two approximate attitudes the one that recommends the use of English only with fifty seven percent (57%) , technically labeled as the direct method , whereas the other group has favored the immersion of their L1 in the learning methodology with forty three percent (43%). The two strands have been supported by a set of arguments combined and summed up in the following table :

Use of L2 Only	<ul style="list-style-type: none"> -This obliges us to improve our English . -English our branch , we must use it alone . -If we use Arabic , we cannot make our English better. -Arabic and English are not the same , if we use them together we will face problems in English . -using L1 in teaching English creates a habit that cannot be avoided.
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	<p>-Using Arabic means that communication with English is not enough.</p> <p>-Because we do not have other places to use English only.</p>
Immersion of L1	<p>-Using L1 from time to time facilitates understanding main aspects like culture for example.</p> <p>-Since Arabic is still being used in our daily life , we need to use it with English but not all the time .</p> <p>-English is our specialty but Arabic is our identity that needs to be present by any means .</p> <p>-We use L1 but within a limited scope in order not to affect learning L2.</p> <p>-As long as we do not have enough practice in English , L1 sometimes helps in learning L2.</p> <p>-We must not think that we will have an equal mixture of the two languages, English must be supreme as it is the academic speciality .</p> <p>-Teachers only use L1 when explaining ambiguous concepts or structures that include recurrent errors.</p>

Table 31: Learners' attitude towards L1 immersion: teaching/learning methodology.

Item 13- Participants have been asked whether they were aware of the differences and similarities in between their language and English.

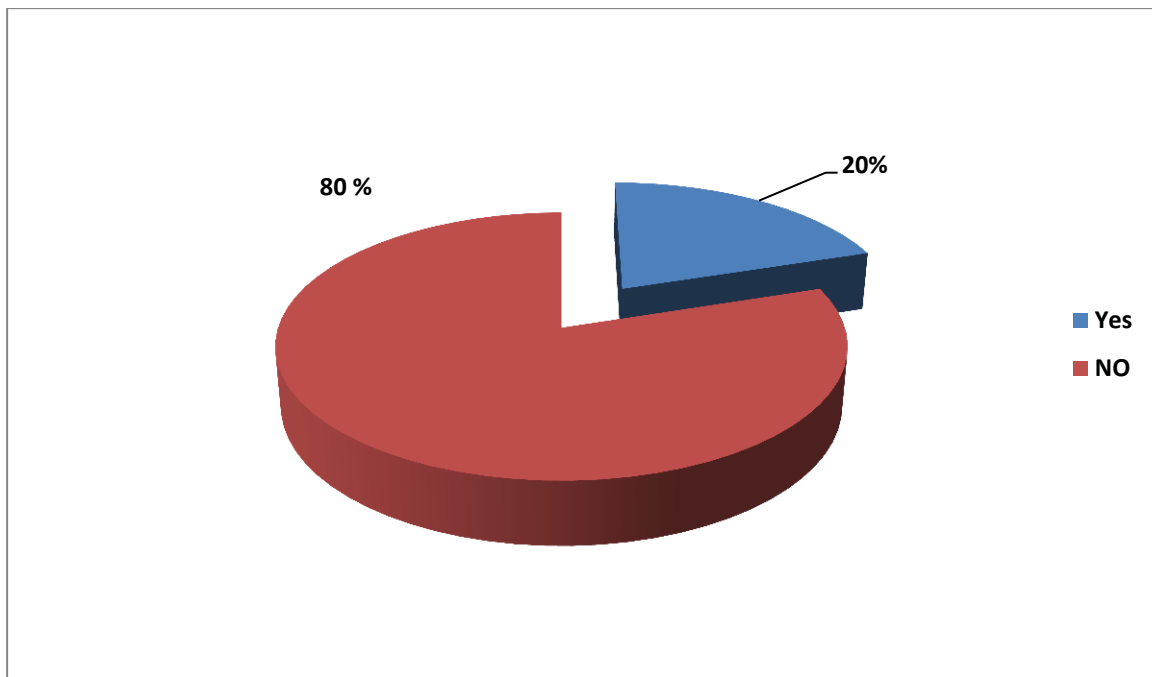


Figure 48: Learners' interlanguage awareness

One main variable of this work has been tested this time from the part of learners, who are still first year English language students .They confessed that 80 percent of them do not really know differences in between their language and the English language , though some of them (twenty percent) say that they know about this linguistic fact .

Item 14- Informants have been questioned about their consciousness of the difference in their level in between their mother tongue and the English Language.

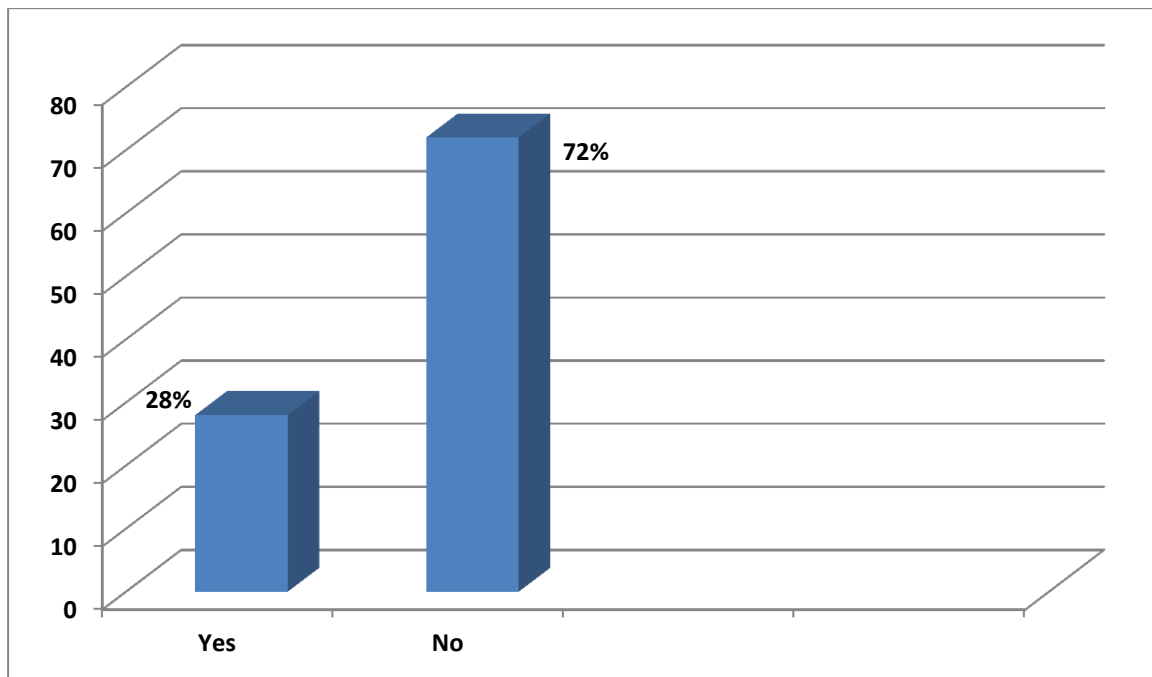


Figure 49: Learners' awareness about their L1&L2 different levels

This question has been asked for the sake of testing participants' awareness about the difference in their levels in between their L1 and L2 .Twenty eight percent say that they do know that their level in Arabic is not the same as that of English .However the overwhelming majority (seventy percent) state that they do not really feel that their level is not the same in between the two languages.

Item 15- Participants were asked about how they evaluated their level in English compared to their mother tongue .

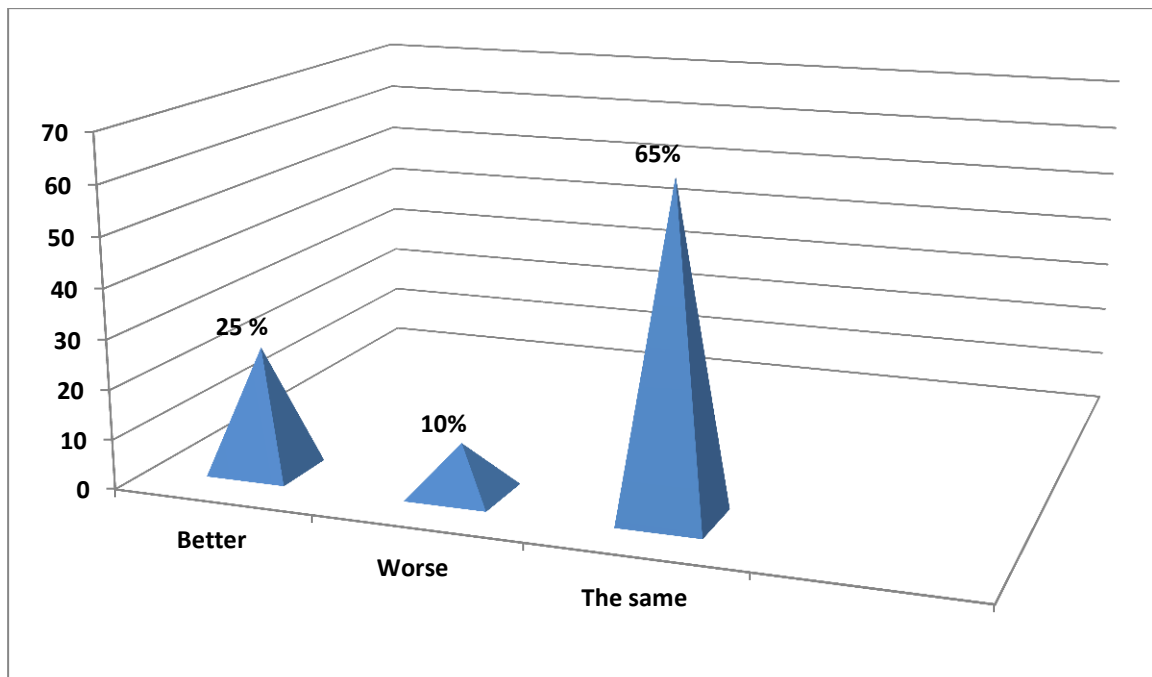


Chart 50: Learners' self-evaluation about L2 compared to L1

Learners are not linguistically mature enough to assess their level in English, especially at the beginning of their university study, they think that once they get the first orientation paper before they pass the acceptance test, their English is good. However, when lectures start their self-confidence diminishes to the extent that some of them do think of gradually abandon studying English at all.

The above chart shows that 25% of them think that their level in English is better than Arabic, ten percent of them believe that that their level in English is worse, whereas sixty percent of them declare that their level is the same in the two languages. Of course, this attitude needs to be analyzed carefully, leading us to go backward to the raised hypotheses that first year students are unaware about the linguistic difference in between the two languages, that is why they commit interlinguistic errors¹.

¹ See the general introduction

Section Three: Learners' Written Production and Interlanguage Awareness

Item 16- Informants have been questioned about which of the following obstacles they faced most when they wanted to write in English: **a-**Grammatical functions **b-** Vocabulary **c-** Semantic equivalents (meaning) **d-**Syntax (structuring) or **d-**Others .

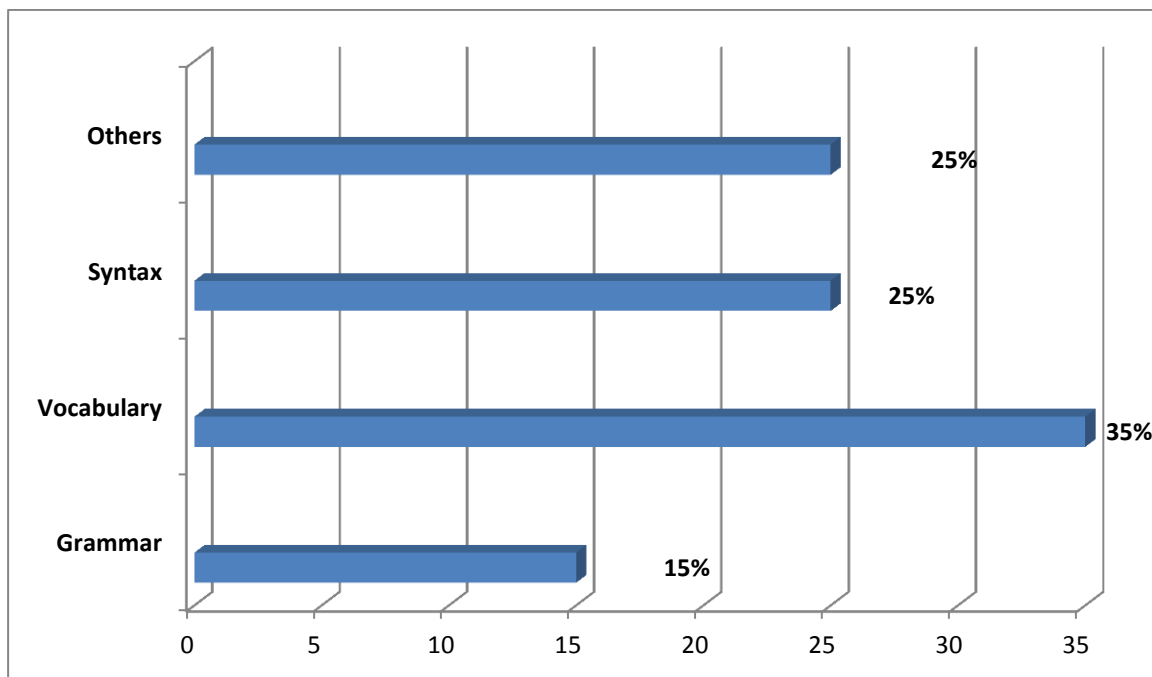


Figure 51: Learners' writing obstacles

Participants in this question show various attitudes regarding obstacles they face in writing. Vocabulary has preoccupied thirty five of them , this may mean that they do not find the required meanings in spite of having them in mind in their L1 , also because of the lack of reading in English which is in its turn affected by the lack of reading in their L1¹ , it is a matter of the absence of the habit of reading .Syntax occupied the second rank with twenty five percent , this can be explained by the difference in sentence structuring between L1 and L2².Grammar has scored only fifteen percent ,as it is taught most of the time in an explicit , direct way that consists less challenge for most of learners especially at a theoretical phase.

¹ See item number11 :Learners' Readability.

²This point is to be detailed in the point about learners' errors at the level of syntax that follows.

The last category of informants (25%) has supplied certain obstacles arranged as follows :

- 1-I sometimes feel unable to develop a topic as I do not have enough ideas in free tasks.
- 2-Difficulty is found in connecting ideas together, especially when I have plenty of ideas.
- 3-Spelling for me is one great challenge, I mix English with French.
- 4-In writing I cannot clearly place punctuation marks appropriately.
- 5-When I write my fear is focused on my handwriting legibility.

Item 17- Learners were asked whether their reliance on L1 was either deliberate or spontaneous.

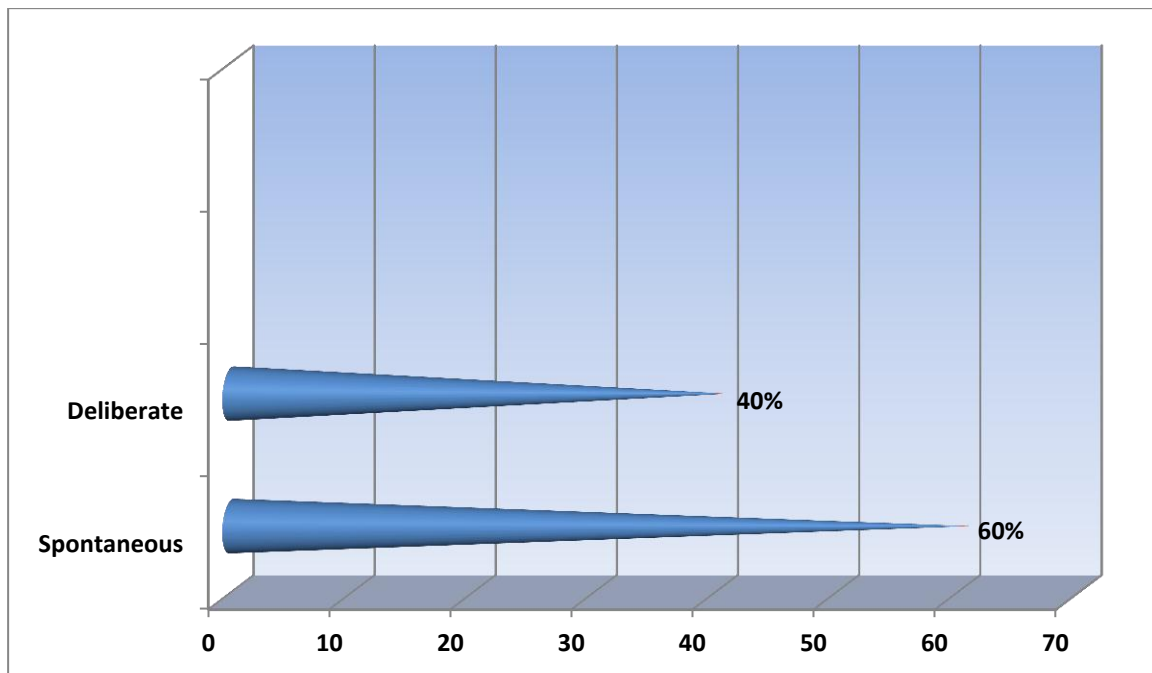


Figure 52: Learners' reliance on L1

Though learners at this stage must not be aware enough to objectively evaluate such sensitive areas, but sixty percent of them say that spontaneously (unaware) rely on their native language .Unlike the forty percent of them who claimed that they deliberately depend on their

mother tongue, “deliberately” here may be conceived as the need for example for certain lexical items “words” which cannot be grasped correctly in L2¹.

Item 18- Participants were required to select one of the subsequent arguments for their occasional dependence on their mother tongue/ national language in their writing: a- search for meaning b- search for structures or c- search for ideas .

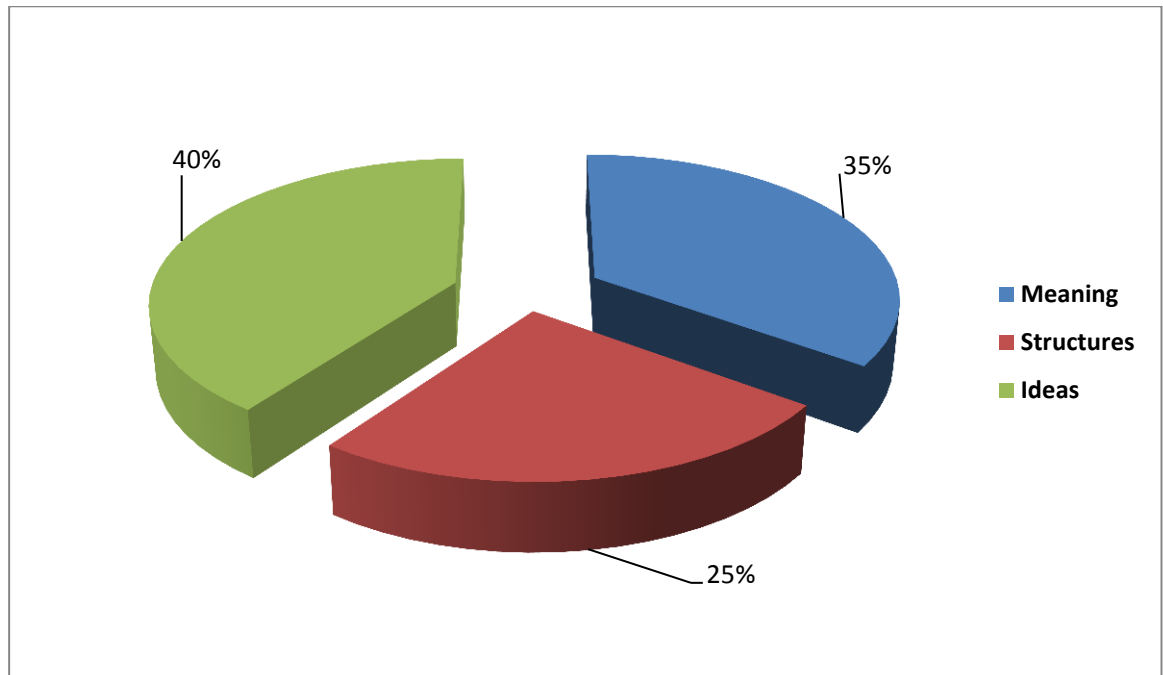


Figure 53: Learners’ reasons for L1 use

Thirty five percent of participants in this item say that they sometimes use depend on L1 to search for meaning i.e.; equivalent words when they are unable to pick English ones. Forty percent of them say that they resort to L1 for the sake of structures; sentences as there are certain differences at the level of word order in sentences in between the two languages².The last category of informants represented in twenty five percent states the need for ideas as one reason for depending on L1, this can be interpreted by means of having ideas first formulated

¹Refer to teachers’ questionnaire item n° 21& 24

² This point is detailed in a following item about learners’ errors in « Syntax ».

in Arabic then translated into English , this which occurs for novice SLA learners in general .

Item 19- Informants were asked whether they noticed any progress in their written production, when they were supplied with a contrastive background between their language and English specifying the linguistic level.

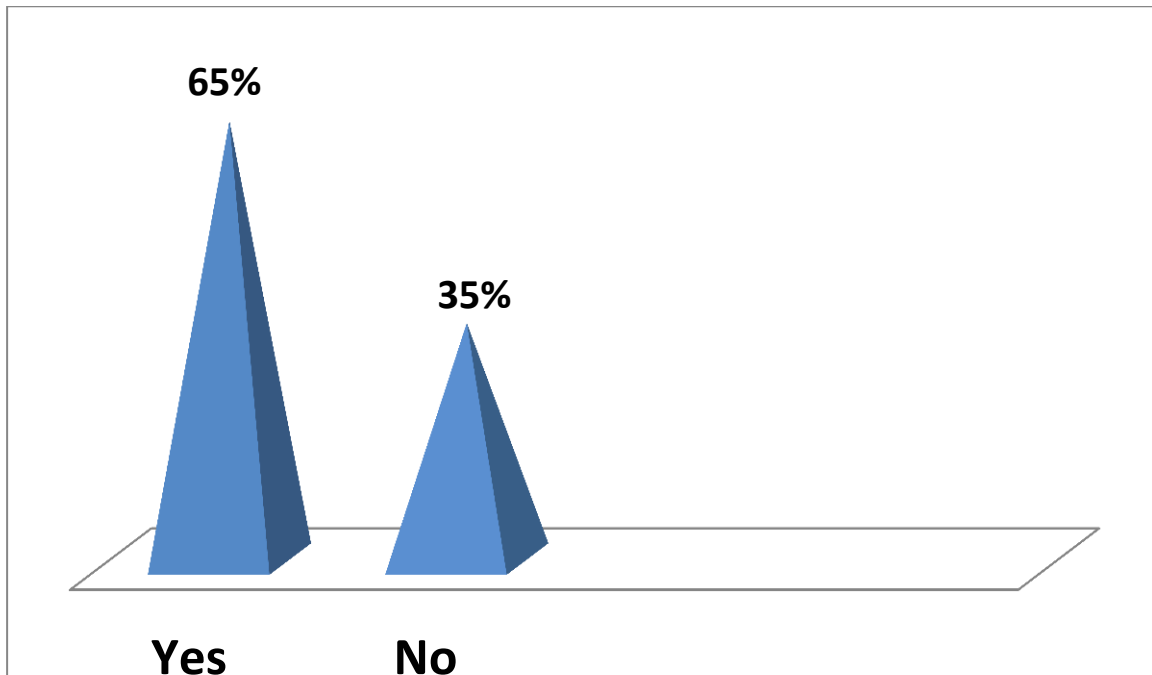


Figure 54: Learners' feedback about CA Utility.

Within this important question, sixty five of the participants declare that they really feel progress in their writing if they are equipped with CA¹, whereas thirty five of them denied this progress. For the former category ,they supply the following levels :

-Syntax, vocabulary ,grammar (tenses, articles, pronouns)

¹ Teachers' questionnaire , item n° 28 consolidates this attitude.

Item 20-Informants have been asked which type of the subsequent errors they found difficult to recognize: spelling (words' correct letters), grammatical errors ,word choice (meaning), punctuation and ideas' organization errors (coherence) or structuring (syntax).

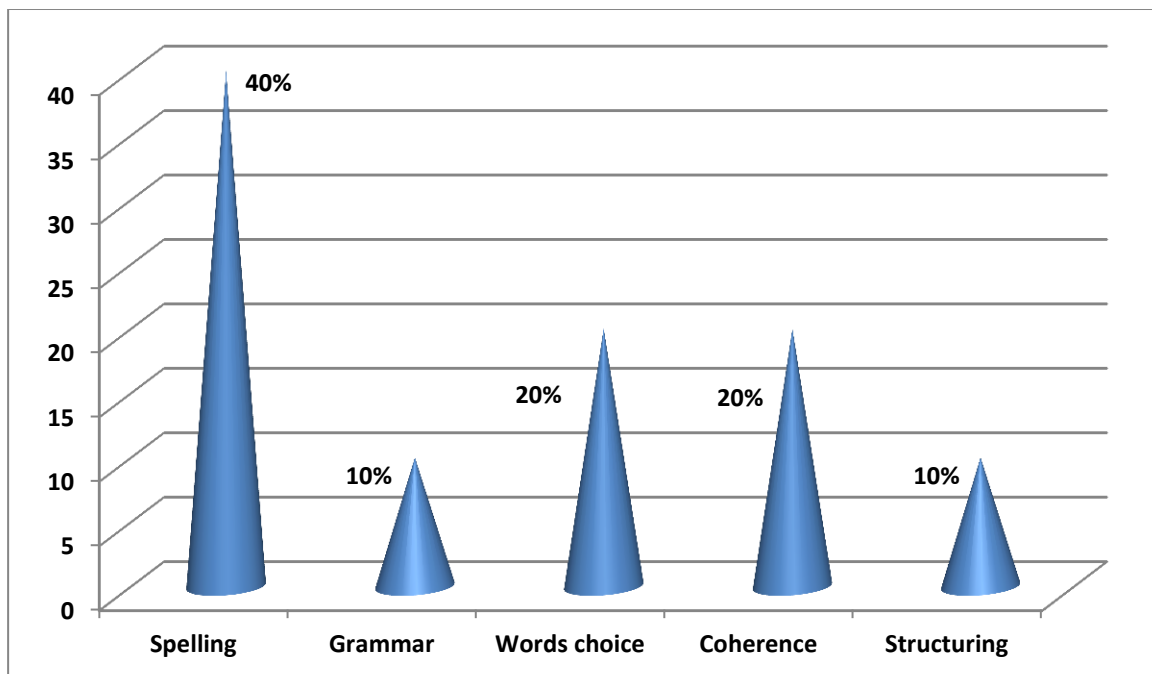


Figure 55: Learners' errors self-recognition

Participants have confessed that their teachers or peer-editors when correcting their written productions , they discover that their most errors were in spelling with forty percent , grammar with only ten percent, words choice with twenty percent , coherence with twenty percent and finally structuring with ten percent ¹.

Item 21- Informants were asked about how they discovered their errors; whether it was by peer-editing (their class mates), or by proof-reading (their teacher).

¹ This item is in a complementary relation with a previous one number 16

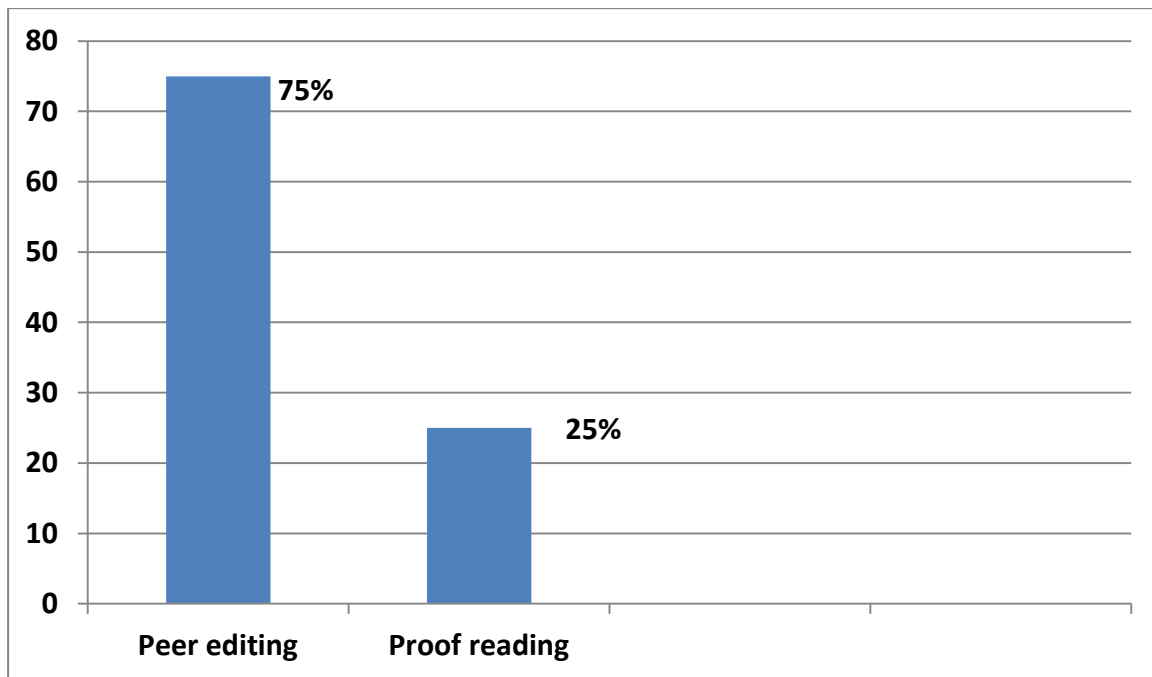


Figure 56: Learners' errors detection

One important angle, if not the most alarming weakness this study sought to treat is errors. Informants here have declared that their errors are mostly (75%) detected through one important strategy which is peer editing, this in its turn implies that most teachers apply the strategy of group work, pair work, learner-centered classes. Whereas only twenty five percent of them (quarter) say that their errors are identified by their teachers as they move around, check and help.

Item 22-Informants have been asked to select one of the following causes behind their writing errors that is; why they made mistakes when they tended to write : mother tongue (L1) and/ or SL interference (French),Lack of vocabulary and poor reading skills, poor mastery of the grammatical system or lack of practice .

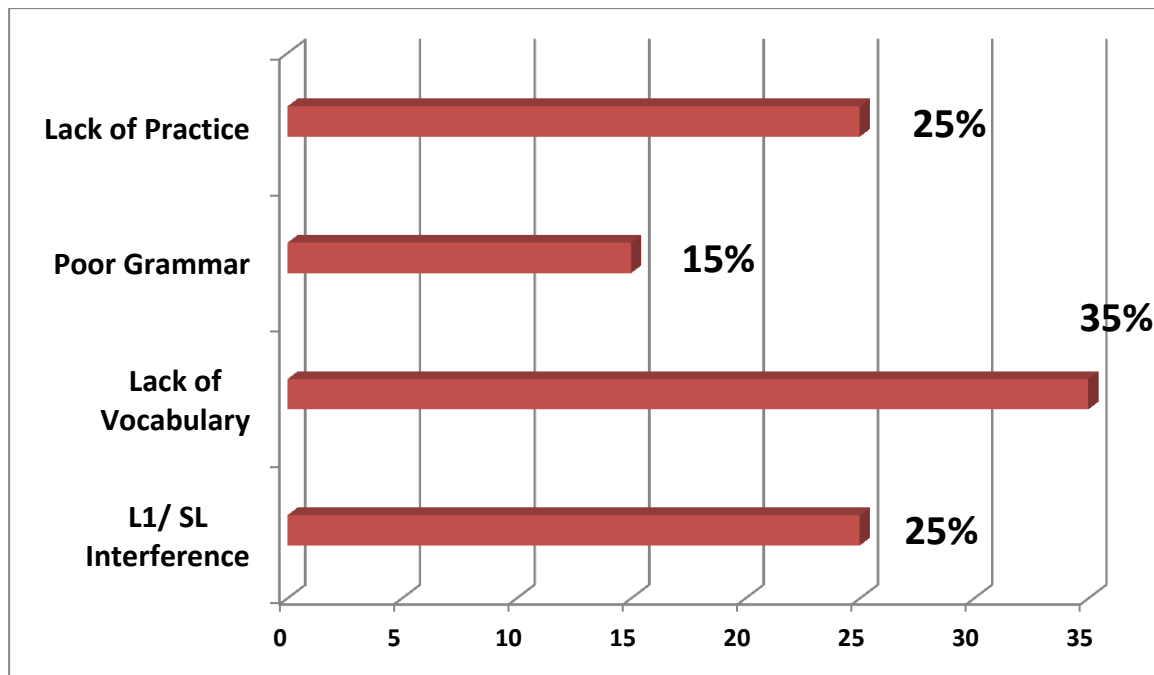


Figure 57: Learners' errors reasons

Participants' assumptions towards their errors have been reported through this chart as above-cited; thirty five percent think that their errors are related to lack of vocabulary, twenty five percent believe that their errors are related to lack of practice .Also L1 and L2 interference has been viewed to have the share of twenty five percent, however grammar scored only fifteen percent¹

Item 23- Respondents were asked at which of the subsequent levels they would mostly like their writing to be evaluated: spelling (writing words correctly) , language use: grammar, coherence and cohesion, word choice, or others.

¹More about learners' errors reasons is found in teachers' questionnaire , item n°15.

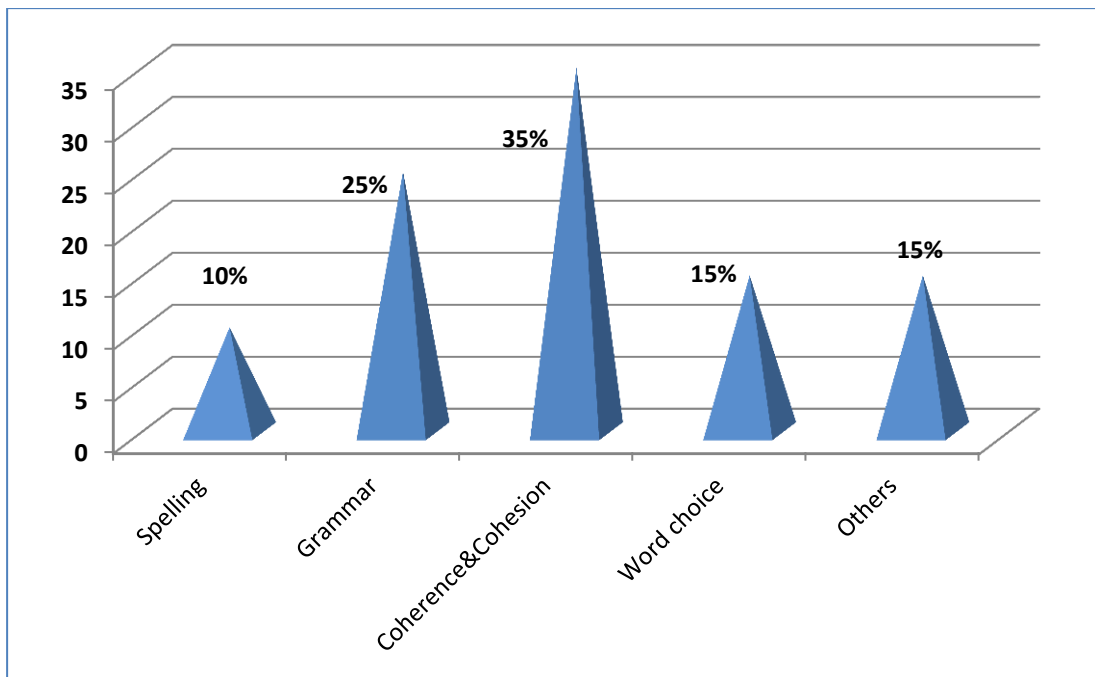


Figure 58: Learners' Wants about the Evaluation of their Writing

Again here in this item , learners' are asked about their "wants" at the level of evaluating their writing .Thirty five percent of them say that they want their writing to be evaluated at the level of coherence (unity of ideas) and cohesion (relatedness of sentences) as a main concern for them .The other concern seems to be linked to grammar , as they previously declared that they consider grammar a less threatening obstacle¹.Another group (15 %) states that word choice is their interest, followed by another category scoring the same result (15%) stating other parameters for their evaluating their writing like: hand- writing, form in general , structuring paragraphs and the way to develop topic sentences and theses statements. Expectedly² , participants have confessed through the chart above that they do not want to be evaluated at the level of their spelling (only 10 %) as it consists a kind of fear for some of them .

¹See item n° 16

²Item n° 20 that supports this view

Item 24- Informants were asked about the way they formed their ideas in writing, whether they translated ideas /words from their mother tongue, translated from L2. (French), or used only English.

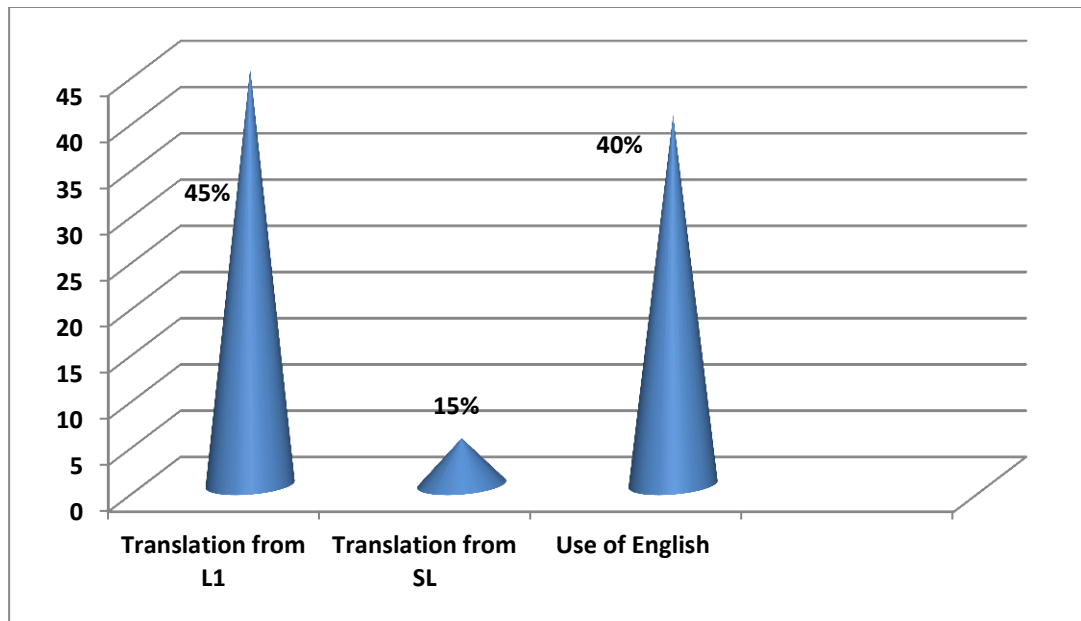


Figure 59: Learners' ideas/words transmission

Participants in this item have been asked to give in diagnosing one abstract area of the work, through transmitting ideas when brainstorming for example. Forty percent of informants here declare that they use English only when they formulate ideas in writing, though this is something debatable, as learners are not linguistically mature enough to have their cognitive, thinking process functioning one hundred percent in English. They might have understood that the question asks them whether they write first in Arabic then translate to English.

Another category of informants equals forty five percent says that they do have some reliance on their L1 when transforming ideas into English, especially when we take into account they have just descended from a learning context, in which English a limited context, in contrast with Arabic which is the language of all other school subjects. The last category of informants that consists fifteen percent about the use of SL/L2 (French) show that the French

language has a little presence in the minds of learners when writing in English, here it is worth noting that French language in the southern territory of Algeria faces a threatening learning situation at all educational stages; primary, middle and secondary ones for uncountable reasons.

Item 25- Respondents have been required to select one of the listed techniques they used to revise their written production: spell-check their writing task, grammar-check their work, or peer edit their production, or never check their writing piece

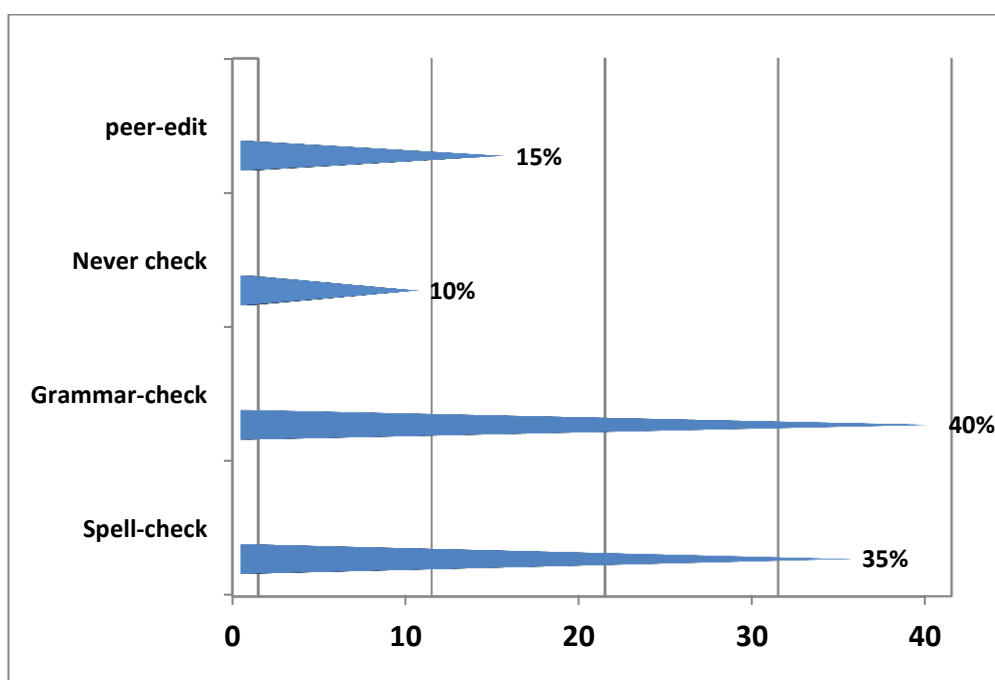


Figure 60: Learners' attitudes towards reviewing, revising and peer editing

This question seeks to test learners' awareness about adopting one main step in writing which is reviewing and revising for the sake of lessening the degree of their errors in general. Forty percent of learners are conscious enough of the importance of checking both grammar and spelling as they are objective, measurable, at learners' reach. Spelling also has been the concern of thirty five percent of them, simply because it is able to be detected. Whereas peer-editing has only scored fifteen percent, for one simple reason is that learners have not been familiar with this step in the secondary school, it has just been introduced in the writing

subject .The last group represented in ten percent has declared that they do not check their written production, this might be because of their interest about ideas (content) more than form .

Item 26- Respondents were asked which of the following processes they needed to go through to improve their writing skills: more training on the writing strategies both in and outside the classroom, more reading to enrich the vocabulary repertoire ,or finally the inclusion of L1 through contrastive analysis.

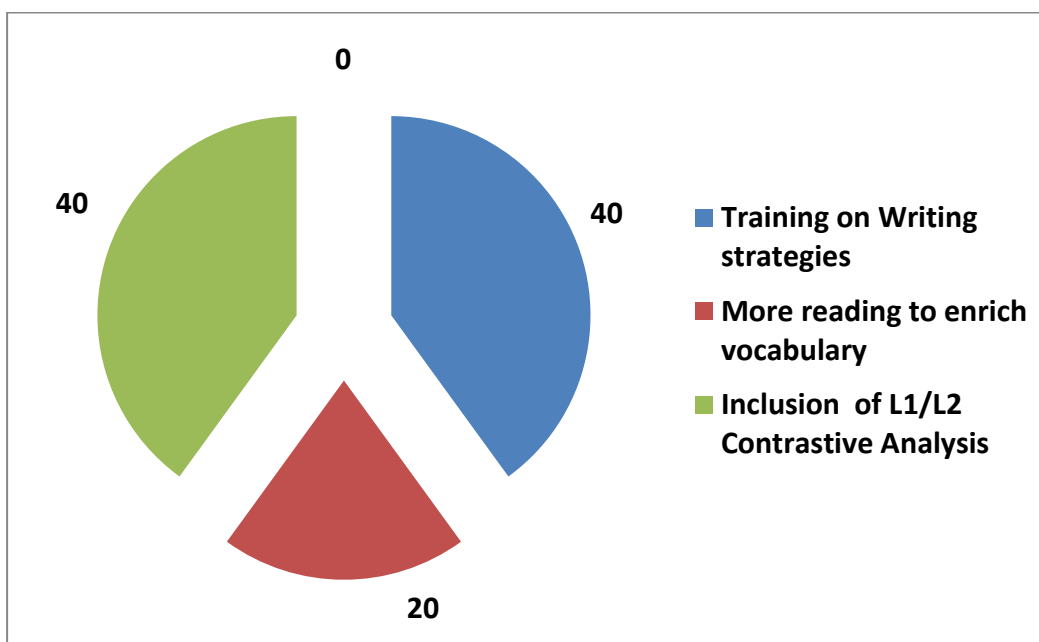


Figure 61: Learners' views about improving their writing

This chart clarifies that participants have chosen to improve their writing through two main strategies: training on writing strategies with forty percent, and through including contrastive analysis in between L1 and L2. However, the reading strategy has not been selected, this which is associated with the fact that has previously been identified about learners' lack of readability¹ .

¹ "Readability has been analyzed in a previous item n° 11.

7. Conclusion

No one can deny the mandatory unintentional presence of EFL learners' mother tongue (national language) in their written production, because of the variety of reasons that fortify this attitude; first, L1 acquisition functions as the first experience which is second to none, it pervades the overwhelming majority of brain nervous linguistic cells, leaving little or less required room for any foreign language . In other words it is implanted there and can never be in a rivalry with an intruding language, this is also fostered by the learner's cultural identity.

Another factor to be mentioned here is the fact that some learners resort deliberately sometimes to equivalents from their mother tongue simply because they are obliged to fill in the linguistic gap, better than molding structures that they are not sure of.

Questionnaire results have shown here that EFL learners , lack awareness of the fact that their level in their mother tongue can never be the same , at least at this level , as that of English , and if so remnants of the cognitive effect can never be rooted out , they remain all the time signaling the eternal presence of their mother tongue .Thus , it is the role of EFL teachers who should be aware of making their learners conscious of this fact, as they should be equipped with adequate academic mastery of their national language , so as to be able to supply their learners with a CA analysis in-between the source and the target languages.

All in all , findings at the end of the experiment have shown that learners of the focus group which has been exposed to interlanguage awareness and supplied with a variety of contrastive analyses their errors have been decreased to 56 % (pretest : 93 interlanguage errors , and only 40 after the experiment) ,when compared to the control group which had been instructed to work without CA support, errors scored only 20 percent of decrease (79 interlanguage errors at the beginning of the study , and 63 errors at the end of the study).

General Conclusion

As it has been explored and investigated throughout the tens of the pages of this humble work, teaching foreign languages, and English as a foreign language (EFL) particularly, has become more necessary as ever before. Thus, the already existing teaching approaches have to be all the time under examination and refinement, especially that our non-English speaking societies today, notably third world countries to which our country Algeria belongs, are living under certain economic, technological constraints that have imposed English as the spokesman of business and diplomacy. This sophisticated world in its main angles latterly mentioned, depends on communication as its main vein of life, this in its turn believes in documented communication through effective writing skills. For this aim, may be, syllabus designers of the first and even second year “writing” program have suggested three sessions per week (one hour and a half each) at the level of the English language departments in all the eleven École Normal Supérieur (ENS) establishments throughout Algeria.

This study has been launched from the belief that writing as a productive skill in its natural and native use requires certain competencies, these which must in their turn be reinforced with and supported by other strategies to help foreign learners cope with them. This belief has first been hypothesized owing to the fact that the researcher through his seventeen years of teaching at the level of both high school and university, and having accumulated the necessary relevant theoretical background has identified some obstacles his learners face in writing, amongst which one main reason that has been consisting a real challenge and a world to be discovered was the reliance of the first language Arabic or what been linguistically called “interlanguage”. The main hypothesis of this study assumes that EFL learners (1st year English students at the level of ENS Laghouat) do commit errors in their written production mainly because of L1 interference, and once they are made aware of this phenomenon, and then supplied with the necessary contrastive material, their errors’

size has been diminished. Thus, the hypothesis has been proved to be valid especially when we refer back to result of learners' errors which has been diminished to 56%, in addition to respondents' answers in both questionnaires; teachers' questionnaire: item 32, when informants have been asked whether they had ever noticed any concrete enhancement in their learners' writing when supplying them with a contrastive knowledge in between L1 and L2, ninety percent of them said "yes". In addition, learners have also supported this view through their answers in their questionnaire through item 19, when informants who were asked whether they noticed any progress in their written production, when they were supplied with a contrastive background between their language and English specifying the linguistic level, sixty five of them said "yes".

Concerning one essential research question of the study which wonders whether the cognitive factor of awareness consists the sole obstacle that hampers learners from writing effectively, participants (learners) of the study have answered through item 22, where participants' assumptions towards their errors have been reported through figure 57, which shows that thirty five percent think that their errors are related to lack of vocabulary, twenty five percent believe that their errors are related to lack of practice. Also L1 and L2 interference has been viewed to have the share of twenty five percent, however grammar scored only fifteen percent, these all show that the cognitive factor of awareness has one main role in their writing errors. Informant teachers in their turn have been asked in item 16 about which kind of obstacles their students faced when they wrote, they listed problems about cohesion and coherence, lexical items in which they referred to borrowing certain meanings from their L1, which are incorrect in English, in addition to grammatical problems together with L1 interference, it is quite clear that the latter consists only 20% of learners' writing problems. This all states that L1 interference is not the only challenge in front of EFL Learners in writing.

Findings yielded from teachers' questionnaire have shown that our informants are quite conscious of the importance of the writing skill (as an area of investigation) and they have revealed their agreement on teaching the skills in an integrated method , also most of them do really know about this linguistic interference , have some sufficient knowledge about, however only a minority does take measures to deal with it .Some of them do not believe that this interference makes one main source of errors in learners' writings .They believe essentially that the lack of practice in reading and writing strategies is behind most of those errors .

Teachers' questionnaire results have also approved that more than half of the teachers adopt the process approach (60%), this implies that teachers have common agreement awareness about the importance of the adoption of this approach in teaching writing to this category of learners with the set of arguments mentioned within the item related.

On the other hand, learners' questionnaire has clarified that learners are conscious enough of the importance of learning and mastering the writing skills. However, in the part devoted to mother tongue and writing they have proved that they are completely unconscious about the linguistic interference in between L1 and L2.This which makes a rigid supporting point to the early raised hypothesis of the research.

One other main parameter that should be taken into account is the fact that learners (participants) of this study are not mature enough to conceive the main dimensions, as they are having the English language being taught as a specialty just some days ago, especially when we recognize that some of them have descended from scientific streams, the concern of which has been modules other than languages.

The experimental phase has been typical , ideal and authentic , in the sense that it has been in the form of a novelty : comparative contrastive view between learners' L1 and the

English language (TL) , according to participants of the focus group , they have appreciated much this strategy of teaching that associated between a language they have ever using in their studies , outside (though in low forms) and a language of the modern technology , a language that is going to be their future professional career .Learners were really motivated , they were showing a kind of pride in front of the other control group informing them about the sequence of the new experiment , they were participating in an enthusiastic way that created a special atmosphere in the class , supplying examples whenever necessary especially in their L1 , the linguistic knowledge of which is still in their blue print memories. Psychologically speaking, they showed that their language is still of value as it is still being taught , more importantly what warmed the cockles of their hearts is the discovery of differences as well as similarities in between the two languages : the dos and the don'ts. They were quite satisfied and happy to experience how to express the same idea through two different structures , using two different languages .

Owing to the importance of learning English as a foreign language that has become a must in today's world , and the inevitable existence of L1 that we have been trying to enlighten throughout our work and clarify its utility , and due to the actual "random" teaching methods and strategies especially in the context of our study “ Algeria” , as a researcher I would humbly offer the following views and suggested techniques which may ,in one way or another ,be of a benefit for other researchers or field workers:

-The didactics of English language needs to be viewed as a special field of teaching in non-English speaking countries.

-L1 needs to be viewed as a helping tool rather than an enemy in the teaching of foreign languages.

-Extracting learners' L1 from their minds is against human nature, thus teachers should invest its existence and create a kind of positive coexistence context in between the two languages.

-EFL teachers in Algeria have to be equipped with adequate knowledge about their national language as one important strategy to alleviate this interlinguistic and cultural clash between L1 and FL.

-Teachers of EFL also need to be equipped with clear CA strategies that help them lessen learners' interlanguage / transfer errors.

-EFL teachers, especially those of productive skills and grammar, have to make their learners aware of the existence of uncountable differences between their national language 'Arabic' and the English language at various levels.

-EFL 'Writing' teachers have to accompany their learners in the writing process, as it is the role of teachers to move around, check and help to see linguistic obstacles that face their learners.

- 'Writing' Teachers in EFL contexts are recommended to carry out a 'placement Test' at the beginning of teaching writing at the level of the written production, so as to be able make a type of 'needs analysis' to diagnose areas in which CA is necessary to be implemented.

-On the basis of that placement test, errors can be categorized according to their nature and linguistic level and this will definitely help EFL Arab teachers focus on interlinguistic areas that should be taken into account when making their training in CA (L1 & L2).

- Teachers of EFL need to raise their learners' awareness about the importance of adopting the process approach to writing, and to supervise this process step by step especially at the beginning of introducing this approach.

-Teaching writing is agreed upon to be the most academic concrete measurable observable high language form, thus it is a prerequisite to have a continuous training process from

the part of teachers in particular. They need to have seminars quarterly to exchange ideas and exhibit difficulties their learners' face in their written production, and the adoption of suitable strategies they implement to smoothen them.

-The adoption of this CA strategy in teaching EFL may have other parameters to be taken into account, when considering other participants, levels and other speaking communities, especially when we refer to languages from the same origin of the English language.

-‘Translation’ as a linguistic activity through its different form e.g., ‘Immersion’ can also play a crucial role in clarifying and introducing certain CA components all at once, though it may not help learners focus on one particular linguistic level. This, of course has not been adopted by the researcher in this work.

-To better reap fruitful results, as I have been teaching for a couple of years at the level of high school particularly in foreign languages classes in which the coefficient of English equals 5 unlike other streams, applying this CA strategy for this type of learners can be a helping tool that paves the way to better EFL learners' written production.

-This proposed CA strategy is considered as only one helping method in the teaching of writing in EFL classrooms. Other various strategies may contribute in the improvement of the written production and prevention of learners' interlanguage-related errors in different contexts with different learners.

Last but not least, I would consider that the experiment which has been carried out and described throughout this humble work is just one simple, personal view, the aim of which is to help Algerian EFL learners overcome one of the writing obstacles that has been picked out of a large basket of constraints that hamper our dear students from achieving high performance in their written production.



Glossary of key Terms

Contrastive Analysis: careful contrast in between two languages at one or more linguistic levels to identify differences.

Error Analysis: the analysis, for practical but also potentially for scientific ends, of errors made by students learning another language.

Interlanguage: a language, or an artificial system like a language, used as an intermediary.

Interlanguage Awareness: the cognitive ability to recognize linguistic differences in between two or more languages at specific linguistic levels.

Mother Tongue: Native Language: a language that people have acquired naturally as children.

Natural Language: a language in the ordinary sense, which is or has been learned and spoken naturally by a community, as opposed to an artificial system resembling a language in one or more aspects.

Source Language: one from which a translation is made.

Transfer: the influence of a person's first language on the language being acquired.

Target Language: that which one aims to teach, learn, translate into.



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Appendices

Appendix 1: TEACHER'S QUESTIONNAIRE

Dear colleague teacher,

For the sake of helping our Algerian learners of English as a foreign language (EFL) ameliorate their written production , and as a starting point to accomplish my doctorate thesis, I have constructed this questionnaire also for the sake of seizing the opportunity and benefiting from your experience as EFL teachers. Thus , The research axis is about : “*The Cognitive Effect of the Mother Tongue/ National Language (Arabic) on EFL Learners’ Written Production*”. The targeted population is that of first year students / secondary school teachers (PES) at the level of Higher College of Teachers in Laghouat , during the academic year **2013/2014**.

You are hereby requested to give hand in perusing the various segments of such a questionnaire and then responding to its questions in a way that will certainly help us by the end of our experimental project to analyze , compare and contrast the different views. These, definitely are going to lead us to reap satisfactory results pertinent to our hypotheses and research questions which are all implicitly embodied within this questionnaire.

Mr. Kabache Taieb

Doctoral Candidate

Department of English

DJILELI liabes University Sidi Belaabes

Great Thanks

2013/2014

SECTION I: Teachers' Qualifications

1-Gender: Masculine Feminine

2-Grade: MA Dr Prof. Asso

3-Teaching Experience :

3-1 Institutions:

a-Secondary school

b-University

c- Secondary school and university

d-Others:.....

3-2-Modules Being Taught

a-Listening b-Reading c-Oral d- Gram e- Writing

f-Other(s):.....

4-BAC Stream:

a-Scientific

b-Literature/ Philosophy/ Foreign Languages

5-How do you see your level in your mother tongue (Arabic)?

a-High

b-Average

c-low

SECTION II: Teaching Methodology

6-Which method do you adopt in your teaching and why ?

a-The grammar translation method (GTM)

.....

b-The direct method (DM)

.....

c- The communicative language teaching method (CLT)

.....

d- Others
.....
.....

7- What does teaching a foreign language mean to you? why?

a-Teaching its grammar

b-Teaching its speaking

c-Teaching its vocabulary

d-Teaching its writing

e-Other(s).....

8- How can you define the learning of a foreign language ?

a-As a communicative competence

b-As a grammatical competence

c-As a combination of the two

Please

justify:.....

9-Do you think that in teaching , the main emphasis should be on:

a-The receptive skills (Listening & reading)

b-The productive skills (Speaking & Writing)

c-Integration of all skills

Please, supply arguments:

.....

SECTION III : THE WRITING SKILL

10- Why do you think that teaching writing is important?

11-Which approach do you apply in teaching writing and why ?

a-The process approach

.....

b-The product approach

.....

c-The genre approach

.....

12-Do you agree that writing is prior to the other skills? If so, argument in both cases

Yes No

.....

13-Do you agree that writing is taught implicitly throughout the other skills? how?Yes No

-Please argue.....

14-Which type of writing tasks do you expose your students to?**a-**Guided ? **b-** Semi –guided ? **c-**Free ? **15-** In Which of these, do your students perform better ? Please justify

.....

16-Which kind of obstacles do your students face when they write? Please argument**a-**Grammatical **B-** Cohesion & coherence **c-** L1 Interference **D-** Lexical/word choice **e-**Others, please state:**17-**On which basis do you assess or evaluate your students' progress in their writing compositions?

- a-Their ideas' organization and development.
- b- Their mastery of grammatical rules
- c-Their spelling errors
- d-Their vocabulary richness and choice
- e-Cohesion and Coherence
- f-Presence of all elements

SECTION IV: INTERLANGUAGE and WRITING

18-1-Do you agree that there is always an influence exerted by L1 on L2? Why?

Yes No

18-2- Which type of impact may be found ?

a-Cultural

b- Psycholinguistic

c-Sociolinguistic

d- Others.....

, specify please .

19- How often do you immerse L1 components within your teaching method despite its nature?

a-Often

b-Sometimes

c-Rarely

d-Not at all

20- Why do you feel obliged to immerse L1? Please justify

- a-** To save effort
- b-** To save time
- c-** Contrast L1 and L2:

21- At which level/skill can this effect be identified ?

- a-** Speaking
- b-** Lexis / vocabulary
- c-** Writing
- d-** Grammar

22 : Why do your students tend to rely on their mother tongue/ national language (Arabic) when writing in English ?

23- In which linguistic aspects (skills) their reliance seems to be prominent?

- a-** Speaking
- b-** Writing

24- When writing , do your students show such an effect of Arabic at the level of :

- a-** Grammar
- b-** lexis /semantic
- c-** Syntax
- d-** Culture (verbatim translation)

25- Why do you think your learners resort to their mother tongue ?

- a-** Lack of knowledge relevant to the target language.
- b-** Spontaneous L1cognitive dependence.

c-Others , please , mention :.....

26-Do you see that your learners are aware of such interference ?

Yes

No

27-Do you see such interference as being :

b- Positive for L2 acquisition ?

c- Negative for L2 acquisition ? Justify

28- Do you agree that a specific language user (teacher /learner) can root out the cognitive effect of their mother tongue/ NL when manipulating in the target language ? please

argument

Yes

.....

No

.....

29-How do you forecast learners' performance when made aware of such a linguistic interference and difference in between L1 & L2 ? Justify if possible.

a-Better

b-Constant

c-Worse

30- How and when do you react with your learners' interlanguage errors ? why ?

a-Immediate interference and correction

b -Devoting special contrastive sessions with practice

31- How to alleviate the negative cognitive impact of the mother tongue/native language on learners' L2 written production?

a-More practice in the target language through all the skills.

b-Fostering a contrastive /comparative approach to raise their awareness.

c-Others, please state

32- Have you ever noticed any concrete enhancement in your learners' writing when supplying them with a contrastive knowledge in between L1 and L2?

a-Yes

b-No

Great thanks for your precious time and effort

Appendix 2: LEARNERS' QUESTIONNAIRE

Dear student,

This questionnaire is a part of a research work for a Doctorate degree. Its aim is to gather some pieces of information about your learning process , in terms of your views about the main problematic areas you are faced with and the role of your mother tongue/national language when you come to write in English as a Foreign Language.

Thereby, you are kindly invited to answer the questions either by ticking or ranking the appropriate answer, or by making a full statement or argument whenever necessary .

May I thank you in advance for your collaboration.

Mr. Kabache Taieb

Doctoral Candidate

Department of English

DJILELI liabes University

Sidi Belaabes

Thank you

2013/2014

SECTION ONE: The Learners' Profile

1-Gender: masculine feminine

2- BAC Stream:

a-Experimental Sciences

b-Literary

c-Foreign Languages

d-Exact Sciences

3- Languages which you master (know):

a- Arabic.

b-Tamazight

c-English

d- French

e-others

SECTION TWO: Background in English Learning

4-Has the English language been your first option ? **after the BAC**, If *optional* please, justify your choice.

a-Yes

b- No

5- Do you only study English in academic settings ? Where and why ?

a-Yes

b-No - Where and why ?.....

.....

6- You have been taught by several English language teachers. On which bases do you favour one upon the other ?

a-knowledge

b-methodology

c-personality

7-Which skill do you think is the most important in learning the English language ?

a-listening

b- Speaking

c- Reading

d- Writing

e- Grammar

8- Which one of the language systems/skills do you find difficult to handle and master?

a-Pronunciation /Speaking

b- Reading

c-Grammar

d-vocabulary

e-Writing

f-Listening

9- What do you need to improve your English written production?

- A-Use English outside the classroom
- b- Read materials written in English
- c- Use dictionaries to look for meanings
- d – Practice the language through writing
- e- Others , specify them.....

SECTION III: ENGLISH and Your MOTHER TONGUE

10-How do you evaluate your level in your mother tongue /national language ‘Arabic’?

- a-High
- b-Average
- c-Low

11-How much do you read in Arabic ?

- a-Very often
- b-Rarely
- c-Never

12- At the level of methodology, how do you prefer to be taught?

- a- Using English only * why?.....
- b-Immersion of your mother tongue . *Why ?

13- Are you **aware of** the differences and similarities in between your language and English?

- Yes
- No

14- Are you conscious that your level in your mother tongue is not the same as English ?

Yes No

15- How do you see your level in English when compared to Arabic?

a-better

b- worse

c- the same

Section IV :Learners' Written Production and Interlanguage Awareness

16- Which obstacle do you face most when you want to write in English ?

a-Grammatical functions

b- Vocabulary

c-Semantic equivalents (meaning)

d-Syntax (structuring)

d- Others , name them:

.....

17-Do you see your reliance on your mother tongue :

a-deliberate

b-spontaneous

18-Why do you sometimes depend on your mother tongue/national language in your writing ?

a- Search for meaning

b- search for structures

c- search for ideas

19-Do you notice any progress in you written production , if you are supplied with a contrastive background between your language and English ?

a- yes ,at which level exactly:.....

b-no

20-What type of errors do you find difficult to recognize ?

a-Spelling (words' correct letters)

b-Grammatical errors

c-Word choice (meaning)

d-Punctuation and ideas' organization errors (coherence).

e-- Structuring(syntax)

21-How do you discover your errors ?

a-peer-editing (your class mates)

b-proof-reading (your teacher)

22- What are the main causes behind your writing errors that is; why do you make mistakes when you come to write in English ?

a-Mother tongue and/ or SL interference (French)

b-Lack of vocabulary and poor reading skills

c-Poor mastery of the grammatical system.

d- Lack of practice .

e-Others:.....

23-At which level would you most like your writing to be evaluated ?

- a-**Spelling (writing words correctly)
- b-**Language use : grammar
- c-**Coherence and cohesion
- d-**Word choice
- e-**Others.....

24- When you come to write , do you:

- a-** Translate ideas / words from your mother tongue?
- b-**Translate from L2.(French)?
- c-**Using only English?

25- When you copy your written production, do you:

- a-**Spell-check your writing task?
- b-**Grammar-check your work?
- c-**Never check your writing piece ?
- d-**Peer edit your production

26- Which of these processes do you need to go through to improve your writing skills?

- a-**More training on the writing strategies both in and outside the classroom
- b-** More reading to enrich the vocabulary repertoire
- c-**Inclusion of L1 through contrastive analysis

Thank you very much

Résumé

A travers l'expérience sur le terrain du processus de l'apprentissage de la langue anglaise comme langue étrangère au niveau de l'expression écrite pour les étudiants du 1ère année anglais de l'Ecole Normale Supérieure de Laghouat , leur nombre est 60 étudiants ; 08 masculin et 52 féminin (répartis en deux groupes homogènes) au cours de l'année scolaire 2013-2014 , tout enseignant observateur peut arriver à des observations exactes sur les erreurs relatives à l'existence d'un intermédiaire linguistique «interlangue» entre la langue maternelle (arabe académique) et l'anglais, et cela est dû au fait que la langue maternelle a germé dans les cerveaux des apprenants et son impact ne peut être ressenti dans tout acquis linguiste nouveau, spécifiquement à la capacité d'écriture. Suivi d'une étude comparative entre les deux langues, et à travers l'analyse des résultats qui a montré que 56% des erreurs du groupe de l'expérience ont diminué, tandis que les erreurs de l'autre groupe n'ont chuté que de 20%.

En conclusion, nous arrivons à dire que la présence de ce phénomène de « l'interlangue » ne peut être jamais déracinée mais juste assoupli proportionnellement en éduquant les apprenants sur les différences linguistiques entre les deux langues, la langue source et la langue cible. Ceci peut être réalisé essentiellement grâce à la maîtrise de la langue maternelle en premier lieu par l'enseignant, comme dit le proverbe : «Celui qui n'a rien ne peut donner ».

ملخص

من خلال التجربة الميدانية للعملية التعليمية للغة الانجليزية كلغة أجنبية على صعيد التعبير الكتابي لطلبة السنة الأولى انجليزية بالمدرسة العليا للأساتذة بالأغواط ، الجزائر و الذين يبلغ عددهم 60 طالبا (08 ذكور و 52 إناث) منقسمين إلى فوجين متوازنين عددا خلال الموسم الدراسي 2014/2013 ، يمكن لأي مدرس متفحص لمراحل الاكتساب اللغوي خلال هاته الدراسة لأخطاء المتعلمين أن يخلص إلى ملاحظات دقيقة متعلقة بوجود وسيط لغوي « interlanguage » بين اللغة الأم (العربية) واللغة الانجليزية وذلك مرده إلى حقيقة أن اللغة الأم قد نبتت في أذهان المتعلمين ، في خلاياهم العصبية نباتا لا يمكن إلا أن يكون أثره ملموسا في أي مكتسب لغوي جديد لا سيما على صعيد الإنشاء من خلال القدرات الكتابية على وجه التحديد، على سبيل المثال المستوى التركيبي،اللفظي(انتقاء المعاني)....الخ. تمت الدراسة التجريبية بمبدأ توعية الفوج الأول بهذا الاختلاف اللغوي وترك آخر بلا توعية، هذا بعد خضوع الطلبة لتطبيقات كتابيه للإنشاء مع استبيان لعينة من عشرة أساتذة والطلبة بغية جمع معطيات حول الأخطاء اللغوية بسبب اللغة الأم.متبوعة بدراسة مقارنة بين اللغتين ، ومن خلال تحليل النتائج التي أظهرت بان 56 ٪ من أخطاء فوج التجربة قد انخفضت ، في حين أن أخطاء الفوج الأخر انخفضت فقط بنسبة 20٪. ، يمكن القول بان الفرضية الأساسية التي طرحت لهذه الدراسة هي فعالة لتخفيف أخطاء التداخل اللغوي على مستوى الكتابة. وفي الختام ، نخلص إلى القول بان وجود هاته الأعراض إنما هو أمر بالغ الأثر لا يمكن بأي حال من الأحوال أن يجتث من أذهان المتعلمين ، خصوصا المبتدئين منهم، بل يمكن فقط تخفيفه بشكل نسبي من خلال توعية المتعلمين من خلال التحليل التقابلي ، وهذا لا يتأتى إلا من خلال إطلاع وتفرس للغة الأم من طرف المدرس في مقام أول من طرف المدرس، إذ أن فاقد الشيء لا يعطيه.