University of Zawia

Faculty of Arts

Post- graduate Studies and Training Center

Applied Linguistic Section

Writing Interference Errors Committed by Libyan EFL University Students

A Dissertation Submitted in Partial Fulfillment of the Requirements of the Degree of Masters of Arts in Applied Linguistics

Submitted by

Manal Almabrouk Khalefa Shalandi

Supervised by

Dr. Salama Embarak Saleh

Academic Year: 2020

Abstract

This exploratory study aims to identify the impact of mother tongue interference on the writings of Libyan EFL university students' writing. Understanding linguistic differences between students' L1 and English may help learners to reduce interference from their first language. This researcher employs a quantitative method, to fulfill the aims of the study. The researcher examined English writing samples of 20 EFL university students and then categorized the errors according to the following taxonomies; Morphological, Syntactic, Lexical and Orthographic types of errors. The researcher also discussed those errors taking into account two approaches: error analysis and contrastive analysis. The findings revealed that the most common errors committed by participants were syntactic, orthographic, morphological and lexical errors respectively. Based on the findings, some pedagogical implications and recommendation are given. Finally, this study provide useful insights for improving the writing skills among Libyan EFL university students in order to help students create coherent, coherence, error free pieces of writing. It also opened new doors for further research to tackle other problems related to English writing.

Declaration

I hereby declare that I am the sole author of this research dissertation entitled "Writing Interference Errors Committed by Libyan Undergraduate Students" and that no part has been plagiarized. I also declare that all the material submitted in this work which is not my own work has been identified with proper citations and referencing; and that no material is included which has been submitted for any other assignment of other subjects or courses.

Signature   Date

Dedication

To my husband' Ramadan' who, motivated and encouraged me all the way long. His support and constant love have sustained me throughout my life.

To my brothers, sisters, uncles, aunts who believed in me and in my success. Thank you for being a source of encouragement and inspiration.

To my best friends : Hayat Helmy and Hana Ahmed for their emotional support.

Endless Millions of Thanks to you all

Acknowledgements

The contribution of many different people, in their different ways, have made this work possible. I would like to extend my appreciation especially to the following: to God, the only one who makes everything become true, for the wisdom and perseverance that he has bestowed upon me during my work. I would also like to express the deepest appreciation to my supervisor Dr. Salama Embark for his valuable advice and encouragement throughout the course of this dissertation. I would like to thank the staff of Zawia University, for giving me the opportunity to grow as a professional in the teaching field. Finally, special thanks should be given to my parents for their unconditional support throughout my life, the love, patience and understanding shown by them.

TABLE OF CONTENTS

LIST OF TABLES

No.	Title	page
3.1	Error Types Categories	32
3.2	Error Type and Number of Errors	33
3.3	Examples of the Errors	34

Abbreviations

CA	Contrastive Analysis
EA	Error Analysis
EFL	English as a foreign language
ESL	English as a second language
L1	First language
L2	Second language
MT	Mother tongue
NL	Native Language
CAH	Contrastive Analysis Hypothesis
SA	Systematical Analysis
IIE	Interlingual Interference Errors
IDE	Intralingual Developmental Errors
TL	Target Language
SLA	Second Language Acquisition

CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter consists of the following sections: background of the study, statement of the problem, research questions, aims of the study, significance of the study, research methodology, and the structure of the dissertation.

1.1 Background ofthe Study

Students face many difficultiesin learning a foreign language. Most of the time, the difficulties in foreign language learning are strongly related to native language interference (Pennui, 2008). At the beginning of learning a foreign language, students rely on the use of their mother tongue while trying to improve their skills using the new language. Almaloul (2014) explained that most of students suffer mother tongue interference when trying to master the four skills of a language; listening, speaking, reading and writing. (Pennui,2008,p.51) explained that "It is considered that during the learning process learner's errors are the result of a phenomenon that appears when the learners borrow or use specific patterns or representative characteristics from their L1". Writing in a foreign language can be an overwhelming experience as the majority of teachers are aware that non-native speakers are more inclined to commit errors in writing. Teachers of English at Libyan universities are challenged to improve the learners' performance in English writing through adopting and modifying a wide range of teaching methods. This, of course, is not a simple task. Cortes(2006) pointed out that the language teacher can identify the learners' status, demands and reasons as well as needs and wants with regard to language learning. Writing is a form of communication in both first and second language and therefore the ability to

1

write skillfully is an essential component to develop communicative competence (Lamia, 2016). Thus, writing is one of the most important subjects taught at English departments at Libyan universities. At the department of English in the College of Arts inSabratha University,writing is taught as a separate subject for all academic years; first, second, third and fourth four hours a week for each year(Appendix 1). It is noticed that Libyan undergraduate students still makeerrors in their English writing; in spite of teachers' efforts and endeavors to improve these students' writing skills. It seems to be clear that achievinga high proficiency level of English writing is a challenging goal for non-native speakers of English. The complexity of writing is more complex for EFL/ESL learners as they have the influence of their L1 when writing in L2(Almaloul, 2014).In this case,learners do not start learning the new language from a neutral point;instead they draw on the previously formed linguistic knowledge of their native language (Cook, 2008). This research examined the mother tongue interference writing errorsmade by second year English Department students of the College of Arts of Sabratha University.

1.2Statement of the Problem

As a teaching-assistant in the English Department of the College of Arts in Sabratha University, it was observed that many undergraduate students still face manydifficulties and struggle witherrors in English writing. This affects not only their performance in the writing subject but also in other English subjects. Therefore it is important to investigate this issue in order to help these students to improve their writing skill.

1.3 Aims of the Study

1- Introducing some effective teaching techniques for overcoming mother tongue interference.

2- Identifying the impact of mother tongue interference on the writings of Libyan EFL university students' writings

3- Enhancing the students' awareness about mother tongue interference in writing.

1.4 Research Questions

Q1-What are the most frequent interference errors committed by Libyan EFL undergraduate students in English writing?

Q2- What is the impact of these errors on the quality of these students' writing?

1.5 Significance of the Study

Writing skillsin English represents one of the challenging for EFL studentsto develop**.** Therefore, it is important to focus on this issue in order to provide clear and effective ways for EFL teachers to apply and for learners to follow in order to improve the writing skills. This study alsoidentifies the impact of Libyan EFL university students' mother tongue on their writing in English. Through identifying the Arabic interference errors in the writings of Libyan EFL university students and through reflecting on the findings of research some useful insights for both instructors and students for minimizing these errors; and hence improving the writing skills were provided. The findings of this study may inspire more researchers to tackle other issues related to teaching and learning English writing in Libyan universities.

1.6Research Methodology

Thestudy employs a quantitativeresearch method. Creswell (1994) explained that the quantitative research is an inquiry into an identified problem. It may involve testing a theory, measuring with numbers, and analyzing data through statistical techniques. The goal of quantitative methods is to determine whether the predictive generalization of a theory hold true or not. The study was conducted through a descriptive work and tried to verify whether thewriting errors committed by Libyan EFL undergraduate students were due to their mother tongue interference or not. Therefore 20 samples of second year students' written compositions were chosen randomly from the English Department of the College of Arts of Sabratha University for the purpose of the study. Firstly, the researcherlooked for the deviant forms which were corrected by the teacher. After that, the researcher classified the errors; and then identified the errors related to the mother tongue interference. The numerical data obtained from the samples wereanalysed and processed by using a Microsoft Office Excel. The findings were presented in tables and graphs with comments underneath (see chapter 3).

1.7.Structure of the Dissertation

Thestudy is basically divided into four main chapters: The introduction chapter includes the background of the study, statement of the problem, aims of the study, research questions, significance of the study, research methodology and the structure of the dissertation.The literature review chapter presents definitions of concepts about mother tongue, foreign language and language interference, also this chapter highlights the notion ofcontrastive and error analysis approaches, errors, mistakes versus errors. Lastly it is closed with the writing teachers' correction strategies.The methodology chapter presents research design, the sample, data collection instrument, pilot study, ethical considerationsand data collection procedures. This chapter is also concerned with analyzing and interpreting data gathered from students' compositions.The fourth chapter presents the discussion and the conclusion

Moreover,limitations, pedagogical implications, recommendations, and suggestions for further studies were also revealed.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

This Chapter introduces mother tongue interference; interference in ESL/EFL writing context and provides information aboutthe role of the mother tongue in foreign language learning. Itexplains the notion of contrastive analysis approach, error analysis approach, errors, mistakes versus errors, sources of errors. Finally, it ends with writing teachers' correction strategies.

2.1 Mother Tongue Interference

Mother tongue(MT) was defined by Skiba (2000) as one's native language. It is the language learned by children in early stages and passed from one generation to the next and which is received by birth or from ancestors. Moreover, Lamia(2016) stated that Mother tongue or native language refers to a language which is acquired by the person in early years and becomes her/his natural method of communication. Lamia also added thatmother tongue (native language, first language or vernacular) is the language which a person learns first and correspondingly the person is called a native speaker of the language.

Mother tongue interference is a phenomenon which has been of great interest to linguists, educators and language teachers. It refers to the negative influence of the native language of the learner on his / her acquisition of the target language(TL)(Abid-Thyab, 2016). Moreover, Liu (2001) defines language interference as a persistent term and has led to diverse interpretations and researches. MT interference, in particular is language negative transfer known as L1 interference, linguistic interference, and a cross meaning, which refers

to speakers or writers applying the knowledge from their native language acquisition method into learning a second or foreign language, (Mamo, 2016).

Transfer is seen by Cook (2008, P, 104) as the treatment by the learners of the L2 knowledge as equivalent to the knowledge of the L1 and it occurs at different levels, such as transfer of phonological, morphological, lexical and semantic elements of the native language to the target language. Karim and Nassaji(2013) have proposed that mother tongue transfer in L2/FL is both, a learning device and a strategy to solve communication problems faced by the learners. Furthermore, Mamo(2016) explained that transfer is the early step in integration perceived as a welcome process of using mother tongue or other languages in the use of a target language. This maybe based on the factthat transfer can appear in phonology, grammar, word formation and sentence sequences (Negeri, 2011). However, the difficulties in L1 transfer, and its importance forFL acquisition, besides the relationships between students' L1 and linguistic resources always appear to bedifficult (Karim and Nassaji, 2013). Moreover,Owu-Ewie and Lomotey (2016)explained that the learners who have already learned the writing process in their L1 are expected to use the same strategies in their L2 writing."when learners are learning an L2/FL they tend to relate their mother tongue when using the target language in the way that features of L1 are perceived in the foreign language production" (Abrego et al., 2013, p, 5). It has been noticed that a foreign language is strongly influenced by learner's first language(FL).It is also a popular belief that the role of L1 is a negative one as the L1 gets in the way or interferes with the learning of a foreign language(FL) (Lamia 2016).

Mother tongue transfer is seen as an important aspect in the development of all four basic skills which a FL learner requires. In most cases, the FL learner uses the L1 as a tool to make the process easier and faster, learners of another language tend to transfer

7

grammatical structures in their native language to the target language and this transfer can sometimes cause interference in the second language learning process (Lamia, 2016).

It is very important to distinguish betweeninterferenceandtransfer. Many scholars believe that when patterns and rules of L1 are similar to L2, learners often use L1 structures to help them in the production process of the L2. When these patterns and rules are identical, the correct language form is produced andpositive transfer occurs, but sometimes the transfer conflicts with L2 rules resulting ininterference errors or negative transfer(Aprego et al., 2013; Lamia, 2016; Owu- Ewie&Lomotey, 2016)

In the past few decades, various studies have examined students' errors and investigated the writing problems of foreign language learners, especiallyamong Arab English learners. The findings of these studies illustrated that Arab EFL students face serious problems in English writing, because of their mother tongue interference. Norrish (1987) (cited in Ahmed, 2014) compared English essays written by Saudi Arabian students with ten English paragraphs randomly selected from books and the results showed that Saudi learners used a higher number of coordinated sentences than the ones found in English passages. In another study, Ostler (1990) (cited in Ahmed, 2014) addressed the fact that the deviant style of Arabic students' writing reflects the classical Arabic rhetoric which differs in many ways from English.

2.2 Interference in EFL Writing

Writing is considered to be the most difficult language skill to master. This difficulty according to Abrego et al., (2013,p. 303) "lies not only in generating and organizing ideas, but also in translating ideas into readable discourse" .Owu-Ewie and Lomoty(2016) explained that foreign language learners in their quest to master the target language assume that certain features of the native language are universal and can be applied

to L2 situations. Though, there are some features of languagesthat are variable and different and cannot be applied to the L2. Furthermore, Maniam (2010,p.4) argued that "although human languages have a great deal in common which enables us to translate from one language to another without much difficulty, they are also very different from one another in many aspects". As a result, learners of L2 produce consist of errors emanating from their L1 knowledge. Students produce pieces of writing containing correct grammar structures as well as appropriate vocabulary items and content. However, many sentences make more sense in the students' L1than in English due to the literal translation from L1 into English (Owu- Ewie and Lomotey, 2016).

EFL writers employ their L1 skills in their writing of the FL they are learning. They adopt L1 by composing strategies to compensate for possible deficiencies in their L2 proficiency and as a tool for facilitating their writing process (Karim&Nassaji, 2013). In the FL context, when a learner attempt to write a text, they use transfer as a device to convey their thoughts (Mahmoud, 2005). Research has shown that L1 plays a major role in FL writing (Karim&Nassaji, 2013). Students transfer meta cognitive, rhetorical strategies, cognitive strategies and social/ affective strategies in their writing acquired from their knowledge of such skills in the L1 (Mahmoud, 2005). It is not only in the above skills that the interference occurs but also in language structure (grammar transference). Kim (2002) andManiam(2010)have also identified that there is frequency of occurrence of grammar transference of the L1 into the L2. In the same instance, Barto- Sisamount et al. (2009) discovered in a study of Spanish students learning English, that transferability of native language, grammar and structure exists when acquiring English. It is also realized that there is L1 lexical interference in L2 writing concerning collocation, plural words, general meaning and literal word translation (Nattama, 2002).

The previously mentioned researches have been supported by the results of Hung (2000) who found that written English assignments of Thai EFL students were influenced by their L1 grammar structures which include subject – verb agreement, auxiliaries, nouns, determiners and clause/sentence structures. Sawalmeh(2013) investigated (23) essays written by Arabic- speaking Saudi learners of English. The results showed that most of the participants committed errors due to the overt influences of Arabic on the learners of English writings. By the same token, Ridha(2012) examined the errors of (80) Iraq EFL college students and then classified them into the following categories; grammatical, lexical or semantic, mechanics, and word order types of errors. The results showed that the majority of students' errors were due to negative L1 transfer mainly in grammar and mechanics.

Another study was conducted by Al-Khresheh (2006) who analyzed (20) essays written by Jordanian EFL learners. His findings revealed that a great number of grammatical, syntactic, and lexical errors was due to the adaptation of L1 habits. Similarly, he carried out another study to examine interlingual interference in using English syntactic and concluded that Jordanian students committed a large number of errors within word order of the basic sentence structure. He attributed these errors to the heavy influence of participants' L1 knowledge in understanding English sentences. More interestingly Abushihab et al. (2011)investigated the grammatical errors in the writings of 62 Jordanian students at Alzaytoonah University. The results revealed that the most problematic categories were prepositions, morphological errors, articles, verb tense, and active-passive voice respectively.

In general, most of the researches conducted in the field of analyzing errors in the English writings of Arab EFL learners attest that the native language interference is the main cause of difficulties that learners face in their English writing tasks. Furthermore, many researchers have sought to find answers for the phenomenon of negative transfer. One

possible explanation is that negative transfer occurs among Arab students learning English, because there is a limited similarity between Arabic and English (Ahmed, 2014).

2.3 The Role of Mother Tongue in Foreign Language Learning

Using students' mother tongue in the foreign language classroom has been discussed for many years. The common view dominating foreign language teaching is that teachers should use the target language and avoid using mother tongue. Teaching an additional language through translation had been widespread until the 19th century, and the use of L1 in teaching L2 was almost universal because language teaching placed an emphasis on written form not on spoken form. But at the beginning of 20th century, this view slowly lost its appeal and reversed itself towards a monolingual approach due to the emphasis on the spoken form (Miles, 2004).

Numerous studies (Sharma, 2006; Tang, 2002; Cook, 2008;Butzkamm, 2003) have been conducted with either supporting or rejecting the use of L1 in the EFL classroom. In their paper on using L1 in EFL classrooms, Jadallah and Hasan (2011) noted that the general assumption is that English is ought to be learnt through English, and not through the inclusion of L1, which has to be prohibited in the classroom. However, the assumptions against using L1 in EFL classrooms have not got sufficient evidence as well as the argument for eliminating or limiting the native language does not appear to guarantee better learning(Macaro, 2001; Morahan, 2010).

Simon(2014) in his study about the role of the mother tongue in the learning of English as a foreign language concluded that it is true that there are many aspects that can be transferred from Spanish to English. But this does not mean that all of them will provoke interference, or that it is something negative for the learners. Mistakes and errors represent a part of learners' learning. In fact, they indicate a sign of learning. The role of the teacher

here is to take an advantage of these errors either by fostering positive transfer or by predicting areas which they may find difficult to paying them more attention.On the other hand, Pennui (2008) concluded that the role of the mother tongue in learning a foreign language represents more negative than positive transfer in the students' written English. This was clear from many issues of errors on vocabulary use, phrases, clauses and sentence structures, as well as language style of paragraph writing.

2.4 Influence of First Language on Writing in English

Generally foreign language teachers emphasize the need of EFL writers to think and write as far as possible in English. Lamia (2016) mentioned that writers do many of their work in their mother tongue. This means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in a correct way. In other words, writing is a skill that can be practiced, learned, and mastered but it is still the most problematic skill to be mastered, even for native speakers. This fact is supported by Ahmed(2014) who pointed out that writing is an extremely complex, cognitive activity and therefore the writer is required to demonstrate control of a number of variables simultaneously.

Furthermore, in terms of complexity and difficulty many surveys proved that language production is difficult which can be attributed to many reasons. Harmer (2006) emphasized that writing and learning to write have always been one of the most complex language skills. Writing one of the most difficult skills which requires efforts from both instructors and students in order to help students to produce good pieces of writing.

2.5 Contrastive Analysis Approach (CA)

The past forty years have witnessed the rapid developments of research in the field of linguistic analysis. Research in this domain has emphasized a growing interest towards describing learners' language as such descriptions can explain the defects that hinder second language learning process, it can assist English teachers to develop remedial procedures in order to elevate the students' level of L2 and minimize their errors (Lamia, 2016).

Contrastive analysis approach is related to second language acquisition studies. It appeared during the 1940's and 1960's, and influenced by structuralism and behaviorism. Contrastive analysis approach was firstly introduced by Charles Fries and then by Robert Lado. These two scholars are considered the pioneers in the field of language transfer which is based on contrastive analysis studies(Hamdi, 2015).

Contrastive analysis is used to explain why certain features in second language acquisition are more difficult to learn than others. This approach is based on the idea that the more difference between the learner's mother tongue and the target language, the more difficulty the learner will face in acquiring these structures and items of the new language (AbidThyab, 2016).Contrastive analysis involves the prediction and explanation of learners' problems based on comparing the similarities and differences between their tongue and the TL (Troike, 2006).

The main goal of contrastive analysis as it was stated by Troike (2006) is to increase the efficiency in L2 teaching and testing. Furthermore, comparing two languages can be efficient for L2 teaching materials as Sibai(2004,p.2) claimed that "when similarities and differences between an L1 and L2 were taken into account, pedagogy could be more effective and useful" .Xie and Jiang(2007) claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system and that a scientific, structural comparison of the two languages in question, would enable learners and teachers to predict and describe these barriers.

Contrastive Analysis Hypothesis(CAH) is based on the claim that the difficulty of second language acquisition could be discovered or foretold depending on the degree of difference between the learners' first and second language(Mazlan,2015). However, there are certain problems with this hypothesis. One problem, for instance, itdoes not predict many of the errors that a learner makes during the process of second language acquisition. Another problem is that this hypothesis predicts interference errors where none would arise. It is based on the assumption that those items of a target language that are similar to the learners' first language will be easy for him/her to acquire. (Mazlan, 2015).

The Contrastive Analysis Hypothesis (CAH) has two versions; a strong and a weak version. The strong version claims that the number of errors that a learner of a target language faces can be equated to the degree of difference between the learner'sL1 and L2. On the other hand, the weak version suggests that the difficulty a learner of a target language faces depends on the degree of interference of L1 (AbidThyab, 2016).

2.6 Error Analysis Approach(EA)

One of the dominant approaches that involves a description of a learner'language is Error Analysis (EA), which focuses on analyzing the nature of errors that learners commit in the target language. EA was wide-spread in the 60s and 70s. It is closely derived from several articles published by Corder (Ridha, 2012).

Error analysis can be defined as the process to observe, analyze, and classify the deviations from the second language rules and then to reveal the systems operated by the learner(Ahmed, 2014). It refers to" the study of linguistic ignorance, the investigation of what people do not know and what they attempt to cope with their ignorance. Hence,error analysis is an essential method for teachers to correct the errors of their students as well as to improve the effectiveness of the techniques they use while they teach the target language"

(James, 1964,P.5). Furthermore, Abisamra (2003) emphasized that systematical analysis of learner's errors assist teachers to decide different areas of difficulty that need reinforcement in the teaching process. This view is further supported by Xie and Jiang (2007,p. 13) who argued that"students' errors are valuable feedback because errors can tell the teacher how far towards the goal the learner has progressed and consequently what remains for him to learn". Moreover, Sercombe(2000) maintained that EA is a valuable aid in achieving three purposes. Firstly, to determine the learner's proficiency level. Secondly, to find out common difficulties in language learning. Thirdly, to discover how people learn a language. Although EA goes back to the late of 1960s and early of 1970s, it is still a useful technique to examine the nature of errors committed by learners in the written medium (Ahmed, 2014).

Several studies were conducted using EA to improve second language proficiency. For example, Kroll (2003)Error- Analysis and the teaching of composition indicates how error analysis can help to improve writing skills through analyzing possible sources of errors. On the other hand, other studies have focused on identifying errors' causes and categorization of different L1 speakers such as Ridha 2012; Ahmed, 2014; Hamdi, 2015; &Lamia, 2016 in order to provide an insight into language learners' problems as well as to serve as a useful guide for teachers to improve their teaching strategies. This kind of analysis can reveal the sources of errors and causes of their frequent occurrences. Once the sources and causes are revealed, it is possible to determine the remedy as well as the emphasis and sequence of future instructions.

2.7 Errors

Errors are studied in order to find out something about the learning process and employed by human beings learning another language (Lungu, 2003). The term error was

defined differently by many experts. These definitions contain the same meaning while the differences lie only in the way they formulate. Al-Hassan (2013) defined errors as red flags that provide evidence of the learners' knowledge of the foreign language. According to Troike (2006), errors are systematic and they result from learners' lack of second language knowledge.

The presence of errors indicates the student's inability to use appropriate grammatical structures, semantic items and other linguistic units. Lamia (2016) explained that errors typically happen while one is acquiring another language at a particular stage of learning, and its eradication lies in the development of control over language elements.

Ridha (2012) stated that errors have been viewed differently in the context of second language theories. For example, Behaviorist learning theory views an error like a sin and therefore it is to be avoided and its influence to be overcome, but its presence is expected. According to the interlanguage theory, errors reflect the strategies learners use while acquiring the new language. Similarly, in the Cognitive approach, errors are considered a natural phenomenon that occurs as a prior stage to the correct internalized linguistic knowledge (Ahmed, 2014).

At first, especially in the fifties and early sixties, errors considered as evils which hindered the learning process and which had to be eradicated. From the sixties to the seventies, however, there was a gradual but definite change in the attitude of language teaching specialists towards errors(Lamia, 2016). The current view suggests that errors should not be regarded as problems to be overcome, but rather as normal and inheritable strategies that a learner uses and should be used to highlight what needs to be learnt.

Research has reached the conclusion that errors represent an essential part of the learning process. They show an evidence of a system and they are not random as it is generally believed. With the change in attitudes towards errors, the emphasis of error

analysis has also underwent modification. Until the sixties, the main focus of the analysis was on the actual error that is the 'product'(lamia, 2016). Now, the emphasis has shifted from the product to the processes. This shift is significant. An error is not always something that can be easily spotted as it can vary in magnitude or nature. It can cover a phoneme, a morpheme, a word, a phrase, a clause, a sentence or even a paragraph.

2.8 Mistakes versus Errors

For the purpose of this study, it is crucial to distinguish between two key terms; errors and mistakes. Petter (2000) drew a clear distinction between mistakes and errors. Mistakes refer to failure to utilize a known system correctly, whereas errors refer to a noticeable deviation from the adult grammar of the native speaker by reflecting the inter language competence of the learner. Accordingly, mistakes are not the results of competence deficiency as they occur due to lack of attention, slips of memory or anxiety. Hence, mistakes do not require special treatment as they can be recognized and corrected by the learner. Similarly, James (1964, p.83) argued that" the distinction between errors and mistakes can be based on self- correct ability criterion, which refers to the learners' ability to recognize and correct their mistakes. In that case, mistakes "can be self corrected if the deviation was pointed out to the speaker". However, errors "cannot be self- corrected" (ibid). A further distinction between errors and mistakes was made by Richard and Schmidt (2002,p. 184) stating that "a learner makes mistakes when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance". Thus, mistakes can be self-corrected when attention is called. Whereas, errors are viewed as the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning.

It is clearly understood that mistakes are not a result of inadequate competence but they occur due to processing of failures. Hence, they are considered lapses. On the other hand, errors cannot be recognized by the learner because they occur due to incomplete acquisition of the language; and thus cannot be self corrected.

2.9 Causes and Sources of Errors

For better understanding and analyzing of learners' errors in English writing, it is essential to examine the sources of errors. Before the advent of error analysis theory in the late sixties. The Behaviorist psychology and Structuralism dominated the field of the second language teaching (Lamia, 2016). Hence, learners' errors were attributed to the first language interference. Consequently, Contrastive Analysis has been considered as a remedy for the difficulties found with language learning. CA theory suggests that "the principle barrier to the second language system is the interference of the first language system with the second language system" (Brown, 2006,p. 45).

Error analysis establishes a link between the nature of the learning process and the learner's performance that helps to understand the process of second language acquisition. Thus, learners' errors imply different causes that are not specific to the native language. Richard and Schmidt (2002,p.186) pointed out that "learners' errors are caused by different processes that include borrowing of patterns from the mother tongue; extending patterns from the target language and expressing meanings using the words and grammar which are already known" .According to Brown (2006) the main sources of errors can be classified within two categories: interlingual and intralingual errors as explained in the following sub-sections.

2.9.1 Interlingual (Interference) Errors(IIE)

Errors which are traceable to first language interference are termed interlingual or transfer errors. Those errors are attributed to negative interlingual transfer. Kavaliauskiene (2009,p.4) argued that "interlingual errors may occur due to the learner's lack of the necessary information in the second language or the capacity attention to activate the appropriate second language routine". Language transfer as a cognitive factor underlies the dual role that the first language plays in second language learning.

The transfer may prove to be justified because the structure of the two languages are similar. This case is called positive transfer or facilitation, or it may prove unjustified because the structure of the two languages are different which is called negative transfer or interference (Cortes, 2006). Interlingual errors may occur at different levels such as transfer of phonology, morphological, grammatical and lexical- semantic elements of the native language into the target language (Lamia, 2016).

Diab (1996) conducted a study to analyse and classify the most common errors in 73 English essays written by Lebanese EFL students. Diab found that many grammatical, lexical and syntactic errors were traced to a negative interlingual transfer of Arabic linguistic structures into English language. Hashim (1996) in his review of most studies on syntactic errors made by Arabic speaking students in learning English, pointed out that influence of the mother tongue has been found the most source of the deviations in these categories: preposition, sentence structure and articles. Abisamra (2003) and Mohammed (2004) pointed out that Arab EFL learners commit serious interlingual errors because they depend heavily on their first language. The primary focus of this study is to analyse the students' errors that are attributed to the first language interference.

2.9.2 Intralingual (Developmental) Errors(IDE)

These errors are caused by the target language(TL)itself, apart from resorting toL1 transfer, learners make such mistakes due to the ignorance of an item in TL (Lamia, 2016). Fang and Xue- mei (2007,p.11) argued that" Intralingual errors refer to errors which result from faulty or partial exposure to the target language rather than interferences from the native language". According to James (1964,p. 178) "Intralingual errors include false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection, and overgeneralization". The significance of analyzing intralingual errors is that it often reveals the different strategies used by the learner when acquiring the target language (Lamia, 2016). Moreover, Mahmoud(2005) carried out a study and detected a total of 420 errors in 42 written essays of Arabic speaking EFL students. He argued that the cause of the errors was both interlingual and intralingual transfer.

2.10 Morphological Category

Morphology is the branch of Linguistics (and one of the major components of grammar) that studies word structures, especially regarding morphemes, which are the smallest units of language that can be base words or components that form words, such as affixes. The adjective form is morphological (Nordquist, 2019). Furthermore Fokkens(2009) explained that morphology is the study of form and structure. In linguistics, it generally refers to the study of form and structure of words. The term morphology can refer to three different things: description of the behavior of morphemes and how they are combined, derivational, inflectional and compositional processes of word formation occurring in specific language. For example 'Arabic has a richer morphology than English' and description of such word formation processes.

2.11 Lexical Category

In lexicography, a lexical item or lexical unit is a single word, a part of a word, or a chain of words (catena) that forms the basic elements of a language's lexicon (vocabulary). Examples are cat, traffic, light, by the way(Lewis, 1997). Lexical items can be generally understood to convey a single meaning, much as a lexeme, but are not limited to single words. Lexical items are natural units translating between languages, or in learning a new language. In the last sense, it is sometimes said that language consists of grammaticalized lexis, and not lexicalized grammar. The entire store of lexical items in a language is called its lexis (Lewis, 1997).

2.12 Syntactic Category

A syntactic category is a set of words and/ or phrases in a language which share a significant number of common characteristics, the classification is based on similar structures and sameness of distribution (the structural relationships between these elements and other itemsin a larger grammatical structure), and not in meaning(Lingual link, 2003). In generative grammar, a syntactic category is symbolized by a node label in a constituent structure tree (Lingual links, 2003).

Robert(2001) added that the term syntax is from the Ancient Greek syntax, a noun which literally means arrangement or setting out together. Traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning with the sentence. Lingual Links (2003) stated that syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences. In English, for example, the subject comes before the verb and the direct object follows the verb. In Lakhota(a Siouan language of North America), on the other hand, the subject and the direct object both precede the verb(Robert, 2001).

2.13 Orthographic Category

An orthography as defined by Michael(2011) is a set of conventions for writing a language. It includes norms of spelling, hyphenation, capitalization, word breaks, emphasis and punctuation. Most transnational languages in the modern period have a system of writing, and for most such languages a standard orthography has been developed, often based on a standard variety of the language and, thus exhibiting less dialect variation than the spoken language. Sometimes there may be variation in language's orthography, as between American and British spelling in the case of English orthography. In some languages orthography is regulated by language academies, although for many languages (including English) there are no such authorities, and orthography develops in a more natural way (Michael, 2011).

2.14 Teaching EFL Writing Approaches

There have been paradigm shifts in approaches to teaching academic writing over the last few decades (Paltridge et al., 2009). From the mid 1940s to mid- 1960s, Controlled composition was practiced widely in writing classes. Such a teaching approach aims to improve the accuracy of students' written works, based on a behaviorist view that repetition and imitation will lead to habit formation(e.g., writing grammatically correct sentences of a chosen structure, and then students are tasked to write a few sentences following that pattern. Later in the mid- 1960s, English language teachers realized that students needed to focus not only on grammatical accuracy of the sentences they produced but also the functions of writing(Hyon, 1996). Thus, teachers adopted a rhetorical function approach where they shifted the teaching focus from sentence level accuracy to a discourse level that emphasized the purpose of writing such as description, comparison, and contrast. Since the 1970s, the

process approach to writing has gained popularity, instead of focusing primarily on the form/ correctness of the writing, teachers now encourage students to pay attention to macro- level communicative purpose(Silva, 1990). The aim of the process approach is to let the students' ideas decide the form of a piece of writing.

Given that writing is socially –situated in nature; yet another approach to writing instruction was introduced to help students acquire the genres that they needed to master in order to succeed in writing about specific topics. Under this genre approach, through reading model texts from a subject area and guided practice, students master the language, text structure, and discourse practices for specific kinds of communications. Understanding the genre approach depends on genre traditions, such as English for Specific Purpose(UK)(Hyon, 1996).Another approach to writing instruction was a practical approach to teach writing. This approach manifests a socio- cognitive pedagogy that explicitly trains students in key thinking processes that are conducive to developing and expressing ideas while considering their audience.

Cheung(2016) in his study about writing teaching approaches concluded that no one is a native speaker of writing. Teachers need to let students know that there are no native-like' standards when it comes to academic writing. In teaching writing, we need to explicitly explain the specific strategies to enhance students' writing competence. It is useful for writing teachers to learn the various approaches to teaching writing. However, teachers need to understand that helping students in ideas generation and in planning as well as teaching the rhetorical moves of the particular genres alone are inadequate in helping students improve their writing. Teachers also need to teach students the socio-cognitive approach to writing, which takes into consideration readers' expectations, socio-cultural contexts, and thinking processes involved in planning, organizing, and writing/revising the essays(Hyon, 1996). Teachers need to make clear to the students that writing is a recursive, complex

activity. In order to move forward, we need to re- read and revise our writing. A good piece of writing has to go through multiple times of revision. This applies not only to novice writers, but to experienced writers as well. Understanding this can help clarify a misconception that many students may have-that only non proficient writers will need significant revisions to their work. Cheung(2016) explained that the socio-cognitive approach to writing ensures that students will establish the macro-rhetorical goal of the essay, and all the information in the essay contributed to achieving this purpose. For the readers, they will be able to grasp the one thing or one key message that they can take away from the essay.

2.15 Writing Teachers' Correction Strategies

Providing feedback on student's writing is perhaps, the most effective widely used method for responding to student writing(Brown, 2007). Despite the ongoing debate on the effectiveness of written error correction, teachers still feel that providing corrective feedback is important in helping their student improve their writing(Hyland& Hyland, 2006). Teachers providing written error correction to their students' writing is important in helping them improve their writing accuracy. In addition, they believe that providing written error correction also encourages students to read more in order to help them become better writers(Diab,2005).According to Brown (2007) error correction is provided to focus students' attention on grammatically accurate forms within the context of performing a communicative task. Hence, it can be argued that one of the roles of error correction in EFL instruction is to promote student's production of EFL structures that are grammatically accurate and are still applicable for communicative purposes.

Kroll (2003,P.65) argues there are several implications regarding error correction instructions in EFL classes. Firstly, by providing error correction, students are able to pay

attention to the existence of new features of the FL. In addition, students become aware and are able to identify the gaps between their FL usages and that of L1 speaker's. Secondly, error correction may help students to discover the limitation of their FL communication abilities with their given FL resources. Therefore, it can be argued that error correction could function as a noticing facilitator' that directs the attention of FL students not only towards error, but also to new features of the target language.

For teachers, written error correction plays an integral role in improving FL writing accuracy for their students(Brown, 2007). Teachers prefer to provide written error correction because it allows for an individualized teacher-to-student communication that is rarely possible on day to day operations on a FL writing class. On the other hand, teachers have their own way of providing error correction based on the following aspects: use of error correction codes, providing detailed comments, explicit error correction , underling and encircling errors. They have their own manner of practicing error correction as well as on how to provide it. Some teachers believe in an implicit manner, in spite of the use of error correction codes, in providing feedback. The different patterns of their beliefs and preferences could be interpreted as a reflection of the differences in their previous experiences regarding providing written error correction(Kroll, 2003). Furthermore, Alexandra (2013) explained that there are two general approaches in providing written error correction. These two contrasting approaches refers to the comprehensiveness of written error correction provided by teachers on their students written texts. The comprehensive or focused approach involves the teachers correcting all errors in a student's text, irrespective of their error category. On the other hand, the selective or unfocused approach targets specific linguistic features only, leaving all other errors outside of the current focus domain uncorrected(Alexandra, 2013). This presents that the focused approach more precise in

correcting errors done by the learners more than the selective or unfocused approach which targets some linguistic items only.

Alexandra (2013) in her study about the effectiveness of teachers error correction strategies on students' writing found that teachers may need training and practice in error correction strategies, in order to make them more effective and beneficial for learners. The fact that they are only empirical learners of the language is a disadvantage, but they try hard and there is willingness to learn new things. The range of feedback strategies applied by teachers is limited and their competence in giving error feedback is also questionable, even by students. Therefore, it is necessary to make classes richer in vocabulary, strategies and techniques. The study has shown that the teachers mainly relied on one single error feedback strategy, namely direct error feedback underlying/ encircling and correcting errors. However, students and teachers are somehow satisfied with this method and they find it useful. In addition, Alexandra (2013) found that there is potential for peer assessment but students show fear of it because they are not aware of its usefulness. Besides, students see themselves as incapable to assess themselves or their classmates. Students gave importance to some activities in class. Such as making translations, looking at pictures or posters on the walls, working with sentences and texts, and finally choosing topic of their interest. The most common errors committed by students are related to the negative transfer of their mother tongue which means they still do not understand how English language works. Therefore, teachers need to explain the differences between the target language and mother tongue, and focusing on this issue when they provide their feedback in order to reduce these errors.

2.16 Summary of the Chapter

To conclude, this chapter has shown that transfer is the process of applying what has been learned in one situation to one's learning or the performance in another situation. In addition, the researcher has reviewed the basic theories which are related to foreign language learning, namely Contrastive Analysis and Error Analysis; that constitute the main active fields of research in applied linguistics. These two theories are seen by many scholars as evolutionary phases of understanding and explaining the learners' performance in the target language because for them, language errors are inevitable especially in the setting where English is not the first language. After reviewing the literature, the researcher has found that, there are hardly any studies that have examined the interference errors in the writing of Libyan undergraduate students. Therefore, this study aims to analyse the L1 interference errors of Libyan undergraduate students in their written production.

CHAPTER III

METHODOLOGYAND DATA ANALYSIS

3.0 Introduction

The study investigates the phenomenon of native language interference as a cause of the common errors made by second year students of the English Department in the College of Arts at Sabratha University. This chapter introduces the methodology and how this research has been designed. It presents information about the sample, the instrument that has been used for gathering the data, pilot study, ethical considerations, and the procedures for collecting the data. Finally, it shows the procedures of data analysis.

3.1 Research Design

Research design is defined by Ram (2010,P. 75) as "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure". This research is about writing interference errors committed by Libyan EFL undergraduate students in their written productions. A quantitative method was used for analyzing 20 random samples of the writings(students' midterm exam) of the second year students of the English Department in the College of Arts of Sabratha University.

3.2The Sample

The population for this study refers to Libyan EFL university students whose native language is Arabic and whose specialization is the English language. The data of the study incorporated (20) essays written by second year Libyan EFL students in their midterm exam from the Department of English, College of Arts at the University of Sabratha for the

academic year (2018). The sample is a probability sample since all of the exam papers were given equal chances of being selected by using a simple random sampling technique. According to Fricker (2013) simple random sample refers to the basic sampling technique where a group of subjects is selected(a sample) for a study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample.

3.3 Data Collection Instrument

The data for this study was collected through using a writing task. The main source of the data collection on which the current study is based includes 20 written essays. The participants were asked by their teacher in their midterm exam to write about one of the following three different topics {Describe your favorite place to relax. Give reasons why do you like it? (a descriptive essay)}, { Write a process essay explaining a recipe of your favorite dish? (a process essay)}, {In a well- supported paragraph, write your opinion about the following statement. {Should women be allowed in combat positions in the military? Why or why not?} (an opinion essay). see Appendix(3).

The students did not know that their writings were going to be under investigation. The essays were collected in order to be analysed to check various interlingual errors. This instrument was used because it reflects the students' natural performance. Writing tasks are the most straightforward way of review as they allow teachers to create prompts for areas of weakness of their students. Tasks can be created even during a class- or created a head of time and saved for later purposes(Oyedepo,1987). This instrument was used by (Abosamra, 2003; Mahmoud, 2005;Ridha, 2012) in gathering similar data.

3.4 Pilot Study

Following Hughes'(1989,p.75) guidelines for testing writing ability directly, the researcher took some considerations into account, the writing tasks should be properly representative of the population of tasks , the tasks should elicit samples of writing which truly represent the students' ability and It is essential that the samples of writing can and will be scored reliably. Thus, the researcher contacted three teachers to consult them about which topics to choose for the test see Appendix (4)in order to ensure that the participants would generate good written samples that will serve the purpose of the study.

Concerning piloting, Maniam (2010,p.260)stated that a pilot study has several functions, principally to increase the reliability, validity and practicability of a test, the researcher has piloted it by following certain guidelines: Are the topics clear and easy to write about and How long does the test need in order to be completed. The aim of piloting the test is that a test should be piloted to see whether it works as planned; even if only a small number of tests are going to be distributed, it might be worth piloting them out on five or ten people beforehand (Robins, 2000)

The researcher conducted the pilot study on ten essays and the result was that most of the essays were written about the first and second topic and they ignored the last two topics. After following all these procedures, the researcher was advised to change the tool of data collection from testing the students' writings to a collection of random samples of students' written assignments from one of the teachers of writing at the university.

3.5 Ethical Considerations

The researcher dealt with the data received from the teacher of the writing subject in an honest, objective and confident way. The researcher reminded the teacher that this data is

for the sake of this study and will not cause any harm to the students, and only the researcher would have access to it.

3.6 Data Collection Procedures

The process of collecting the required data for this study was performed in May, 2018. The researcher met the head of the English Department as well as the writing teacher of the second year, and the researcher explained the objectives and the nature of this study as well as the procedures needed to implement the writing process test for students. The approval of the head of the department and the writing teacher was gained for conducting the study at the department. In addition , the researcher was working as an assistant teacher and this made it easy for the purpose of the study.

3.7 Data Analysis

After the data was collected, a number of analytic procedures were used to analyse the samples to achieve the objective of the study. Firstly, the researcher looked carefully for the deviant forms which were scored analytically by the teacher, the focus of the researcher was about the interference errors committed by students. Secondly, the total number of the interlingual errors were counted in each essay. Thirdly, the researcher adopted the scheme of classifying written interference errors developed by (Ahmed,2014), to analyze and classify the data into the following categories: **The morphological category**(Tense error

s, lack of subject-verb agreement errors, other morphological errors) **The Lexical Category**(word for word translation, wrong use of uncountable nouns, verb errors) **Syntactic Category** (Article errors, preposition errors, errors in word order)**Orthographic Category** (Capitalization errors, punctuation errors).

To ensure the validity and reliability of this categorization (Ahmed,2014) with four experienced teachers evaluated this classification. They approved that these categorization

criteria are clear as well as they target almost all the types of errors frequently committed by the students. Moreover, Ahmed (2014) marked20 random writing samples that serve as a pilot study using the adopted scheme to classify the errors, and found that the categorization was adequate to identify the different types of written errors. Thirdly, based on literature(Brown,2006) a source of analysis that includes interlingual errors was developed for each error. Furthermore, a number of English teachers who were teaching writing at the English Department in the college of arts in Sabratha University, were consulted to decide on the sources of the errors.

In recent years, many researches on FL acquisition (Abisamra, 2003; Mahmoud, 2005; Ridha, 2012; Al-Hassan, 2014; Ahmed, 2014) have been conducted focusing on the errors caused by mother tongue interference in the students' written productions, when they analyse their data of the students compositions they analyse it in the similar way of the previous analysis.

3.8Types and Numbers of Errors

Table 3.1: Error Types Categories

Type of Errors	Number of Errors
Morphological	53
Lexical	28
Syntactic	79
Orthographic	59
Total	219

Table 3.2: Error Type and Number of Errors

Error type	Number of errors
Interference errors	219
Morphological Errors	
Tense errors	14
Lack of subject-verb agreement errors	10
Other morphological errors	29
Lexical Category	
Word for word translation	14
Wrong use of uncountable nouns	2
Verb errors	12
Syntactic Category	
Article errors	30
preposition errors	33
Errors in word order	16
Orthographic Category	
Capitalization errors	30
Punctuation errors	29

The table above shows that(219) errors were interference errors. The classification of interlingual errors were as it is presented in table(1) as follows: (53) of themwere of the morphological category,(28) were of the lexical category,(79) were of the syntactic category,(59)were of the orthographic category. It is clear that the syntactic category is the dominant category. Then in the second place comes the orthographic category, in the third place comes the morphological category, and finally is the lexical errors.

3.9 Examples of the Errors

The total morphological errors committed by students were(53), they were classified as follows: other morphological errors constitute (29) errors, where tense errors recorded (14) errors, and lack of subject and verb agreement errors recorded(10) errors. The total lexical errors committed by students were (28), they were classified as follows: word for word translation recorded (14) errors, verb errors(12) errors and wrong use of uncountable nouns(2) errors. The total Syntactic errors committed by students were(79),they were classified as follows: preposition errors constituted(33) errors, article errors constituted(30) errors and word order(16) errors. Finally, the total orthographic errors committed by students were (59) orthographic errors, they were classified as follows: (30) are capitalization errors and (29) punctuation errors.

Table 3.3: Examples of the Errors

The Error	The correct form
Morphological Category **Tense Errors**	
1. My father not want me to stay a lot in my room	My father doesn't want me to stay a lot in my room
2. I not want to leave my room.	I don't want to leave my room.
3. it is not gives everything.	It doesn't give everything.
Lack of subject-verb agreement Errors	
4. my hometown have agriculture.	My home town has agriculture.
5. there are a bed	There is a bed
6. it have a garden	It has a garden
Other morphological Errors	
7. I have big room	I have a big room

The Error	The correct form
8. many dish are difficult	Many dishes are difficult
9. about tea spoon	About a tea spoon
10. I have two bed	I have two beds
11. I advice all the girls to make their room the best	I advice all the girls to make their rooms the best.
LexicalCategory **Word for word translation**	
12. put the rice on the fire	Cook the meal
13. sometimes open the music	Sometimes, I play the music
14. because feel me happy	Because makes me happy
15.it contains one window	There is one window
Wrong use of uncountable nouns	
16. I like different types of foods	I like different types of food.
17. I like cooking foods	I like cooking food
Verb errors	
18. I born	I was born
19. Sea my favorite place	The sea is my favorite place
20. Sea my lovely place to relax	The sea is my lovely place to relay
21. What going to happen next.	What is going to happen next
22. my house my favorite place to relax.	My house is my favorite place to relax
Syntactic Category **Article Errors**	
23. The education must contain lessons, about cooking	Education must contain lessons about cooking.

The Error	The correct form
24. It is big house in the Surman	It is a big house in Surman
Preposition errors	
25. I set in my chair	I set on my chair
26. we need to think in some problems	We need to think about some problems
27. At summer I learned.	In summer I learned
Errors in word order	
28. I like colour pink	I like pink colour
29. my home is my place favorite	My home is my favorite place
30. Omelet vegetables	Vegetables omelet
Orthographic category **Capitalization Errors**	
31. surman	Surman
32. my favorite place to relax is my simple house	My favorite place to relax is my simple house
33. libyan pasta is the favorite meal	Libyan pasta is the favorite meal
Punctuation Errors	
34. use the following: oil pasta tomato potato	Use the following: oil, pasta, tomato and potato
35. I love in my room things books papers games	I love in my room things: books, papers and games

3.10 Summary of the Chapter

This chapter attempted to identify and analyse the common interference errors made by second year university students in their written productions. This chapter came up with the following results, most of the students make a significant number of errors including different types of them. According to the previous analysis, some types of errors occur more than others in students' compositions specially preposition, capitalization and other morphological errors which constitute the high numbers of errors. Based on the obtained results, interlingual(interference) is responsible for students' errors. Furthermore, interlingual errors are presented with(219).This means that the negative transfer considered as the main cause of Libyan EFL university students errors in their English writings.

CHAPTER IV

DISSCUSSION AND CONCLUSION

4.0 Introduction

This chapter serves as an empirical evidence to support that the problem of native language interference exists. This chapter presents the discussion of the morphological, lexical, syntactical and orthographical errors made by students in their English writing, in addition to the conclusion, pedagogical implications, recommendations, limitations of the study and finally, it is closed with further studies.

4.1 Morphological Category

Morphological errors in this study are classified as tense errors, lack of subject- verb agreement errors and other morphological errors:

4.1.1Tense Errors: The verb tense is defined as "the linguistic expression of time- relations, so far as these indicated in verb forms" (Jespersen, 1962.p.1). Students committed(14) tense errors. This type of errors was in the second rank of the morphological errors. Some examples of these errors are shown on the table of examples of errors no 1,2,3(see table 3).Tense is the most prominent feature in writings of Libyan students. The students committed many grammatical errors for different reasons; they could not write correct negative or interrogative sentences especially in the simple present and simple past because there is no equivalent of auxiliaries(do, does and did) in Arabic. Moreover, the participants depend in their writing mostly on using simple present and simple past tenses for all the cases. The findings revealed that the participants did not have comprehensive knowledge on the use of tenses (particularly continuous tense and passive voice tense) simply because there are no equivalent forms in L1.

4.1.2 Errors Lack of Subject-Verb Agreement: The main rule of subject- verb agreement in English language is that the verb phrase must agree in number and person with its subject (Ahmed, 2014). The findings showed that Students committed (10) lack of subject and verb agreement errors. This type of errors was in the third rank of the morphological errors. Some examples of these errors are presented on the table of examples of errors, no 4,5,6(see table 3)

4.1.3 Other Morphological Errors: omission errors which refer to the students learning English as a foreign language are apt to disregard the use of some structures because they are not found in their L1, this is in a harmony with (Owu- Ewie&Lomotey, 2016). Students committed (29) errors of other morphological errors. This type of these errors was in the 1 rank of the morphological errors. One example of these errors is shown on the table of examples of errors, no 7(see table 3). Most of the errors committed under this category involved the omission of the suffix (s) when using the plural form of countable nouns. This is because Arabic has no plural marker for nouns. (see the examples 8,9,10,11). These results were in line with Hung (2000) results that Arabic students written English assignments were influenced by their L1 grammar structure which includes subject- verb agreement, auxiliaries and clause/ sentence structure.

The findings revealed that the morphological errors are the third highest error category in this study, with a total of (53) errors, other morphological errors recorded the highest number of errors which is (29) errors. tense errors recorded (14) errors, and lack of subject and verb agreement errors recorded (10) errors. This was also emphasized by Abushihab, El- Omri and Tobat (2011). Morphological errors are one of the most problematic categories for the students, they commit errors because of the negative transfer of their L1.Therefore, it is important to focus on this issue in order to help students to minimize this kind of errors to improve their writing.

4.2 Lexical Category

Lexical errors in this research are classified as word for word translation errors, wrong use of uncountable nouns errors and verb errors:

4.2.1 Word for Word Translation Errors: Literal translation, according to Crystal(2003) is the conversion of one writing system into another. Crystal added that each item in the source language gives an equivalent item in the target language. Students committed(14) errors of word for word translation errors. This type of errors was in the first order of the lexical errors committed by participants. Some examples of these errors are shown on the table of examples of the errors, no 12,13,14,15(see table 3). It is clear from the examples that learners have applied Arabic linguistic and syntactic rules to English sentences, a possible explanation for this is that the learners do not have a rich range of the target language lexes. It can be concluded that "sufficient lexical knowledge plays an important role in the easiness or difficulty of FLA" (Al-Jarf,2011).

The explanation is that errors committed in this category occurred when Libyan EFL learners frequently used literal translation when writing in English; Literal translation is not restricted to lexis(one word) but sometimes it includes direct translation of complete phrase or sentences. This occurred because of learners' lack of lexical competence. As a result, learners have referred directly to their native language when they could not express their ideas in the target language, this in a harmony with(Ahmed, 2014). Thus, it can be concluded that these errors are purely interlingual due to negative L1 transfer that is evident in the learners' writing.

4.2.2 Wrong Use of Uncountable Nouns

This data showed that participants committed 2 wrong use of uncountable nouns. This type of errors was in the third order of the lexical category errors. Some examples of these errors is shown on the table of examples of errors, no 16, 17(see table 3).As it is

known, most uncountable nouns in English are countable in Arabic and therefore Libyan EFL learners confuse them. Information, news, food are uncountable in English, However, they are countable in Arabic, so interference might happen in this case Elkilic,(2012).

4.2.3 Verb Errors

Libyan EFL students generally have difficulty in using the verb "be", as there is no independent verb "be" in Arabic, Han (2009). Students committed (12) verb errors. This type of errors was in the second rank of the committed errors by participants. Some examples of these errors are presented on the table of examples of errors, no 18, 19, 20, 21, 22(see table 3).

The findings revealed that Lexical errors are the fourth highest error category in the written essays with the total of (28) errors. Word for word translation recorded (14) errors, verb errors (12) errors and wrong use of uncountable nouns (2) errors. These results were very similar to those of Pennui (2008), Abusahihab, El- Omri and Tobat (2011) and Ridha (2012). Mother tongue was very clear in many issues of errors on vocabulary use, phrase, clauses and sentence structure. Therefore, students errors were due to negative L1 transfer in lexical category.

4.3 Syntactic category

Syntactic errors in this study are including article errors, preposition errors and errors in word order:

4.3.1 Article Errors

Articlesare also misused by students, they are quite confusing, because abstract nouns may refer to ideas, attributes, or qualities, they are used in English without the article thatrefersto the idea, whereas in Arabicsuch abstract words are preceded by definite article equivalent to 'the' in English this is in a harmony with(Diab, 1996). Students committed (30)

41

errors of articles. This type of errors was in the second order of the syntactic errors committed by participants. Some examples of these errors are presented in the table of examples of errors, no 23, 24.

Definite articles are fixed to a noun or adjective in L1. In general,such errors as the omission or addition of those articles are used in a way that proves the direct transfer of L1 rules to L2,specially in the cases where names of countries or cities were mentioned. (see example 24).

4.3.2 Preposition Errors

It can be very difficult to use the right preposition for foreign language learners of English. Students committed (33) preposition errors. This type of errors was in the first order of the syntactic errors committed by participants. Some examples of these errors are presented in the table of examples of errors, no 25,26,27(see table 3). Elkilic(2012) explained that prepositions are not used as separate item in Arabic. However, they are added to the endings of the nouns to show accusative, dative or genitive form. Thus Libyan students commit errors related to the different usages of the prepositions between English and Arabic. These findings were in line with Almaloul (2014) results that, most of the Libyan EFL undergraduate students commit errors in the use of English prepositions because of the negative influence of their L1.

4.3.3Errors in word order

Word order refers to the syntactic order in elements of how a sentence, clause or phrase is arranged. Faulty word order is a common syntactic error that the learners commit as a result of L1 transfer. In English the order is in this way subject/ verb order, adjective/ noun order and possessive adjective/ noun order. Students often neglect the order which should be followed in English and came up with constructions that are applicable in Arabic(FL). Participants committed (16) word order errors. This type of errors was in the third order of

syntactic errors made by the students. Some examples of these errors are presented on the table of examples of errors, no 28,29,30(see table 3) .In Arabic, the adjective comes after the noun but it is the reverse in English, students committed errors in this order because of the negative transfer of their L1.

The findings revealed that the highest number of errors occurred within the syntactic category with the total of (79) errors recorded, preposition errors constituted the highest with (33) errors, followed by articles (30) errors and word order (16) errors respectively. These results are in line with the results of Al- Khresheh (2006), his findings revealed that Jordanian students committed a large number of errors within syntactic category, because the students were heavily influenced by their L1 knowledge in understanding English sentences. Thus, one possible explanation is that negative transfer occurs among Libyan students learning English, because there is a limited similarity between Arabic and English, which makes interference errors are clear.

4.4 Orthographic category

Orthographic errors are classified as both capitalization errors and punctuation errors:

4.4.1 Capitalization Errors

While writing in English, Libyan EFL students commit some capitalization errors due to L1 habits, in Arabic students do not capitalize the proper names and the first letter of the word in the paragraph(Ridha, 2012). Students committed (30) capitalization errors. This type of errors was in the first order of the orthographic errors committed by participants. Some examples of these errors are presented on the table of examples of errors, no 31,32,33(see table 3). The most capitalization errors detected in the students' writings can be categorized in to the following: the use of lower case letters in the beginning of new

sentences, capitalization is not used in proper contexts. These deviant forms occur because of the interlingual transfer, writing conventions are immensely different between L1 and TL.

4.4.2 Punctuation Errors

Students committed (29) punctuation errors. This type of errors was in the 2 order of the orthographic errors committed by the participants Some examples of these errors are presented on the table of examples of errors, no 34,35(see table 3). The most common punctuation errors detected in the students' writings can be categorized into the following: lack of using commas to combine sentences or using periods instead, the semi- colon is hardly used.

The highest second number of errors was made within the orthographic category with the total of (59) errors recorded. Therefore, the analysis of the occurrence of this error type revealed that poor application of English mechanism arose in the majority of students writings. Students had a total of (30) capitalization errors and (29) punctuation errors. This was also emphasized by the results of (Abisamra, 2003) and (Ridha, 2012), which showed that the majority of students' errors were due to negative L1 transfer mainly in mechanics. This entails the need to emphasis the proper practice of punctuation in the teaching- learning process.

Based on the findings, detection of the common interference errors of the students' writings is beneficial in three different ways. Firstly, it describes students' knowledge of the English language. Secondly, it helps teachers to use this knowledge in remedial action to help the learners to write effectively and thirdly, it improves the teaching process in long run.

4.5 Conclusion

This research attempted to identify, describe, categorize, and diagnose the errors in English essay writing of Libyan EFL college students. It has been found that most of the students' errors can be traced to their L1 interference. This study concluded that most of the learners rely on their mother tongue in expressing their ideas. Although the rating process showed that the participants' essays included different types of errors, the syntactic errors and the mechanical errors were the most serious and frequent ones. This is shown by their high frequency and estimated percentages.

The overt influences of Arabic on the participants' writing of English indicate that language teachers need to take care of the interference of students' mother tongue in their writing assignments. It is important that "EFL learners must accumulate knowledge about word usage; only in this way they can free themselves from the negative transfer influence of their mother tongue" (Jing,2008:61).

There are some specific ways for language teachers to help students correct the errors. One way is to highlight the influences of the mother tongue on students' learning of English by collecting these errors and ask the students to analyse and correct them whether individually or through group work.

Errors are signs of teaching and learning inadequacy, therefore a collaborative effort needs to be made by both teachers and students to understand the nature of errors and to promote accuracy problems in English writing. This will definitely leads to improve students' writing as well as their general language proficiency.

4.6 Pedagogical Implications

The conducted study attempted to shed the light on the effect of EFL learners' mother tongue interference on their writing in English. The results obtained from this research have confirmed that students' writing errors were strongly related to mother tongue interference.

On the basis of these findings, this study has suggested some implications which are significant to EFL teachers as follows:

1-Errors provide feedback to teachers about the effectiveness of their teaching methods and show them which parts of the syllabus they have been inadequately taught and need further attention. Moreover, it is a good idea to ask students to do more at-home tasks as practicing free writing tasks can lead students to realize their mother tongue interference errors.

2- Implementing team work in class and get students to work in groups on their projects can offer them the chance to practice together for developing their writing skills.

3-Wrtting errors, regardless of the teaching methods employed in the classroom, are seen as a natural phenomena for FL learners' performance. Therefore, teachers should not be so worried about them and look at them as a sign of learning.

4- draw students' attention to the differences between their native language and the language they learn can increase their sensitivity and awareness about these differences. This can help them in reducing their interference errors.

5- Creating a stress-free atmosphere during writing classes can encourage and motivate students to write more in and out of the classroom.

6-There is no doubt that native language plays an important role in learning and using a FL; especially where the learners' exposure to the target language is confined to few hours per week of classroom instruction.

7- Helping students to learn how to express themselves clearly and how to organize their ideas logically can lead to improve their writing and make it more vivid and interesting.

4.7 Recommendations

In order to improve EFL students' writing performance in English, thefollowing recommendations can helpin reducing mother tongue interference errors in Libyan EFL undergraduate students' English writing.

1-Teachers should come up with teaching methods, that are interactive to insure that students are given an opportunity to interact with each other in English, so that students can have good communication skills.

2-It is recommended that the education policy makers and Education Curricula designers should be aware of this issue that hinders future EFL students to become professional writers by questioning to find solution to this problem through cooperative efforts, including language translators, and the instructors of English language.

3-The instructors can motivate the EFL learners to be aware of their errors, how their mother tongue interferes with their production of EFL, and the difference between their L1 and English. This would sharpen their awareness of the fact that they cannot apply what is in their L1 to the FL. Consequently, it would help them to avoid or at least reduce the amount of their L1 interference on the FL learning.

4-Good reading habits and library study should also be developed by the students. They should be encouraged to approach reading with alertness and critical mind. Students should develop taste for books which are significant in the achievement of good results in English language.

5-Teachers feedback should be carried out more often and any error made should be corrected by the teachers without any intimidation as it will enhance a proper evaluation of learners' performance or progress in English language.

4.8 Limitations of the Study

These are the limitations of the study:

1- This study did not include participants from other Libyan universities, therefore, the findings of this study may not be generalized to other Libyan EFL university students.

2- This study is limited to the investigation of the students' performance in written English only. A joint investigation of written and spoken discourse errors would have offered better understanding of L1 interference in L2 learning .

3- Eventually, the study targeted different writing errors; different individual factors such as students' different personalities, motivation, proficiency levels and writing ability posed another limitation which would not have been avoided if the research included a study of the same students over a longer period of time.

4.9 Further Studies

The investigation of the problem of writing errors is regarded as a starting point for longitudinal studies of participants over a longer period to illustrate a clear pattern of development in their English writings. In addition, further studies may include using a wider range of writing genres as well as analysis of spoken discourse in order to present a broader understanding of the students' errors. This may enable teachers working out more effective teaching strategies for dealing with performance errors.

4.10 Summary of the Chapter

This fourth chapter confirms that second- year students commit a number of errors in different areas in their writings. From what has been explained and analyzed, it is clear that students' mother tongue (Arabic) interference is the main cause(reason) of their errors as well as their low achievement in writing. Consequently, it is very important to draw

students' attention to the difference between Arabic structure and English structure where the errors are recurrent. Finally, students need to practice more the English rules in order to internalize them and to be able to use them correctly whenever they are asked to write in English.

References

AbidThyab, R. (2016). Mother-tongue Interference in the Acquisition of English Articles by L1 Arabic Students. *Journal of Education and Practice* [on line], 7 (3). Available from: www.list.org [Accessed 6 January 2018].

Abrego,M.; Guadalupe, C. Vides, V. Maria&M.(2013).The level of Interference of English Learners' Mother tongue with their Learning of Prepositions: Case of English Composition II Students of the Foreign Language Department atthe University of El Selvador Semeste*r* I. (PhD)Thesis. University of El Salvador.

Abisamra, N. (2003). An Analysis of errors in Arabic speakers English writings [on line]. Available from: http://abisamra03.tripod.com/nada/languageacq-erroranalysis.html [Accessed 10 January 2018]

Abushihab, l. El-Omri.A.&Tobat, M.(2012) An analysis of written grammatical errors of Arab Learners of English as a foreign language at Alzaytoonah private university of Jordan. *European Journal of Social Sciences,* 20.

Ahmed, Y.(2014)An Analysis of the Common Errors in the English Writings of Bilingual Kuwaiti Students. Un published MA Thesis. University of Sunderland.

Alexandra,S.(2013). *The Effect of Teacher's Error Correction Strategies on Students' Writing.*Nacional de Camoapa: Boaco.

Al-Hassan, A.(2013). The Effect of Arabic on English Writings of Petra University students. *Journal of Modern Education Review* [online],3 (3). Retrieved fromhttp://www.academicstar.us [Accessed 26 March 2016].

Al- jarf, R.(2011). Teaching English Word- Formation processes to Translation Students. *Journal of Komunikacija I Kultra*, 2(2).

Al- khresheh, M.(2006). The Interlingual Transfer of Arabic in the English Writings of Arab EFL Students. *Second International Language Learning Conference,*. USM- Penang, Malaysia.

Almaloul, A. (2014). Investigating Interference Errors Made by Azzawia University 1st year Students of English in Learning English Prepositions. *International Journal of Education and Pedagogical Sciences* [on line], 8 (1). Available from: scholar.waset.org/1307-6892/9997365.[Accessed 5 January 2018].

Barto, S. Nicol, J.Witzel, N.(2009). *Transfer Effects in Bilingual Sentences Processing.* [on line]. Available from: http//w3.coh.arizona.edu/awp16/awp% . [Accessed 10 January 2018].

Brown, H.(2006). *Principles of Language Learning and Teaching.* 3rd ed. Englewood clinc: prentice Hall.

Brown, H.(2007). *Teaching by Principles an Interactive Approach to Language Pedagogy.* New York: Pearson Education.

Butzkamm, W. (2003). We Only Learn Language Once . The Role of the Mother Tongue in Fl Classrooms: death of a dogma. *Language Learning Journal* 28.

Cheung, Y.(2016) Writing Teaching Approaches. *Nanyang Technological University.* Available at: https://www.researchgate.net/publication/299156723.[Accessed 14 January 2018].

Cook, V.(2001). Using the First Language in the classroom. *Canadian Modern Language Review.* 57 (3).

Cook, V.(2008). *Second Language Learning and Language Teaching.*Hodder Education.

Corbett, J.(2003). An Intercultural Approach to English Language Teaching. Clevedon, England: Multilingual Matters.

Cortes, N.(2006). *Negative Language Transfer When Learning Spanish.Unviversidad de Complutense*

Crystal, D.(2003). *A Dictionary of Linguistics and Phonetics* (5[th]ed). Cambridge : Cambridge University press.

Creswell, J.(1994). *Research Design: Qualitative and Qualitative Approaches*. Sage Publication: Tousand Oaks, Ca

Diab, N. (1996). The Transfer of Arabic in the English Writings of Lebanese Students. *The ESP, Sao Paulo.* 18 (1).

Diab,R.(2005). EFL University Student's Preferences for Error Correction and Teacher Feedback on Writing. *TESL Reporter.* 38 (1)

Elkilic,G.(2012). Mother Tongue Traces of Turkish University Students on Composition Papers Written in English. *Procedia- Social and Behavioral Sciences.*47.

Fang, X and Jiang, X.(2007). Error Analysis and the EFL Classroom Teaching. *US- China Education Review.* 4 (9).

Fokkens, A.(2009). *Introduction to Morphology Linguistics for Computer Scientists.*Department of computational Linguistics: Saarland University.

Fricker, R.(2013). *Simple Random Sampling Technique*. Naval Postgraduate School Montery: California.

Hamdi, D.(2015). *Investigating the Influence of the Mother Tongue (Arabic) on EFL Learners' Writing: An Analysis of Grammatical Errors.* Thesis(PhD). University of Biskra.

Han, T.(2009). Incongruence between Turkish and English in the composition papers of the students studying in the department of English language and Literature at Kafaks University , Unpublished Master Thesis. Kars: Kafkas University.

Harmer, J.(2006). *How to teach writing*. UK: Pearson Education: Longman.

Hashim,N. (1996). English Syntactic Errors by Arabic speaking learners reviewed. Retrieved from Eric. Doc.

Hughes, A.(1989) . *Testing for LanguageTeachers.* Cambridge University press.

Hung, T.(2000). Inter language analysis as an input to grammar teaching. *PASAA.* 31 (1).

Hyland, K., and Hyland, F. 2006. Feedback to Second Language Students' Writing. *Language Teaching*. 39 (2).

Hyon, S. (1996). Genres in Three Traditions: Implications for ESL. *TESOL Q uarterly.* 30(4).

Jadallah, M. and Hasan,F. (2011). A review of some new trends in using L1 in the EFL Classrooms[on line]. Available from:

http://www.qou.edu/english/conferences/firstNational Conference/pdfFiles/drMufeed.pdf

[Accessed 12 January 2018].

James, C.(1964). *Errors in Language Learning and Use: Exploring Error Analysis.* New York, U, S, A: Routledge.

Jespersen, O.(1962). *Essentials of English Grammar.* London: Taylor, Garneft, Evans& Co.

Jing, M.(2008). Erroneous Collocations Caused by Language Transfer in Chinese EFL Writing. *In US-China Foreign Language Journal.* 6 (9).

Karim, K. and Nassaji, H. (2013). First Language Transfer in Second Language Writing. *Iranian Journal of Language teaching research.*[on line]. Available from|: www.nassaji.uvic.a [Accessed 10 January 2018].

Kavaliauskiene, G.(2009). Role of the Mother Tongue in Learning English for Specific Purposes. *ESP World.* 1 (8).

Kim, S.(2002). Transfer and Access to Universal Grammar in Adult Second Language Acquisition. [on line]. Available from: http//dissertation.ub.rug.nl/faculties/arts. [Accessed 6 January 2018].

Kroll, B.(2003). *Exploring the Dynamics of Second Language Writing.* Cambridge: Cambridge University Press.

Lamia, S.(2016). The Effect of the EFL Learners' Mother Tongue Interference on their Writing in English: An Error Analysis study. PhD thesis. University of Biskra.

Lewis, M.(1997). *Implementing the lexis approach*. Language teaching publication: Hove, England.

Lingual Links.(2003). *Syntactic category on CD ROM*. [CD ROM]. Sil International.

Liu, S.(2001). *Studies on Transfer in Second Language Acquistion.* Guangxi Normal University: China.

Lungu, I.(2003). A Linguistic Approach to Error Analysis in Teaching English as a Second Language .*Ovidius University Annals of Philosophy*.

Macaro, E.(2001). Analyzing Student Teachers' Code Switching in Foreign Language Classrooms: theories and decision making. *The Modern Language Journal.*85.

Mahmoud, A.(2005). Interlingual Transfer of Idioms by Arab Learners of English. *The Internet TESL Journal* [on line]. 5 (12). Available from: http://iteslj.org [Accessed 3 January 2018].

Mamo, G.(2016). Mother Tongue Interference into Learning English as a Foreign: Analysis of AfanOrmo Interference into Learning EFL, Orthography and Punctuation (A case of Batu Secondary School). *An International Peer- reviewed Journal* [on line], 26 (2422). Available from: www.liste.org [Accessed 1 January 2018].

Maniam, M.(2010). The Influence of First Language Grammar (L1) on the English Language(L2)Writing of Tamil School Students:A case study from Malaysia. *The Journalof Language In India.* 10 (1).

Mazlan, A.(2015). Contrastive Analysis Theory. Sribd. Com. Available from: http://aroscribd.com/doc/129396815/contrastive-. Analysis-Theory#.[Accessed on 5 January 2018].

Michael, B.(2011). " Spelling reform: A lesson from the Greeks". *English Today*. 27 (4).

Miles, R.(2004). *Evaluating theUse of L1 IN The English Language classrooms,* (Un published Master Thesis). United Kingdom: University of Birmingham.

Mohammed, A.(2004). Writing Errors: A Study of the Writing Ability of the Arab Learners of Academic English and Arabic. *University Language, Culture, Curriculum.* Vol.13, no 2.

Morahan, M.(2010). The Use of Students First Language (L1) in the Second Language (L2) Classroom. [on line]. Available from: http://www.Labschool.pdx.edu/PD .[Accessed 10 January 2018].

Nattama, P.(2002).The University Undergraduates' errors in English Writing. *Journal of Languages and Linguistics.* 20 (2).

Negeri, J.(2011). Interference; It is role in the Target Language Mastery to Indonesian Learners. *Win ListyaingrumArifinUniversitasNurarifm.* 4 (1). [on line]. Available from: my@yaho.com . [Accessed 6 January 2018].

Nordquist(2019). *Wikipedia.* Available at https://www.thoughtco.com/morphology-words-term-1691407 [Accessed 20 October 2019].

Norrish,J. (1987). *Language learners and their errors.* London: The Macmillan Press.

Numan, D.(1989). *Designing tasks for the communicative classroom.* Cambridge: Cambridge University press.

Ostler, S.(1990). The contrastive , rhetoric of Arabic, English, Japanese, and Spanish. *24th Annual TESOL Convention.* San Francisco, CA.

Owu- Ewie, C. and Lomotey, C. (2016). L1 (Akan) Interference Errors in L2 (English) writing the case of three junior high school students in Ghana. *American Journal of language and literacy*[Online] 1 (18). Available from: http://www.ASRA [Accessed 4 January 2018].

Oyedepo, S.(1987). *Lexical Difficulties in the written English of second language learners A study conducted among secondary school pupils in Nigeria. Thesis* (PhD) University of Wales.

Paltridge, B. Harbon, L. Hirsh,D. Shen, H. Stevenson, Mophakiti, A., and Woodrow, L.,(Eds).(2009). *Teaching Academic Writing: An Introduction for Teachers of Second Language Writers.* Ann Arbor, MI: The University of Michigan Press.

Petter, W.B.(2000). Writing Improvement in a 4th year EFL Classes: Limits and Possibilities . Birmingham: Center for English Language Studies, University of Birmingham.

Pennui, P.(2008). A Study of L1 Interference in the Writing of Thai EFL Students. *Malaysian Journal of EFL Research* [on line], 4 (3). Available from: www.melta.org.my [Accessed 26 march 2016].

Ram,M. (2010). *Factors affecting the Spelling of Primary School Pupils in Singapore and Pedagogic Implications*. Institute of Education. The British University in Dubai.

Richard, J.C. and Schmidt, R.(2002). *Dictionary of Language Teaching& Applied Linguistics.* London: Longman.

Ridha, S. N.(2012). The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis study. Thesis (PhD). University of Basrah.

Robert, D.(2001). *An Introduction to Syntax*. Department of Linguistics , University at Buffalo, The state University of New York: Cambridge University Press.

Robin, R.(2000). *General Linguistic: An Introduction Survey* (3rded). London: Longman Group.

Sawalmeh, M.(2013). Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. *English for Specific Purposes World.*40 (14).

Sercombe, P.(2000). Learner Language and the Consideration of Idiosyncracies by Students of English as a second of Foreign Language inthe Context of Brunei Darulsalam. *Proceedings of the International Conference on Teaching and Learning.* Faculty of Education: UniversitiKebangsaan Malaysia, Bangi.

Sharma, K.(2006). Mother Tongue Use in English Classroom .*Journal of NELTA.*11 (1).

Sibai, D.(2004). The Decline of Contrastive Analysis Pedagogical. Available from: http://www.academia.edu/5149075/05-Decline-of-Contrastive-Analysis-2.pdf. [Accessed 10 January 2019].

Silva, T.(1996). *Second Language Composition Instruction: Development Issues, And Directions in ESL.* Cambridge UK: Cambridge University Press.

Simon, R.(2014). The Role of the Mother Tongue in the Learningof English as a Foreign Language: Transfer. *Facultad de Humanidades Y Ciencias de la Education.*

Skiba, R.(2000). Code Switching as a Countenance of Language Interference .*The Internet TEFL Journal.*1 (10).

Tang, J.(2002). Using L1 in the English Classroom. [on line]. Available from:

http://exchanges.stage.gov/forum/vols/vol40/no1/p36.htm#top [Accessed 15 March 2019].

Troike, M.(2006). *Introducing Second Language Acquisition.* Cambridge University

press.pdf.

Wells, J.(2000). Overcoming Phonetics Interference. *Journal of the English Phonetic*

Society of Japan. [on line], 3 (9).

Xie, F. & Jiang, X.(2007). Error Analysis and the EFL Classroom Teaching. *US-China*

Education Review. 4 (9).

Appendices

Appendix one

Time table of Writing Lectures at the English Department (Sabrata University).

(Academic year 2019)

Year	Groups	Days	Time
First year	A	Monday	11-1
		Wednesday	9-11
	B	Wednesday	11-1
		Thursday	9-11
	C	Monday	9-11
		Thursday	9-11
Second Year	A	Monday	11-1
		Wednesday	9-11
	B	Monday	1-3
		Wednesday	11-1
Third Year	A	Sunday	9-11
		Tuesday	11-1
	B	Sunday	11-1
		Tuesday	9-11
Fourth Year	A	Sunday	9-11
		Thursday	11-1

Appendix Two:

Total Numberof Errors Per Category:

Error type	Number of errors
Interference errors	219
Morphological Errors	
Tense errors	14
Lack of subject-verb agreement errors	10
Other morphological errors	29
Lexical Category	
Word for word translation	14
Wrong use of uncountable nouns	2
Verb errors	12
Syntactic Category	
Article errors	30
preposition errors	33
Errors in word order	16
Orthographic Category	
Capitalization errors	30
Punctuation errors	29

Appendix Three:

Writing Task

Choose ONE of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation.

A- Describe your favorite place to relax**.** Give reasons why do you like it.

B- Write a process paragraph explaining a recipe of your favorite dish.

C- In a well-supported paragraph. Write your opinion about the following statement **:**

{Should women be allowed in combat positions in the military? Why or why not?}

topic sentences	Unity	coherence	concluding sentence	language & spelling	punctuation	total
1 mark	2 mark	2mark	1 mark	3 mark	1 mark	

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………..

…………………………………………………………………..

…………………………………………………………………..

…………………………………………………………..

Appendix four

-The Writing Task

Number ……………………………………….. Group……………………………………

-This is not a test. This essay will be used for an M.A thesis data collection. All your personal information will be very confidential. Only the researcher will have access to it.

-**Writing task:**

- In two paragraphs write about one of the following topics:

1-Write about yourself: what would you like to be and why?

2-In your opinion, what are the benefits of learning English?

3-In your opinion, how can tourism be developed in Libya?

4-Writ a letter of complaint to the hotel where you have just spent your holiday with your family, complain about the room, the food and the service?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Appendix five

Samples' of Students' Compositions

Q3/Choose **ONE** of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation .   (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	
1	1½	2	½	2½	½	8

My favorite place to relax is my room. When I feel depressed or sad from some thing *(any)* or even from some one, diractly I go to my room, exactly to my bed. I set on it, and start thinking or some times crying. It's the only and the best place I feel ~~on it~~ comfortble and happy. Of course, I like to be alone in the room and prefer if the lights are off. In this way, I relaxed and I be good as the past, just I set on the bed and looking to the roof till I sleep. It's quite, comfortble, dark. It

Makes me feel better, so that's why my room and my bed are the favorite places to relax.

The same as the topic sentence

Finaly, In the end, My best and favorite place to relax it's My room.

64

Q3/Choose ONE of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation .

(10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	
\	1½	\	½	1½	1	7

My favorite place to relax is my home

My favorite place to relax is my home' because it is the best place. In my house, I can do anything I like it. I love spending my time at home because it is very comfrtbele and quite. When I feel bored I just go outside in good garden with beatfel flowers. I adore all the details in my house. Some of people they are not like my home because it is too old but for me, it is better than modren. Sensilly there is I don't understd this something makes you more happy in my home. Beleive me it is a good place to feel relaxed.

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation .   (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	7
1	1½	1	1	1½	1	

Describe your favorite place to relax
My favorit place to relax is my room. My room is beutful, nice place in my home to relax. My room is big, warm and square. Its Calor is Bank and withe. I have two beds, two Camadenyo and a sofa, and I have a small libraly in my room. My libraly bot of them some books. I have balkony in my room. The balkony It is best place becuse, when I sit in balkony I see some flowers in the garden. and I see some of biear and some of children. I love my room, I fell comfortable in my room. When I fell boring, I sit in the sofa of my room disen mush and make cup of coffe and watch tv or use internet. when I see my room I fell sleep. My room is the best place to relax and rest.

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation .

(10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	
1	2	1½	1	2	½	8

My favorite place to relax

My favorite place to relax is Libyan Desert, It's so big and it's very pure, It makes you feeling comfortible, Relaxing and creativite. It's the best place to relax because of the weather, quitness, apure oxygen and people they live there, and their lifes and cultures. I love the super natural, In libyan Desert you can take a test of life, It's like a breck, which you can enjoy Desert by playing yoga and some skeating, one of the intresting things is driving four W.D cars, It's the place to play yoga, the favorite place in our Desert is Wow Alnamoos, it's amazing, In libyan Desert, you'll recover your activity and your power, that's why this Desert is the favourite place to relax .

67

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your   (10 marks)
grammar, spelling and punctuation .

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	6½

my room this my favrite place to relax

My room is beautiful and big rooms in my home.

Can I see on the garden, It's cold and warm

in the winter but the summer very hot. My room

is large, It's contains one window, big bed, TV,

two tables and some pictures. I spend time in my

room, i can watching tv , check my email,

listoing to music , playing video games. I like

Cleaning my room , eating Somtimes in my

room, I feeling to relax and comfortable, I like it

because very nice.

Writing II

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your
grammar, spelling and punctuation .   (10 marks)

(A) Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	6
1	1½	1½	zero	1½	½	

My favorite place to relax is my room. I love my room firstly

because feeling me by happiness. When I need to relaxing

I am sitting in my room.

Secondly sometimes when I feel barency

I listen to quran or music, and I sometimes writing

a story or sing, and I always clean It and

eat in it. Finally, when I go to bed I feel

by happiness and safeness. No Concluding Sentence!

Writing II

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation . (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	7

My home is my favourite place where I feel confortable and relaxing. There are many reasons that makes it the favourite one. First, It's place where i find the people whom I love them "My family". Also, I can do it all my favourite things there with out thinking about what is going to happen next. The tird reason, its place where I born in and each place of this home have diffrent memorize when we are child until now. And its place where we found laughing and happenece, every one cares of others benefites and love each other with out benfites. this is the most important thing that make me loved this place more than any place else. Because, nawadays everyone thing about him / her self. Actually, we are so lucky to have home that we can toutch cozy of family and happenece, there are many people dont have homes that they can stay in. Although, when any one want any thing we find it there. That's true sometimes we faced some problems but we solved to make this family to gether and happy. finally, I am so happy and lucky that I have home with lovely family and pray god to blasgd them to me and I hope that I can return alittle of this happeness of them one day.

Writing II

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation . (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	
1	2	2½	1	2½	1	9

My Room

My favorite place to relax is my room. Because I have my own room, I can close my door whenever I want.

In my room, I have my magic wall that I feel so inspired when I look to it, I posted on it my pints (paints), all my positive quatations, and my childhood pictures. When I sleep in my cozy, warm, and wide bed, I cannot get rid of it. Also, I have my organized desk there is a lamb on it, and it contan all my books, pens, peapers and cheets. My best time is when I have my coffecup and looking to our garden throght my big and wide window specaly when it's raining. It is really an emazing feeling.

I love my room, because it is the place that makes me feel comfartable, dreemy and relaxed -

Writing II

Q3/Choose **ONE** of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation. (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B\Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	8

Omlete and Vegetables   word order   vegetables and

Eeasier and delecious side dish that you can teaste it at all. Usually hear a prepered and delecious dish, To make thes dish you must follow the following:
First, you should to Cut up the potatos, Eggplant, Zucchini to Small Cupes and FRY in Sun flower oil. Secound, you should filtered the vegetables and put it in pan with olive oil. in other hand, Mix Five eggs with half Cup of Milk and 5 spoons of Flawer and add it to the pan, lower the fire under the pet and use a wooden Spoon to Mix again. After that, throw alittle bet of salt, black papor and papireka to sport the test.
Finaly, Cut the tomatos and fresh parsly to small peaces forgently.
Now, you're ready to taste delecios side dish that you can ever test.

72

Writing II

Q3/Choose **ONE** of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation . (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	$6\frac{1}{2}$
1	1	$1\frac{1}{2}$	1	1	1	

Favorite place to relax

My Favorite place to relax is Sea. Most people who need to think in some problem in their life they go. Went to the sea Becouse can think quit and relate So when you see sea you feld relax and get rid of taired also some pepole when sit Front sea forget them problem. It is really place really wonderful. Fainally, If you need to relax go to the sea.

Writing II

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your
grammar, spelling and punctuation .
(10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	6½
				½	1	

My hometwon is my favorite place to relax. When
I were in my hometwon I believe in a worm weather,
Fresh air, nice houses and louly people., So I like my home twon
Soo much. My hometwon have imagehed agriculeture to eating
and respicts in it there are alot of vegtibals and fruits.
The weather in my hometown is very fresh and pure for
drinking and in agriculeture. When I drink from
our water I feel soft and relax. Also, I like animals
so my home twon have alot of sheep, cows and
rabbit too., I like it soo much. My family and
I are like watching the rainbow after the rain
my hometwon have a nice

74

Writing II

Q3/Choose ONE of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation . (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B\Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark	3 marks	1 mark	lo
\	٢	٢	\	٣	١٠	

« How to make a pizza »

Pizza is one of my favorite dishes. When I feel hungry., I Love making pizza, it doesn't take a lot of time. first, you have to prepare the dough, by puting in a food processer. 3 Cups of all perpes flour. then, adding 1 Cup of water and «3 table Spons of Olive Oil. Now, you can add some yest about a tea spoon, it depends and add a pinch of salt, mix all well togethere and leve it to have some rest. Meanwhile, start making the tomato sus sauce, put the pan on the oven put Some oil, half oninon, Some garlic powder and mix it all well then add smach tomatos to the pan with one table spane of tomata paste. add your spices its optinal. After that Start making your own pizza add your favorite flavor dout forgot the cheese and put it in the oven. finally., here comes the pirfect Perfect part serve it with Coka-Cola and here you have it. a wonderful pizza, enjoy.

Writing II

Q3/Choose <u>ONE</u> of the following topics and write a paragraph. Do not forget to check your grammar, spelling and punctuation . (10 marks)

A\ Describe your favorite place to relax . Give reasons why do you like it .

B/Write a process paragraph explaining a recipe of your favorite dish .

C/ In a well-supported paragraph, write your opinion about the following statement:

[Should women be allowed in combat positions in the military? why or why not?]

Topic Sentences	Unity	Coherence	Concluding sentence	Language & spelling	punctuation	Total
1 mark	2 marks	2 marks	1 mark ½	3 marks 1½	1 mark 1	6

My favorite place to relax is my room because, I love my room very much. in addition I have in my room a big mirrow and carpet, and bed and small table when with the all books pot on. Also, I love my room because I fell freedom and I do any thing in my room. In addition, I feel relax when I sleep in my bed and play with my cat. I feel happy because I dicorated my room to myself. In addition I don't know to do any think in my room. B-my room is my ambition about many year because, the room explains me when I'm sad and happy and angry. I feel very better when I lead my college and I went to the home and I set in my chair in my bedroom, I feel relax and my the all of my very happy. my bedroom is importan thing for me because understand me. My room is very big and pink because I like colour pink AI love my bedroom because feel me a happy person in the world. It makes

(margin notes) not in the begining

The same connecti word

not clear

Room is not a person feel